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TECHNOLOGY INTEGRATION AND EDUCATIONAL RESOURCE UTILIZATION IN TEACHING AND LEARNING OF ECONOMICS IN URBAN AND RURAL PUBLIC SECONDARY SCHOOL IN ENUGU STATE

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ABSTRACT

The study examined technology integration and educational resource utilization in the teaching and learning of Economics in secondary schools in Enugu State. The study adopted a descriptive survey research design. The study sampled 324 SS2 Economics students. The instrument used for data collection was a structured questionnaire developed by the researchers titled Technology Integration and Educational Resource Utilization Questionnaire (TIERUQ). The instrument had an overall reliability of 0.707. The data collected were analyzed using percentage count and independent sample t-test. The study found that the technological tools integrated in senior secondary schools for teaching Economics include projector, computer, digital result card, calculator, megaphone and laptop. The result of the finding indicates that Economics teachers, Economics textbooks, classrooms, library, workbooks, community members, graphs, charts and lesson timetable are utilized in teaching and learning of Economics in senior secondary schools in Enugu State. Based on the findings, the study recommended among others that Educators and policymakers should prioritize the integration of modern resources, such as newspapers, infographics, and e-books, into the Economics curriculum to enhance student interest and academic achievement in Economics.

Keywords: Economics, Technology, Educational Resources, School Location

Introduction

The understanding of Economics enhances the developing of valuable skills and knowledge that can benefit both personal and professional life. Economics generally deals with how resources can be managed for effective use. According to Hall (2013), Economics is the study of how individuals, firms and society at large identify their most essential needs, allocate and manage scarce resources in a manner that satisfies as many needs as possible. Furthermore, Economics deals with scarcity, proper organizing of want in order of priority and efficient use of resources. Economics is important in our everyday life

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both to the citizens, firms and government. Apart from providing us with theoretical knowledge, Economics also equips us with the skills needed to help us solve our daily problems. Economics is one of the subjects offered in senior secondary schools and also studied in the university as a social science. As found in the curriculum, the objectives of secondary school Economics by the Nigerian Educational Research and Development Council (NERDC) (2008) are:

> "understand basic economic principle, concepts as well as the tools for sound economic analysis, contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians, understand the structure and functioning of economic institutions, appreciate the role of public policies on national economy, develop the skills and also appreciate the basis for ration economic decision, become sensitized to participate actively in national economic advancement through entrepreneurship, capital market and so on, understand the role and status of Nigeria and other African countries in international economic relationships and appreciate the problems encountered by developing countries in their effort towards economic advancement" (Pii).

The teaching and learning of Economics in secondary schools has been the sole duty of Economics teachers. This has not been easy as it is faced with numerous challenges ranging from lack of qualified and experienced teachers, inadequate instructional materials, inadequate provision of infrastructure, inadequate technology integration among others hence, leading to students' lack of interest in Economics and also poor academic achievement (Ihemeje, Onuora & Alisigwe, 2017). As a result of these challenges, this study is in place to examine technology integration and educational resource utilization in the teaching and learning of Economics in Secondary School in Enugu State.

Technology has come to stay in this 21st century and its impact is widely felt as it is touching almost every field of life. Organization for Economic Co-operation and Development (2020) defined technology as an invention or discovery which is applied in a particular field. Operationally, technology refers to a wide range of digital devices useful in the teaching and learning of Secondary School Economics such as computers, projectors, e-book readers, interactive whiteboards, microphones, telephones among others. The study and understanding of Economics in this 21st century will be difficult to achieve without technological integration because of the promises of technology in achieving the objectives of Economics as earlier stated. Moreover, the outbreak of COVID 19 necessitated the need for integration of technology in the teaching and learning of Economics in senior secondary schools (WHO, 2020).

Technology can be said to have shaped our world today in such a way that every sector of man's life finds it useful. For this reason, it becomes a matter of urgency and very important for the educational sector to integrate technology in all levels and aspects. Gunuc and Babacan (2017) defined technology integration in education as the effective use of technology in the education system and maximizing its benefits in the processes involved while undergoing teaching and learning. Also, Davies and West (2013) defined technology integration as the appropriate application of educational technologies in order to achieve the stated learning objectives. Technology integration in this context refers to the application or involvement of all useful electronic devices, applications and software in the teaching and learning processes.

All the countries that are doing well educationally when traced, must have integrated technology in their educational sector. Hadley and Sheingold as cited in Mourshed, Chudgar and Sullivan (2010) opined that the whole values of technology integration will be better appreciated if teachers integrate it into the everyday classroom practices in all their teaching and learning. Arguing on the need for effective technology integration, Rathore and Sonawat (2015) asserted that effective integration of technology into the curriculum serves as a powerful tool for facilitating learning as it keeps the students interest high and enables them to participate more actively in teaching and learning.

However, technology integration has not been fully embraced in most of the secondary schools. Nwachukwu & Amalu (2016) asserted that secondary schools within Nsukka Education Zone have only incorporated a few technological devices in their teaching and learning process. Similarly, Ome (2015) reported that ICT facilities for teaching in senior secondary schools in Awka Education zone are utilized to a low extent. Lian, Keengwe and Onchwari, (2012) and Hew and Cheung (2013) also reported low utilization of technological aids in teaching and learning process.

Learning is not possible in the absence of educational resources and the poor utilization of these educational resources can result in lack of interest and poor academic achievement in Economics among Secondary School students. Educational resources such as textbooks, workbooks, online courses, online course videos etc when not utilized in the teaching and learning of Economics can cause secondary school Economics students to lose interest. All these resources are of great importance towards the interest and academic achievement of secondary school Economics students. According to Gagne, Wager, Golas & Keller (2005), educational resources can be used to develop higher learning abilities to the learners through self-teaching or guided learning.

The utilization of these educational resources is of paramount importance as it may differentiate the extent of a particular school students' academic achievement from others. This educational resource utilization has numerous advantages. Ubulom and Ogwunte (2017) noted that whenever educational resources are utilized, it generates greater students' interest in the learning process which

boosts their academic achievement positively. Tanko, Anyifite & Hayab (2020) also reported the significance of the utilizing school resources. Akpomi & Raji (2022) also noted that educational resources such as classroom, laboratory and library are utilized in senior secondary schools.

The current state of educational resource utilization is not encouraging as most schools do not have most of these resources let alone of utilizing them (Ekere & Nzewi, 2016). Chukwu, Eze, and Agada (2016) pointed out in their research on availability of instructional materials at the basic education level in Enugu education zone of Enugu State that there is a little extent of utilization of instructional materials at the basic education level in Enugu education zone of Enugu State as result of their unavailability. Madu and Onyishi (2021) reported that audio-visual instructional materials for teaching Economics in senior secondary schools in Nsukka Local Government are to a low extent available and utilized. Olugbenga (2019) reported poor utilization of most of the school resources in Kaduna State. Also, Enemuo, Anyaduba and Ezeaka (2019) reported that educational resources are not utilized for teaching and learning in senior secondary school.

Thus, ensuring adequate utilization of educational resources in Secondary schools in Enugu State can help in getting the students interest aroused and sustained in the teaching and learning of Economics. The adequate utilization of these resources may also be based on the students' school location. School location refers to rural or urban setting of a school. According to Alokan, (2010) school location refers to the community in which the school is sited, such as a village, hamlet or rural area. That is the place where a school is sited in terms of urban or rural environment. Urban area is always heterogeneous. People from different works of life cohabit in urban area. This nature of the urban area makes it to appear more socially, politically, and economically balanced compared to rural area. In rural area, people of the same orientation live together in their natural environment without much external interference in social, political and economic areas of their lives.

Empirically, Aminu (2018) reported that the instructional materials for teaching Economics are utilized more in urban areas compared to rural areas. Also, Mannir (2016) reported that in the rural areas of the Minjibir Education Zone in Kano, visual materials for effective teaching of geography are not utilized to teach geography. Moreso, Oneya and Onyango (2021) reported that more of educational resources are utilized in the urban areas than the rural areas most often as a result of disparity existing between the urban and rural areas in the level electricity supply, government infrastructures. These contrasting findings and unavailability of empirical evidence in Enugu State necessitated this study. The nature of the urban and rural areas could affect the extent of technology integration and also extent of utilisation of educational resources in senior secondary schools in teaching and learning of Economics hence, potentially creating a disparity in the level of interest and academic achievement of Economics students in the both areas. It is against these

backdrops that this study intends to examine technology integration and educational resource utilization in the teaching and learning of Economics in Secondary School in Enugu State. Specifically, the study sought to:

(1) Identify technological tools integrated in the teaching and learning of Economics in senior secondary schools.
(2) Identify technological tools integrated in the teaching and learning of Economics in senior secondary schools based on school location
(3) Identify educational resources utilized in teaching and learning of Economics in senior Secondary schools
(4) Identify educational resources utilized in teaching and learning of Economics in senior Secondary schools based on school location

Research Questions

The following research questions guided the study:

1. What are the technological tools integrated in teaching and learning of Secondary School Economics?
2. What are the technological tools integrated in teaching and learning of Secondary School Economics based on school location?
3. What are the educational resources utilized in teaching and learning of secondary school Economics?
4. What are the educational resources utilized in teaching and learning of secondary school Economics based on school location?

Hypotheses

The following hypotheses guided the study and was tested at 0.05 level of significance

H_{01}: There is no significant difference in the technological tools integrated by rural and urban students in teaching and learning of Economics in Secondary schools

H_{02}: There is no significant difference in the educational resources utilized by rural and urban students in teaching and learning of Economics in Secondary schools

Research Method

This study adopted a descriptive survey research design. The study was conducted in Enugu State, Nigeria. The population of this study comprised of all SS2 students offering Economics in public senior Secondary schools within the state. The sample size for this study is 324. Multi-stage sampling technique was adopted. In the first stage, simple random sampling technique was used to select three local government areas in the state. In the second stage, the researchers used proportionate stratified sampling technique to select 67 SS2 students from Igbo-Etiti local government area, 197 SS2 students from Nsukka local government area and 60 SS2 students from Uzo-Uwani local government area. A structured questionnaire which was developed by the researcher with the caption Technology Integration and Educational Resource Utilization Questionnaire (TIERUQ) was used to collect data. TIERUQ comprised of two sections A and B: Section A elicited information on students' biodata while

section B consist of two clusters A and B: Cluster A enlisted some of the technological tools used in teaching and learning of Secondary School Economics while Cluster B enlisted some of the educational resource utilized in teaching and learning of Secondary School Economics. The research instrument used for this study was validated by three experts, two from the Department of Social Science Education, and one from the Department of Science Education (Measurement and Evaluation unit) all in Faculty of Education, University of Nigeria, Nsukka. The reliability of this instrument was ascertained using Cronbach Alpha statistics. The reliability coefficient of 0.71 was ascertained which indicated that the instrument was reliable and can be used for the study. The data collected was analyzed using percentage for the research questions. 50% and above was used as the criterion level to accept while 49% and below was used to reject the responses. Independent sample t-test was used to test the null hypotheses at 0.05 level of significance.

Presentation of Results

Research Question 1: What are the technological tools integrated in teaching and learning of Secondary School Economics?

Table 1: Simple percentage analysis of respondents' responses on technological tools integrated in teaching and learning of Secondary School Economics

S/N	Item Statement	N	Utilized F(%)	Not Utilized F(%)	Decision
1	Projectors	324	183 (56.85%)	141 (43.5%)	U
2	E-library	324	158 (48.8%)	166 (51.2)	NU
3	Computers	324	248 (76.5)	76 (23.5)	U
4	Zoom	324	75 (23.1)	244 (75.3)	NU
5	Interactive whiteboards	324	61(18.8)	258 (79.6)	NU
6	Digital result card	324	178 (54.9)	146 (45.1)	U
7	Smartphones	324	111 (34.3)	213 (65.7)	NU
8	Google meet	324	84 (25.9)	240 (74.1)	NU
9	Calculators	324	293 (90.4)	31 (9.6)	U
10	Megaphone	324	225 (69.4)	94 (43.8)	U
11	Laptops	324	176 (54.3)	142 (43.8)	U
12	Digital document reader	342	114 (35.2)	199 (61.4)	NU
13	Video conferencing	324	98 (30.2)	226 (69.8)	NU
14	Face book	324	84 (25.9)	240 (74.1)	NU

Information in Table 1 showed that the technological tools integrated in senior secondary schools in Enugu State for teaching Economics include projector, computer, digital result card, calculator, megaphone and laptop.

Research Question 2: What are the technological tools integrated in teaching and learning of Secondary School Economics based on school location?

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Table 2: Simple percentage analysis of respondents' responses on technological tools integrated in teaching and learning of Secondary School Economics based on school location

S/N	Item Statements	RURAL			URBAN		Dec
		Utilized F (%)	Not Utilized F (%)	Dec	Utilized F (%)	Not Utilized F (%)	
1	Projectors	15 (10.7)	125(89.3)	NU	168(91.3)	16 (8.7)	U
2	E-library	70 (50.0)	70 (50.0)	U	88 (47.8)	96 (52.2)	NU
3	Computers	81 (57.9)	59 (42.1)	U	167(90.8)	17 (9.2)	U
4	Zoom	41 (29.3)	94 (67.1)	NU	34 (18.5)	150(81.5)	NU
5	Interactive whiteboards	15 (10.7)	125(89.3)	NU	46 (25.0)	133(72.3)	NU
6	Digital result card	43 (30.7)	97 (69.3)	NU	135(73.4)	49 (26.6)	U
7	Smartphones	71 (50.7)	69 (49.3)	U	40 (21.7)	144(78.3)	NU
8	Google meet	21 (15.0)	119 (85.0	NU	63 (34.2)	121(65.8)	NU
9	Calculators	115(82.1)	25 (17.9)	U	178(96.7)	6 (3.3)	U
10	Megaphone	85 (60.7)	55 (39.3)	U	140(76.1)	39 (21.2)	U
11	Laptops	38 (27.1)	102(72.9)	NU	138(75.0)	40 (21.7)	U
12	Digital document reader	37 (26.4)	103(73.6)	NU	77 (41.8)	96 (52.2)	NU
13	Video conferencing	11 (7.9)	129(92.1)	NU	87 (47.3)	97 (52.7)	NU
14	Face book	66 (47.1)	74 (52.9)	NU	18 (9.8)	166(90.2)	NU

Key: U-Utilized; NU-Not Utilized

Table 2 above showed that rural and urban areas integrated items 2 (E-library), 3 (Computer), 9 (Calculator) and 10 (Megaphone) in teaching and learning of secondary school Economics as they had percentage which are above 50 percent bench mark for decision making, which suggests that they are integrated. However, the following items varied. Item 1 (Projector) is not utilized in rural but utilized in urban areas, item 6 (Digital result card)- not utilized in rural areas but utilized in urban areas, item 7 (Smartphone)- utilized in the rural areas but not utilized in the urban areas and item 11 (Laptop)- not utilized in rural areas but utilized in urban areas. This prompted an analysis to ascertain if these differences are statistically significant.

H_{01}: There is no significant difference in the technological tools integrated by rural and urban students in teaching and learning of Secondary school Economics.

Table 3: t-test analysis on the difference in the technological tools integrated by rural and urban students in teaching and learning of Secondary school Economics $p<0.05$

School Location	N	T	Df	Sig. (2-tailed)
Rural	140	-7.64	322	0.00*
Urban	184			

The analysis on Table 3 shows that the t-cal -7.64 is significant at 0.00 which is less than the 0.05 level of significance. Therefore, null hypothesis is rejected. Thus, there is a significant difference in technological tools utilized in teaching and learning of Secondary school Economics in urban and rural areas.

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Research Question 3: What are the educational resources utilized in teaching and learning of secondary school Economics?

Table 4: Simple percentage analysis of respondents' responses on the educational resources utilized in teaching and learning of secondary school Economics

S/N	Item Statement	N	U F (%)	NU F (%)	Decision
15	Economics teachers	324	301 (92.9%)	23 (7.1%)	U
16	Economics textbooks	324	268 (82.7%)	45 (13.9%)	U
17	Economics journals	324	183 (56.5%)	141 (43.5%)	U
18	Classrooms	324	314 (96.9%)	10 (3.1%)	U
19	Library	324	294 (90.7%)	30 (9.3%)	U
20	Workbooks	324	248 (76.5%)	76 (23.5%)	U
21	Community members	324	169 (52.2%)	155 (47.8%)	U
22	Newspaper	324	126 (38.9%)	198 (61.1%)	NU
23	Community sites	324	144 (44.4%)	175 (54.0%)	NU
24	Graphs	324	242 (74.7%)	76 (23.5%)	U
25	Infographics	324	63 (19.4%)	261 (80.6%)	NU
26	E-books	342	95 (29.3%)	229 (70.7%)	NU
27	Charts	324	206 (63.6%)	118 (36.4%)	U
28	Lesson timetable	324	279 (86.1%)	45 (13.9%)	U
	Total	**324**	**64.6%**	**35.4%**	**U**

Key: U-Utilized; NU-Not Utilized

Information in Table 4 above showed that Economics teachers, Economics textbooks, Economics journals, classrooms, library, workbooks, community members, graphs, charts and lesson timetable are utilized in teaching and learning of Economics in senior secondary schools.

Research Question 4: What are the educational resources utilized in teaching and learning of secondary school Economics based on school location?

Table 5: Simple Percentage analysis of respondents' responses on the educational resources utilized in teaching and learning of secondary school Economics based on school location

S/N	Item Statements	N	RURAL			URBAN		
			U F (%)	NU F (%)	Dec	U F (%)	NU F (%)	Dec
15	Economics teachers	324	123(87.9)	17 (12.1)	U	178 (96.7)	6 (3.3)	U
16	Economics textbooks	324	96 (68.6)	33 (23.6)	U	172 (93.5)	12 (6.5)	U
17	Economics journals	324	37 (26.4)	103(73.6)	NU	146 (79.3)	38 (20.7)	U
18	Classrooms	324	130(92.9)	10 (7.1)	U	184(100.0)	0 (0)	U
19	Library	324	110(78.6)	30 (21.4)	U	184(100.0)	0 (0)	U
20	Workbooks	324	103(73.6)	37 (26.4)	U	145 (78.8)	39 (21.2)	U
21	Community members	324	114(81.4)	26 (18.6)	U	55 (29.9)	129(70.1)	NU
22	Newspaper	324	65 (46.4)	75 (53.6)	NU	61 (3.2)	123(66.8)	NU
23	Community sites	324	92 (65.7)	48 (34.3)	U	52 (28.3)	127(69.0)	NU
24	Graphs	324	75 (53.6)	65 (46.4)	U	167 (90.8)	11 (6.0)	U
25	Infographics	324	23 (16.4)	117(83.6)	NU	40 (21.7)	144(78.3)	NU
26	E-books	324	32 (22.9)	108(77.1)	NU	63 (34.2)	121(65.8)	NU
27	Charts	324	70 (50.0)	70 (50.0)	U	136 (73.9)	11 (6.0)	U
28	Lesson timetable	324	106(75.7)	34 (24.3)	U	173 (94.0)	11 (6.0)	U

Key: U-Utilized; NU-Not Utilized

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Table 5 above showed that rural and urban areas utilize item 15 (Economics teachers), item 16 (Economics textbooks), item 18 (classrooms), item 19 (library), item 20 (workbooks), item 24 (graphs), item 27 (charts) and item 28 (lesson timetable) as they had percentages above 50 percent. However, the following items varied. Item 17 (Economics journal) is not utilized in rural areas but utilized in urban areas, item 21 (community members)- utilized in rural areas but not utilized in urban areas and item 23 (community sites) is utilized in rural areas but not utilized in urban areas. This prompted further analysis to ascertain if these differences are statistically significant.

Ho2: There is no significant difference in the responses of urban and rural respondents on the educational resources utilized in teaching and learning of Secondary school Economics

Table 6: Summary of t-test analysis on the difference in the responses of urban and rural respondents on the educational resources utilized in teaching and learning of Secondary school Economics

School Location	N	t	Df	Sig. (2-tailed)
Urban	140	-4.77	322	0.00*
Rural	184			

Table 6 shows that the t-cal -4.77 is significant at 0.00 which is less than the 0.05 level of significance. Therefore, null hypothesis is rejected. This implies that there is a significant difference in the responses of urban and rural students on educational resources utilized in teaching and learning of Secondary school Economics.

Discussion of the Findings

The study found that the technological tools integrated in senior secondary schools for teaching Economics include projector, computer, digital result card, calculator, megaphone and laptop. The findings revealed that senior secondary schools have embraced technology to enhance the teaching of Economics. The inclusion of technological tools such as projectors, computers, digital result cards, calculators, megaphones, and laptops indicates a shift towards digital learning and a desire to engage students in a more interactive and immersive learning experience. The use of projectors and computers suggests that teachers are using multimedia presentations and online resources to supplement traditional teaching methods. Digital result cards and calculators imply a focus on data analysis and numerical literacy, essential skills for Economics students. In agreement with this finding, Nwachukwu and Amalu (2016) found out that calculator, computer and laptop are utilized in teaching and learning of Economics. However, in contrary to the findings, Ome (2015) asserted that only but computers are utilized in senior secondary schools in Awka Education zone. Lian, Keengwe & Onchwari, (2012) also found out that interactive whiteboard was not utilized in secondary school teaching and learning. Moreover, Hew and Cheung,

(2013) asserted that most of social media platforms such as Facebook, zoom etc. are not utilized in secondary school teaching and learning. These contrary studies may be as a result of the time interval that the researches were carried out. Things change as time goes on; it may be that computers, interactive whiteboard and social media platforms were not as rampant and common as they are now when these researches were made, hence making them unavailable and therefore unutilized in secondary schools.

The findings of the study showed that rural and urban areas integrate E-library, Computer, Calculator and Megaphone in teaching and learning of secondary school Economics. However, Projector was not utilized in rural but utilized in urban areas, Digital result card was not utilized in rural areas but utilized in urban areas, Smartphone was utilized in the rural areas but not utilized in the urban areas and Laptop was not utilized in rural areas but utilized in urban areas. Despite the expectation of a significant urban-rural divide, the findings show a surprising parity in the adoption of technological tools between the two regions. The lack of integration of advanced tools like Zoom, Interactive whiteboard, Google meet, Digital document reader, Video conferencing, and Facebook in both rural and urban areas suggests a common challenge in embracing cutting-edge technology. This may be attributed to limited infrastructure, inadequate training, or insufficient resources. However, the widespread adoption of basic tools like E-library, Computer, Calculator, and Megaphone in both regions indicates a foundation for digital learning. The urban areas' slightly higher utilization of Projector, Digital result card, and Laptop suggests a marginal advantage in accessing more advanced tools.

The findings further showed that Economics teachers, Economics textbooks, Economics journals, classrooms, library, workbooks, community members, graphs, charts and lesson timetable are utilized in teaching and learning of Economics in senior secondary schools. On the other hand, newspaper, community sites, infographics and e-book are not utilized. The findings reveal that senior secondary schools are utilizing a good number of educational resources as already pointed out. The reason for this utilization could be as a result of the availability of these resources. The utilization of Economics teachers, textbooks, journals, classrooms, libraries, workbooks, community members, graphs, charts, and lesson timetables indicate a focus on existing resources. These resources provide a solid foundation for learning, but may not cater to diverse learning styles or engage students in innovative ways. On the other hand, the non-utilization of newspapers, community sites, infographics, and e-books suggest a missed opportunity to leverage contemporary and interactive resources. Newspapers could provide current economic data and real-world applications, while community sites and infographics could offer visual and interactive learning experiences. E-books could expand access to educational materials and cater to different learning styles. Also, the reason for non-utilization of newspaper, community sites, infographics and e-book could be as a result of unavailability and

high cost of utilizing them. The utilization of these resources significantly will improve the Economics students' interest and academic achievement as indicated in their responses on the achievement test. In consonance with this finding, Tanko, Anyifite & Hayab (2020) revealed that four out of the five school resources considered were utilized in the 25 Public Secondary schools across the Kachia Local Government Area of Kaduna State. Again, Akpomi & Raji (2022) found that educational resources such as classroom, laboratory and library are utilized in senior secondary schools in Rivers State and that they influence positively the academic performance of students. On the contrary, Olugbenga (2019) found out that there was poor utilization of most of the school resources in Kaduna State. Also, Enemuo, Anyaduba and Ezeaka (2019) found out that audio visual materials (educational resources) are not utilized for teaching and learning of computer science in senior secondary school in Awka North Local Government Area of Anambra State.

The study findings further showed the opinion of respondents from urban and rural areas on various educational resources utilized in teaching and learning of Economics in senior secondary schools. The result showed that the rural and urban areas utilize Economics teachers, Economics textbooks, classrooms, library, workbooks, graphs, charts and lesson timetable. However, the following items varied: Economics journal is not utilized in rural areas but utilized in urban areas, community members utilized in rural areas but not utilized in urban areas and community sites is utilized in rural areas but not utilized in urban areas. The lack of utilization of modern resources like Newspapers, Infographics, and E-books in both rural and urban areas suggests a reliance on traditional methods and a missed opportunity to leverage innovative tools. This may be due to limited access, lack of training, or unfamiliarity with digital resources. On the other hand, the widespread utilization of conventional resources like Economics teachers, textbooks, classrooms, libraries, workbooks, graphs, charts, and lesson timetables indicates a strong foundation for learning. However, the disparity in utilization of resources like Economics journals, community members, and community sites between rural and urban areas suggests differing priorities and needs. The significant difference in percentage points between urban and rural areas indicates a notable gap in resource utilization, with urban areas having greater access to advanced resources. This disparity may stem from factors like infrastructure, funding, and teacher training. In agreement to the findings, Aminu (2018) revealed that the instructional materials for teaching Economics are utilized more in urban areas compared to rural areas. Also, Mannir (2016) found out that in the rural areas of the Minjibir Education Zone in Kano, visual materials for effective teaching of geography are not utilized to teach geography. Moreover, Oneya and Onyango (2021) found out that more of educational resources are utilized in the urban areas than the rural areas most often as a result of disparity existing between the urban and rural areas in the level electricity

supply, government infrastructures, among others.

Conclusion

Based on the research findings, the study hereby concludes that: technological tools integrated in senior secondary schools in Enugu State for teaching Economics include projector, computer, digital result card, calculator, megaphone and laptop. Again, the result of the finding indicated that Economics teachers, Economics textbooks, Economics journals, classrooms, library, workbooks, community members, graphs, charts and lesson timetable are utilized in teaching and learning of Economics in senior secondary schools.

The findings of this study have the following educational implications: If these findings persist, the educational consequences will be far-reaching and profound. The persistent lack of utilization of modern resources, like newspapers, infographics, and e-books, will hinder students' ability to engage with contemporary issues and develop essential skills for the digital age. The continued reliance on traditional resources, like textbooks and chalkboards, will limit students' exposure to innovative learning methods and stifle their creativity. The absence of technology integration will deprive students of opportunities to develop critical thinking, problem-solving, and collaboration skills. Based on the findings and educational implications, the study hereby recommends that:

1. Educators and policymakers should prioritize the integration of modern resources, such as newspapers, infographics, and e-books, into the Economics curriculum to enhance student engagement and relevance.
2. Government should invest in technology infrastructure and training for teachers to effectively incorporate digital tools and resources into their teaching practices.
3. Secondary schools should revise their curricula to include technology integration and educational resources incorporating content on them and their benefits.
4. Post primary school management board should provide equal access to educational resources for both urban and rural areas to bridge the digital divide and ensure equity in education.

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