

# **Evaluation of the Usability, Accessibility and Availability of Instructional Materials for Basic Science and Technology at Junior Secondary Schools in Daura LGA of Katsina State**

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## **Abstract**

This study examined the availability, accessibility, usability, and challenges of instructional materials for teaching Basic science and Technology in junior secondary schools in Daura Local Government Area, Katsina State. A descriptive survey design was employed, and a sample of 200 respondents (50 teachers and 150 students) was selected through purposive sampling. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to answer the research questions, while t-test and Chi-square statistics tested the hypotheses at 0.05 significance level. Findings revealed that while basic instructional materials such as textbooks and charts were available, modern resources, particularly ICT tools, were inadequate. Accessibility and usability were moderate, with teachers reporting higher levels of access than students. Major challenges included inadequate provision of instructional materials, poor maintenance, and limited integration of ICT facilities. Hypothesis testing showed significant differences between teachers' and students' perceptions of availability, accessibility, and challenges. The study concludes that inadequate and unevenly accessible instructional materials hinder effective teaching and learning of Basic science and Technology. It recommends increased government and stakeholder support for procurement, regular monitoring and evaluation, and training of teachers on effective utilization of instructional resources.

**Keywords:** Instructional materials, availability, accessibility, usability, challenges, Basic Science and Technology

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## **Introduction**

Instructional materials are central to effective teaching and learning, particularly in science and technical education where learners must connect abstract theories with concrete realities. Globally, the selection and use of appropriate instructional resources are recognized as essential for fostering curiosity, problem-solving, and critical thinking skills among students. In developing countries such as Nigeria, the challenge is not only in the availability of instructional materials but also in ensuring that they are accessible, usable, and relevant to learners' experiences. The Nigerian educational system emphasizes Basic Science and Technology at the junior secondary level as a foundation for building scientific literacy and technological competence. This makes the adequacy and effective utilization of instructional resources a matter of national educational importance.

Junior secondary schools in Daura Local Government Area (LGA) of Katsina State, often grapple with insufficient, outdated, or poorly maintained instructional materials. Such conditions limit hands-on experiences and restrict the potential of Basic science and Technology to nurture practical skills. This situation underscores the need for systematic assessment of the availability, accessibility, and usability of instructional resources in schools, as well as the challenges that hinder their effective deployment.

Several scholars have emphasized the role of instructional materials in improving learning outcomes. Ogunleye (2015) argued that teaching aids such as charts, models, and laboratory kits

bridge the gap between theory and practice. Okebukola (2005) similarly found that interactive resources enhance comprehension and retention of scientific concepts. Adeosun (2010) and Yusuf and Afolabi (2010) reported that many Nigerian schools, especially in rural areas, lack adequate teaching aids, leading to reliance on verbal instruction. Ololube (2018) further noted that even when materials are provided, teachers may not maximize their use due to limited training. Ajayi (2011) and Ibrahim and Olayemi (2020) also highlighted the importance of both accessibility and usability, stressing that instructional effectiveness depends not just on provision, but on the extent to which students and teachers can actively use the resources.

Despite these contributions, gaps remain in the literature. Many studies have concentrated on the availability of instructional materials but paid little attention to their accessibility and usability by both teachers and students. Others have documented resource inadequacy at a general level without focusing on specific localities where the problem may be more severe. Furthermore, limited attention has been given to the unique challenges that prevent effective utilization of resources.

Therefore, this study seeks to fill these gaps by providing an empirical assessment of the availability, accessibility, and usability of instructional materials for teaching and learning Basic Science and Technology in junior secondary schools in Daura LGA. The study also identifies the challenges affecting their effective use, thereby offering insights for policy makers, education administrators, and classroom practitioners on how to improve science and technology education.

### **Research Objectives**

The study specifically seeks to

- i. Identify the types of instructional materials available for teaching Basic Science and Technology in Daura LGA junior secondary schools.
- ii. Examine the accessibility and usability of instructional materials by teachers and students in the teaching and learning of Basic Science and Technology in Daura LGA junior secondary schools.
- iii. Identify the challenges affecting the effective use of instructional materials in the teaching and learning of Basic Science and Technology in Daura LGA junior secondary schools.

### **Research Questions**

In line with the objectives, the following research questions guided the study:

- i. What types of instructional materials are available for teaching Basic science and Technology in Daura LGA junior secondary schools?
- ii. How accessible and usable are instructional materials to teachers and students in the teaching and learning of Basic Science and Technology?
- iii. What challenges hinder the effective use of instructional materials in teaching and learning Basic science and Technology in Daura LGA junior secondary schools?

### **Research Hypotheses**

The following null hypotheses were formulated to guide the study:

- H<sub>01</sub>: There is no significant difference between teachers and students in their perception of the availability of instructional materials for teaching and learning Basic science and Technology.
- H<sub>02</sub>: There is no significant difference between teachers and students in their perception of the accessibility and usability of instructional materials for teaching and learning Basic Science and Technology.
- H<sub>03</sub>: There is no significant difference between teachers and students in their perception of the challenges affecting the effective use of instructional materials in teaching and learning Basic Science and Technology.

## **Literature Review**

### **Conceptual Framework**

This study adopts a framework that views instructional materials as a three-dimensional construct comprising **availability, accessibility, and usability**. Availability refers to the existence of instructional resources within schools; accessibility relates to whether teachers and learners can conveniently obtain and use them; while usability concerns the extent to which these materials are effectively incorporated into teaching and learning. The framework assumes that **learning outcomes in Basic Science and Technology** are strongly influenced by how well these three conditions are met. Where resources are unavailable, inaccessible, or poorly utilized, the teaching–learning process becomes abstract, theoretical, and less engaging.

### **Concept of Instructional Materials**

Instructional materials refer to all teaching and learning aids such as charts, models, maps, textbooks, laboratory apparatus, and multimedia designed to facilitate learning. According to Ogunleye (2015), such resources bridge the gap between theory and practice, making abstract concepts more concrete. Similarly, Okebukola (2005) emphasized that instructional materials stimulate learners' interest, improve retention, and promote participation. In Basic science and Technology, where concepts are often abstract, instructional resources are indispensable for **simplifying ideas, demonstrating processes, and fostering scientific literacy**.

### **Availability of Instructional Materials**

The availability of instructional resources determines whether teachers can deliver lessons effectively. In Nigeria, studies consistently show shortages, especially in rural schools. Adeosun (2010) observed that many schools operate with outdated or insufficient resources, limiting students' exposure to practical learning. Yusuf and Afolabi (2010) further found that while some urban schools possess basic science kits and visual aids, rural schools often lack such facilities entirely. This scarcity compels teachers to rely on traditional chalk-and-talk methods, undermining learners' comprehension and engagement.

### **Accessibility of Instructional Materials**

Availability does not guarantee usage. Accessibility involves the extent to which teachers and learners can locate, obtain, and use instructional resources when needed. Ololube (2018) argued that even where resources exist, poor storage, inadequate maintenance, and bureaucratic restrictions hinder their use. Ajayi (2011) reported that in some schools, materials are locked away to prevent damage, thus reducing their instructional value. Accessibility challenges also stem from

inadequate laboratory assistants, insufficient resource centers, and absence of maintenance structures.

### Usability of Instructional Materials

Usability refers to the degree to which available and accessible resources are effectively integrated into classroom teaching. Ibrahim and Olayemi (2020) stressed that usability is influenced by teachers' competence, training, and willingness to adopt new resources. Ajewole (2017) noted that usability also depends on whether materials are context-appropriate and culturally relevant. In many Nigerian schools, teachers face overcrowded classrooms and time constraints, which reduce effective use of resources. Without proper training and regular monitoring, materials remain underutilized, undermining their intended purpose.

### Theoretical Framework

This study is underpinned by two learning theories:

1. **Bruner's Theory of Instruction:** Bruner emphasized that learners progress through enactive (hands-on), iconic (visual), and symbolic (abstract) modes of representation. Instructional resources play a critical role in facilitating this developmental progression.
2. **Constructivist Learning Theory (Piaget & Vygotsky):** Constructivists argue that learners actively build knowledge through interaction with their environment. Instructional materials serve as mediating tools, scaffolding learners' understanding and linking prior experiences with new scientific knowledge.

Together, these theories explain the critical role of instructional resources in enhancing Basic science and Technology learning.

### Empirical Studies

Several empirical studies have investigated instructional resources in science education.

- Adeosun (2010) found that Nigerian secondary schools face a severe shortage of resources, especially in rural areas, leading to poor performance in science subjects.
- Yusuf and Afolabi (2010) observed that integration of ICT enhances science teaching but remains limited due to infrastructural challenges.
- Ololube (2018) highlighted that accessibility not just availability determines effective utilization.
- Ibrahim and Olayemi (2020) reported that poor usability caused by lack of teacher training reduces instructional effectiveness.
- Ajayi (2011) revealed systemic barriers such as poor maintenance and locking away of resources, which hinder accessibility.

However, most of these studies emphasize either **availability** or **usability** but rarely address the three dimensions together (availability, accessibility, usability).

### Summary and Research Gap

The reviewed literature affirms the importance of instructional materials in science education and highlights persistent challenges of availability, accessibility, and usability. While prior studies

document these issues, they often treat them in isolation or focus predominantly on urban areas. Few studies have conducted an **integrated assessment** of the three dimensions. This study addresses this gap by examining the **usability, accessibility, and availability** of instructional materials for Basic Science and Technology in junior secondary schools in Daura LGA of Katsina State.

## **Methodology**

### **Research Design**

This study adopted a **descriptive survey design** to assess the **availability, accessibility, usability, and challenges** of instructional materials for Basic science and Technology in Junior Secondary Schools in Daura Local Government Area, Katsina State. The design was chosen because it enables the collection of data from a large sample and allows for describing existing conditions without manipulation of variables.

### **Study Area**

The study was carried out in selected public junior secondary schools within Daura LGA of Katsina State, Nigeria. Daura LGA is an educationally active area with different types of schools, representing diverse urban and semi-urban areas.

### **Population and Sample Size**

The population of the study consisted of all Basic science and Technology teachers and students in public junior secondary schools in Daura LGA. From this population, a sample of **200 respondents (50 teachers and 150 students)** was drawn using purposive sampling to ensure representation of both groups

The **sample score** distribution was as follows:

- **Teachers:** 50
- **Students:** 150
  - JSS1 = 50 students
  - JSS2 = 50 students
  - JSS3 = 50 students

Data were collected from the following schools:

1. Government Junior Secondary School, Daura
2. Government Girls Junior Secondary School, Daura
3. Government Junior Secondary School, Gurjiya
4. Government Junior Secondary School, Madobi
5. Government Junior Secondary School, Kalgo

### **Instrumentation**

The instrument for data collection was a **structured questionnaire** designed by the researcher. It was titled *Instructional Materials Assessment Questionnaire (IMAQ)*. The questionnaire consisted of four sections:

- **Section A:** Demographic information (gender, class level, years of teaching, etc.).

- **Section B:** Availability of instructional materials.
- **Section C:** Accessibility and usability of instructional materials by teachers and students.
- **Section D:** Challenges affecting the use of instructional materials.

Items were rated on a **four-point Likert scale**, ranging from *Strongly Agree (4)* to *Strongly Disagree (1)*.

### Validity and Reliability of the Instrument

To ensure validity, the instrument was subjected to **face and content validation** by three experts in Science Education and Educational Measurement and Evaluation. Their feedback was incorporated into the final version of the questionnaire. For reliability, a **pilot test** was carried out with 20 respondents (teachers and students) from a neighboring LGA not included in the study. Data from the pilot test were analyzed using **Cronbach's Alpha**, which yielded a coefficient of **0.81**, confirming that the instrument was reliable for the main study.

### Method of Data Collection

The researcher, with the assistance of school officials and research assistants, personally administered the questionnaire. Respondents were assured of confidentiality and anonymity to encourage honest responses. All copies distributed were retrieved on the spot, ensuring a **100% response rate**.

### Method of Data Analysis

Data collected were analyzed using **descriptive and inferential statistics**:

1. **Descriptive Statistics** (frequency counts, percentages, means, and standard deviation) were used to answer the research questions. Specifically:
  - Availability of instructional materials was analyzed using frequencies and percentages.
  - Accessibility and usability were examined using means and percentages.
  - Challenges were analyzed using frequencies and percentages.
2. **Inferential Statistics** were employed to test the research hypotheses at 0.05 level of significance:
  - **Independent samples t-test** was used to determine whether there was a significant difference between teachers and students regarding the availability, accessibility, and usability of instructional materials.
  - **Chi-square ( $\chi^2$ ) test** was used to examine associations between respondent category (teachers vs. students) and their perceptions of instructional materials.

### Results and Discussion

This chapter presents the results of the study based on the research objectives, questions, and hypotheses. Data were analyzed using descriptive (frequency counts, percentages, means, and standard deviation) and inferential statistics (independent samples t-test and chi-square test). A total of 200 respondents participated in the study, comprising 50 teachers and 150 students.

### Research Question One

*What types of instructional materials are available for teaching Basic Science and Technology in Daura LGA junior secondary schools?*

**Table 1.0: Availability of Instructional Materials (N = 200)**

Instructional material	Available (%)	Not Available (%)
Chalkboard/Whiteboard	92.5	7.5
Textbooks/Reference Materials	85.0	15.0
Science Charts/Posters	64.0	36.0
Laboratory Equipment & Models	52.5	47.5
Audio-visual Aids (TV/Projector)	28.0	72.0
ICT Resources (Computers, Internet)	20.0	80.0

The results indicate that **basic instructional materials** such as chalkboards/whiteboards (92.5%) and textbooks/reference materials (85.0%) are largely available across the schools. Moderate availability was recorded for **science charts/posters (64.0%)** and **laboratory equipment/models (52.5%)**, though almost half of the schools still lack sufficient laboratory resources, the availability of **modern instructional technologies** remains critically low. Only **28.0% of schools** reported having audio-visual aids such as televisions and projectors, while just **20.0% have ICT resources** such as computers and internet facilities. This highlights a **significant gap in the integration of digital and technology-based instructional tools** into the teaching of Basic Science and Technology in Daura LGA.

The findings suggest that while traditional resources are fairly accessible, there is an urgent need to strengthen the provision of **modern, ICT-driven instructional materials** to enhance the quality and effectiveness of science education.

### **Research Question Two**

*How accessible and usable are instructional materials to teachers and students in the teaching and learning of Basic Science and Technology?*

**Table 2.0: Accessibility and Usability of Instructional Materials (N = 200)**

Item	Teachers Mean (N=50)	Students Mean (N=150)	Overall Mean
Instructional materials are readily available when needed	2.45	2.30	2.35
Students are allowed to use science materials in class	2.60	2.45	2.50
Teachers effectively use instructional materials	3.15	3.05	3.08
Materials are adequate in quantity	2.20	2.10	2.12
Materials enhance understanding and participation	3.25	3.18	3.20

The findings reveal that instructional materials, when available, are generally **usable and beneficial to learning** but remain **inadequately accessible**. Teachers (M = 3.15) and students (M = 3.05) agreed that instructional materials are effectively utilized during lessons. Similarly, both groups strongly acknowledged that materials significantly **enhance understanding and participation** (Overall M = 3.20).

However, accessibility challenges persist. Both teachers ( $M = 2.45$ ) and students ( $M = 2.30$ ) rated the availability of materials when needed as **below average**, and adequacy in quantity scored the lowest overall mean ( $M = 2.12$ ). Furthermore, the opportunity for students' direct use of materials, though slightly better ( $M = 2.50$ ), still falls short of optimal accessibility.

This implies that while teachers make good use of the limited resources available, **shortages in supply and restricted opportunities for student engagement hinder the full benefits of instructional materials** in Basic science and Technology classrooms.

### Research Question Three

*What challenges hinder the effective use of instructional materials in teaching and learning Basic Science and Technology in Daura LGA junior secondary schools?*

Table 3.0: *Challenges Affecting the Use of Instructional Materials (N = 200)*

Challenges Identified	Frequency	Percentage (%)
Insufficient supply of materials	170	85.0
Poor maintenance culture	142	71.0
Lack of ICT facilities	160	80.0
Overcrowded classrooms	135	67.5
Inadequate funding by government	150	75.0
Teachers' limited training in using materials	128	64.0

The findings indicate that **systemic and structural challenges** hinder the effective use of instructional materials. The most critical issue is the **insufficient supply of materials** (85%), followed closely by the **lack of ICT facilities** (80%) and **inadequate government funding** (75%). These factors reflect fundamental gaps in both the provision and integration of modern instructional resources.

In addition, challenges such as **poor maintenance culture** (71%), **overcrowded classrooms** (67.5%), and **teachers' limited training in using materials** (64%) further compound the problem. These issues suggest that even when instructional materials are provided, their long-term usability and impact may be undermined by neglect, overuse, or lack of professional competence.

Overall, the challenges identified highlight a **multi-dimensional problem** that requires not only the **provision of resources** but also **sustained funding, infrastructural development, regular teacher training, and effective maintenance policies** to improve the teaching and learning of Basic science and Technology in Daura LGA.

### Test of Hypotheses

*Hypothesis One (H<sub>01</sub>):*

Table 4.0: *Independent Samples t-test on Availability of Instructional Materials*

Group	N	Mean	SD	t-value	p-value
Teachers	50	2.80	0.65	1.62	0.11
Students	150	2.65	0.70		

The independent samples t-test shows that the **mean score for teachers (M = 2.80, SD = 0.65)** is slightly higher than that of students (M = 2.65, SD = 0.70). However, the **p-value (0.11) is greater than the 0.05 significance level**, indicating that the difference in perceptions between teachers and students is **not statistically significant**.

Therefore, the **null hypothesis is retained**, implying that **both teachers and students hold similar perceptions regarding the availability of instructional materials** in junior secondary schools within Daura LGA.

This finding suggests a shared understanding of the instructional environment across both groups, which reinforces the credibility of the earlier descriptive analysis (Table 1.0) showing that while traditional resources such as chalkboards and textbooks are widely available, modern facilities like ICT resources remain scarce.

**Hypothesis Two (H<sub>02</sub>):**

*There is no significant difference between teachers and students in their perception of the accessibility and usability of instructional materials in teaching and learning Basic science and Technology.*

**Table 5.0: Independent Samples t-test on Accessibility and Usability**

Group	N	Mean	SD	t-value	p-value
Teachers	50	2.80	0.72	2.45	0.02
Students	150	2.55	0.68		

The independent samples t-test reveals that the **mean score for teachers (M = 2.80, SD = 0.72)** is higher than that of students (M = 2.55, SD = 0.68). The difference was found to be statistically significant at **p = 0.02 (< 0.05)**.

Consequently, the **null hypothesis is rejected**, indicating that there is a **significant difference between teachers and students in their perception of accessibility and usability of instructional materials**. Teachers tend to perceive instructional materials as being more accessible and usable compared to students, who may experience limitations in direct access and active use of these resources.

This outcome reinforces earlier descriptive results (Table 2.0), which highlighted that while teachers often report effective usage of materials, students face constraints in accessibility particularly in terms of adequacy of supply and opportunities to manipulate science materials directly.

**Hypothesis Three (H<sub>03</sub>):**

*There is no significant difference between teachers and students in their perception of the challenges affecting the effective use of instructional materials in teaching and learning Basic Science and Technology.*

**Table 4.6: Chi-square Test on Challenges Affecting Use of Instructional Materials**

Respondent Category	Observed (O)	Expected (E)	$\chi^2$ -value	df	p-value
Teachers	190	185	3.21	2	0.20

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Students	570	575
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The chi-square analysis shows that the difference between **teachers' responses (O = 190, E = 185)** and **students' responses (O = 570, E = 575)** regarding challenges affecting the use of instructional materials is **not statistically significant ( $\chi^2 = 3.21$ ,  $df = 2$ ,  $p = 0.20 > 0.05$ )**.

Therefore, the **null hypothesis is retained**, suggesting that both teachers and students share similar views about the challenges hindering the effective use of instructional materials.

This finding indicates that **systemic issues such as insufficient supply, lack of ICT facilities, inadequate funding, poor maintenance culture, and overcrowded classrooms** are equally acknowledged by both groups. It also suggests that these challenges are pervasive and not limited to one category of respondents

### Discussion of Findings

The findings on research question one revealed that instructional materials such as chalkboards, textbooks, charts, and some laboratory equipment are available in junior secondary schools in Daura LGA. However, modern resources such as multimedia projectors, computers, and well-equipped science laboratories were found to be grossly inadequate. This imbalance suggests that while teaching still depends largely on traditional resources, the shift towards modern, learner-centered pedagogy is yet to be fully embraced.

This result corroborates the findings of **Okebukola (2015)** and **Onasanya & Adegbija (2017)**, who reported that most Nigerian secondary schools are poorly equipped with modern instructional facilities, particularly those that support science and technology education. The inadequacy of these resources undermines the attainment of the objectives of the Basic science and Technology curriculum, which emphasizes practical and inquiry-based learning.

The result of hypothesis one showed no significant difference between teachers and students in their perception of availability. This convergence suggests that both groups experience the same reality of limited instructional resources. Similar observations were made by **Nsa, Offiong, & Udo (2014)**, who argued that availability of instructional materials is not merely a school-level challenge but a systemic problem rooted in poor educational funding and weak resource distribution mechanisms.

Findings base on research question two shows both teachers and students agreed that available instructional materials are useful for enhancing teaching and learning, the study found significant differences in their perception of accessibility. Teachers generally rated accessibility and usability higher than students, indicating that while teachers have better control and access to instructional resources, students often face limited opportunities to directly engage with them.

This finding supports the work of **Yusuf (2018)**, who emphasized that inequitable access to instructional resources creates a gap between teaching and learning experiences. While teachers may believe resources are adequate for lesson delivery, students often perceive limited hands-on

experience, particularly in science subjects that demand experimentation and practical demonstration.

The implication of this disparity is that instructional materials, though available, may not be fully utilized to achieve the intended learning outcomes. As **Adeyemo (2011)** noted, effective science teaching depends not only on the presence of resources but also on the degree to which learners interact with them. Without equitable access, students are likely to remain passive recipients of knowledge rather than active participants in scientific inquiry.

The study further revealed that insufficient supply of instructional resources, lack of ICT facilities, poor maintenance culture, overcrowded classrooms, and inadequate funding are the key challenges affecting their effective use in Daura LGA. Research question three shows that teachers and students expressed similar concerns, and the chi-square analysis confirmed no significant difference in their perception.

This result is consistent with the findings of **Ogunniyi (2020)** and **Esiobu (2019)**, who identified poor maintenance practices, underfunding, and infrastructural decay as persistent obstacles in Nigerian schools. Furthermore, the **Federal Ministry of Education (2020)** acknowledged that implementation of ICT integration into secondary education has been slow due to limited resources, inadequate infrastructure, and insufficient teacher training.

The uniformity in teachers' and students' responses suggests that these challenges are widely recognized and cut across stakeholders. This reinforces the argument of **Olibie & Okoli (2018)**, who stressed that addressing the barriers to instructional material use requires systemic reforms rather than isolated school level interventions.

## **Conclusion**

The study concluded that while instructional materials for teaching Basic science and Technology are available in Daura LGA junior secondary schools, they are inadequate in variety and quality, especially in terms of modern technology based resources. Accessibility remains uneven, with teachers having better access than students, which limits the active participation of learners in practical and inquiry based learning. Persistent challenges such as poor funding, inadequate supply, and weak maintenance culture continue to hinder the effective utilization of instructional materials.

For Basic science and Technology to achieve its goal of equipping students with scientific knowledge, skills, and problem solving abilities, urgent attention must be given to the provision of adequate, accessible, and modern instructional resources.

## **Recommendations**

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

### **1. Provision of diverse instructional materials:**

The **government and school managements** should ensure adequate provision of a wide range of instructional materials. These should include both conventional resources (charts, models, laboratory kits) and ICT-based tools (computers, projectors, internet facilities) to support effective teaching and learning of Basic science and Technology.

## 2. Teacher training and capacity building:

**School managements** should organize regular professional development programs to enhance teachers' competence in the selection, integration, and effective utilization of instructional materials. Such training will promote innovative pedagogical practices and improve learner engagement.

## 3. Improved infrastructure and funding:

The **government at all levels (state, and local) in collaboration with school managements** should allocate sufficient funds not only for the procurement of instructional materials but also for the development of supporting infrastructure and the maintenance of facilities. This will ensure durability, accessibility, and usability of resources across schools in Daura LGA and beyond.

## 4. Monitoring and evaluation framework:

The **Ministry of Education, local government education authorities, and school supervisors** should establish a structured monitoring and evaluation system to track the availability, accessibility, and utilization of instructional materials. Regular supervision, feedback, and accountability mechanisms will help identify gaps, sustain improvements, and enhance policy implementation.

## 5. User feedback and participatory evaluation:

The **school management, teachers, and education authorities** should actively involve both teachers and students in assessing the effectiveness and relevance of instructional materials. Their feedback will provide valuable insights for continuous improvement and ensure that resources meet classroom needs.

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