

**Teaching and Learning in the Humanities  
and Social Sciences:  
Perspectives of Competence**

**Teaching and Learning in the  
Humanities and Social Sciences:  
Perspectives of Competence**

*Edited by*

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## Foreword

I feel privileged to be requested to write the foreword to this book entitled: *Teaching and Learning in the Humanities and Social Sciences: Perspectives of Competence*, a publication put together by the School of Arts and Social Sciences, Adeyemi Federal University of Education, Ondo, Nigeria. The contributors to this book are seasoned scholars in their various fields with solid academic standing. Each of them has unveiled the most salient points in the emerging issues in multi-dimensional pedagogical perspective.

The three-module book, has been broken down into units, which no doubt provides a clear discussion of each of the topics. Of great interest are the first five units of the first module which engaged critical areas of teaching profession. The second module centres on lesson planning and methodology of teaching courses in Arts and Social sciences. Module three focuses on instructional materials for teaching and learning. This ranges from improvisation to utilisation of materials that could be gainfully used in the teaching of courses in Economics, Theatre Arts, History, Geography and Political science in Nigeria school system.

I wish to commend and congratulate the Dean and her team for coming up with this noble idea and nurturing it to fruition. The quality, readability and language used to convey ideas in this book will appeal to students, educational practitioners and general readers.

I therefore, strongly recommend the book as a special and general text for students at all levels as well as practising teachers in tertiary educational institutions.

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**MODULE 3**

**UTILIZATION OF  
INSTRUCTIONAL MATERIALS**

## UNIT 1

# **Improvisation of Instructional Materials for Teaching and Learning of Economics in Nigerian Senior Secondary Schools**

Johnson Sunday OJEWUMI Ph.D &  
Akinwumi SHARIMAKIN Ph.D

### **Introduction**

Teaching is a process that involves the transfer of knowledge and skills from an experienced individual (teacher) to the learner (student). Teaching is a set of events designed to initiate, activate and support learning (Koko, 2015). Teaching aims at behavioural change in the learner. It involves all activities that are geared towards the transfer of knowledge. Teaching Economics to students in an unmistakable and impartial way helps students to master the fundamental standards of understanding the streamlining issues, economic problems, assists the students to understand and apply economic principles in an exact and empirical manner to promote an enduring interest of students in Economics (Chakra, 2016). This can successfully be done by no other instructor but a competent Economics teacher. The teaching of economics is indispensable in any country that is interested in providing training techniques and tools of economic analysis and researchers that can contribute to the development of society. Economics provides significant knowledge into how individuals and societies make decisions about their needs and wants and distribute the resources to accomplish them. Its significance embraces many concepts which include growth, inflation, unemployment, interest rates, and taxes. It helps households and businesses in decision making in relation to

purchasing, savings, setting prices and competition in businesses among others. According to Kochher (2012), Economics is a social science that deals with the production, distribution, and consumption of goods and services.

One of the objectives of Economics as a subject is to prepare a student for a wide range of career options, ranging from business to government. Thus, it is not enough for a teacher of Economics to be sound in the mastery of the subject matter, he must equally have the ability to transfer such to the cognitive level of the student. The National Policy on Education (2014), underscores the teaching of Economics in Nigerian schools as it is connected to the philosophy of education. It pointed at inculcating national consciousness and unity, encouraging the right type of attitude for the survival of the individual and the Nigerian society. Economics, however, is a broad subject which cuts across various circles of the society. To successfully achieve this goal, there are many factors that are involved which include the use of appropriate instructional materials in the process of teaching and learning of the subject matter. Therefore, the utilization of instructional materials is fundamental to the teaching and learning of Economics basically on the grounds that it is an applied subject and it cannot be taught in abstract form. The need to include the students using different instructional materials cannot be gain-said as it brings about meaningful instruction. In essence, instructional materials are powerful weapons in the hands of educators in terms of driving home their points, in the teaching and learning process. This is another way of identifying a competent and effective teacher in classroom. Raheem (2016), succinctly remarked that instructional materials are fundamental and critical instruments required for teaching and learning of school subjects to advance teachers efficiency and improve students' performances. They make learning more fascinating, viable, sensible and appealing. They also enable both the teachers and students to actively take part and be effective in lesson session.

The inadequate stockpile of instructional material by government and proprietors of educational institutions could hinder effectiveness

of teaching and learning of Economics, leading to poor understanding of the subject matter in schools. This is a challenge to the competence of teachers of Economics in educational institutions. Obioha (2012), reported that there are inadequate resources for teaching Economics subjects in schools in Nigeria. He added that the available ones are not usually in good conditions. There is no doubt that students can only learn very well when the teachers or instructors make use of instructional materials. It is however, disheartening, that some schools do not have any instructional material, while some have little that are not functioning very well. There is the need therefore, for school teachers, especially Economics teachers to be more creative towards improvisation of instructional materials for effective teaching.

Improvisation is making of teaching and learning materials from locally available resources. According to Hornby (2010), improvisation means to make or do something by using whatever is available, usually because you do not have what you really need. In other words, improvisation is the provision of alternatives to all things. That is, the “art of substituting for the real thing”. Improvisation involves, to a high degree of accuracy, modeling of an original object, or copying the construction of an object or equipment (Ango, 1986).

David and Stanley (2012), identified inadequate quantity or non-utilization of instructional materials by subject teachers as one of the factors that affect teaching and learning of Economics in schools. Hence, there is need for improvisation of instructional materials needed for effective teaching and learning of Economics. This study therefore focuses on the necessity of improvisation of instructional materials by competent teachers in filling the gap created by inadequate instructional materials in the effective teaching and learning of Economics in Schools and Colleges.

The specific objectives of this study unit include:

- a. To take an overview of Economics as a subject in the Senior Secondary Schools in Nigeria.

- b. Examine the concepts of instructional materials and improvisation of instructional materials.
- c. Identify practical examples of improvisation of instructional materials in Economics.
- d. Identify various factors militating against effective use of improvised instructional materials in the teaching of Economics in Nigerian Senior Secondary Schools.

### **Economics as a School Subject in Nigeria**

Economics came into existence as a subject in 1976 through the publication of Adam Smith- the frontliner of the classical school of thought. It has since then assumed important roles in both political and educational circles. Economics as a social science, is concerned with the production, distribution and consumption of goods and services. It studies how individuals, businesses and governments make choices in effective allocation of resources to satisfy their wants, and considers how these groups should organize and coordinate their efforts in order to obtain maximum output. The study of Economics is divided into two major parts, namely Microeconomics and Macroeconomics. Macroeconomics considers the behavior of the aggregate economy, while Microeconomics concentrates on individual consumers (Cashin, 2016). Cashin posited that three major languages are used in teaching and learning of Economics ideas. The three languages include theory or verbal, geometric or graphical and algebraic or mathematical language. Economic analysis therefore progresses through deductive processes, which is much like mathematical logic, where the implications of specific human activities are considered in a “means-ends” framework. The reasoning procedure in Economics, like any science subject, is methodological. Its analysis is systematic, and the validity of its various theories can be tested. Therefore, attempts are made to integrate the theoretical foundations in Economics with their practical applications. This can easily be done by a competent teacher with appropriate instructional materials.

Economics is one of the electives subjects expected to be studied at the Senior Secondary School (SSS) level under the new National Policy on Education. According to Osunnaiye (2005), this curriculum has been designed by the Comparative Education Study and Adaptation Centre (CESAC) to satisfy the requirements of Economics in the new system. The guiding principle of the curriculum is the need to equip learners with the basic knowledge and skills that will enable them to appreciate the nature of economic problems in their society. In the light of this philosophy, the following are highlighted as objectives of studying Economics as a subject:

- i. To equip students with basic principles of Economics that are necessary for useful living and for higher education;
- ii. To prepare and encourage students to be prudent and effective in the management of scarce resources;
- iii. To raise students' respect for the dignity of labour and their appreciation of economic, cultural and social values of our society; and
- iv. To enable students acquire knowledge for the practical solution of the economic problems of society; Nigeria, developing countries and the world at large (Osunnaiye, 2015).

According to Obemeata (2014), the importance of Economics education to any nation, is very clear. It enables both leaders and citizens to understand basic Economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of Economics is a pre-requisite for good citizenship. To him the principal objective for teaching Economics should be "to provide Economics understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economic issues with a good basis for doing so. Furthermore, Obemeata (2014), stated that the position of Economics in secondary school curriculum has been strengthened because it has been accepted that it has some civil values because of

some topics as “the element and determinants of national income, the structure and activities of labour unions, the working and influence of financial institution”. These prepares one adequately for life in modern society.

According to Adu (2012), the study of Economics serves a useful purpose in modern life. It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it helps us to decide which of several alternatives to choose. It charges its recipient to make wise choice that will satisfy their needs in the presence of unlimited wants and resources. Obemeata (2014), said Economics as a subject has various values to the learners and these values according to him include:

**i. The Cultural Values**

Economics has some intrinsic value that makes it appealing as a school subject. For example, there is a great logic in it. It connects learners to the essentials of everyday life and it is also concern with almost tropical events such as International Monetary Fund [IMF], Structural Adjustment Programme [SAP] and so on.

**ii. Intellectual Training**

Economics contributes to intellectual training because it involves looking at issues in a way that is somehow new to people. Economics is not primarily a body of knowledge, it is a method rather than a doctrine, an apparatus of mind, a technique of thinking which helps its possessors to draw correct conclusion.

**iii. Vocational Training**

The vocational nature of Economics made it readily acceptable to students. Economics as a subject is of direct utility in many branches of industries and commerce. It is also an essential part of most professional examination like Banking, Accountancy, and Secretariat.



## **The Concept of Instructional Materials**

Instructional materials have been defined by various authors. For example, Wambui (2013), defines it as, materials or tools locally made or imported that could made tremendous enhancement of lesson impact if intelligently used. Ikerionwu (2010), referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical object which provide sound, visual or both to the sense organs during teaching. Obanya (2013), added that instructional materials are didactic materials which are supposed to make learning and teaching possible. In other words, instructional materials are all the tools which are needed by the teacher to provide help and encouragement to students learning activities. It includes all the tools that the teachers can use to make the learning more interesting and memorable. They are also materials which the teacher uses in supplementing his teachings.

Instructional materials are objects or devices that assists the teachers to present their lessons logically and sequentially to the learners. According to Oluwagbohunmi and Abdu-Raheem (2014), instructional materials are such that are used by teacher to explain and make learning of subjects matter understandable to students during teaching and learning process. They gives room for acquisition of skill as well as knowledge and development of self-confidence and self-actualization. Kochher (2012), submitted that instructional materials are very significant in teaching and learning of any subject matter. Oluyiri (2010) while stressing on the importance of instructional technology commented that instructional materials must support teaching aligned with the standard framework. Materials that are contrary or inconsistent with the standard framework and criteria are not allowed. Instructional materials are derived from various sources; the professional teacher needs to note that every instructional material has its definite unique strength in teaching-learning situation. Through effective communication, better teaching and faster learning can be facilitated by careful selection and skillful utilization

of appropriate instructional materials by the users.

Instructional materials are concrete objects used to facilitate effective teaching and learning of Economics concepts for better results. These include the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process. It includes processes and development of appropriate skills in creative production of relevant instructional materials for meaningful teaching of Economics. The importance of instructional materials in enhancing effective teaching of economics cannot be undermined due to the positive impact it has on the level of assimilation of students. It is intended to arouse students' interest, hold their attention and aid long-term retention of Economic concepts beyond the classroom settings (Oziegbe and Soetan, 2017).

### **Classifications of Instructional Materials**

Instructional materials have direct contact with the sense organs. Pupils are able to use a combination of senses (smell, hearing, touch, taste and sight) for easier and better acquisition of concepts and facts they are being taught (Olumiran, Yusuf, Ajidagba and Jakeyinfra, 2010). According to Akpan and Okoli (2017), instructional materials can be divided into three major categories based on their sensory appeal, namely; audio, visual and audio-visual. Kasim and Usman (2016), put it that instructional materials are materials of visual, audio and audio - visual category that helps to make concepts, abstracts and ideas concrete in the teaching and learning process.

#### **1. Audio Instructional Materials**

These are the resources that can produce sound and enhance memory of economic concepts. They are used to appeal to the auditory sense of the Learners. Notable examples include Radio, Audio Tapes (Cassette, Compact Disc, and others). They could be used to present and explain State or Country's Annual Budget as announced by the Governor or President. This will aid the understanding of students on the importance of budget and planning.

## **2. Visual Instructional Materials**

These are concrete objects that can be seen and manipulated for effective teaching and learning of Economics concepts. They are meant to appeal to the sight sense of the learners and they come in the form of pictures, prints, real objects (models), etc. They are presented in Graphs, Tables, Charts, Books, Cheques, Currency (Coin and Paper), and Diagrams.

## **3. Audio-Visual Materials**

They are resources that can be seen and also produce sound to arouse the learners interests and sustain their attention in teaching and learning of Economics concepts. They appeal to both the auditory and visual senses of the learner and stimulate interest to learn. Such materials take the form of Films, Television, Audio-Visual Tapes, Visual Compact Disc (VCD), Dual Visual Disc (DVD), Computer System with Power Point Projector and Screen, Video Tapes and Clips with Closed Circuit Television (CCTV) and other high definition electronic devices. These materials could be used to teach Economics topics such as Trends of Economic Growth in the Country over years and across various sectors, Analysis of a Country's exchange rate, inflation rate, unemployment rate and others.

According to Ochoma (2016), instructional materials can be classified as follows:

### **a. Printed and Reference Materials**

Textbooks, newspapers, magazines, government documents, teachers' guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, and leaflets.

### **b. Graphic Materials**

Graphs, charts, diagram, maps, globes. This combines pictorial-graphic numerical or written materials which presents a clear visual summary of what is been taught to students.

### **c. Display Materials**

Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board. Teaching materials such as Maps showing mineral deposits distribution, senatorial districts, regional divisions, Gross Domestic Products over a given periods, and so on, can be displayed in pictures on bulletin boards, magnetic boards, etc.

### **d. Projected Materials**

Television, video tape, overhead projector, slides and slide projector and transparencies. Slides of pictures or film strips can be shown in a sequence to students to aid their understanding.

### **e. Audio and Other Visual Materials**

Radio, computer, tape recording, etc. Recorded relevant Radio program such as budget presentations, can be played using tape recorder to aid teaching and learning process in the class.

## **Importance of Instructional Materials**

Instructional materials are versatile tools that are used in different ways for effective teaching and learning. These aids convey facts and ideas in all forms and offer quite an easy way of presenting information. According to Olaitan (2004), some of the importance of instructional materials if carefully selected includes the fact that they:

- i. Help to give correct initial concept.
- ii. Help students to learn more.
- iii. Spread learning processes.
- iv. Provide experiences which are not known before.
- v. Clarify and give definite meaning of words and the combat verbalism.
- vi. Intensify expressions.
- vii. Arouse interest by attracting attention.
- viii. Build and sustain interest.

- ix. Motivate, develop and change attitudes.
- x. Vitalize instruction and provide variety in teaching.
- xi. Saves time of Economics teachers and students.
- xii. Supplement other learning and serves as reminder.

FRN (2014), stated that the objectives of learning materials are; to enhance teaching and improve the competence of teachers; to make learning more meaningful for students and to develop and promote the effective use of innovative materials in schools. Instructional materials are very important in the realization of education goals. Thus, must be made available and utilized appropriately to enhance teaching. Balogun (2004), posited that instructional materials assist Economics teachers in the achievement of stated objectives and also help the teachers to make lesson explicit to the students. According to Akpan and Okoli (2017), the specific benefits of Instructional Materials can be considered from two perspectives; the teachers and the students. Benefits that accrue to teachers include the following:

- a. Instructional materials help the teacher in providing the means of widening his pupils learning experience.
- b. Providing his pupils with meaningful source of information.
- c. Provide the teacher the means of exposing the pupils to a wide range of learning activities.
- d. Increase the efficiency of the teacher by providing tutorials and response guidance for individual pupils and small groups.
- e. Instructional materials bring experts and learning resources to the classroom, and allow members of a group or class to share equally from the same teaching experience.

Benefits of Instructional Materials to the students include:

- a. Instructional materials can facilitate learning by arousing the learners' interest.
- b. Instructional materials sustain attention of students/ learners.

- c. Provides the learners with opportunities of interacting with their social and physical environment.
- d. Offers opportunity for independent and individualized learning.
- e. Create concrete basis for conceptual thinking.
- f. Offers opportunities for learners to develop their abilities and skills.

### **The Concept of Improvisation of Instructional Materials**

Non-availability or Inadequacy of instructional materials has become a stumbling block hampering effective delivery of a lesson in classroom teaching. This has necessitated the need to devise or create a suitable substitute for it. Improvisation is an act of substituting for the real things. Improvisation can be defined as the instruction that aid student's effort to supplement or substitute devices, means, materials and equipment for teaching and for students learning (Koko, 2016). It involves composing or making the best use of materials at hand or think of alternative means of materials complementing existing materials in Schools. Improvisation of materials means the act of making or providing, use of alternative instructional materials for teaching when the ready-made instructional materials are not available for use or not ready for teacher's use.

Vandeh, Gbaa and Awanbe (2014), added that improvisation can also be viewed as not just the production of import-substitution materials or real things, rather it is an activity in promoting curiosity, alertness, endurance, creativity and perseverance, all of which are indispensable to students and teachers.

Orifade (2014) classified improvisation of Instructional materials into two forms namely Role substitution and Role stimulation.

- a. **Role substitution** involves slightly modifying original materials in order to perform new function.

- b. **Role stimulation** involves actual construction of apparatus with some degree of precision like the original.

Improvisation as a concept can be defined as a technique of originating a totally new tool, instrument, material, devise or modifying existing ones for serving a particular function. For the instructor or teacher to be able to improvise, he must be innovative, resourceful and creative in both thinking and manipulative dexterity (National Teacher's Institute 1990). According to Adewoyin (1998), the concept of improvisation can be linked with the concept of self reliance. If we make use of the available resources in our environment it will be easier for teachers /instructors to produce instructional materials and to withstand the unstable economic crises. This concept of self-reliance is one of the five goals endorsed by the National Policy on Education.

### **Parties Involved in Improvisation of Instructional Materials**

Ajewole (1998), pointed out those that should be involved in the production of alternative instructional materials for teaching as follows:

- i. By the teacher, or the students under the instruction and guidance of the teacher or instructor.
- ii. By the local personnel such as carpenters, artisans, artists, etc.
- iii. Through collection of materials from local environment by teachers/instructions.

### **Principles of Improvisation**

Olaitan (1989), enumerated the principles of improvisation as follows:

- a. **Goal Oriented Improvisation:** Improvisation of instructional materials must be goal-oriented to conform to the instructional aims and objectives of the lesson or activity in order to be relevant and useful.

- b. **Knowing the materials:** The teacher or instructor should know very well the instructional materials which he intends to improvise with respect to shape size, colour, materials for construction, function and general characteristics
- c. **Improvisation by substituting the original and real instructional material:** It is important that the improvised instructional material is a good substitute, to the real instructional materials with reference to shape, size, material, colour, texture, design and general characteristics in order to reproduce the likeness of the real object.
- d. **On the spot improvisation:** This entails using whatever is an alternative, instructional material available for teaching. Clay can be used as an improvised materials by mixing it to replace cement where cement is not available for moulding:
- e. **Improvisation can be achieved by the principles of elimination by substitution:** All eliminated instructional materials can be replaced to achieve the same purpose.
- f. **Principle of planned repetition and parallel examples:** The improvised instructional materials can be repeated using many identical materials repeated for the same purpose with similar alternative.
- g. **Basic construction tools:** The instructional technology instructor/teacher should possess basic, construction materials, such as a knife, a pair of scissors, a hammer, a saw. A fret saw, nails, needles, thread, gum, cellotapes, colour paint, cardboard papers, drawing papers, and so on devising and producing instructiona materials.

### **Reasons for Improvisation**

According to Oshodi (2001), reasons for improvisation include the following:




- a. It is cost saving and helps in saving hard-earned foreign exchange.
- b. It encourages self-reliance and a feeling of security.
- c. It creates employment opportunities for the local communities.
- d. It saves time.
- e. Locally produced materials are more relevant to our environment compared with imported materials, which are foreign in content and sometimes very difficult to maintain.
- f. Technological Transfer: Improvised materials are imitation or replica of the imported ones. This promotes technological transfer in the home country.
- g. It encourages creativity on the part of teachers and students.

### **Problems Encountered in the Improvisation of Instructional Materials in Schools**

- a. Inadequate/lack of fund can hinder the teacher when improvising: Improvisation will require extra cost in getting materials needed for alternative teaching supplements. When such fund is not available, it hinders effective teaching process.
- b. Budgetary provisions for educational technology materials is not enough: There are inadequate budgetary allocations to education as well as other educational components which include provision of instructional materials.
- c. The legal nature: This is another problem that has to do with copyright laws. The innovative teacher must be careful so that he does not infringe on the copyright laws.
- d. The human attitude: The teacher may not be motivated to make Administrative and environmental factors can discourage the teacher concerned because it is an extra task.
- e. Lack of technical know-how on the part of the teachers: Teacher who does not know how to improvise certain materials will find it difficult to lay hands on substitute when instructional materials are not available.

Table 1: Practical Examples of Improvisation of Instructional Materials in Economics

Topic	Sub-Topic	Instructional Materials	Improvisation Idea
All Topics	All	Textbook	Extraction of certain portion of the textbook in a summary form for students to write in their notebooks.
Statistical Tools in Economics Analysis	Tables	Long Ruler and Board	Where long ruler is not available to draw on the board, Economics Teacher can inform students to come with their own ruler and help them individually in the usage.
Basic Tools for Economic Analysis	Pie Chart	Compass and Divider 	Where Board, Compass and Divider are not available, Subject teacher is expected to inform students to come with their own Mathematical Set that contain Compass & Divider and help them individually in the use of these instrument to construct Pie Chart.
Basic Tools for Economic Analysis	Other Charts like Histogram, Simple/Component/Multiple bar charts, etc	Long Ruler and Board	To improvise, Economics Teacher can inform students to come with their own ruler and help them individually in the usage to draw inside their notebooks.
Basic Tools for Economic Analysis	Measure of Central Tendency/Dispersion/Variability (Arithmetic Mean, Median, Mode, Mean Deviation, Standard Deviation, Variance, etc	Well-designed working examples of measure of central tendency & dispersion.	Portable board or Cardboard with structured & worked solutions to practical questions. It must be presented in a well-designed and in an attractive way.

Production	Law of Diminishing Return	Pictorial Diagram showing Graphs of T.P., A.P. and M.P.	Portable Board or Cardboard clearly showing a well- designed pictures of T.P., A.P. & M.P. as well as their relationships
Production	Production Possibility Curve (P.P.C.)	Pictorial diagram showing Tables and Graphs of P.P.C. with different points of underutilization, efficiency and unattainable.	Portable Board or Cardboard clearly showing a well- designed pictures of P.P.C. and its table with different points of underutilization, efficiency and unattainable.
Business Organizations	Different types of business organisations	Prepared and well-designed tables showing different types of business organisations	Charts on Portable Board or Cardboard showing characteristics of each of the business organisations as well as the differences among them.
Money	Commodity Money	Cowries, Palm shell, etc	Where the Teacher cannot lay his hands on these items physically, he/she is to draw these items on Cardboard or Hang board in a beautiful way
	Naira	Coins and Naira Notes (50 kobo, 5, 10, 20, 50, 100, 200, 500 & 1000).	For any of these that cannot be seen by the teacher for teaching purpose, he/she will do well by precisely designing them on cardboard for students to see.

Budget	Budget Presentation	Copy of Detailed Budget for a few years	Newsprints of past budgets can be brought to class and displayed to students. Audio aids can be applied where budget presentation by the President of the Country or State Governor can be played using Tape Recorder. This allows students to understand how National Budget are read. Recorded Video or audio of National budget presentation can be used through projector, to enhance students' understanding.
Structure of the Nigerian economy	Sectoral distribution of Nigeria	Nigeria's Map with resources distribution across the country.	Bulletin Board can be used to display pictures of Nigeria's Map, senatorial districts, regional division, mineral deposits, past figures and facts of contributions (sectors and states).

Source: Ojewumi (2023).

- f. Poor attitudinal disposition: When a teacher has negative disposition to improvisation of instructional materials, it hinders the teacher from going extra mile to get it done.
- g. Not all instructional materials can be improvised: There are certain instructional materials that cannot be easily improvised and this hinders effective teaching and learning procedure.

### **Conclusion**

This study unit emphasizes the fact that teachers or instructors of

Economics are expected to make use of instructional materials for effective teaching and learning of Economics. And where instructional materials are not available, the teacher is to adopt improvised instructional materials in order to boost teaching and learning of Economics, this will improve the academic performances of students in the subject in secondary schools. The paper further establishes the fact that inadequate finance, low budgetary allocation to education, legal nature of instructional materials, rigidity of certain instructional materials, lack of technical know-how on the part of the teachers and poor attitudinal disposition of the teachers are factors militating against effective use of improvised instructional materials while teaching Economics. To improve the effective usage of improvised instructional materials while teaching Economics, there must be provision of training and re-training programme for teachers, conducive learning's environment, good technical know-how on the part of the teachers, good attitudinal disposition of the teachers and subsidizing high rate of instructional materials.

### **Recommendations**

Based on the discussion above, the following recommendations are made for improvement in improvisation of instructional materials to enhance teaching and learning of Economics in senior secondary schools in Nigeria:

1. Governments at various levels should make adequate provision of instructional materials for teaching and learning of Economics in senior secondary schools to improve degree of performances of students in the subject.
2. Economics teachers should endeavor to adopt and effectively utilize the available instructional materials to aid students' level of understanding.
3. Economics teachers should improvised where instructional materials are not available and effectively utilize them to aid teaching and learning process.

4. Government, Non-Governmental Organizations (NGO), Schools and other Educational bodies should carry out sensitization programmes to educate Economics teachers on the proper use of improvised instructional materials in the teaching of Economics.
5. School administrators should ensure that Economics teachers undergo training/retraining on the use of instructional materials and necessity of improvisation as to enhance their ability in utilizing instructional materials.
6. Parent Teacher Association, voluntary organizations and philanthropists should endeavor to support in the provision of adequate instructional materials as well as rendering assistance in the provision of materials for improvisation of instructional materials for schools in order to enhance teaching and learning of Economics.

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