

Assessment of Teaching Methods and Instructional Resources Used In Implementing Economics Curriculum in Senior Secondary Schools in Osun State, Nigeria

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Abstract: *The study assessed the teaching methods and examined the instructional resources used in implementing Economics curriculum in senior secondary schools in Osun State. These were with a view to providing information on the implementation of Economics curriculum with respect to teaching methods and instructional resources in the study area. The study adopted a descriptive survey research design. The population for the study comprised all senior secondary school Economics students and teachers in public secondary schools in Osun State, Nigeria. The study sample size comprised 960 senior secondary school two (SSS II) students and 24 teachers. Multistage sampling procedure was adopted for the study. From the three senatorial districts in Osun State, two Local Government Areas (LGAs) were randomly selected from each of the senatorial districts making a total of Six LGAs. Two schools were selected from each of the LGA's using simple random sampling technique, making a total of 12 Schools. Eighty (80) Economics students of SSS II and two Economics teachers were selected from each of the 12 schools using simple random sampling technique. Two instruments were used for the study namely: Economics teaching methods observation checklist (ETMOC) which was used to collect data on teaching methods used in teaching Economics in senior secondary schools; Instructional resources observation checklist (IROC) to collect data on instructional resources. Data collected were analysed using descriptive statistics comprising frequency counts and simple percentage and correlation analysis for inferential statistics. Data collection was carried out in five weeks. Results showed that the majority of the teaching methods employed by Economics teachers for implementing Economics curriculum in public secondary schools observed include demonstration methods, discussion methods, inquiry method, discovery method, questioning and problem-solving methods. Economics teachers utilize teaching resources at a medium extent. Meaning that, when teaching Economics, there was a shortage of resources and an insufficient use of them in the selected and observed secondary schools. Based on these findings, recommendations were made among others that teachers should adopt appropriate teaching methods and instructional resources for teaching Economics to foster positive learning environment for both teachers and students. Also, classroom assessment records should be routinely reviewed by principals and vice-principals. Student-centred methods should be the primary method used by teachers for implementing Economics curriculum in senior secondary schools in Osun State. The research findings indicated that, the instructional resources were not really adequately available in schools leading to low level of student's performance in external examinations. The stated objectives of secondary education Economics curriculum can only be accomplished when their content are completely applied based on appropriate teaching method and adequate instructional resources as fundamental to positive students' learning outcome in Economics subject in Osun State, Nigeria. The findings investigated that there is statistical significant difference between teaching methods and instructional resources used in implementing Economics curriculum in senior secondary schools in Osun State.*

Keywords: Assessment, Implementation, Economics, Teaching methods, Curriculum, Instructional resources

1.1 Introduction

Learning in an intellectual setting is the process by which a student undergoes a relatively permanent change in behaviour and abilities as a result of being exposed to the course materials, which includes Economics as a subject (Aransi, 2019). However, Economics was included to the Nigerian Senior Secondary School curriculum in 1966 as one of the required subjects. Aransi (2018) claims that the course's material was created to aid students in comprehending the human condition by asking questions about the ways in which resources are used to benefit people and society. The strategies a teacher uses to help students understand the subject are known as teaching methods. The educational resources used to implement Economics instruction in the classroom are known as instructional resources. This is due to the fact that educators are required to use all available tools, techniques, to support the curriculum implementation goal (Okwell & Allagoa, 2014).

According to the National Policy on Education (2014), producing morally pure, well-adjusted individuals with the capacity for independent and logical thought is one of the objectives of secondary education in Nigeria. One of the qualities that Economics seeks to cultivate in students is this one. Ehindero (2014) states that the curriculum is the essential foundation for teaching, learning, and comprehension in the educational process.

Furthermore, Professor Robbins Lionel (1935) propounded the best and the most widely acceptable meaning of Economics. He outlined in Economics "as a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses". Implementation can be regarded as a process of introducing the Economics curriculum components into practice through interaction among teacher and students to bring about desirable achievement in the classroom (Ehindero, 2014). Curriculum implementation can be described as a process of change that may be affected by a number of components that

could influence the manner in which it is performed (Brenden, 2016). Assessment is the process of appraising Economics strategies, resources and other related factors whether it brings about desirable outcomes or not (Obadiora, 2019).

The Nigerian Educational Research and Development Council (NERDC) 2013 established the following goals for Economics in secondary education:

- i. to give students the fundamental knowledge of Economics they need to live well and pursue higher education.
- ii. to increase students' appreciation of the social, cultural, and economic principles that define our society and their respect for the dignity of labour.
- iii. to give students the knowledge they need to find a workable solution to the economic issues facing a community, including Nigeria, developing nations, and the entire globe (NERDC, 2013).

In table 1.1, conclusions could be easily drawn on the students' recurring poor performance. For instance, the reports shows that in the last ten years, the percentage of candidates with F9 increased, and candidates with credit passes continuously reduced; that means the performance of Economics candidates in 2011, 36.51% passed with credits and above. 2012, 28.04% passed with credit and above. 2013, 40.69% with credit passed and above. 2014, 14.69% passed with credit and above. 2015, 11.70% passed with credit and above. 2017, 34.64% passed with credit and above. But in 2018, the result was fair with 54.77% students passed with credits and above, the case was reversed in 2020 when we recorded 28.36% passed with credits and above. Therefore, it was reported that poor performance of Economics students is increasing annually in the last ten years, has identified common weaknesses which have persisted over ten years among Economics student which is failure to expatiate points as a result of inappropriate teaching methods, instructional resources and classroom interaction patterns. The West African Examinations Council (WAEC) Chief Examiners highlighted that the majority of candidates for Economics were unable to obtain high scores on essay questions (WAEC, 2011-2020). He noted that a reasonable percentage of candidates only mentioned points; they did not elaborate on them in order to be awarded high scores high scores. Teachers of Economics, academics, curriculum designers, school administrators, and parents from WAEC member nations like Nigeria have really become aware of and interested in this situation (Ali & Durkwa, 2016).

Although, efforts have been geared towards determining numerous issues that can hinder students' ability to perform well in Economics at the secondary school, but variables that originated from teaching methods and instructional resources used in implementing Economics curriculum in the school have been raised. Therefore, this study investigated some of these factors affecting the senior secondary school curriculum's introduction of Economics.

1.2 Statement of the Problem

The subject of Economics is taught in senior secondary schools with various curriculum implemented. It was confirmed from the West African Examination Council (WAEC) Chief Examiners' reports (2011-2020) that the performance of Economics candidates in External examinations was below average because of the teachers' failure to cover the syllabus, the students' inadequate understanding of the subject and fundamental methods to answering questions. In spite of the immense benefit to be achieved from the implementation of Economics curriculum in the school syllabus, several factors affect those benefits in senior secondary schools. The WAEC Chief Examiners' Report (2011-2020) identified these weaknesses in students' performance in Economics examination. Above all, one of the most recurring weaknesses is the failure to expatiate good points in examinations. The reasons might be that some Economics teachers were not adequately prepared for examinations based on appropriate teaching methods and adequate instructional resources used in the classroom; hence this study.

1.3 Objectives of the Study

This study's objective was to assess the teaching methods and instructional resources used in implementing Economics curriculum in senior secondary schools in Osun State. The specific objectives of the study are to:

- i. assess the teaching methods used in teaching Economics in senior secondary schools in Osun State;
- ii. examine the instructional resources used in teaching Economics in the study area.

1.4 Research Questions

Based on the objectives of this study, the following research questions were asked:

- i. How appropriate are the teaching methods used in teaching-learning of Economics in senior secondary schools in Osun State?

ii.a. How available are the instructional resources used in teaching-learning of Economics in the study area?

.b. How adequate are the instructional resources used in teaching-learning of Economics in the study area?

1.5 Hypothesis 1: There is no significant relationship between teaching methods and instructional resources used in implementing Economics curriculum in the study area.

Literature Review

2.1.1 Concept of Teaching Method

In order to improve learning outcomes, teachers must be committed, truthful, dependable, and consistent in their work in order for instruction and learning to be successful. Teaching is unsuccessful when a teacher lacks these qualities Emmanuel and Idoko (2015).

Teaching is characterized as a purposeful, professionally executed activity that aims to positively impact the student. Educators are directed through specific instruction and learning methods that possess excellent teaching outcomes in order to educate effectively. A teacher's responsibility is crucial to the successful execution of the curriculum (Dorgu, 2016). Issa (2021) recognized that student's academic performance will be significantly impacted by the efficient use of teaching methods during classroom interactions. According to Ojo and Adeyemi (2020), teaching is an active profession that necessitates ongoing evaluation to handle problems and difficulties of the modern world. Teaching methods can be defined as the instructional strategies used by teachers to help students acquire the material, in addition to providing it (Braund, Bennett, Hampden-Thompson, & Main, 2013).

The fundamentals of teaching must be understood by the instructor in order for him or her to carry out their duties effectively and efficiently. Until an educator assesses to ascertain whether the predetermined goals have been met, their work is not finished. The approach a teacher uses to present his material to the class in accordance with predetermined learning objectives in order to encourage student learning is known as his teaching method. For an educator to successfully and efficiently adopt any teaching method, certain components need to be chosen such as choice of teaching methods used, steps of presentations using the methods, learners' activities, teachers' activities, enabling environments, adaptation to class peculiarities, time management, structure of the lesson, use of terminologies, feedback, communication of high expectation, teaching aids, communication of intended learning outcomes, implementation of objectives and lots more. Any curriculum's ability to be implemented successfully depends largely on the extent of accessibility of different teaching methods.

A teaching method is a means of transmission that connects the subject content, the student, and the teacher. To accomplish the goals outlined in the National Policy on Education, teachers must have an efficient way to communicate with or relate to the students (Adunola, 2011). Various teaching methods may result in various kinds of modifications to learning objectives. The academic aptitude or intellect of the students, the size of the student body, and the disciplines covered in the curriculum which acknowledges that some teaching methods are better suited for some subjects than others, particularly Economics are all taken into consideration.

2.1.2 Types of Teaching Methods used in Implementing Economics Curriculum

These are types of teaching methods that can be implemented to promote teaching-learning of Economics:

The definition of discussion methods is "discussing something from different points of view." It typically takes place in a classroom with a number of participants. In this instance, a lesson topic is brought up for debate, and the instructor assists in guiding the students' opinions toward the class's goal. Although it is a student-centred approach, the teacher must carefully determine how to lead the discussion.

The process is free-guided in which they try to solve the problem or provide an answer to the question. Learners from different backgrounds can participate and be exposed to the opinions of other students. Lastly, the teacher serves as a facilitator for many encounters that define the talk's technique.

Using a demonstration method, one can either demonstrate or tell the learners the point of emphasis. It usually serves as an approach in a teaching method, while occasionally it serves as a method by itself. The method is utilised when presenting a concept using visual aids like power-point, flip charts, and posters. The main applications of the demonstration methods are in the areas of psychomotor abilities and lessons requiring practical knowledge.

Problem solving/Inquiry teaching method: Problem solving is a student-centred method that emphasises the application of knowledge and skills to real-world problems. It is also the process of defining an issue, figuring out what caused it, locating, position, and choosing potential solutions, then putting the solution into action. In this method, Economics teachers use the problem-

solving method to relate students' activities such as conducting investigations and making understanding information of data (Adu & Zondo, 2022). The use of problem-solving techniques in Economics subject is crucial since it fosters the growth of students' reasoning abilities.

The inquiry method is a student-centred method that gives the students the chance to investigate concepts, ideas, and problems that are social and environmental in nature within the community. The discovery method is a type of teaching-learning scenario in which learners are allowed to explore and learn things on their own. Here, the educator allows the students to freely investigate various angles, viewpoints, options, and fixes for the issue.

The student discovers and investigates various problem-solving experiences using the learner-centred discovery approach in order to make inferences from information obtained by means of observation, prediction, measurement, and the formulation of pertinent questions.

One way to define role-playing is as an exercise when students are assigned roles in a real economic situation. Real-world situation challenges can be resolved with this method of teaching. The role-playing approach is a methodology that enhances functioning knowledge and professional skills. It makes it possible for students to participate like roles in a drama that they have conceived. This method speeds up and enhances learning.

One of the challenges with the role-playing method is that it can be difficult to direct. Furthermore, some students might be too self-conscious to act out the part so that other students can watch them.

By bringing students outside of the classroom to witness firsthand what occurs in our surroundings or in a real-life situation, field trips can be a great method to teach Economics. Students learn via field trips and excursions that offer them outside experiences and observations. It can take a few hours to complete or it might take several weeks.

For example, a visitation to a local business or financial institution can help students understand how Economics concepts applies in practice like the king's place, the train station, bank, airport as well as shopping-mall. Most of the lessons that students learn on field trips are typically enduring and difficult for them to forget. When planning a school trip, make sure you have a clear goal in mind and get permission from the school administration, parents, and the destination.

Teachers use the questioning method, in which they pose questions to their students and seek volunteers or particular students to provide answers. The response could take the shape of a detailed summary of what is covered in a particular textbook chapter.

One effective way to get students interested, evaluate their point of view, and promote critical thinking is through questioning. Research by Maduka (2013) generally demonstrates that question-based instruction is more successful than instruction without questioning. This method of teaching facilitates the teacher's comprehension of the lessons the students have learned.

The lecture method involves a teacher giving a direct lecture either from prepared material or from notes; other method combines lecture with examples. Most teachers employ the lecture methods when instructing students. The teachers uses little or no movement and presents directly from written notes, occasionally supplemented by graphs or charts. The communication between the instructor and the student is one-way. Being a teacher-dominated approach, it is teacher-centred. The teacher speaks during the most part of the lessons, with the student acting as a passive observer and taking notes. It's known as talk-chalk or the didactic approach.

2.1.2 Instructional Resources

The teaching of Economics like every other subject requires the presence of instructional resources as Koko (2016) explained that good teaching does not emanate except from adequate preparations and utilization of essential learning resources in teaching. One important dimension in teacher education that is getting a lot of attention is related to the use of instructional resources. It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. When instructional materials are effectively used during teaching and learning, the primary and or specific objectives of each lesson units will be achieved in classroom. According to Rohmah (2017), the interactive patterns along with instructional resources when properly used can develop students' higher learning skills. This is interacted with other aspects of teaching and how it interacts with curriculum, methodology, teacher and students.

Historically, instructional resources came into existence long ago when the slate was first introduced as a supplement to books and teaching. This gradually gave birth to the chalkboard which is generally used in Nigeria's educational institutions, from such, thousands of tools and devices came into use in the teaching and learning process. Some of the instructional resources used include: pictures, chalkboard, radio, computer, typewriter, charts, models, television sets, maps, graphs, among others (Carmo, 2020). The objectives include among others to enhance teaching and improve the competence of teachers, to make learning more meaningful for children, to reduce educational costs and to develop and promote an effectiveness of innovative resources in schools (FRN,

2014). The government recognizes the important role of instructional resources in the teaching and learning process and has made arrangement of how resources will be provided in the secondary levels of Nigeria's educational system.

Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional resources are resources used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process. Instructional materials are tools that help the teacher in teaching; any natural resources; teacher or student made resources as well as any manufactured objects which promote good teaching and learning (Koko 2015). Instructional resources assist in putting across information and enable both teaching and learning to be effectively done.

Instructional resources usually fall into one of two categories: student-centred and teacher-centred. In the student-centred model, instructional resources can be used for tutorials, problem solving, discovery, and review. In the teacher-centred model, resources are used for presentations of supplementary or primary material in the classroom as described in some examples.

Instructional resources are physical tools that facilitate and promote teaching and learning effectively. They could be in the form of auxiliary tools in text, visual or audio media both in print and digital format, human and non-human forms.

Classification/Types of Instructional Resources

According to Ochoma (2016) instructional resources can be classified as follows:-

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

Graphic resources: Graphs, charts, diagram, maps, globes.

Display resources: Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board.

Projected resources: Television, video tape, overhead projector, slides and slide projector and transparencies.

Secondary Education and use of Instructional Resources for Teaching and Learning

Instructional resources are resources used to facilitate learning for better results which includes the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning (John, 2016). The importance of quality and adequate instructional resources in teaching and learning can occur through their effective utilization during classroom teaching. Instructional resources here include all the tools that the teachers can use to make the learning more interesting and memorable.

Teaching Methods and Curriculum Implementation

In order to educate effectively, teaching is a purposeful activity carried out in a professional manner with the goal of changing the students for the better. Since they serve as the focal point of all educational policies, teachers are the framework of any educational programme. According to Idoko and Emmanuel (2015), Teachers are required to be objective, conformist, and well-versed in their subject areas (in this case, Economics), with the goal of establishing academic success in the classroom. Certain learning and teaching principles that have significant effects on instruction serve as a guide for teachers. The successful execution of the curriculum greatly depends on the role that teachers play.

The teaching method describes the approach a teacher uses to present his material to the class in accordance with pre-established learning objectives in an effort to encourage student learning. Teachers' effectiveness is simply the ability of a teacher's instructional strategies to provide the high learning outcomes that the pupils are expected to achieve. Thus, it is the accomplishment of the planned favourable learning outcomes (cognitive, effective, and psychomotor) as a consequence of outstanding performance behaviour, which motivated the students to engage in their best learning. The availability of diverse teaching methods plays a major role in the successful implementation of any curriculum Dorgu, (2016).

As detailed by Chemangosi, (2020), teachers must be extremely well-prepared to implement a complex, evolutionary, and responsive learner-centred method. Education must be skill-based in the case where a nation needs to greatly expand and create competency-based skilled human resources as well as an economy-based environment. Teaching is a complex and comprehensive process that calls for a teacher's fundamental comprehension and expertise in a variety of subject areas as well as their capacity to synthesise, integrate, and apply that knowledge in a variety of contexts.

For best results, teachers of Economics should combine a variety of teaching methods with various motivational techniques, such as feedback, reinforcement, and so forth. A dedicated student finds that the content being taught in the classroom keeps with him because it makes sense to him. As a result, classroom motivation is required of the students. To improve successful performance in the topic, teachers and learners jointly should demonstrate a positive passion in the teaching and learning of Economics Odey and Odey (2019).

It is the teachers' responsibility to apply curriculum innovations in the classroom, which makes them extremely valuable in the implementation process. When considering the issues specifically related to teaching Economics in senior secondary schools, it is possible to identify a good or negative influence of a teacher's perspective on the subject. According to his research, when teachers behave in a way that is more observable and socially acceptable, they can have a good impact on improving teaching and learning; if not, they feel uncomfortable to participate in the teaching processes (Ojo & Adeyemi, 2020).

2.1.9 Instructional Resources and Curriculum Implementation

The curriculum for Economics is intended to be taught using sufficient and readily accessible teaching resources. Every topic in Economics curriculum has a special instructional resources for its implementation. It is highly unfortunate that many teachers in a public secondary schools do not have adequate resources to implement the teaching of Economics as designed in the curriculum. The inadequate instructional resources in many schools is affecting effective implementation of Economics curriculum (Akin, Ogunode & Ibidiran, 2021). Due to the fact that students learn more in activity-based classes with relevant and appropriate teaching resources, Economics ends up being an avenue for satisfying their interests Issa (2021). Instructional resources are crucial to teaching and learning processes. It plays a very important role in the teaching and learning process. It also enhances the memory level of the students especially in Economics.

In order to make the teaching and learning process more engaging and reasonable, the teacher must appropriately use the instructional resources Effiong, Oji and Igiri (2015). When a committed classroom teacher sees that the objectives that he set out to accomplish for each lesson have been met, he is satisfied. An experienced teacher uses a variety of strategies, plans, and techniques to do this, using instructional resources as one among them. Ahmed (2019) defined instructional resources as the resources which both the teachers and students use for the purpose of effective teaching and learning.

Akpan and Okoli (2017) defined instructional resources as those that teachers can utilise to facilitate students' understanding of a specific subject or lesson. Udeora (2010) described Economics as a skill-oriented, decision-making subject that gives students the knowledge and skills to be self-employed while also making a significant socioeconomic contribution to the family and society, instructional resources play a critical role in the subject. The teacher's level of ingenuity, originality, and imagination is the limit to the endless lists of educational resources. Yusuf, Maina and Dare (2013) listed instructional resources to include chalkboard/marker board, audio visuals, textbooks, resource room, equipment, posters, bulletin, journal, newspaper, magazines, radio, television, audiocassettes, tapes, film scripts and slides.

Ikpesu and Appah (2021) referred to educational resources as information multipliers because, when used for instruction, they can give students opportunities to learn beyond what a teacher can impart.

The act of utilising the available instructional resources in the real teaching and learning process is known as "utilisation of instructional resources." When provided with resources for educational purposes, teachers are required to make use of them in order to facilitate a meaningful and coherent flow of instruction and advance student comprehension of the subject matter. A competent teacher can choose resources that are pertinent to the Economics curriculum to make teaching and learning of the subject easier in senior secondary schools.

The abundance of educational resources that are available in the market or in the classroom could be used to accomplish this. Without the utilisation of instructional materials, students are unable to actively participate in a way that challenges them to think creatively, which makes it impossible for effective teaching and permanent learning to occur (Bukoye, 2019).

Azi and Dajan (2022) conducted research on the effect of using instructional resources, and the findings indicate that students who received instruction with sufficient resources outperformed students who received instruction without resources in the subject of Economics.

A complete, well-balanced, practical, and pertinent curriculum is implemented in a significant way primarily to the invaluable contribution of instructional resources. As key players in the implementation of curriculum, teachers need to employ all the tactics, approaches, and techniques they have learned in teacher education programmes to ensure effective teaching and successful learning outcomes. Trained teachers who can teach the programme's content using sufficient instructional tools are required to implement the curriculum. As a result, this will help to achieve the declared goals of Economics. Teachers or Instructors need to practise improvising educational materials as they are crucial to the execution of the programme. Teachers in the teaching process cannot teach effectively without instructional resources, just as a mechanic cannot work without tools.

Theoretical Framework

Constructivism Theory (John Dewey, 1933)

John Dewey (1933) is regarded as the philosophical originator of constructivism philosophy. His belief states that human beings generate knowledge and meaning from an interplay between experience and ideas. It maintains that people can create their own knowledge through interaction in this case, an Economics teacher. Accordingly, it might be related to this study by claiming that in the classroom, if Economics teacher create room for two way interactions between them and their students, much would be known about a particular issue. Then, when an Economics teacher lets the students engage with each other, they're more likely to learn new things and gain experiences. Providing students with the chance to engage in group discussions and field trips that foster debate among them is probably motivating them to conduct research on a subject.

Constructivism holds that learning activities should be created to inspire students to participate in "learning by doing" by encouraging critical thinking and problem-solving. Constructivist teaching approaches represent a radical break from traditional methods in which students are passive (not actively involved in the teaching and learning processes in the classroom) and teachers are powerful and dominate the teaching and learning processes. Constructivism-based teaching and learning methods have the following benefits: they increase student motivation, make learning relevant, improve retention, and yield better results.

Therefore, when implementing the Economics curriculum, the constructivist theory can aid in the objective assessment of the teaching method, and instructional resources. This involves evaluating the goals, contents, activities (teaching-learning), learners, teachers, evaluation strategies, and teaching and learning processes.

3.1 Methodology: A descriptive survey research design was used for this study. The population for the study comprised all the Senior Secondary Schools II (SS II) students offering Economics and Economics teachers in public senior secondary schools in Osun State, Nigeria. The sample size comprised 960 Economics students, 24 Economics teachers from the 12 public secondary schools from three senatorial districts in Osun State. The sampling was done using multistage sampling procedure. Two local government areas were selected from each of the three senatorial districts using simple random sampling technique, making a total of six local government areas (LGAs). Two public secondary schools were randomly selected from each of the selected local government areas (LGAs). From each of the 12 schools, 80 Economics students in SS II and two Economics teachers were selected using simple random sampling technique. One intact class of SS II Economics lessons was observed from each of the observed teachers and sampled schools, making a total of 24 intact classes. Two sets of observation checklists were used for data collection namely: Economics Teaching Methods Observation Checklist (ETMOC), and Instructional Resources Observation Checklist (IROC). The validity of the checklists (ETMOC, and IROC) were validated and ascertained by experts' judgement of specialists in the fields of curriculum development and social science education of the faculty of education, Obafemi Awolowo University, Ile Ife. The reliability of the instruments was carried out by the researcher through direct observation of seven Economics teachers in Isokan Local Government Area which is outside the sample but within the population of the study. The Cronbach's alpha was used for the analysis of the generated data which produced 0.72 and 0.69 for ETMOC, and IROC respectively. Thus, observation checklists were adequate, relevant and reliable towards the attainment of the research objectives.

The researcher and research assistants were engaged in coding and analysing the data collected and was carried out in five weeks. Data collected were analysed using Statistical Package for Social Science (SPSS). Descriptive statistics comprising frequency counts and simple percentage were used to answer research questions one, two and three respectively. Research hypothesis was tested using correlation analysis as inferential statistics, to test hypothesis one.

Results and Discussion

4.1 Research Question 1: How appropriate are the teaching methods used in teaching-learning of Economics in senior secondary schools in Osun State, Nigeria?

Table 2: Descriptive Statistics showing the Appropriateness or Otherwise of the Observed Methods used in teaching-learning of Economics in senior secondary schools in Osun State.

S/N	Teaching Methods	VA (3)	A (2)	FA (1)	NA (0)
1.	Demonstration	3 (12.5%)	15 (62.5%)	6 (25%)	-
2.	Discussion	3 (12.5%)	14 (58.3%)	7 (29.2%)	-
3.	Field trips	-	-	-	24 (100%)

4.	Questioning	3 (12.5%)	14 (58.3%)	7 (29.2%)	-
5.	Problem solving	6 (25%)	8 (33.3%)	10 (41.7%)	-
6.	Lecture	-	1 (4.2%)	-	23 (95%)
7.	Role-Playing	-	1 (4.2%)	-	23 (95%)
8.	Inquiry	3 (12.5%)	16 (66.6%)	5 (20.8%)	-
9.	Discovery	2 (8.3%)	20 (83.3%)	2 (8.3%)	-
10.	Assignment	-	-	-	24 (100%)
11.	Combination of more than one method	-	13 (54.2%)	-	-

Hints: VA-Very Appropriate, A-Adequate, FA- Fairly adequate, NA- Not adequate.

Table 1 contained empirical findings on the appropriateness of the teaching methods used by the observed teachers in the process of implementing Economics curriculum at the secondary school levels in Osun State, Nigeria. The findings indicated that out of the 24 teachers observed using checklist containing the above teaching methods items, three and 15 of them used demonstration method very appropriately and appropriately respectively. This represents that 75% of them demonstrate good knowledge of demonstration method and applied it as appropriately as possible.

Also, in terms of discussion method used by the observed teachers in the process of implementing Economics curriculum at the secondary school levels in Osun State, Nigeria. The findings indicated that out of the 24 teachers observed using ETMOC checklist containing the above teaching methods items, three and 14 of them used discussion method very appropriately and appropriately respectively. This represents that 70.8% of them demonstrate good knowledge of discussion method and applied it as appropriately as possible.

With respect to field trips method, none of the observed teachers embraced field trips method and assignment method respectively in the course of implementing Economics curriculum.

Moreover, the teaching method used by the observed teachers in the process of implementing Economics curriculum at the secondary school levels in Osun State, Nigeria. The findings shown that out of the 24 teachers observed using ETMOC checklist containing the above teaching methods items, three and 15 of them used questioning method very appropriately and appropriately respectively. Thus, 75% of them demonstrate good knowledge of questioning method and applied it as appropriately as possible.

Based on the appropriateness of the teaching methods used by the observed teachers in the process of implementing Economics curriculum at the secondary school levels in Osun State, Nigeria. The findings indicated that out of the 24 teachers observed using ETMOC checklist containing the above teaching methods items, six and eight of them used problem solving very appropriately and appropriately respectively. This represents that 66.7% of them demonstrate good knowledge of problem-solving method and applied it as appropriately as possible.

Findings further showed that out of the 24 teachers observed using ETMOC checklist containing the above teaching methods items, only one teacher which insignificant in number used lecture method and role-playing method respectively.

Furthermore, 24 teachers observed using ETMOC checklist containing the above teaching methods items, three and 16 of them used inquiry method very appropriately and appropriately respectively. Thus, 79.2% of the teachers demonstrate good knowledge of inquiry method and applied it as appropriately as possible.

Findings 24 teachers observed using ETMOC checklist containing the above teaching methods items, two and 20 of them used discovery method very appropriately and appropriately respectively. This represents that 91.6% of the teachers demonstrate good knowledge of discovery method and applied it as appropriately as possible.

Finally, 13 teachers employed combination of teaching methods such as demonstration, discussion, questioning and discovery methods in implementing Economics curriculum with the percentage of 54.25%.

4.2 Research Question 2: How available are the instructional resources used in implementing Economics curriculum in the study area?

Table 2: Descriptive statistics showing the level of availability and adequacy of the observed instructional resources used in implementing Economics curriculum in the study area?

Items	Level of availability	Level of adequacy
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S/N	Instructional Resources	Yes	No	HA(4)	MA (3)	FA (2)	NA (1)
1.	Economics textbooks	9 (75%)	3 (25%)	-	6 (50%)	3 (25%)	-
2.	Concrete pictorial items	4 (33.3%)	8 (66.6%)	-	2 (16.6%)	2 (16.6%)	-
3.	Film/DVD/VCDs on Economics	-	12 (100%)	-	-	-	-
4.	Clips cardboard sheets	10 (50%)	2 (16.6%)	-	7 (58.3%)	3 (25%)	-
5.	Charts/Graphs/Pictures	10 (50%)	2 (16.6%)	1 (8.33%)	7 (58.3%)	2 (16.6%)	-
6.	Projectors/Interactive boards	2 (16.6%)	10 (50%)	1 (8.33%)	1 (8.33%)	-	-
7.	Flashcards	-	12 (100%)	-	-	-	-
8.	Computerset:						
	Laptops/Desktops	9 (75%)	3 (25%)	1 (8.33%)	2 (16.6%)	6 (50%)	-
9.	Relevant audio/visual resources	5 (41.6%)	7 (58.3%)	-	4 (33.3%)	1 (8.33%)	-
10.	Newspaper/Documentary	5 (41.6%)	9 (75%)	-	2 (16.6%)	1 (8.33%)	-
11.	Economics wall maps of Nigeria	7 (58.3%)	5 (41.6%)	-	3 (25%)	4 (33.3%)	-
12.	Economics wall of African	4 (33.3%)	8 (66.6%)	-	2 (16.6%)	2 (16.6%)	-
13.	Economics wall maps of the World	4 (33.3%)	8 (66.6%)	-	2 (16.6%)	2 (16.6%)	-
14.	Chalkboard	4 (33.3%)	8 (66.6%)	-	-	-	-
15.	Marker board	8 (66.6%)	4 (33.3%)	4 (33.3%)	3 (25%)	1(8.33%)	-
16.	Video clips	-	12 (100%)	-	-	-	-
17.	E-books on Economics	4 (33.3%)	9 (75%)	-	-	-	-
18.	Economics resources room	4 (33.3%)	8 (66.6%)	2 (16.6%)	2 (16.6%)	-	-
19.	Bulletin	8 (66.6%)	4 (33.3%)	2 (16.6%)	2 (16.6%)	-	-
20.	Improvised resources	4 (33.3%)	8 (66.6%)	2 (16.6%)	2 (16.6%)	-	-

Source: Field survey, 2023.

Hints: Y- number of available resources, N-number of unavailable resources, H- Highly adequate, M- Moderately adequate, F- Fairly adequate, NA-not adequate

Table 3 contained empirical findings on the availability and adequacy of instructional resources used by the observed teachers in the process of implementing Economics curriculum in the secondary school levels in Osun State, Nigeria. The findings indicated that 9 (75%) of the schools used had relevant Economics textbooks as teachers' copy and 6 (50%) and 3 (25%) were moderately and fairly adequate. The findings of the results on the 12 observed schools indicated that 8 (66.6%) schools had no concrete pictorial items in which 2 (16.6%) each were moderately and fairly adequate for teaching Economics. The results also showed that Film/VCDs/DVDs, flash card and video clips on Economics were 100% inadequately and unavailable in the observed schools.

The results showed that in the selected and observed schools, charts/graphs/pictures with ten 10 (83.3%) were available while one 1 (8.33%), seven 7 (58.3%) and two 2 (16.6%) school(s) were highly, moderately and fairly adequate respectively. The findings of the results on the twelve (12) observed schools indicated that ten 10 (83.3%) of schools had clips cardboard sheet while seven 7

(58.3%) and three 3 (25%) of schools were highly moderately and fairly adequate for teaching Economics. The results on the observed schools showed ten 10 (83.3%) of schools had no available projector/interactive boards while one 1 (8.33%) each were highly and moderately adequate respectively. The results observed further explained that computer set were available in nine (9) schools represented 75% while the level of adequacy one 1 (8.33%), two 2 (16.6%) and six 6 (50%) were highly, moderately and fairly adequate for teaching Economics.

The findings of the results on the twelve (12) observed schools indicated that 5 (41.7%) schools had relevant audio/visual materials while four 4 (33.3%) and one 1(8.33%) school(s) were moderately and fairly adequate for teaching Economics. From the table, it was pointed out that seven 7 (58.3%) of schools had Economics map of Nigeria, while three 3 (25%) and four 4 (33.3%) schools were moderately and fairly adequate respectively. The findings of the results on the twelve (12) observed schools indicated that four 4 (33.3%) schools had Economics map of Africa while two 2 (16.6%) each were moderately and fairly adequate for teaching Economics as applicable to Economics map of the World.

It was observed that four 4 (33.37) schools had chalkboard while one 1 (8.33%) and three 3 (25%) schools were moderately and fairly adequate respectively for teaching Economics. In the same vein, the results indicated that eight 8 (66.6%) schools had marker board while four 4 (33.3%), three 3 (25%) and one 1 (8.33%) school(s) were highly, moderately and fairly adequate for teaching Economics respectively.

The results observed further explained that E-books on Economics were available in four (4) schools represented 33.3% while two (2) schools each represented 16.6% respectively were moderately and fairly adequate for teaching-learning of Economics. The results from the observed schools explained that Bulletin were available in eight (8) schools represented 66.6% while two, four and two (2) represented 16.6%, 33.3%, 16.6% respectively were highly, moderately and fairly adequate. Further findings revealed that the availabilities of Economics resource room and Improvised resources were observed to be 4 (33.3%) highly and moderately adequate for teaching Economics in the study area.

4.3 Hypothesis 1: There is no significant relationship between teaching methods and instructional resources used in implementing Economics curriculum in the observed public secondary schools.

Table 3: Correlations Analysis on the Significant Relationship Between Teaching Methods and Instructional Resources used in Implementing Economics Curriculum

		Teaching Methods	Teaching Resources
Teaching Methods	Pearson Correlation	1	0.710**
	Sig. (2-tailed)		.000
	N	24	24
Instructional Resources	Pearson Correlation	0.710**	1
	Sig. (2-tailed)	.000	
	N	12	12

** . Correlation is significant at the 0.01 level (2-tailed).

The empirical findings indicated that there is a positive and significant relationship between teaching methods and instructional resources used in teaching Economics. The strength is strong as having 0.710 which indicated around 71%. From the analysis, ($r = 0.710, p(0.000) < 0.05$). Hence, there is positive significant correlation between teaching methods and instructional resources. This means that as teacher employs combinations of teaching methods would lead to effective usage of instructional resources towards implementing Economics and vice-versa.

4.4 Discussion of findings

The study found that the teaching methods mostly used by the Economics teachers for the implementation of Economics curriculum in senior secondary schools include: discovering method has highest percentage followed by inquiry method, problem solving method, discussion method, questioning method and combination of more than one method respectively; while lecture method, role-playing, field trips, assignment methods were either fairly appropriately or not appropriately for teaching. The finding of this study revealed that 100% of Economics curriculum contents in Secondary schools were relevant and fully captured in the curriculum contents in the schools. This finding is in line with the study of Abdu-Raheem (2016) and Adio, Oluwatosin and Olatunde (2021)

who asserted that the methods used by qualified teachers are different from those used by unqualified teachers. The existing situation in Osun state may not give room for the use of appropriate teaching methods because there are more untrained and incompetent teachers teaching with lack of adequate/available resources on ground for teaching the subjects in public schools in Osun state. This neglect has actually contributed to inefficiency of many of the trained teachers in secondary schools.

The findings from the research question two, it was discovered that there were inadequate and unavailability of instructional resources used to implement Economics curriculum as observed in the public secondary schools in Osun state. And this is a serious problem especially when the focus is to promote retention of the subject matter. In line with this study, Obadiora (2019) agreed that the implementation of social studies curriculum in the Junior school in Osun state are lacking some basic and necessary variables like appropriate instructional materials in terms of quality and quantity.

The results of this finding indicated that 41% of schools had available and adequate instructional resources for teaching Economics while other 59% schools were neither fully adequate nor available in terms of relevant instructional resources for teaching Economics. As against these findings, Olokooba 2019 investigated that many instrumental resource were available at different percentage but Ojo and Adeyemi (2020) concluded that there are few available instructional materials to implement Economics curriculum in secondary schools in Oyo state.

However, Abdu Raheem (2014) reported that despite the importance of teaching resources for making learning practical and improving students' knowledge resources are not readily available in Nigeria secondary schools leading to low level of student' learning achievement in public examinations.

Adio, Oluwatosin and Olatunde (2021) submission, they advocated that Economics teachers utilize the teaching resources for the implementation of Economics curriculum in high school in Osun state to a medium extent. But Ojo and Adeyemi (2020) concluded that inadequate supply of instructional resources (in term of human and non-human) had great negative influence on the subject matter employed by Economics teachers which had not help the learners to learn effectively in the teaching-learning of Economics. It was discovered that the majority of Economics teachers lack the knowledge required for effective and utilization of the available resources.

This corroborates the findings from the West African Examinations Council Chief Examiner's Report 2011-2020 which identified common weaknesses that have persisted ever the years among Economics students and recurring factors is failure to expatiate good points in external examinations.

Lastly, the findings also indicated that there is statistical significant difference between teaching methods and instructional resources used to implement Economics curriculum in secondary schools. This study is in line with that of Mbia and Nnsungu, (2019), Everlyne and Onyango (2022) also supported the findings. The findings of Nnatuanya (2020) found that unqualified and inexperienced teachers affect effective teaching and learning of Economics in some secondary schools is similar to that of Mbia and Nsungu (2019) submission that the students taught with peer-tutoring, problem solving, discovery method and cooperative methods achieve significantly higher than those taught using conventional methods.

5.1 Conclusion and Recommendations

Based on the facts and figures of this study, the study concluded that Economics curriculum has not been well implemented in senior secondary schools in Osun state Nigeria. Economics teachers are professionals employed to teach Economics in Nigeria public secondary schools. It has been discovered that implementing Economics curriculum in their various schools. There are several issues to be addressed on the assessment of teaching methods, and instructional resources used in implementing Economics curriculum in the schools.

The inadequacies on the quantity and quality of teachers, the use of inappropriate teaching methods and instructional resources in teaching Economics demand serious attention of every stakeholder in the State. Obadiora (2019), Ojo and Adeyemi (2022) and Adelodun and Asiru (2015) agreed that teachers have more impact on students' learning than any other factors controlled by school system. The more the availability of quality teachers the greater their impact on students' achievement.

This study revealed that Economics teachers utilize teaching resources for the implementation of Economics curriculum in senior secondary school to a medium extent. This corroborate with Abdu-Raheem (2014) who reported that despite the importance of teaching resources for making learning practical and improving students' knowledge, hold learners attention, resources were not readily in schools leading to low level of students' learning achievement in public examinations. Furthermore, instructional resources are important resources provided in the teaching-learning process to clarify point and help to retain important information. In this situation, where instructional resources are inadequately and unavailable as recommended by the concerned authorities, there may be no effective learning of Economics. Finally, it was concluded that curriculum implementation is the bedrock of any school success or failure. This study however, concluded that there is need for a paradigm shift of faulty policy to result-oriented policies that would meet the challenges of the process. Effective implementation of Economics curriculum is a key to allowing desired student's learning environment. Thus, the stated objectives of secondary schools Economics curriculum can be realized only when the content of curriculum are implemented based on use of appropriate teaching methods and adequate instructional resources as fundamental to positive students' learning outcome in Economics subject in Osun State.

5.2 Recommendations

In view of the findings of this study, the following recommendations were made for the teachers, students, parents, schools administrators and government.

- .1. For effective teaching and learning of Economics, teachers should adopt adequate or appropriate teaching methods and instructional resources for teaching Economics to foster positive learning environment for both teachers and the students.
2. The government should ensure that Economics teachers are exposed to training and re-training, seminars and workshops programme to improve their knowledge and the teaching methods.
3. There is need for Economics teachers to diversify their teaching methods based on the curriculum to be taught and try to utilize combination of methods where necessary.
4. Principals and vice principals should examine records of class assessment regularly. This is so because such records can be used to assess teacher's performance in class.
5. For proper implementation of Economics curriculum, government should ensure adequate deployment and recruitment of teachers who are certified and qualified to teach Economics in the secondary schools in Osun State,
6. No education can survive without adequate funding, so government at all levels is required to come active to their responsibility and make adequate funding available to the education sector with proper monitoring and supervision to avoid unnecessary diversion of funds.
7. Lastly, the state ministry of Education should make more efforts in the routine inspection of schools to ensure that teachers stay at their place of work and performed as expected.

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