

AWARENESS OF INSTRUCTIONAL MATERIALS ON THE TEACHING AND LEARNING OF MARKETING SUBJECTS IN SENIOR SECONDARY SCHOOLS IN KWARA STATE NIGERIA

¹**Sikiru Issa, Nuhu**

sikiru.issa@kwasu.edu.ng

Department of Business and Entrepreneurship Education
Faculty of Education
Kwara State University, Malete

²**Orinilowo Afusat Olajire**

Department of Office Technology Management
School of Information and Communication Technology,
Auchi Polytechnic,
Auchi, Edo State.

³**Motinrayo Janet Aransiola**

arnsiolamotunrayo@gmail.com

Department of Office Technology Management
Kwara State Polytechnic, Ilorin.

Abstract

The study examined the awareness of instructional materials in teaching and learning marketing subjects in senior secondary schools in Kwara State. Three purposes were raised from which three research questions and two hypotheses were formulated to guide the study. A descriptive survey research design was adopted for the study. 4324 students and 88 teachers in senior secondary schools in Kwara State made up the total population for the study. A sample of 432 (teachers and students) was drawn from the population using the Taro Yamane formula. The instrument used for the collection of data was a structured questionnaire titled Awareness of Instructional Materials on the Teaching and Learning of Marketing Subjects Questionnaire (AIMTLMSQ). Percentage and mean were used to analyze the research questions while the null hypotheses were tested using an independent t-test at a 0.05 level of significance. The study found among others that teachers and students are aware of audio, visual, and audio-visual instructional materials. It was concluded that teachers and students are aware of the instructional materials (audio, visual, audio-visual) in teaching and learning marketing subjects. It was recommended among others that the marketing subject teachers should endeavor to use and try to improvise instructional materials for effective teaching of commercial subjects in the secondary schools.

Keywords: *Business Education, Instructional Materials, Marketing*

Introduction

Business education as a component of technical and vocational education is said to be a set of instructions that prepare students for jobs in the business world. Business education, like many other courses, is aimed at providing an individual with the knowledge, skills, aptitudes, and methods required in business training. Thus, Business Education is the preparation of individuals for enterprises or employment. The philosophy behind business education is to prepare its graduates for work and the development of society. Aliyu (2014) explained that a business education programme is a programme that incorporated all business courses. These include Business Administration, Marketing, Accounting, purchase and Supply, Business Studies, Secretarial Studies, etc., while at the teacher education level three major components are identified, thus: Accounting Education, Distributive/Marketing Education, Office Technology and Management. Business education is a program designed to inculcate and develop an individual in strengthening and changing his/her belief positively, to be able to survive either in a business environment or natural environment (Nuhu, 2018).

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives. In the traditional teaching many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners compared to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower, 2011). Moreover, research on teaching and learning constantly endeavors to examine the extent to which different teaching methods enhance growth in student learning.

Quite remarkably, regular poor academic performance by most students is fundamentally linked to the application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. For the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of the complexity of the concepts to be covered.

Marketing is a subject introduced to the secondary schools which is taught to prepare students for the business environment and understand the act of buying and selling. The major subject has suffered tremendously because of a lack of adequate instructional facilities, qualified teachers, and the use of correct teaching methods. The lack of proper and adequate instructional materials reflects in the poor academic performance in marketing, which may be attributed to the reason that students have not been exposed to using the most effective aids. To a large extent, it has not contributed to the achievement

of the objectives for which the programme was designed.

Teaching refers to the process of imparting knowledge and skills by a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character, or physical ability of an individual. Teaching is the art of educating; it usually requires a passion for learning and a deeper passion for the education itself. Teaching is a profession in which only those who are dedicated and committed are meant to survive. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes.

Ambrose and Flanders (2010) defined learning as a change in knowledge, beliefs, behavior, or attitudes. This change requires time, particularly when one is dealing with changes in beliefs, behaviors, and attitudes. In line with this, the learning of business education deals with changes in behavior and attitude. The term instructional materials are used in teaching and learning processes or classroom settings and it refers to any material (acquired or locally produced) with instructional content or function that is used for formal or informal teaching and learning purposes. However, the relevance of the choice of instructional materials type that was used and the quality of the instructional material types that teachers use have not been investigated. Some investigators claim that whenever they taught with some of the learning aids, their students get more stimulated because the learning aids help the student to become more attentive.

Instructional materials have been conceptualized by different authorities, but the fact remains that instructional materials aid teaching and learning situations. The use of printers, visuals, and audio or various combinations of their trios make up all we have in instructional media. Instructional media, therefore, are the information dissemination devices made up of prints, radio, pictures including films, movies, photographs, etc. used in the classroom for an easy transfer of learning. Awareness means knowledge of the existence and usefulness of something. Marketing teachers and students cannot utilize instructional materials except they are aware of the different teaching aid. Teachers and students need to be aware of available tools that can be utilized in the teaching/learning process. The utilization of instructional materials and other teaching facilities depends on the level of awareness and the readiness of both teachers and students to utilize them effectively in the teaching and learning process. Instructional Materials in its simplest term are those materials that help the teachers to teach with ease and the learners to learn without stress. Instructional materials appeal to the senses of seeing, touching, smelling, feeling, and hearing. They include projected, non-projected, printed and others such as objects, 3-dimensional 4 objects that are produced through locally sourced materials, program instruction, instruction package among others. Instructional materials have been defined by various authors. For example, (Obanya, 2019) viewed instructional materials as didactic materials thing which are supposed to make learning and teaching possible

The teaching and learning processes are effective when relevant instructional materials are used. It is against this background that this study was conducted to determine the awareness of instructional materials on the teaching and learning of marketing subjects in senior secondary schools in Kwara State. The problems associated with utilization of instructional materials in teaching and learning are huge as success is measured by academic performance or how well a student meets standards set out by the school. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators, and government education departments alike. Over the years, studies have shown that educational programmes at all levels in Nigeria are yet to fully adopt the usage of electronic materials from which marketing is not exempted. Ajuzie and Akukwe (2015) observed that the teaching and learning process in Business Education in Nigerian tertiary institutions is still at the level of the “chalk and talk method” which is the traditional method of teaching. The need to examine the influence of instructional materials in teaching and learning arises to ascertain the level at which teachers are aware of available and relevant teaching aids. Issues in instructional materials will keep arising if this study is not carried out to investigate the level of awareness of adequate and relevant instructional materials to be used in teaching and learning marketing subjects. It is for these reasons that this study was conducted to determine the awareness of instructional materials on the teaching and learning of marketing subjects in senior secondary schools in Kwara State. The purpose of this study was to determine the awareness of instructional materials on the teaching and learning of marketing subjects in senior secondary schools in Kwara State. And the study tend to specifically examine the extent of awareness of audio instructional materials on the teaching and learning of marketing in senior secondary schools, the extent of awareness of visual instructional materials on the teaching and learning of teaching and learning of marketing in senior secondary, and the extent of awareness of audio-visual instructional materials on the teaching and learning of marketing in senior secondary in Kwara State.

Research Questions

- i. To what extent are the teachers and students aware of audio instructional materials on the teaching and learning of marketing in senior secondary schools in Kwara State?
- ii. To what extent are the teachers and students aware of visual instructional materials on the teaching and learning of teaching and learning of marketing in senior secondary in Kwara State?
- iii. To what extent are the teachers and students aware of audio-visual instructional materials on the teaching and learning of marketing in senior secondary in Kwara State?

Research Hypotheses

The following hypotheses were formulated and were tested at a 0.05 level of significance.

H₀₁: There is no significant difference between the mean responses of the teachers and students regarding the extent of awareness of audio instructional materials on the teaching and learning of marketing in senior secondary schools in Kwara State.

H₀₂: There is no significant difference between the mean responses of the teachers and students regarding the extent of awareness of audio-visual instructional materials on the teaching and learning of marketing in senior secondary schools in Kwara State.

The population for the study comprised all the commercial subject's teachers and students in S.S. II in Government secondary schools in Ilorin. There are seventy-nine (79) Government secondary schools with a total population of four thousand three hundred and twenty-four (4324) S.S II commercial students and eight-eight (88) marketing subject teachers, the details are given in the Table 1 below:

Table 1: Populations for the Study

S/N	Local Govt.	No. of Sch.	No. of SS.II Students	No. of Tchs	Total
1	Ilorin West	28	1915	30	1973
2	Ilorin East	30	1364	31	1425
3	Ilorin South	21	1045	27	1093
	Total	79	4324	88	4491

Source: Kwara State Ministry of Education and Human Capital Development (MOEHCD) Ilorin, 2021.

Sampling and Sampling Techniques

A sample of three hundred and sixty-five (365) S.S II students and seven-two teachers were selected from the three Local Government areas in Ilorin. The sample size was determined using Taro Yamane's (1967) formula for a finite population. This is in line with the view of Uzoagulu (1998) who stated that sample size computed statistically is more tolerable than the size determined by mere approximation of percentage. Eleven schools were selected using the Taro Yamane formula; proportionate sampling was later used to select the sample for each Local Government Area (LGA). The breakdown of the sample size for the study is given below in Table 2: Table 2. Sample Size for the Study

S/N	Local Govt.	No. of Sch.	No. of SS.II Students	No. of Tchs	Total
1	Ilorin West	4	162	25	191
2	Ilorin East	4	115	23	142
3	Ilorin South	3	88	24	115
	Total	11	365	72	448

Source: Researcher's Design, 2021.

Methodology

The descriptive survey research design was adopted for the study. The study surveyed teachers and students on the awareness of instructional materials for teaching and learning marketing subjects in senior secondary schools in Kwara State. A structured questionnaire tagged: 'Awareness of Instructional Materials on the Teaching and Learning of Marketing Subjects Questionnaire (AIMTLMSQ)' designed by the researcher and duly validated by three experts. The questionnaire was divided into two (2) sections A and B. Section 'A' consists of the personal data of the respondents and Section 'B' consists of questions related to the research questions, section 'B' is further divided into (4) four parts. The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. The split-half method was used to determine the reliability of the instrument; the instrument was divided into halves of odd and even numbers. The Spearman rank-order correlation coefficient was used to calculate the reliability estimate of one-half (odd number) and the Spearman-Brown prophecy formula was used to calculate the reliability estimate of the instrument which was 0.78. Therefore, the instrument was reliable and stable. The data collected were analyzed using frequencies and percentages for the personal data of the respondents. Frequencies, percentage mean and standard deviation were adopted to analyze the research questions. Independent t-test statistic was used to test null hypotheses at a (0.05) level of significance. The level of acceptance or rejection of each questionnaire item was determined based on the mean ratings of items interpreted relative to real limits of numbers as shown below:

Response Category	Rating	Real Number Limits
High Extent	4	3.5 – 4.00
Moderate Extent	3	2.5 – 3.49
Low Extent	2	1.5 – 2.49
Very Low Extent	1	1.0 – 1.49

If the t-cal. is, therefore, greater than critical-t ($p < 0.05$) the null hypotheses will be rejected, otherwise the null hypotheses will be retained.

Results

Research Question One: To what extent are the teachers and students aware of audio instructional materials on the teaching and learning of marketing in senior secondary schools in Kwara State?

Table 3: Mean and standard deviation of responses on the extent of awareness of audio instructional materials on the teaching and learning of marketing in senior secondary schools

$N_T = 72$ and $N_s = 365$

S/N	Item Statements	\bar{X}	SD	Remark
i.	Audio Tape Recorder	3.25	1.11	Moderate Extent
ii.	WhatsApp Voice Note	3.10	1.09	Moderate Extent
iii.	Radio Broadcast	3.25	1.16	Moderate Extent
iv.	Gramophone	2.64	1.11	Moderate Extent
v.	Linguaphone	2.72	1.01	Moderate Extent
	Weighted average	2.99	1.09	Moderate Extent

Source: Field Survey, 2021

N_T = Number of Teachers respondents

N_s = Number of Student respondents

Table 3 revealed that the respondents indicated that they are aware of the audiotape recorder to a moderate extent (mean = 3.25), the same way they are aware of WhatsApp voice notes to a moderate extent (mean = 3.10). In addition, the respondents stated that they are aware of radio broadcasts to a moderate extent (mean = 3.25), and gramophones to a moderate extent (mean = 2.64). the respondents also stated that they are aware of Linguaphone as an audio instructional material for teaching and learning marketing subjects to a moderate extent as perceived by both teachers and students (mean = 2.72). All the 5 items have their standard deviation between 1.01 and 1.16 which are all below the fixed value of 1.96. This means that the responses of the respondents are not widespread as it is close to the mean. With an average mean of 2.99, it implies that teachers and students are aware of audio instructional material on teaching and learning marketing subjects in Secondary schools in Kwara State.

Overall, all the constructs in Table 3 indicate awareness of audio instructional material to a moderate extent by the teachers and students in teaching and learning marketing subjects in secondary schools. This means that teachers and students are aware of audio materials in teaching and learning marketing subjects in secondary schools in Kwara State with an average mean (mean = 2.99, SD = 1.09).

Research Question Two: To what extent are the teachers and students aware of visual instructional materials on the teaching and learning of marketing subjects in senior secondary schools in Kwara State?

Table 4: Mean and standard deviation of responses on the extent of awareness of visual instructional materials on the teaching and learning of marketing in senior secondary schools

$N_T = 72$ and $N_s = 365$

S/N	Item Statements	\bar{X}	SD	Remark
1.	Black and White Board	3.28	0.89	Moderate Extent
2.	Slide Projector	3.10	1.01	Moderate Extent
3.	Maps	3.30	0.95	Moderate Extent
4.	Textbooks	3.25	1.06	Moderate Extent
5.	Charts	3.00	1.06	Moderate Extent
	Weighted average	2.55	0.99	Moderate Extent

Source: Field Survey, 2021

Table 4 revealed that the respondents indicated that they are aware of the black and whiteboard in teaching and learning marketing subjects to a moderate extent (mean = 3.28), the same way they are aware of slide projectors to a moderate extent (mean = 3.10). In addition, the respondents stated that they are aware of maps to a moderate extent (mean = 3.30), and textbooks to a moderate extent based on the responses of the respondents (mean = 3.25). The respondents also stated that they are aware of charts as a visual instructional material in teaching and learning marketing subjects to a moderate extent (mean = 3.00).

Overall, all the constructs in Table 4 indicate awareness of visual instructional material to a moderate extent by the teachers and students in teaching and learning marketing subjects in senior secondary schools in Kwara State. This means that teachers and students are aware of visual instructional materials in teaching and learning marketing subjects in senior secondary schools in Kwara State to a moderate extent, with an average mean (mean = 2.55, SD = 0.99).

Research Question Three: To what extent are the teachers and students aware of audio-visual instructional materials on the teaching and learning of marketing subjects in senior secondary schools in Kwara State?

Table 5: Mean and standard deviation of responses on the extent of awareness of audio-visual instructional materials on the teaching and learning of marketing in senior secondary schools

$N_T = 72$ and $N_s = 365$

S/N	Item Statements	\bar{X}	SD	Remark
1.	Computer	3.55	1.15	High Extent
2.	Television	3.55	1.16	High Extent
3.	Virtual Classroom	3.30	0.95	Moderate Extent
4.	Film projector	3.25	1.06	Moderate Extent
5.	VCD player	3.50	1.16	High Extent
6.	Multimedia	3.12	1.00	Moderate Extent
7.	Tablet	3.00	1.01	Moderate Extent
	Weighted average	3.34	1.07	Moderate Extent

Source: Field Survey, 2021

Table 5 revealed that the respondents indicated that they are aware of computers in teaching and learning marketing subjects to a high extent (mean = 3.55), the same way they are aware of television to a high extent (mean = 3.55). In addition, the respondents stated that they are aware of the virtual classroom to a moderate extent (mean = 3.30), and the film projector to a moderate extent based on the responses of the respondents (mean = 3.25). The respondents also stated that they are aware of VCD players as audio-visual instructional material in teaching and learning marketing subjects to a high extent (mean = 3.50). Also responded to be aware of multimedia to a moderate extent (mean = 3.12) and tablets as an audio-visual instructional material to a moderate extent (mean = 3.00).

Overall, all the constructs in Table 5 indicate awareness of audio-visual instructional material to a moderate extent by the teachers and students in teaching and learning marketing subjects in senior secondary schools in Kwara State. This means that teachers and students are aware of audio-visual instructional materials in teaching and learning marketing subjects in senior secondary schools in Kwara State to a moderate extent, with an average mean (mean = 3.34, SD = 1.07).

Test of Hypotheses

The two null hypotheses of the study were tested using an independent t-test to find the significant difference between the mean responses of teachers and students. The null hypotheses were tested at a 0.05 level of significance. The summary of the test of hypotheses is presented in Tables 6 to 8 as follows:

H_{01} : There is no significant difference between the mean responses of the teachers and students regarding the extent of awareness of audio instructional materials in teaching and learning of marketing subjects in senior secondary schools in Kwara State.

Table 6: Summary of t-test on the difference between the mean ratings of teachers and students on the extent of awareness of audio instructional materials in teaching and learning of marketing subject's senior secondary schools in Kwara State.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Teacher	72	2.50	0.15	1.361	435	0.175	NS
Students	365	2.57	0.30				
Source:	Field survey, 2021						P>0.05

The data in Table 6 revealed that there are 72 teachers and 365 students. The teacher's and students' responses showed that the extent of awareness of audio instructional materials in teaching and learning marketing subjects is moderate ($\bar{X} = 2.50$; $SD = 0.15$) and ($\bar{X} = 2.57$; $SD = 0.30$). Their response is close to the mean as the standard deviation is very low. The table revealed that there was no significant difference between the mean ratings of teachers and students on the extent of awareness of audio instructional materials in teaching and learning of marketing subjects ($t_{435} = 1.361$, $P > 0.05$). Therefore, the null hypothesis that states that there is no significant difference between the mean responses of the teachers and students regarding the extent of awareness of audio instructional materials in teaching and learning of marketing subjects in senior secondary schools in Kwara State was accepted. This implied that teachers and students did not differ in their responses regarding the extent of awareness of audio instructional materials in teaching and learning of marketing subjects in senior secondary schools in Kwara State.

H₀₂: There is no significant difference between the mean responses of the teachers and students regarding the extent of awareness of audio-visual instructional materials in teaching and learning of marketing subjects in senior secondary schools in Kwara State.

Table 7: Summary of t-test on the difference between the mean ratings of teachers and students on the extent of awareness of audio-visual instructional materials in teaching and learning of marketing subject's senior secondary schools in Kwara State.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Teacher	72	2.52	0.15	1.366	435	0.185	NS
Students	365	2.55	0.17				
Source:	Field survey, 2021						P>0.05

The data in Table 7 revealed that there are 72 teachers and 365 students. The teacher's and students' responses showed that the extent of awareness of audio-visual instructional materials in teaching and learning marketing subjects is moderate ($\bar{X} = 2.52$; $SD = 0.15$) and ($\bar{X} = 2.57$; $SD = 0.17$). Their response is close to the mean as the standard deviation is very low. The table revealed that there was no significant difference between the mean ratings of teachers and students on the extent of awareness of audio-visual instructional materials in teaching and learning of marketing subjects ($t_{435} = 1.366$, $P > 0.05$). Therefore, the null hypothesis that states that there is no significant difference between the mean responses of the teachers and students regarding the extent of awareness of audio-visual instructional materials in teaching and learning of marketing subjects in senior secondary schools in Kwara State was accepted. This implied that teachers and students did not differ in their responses regarding the extent of awareness of audio-visual instructional materials in teaching and learning of marketing subjects in senior secondary schools in Kwara State.

Discussion of Findings

The study found that both teachers and students are aware of audio instructional materials on the teaching and learning of marketing subjects. This finding coincided with Anyawu (2014) who stated that textbooks, discs, tape, and radio were the most common instructional materials that teachers used to disseminate knowledge. The second objective of the study was to determine the extent of awareness of visual instructional materials on the teaching and learning of marketing subjects in secondary schools in Kwara State. It was found based on the analysis of the data collected from the respondents that instructional materials must have the characteristics of visibility, sufficiency, simplicity, attraction, appropriateness, relevancy to the topic, and simplicity if they must be used to influence teaching and learning were presented. This finding is in line with Ogundele (2015) who stated that a good teaching aid must be visible, attractive, and hold attention. The study also found that audio-visual instructional materials are very important to influence the teaching and learning of marketing subjects. This finding was buttressed by Adeyemo (2015) who stated that instructional materials should be used to supplement oral explanations and descriptions. The study also found that improvised instructional material has a positive impact when properly use in teaching and learning marketing subjects in secondary schools. This finding agreed with Osazua (2014) described instructional materials as instructional media used for instructional purposes. They include audio media, visual media, audio-visual media, and others. These media when properly utilized bring about effective learning, which consequently results in better academic performance.

Conclusion

The findings of this study have clearly shown that the success of the new technological methods of teaching and learning in secondary schools is largely determined

by the awareness of modern instructional materials. Emphasis should be made on both lecturers and students in creating more awareness and usage of relevant and modern instructional materials, or our educational system will remain on standby and won't meet up with the trends in education.

Since this is the case, it means that there is hope that the academic performance of the students can be improved when teachers make use of relevant audio, visual, audio-visual, and e-learning instructional materials in the teaching and learning environment.

Recommendations

Based on the findings of the study and the conclusions derived from the study, the following recommendations were made.

1. Suitable textbooks on the utilization of commercial subject materials should be made available by the State Government to all secondary schools.
2. The State or Federal Government should make available funds and sponsor the teachers' attendance at conferences, seminars, and workshops on the utilization of commercial subjects' instructional materials, and also the State Government through the Ministry of Education, Science and Technology (MOEST), should make available marketing subjects' instructional materials for use by teachers to enhance students' academic performance in marketing subjects.
3. Stakeholders in education, such as the Ministry of Education and non-governmental agencies should formulate, legalize and implement specific ICT policies on e-learning technologies to enable the Nigerian tertiary educational system to develop.

References

- Adeyemo, P.O. (2015). *Principles and Practice of Education*. Ado-Ekiti: Omolayo Standard Press, Nigeria.
- Adunola, O. (2011) "The Impact of Teachers' Teaching Methods on the Academic Performance of Primary School Pupils in Ijebu-Ode Local cut Area of Ogun State," Ego Booster Books, Ogun State, Nigeria.
- Ajayi, Y.A. & Salami, A.A. (2009). *An Introduction to Educational Technology for Students and Teachers*. pp 23-36. Ilorin: Decency Printers/Publishers.
- Ambrose, S.A., Bridges, M., W., Dipietro, M., Lovett, M., C., & Norman, M., K., (2010). *How learning works: seven research-based principles for smart teaching*. Nigeria.
- Akanbi, T. (1989). *Cognitive Preferences and Instructional Modes*. Ilorin: University Press, Ilorin.
- Akukwe, A., C &, Ajuzie, N., E., (2015). An assessment of the use of ICT tools by students to the study of Business Education. *World Scientific News*, 9(1), 9-17.
- Aliyu, M.M. (2014), *Business Education in Nigeria (Trends and Issue)* Goshen Printer Media Ltd. Ilorin, Kwara State.

- Anyanwu, J. M. (2014). *The Effectiveness of Instructional materials in Teaching of Social Studies in some Selected Post Primary School in Owerri Educational Zone Imo State*. (B. ed) Research Project Unpublished.
- Ayeni, A.J. (2011), "Teachers professional development and quality assurance in Nigerian Secondary Schools," *World Journal of Education*, 1(2):143-149.
- Farrant, J.S. (2012). *Principles and Practice of Education*. Hong Kong: Longman Limited.
- Hightower, A.M. (2011), *Improving student learning by supporting quality teaching: Key issues, effective strategies*. Editorial Projects in Education.
- Nuhu, S. I., (2018). *Awareness and Utilization of E-learning Technology in Teaching and Learning of Business Education Courses in Universities in Kwara State*. Google Scholar Publication.
- Obanya, P. A. I. (2019). *Potentialities of Educational Materials in Africa, in Inter-learning of Educational Innovation*, Darkar: UNESCOBREDA, 55-64.
- Ogundele, A. (2015). *Integrated Social Studies*. Ado-Ekiti: United Star Printers and Co.Ltd.
- Osazua (2015). *Perception of Lecturers and Students of colleges of education on the influence of instructional material on teaching and learning of business education in North West zone, Nigeria*. Unpublished Ms Project, ABU Zaira
- Piaget, J. (1973). *Main Trends in Psychology*. London: George Allen & Unwin. Standard Press, Nigeria.
- Tebabal, A. & Kahssay, G. (2011), "The effects of student-centered approach in improving students' graphical interpretation skills and conceptual understanding of kinematical motion," *Lat. Am. J. Phy. Edu*, 5(2): 374-381.