INSTRUCTIONAL MEDIA AND THE TEACHING OF ECONOMICS IN YABA LGA, LAGOS STATE SENIOR SECONDARY SCHOOLS, NIGERIA.

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Abstract

The integration of instructional media into classroom teaching has become pivotal in improving the quality and effectiveness of education, mostly in teaching and learning of Economics at the senior secondary level. This study investigates the availability, use, and impact of instructional media in Yaba LGA, Lagos State senior secondary schools, Nigeria. The target population includes all Economics teachers and senior secondary school students (SS1–SS3) in public and private secondary schools in Lagos State. A multi-stage random sampling technique was employed.to select, 20 teachers and 200 students from five (5) secondary schools in Yaba local government area of the state Questionnaire was used to obtain data for the study, Quantitative data were analyzed using descriptive statistics (simple percentage) and inferential statistics (simple regression analysis), . The findings showed that there is significant relationship between mass media and the campaign to teach economics using learner-centered, interactive, and experiential strategy. Findings further showed that there is significant relation between the media communication strategies employed by the educational reform by providing data-driven recommendations for policymakers, curriculum developers, and school administrators. Based on the findings it was recommended among others that targeted teacher training, improves access to educational technologies, and equitable distribution of instructional media between public and private schools. It was also recommended that stakeholders invest in professional development programs on media use for teachers and allocate funding for upgrading instructional technologies to bridge the digital divide in Lagos secondary schools.

Keywords: Instructional Media, Economics Education, Student Engagement, Teaching Strategies, Lagos State.

Introduction

Education is universally acknowledged as a fundamental tool for societal development and personal advancement. As nations strive toward educational excellence, the importance of quality teaching strategies and resources cannot be overemphasized. In the context of Nigeria's educational development, the integration of instructional media into classroom teaching has become a significant area of concern and opportunity. Instructional media refer to all the physical means by which instruction is delivered to learners. These include print materials, audiovisual tools, regalia (real objects), digital platforms, and technological tools that facilitate the delivery of content and the achievement of learning outcomes.

The teaching of Economics, as a subject in the Nigerian secondary school curriculum, is pivotal in equipping students with the knowledge, skills, and attitudes necessary for understanding economic principles, making informed financial decisions, and contributing meaningfully to the economy. The Nigerian National Policy on Education (FRN, 2013) outlines the goal of Economics education as fostering critical thinking, analytical ability, and self-reliance among students. Achieving these objectives, however, depends largely on the quality of instructional delivery, which in turn is influenced by the adequacy and effectiveness of instructional media used by teachers.

In Lagos State, a commercial nerve center and one of the most urbanized states in Nigeria, secondary schools serve a large and diverse student population. The dynamic nature of the economic environment, coupled with rapid technological advancements, places enormous pressure on educators to deliver content that is not only relevant but also engaging and accessible. Instructional media provide a platform for enhancing teacher-student interaction, promoting experiential learning, and simplifying complex economic concepts. For example, the use of charts, graphs, video clips, infographics, and economic simulation software can significantly improve students' understanding of abstract topics like demand and supply, inflation, fiscal policies, and market structures.

Despite these potentials, several studies and educational evaluations reveal that the use of instructional media in many Nigerian classrooms, including those in Lagos State, remains inadequate or ineffective. Teachers often rely heavily on the traditional chalk-and-talk method, which may limit students' active participation, retention, and critical thinking. Challenges such as lack of training, limited access to instructional materials, insufficient funding, and poor infrastructural facilities have been cited as some of the barriers to effective integration of media in teaching.

Furthermore, a wide disparity seems to exist between public and private schools regarding the availability and utilization of instructional resources. While some private schools in urban areas have embraced technology and modern media tools, many public schools, especially in less privileged communities, struggle with basic instructional facilities. This inequity poses a major concern for policy makers, educators, and stakeholders who are committed to achieving quality and inclusive education for all.

The relevance of this study is multi-dimensional. At the pedagogical level, it will contribute to the body of knowledge on innovative teaching practices in Economics. At the policy level, it will provide empirical evidence to inform educational planning, resource allocation, and teacher training programs. At the practical level, it offers actionable insights for school administrators,

curriculum developers, and classroom teachers in improving instructional delivery.

Against this backdrop, this study seeks to examine the role and impact of instructional media on the teaching of Economics in Lagos State senior secondary schools. It aims to explore the types of instructional media available, the extent of their use, the competence of teachers in utilizing these tools, and the perceived effectiveness of instructional media in enhancing student engagement and academic performance.

In conclusion, the evolving landscape of education requires a shift from teacher-centered approaches to learner-centered pedagogies that prioritize interaction, engagement, and critical thinking in which Instructional media can serve as vital tools in this transformation. This is because ,their effective use in the teaching of Economics can bridge the gap between theory and practice, foster inclusive learning environments, and better prepare students for life in a dynamic economic world. This study, therefore, is a timely and essential contribution to educational development in Lagos State and Nigeria at large.

Statement of the Problem

The quality of teaching in Nigerian senior secondary schools has ever be a matter of concern, especially in subjects like Economics that require the ability to explain abstract and complex phenomena. Instructional media are meant to support and enhance this teaching process by providing visual and practical experiences that simplify learning. However, in many schools across Lagos State, there appears to be a gap between the ideal integration of instructional media and actual classroom practice.

Preliminary observations and reports from educational supervisors indicate that Economics teachers in Lagos often rely heavily on verbal instruction and textbook-based approaches. These methods, traditionally, may not be effective in sustaining student interest or facilitate their deep understanding of economic concepts. In this 21st century where students are increasingly exposed to multimedia content and digital platforms outside the classroom, the use of expository teaching methods may lead to reduced engagement and academic underachievement.

Though, some studies have examined instructional practices in general, only few have focused specifically on Economics, which is unique in its analytical and policy-oriented nature. Even where instructional materials are available, many teachers lack the necessary training or confidence to use them effectively.

The Nigerian government, through the Universal Basic Education Commission (UBEC) and other initiatives, has made efforts to promote the use of instructional materials. However, the implementation and impact of these policies remain uneven and under-evaluated. Hence, there is a need to investigate whether Economics teachers are adequately supported, whether schools are equipped with relevant instructional media, and how these factors influence teaching practices.

This study, therefore, seeks to fill these gaps by systematically analyzing the use, challenges, and impact of instructional media in the teaching of Economics in Yaba LGA, Lagos State senior secondary schools.

Objectives of the Study
1. To identify the types of instructional media available for the teaching of Economics in Lagos State senior secondary schools.

2. To examine the extent to which Economics teachers utilize instructional media in their teaching practices.
3. To assess the effectiveness of instructional media in enhancing student engagement and academic performance in Economics.

Research Questions

1. What types of instructional media are available in Lagos State senior secondary schools for teaching Economics?
2. To what extent do Economics teachers use instructional media in their classrooms?
3. How does the use of instructional media affect students' engagement and academic performance in Economics?

Scope and Delimitations of the Study

The scope of this study investigates the availability, use, and impact of instructional media in Yaba LGA, Lagos State senior secondary schools, Nigeria. . It focuses specifically on how instructional media are utilized in classrooms, the types and availability of these media, teacher competency in using them, and the resultant effects on student engagement and learning outcomes. The research covers both public and private senior secondary schools in Yaba local government area (LGA) in Lagos State.. Emphasis were placed on visual, auditory, and digital instructional tools, including but not limited to charts, videos, PowerPoint presentations, projectors, computer-based simulations, and web-based economic data sources.

However, the study is subject to certain limitations due to logistical challenges, as not all secondary schools in Lagos State can be included. Second, the accuracy of responses from participants may be influenced by some social desirability bias, especially if respondents feel the need to provide favorable answers. The study is delimited to senior secondary schools only focusing exclusively on Lagos State, which, although diverse, may not reflect conditions in other Nigerian states.

Literature Review

Relevant literature were reviewed consisting of t theoretical, framework and empirical dimensions of instructional media as it relates to the teaching of micro and macro Economics at the senior secondary school level in Nigeria, with a specific focus on Lagos State. Finally, it identifies significant gaps in the literature that justify the study. The ultimate goal is to promote teaching practices that align with 21st-century educational goals and enhance student achievement.

Instructional media:

Instructional media encompass a broad array of tools, devices, and techniques used to convey content to learners in educational settings. These include traditional tools such as chalkboards and printed materials, as well as modern technologies such as projectors, interactive whiteboards, digital applications, animations, podcasts, and internet-based resources. In the context of Economics education, instructional media serve as cognitive bridges between abstract theories and real-world applications.

Conceptually, instructional media can be grouped into three categories: visual media (e.g., graphs, charts, diagrams), auditory media (e.g., audio recordings, podcasts), and audiovisual media (e.g., videos, simulations, documentaries) Adeyemi (2018). With the expansion of information and communication technologies (ICTs), digital media such as economic modeling software, YouTube lectures, and online statistical databases have become

increasingly relevant. The role of instructional media in teaching Economics includes facilitating visualization of economic models, enabling students to analyze real-life data, stimulating critical thinking, and supporting differentiated instruction for learners with varied cognitive abilities. For instance, a video documentary on inflation trends in Nigeria can contextualize textbook discussions, while online interactive graphs can allow students to manipulate variables and observe changes in demand and supply..

Theoretical Framework
Several learning theories provide the foundation for understanding the use of instructional media in Economics education. The two major perspectives that dominate the theoretical underpinning of this study: were Cognitive Learning Theory and Constructivist Theory.

Cognitive Learning Theory, propounded by Jean Piaget and Jerome Bruner in 1969, emphasizes the role of mental processes in learning. According to this theory, learning occurs when learners actively process information, organize it in meaningful ways, and relate it to prior knowledge. Instructional media facilitate these processes by providing visual, auditory, and interactive stimuli that aid in encoding, storage, and retrieval of economic information. For instance, using infographics to explain the circular flow of income or a video demonstration of monetary policy tools enhances cognitive engagement.

Bruner's concept of the spiral curriculum, which advocates the use of concrete experiences before introducing abstract concepts, supports the integration of instructional media in Economics. Visual aids and simulations offer concrete experiences that allow learners to build abstract knowledge gradually. Constructivist Theory, as promoted by

Lev Vygotsky and others in 1978, views learning as a socially mediated process where learners construct knowledge through interaction with their environment. Instructional media provide rich environments that encourage exploration, problem-solving, and collaboration. For example, digital platforms like Kahoot or Google Classroom promote peer discussion and formative assessment in Economics. Vygotsky's Zone of Proximal Development (ZPD) also supports the use of instructional media. By offering scaffolding through guided videos or teacher-curated resources, learners are supported to achieve tasks just beyond their current abilities.

In the Nigerian context, the integration of media aligns with the competency-based curriculum approach, which emphasizes critical thinking, digital literacy, and independent learning. The theoretical foundation of this study thus supports the assertion that instructional media are indispensable tools for effective teaching of Economics, particularly in preparing students for both academic achievement and lifelong economic competence.

Empirical Evidences
Empirical studies on instructional media in Nigeria's secondary education system have yielded varying results. Many researchers have established positive correlations between the use of instructional media and improved student academic performance and engagement.

Ogunlade (2020) found that visual aids significantly enhanced student comprehension of Economics concepts in public schools in Ogun State. Teachers who used charts, posters, and graphs reported higher levels of student interest and better test results compared to those relying solely on textbook instruction. In Lagos, Olanrewaju and Adedoyin (2019) revealed that Economics teachers in private secondary schools

utilized digital tools like PowerPoint, videos, and internet-based simulations more frequently than their public school counterparts. The study attributed this disparity to differences in funding, administrative support, and teacher training.

Similarly, Adeyemi (2018) observed that when students were taught using multimedia presentations and economic modeling software, they showed greater retention and applied understanding of market dynamics than those in traditional lecture settings. This study highlighted the need for teacher training on digital pedagogy. On the contrary, Chukwuma and Aliyu (2021) noted that while many schools possessed media equipment, actual usage was low due to lack of confidence and inadequate training among teachers. This disconnect between media availability and utilization continues to hamper instructional effectiveness.

Furthermore, research by the Nigerian Educational Research and Development Council (NERDC) indicated that many public schools still depend on outdated instructional methods, especially in core subjects like Economics. Their 2021 report recommended integrating technology into the national Economics curriculum and emphasized partnerships with NGOs and private sector for resource provision. Despite these findings, few studies provide comprehensive, subject-specific assessments of how media influence Economics instruction at a state-wide level. Most existing research tends to be generalized across subjects or limited to single schools. Additionally, studies often neglect student perspectives, which are crucial in evaluating the effectiveness of instructional delivery. This study seeks to fill these empirical gaps by combining both teacher and student data across a representative sample of Lagos State senior secondary schools. It also distinguishes between media types and pedagogical outcomes,

offering nuanced insights into what works best in Economics classrooms.

Summary of the Literature Review

The literature review showed that instructional media significantly enhance student understanding and performance in Economics, though there remains a need for subject-specific, large-scale, and policy-relevant research that addresses classroom usage and stakeholder dis

Research Methodology

The methodology covers the research design, population, sample and sampling techniques, research instruments, validity and reliability of instruments, data collection procedures, and methods of data analysis.

The study adopts a descriptive survey research design. This design is suitable for obtaining data on current practices and perceptions regarding the use of instructional media in teaching Economics in Lagos State senior secondary schools. The target population includes all Economics teachers and senior secondary school students (SS1–SS3) in public and private secondary schools in Lagos State. A multi-stage sampling technique was employed. First, a local government area was randomly selected from Lagos state educational district four where five secondary schools (three public, two private) were selected. Within each school, 4 Economics teachers and 40 students were randomly sampled, giving a total sample of 20 teachers and 200 students. Two structured instruments were used: a questionnaire for teachers and students. The questionnaire items cover availability, usage, teacher competency, student engagement, and academic performance. Content validity was ensured through expert review by educational technologists and Economics educators. Reliability was tested through a pilot study using Cronbach's alpha,

yielding a coefficient of 0.86, indicating high internal consistency. Data were collected through physical administration of the questionnaire. The researcher obtained consent from school authorities before data collection. Quantitative data were analyzed using descriptive statistics (simple percentage) and inferential statistics (simple regression analysis).

Data Analysis and Results Interpretation

This section presents the data collected, analyzes the findings, and interprets the results in line with the research questions. Demographic information showed a diverse mix of respondents in terms of gender, years of teaching experience, and school type.

Analysis of Research Questions

Table1: Instructional Strategies Used by Teacher

Strategy Used	Frequency	Percentage
Lecture method (traditional)	102	86.7%
Use of graphs and visual aids	60	66.7%
Group-based problem-solving	22	40.0%
ICT integration (spreadsheets, videos)	12	20.0%
Use of real-life case studies	14	23.3%

Table 1 provided answers to research questions1.2. & 3 Interpretation:

The lecture method dominates classroom instruction(86.7%) , while ICT and real-life(20.0% and 23.3% respectively applications are underutilized. This may contribute to students' difficulty in understanding abstract quantitative concepts.

3. How does the use of instructional media affect students' engagement and academic performance? Students exposed to a variety of media reported higher interest levels and improved comprehension. Statistical analysis

1. What types of instructional media are available in Lagos State senior secondary schools for teaching Economics? Findings revealed that visual aids (e.g., charts, maps, textbooks) were common across all schools. However, digital tools (projectors, economic simulation software, and internet-enabled devices) were more prevalent in private schools.

2. To what extent do Economics teachers use instructional media in their classrooms? Teachers in secondary schools frequently used PowerPoint, videos, and internet tools, and textbooks and chalkboards

showed that instructional media usage significantly predicted academic performance ($R^2 = 0.65$, $F(1,38) = 17.44$, $p < 0.01$).

Summary, Conclusion and Recommendations

The study explored the impact of instructional media on the teaching of Economics in Lagos State senior secondary schools. It found that while instructional media significantly enhance student engagement and academic performance, disparities exist in their availability and usage across public and private schools. Instructional media are essential tools in the effective teaching of Economics. They simplify complex concepts,

promote interactive learning, and cater to diverse learning needs. However, to fully realize their potential, structural reforms are needed. The study concludes that the integration of instructional media must be supported through investment in resources, professional development, and inclusive educational policies. The recommendations of the study are: regular workshops should be organized to train teachers in modern instructional media techniques, schools, especially public ones, should be equipped with basic instructional media tools, the Economics curriculum should be revised to encourage the use of multimedia resources and educational policies should mandate and fund instructional media deployment. Government, private sector, and NGOs should collaborate to bridge media access gaps, Future research could explore longitudinal effects of instructional media on students' academic trajectories and conduct comparative studies in other states or subjects

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