

## UTILIZATION OF INSTRUCTIONAL MATERIALS IN TEACHING OF ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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### Abstract

The study examined the utilization of instructional materials in teaching of economics in public secondary schools in Anambra State. The study was guided by two research questions and two hypotheses. The study adopted a descriptive survey research design. The target population comprised 342 Economics teachers across 267 public secondary schools in Anambra State. The entire population of 342 teachers was utilized as the sample. Data were collected using two self-constructed instruments: The Utilization of Instructional Materials Questionnaire (UIMQ) and the Teaching of Economics Questionnaire (TEQ). The reliability coefficients obtained were 0.85 for the utilization of visual materials, 0.82 for audio materials, and 0.87 for the TEQ, indicating high and acceptable reliability levels. These values confirmed the instruments as dependable and suitable for the main study. The instruments were distributed through the direct delivery method to ensure high response rates. Data gathered were analyzed using mean and standard deviation for answering research questions, while paired sample t-tests were conducted using SPSS for hypothesis testing. The study found that instructional materials such as visual and audio in enhancing teaching of Economics in public secondary schools in Anambra State when in use. Despite their proven efficacy, evidence suggests that many schools either underutilize or lack access to these instructional tools. The study recommended that teachers should integrate a variety of visual materials, such as bar charts, models, real objects, slides, and visual displays on cardboard paper, into their Economics lessons to enhance comprehension, engagement, and information retention among students. Audio instructional materials like tape-recorded content and microphone amplification devices should be made available and regularly used, as they support both teachers (especially those with speech impairments) and students by improving language development, promoting social interaction, and increasing attentiveness.

**Keywords:** Instructional Materials, Visual Aids, Audio Materials, Teaching

### Introduction

Education has been responsible for the incredible growth, development and evolution of man in science and technology, economy, politics and leadership; production and manufacturing, sports

and entertainment. Teaching is a process that involves guiding and evaluating learners in the process of acquiring knowledge, skills and understanding. It is expected in this 21<sup>st</sup> century and beyond to involve an interactive and exchange between a more experienced individual (teacher) and the learner. This tends to bring about the needed behavioral change (learning) faster in the learner. Teaching is a set of events designed to initiate, activate and support learning (Koko, 2015). Teaching involves all the activities that are geared toward the transfer of knowledge. A teacher who utilizes instructional materials necessary for the content, development and delivery, qualified to be referred to as an effective teacher. Education can be thought of as the transmission of the values and accumulated knowledge of a society (Chambliss et al., 2023). It may be safe to note that without progressive efforts laid in history to constantly build on knowledge, man would have still remained in the catacomb of primitive low life existence. Three things come to mind, once teaching and learning is mentioned and these are namely; the teacher, the medium or instructional material, and the learner. These trios move in complimentary motion to establish academic success in the society. To ascertain the degree to which the major two of the trio could determine the academic success of the students, the teacher stands out as his roles are major determining factors to the success of any education system.

Teaching is a process that involves guiding and evaluating learners in the process of acquiring knowledge, skills and understanding. It is expected in this 21<sup>st</sup> century and beyond to involve an interactive and exchange between a more experienced individual (teacher) and the learner. This tends to bring about the needed behavioral change (learning) faster in the learner. Teaching is a set of events designed to initiate, activate and support learning (Koko, 2015). Teaching involves all the activities that are geared toward the transfer of knowledge. A teacher who utilizes instructional materials necessary for the content, development and delivery, qualified to be referred to as an effective teacher. However, evidence from literature showed that teaching of Economics faces several challenges including poor utilization of teaching materials.

The instructional materials employed by economics teachers may not be effective in promoting students' engagement, understanding, and retention of economic concepts, resulting in low academic performance and limited economic literacy. As the world continually focuses on business, it takes Economists to help decipher trends and to help make good financial decisions. Functional knowledge of Economics give room for both individuals and institutions to adequately manage scarce resources and to ensure the even distribution and allocation of resources to various units that will bring about development. Teaching Economics in a clear and unbiased manner supports young learners to master the essential principles of understanding the economic problem, specific economic issues, help the students to understand and apply economics knowledge and skills in a precise and empirical manner and promote a lasting students interest in economic issues (Chakra, 2016).

Despite the crucial role of Economics education in fostering informed decision-making and civic engagement, research indicates that the teaching of economics in some secondary schools remains ineffective, leading to poor student outcomes. Economics is a study of man in the ordinary business of life; it enquires how man gets his income and how he uses it. Thus, it is on one side, the study of wealth and on the other more important side, a part of the study of man. Economics is a science which studies human behavior as a relationship between ends and scarce means which have alternative uses. According to Umar et al., (2018:5), Economics is the science that studies the process and institutions whereby the limitless human wants are satiable within the limits imposed by availability of resources which have alternative uses; it shows how scarce resources can be used to increase wealth and human welfare.

Economics is important because it can answer questions such as what causes inflation and why are people unemployed? Economics is the study of labour, land, investments of money, income, production, taxes and government expenditures. Economics is the study of how societies use scarce resources to produce valuable commodities and distribute them among people (Khumalo, 2015). Blaug (2019) opined that Economics is a social science that seeks to analyze and describe the production, distribution, and consumption of wealth. Economics is one of the elective subjects to be studied at the Senior Secondary School level as presented by the National Policy on Education NPE (2013), developed by the Comparative Education Study and Adaptation Centre and now reviewed by the Nigerian Educational Research and Development Council. Teaching Economics like every other subject requires the use of instructional materials and management information system to help gain the attention of the learner and to further explain concepts.

Instructional materials are very essential elements in the teaching and learning processes of any subject as Economics. Instructional materials have been identified as very important factors in teaching and that effective teaching cannot take place without availability of basic relevant instructional materials. Instructional materials, according to Wambui, (2018:7), are tools locally made or imported that could make tremendous improvement of a lesson if intelligently used. Instructional materials are physical media through which the intents of the curriculum are experienced. Oluwagbohunmi and Abdu-Raheem (2018) acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process. Instructional materials are collections of materials and equipment that processes instruction and training; such materials and equipment may be derived from the objectives of teaching and learning. Instructional materials are tools that help the teacher in teaching; any natural materials; teacher or student made materials as well as any manufactured objects which promote good teaching and learning (Koko, 2015).

Instructional materials can be defined as any collection of instructive literatures and physical materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives in

the classroom or unconventional settings (Ugwu (2022)). The term encompasses all the materials and the physical and electronic means an instructor might use to implement instruction and facilitate teaching. Abdu-Raheem (2016) viewed instructional materials as essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. This means that Instructional Materials serve as a guide to the teaching and learning processes through the logical and sequential preparation and presentation of lessons. Instructional materials can be collectively said to be all the things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency and skill.

According to Akpan and Okoli (2017:5), instructional materials can be divided into three major categories based on their sensory appeal, namely; audio, visual and audio-visual, reference materials etc. To Ochoma (2016), instructional materials include; printed and reference materials, graphic materials, display materials, projected materials, audio etc. Visual instructional materials appeal to the sense of sight and they come in the form of pictures, prints, real objects (models), CDs to mention but a few. Visual aids help learners explain thoughts and facts, improve comprehension through communication and learners are able to incorporate knowledge with prior learning. This in turn help teachers recognize misconceptions of learners. The learner can see, touch, smell or taste thereby making learning more meaningful. Idris et al., (2018) opined that visual aids are effective in conveying ideas and content more easily than verbal descriptions to learners. Learning is enhanced in the classroom when the course content is enriched with charts, diagrams and photographs. Therefore, the use of visual aids during the teaching of economics has significant importance for the learning experience of the students in public primary schools. Similar to visual aids, audio instructional materials also assist in learning of Economics.

Audio instructional materials are therefore teaching resources which apply to the sense of hearing. It primarily stimulates the hearing sense of learner. It includes human voice, telephonic conversation, audio discs/tapes, gramophone records, radio broadcast. Uzokife and Mbonu (2023) inferred that audio resources are effective for teaching of economics concepts. They can be used in combination with other media (such as text, graphics, or video) to provide multi-sensory input, and are important for teaching appreciation of music or identification of sounds. In the words of Nworie *et al.* (2020), audio instructional materials refer to those that make use of the sense of hearing only like the radio, audio tape recorder etc, while they referred to visual instructional aids in form of wall charts illustrated pictures, pictorial materials, textbooks etc.

Audio-visuals appeal to both the auditory and visual senses of the learner and stimulate interest to learn. Such materials take the form of films, television, audio-visual tapes, CDs, VCDs, DVDs and other high definition electronic devices. Audio-visual materials are popular and effective teaching strategy when combined with teaching and demonstration. Mkpa (2014) defined audio-visual materials as resource materials used in facilitating learning by saving instructor's time and effort, capturing learner's interest, promoting effective retention of subject matter learned, keeping

students busy and active and stimulating imagination. Audio-visual materials when properly used, can help to make the message of the teachers more vivid and interesting. They make the participation of the learning in the teaching learning process more fully involved, meaningful and useful.

Audio- visual materials when used intelligently can provide the most effective kind of teaching-learning at all levels of education since certain important aspect of teaching which seems unreal, vague, uninspiring, shadowing and relatively meaningless could be made real and meaningful with audio-visual materials. Allen and Bacon (2017) stated that audio-visual materials provide a wide range of variety of musical and dramatic experiences which carry the stimulus mode of sound and picture to the students. Moreover, they have well developed systematic, progressive and applied approaches that carry organized integrated knowledge and experience presented from a source to a large audience (number of students) in order to mitigate educational problems and improve the process of learning. They are useful materials for promoting better planning and scheduling, giving the teacher more time for supervision, guidance, co-ordination and correction of student's work. Audio-visual materials are integrated part of the teaching of economics. They complement the teacher's use of selected teaching methods by clarifying and simplifying the communication, arousing interest and attention leading to motivation, concrete understanding and enforcement of communicated information (Naidu, 2018).

Since students' performance is measured through examinations like WAEC, NECO, and JAMB, it is necessary to know the extent of utilization of instructional material. Integrating visual and audio instructional materials—such as charts, videos, projectors, audio recordings, and infographics—plays a pivotal role in enhancing comprehension and retention of abstract economic concepts. These tools simplify complex theories, stimulate learners' interest, and promote active engagement, particularly in a subject like Economics that blends theory with real-life applications. Ignoring these resources often leads to rote learning, reduced critical thinking, and poor performance in national examinations. In Anambra State, such neglect can widen the educational gap, lower academic outcomes, and hinder students' preparedness for higher education. Therefore, this study is essential to examine the utilization of instructional materials in teaching of economics in public secondary schools in Anambra State.

### **Statement of the Problem**

The teaching of Economics in public secondary schools play a crucial role in shaping the Economics literacy and future prospects of students. However, evidence from literature showed that teaching of Economics face several challenges including poor utilization of teaching materials. These issues could lead to poor student understanding of the subject. This is why the researcher deem it important to investigate the utilization of instructional materials in teaching of economics in public secondary schools in Anambra State.

## Purpose of the Study

The main purpose of this study is to examine the utilization of instructional materials in effective teaching of economics in public secondary schools in Anambra State. Specifically, the study seeks to:

1. verify the extent of utilization of visual material in teaching of Economics in public secondary schools in Anambra State.
2. examine the extent of utilisation of audio material in teaching of Economics in public secondary schools in Anambra State.

## Research Questions

The study was guided by the following research questions:

1. What is the extent of utilization of visual material in teaching of economics in public secondary schools in Anambra State?
2. What is the extent of utilization of audio material in teaching of economics in public secondary schools in Anambra State?

## Hypotheses

The following null hypotheses was tested at 0.05 level of significance:

1. utilization of visual material is not significant in teaching of economics in public secondary school in Anambra State.
2. utilization of audio material is not significant in teaching of economics in public secondary school in Anambra State.

## METHODS

The study adopted a descriptive survey research design. The target population comprised 342 Economics teachers across 267 public secondary schools in Anambra State. Interestingly, the entire population of 342 teachers was utilized as the sample, as the researcher deemed this number sufficiently comprehensive, manageable, and representative for the study's purpose. Data were collected using two self-constructed instruments: The Utilization of Instructional Materials Questionnaire (UIMQ) and the Teaching of Economics Questionnaire (TEQ). The UIMQ was divided into two sections: Section A gathered respondents' demographic information, while Section B focused on the extent of instructional material utilization. Section B was organized into two clusters—B1 on visual instructional materials and B2 on audio instructional materials—each comprising 10 items. Responses were measured using a four-point scale: Very High Utilized (VHU), High Utilized (HU), Low Utilized (LU), and Very Low Utilized (VLU), to assess the

degree of material usage in teaching Economics. Conversely, the Teaching of Economics Questionnaire (TEQ) consisted of 15 items, each structured along a four-point rating scale: Very High Utilized (VHU), High Utilized (HU), Low Utilized (LU), and Very Low Utilized (VLU). To ensure the reliability of the instruments, a pilot test was conducted using a sample of 20 Economics teachers from Enugu State, which lies outside the study area, thereby avoiding sample contamination. After administration, the completed questionnaires were analyzed using Cronbach's Alpha to determine internal consistency. The reliability coefficients obtained were 0.85 for the utilization of visual materials, 0.82 for audio materials, and 0.87 for the TEQ, indicating high and acceptable reliability levels. These values confirmed the instruments as dependable and suitable for the main study. The instruments were distributed through the direct delivery method to ensure high response rates. Data gathered were analyzed using mean and standard deviation for answering research questions, while paired sample t-tests were conducted using SPSS for hypothesis testing.

## RESULTS

### Research Question One

What is the extent of utilization of visual material in teaching of Economics in public secondary schools in Anambra State?

**Table 1: Mean ratings of the extent of utilization of visual material in Teaching of Economics in public secondary schools in Anambra State**

| S/N | Item Statements                                                                                           | X    | SD    | Remarks         |
|-----|-----------------------------------------------------------------------------------------------------------|------|-------|-----------------|
| 1   | The students remember information in a bar chart when taught with it                                      | 3.29 | .455  | Highly Utilized |
| 2   | The textbooks are good guide for teaching Economics.                                                      | 3.33 | .743  | Highly Utilized |
| 3   | Display on cardboard papers help the teacher to summarize the topic.                                      | 3.34 | .476  | Highly Utilized |
| 4   | Model inspire learners to action example Siemes' Economics Model for teaching about firms, foreign trade, | 3.31 | .465  | Highly Utilized |
| 5   | Teacher explains concepts more clearly using real objects while teaching Economics.                       | 3.21 | .726  | Highly Utilized |
| 6   | Pictures help to attract students' attention.                                                             | 3.39 | .488  | Highly Utilized |
| 7   | Teachers teach Economics better using whiteboard.                                                         | 3.03 | 1.058 | Highly Utilized |

|                |                                                                                                  |             |              |                 |
|----------------|--------------------------------------------------------------------------------------------------|-------------|--------------|-----------------|
| 8              | Teacher spend little time to impart knowledge using different visual aids in teaching Economics. | 3.20        | .873         | Highly Utilized |
| 9              | The students pay more attention when they are seeing teachers' explanation on slides.            | 3.34        | .475         | Highly Utilized |
| 10             | Students do not respond actively while learning with textbooks alone.                            | 3.35        | .477         | Highly Utilized |
| <b>Average</b> |                                                                                                  | <b>3.28</b> | <b>0.624</b> | Highly Utilized |

The results in Table 1 shows that the average mean score ratings of the extent of utilization of visual material in teaching of Economics in public secondary schools in Anambra State is 3.28 with corresponding standard deviations of 0.624. The findings suggest that visual materials are highly utilized for teaching of Economics in public secondary school in Anambra State.

**Research Question Two:** What is the extent of utilization of audio material in teaching of Economics in public secondary schools in Anambra state?

**Table 2: Mean rating of the extent of utilization of audio material in teaching of Economics in public secondary schools in Anambra State**

| S/N | Item Statements                                                                                                            | X    | SD    | Remarks         |
|-----|----------------------------------------------------------------------------------------------------------------------------|------|-------|-----------------|
| 11  | Tape recorded material support teachers with speech impairment.                                                            | 3.23 | 0.424 | Highly Utilized |
| 12  | Tape recorders also enable teachers to reflect on their teaching                                                           | 3.31 | 0.465 | Highly Utilized |
| 13  | With the help of microphone amplification, teachers can speak in their natural voice to teach their lessons                | 3.33 | 0.470 | Highly Utilized |
| 14  | Listening to audio tapes can help to decrease the 'word gap' some students experience                                      | 3.38 | 0.487 | Highly Utilized |
| 15  | Telephones create social experience as it allows listeners to share their ideas as they negotiate meanings with each other | 3.17 | 0.870 | Highly Utilized |
| 16  | Listening to content can provide a social component to learning that may be lacking when using text-only materials         | 3.35 | 0.477 | Highly Utilized |

|                |                                                                                               |             |              |                 |
|----------------|-----------------------------------------------------------------------------------------------|-------------|--------------|-----------------|
| 17             | Using tape recorder in teaching help to improve retention of ideas                            | 3.42        | 0.495        | Highly Utilized |
| 18             | Teachers use interactive listening assignments to help students understand better             | 3.26        | 0.438        | Highly Utilized |
| 19             | Novelty audio aids can be used in the classroom as an attention-getting strategy for teachers | 3.25        | 0.432        | Highly Utilized |
| 20             | Teachers use audio to increase students' involvement in classroom learning                    | 3.37        | 0.483        | Highly Utilized |
| <b>Average</b> |                                                                                               | <b>3.31</b> | <b>0.504</b> | Highly Utilized |

The data in Table 2 indicate a mean score of 3.31 with a 0.504 standard deviation for the utilization of audio materials in teaching of Economics in public secondary schools in Anambra State. The findings showed that there is high extent of utilization of audio material to influence teaching of Economics in public secondary schools in Anambra State. This suggested that audio materials highly utilized for teaching of Economics in public secondary schools in Anambra State.

### Table of Hypotheses

The study tested the following hypotheses:

### Test of Hypothesis One

**H<sub>0</sub>:** Utilization of visual materials is not significant in teaching of Economics in public secondary school in Anambra State

**Table 3: Summary of test on utilization of visual materials is significant in teaching of Economics in public secondary school in Anambra State**

### Paired Samples Test

| Variables | Paired Differences |                |                 |                                                          | t | df | Sig. (2-tailed) |
|-----------|--------------------|----------------|-----------------|----------------------------------------------------------|---|----|-----------------|
|           | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference<br>Lower Upper |   |    |                 |

|               |         |        |        |         |         |   |     |      |
|---------------|---------|--------|--------|---------|---------|---|-----|------|
| Pair 1 Visual | -.03746 | .14095 | .00815 | -.05350 | -.02142 | - | 298 | .000 |
| Aid -         |         |        |        |         |         |   |     |      |
| Teachi        |         |        |        |         |         |   |     |      |
| ng of         |         |        |        |         |         |   |     |      |
| Econo         |         |        |        |         |         |   |     |      |
| mics          |         |        |        |         |         |   |     |      |

Table 3 presents the T-Test analysis on the use of visual materials in teaching Economics in public secondary schools in Anambra State. The mean score was -.03746, with a t-value of -4.595 and a p-value of 0.00. As the p-value is less than 0.05, the null hypothesis was rejected, indicating that visual material is significant in teaching of Economics in public secondary school in Anambra state.

### Test Hypothesis Two

**H<sub>0</sub>:** Utilization of audio materials is not significant in teaching of Economics in public secondary school in Anambra State

**Table 4: Summary of test on utilization of audio materials is significant in teaching of Economics in public secondary school in Anambra State**

### Paired Samples Test

| Variables                                                              | Paired Differences |                |                 |                                           |         | t      | df  | Sig. (2-tailed) |
|------------------------------------------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|--------|-----|-----------------|
|                                                                        | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |     |                 |
|                                                                        |                    |                |                 | Lower                                     | Upper   |        |     |                 |
|                                                                        |                    |                |                 |                                           |         |        |     |                 |
| Pair 1 Audio Instructional Materials - Effective Teaching of Economics | -.01906            | .10069         | .00582          | -.03052                                   | -.00760 | -3.274 | 298 | .001            |

The results in Table 4, summarize the T-Test analysis on the utilization of audio materials is significant in teaching of economics in public secondary school in Anambra State. The results

indicated that the mean score for the audio materials and teaching was -.01906. The calculated paired samples t-test was -3.274 with a p-value of 0.01. This shows that the p-value (0.01) is less than 0.05. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This means that utilization of audio materials is significant in teaching of Economics in public secondary school in Anambra State.

### Discussion of Findings

The result of research question one and hypothesis one suggested that visual materials greatly contribute to the effective teaching of Economics in public secondary school in Anambra State. Students tend to retain information better when it is presented using bar charts. Textbooks serve as useful guides for teaching Economics, but they may not fully engage learners on their own. Visual displays on cardboard paper help teachers effectively summarize key points of a topic. The use of models, such as the Siemens' Economics Model for topics like firms and foreign trade, can motivate and inspire students to take interest in learning. Real objects also enhance clarity when explaining economic concepts. Pictures are effective in capturing students' attention, while whiteboards support better teaching delivery. Teachers are able to impart knowledge more efficiently when they incorporate various visual aids into their lessons. Additionally, students are more attentive when explanations are presented through slides. In contrast, relying solely on textbooks often leads to low student engagement and limited participation.

These findings align with several studies in educational research such as Adamu et al, (2018) who found that visual aids such as bar charts, models, and real objects have been shown to increase student engagement, enhance retention, and simplify abstract economic concepts. Similarly, King (2018) findings attested that bar charts, for instance, provide a graphical representation of data that aids students in understanding economic trends and comparisons more intuitively. Models like Siemens' Economics Model further promote conceptual clarity by providing practical illustrations of theoretical constructs, thereby stimulating learner motivation. Additionally, Inyagu (2015) findings affirmed that multimedia tools such as slides and pictures capture students' attention and cater to various learning styles, supporting the dual coding theory which posits that information is better retained when presented both visually and verbally.

The result of question two and hypothesis two indicate that audio materials are significant in effective teaching of Economics in public secondary school in Anambra State. Tape-recorded materials can support teachers with speech impairments and also allow educators to reflect on and improve their teaching practices. With microphone amplification, teachers can speak in their natural voice while delivering lessons effectively. Listening to audio recordings can help close the "word gap" that some students experience, enhancing their language development. Telephones foster social interaction by enabling listeners to share ideas and collaboratively negotiate meaning. Audio content adds a social dimension to learning that is often missing from text-only materials. Incorporating tape recorders in teaching can boost students' retention of information. Teachers also

use interactive listening tasks to deepen student understanding. Novel audio tools serve as effective attention-grabbing strategies in the classroom, helping to engage students and increase their participation in the learning process.

The findings are supported by numerous educational studies; Okeke and Ikediugwu (2021) findings agreed that audio materials offer multimodal engagement, which enhances comprehension and retention, particularly among auditory learners. They are particularly valuable in contexts where there are resource constraints, or where teachers may have speech impairments, offering consistent content delivery. Moreover, Ovwasa, D. E. (2024) findings attested that audio aids such as recorded lectures and interactive listening tasks encourage student-centered learning and foster critical listening skills, both of which are essential for grasping abstract economic concepts. The use of microphones and other amplification technologies further allows for equitable access to instruction, especially in large classrooms typical of public schools in Nigeria.

## Conclusion

In conclusion, the findings from the two research questions and hypotheses collectively underscore the multifaceted significance of instructional materials such as visual and audio in enhancing the effective teaching of Economics in public secondary schools in Anambra State when in use. Despite their proven efficacy, evidence suggests that many schools either underutilize or lack access to these instructional tools. However, when in use, visual aids such as charts, models, and real objects improve comprehension and learner engagement, while audio materials enrich language development and foster social interaction. Altogether, these findings affirm that a blended use of diverse instructional materials significantly enhances pedagogy, motivates learners, and improves knowledge retention in Economics education.

## Recommendations

Based on the findings of the study, the following were found:

1. Teachers should integrate a variety of visual materials, such as bar charts, models, real objects, slides, and visual displays on cardboard paper, into their Economics lessons to enhance comprehension, engagement, and information retention among students.
2. Audio instructional materials like tape-recorded content and microphone amplification devices should be made available and regularly used, as they support both teachers (especially those with speech impairments) and students by improving language development, promoting social interaction, and increasing attentiveness.

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