

ASSESSMENT OF THE AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS IN TEACHING AND LEARNING IN PRIMARY SCHOOL IN ASABA URBAN, DELTA STATE

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Abstract

The study assessed the availability and use of instructional materials in teaching and learning in primary school in Asaba urban, Delta State. Three research questions raised in line with the purpose guided the study. The study adopted a descriptive survey design. The study was carried in Asaba urban. The population of the study comprised of 1,143 teachers in 11 public primary schools in Asaba urban out of which 88 teachers drawn from all the public primary schools in Asaba urban using simple random sampling techniques, this indicated 10% of the entire population. The instrument for data collection for the study was a structured questionnaire. The instrument was validated by two lecturers who are experts in Measurement and Evaluation in Federal College of Education (Technical), Asaba. The instrument yielded a reliability test result of 0.74 when analysed Pearson Product Moment Correlation method. Validated copies of the questionnaires were distributed to the teachers across the public primary schools by the researcher and two experienced research assistants. The administration lasted for 2 weeks. Out of the 88 instruments, only 79 was distributed and retrieved because as at the period of distribution, 9 teachers could not be reached. Data collected was used for data analysis. Findings showed that instructional materials not available for teaching and learning in primary schools in Asaba urban, Delta State among others. It was recommended among others that regular workshops/seminars should be organized for teachers by head teachers on the importance and current developments and process in the use of instructional materials for teaching and learning in primary schools

Keyword: *Instructional Materials, Teaching, Learning, Primary School*

Introduction

Primary school is the foundation of child's formal education development. The quality of teaching at this stage will not only influence the child's rate of learning but with large extent determine the quality and direction of his academic achievement and career later in life. This underscores the need to make teaching and learning very interesting, stimulating and meaningful to the child. One of the ways of achieving is through the proper utilization of instructional material. Instructional materials are referred to as the resources which both the teachers and students use for the purpose of effective teaching and learning. Instructional materials are used to make teaching and learning more meaningful and comprehensible to learners (Obidile & Obi, 2020). Akanbi and Imogie (2018) defined instructional materials as tools "crafted to enhance the teaching and learning processes, thereby contributing to improved learning". Adesola, Olorode and Aranmolate (2022) describe instructional materials as encompassing both animate and inanimate objects, as well as human and nonhuman resources, that a teacher employs in teaching and learning scenarios to facilitate the desired learning outcomes. Ali, Kura, Abdu and Aliyu (2020) similarly characterize instructional materials as resources used by teachers to provide information, thereby contributing to the attainment of the necessary teaching and learning experiences.

In support of these views, Agina (2016), described instructional materials as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. Instructional materials are the devices developed or acquired to assist or facilitate teachers in transmitting an organized knowledge, skills and attitudes to the learners within an instructional situation (Nwachukwu, 2017). Instructional materials are educational resources used for illustrating the content of instruction, thereby making learning more concrete and less abstract. The sequence in which learners encounter materials that has direct effect on the achievement of task. In providing closer experience to real situation,

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instructional materials enhance acquisition and retention of factual information. Instructional materials not only provide the necessary concrete experience but also help pupils integrate prior experience.

The availability of instructional facilities is critical to teaching and learning, because learning becomes easier, more interesting, practicable, realistic and appealing. They enable both the teacher and learner to participate actively and give room for acquisition of skills; knowledge, development of self-confidence and self-actualization (Alabere, 2017). Consequently, instructional materials encompass all items or resources utilized by teachers as integral components of the instructional process to deliver effective and successful teaching that fosters positive learning outcomes for students. In essence, they represent intentionally employed materials by a teacher to influence students' learning during instruction. Achimugu (2017) grouped instructional materials into three main types: Visual aids which appeal to the sense of seeing (examples are: charts, maps, objects, pictures, etc); Audio aids which appeal to the sense of hearing (examples are; radios, radio cassette, record player, gramophone, etc); and audio-visual aids which appeal to the sense of sight and hearing (examples are; television, computers, projectors, video films). These materials may include but are not limited to reference books, teacher manuals, kits, game, media collection of library books, counting equipment like blocks, stones or beads, natural displays models, charts, pictures, play materials, games, and audiovisual equipment (Tuimur & Chemwei, 2015). Instructional materials are very useful when any teacher aims to deliver an effective teaching and learning experiences to the learners because they are powerful resources for teaching and learning (Adebule & Ayoola, 2016).

Availability and utilization of instructional material is the act of using and applying the available instructional material in the actual teaching/learning process. Where resources are supplied for instructional use, teachers are expected to utilize them to support a smooth and meaningful flow of instruction and promote

understanding of the content being taught. To facilitate the teaching and learning in primary schools, the skillful teacher can select those instructional materials that are relevant to the primary school curriculum. This could be implemented from the numerous instructional materials that abound in the market or that are available in the school. When instructional materials are not utilized, effective teaching and permanent learning are difficult to take place because pupils cannot actively participate in a way that challenge them to think creatively (Nwobu, 2015).

The issue of availability of instructional materials is current issue in basic science subject. Adequate instructional materials mean the state of being sufficient in terms of satisfying the standard requirements to enhance effective instructional activities in primary schools. On the need for adequate provision of instructional materials in schools, Nwoji (2016) stated that one major problems which could mar the achievement of the goals of basic science in primary schools is inadequate provision of instructional facilities such as, equipment and tools to facilitate learning. She further buttressed this point when she asserted that the availability and effective utilization of instructions materials, tools equipment and facilities will help students to acquire manipulative skills required to prepare them for immediate employment in the world of work

The availability of adequate materials in the teaching/learning process is very important. Ibrahim (2015) lamented that without the provision of adequate teaching materials in schools for teaching, the achievement of the basic science curriculum objectives might be quite impossible. Odulaja and Ogunwemimo stated in Ekpo (2016), that, lack of instructional materials could be identified with high cost. Since the educational process functions in a world of instructional materials, the chief purpose of an educational resource centres is to make available to the teachers at his or her easy convenience all materials which are of interest and value which are not provided as basic or supplementary learning materials. According to Fowowe (2016), a library must be up to date and at the

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same time allow access to older materials. Similarly, Farombi (2016), argued the saying that seeing is believing as the effect of using instructional materials in teaching and learning of various subjects as pupils tend to understand and recall what they see than what they hear or were told.

Recounting on the utilization of instructional materials, Yusuf (2016), noted that, it is well known among teachers that the educational experience involving the learner actively participating in concrete examples are retained longer than abstract experiences. In the same vein Russel, Heinech and Malenda (2016), emphasize that concrete experience facilitates learning and the acquisition, retention and usability of abstract symbols. For learning to take place, learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources to ensure some level of performance. This is in line with Mutai (2019), who asserted that learning is strengthened when there are enough reference materials such as textbooks, exercise books, teaching aids and classrooms. Further, he asserted that academic achievement illustrates per excellence the correct use of these materials.

Olagunju and Abiola (2016), state that utilization of resources in teaching brings about fruitful learning since it stimulates pupils sense as well as motivating them. Goal attainment in any school depends on adequate supply and utilization of educational resources which enhance proper teaching and learning process within an environment. According to Ibrahim (2016), in a study on factors affecting availability, acquisition and utilization of resources in the teaching in selected primary schools in Kano state found that unavailability of educational resources among other factors hinders effective utilization. Chiriswa (2016) notes that effective teaching and learning depends on the utilizations of suitable and adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in examination.

Just like other aspects of education, instructional materials utilization is very important in the process of teaching and learning as such, there are several factors militating against its effective usage. Lawal (2016) remarked that there are numerous problems militating against effective use of instructional materials and acquiring them, such problems are examination consciousness. Teachers and pupils are always interested to finish the syllabus before the external examinations. Therefore, they lack time to acquire instructional materials for effective teaching and pupils memorizes their work as they considered that by acquiring the materials is time waste. Kareem (2020) indicated that lack of space to keep the learning materials, often makes it difficult to acquire learning materials. According to him, many classrooms are overcrowded which would not allow for thorough supervision by the teacher. Hence, lack of space to keep learning materials always discourage teachers to create learning materials and therefore, depend much on talk and chalk leading to distract verbalism. William (2016), concluded that insufficient fund makes it difficult for teachers to acquire learning materials. William (2016) further reported how lack of fund resulted to inability of teachers to produce learning materials and is amused of how head teachers failed to make money available to purchase cardboard. This is how the ambition of many teachers is being killed through lack of fund in many primary schools.

For teaching and learning activities to be effective and purposeful, the teacher has to make and use the appropriate instructional materials. The teacher must know the instructional materials that are available for teaching and be able to utilize them for achieving the educational objectives. This implies that the use of instructional materials is inevitable if effective teaching and learning must be achieved (Dhaka, 2017). It is said that one picture is equal to one thousand words. This agrees with the Chinese proverb that state: The thing which I hear, I may forget, the thing which I see, I may remember, the thing which I do, I cannot forget. When

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instructional materials are properly used, they help to consolidate learning in the learner's mind. It is against this background that this study tends to assess the availability and use of instructional materials for teaching and learning in primary schools in Asaba urban, Delta State

Statement of the Problem

The use of instructional materials in primary schools is beyond expectation. The problem is that there has not been any effective supervision of schools. Primary education is the foundation where other levels of education are laid and aimed at equipping pupils with such knowledge, skills and attitudes that will help them live meaningful and fulfilled lives. But there are short comings in the delivery of education.

Furthermore, teachers are not properly trained in the use and production of instructional materials. Moreover, there are insufficient supervision and inspection of schools and use of poor classroom delivery system. Some schools fail to supply the available instructional materials to the teachers because of fear that the materials will not be effectively used in the class. Furthermore, the unstable economic situation in the country has affected the supply of adequate instructional materials in most of the schools. It has also affected the federal and state government in not providing adequate funds for schools for purchasing the instructional materials needed. Based on the aforementioned problems, hence this study.

Purpose of the Study

The main purpose of this research is to carry out an assessment of the availability and use of instructional materials for teaching and learning in primary schools in Asaba urban, Delta State. Specifically, this study seeks to;

1. Find out the extent of availability of instructional materials for teaching and learning in primary schools in Asaba urban, Delta State.
2. Find out whether teachers utilize the available instructional

materials for teaching and learning in primary schools in Asaba urban, Delta State.

3. Find out the factors militating against the effective utilization of instructional material for teaching and learning in primary schools in Asaba urban, Delta State.

Research Questions

The following research questions were formulated to guide the study;

1. To what extent are instructional materials available for teaching and learning in primary schools in Asaba urban, Delta State?
2. To what extent do teachers utilize instructional materials for teaching and learning in primary schools in Asaba urban, Delta State?
3. To what extent are the factors militating against the effective utilization of instructional material for teaching and learning in primary schools in Asaba urban, Delta State?

Methodology

The study adopted a descriptive survey design. A descriptive survey research design was suitable for this study because it seeks the opinion of a large number of people considered to be an aggregate representation of the entire population. The study was carried in Asaba urban, this happened to be the capital city of Delta State. The researcher chose this area because he is conversant with the towns and therefore knows the location of the primary schools in the area. The population of the study comprised of 1,143 teachers in 11 public primary schools in Asaba urban. The sample selected for the study was 88 teachers drawn from all the public primary schools in *Asaba urban* using simple random sampling techniques. This means 10% of the entire population was used. The research randomly selected 8 teachers each from the public primary schools in Asaba urban. The table below shows the distribution.

Table 1: *Sample Distribution*

S/N	Name of Schools	No of Teacher
1	Abu-Ato Primary School, Asaba	8
2	Ahabam Primary School, Asaba	8
3	Ahor Primary School, Asaba	8
4	Anwai Primary School, Asaba	8
5	Asagba Primary School, Asaba	8
6	Okpu-Elenchele Primary School, Asaba	8
7	Ogbe-Afor Primary School, Asaba	8
8	Ogbe-Olie Primary School, Asaba	8
9	Oneh Primary School, Asaba	8
10	Uzoigwe Primary School, Asaba	8
11	Zappa Primary School, Asaba	8
Total		88

Source: *Field Survey, 2025*

The instrument for data collection for the study was a structured questionnaire titled Availability and Use of Instructional Material for Teaching and Learning Questionnaire (AUMTLQ). The questionnaire was divided into two sections; Section A comprised demographic data of the respondents and section B comprised items with four-point rating scales ranging from Very High Extent (VHE), High Extent (HE) Low Extent (LE) Very Low Extent (VLE). To ensure the validity of the instrument, the questionnaire was subjected to face validation. Drafted copy of the instrument was giving to two lecturers who are experts in Measurement and Evaluation in Federal College of Education (Technical), Asaba. They were requested to vet the items for appropriateness and ambiguity. Their recommendations and corrections were adhered to which enhanced face and content validity of the instrument. The reliability of the instrument was ascertained through a pilot study was conducted. The instrument was administered to 10 teachers in Urban girls’ secondary school in Onitsha, Anambra State. Pearson Product Moment Correlation method was used to determine the internal consistency of the items

in the instruments. Hence, a reliability coefficient of 0.74 was obtained which indicated that the items in the instrument were consistent and reliable. Validated copies of the questionnaires were distributed to the teachers across the public primary schools by the researcher and two experienced research assistants. The research assistants were assigned to administer the instrument to the teachers in the different primary public schools. The administration lasted for 2 weeks. Out of the 88 instruments, only 79 was distributed and retrieved because as at the period of distribution, 9 teachers could not be reached. Data collected was used for data analysis. Data collected from respondents was analyzed using mean and standard deviation statistics. The decision rule was a mean score of 2.50. Therefore, any obtained mean score of 2.50 and above was regarded to be high extent with the respective statements. Whereas, any mean score less than 2.50 is deemed low extent with the item statements.

Results

Research Question 1: To what extent are instructional materials available for teaching and learning in primary schools in Asaba urban, Delta State?

Table 2: *Mean scores of responses on extent instructional materials are available for teaching and learning in primary schools (N=79)*

S/N	Statements	Mean	Std.D	Decision
1	There are enough textbooks, charts and chalkboards for teaching and learning	3.15	0.8	High Extent
2	Primary schools in Asaba has pictures, newspapers, magazines and bulletins on concepts, practical teaching and learning	2.19	0.7	Low Extent
3	Schools has films strips for teaching and learning	2.40	0.9	Low Extent
4	Schools has overhead projectors used for teaching and learning	2.28	0.6	Low Extent
5	There are overhead transparencies in my school that can be used for teaching and learning	2.12	0.6	Low Extent
6	Schools provide teachers with cardboard papers in order to prepare/improvise instructional materials for teaching and learning	1.33	0.6	Low Extent

Grand Mean	2.38	Low Extent		
Analyses on the extent instructional materials are available for the teaching and learning in primary schools in table 2 above revealed that the respondents rated items 2, 3, 4, 5 and 6 with a mean score ranging from 1.33 to 2.40 are rated low extent, while items 1 is rated high extent with a mean rating of 3.30. The grand mean of 2.38 indicates low extent which is below the acceptable mean score of 2.50, this indicates that instructional materials are not available for teaching and learning in primary schools in Asaba urban, Delta State.				
Research Question 2: <i>To what extent do teachers utilize instructional materials for teaching and learning in primary schools in Asaba urban, Delta State?</i>				
Table 3: <i>Mean scores of responses on extent teachers utilize instructional materials for teaching and learning in primary schools (N=79)</i>				
S/N	Statements	Mean	Std.D	Decision
7	Teachers use textbooks, charts, chalkboards and radio tapes for teaching and learning in schools.	3.11	0.8	High Extent
8	Teachers use pictures, newspapers, magazines and bulletins for teaching and learning.	2.13	0.5	Low Extent
9	Teachers use films strips for teaching and learning	2.45	0.5	Low Extent
10	Teacher use overhead projectors for teaching and learning	2.37	0.7	Low Extent
11	Teacher use overhead transparencies in schools for teaching and learning	2.27	0.7	Low Extent
12	Basic science teachers are provided with cardboard papers in order to prepare / improvise instructional materials for teaching and learning	2.40	0.7	Low Extent
Grand Mean		2.45		Low Extent

Table 3 revealed that items 8, 9, 10, 11 and 12 were rated low extent that teachers do not use instructional material teaching and learning in primary schools while item 7 which say teachers use textbooks, charts, chalkboards and radio tapes teaching and learning.

The grand mean of 2.45 scored below the mean score of 2.50 and this indicates that teachers do not use instructional material for teaching and learning in primary schools in Asaba urban, Delta State.

Research Question 3: To what extent are the factors militating against the effective utilization of instructional material for teaching and learning in primary schools in Asaba urban, Delta State?

Table 4: *Mean scores of responses on extent are the factors militating against the effective use of instructional materials for teaching and learning in primary schools (N=79)*

S/N	Statements	Std.D	Decision	Decision
13	Lack of time in using the instructional materials	2.76	0.5	High Extent
14	Inadequate fund for buying the instructional materials	3.14	0.7	High Extent
15	Inability to keep up with the technology used for instructional materials	2.82	0.6	High Extent
16	No intent of the school to support the use of instructional materials	3.29	0.7	High Extent
17	Lack of suitable places to keep or store the instructional materials	2.95	0.6	High Extent
18	Incompatibility between available the instructional materials and the lessons/ learning objectives	3.46	0.7	High Extent
Grand Mean		3.70		High Extent

Analysis in table 4 reveals that the respondents rated all the items high extent with a mean rating ranging from 2.76 to 3.46. This indicates that the items listed in the above tables are factors militating against the effective use of instructional materials for teaching and learning in primary schools in Asaba urban, Delta State. This was further confirmed in the grand mean score of 3.70.

Discussion of Findings

The findings in research question 1 with a grand mean of 2.38 indicate that instructional materials are not available for teaching and learning in primary schools in Asaba urban, Delta State. It was

discovered from the item that textbooks, charts, chalkboards and radio tapes are available for teaching basic science in primary schools while newspapers, magazines and bulletins, films strip, overhead projectors, overhead transparencies and cardboard papers are not available for teaching and learning in primary schools in Asaba urban, Delta State. The finding corroborate with the observation of Ibrahim (2015) who observed that without the provision of adequate teaching materials in schools for teaching, the achievement of the basic science curriculum objectives might be quite impossible. The view is also shared by Lemchi (2017) who warned that the use of inadequate materials for teaching does more harm than good to the pupils.

The finding in research question 2 showed that teachers do not use instructional material for teaching and learning in primary schools in Asaba urban, Delta State. It was further discovered from the item that textbooks, charts, chalkboards and radio tapes are being utilized by teachers in teaching basic science in school while newspapers, magazines and bulletins, films strip, overhead projectors, overhead transparencies and cardboard papers are not being utilized by teachers for teaching and learning in primary schools in Asaba urban, Delta State. In conformity to the statement of Mutai (2019), who asserted that learning is strengthened when there are enough reference materials such as textbooks, exercise books, teaching aids and classrooms. Further, he asserted that academic achievement illustrates per excellence the correct use of these materials. Also, Olagunju and Abiola (2016), state that utilization of resources in teaching brings about fruitful learning since it stimulates pupils sense as well as motivating them. According to them, goal attainment in any school depends on adequate supply and utilization of educational resources which enhance proper teaching and learning process within an environment.

Finally, research question 3 revealed that there are several factors militating against the effective use of instructional materials

for teaching and learning in primary schools in Asaba urban, Delta State. The factors pointed out are lack of time in using the instructional materials, inadequate fund for buying the instructional materials, inability to keep up with the technology used for instructional materials, no intent of the school to support the use of instructional materials, lack of suitable places to keep or store the instructional materials and incompatibility between available the instructional materials and the lessons/ learning objectives. The finding is in agreement with the assertion of Misoy (2018) who asserts that instructional materials for teaching and learning process were neither inadequate nor available. Omwenga (2017) also noted that while many teachers complain about lack of instructional resources, they are guilty of not using what is available. Finally, William (2016), concluded that insufficient fund makes it difficult for teachers to acquire learning materials.

Conclusion

The study concluded that based on the results of this study, the researcher concluded that the issue of availability and use of instructional materials for teaching and learning in primary schools has not been properly addressed. The needed improvement in the quality of teaching and learning in schools can be achieved greatly, if teaching is enhanced through the use of instructional materials. Also, most teachers hardly improvise instructional materials and that even when the instructional materials are available, teachers do not adequately use them in the teaching and learning. Moreover, the effective use of instructional material helps pupils to bring into play their senses by associating them with certain conditions, situation or phenomena, pupils can visualize and compare things by physical testing, smelling, seeing and touching with the use of instructional materials, help pupils to develop their physical abilities, recall and comprehend easily what they have learnt/ learning. However, the use of these instructional materials are obstructed due to lack of time in using the instructional materials, inadequate fund for buying the

instructional materials, inability to keep up with the technology used for instructional materials, lack of suitable places to keep or store the materials and inconvenience in moving or installing/ placing the materials broken.

Recommendations: Based on the findings of this study, the following recommendations were made:

1. All stakeholders including the federal, state and local governments and private sector should contribute financially and materially in the provision of instructional materials such as newspapers, magazines and bulletins, films strip, overhead projectors, overhead transparencies and cardboard papers for teaching and learning in primary schools so as to reduce the issue of unavailability.
2. Regular workshops/seminars should be organized for teachers by head teachers on the importance and current developments and process in the use of instructional materials for teaching and learning in primary schools.
3. The government and relevant stakeholders in education should make funds available for buying of needed instructional material for teaching and learning in primary schools.

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