Original Article

IMPROVISATION OF INSTRUCTIONAL MATERIALS AND SS II ECONOMICS STUDENTS' ACADEMIC PERFORMANCE IN KAURA LOCAL GOVERNMENT AREA OF KADUNA STATE

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Abstract The study investigated the effect of improvised instructional materials on the academic performance of SS II Economics students in Kaura Local Government Area of Kaduna State. The downward trend in academic performance of Economics Students, particularly from external examinations has attracted public attention. Two research questions translated to null hypotheses were formulated for the study. Quasi- experimental research design, specifically, pre-test – post-test design was used. A total of sixty (60) students were sampled out from a population of 3,658 students. Data collected were analyzed through the use of descriptive statistics of mean and standard deviation and inferential statistics of independent t-test. The findings from the study revealed that a positive significant difference in academic performance of SS II Students taught Economics with the use of improvised instructional materials when compared with those taught Economics without the use of improvised instructional material at .05 level of significance. It also revealed no significant difference in the performance of male and female taught Economics using improvised instructional materials. It was concluded among others that since the students taught Economics with the use of improvised instructional materials had a better mean score than those taught without the use of improvised instructional materials, there is need for teachers to be trained to improvise as this will enable them acquire the appropriate techniques and skills necessary for improvisation. Hence, it was recommended that Teachers should be trained and re-trained through workshops, seminars and conferences for the purpose of skill acquisition necessary for the production and use of instructional materials by teachers.

Keywords: Academic Performance, Economics, improvised Instructional Materials

Introduction

Teaching is a transformational process that involves the transfer of knowledge and skills from a more experienced individual (teacher) to the leaner, hence, fosters behavioral change in the leaner. Teaching is a set of events designed to initiate, activate and support learning (Koko, 2016). Teaching economics to students in a clear and unbiased manner, support beginner students to master the essential principles of understanding economics and specific economic issues, help the student to understand and apply economics in a precise and empirical manner and promote a lasting student interest in issues of economics requires the utilization of instructional materials, (Chakra, 2016). The teaching of economics is indispensable in any country that is interested in providing training techniques and tools of economic analysis and researchers who can contribute to the development of society. Instructional materials make teaching and learning more understandable, meaningful and easy and its benefits to teaching and learning cannot be overemphasized. The use of instructional materials in teaching economics remains the gateway to achieving set objectives as Ubulom & Ogwunte (2017) emphasized that instructional resources and facilities are very necessary for the utmost realization of the goals of education.

Economics as a subject taught in secondary schools can be explained both verbally and quantitatively, while the verbal explanation involves expression of economics facts and relationship between variables, the quantitative aspect on the other hand focuses on the use of statistical and mathematical tools or models in explaining economics concepts. This therefore, means that the use of instructional materials in the teaching and learning of economics is inevitable. Bonet (2019) opined that the more the teacher uses instructional materials in their teaching, the richer the experience they offer to the students and the easier the students acquire these experiences.

Instructional materials are all types of material or aids used in the teaching and learning processes. These include, books, government documents, artifacts, instructional sheet, computer, radio, television, magazine among others. Based on the above definition, it can be deduced that instructional materials are objects (materials) used to facilitate teaching and learning or to make teaching and learning easier for both the teacher and the learners. Osakwe and Itedjere (2019) summarized these resources as textual, like textbooks, audio-visual and human resources, and stated that these resources are either used individually or collectively in any meaningful teaching and learning situation.

Instructional materials help the teacher to make learning meaningful to the learners (Ede, Oleabhiele & Modebelu, 2016). More so, Ikot, (2018) in his study on instructional materials argued that instructional materials are effective tools for improving students' performance in learning difficult concepts. This implies that the teaching of Economics can be more effective and easier if teachers use instructional materials in their teaching particularly when explaining the quantitative aspects of the curriculum.

Insufficient and inadequate resources in some schools are becoming issues for the learners to deepen their knowledge and understanding (Okongo, Ngao, Rop, & Nyongesa, 2015). That is why teachers should face this challenge by using adapted and improvised materials. Improvised materials are cost effective and available within the school environment. Improvisation is the utilization of locally made materials in the absence of standardized materials that may assist teaching and learning processes to help learners attain their learning outcomes (Otor, Ogbeba, & Ityo, 2015). The use of improvised instructional materials during the teaching and learning process

may enhance learners' motivation, creativity, critical thinking, and innovation (Mboto, Ndem, & Stephen, 2016). Therefore, the improvised instructional materials could be used in case of shortage or the absence of standardized instructional resources.

Improvised instructional materials are materials, devices and techniques that help the teacher to make realistic approach when teaching. Whether real or substitutes, these improvised instructional materials have a common goal; as they help the teacher to convey the intended message effectively and meaningfully to the learners so that the learners receive, understand, retain and apply the experience gained to reach overall educational goals. According to Nwagbo (2015) cited in Ogbe and Omenka (2017), improvisation is an art of sourcing for and providing substitute materials for the original ones using what is locally available in the absence of standard materials usually aimed at meeting the specific instructional objectives. Ahmad, Abdul, Sani and Sabo (2019) see improvisation as the art of using materials or equipment obtained from local environment or produced by the teacher.

Stressing on the need to improvise and make use of the instructional materials, Shodeinde (2015) admitted that the quality of teaching is a crucial factor in promoting effectiveness in schools. Effective teaching in turn requires teachers who are academically sound and care about the wellbeing of the learners. Thus, in every instructional setting, a teacher may be confronted by students with varied learning problems and topics that require many hours of preparation but with limited number of instructional materials to facilitate teaching and learning. Therefore, there is obvious reason for both teachers and students to improvise instructional materials needed for effective teaching and learning to take place. Umoinyang (2019) conceived improvisation as a technique of originating a very new tool, instrument, materials, device or modifying existing ones for serving a particular purpose.

Researchers over the years have adduced many reasons for the poor performance of students in economics which include among others poor teaching methods, lack of qualified teachers, lack of relevant textbooks, inadequate instructional materials and outdated curriculum content (Bukoye, 2019). These problems have led to the cases of students' poor performance in the subject; efforts have been directed towards addressing the problem of poor performance of students which include use of formative testing procedures, use of different teaching methods, use of graded questions, use of relevant instructional materials as well as individualized instructions. Despite all the importance attached to the use of instructional materials, there seems to be a problem in terms of employing and adequately using them.

Empirically, the result of Odu (2016) revealed that most of the teachers do not improvise or utilized improvised instructional materials. Most of them were ignorant of the existence of the resource materials for introductory technology equipment. Some of the problems militating against improvisation were identified as lack of fund, motivation, creativity and time. Job (2017) found out that Biology students taught with improvised materials had a higher mean score than their counterparts taught without improvised materials. Also, Mensah (2015) discovered that the improvised instructional materials produced the same performance as standard instructional materials. From the results of these studies, it can be deduced that improvised instructional materials were very useful in teaching concepts. So, it is on this background that this study will be carried out to find out the effect of improvised instructional material on the academic performance of SS II Economics students in senior secondary schools in Kaura Local Government Area of Kaduna State.

Job (2017) carried out research titled "Effects of Improvised Materials on the Academic Performance and Retention Ability of SSII Biology Students in Lagos State". The study was carried out with two research questions and two hypotheses. The pretest-posttest design was adopted for the study. The population comprised of 547 Biology students drawn from 27 schools, from which four schools were sampled out with a sample size of 240 SS II Biology students. The instrument consisted of twenty (20) multiple items developed from the treatment. The findings were that the experimental group had a mean score of 19.13 with standard deviation of 3.12 while the control group had a mean score of 17.53 with SD of 2.90. The mean gain of 1.6 was established, indicating a difference in the means. Also, that the experimental group had a retention score of 19.07with SD 3.93 while the control group had a score of 17.53 with SD of 2.90 with mean gain of 1.54 in favor of the experimental group.

Academic performance according to Larin (1965), as presented by Okereke (2015) refers to some methods of expressing a student's scholastic standing. This can be regarded as a source or subject grade, an average for a group of subjects in a programme of study for example, Economics. The theory further stresses, that there are two dimensions to academic performance namely; good and poor performances. Good academic performance leads to success while poor academic performance leads to failure. Each of these two performances are experienced by students in one form or the other.

Students learn when their thoughts and expectations interact with materials, ideas, and people; such interactions, according to Judy (2015), 'gives learner meaningful developmental learning experience. ''Improvised instructional materials give teacher/students the pride of using their talents, allows a teacher to reproduce his potentials, in concrete form and increase teacher's knowledge of the subject matter. The use of instructional material in teaching could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms of understanding different concepts in the lesson, thereby making learning more immediate and more relevant. Okoye (2018), investigated the effect of locally produced instructional materials on academic retention of students in geography. The study was a quasi-experimental design. The data collected were analyzed using one way analysis of variance and two-way analysis of covariance. The hypotheses were tested at 0.05 level of significance level. The results show that the students taught using locally produced instructional materials has significantly higher retention ability than those taught without instructional materials.

Balarabe and Mannir (2015), surveyed the opinions of the respondents on the impact of teachers' improvisation. The study was conducted with three objectives and three research questions. The population comprised of six hundred and twenty (620) secondary school students, sample size was 108 selected randomly, the researcher also used oral interview for some students. They submitted that teachers' improvisation of instructional materials has a significant impact on students' academic performance. Similarity of the present study lies in the fact that both studies were concerned with the improvisation of instructional materials. Despite that the research work contributed to the current research work. The previous research was conducted without the use of hypotheses and was survey research.

Statement of the Problem

Teaching and learning of economics have been seriously frustrated in recent times, and this can be attributed to the fact that it is difficult to translate the ideas of some economics concepts and theories into

visual practical realities. Teachers are being accused of not teaching with the use of instructional materials which may be responsible for poor academic performances of students especially in external examinations. Because of this, most students rely so much on examination malpractice to succeed in external examinations, like West African Examination council (WAEC) National Examination Council (NECO), National Business and Technical Examination Board (NABTEB) and University Tertiary and Matriculation Examination (UTME). It is therefore pertinent to investigate if the utilization of improvised instructional materials can be used to curb this menace.

Purpose of the Study

Specifically, this study is designed to:

1. Determine if improvised instructional materials can enhance the academic performance of SS II Economics students in Kaura LGA.
2. Determine if there exist any difference in the academic performance of male and female economic students taught using improvised instructional materials,

Research Questions:

1. What is the difference in the academic performance of SS11 Economics Students taught using improvised instructional materials and those taught without it in Kaura LGA of Kaduna?
2. What is the difference in academic performance between male and female economics students taught using improvised instructional materials?

Hypotheses

The following null hypotheses were formulated to guide the study;

Ho_1: There is no significant effect of the use of improvised instructional materials on academic performance of SS11 Economics students in Kaura LGA.

Ho_2: There is no significant difference in the academic performance of male and female SS II Economics students taught with improvised instructional materials in Kaura LGA

Method

This study adopted the Quasi experimental research design in which the pretest -posttest, non-equivalent control group design was used. This means that intact class (non-randomized group) participated in the study.

One of the groups, (experimental group) was exposed to a treatment using improvised instructional material; the other group, (control group) was taught without improvised instructional material. The purpose of the design is to compare mean gain scores of the two groups.

The population for this study consisted of all the SS II Economics students in Kaura L.G.A of Kaduna State. The total population was three thousand six hundred and fifty-eight (3,658) SS II Economics students, comprising of two thousand four hundred and fifty-three (2,453) male and one thousand two hundred and five (1,205) female students (Kaduna State Ministry of Education, 2023). The sample for the study was 120 SS II Economics students in Kaura L.G.A. A purposive sampling technique was used to select public and private schools with intact SS II classes in Kaura L.G.A. Out of 31(17 public and 14 private) schools in Kaura L.G.A, six schools (4 public and 2 private) schools were selected. The schools were selected based on the availability of professionally qualified teachers, willingness of the teacher to participate in the study and schools that are co-educational.

The researchers' made use of carbon paper and old calendars to draw various charts, graphs and diagrams and also provided currency of different denomination which are readily available and affordable as well. The instructional materials cover the major areas of

theory of demand and supply. Although the items were drawn from internationally and nationally validated question papers, the items were still subjected to expert validation by a team comprising of one expert in Economics, in the Department of Economics, Kaduna state university and three Economics teachers from schools in Kaura Local Government Area for content and criteria validity. A pilot test was conducted using Test –retest method, to determine the reliability of the test items. There was an interval of two weeks between the first administration and the second test. Sixty (60) students were randomly selected for the pilot test. The data was collected and analyzed using Pearson's Product Movement Correlation Coefficient (PP. MCC) to test the reliability, arriving at 0.87 reliability co-efficient. Students' Performance in Economics Test (SPET) was used to obtained pretest and post test data for the research study. The experimental and control group were pre-tested before the administration of the treatment. The result was collected and analyzed to determine their entry behavior. The second test which was posttest was administer to the two groups after the treatment. The mean score and standard deviation were used to analyze research questions, while t-test statistical analysis was used to analyze post test data on performance and retention using the 13.0 version of Statistical Package for Social Sciences (SPSS). The hypotheses were tested at 0.05 alpha of significance level of probability and $n_1 + n_2 - 2$ degree of freedom.

Results

Research Question 1: To what extent does the use of improvised instructional materials enhance the academic performance of SS II economics students in Kaura LGA?

Table 1: Mean and standard deviation of experimental and control group in the Post-test

Group	N	df	Mean	SD	std. Error mean
Experimental	60	118	29.10	4.82	.607
Control	60		18.33	4.70	.622

Table 1 shows that the experimental group had a mean score of 29.10 with standard deviation of 4.821. The control group had a mean score of 18.33 and standard deviation of 4.70. From the table it can be deduced that there is a significant difference in the mean score of the experimental group (29.10) and control group (18.33) after the treatment. The experimental group with a mean achievement score of 29.10 did better than the control group with a mean of 18.33. The mean score of the experimental group differs significantly (with a mean difference of 10.77) from that of the control group.

Research Question 2: What is the difference in academic performance between male and female economics students taught using improvised instructional materials?

Table 2.: Mean and Standard Deviation of SS II male and female Economics students in the experimental group in the Post-test.

Gender	N	df	Mean	SD	std. Error mean
Males	30	58	32.47	4.02	.735
Females	30		32.22	3.97	.703

Table 2 shows the mean performance score of males taught with the use of improvised instructional materials as 32.47 with the standard deviation of 4.023 and standard error mean of .735 while females recorded the mean performance score of 32.22 with the standard deviation of 3.971 and standard error mean of .703. These results show that there was difference in the academic performance between male and female SS II Economics students taught using improvised instructional materials.

Hypothesis One: There is no significant effect of the use of improvised instructional materials on academic performance of SS11 Economics students in Kaura LGA.

Table 3.: T-test analysis of posttest Achievement Scores between Experimental and Control Group.

Group	N	df	Mean	SD	t-cal	Sig.(2-tailed)
Experimental	60		29.10	4.82		
		118			-12.45	.00
Control	60		18.33	4.70		

Significant at 0.05 alpha level

The result on table 3 shows the t-test result of experimental and control group. The mean score and standard deviation of the experimental group was 29.10 and 4.82 respectively while the mean and standard deviation of the control group was 18.33 and 4.70 respectively which was significant. The t-value was significant at 0.05 level of significance (t= -12.45, df = 118, p< 0.05). therefore, the null hypotheses which states that There is no significant difference between the mean performance scores of students taught Economics with improvised instructional materials and those taught without them is hereby, rejected.

Hypothesis Two: There is no significant difference in the academic performance of male and female SS II Economics students taught with improvised instructional materials in Kaura LGA

Table 4.: T-test analysis of posttest Achievement Scores between SS II Male and Female Economics students taught with improvised instructional approach

Gender	Ndf	Mean	SD	t-cal	Sig.(2-tailed)
Males	30	32.47	4.02		
	58			2.79	0.06
Females	30	32.22	3.97		

Significant at 0.05 alpha level

Table 4 shows the t-test result of male and female SS II Economics students taught with improvised instructional materials. The mean score and standard deviation SS II Economics male students were 32.47 and 4.02 respectively. While the mean and standard deviation of SS II Economics females' students was 32.22 and 3.97 respectively. The t-value was not significant at 0.05 level of significance (t= 2.97, df =58, p> 0.05). therefore, the null hypotheses which states there is no significant difference in the academic performance of male and female SS II Economics students taught with improvised instructional materials in Kaura LGA is hereby, not rejected.

Discussion of Findings

Findings one revealed that using independent sample t-test revealed a significant difference in the performance of students taught Economics with the use of improvised instructional materials when compared with those taught Economics without the use of improvised instructional materials. As a result, experimental group had the mean scores of 29.10 with the standard deviation of 4.82 while the control group has the mean scores of 18.33 with the standard deviation of 4.70. It was noted that students taught Economics with the use of improvised instructional materials had a better mean score than those taught without the use of improvised instructional materials. The t-value of 12.45, with the Significant value of 0.000 ($P<0.005$) was also revealed. Consequently, the null-hypothesis was rejected because there was a significant difference in the performance of students taught Economics with the use of improvised instructional materials when compared with those taught without the use of improvised instructional materials. This finding agreed with the findings of Job (2017), which revealed that SS II Biology students taught with improvised instructional materials had a better academic performance and retention than their counterparts who were taught with improvised instructional materials. Adeyanju (2015) also revealed that students who were taught Business studies using locally produced material performed better than those taught without instructional materials. the study of Odo (2015) revealed that students taught physics using improvised instructional materials performed better than students taught using conventional materials.

Result of hypothesis two shows that there was no significant difference in the performance of male and female SS II students taught Economics using improvised instructional materials. The mean performance score of males taught with the use of improvise instructional materials was 32.47 with the standard deviation of 4.02 while females had the mean performance score of 32.22 with the standard deviation of 3.97. The finding also revealed the t-value of 2.90, with the Significant value of 0.06 ($P>0.05$). therefore, the null-hypothesis was not rejected because there was no significant difference in the performance of male and female taught Economics using improvised instructional materials. This result was in unison with the findings of Job (2017). He found out that the performance and retention of male and female SS II Biology students taught with improvised instructional materials were statistically not significant. This also agrees with the work of Gbodi (2017) who observed that there was significant difference in the performance of male and female students exposed to graphic advance organizer.

Recommendations

The following recommendations were made based on the findings of the study;

1. Teachers should be trained and re-trained through workshops, seminars and conferences for the purpose of skill acquisition necessary for the production and use of instructional materials by teachers.
2. The use of instructional materials which will motivate learners to pay more attention in the learning activities in schools should be encouraged.
3. In respect to the findings of the study, teachers should be enlightened on the use of appropriate instructional material as this will aid teaching and learning in schools.
4. It is also recommended that teachers should be adequately motivated to improvise and use instructional materials. This can be done by improving condition of service for teachers and better remuneration.

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