

**THE ROLE OF INSTRUCTIONAL MATERIALS ON THE ACADEMIC
PERFORMANCE OF LEARNERS IN THE SELECTED GOVERNMENT AIDED
SECONDARY SCHOOLS IN NGORA TOWN COUNCIL NGORA**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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**UGANDA CHRISTIAN
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DECLARATION

I, Okello Aedeke Solomon, declare that this Research Report titled "The Role of Instructional Materials on the Academic Performance of Learners in the Selected Public Secondary Schools in Ngora Town Council, Ngora District," is entirely my original work and I do acknowledge that it has never been presented to any institution of higher learning for any award.

Sign: 

OKELLO AEDEKE SOLOMON

Date: 31ST MAY, 2024

APPROVAL

This is to certify that this research report has been under my close supervision and is now ready for submission to the department of education of Uganda Christian University for the intended award.

Signed: 

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RESEARCH SUPERVISOR

Date: 31st MAY 2024

DEDICATION

I dedicate this piece of work to my beloved family members, my dear wife Susan Okello for tolerating me during my absence from home and my children, Josiah, Ebenezer, John Mark and Grace. Also my friends Augustine Oguti and Wabusa Milly for their moral support and classmates for healthy discussions. All the above group, I thank them for their support during my stay at Uganda Christian university

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ABSTRACT

This study examined the role of instructional materials in the selected public secondary schools in Ngora Town Council, Ngora District. This research was based on three objectives including: to examine the effect of instructional materials on students' performance, to analyse the challenges teachers face in accessing instructional materials and to assess the strategies that teachers use to minimize the challenges of attaining instructional materials. The study adopted a cross sectional survey design. The study population comprised 100 and data was collected from 80 respondents using self-administered questionnaires with both quantitative and qualitative methods. The study used a descriptive research design. This chapter presents and discusses findings from the field. The first objective sought to solicit information from the teachers on the effect of instructional materials on academic performance of learners. Three questions were used to solicit information for this objective. In findings, the researcher wanted to explore the views of teachers and students on the extent to which instructional facilities affect student performance. The study aimed at finding out challenges teachers and students in secondary schools face in accessing and using instructional materials, This section presents the summary, conclusion and the recommendations of the study, From the study findings, it is apparent that many schools in the study area do not use appropriate instructional materials. They do not have instructional materials that the schools need to buy, nor do they improvise their own. The researcher recommends that a study is done on how teachers and students use instructional materials for effective teaching and learning process, It would also require more studies to investigate on the general factors that lead to poor performance in secondary schools.

LIST OF ABBREVIATIONS AND ACCRONYMS

BEMC:	Board of Education of Montgomery County
DEWG:	Declining Enrolment working Group
FEMSA:	Female Education in Mathematics and Science in Africa
ICT:	Information Communication Technology
LCT:	Low Cost Technology
NBS:	National Bureau of Statistics
OCM:	Office of Classroom Management
PEFA:	Partnership for Education Facilities Assessment
SEDP:	Secondary Education Development Programme
UNESCO:	United Nations Educational Scientific and Cultural Organization
URT:	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives, research questions and scope of the study, significance, conceptual framework, operational definitions and limitations and delimitations of the study.

1.1 Background Information

Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable. According to Farombi, (1998), instructional materials include books, audio-visual, software and hardware of educational technology. He further opines that the availability, adequacy and relevance of instructional materials in classrooms can influence quality teaching, which can have positive effect on students' learning and academic performance. The insight from Farombi on linking instructional materials to students' academic performance serve critical in the provision of quality education. The title of this study, Role of Instructional Materials in Academic Performance in Community of Learners in Selected Government Aided Secondary Schools in Ngora Town Council, Ngora District originates from such ideas. In my views, start from the access to quality and adequate instructional materials, and these should be prepared well before the class interaction. According to Oni (1992), instructional materials are teachers' strategic factor in organizing and providing education. This is so because they help to elaborate a concept that the teacher could not, without an instructional material. This allows students to learn more comfortably therefore influencing positively their academic performance.

Siegfried and Fels (1979) in San Francisco, USA, discovered that the student's aptitude is the most important determinant in his or her learning, however they did not address the issue of instructional materials and how it affects learner's performance. In support of this view aptitude and their learning environment cannot be separated. Intelligence is not the only determinant of academic achievement of a student. Academic achievement of a student is always associated with the many components of instructional materials.

According to Bosque and Dore (1998) in their study in Malaysia, they concluded that learning and instructional materials ought to implement six functions: inform, communicate, collaborate, produce, scaffold and manage. They added that conceptually speaking; the learning environment refers to the whole range of components and activities within which learning happens. Another important determinant is the family which is the secondary unit for socialization.

In most African countries there is an endemic lack of adequate instructional materials most especially in rural areas. A research done by Gogo (2002) on the input of costsharing on access, equity and quality of secondary education in Rachuonyo district in Kenya indicated that the quality of education had not changed much for a number of years due to inadequate teaching and learning materials and equipment. Further studies done in other parts of Africa reveal the same problem.

In Nigeria, for example, Farombi (1998) did a study on resource concentration, utilization and management as correlates with students learning outcomes in Oyo State. He discovered that instructional facilities in some schools were very poor. He cited examples of schools without chalkboard, absence of ceiling, some roofing sheets not in place, windows and doors removed among others, a situation which the researcher regarded as hazardous to healthy living for the learners. Another study done by FEMSA on the availability of teaching and learning materials for mathematics and science in four African countries, Cameroon, Ghana, Tanzania and Uganda

revealed that there was critical shortage of instructional facilities mostly for teaching science and mathematics.

Before the coming of missionaries in Uganda, traditional societies had their own means of providing education to the new generation, which was growing up. There was no specific way of providing education, however the young ones were taught through story-telling and tribal traditions. Under this system of education, the youth grew to become brave and skilled men and women; men became hunters, soldiers and craft workers, while women became good mothers and food gatherers and craft workers. The beginning of formal education is traced to 1878-1939 when the missionaries came to establish their mission stations however, this kind of education required instructional materials to accompany the theory since it was foreign.

Yet, according to Adeogun, schools, whose teachers use more instructional materials, perform better than schools, whose teachers do not use instructional materials. This confirmed the study by Babayomi (1999) that private schools performed better than public schools because students and teachers are provided with sufficient and quality teaching and learning materials. From this importance, schools at all levels of education have been advised to have quality and adequate instructional facilities to raise academic performance of their students. It was on this basis that the study examined the role of instructional materials on the academic performance of learners in selected public secondary schools of Ngora Town Council, Ngora District henceforth.

1.2 Statement of the problem

Most studies that look into the state of instructional materials in schools, and rarely do scholars attach poor performance with lack of, or inadequacy of these materials. As the studies above indicate, instructional materials are important in teaching and learning and are inadequate in many schools (Kerr, 2003). Although studies in Uganda (see for example those of Sumra and Rajani, 2006; Hakielimu, 2007; Makombe et al, 2010) have lamented on poor performance, they

did not link this situation with inadequate quality instructional materials. These studies indicate that there is a strong link between adequate and quality instructional materials and quality teaching and learning process (Blair, 1998), but have not shown this link with students' academic performance. A report by the inspector of schools, Ngora Town Council, indicates that, the district is experiencing a big failure rate in all subjects as a result of failure to use scholastic materials by teachers. A report by the Executive Director, Uganda National Examinations Board, (UNEB, 2021), indicates that the high failure rate at secondary level is due to failure to make practical lessons in the classroom situation. Other studies conducted by researchers such as Earthman and Lemasters (1996) have shown that learners who are provided with safe, modern and conducive environment allows a controlled situation to learn much better and their academic performance is high. In order for the government to support educational reforms that boost students' performance, they need to understand the level of relationship between instructional materials and academic performance hence the study sought to examine the role of instructional materials on the academic performance of learners in secondary schools of Ngora Town Council, Ngora District.

1.3 Purpose of the Study

The study examined the role of instructional materials on the academic performance of learners in the selected public secondary schools of Ngora Town Council, Ngora District. The findings of this study had implications for policy and practice regarding the planning and funding of schools for quality provision of education.

1.4 Research Objectives

The study was guided by the following specific objectives:

- (i) To examine the effect of instructional facilities on students' performance.

- (ii) To analyse the challenges teachers in public secondary schools face in accessing instructional materials.
- (iii) To assess the strategies that teachers use to minimize the challenges of attaining instructional materials

1.5 Research Questions

The study answered the following questions:

- (i) What are the effects of instructional materials on academic performance of students?
- (ii) What challenges do teachers in public secondary schools of Ngora Town Council, Ngora District face in accessing instructional materials?
- (iii) What strategies can teachers use to minimize the challenges of attaining and using quality instructional materials?

1.6 Scope of the Study

The scope of the study was limited to content, time and geographical scope.

1.6.1 Geographical Scope

Ngora District is a district in the Eastern Region of Uganda. The town of Ngora is the site of the district headquarters. Ngora District is bordered by Soroti District to the Northwest, Katakwi District to the Northeast, Kumi District to the east, Pallisa District to the South, and Serere District to the West. The district headquarters are located approximately 23 kilometres (14 mi), by road, West of Kumi, the nearest large town. This is approximately 230 kilometres (140 mi), by road, Northeast of Kampala, the capital of Uganda. Generally, the study was conducted in Ngora Town Council which is bordered by Kapir sub-county to the North, Mukura sub-county to the East, Kabwin sub-county to the South and Ngora sub-county to the North. The following schools were included in the study; Ngora High School, Ngora Girls' secondary school, Ngora Parents secondary school, Teso Progressive Academy and Mukura Memorial secondary school.

1.6.2 Content Scope

This study focused on examining the role of instructional materials on the academic performance of learners in the selected public secondary schools of Ngora Town Council, Ngora District. The focus of the study was based on the availability and utilization of instructional materials.

1.6.3 Time Scope

The study considered a period of 3 years from 2020 to 2023. This period was considered viable because it is when the performance of learners in UCE was at stake. Therefore, information was gathered from the selected schools of Ngora Town Council to ascertain the problem.

1.7 Significance of the Study

The knowledge obtained from the study may help the government most especially local government and educators to reflect and make evaluation on the requirements of other instructional materials apart from class-rooms alone.

The evaluation of instructional materials, along with other reform movements may allow educators and planners to plan for appropriate environment for teaching and learning so as to provide quality secondary school education.

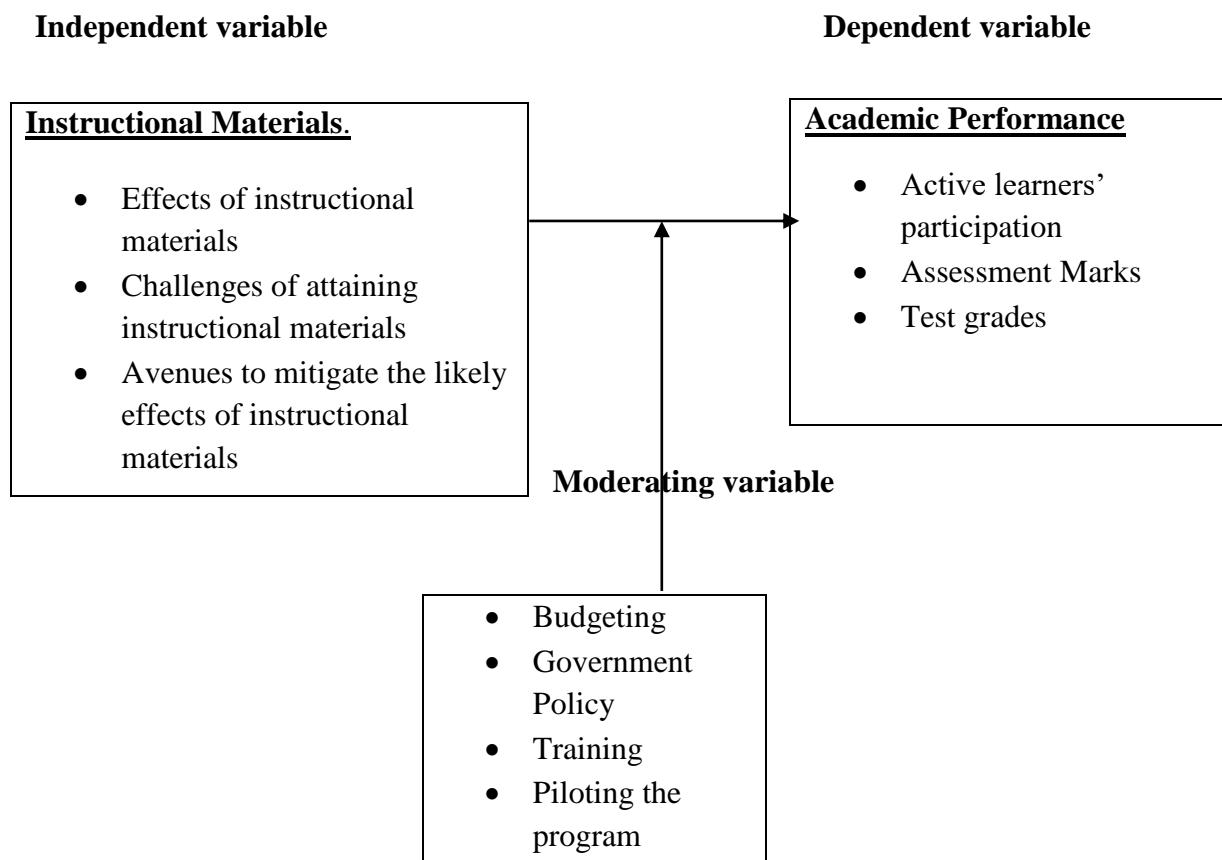
The study might also influence education planners to consider appearances of physical structures such as classrooms and availability of other teaching and learning materials as some of the important factors that can influence parents to send their children to particular schools, which have attractive physical appearance and variety of other facilities. Attractive environment and the availability of other learning materials can influence students to stay in schools and stimulate learning.

Also the knowledge acquired from this study may be very important to other researchers who have interest in demographic dynamics of school age going children in relation to planning of school facilities.

If the study concludes that students in public secondary schools perform poorly due to the lack of sufficient instructional materials, this knowledge might enable education planners to re-think the range of services the government and local communities can provide to school-aged children, and the wider community, and to find creative ways of improving school facilities that would otherwise be ineffectively utilized due to funding pressures.

1.8 Conceptual Framework

Figure 1.1: Conceptual framework showing the relationship between the role of instructional materials and academic performance.



Source: Secondary Data, 2024

The Conceptual Framework above shows the relationship between instructional materials and academic performance. It demonstrates that the relationship between independent variable, instructional materials and dependent variable academic performance is linear. The negative

effect of instructional materials could be controlled by coming up with policy guides, and piloting the program, training more teachers on how to handle and appreciate the programme and a national budget for carrying out the program successfully.

1.9 Operational Definition of Key Terms

Instruction materials: are facilities given to students, so that they can use every opportunity to develop full potential. Instructional materials include fixtures, equipment, and buildings necessary for the effective and efficient operation of the program of public education (uslegal.com, 2015).

Academic performance: refers to the level at which a student, teacher or institution has managed to reach their educational goals.

Community: refers to a group of people with common socio-economic and cultural characteristics or interests, legally and administratively recognised to designate a village or a ward. Thus, school community is defined as the catchments areas of the school, that is, the area from which all or most of the students are drawn and where the families and neighbors of the students reside, who assist financially or otherwise with the establishment, maintenance and continuing operation of the school.

1.10 Limitations of the Study

Limited Funding

Lack of funding made it difficult for the researcher to reach more schools as was desired. The study was limited to the few selected secondary schools in the Town Council. This limitation was handled by employing mainly a qualitative design and some quantitative aspects to get rich and in depth information from the respondents.

Teachers' Perception of Researchers

Some respondents view researchers as idlers who go around creating trouble by reporting whatever is not right in their schools to the Ministry. In the schools where this attitude was prevalent, the researcher was neither welcomed nor given audience and upper class teachers claimed to be very busy. They neither responded to the questionnaire nor allowed the researcher in their lessons to observe how they taught. Nevertheless, the researcher found other schools that were willing to participate in the study.

Principles exist in the mind and not visible with the naked eye

The researcher dealt with a subject of principles which were mental attitudes and thoughts which couldn't be observed in themselves. He went around this problem by employing observation as a research instrument to observe the effects of the principles and interviews to ask the teachers what principles they used to select teaching methods.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature for this study. The study presents empirical literature that revolves around the three objectives developed in chapter one. These included: the effect of instructional materials on academic performance of students; challenges that teachers in secondary schools face in accessing instructional materials; and the strategies that teachers use to minimize the challenges of attaining and using quality instructional materials but first, the conceptual analysis.

2.1 Conceptual Analysis

According to Ogunlade (2005) perceived instructional materials as all materials that a teacher can turn for effective instruction. These include among others, the people, events and materials can help to make our learning activities effective. Okorie (1979) said that “it is difficult to define it term in its entirety” in spite of these short coming Inflow (1968) proposed that any instructional materials used to supplement the normal learning process of listening, seeing, reading, and writing are to be regarded as audio-visual aids. From the foregoing definitions, it is quite obvious that instructional materials are based on such a concert which emphasizes the learners’ behaviour and the conditions under which such behaviour will occur. It is a very definite statement, which shows performance expected of the pupils skill and ideas after the pupils must have been exposed of the pupils skills and ideas , after the pupils must be used to the instruction. Components of such behaviour objectives are what conditions the students should perform, and what level of competence the pupils should exhibit.

According to Bell-Gam (2002) instructional materials is seen as materials such as electronic, charts, visual, audio visual that can facilitate teaching and learning to achieve the target objectives. These definitions imply that whatever a teacher seeks to achieve with his students,

his aspiration will be influenced by the teaching and instructional materials available for the lesson. It is interesting to note that a large percentage of trained teachers and those undergoing professional training course can teach with some of those teaching aids. They do so consciously because during teaching practice supervision reveal.

Deborah (1973) viewed instructional materials as materials used in the teaching of business studies which throw more light into what is being done in the class. This will help the pupils or students who are slow to understand abstractions when the truth of these abstractions is shown in a concrete manner. They lead to fair greater understanding of the course that could ever be obtained by chalk and talk methods. They however said, “We know the fine work that the infants and College of Education, Ekiadolor are doing with their led and counts to help in the understanding of the abstract nature of business. We in our use of teaching aid must do the same for the further study of business to this end the teaching aids in addition to the practical apparatus should have a library of somewhat more specialized book in addition to those in the general school library. With the presence of teaching aids or materials teachers will be able to bring business studies from its abstract world to a more concrete experience, with these stable and healthy climates which exist for learning to take place.

Instructional materials are those things which help teaching and learning process to promote understanding of concepts and generalization by making lessons practical and realistic. Any teacher who has the interest of his students at heart is bound to think of the ways and means he will employ to make his teaching and learning process effective and interesting to the students. Educationists have classified teaching aids into visual audio and audio visuals, which comprise of chalkboard, fennel boards, models, real things over-head projectors, slid projectors film, tape recorder radio television etc verbal education cannot give a vivid picture of learning situation. Therefore teachers need to use the wide varieties of instructional materials available in the form of printed or real materials which are of great importance in the teaching and learning situation.

According to Adeniyi (2000), the use of teaching aids and materials help to permanently communicate information which is retained when teaching takes place. When instructional materials are carefully selected and skillfully used, learning becomes easy. It also make learning more effective therefore, it becomes necessary to investigate how instructional materials serve as tools in the teaching and learning situation. However, man and animals possess the necessary abilities for learning, in other words they are potential learners certain factors within and outside the learner determines how effectively, each individual learners learns the factors are referred to as internal when they lie with the learner and external when they lie outsides the learner.

The above mentioned factors influence the quantity and quality of learning factors interact with external factors the learning social environment in a given learner such interaction leads to the development of an individual's intellect. The intellectual development of the learner accounts for the quantity and quality of civilization which a particular learner can generate. In order to acquire these goals the available communication materials (instructional materials) need to be used in ways in which give a better advantage in improving the teaching and learning situation in Ilaje Educational zone Taraba of Ondo State, children in most schools often do not understand what their teacher taught them, they do not even grab the silent point of what they are taught so easily because there is no use of instructional materials. Whatever they learn does not seem important in them what pupils or students do not see clearly, what they were supposed to learn or given the opportunity to make sure of the knowledge they have acquired, so learning because non-functional. Instructional materials are aids to the pupils or students in the teaching and learning situation in the pupils' academic performance.

2.2 Effect of Instructional Materials on Students' Academic Performance

In his study Adeogun (2001) revealed a strong positive link between instructional materials and academic performance. According to Adeogun, schools that possess more instructional materials performed better than schools that have less instructional materials. This finding supported the

study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Adeogun (2001) noted that there was a low level of instructional materials available in public schools and hence commented that public schools had acute shortages of both teaching and learning materials. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional materials are not available.

Fuller and Clark (1994) suggested that the quality of instructional processes experienced by a learner determines quality of education. In their view they suggest that quality instructional materials create into the learners' quality learning experience. Mwiria (1995) also supports that students performance is affected by the quality and quantity of teaching and learning materials. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

A study by Chonjo (1994) on the physical facilities and teaching learning materials in Secondary schools in Tanzania supports the above views. Chonjo interviewed teachers and students on the role of instructional materials on effective learning. From his study he learned that performance could be attributed to adequate teaching and learning materials and equipment that are in a school. He recommended that in order to provide quality education the availability of sufficient quality facilities is very important. Chonjo's study was one of its kinds in Tanzania which directly linked the role of physical facilities with students' academic performance in secondary schools. However, Chonjo focused only on physical facilities, leaving out instructional materials. To me, physical facilities such as buildings including classrooms, chairs and desks are not enough to provide quality teaching and learning. Instructional materials are also necessary.

The study done by Maundu (1987) agrees with the current study that, in order for a school to have a good performance it must be well equipped with relevant and adequate text books and other teaching and learning materials.

Instructional materials are considered important in teaching and learning in all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting (Eshiwani, 1984). For example, textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder contribute much in making learning more interesting (Atkinson, 2000). The importance of instructional materials is also evident in the performance of students (Adeogun, 2001).

According to Adeogun, schools, whose teachers use more instructional materials, perform better than schools, whose teachers do not use instructional materials. This corroborated the study by Babayomi (1999) that private schools performed better than public schools because students and teachers are provided with sufficient and quality teaching and learning materials. From this importance, schools at all levels of education have been advised to have quality and adequate instructional facilities to raise academic performance of their students. The advice emanated from the fact that instructional facilities have a potent factor to qualitative education. The dictum is that “teaching is inseparable from learning but learning is separable from teaching.” This means that teachers do the teaching to make the students learn, but with quality and adequate instructional facilities, students can learn without the teachers.

According to Akande (1985), learning can occur through one’s interaction with one’s environment. Environment here refers to instructional facilities that are available to facilitate students learning outcome. Instructional materials such as the size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for

practical lessons, are important in the teaching transaction (Farrant, 1980 and Farombi, 1998). According to these scholars, availability of instructional materials can work best if other conditions are met such as the quality of classroom. I would add, the quality of teachers to use these materials. While acknowledging the importance of instructional materials, there is little agreement on their roles on academic performance and this difference in understanding, is the focus of this study.

2.3 Challenges that Teachers Face in Accessing Instructional Materials

Teachers in public secondary schools of Ngora Town Council, Ngora District, given the fact that they are in rural area face some challenges in accessing instructional materials. One of the biggest challenges that teachers in these schools face in accessing instructional materials is meager funds provided by the government for purchasing instructional materials. Aware that public schools depend on to a large extent on the government for funding, very little support is received from the local government and communities around the schools in rural areas due to poverty. The funds are provided in form of capitation grants. The capitation grant is aimed at improving the quality of education by making sure that sufficient teaching and learning material are found at school level. In particular, the capitation grant is meant to finance the purchase of textbooks and other teaching and learning materials as well as to fund repairs, administration materials, and examination expenses (Uwazi, 2010). However, while the number of students who are enrolled in schools has been increasing each year, education capitation grant has been dropping. Even without adjusting for inflation, the actual amount of money reaching schools for capitation grants is clearly much less today compared to what it was between 2002 and 2003.

According to Afolabi et al. (2006), teaching can only be effective when adequate and relevant instructional materials are used. Many educators and researchers have reported the importance of instructional materials in teaching. Grant (1978) noted that teaching and learning cannot be

effective without adequate and relevant use of instructional materials. Inadequacy of instructional materials can be a great challenge to the teaching learning process.

Schramm (1977) referred to instructional materials as basic channels of communication (of ideas and concepts) in the classroom for the purpose of bringing about effective teaching and learning. There is need to establish the availability of these materials in our schools and how effectively they are used. Teachers have to use more practical strategies and concrete ways to help students grasp mathematical concepts, improve their proficiency and generalize knowledge in multiple contexts (Merlot Pedagogy, 2013). Practical work is important in teaching and learning mathematics. Proper understanding of concepts being taught requires that they be concretized through the use of suitable experimental/practical work, teaching aids and real life experiences. It is an established fact that we are more likely to remember/internalize what we do than what we see or hear. Practical work in mathematics ensures learners, " participation and variation of stimuli. Apart from making theoretical and abstract concepts real and concrete, it enhances learning by promoting curiosity and interest in addition to awakening manipulative skills. The cone below illustrates how the degree of retention increases with increased use of sense

According to the Education Public Expenditure Tracking Survey of 2004, in the period 2002-2003 schools received an average of 5,400 shillings per pupil. In 212007/08 however, the money actually reaching the schools had declined to 4,189 shillings per pupil (URT, 2010). This amount of money is grossly insufficient to purchase a minimum set of textbooks apart from other instructional materials which are highly needed by the teachers.

As far as Onche (2014) is concerned, government's Policy towards efficient provision of these aspects of educational materials has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the backbench of implication of these policies. Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most public secondary schools especially in rural areas do not

have access to information communication technology (ICT) which could alleviate shortage of instructional materials. As we are in a new millennium, there is an increased awareness of the need to use modern scientific approach in teaching and learning processes in our schools. At present, there is a universal recognition of information and communication technology as a major force in the dissemination of knowledge (Aina, 2013).

Majority of teachers who were trained early 1990's and backward do not have skills in the field of Information and Communication Technology. Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipment's and the other facilities. In most of the rural secondary schools, most of the facilities are non-existent; hence the traditional chalk and duster approach still dominates in secondary school pedagogy (Obasi, 2008).

Poor salary is also another challenge that teachers face. Teachers like most civil servants in Tanzania are poorly paid. This becomes a hindrance for them to purchase their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (ICT). With this, the academic and intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction (Onche, 2014). Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional materials. Local governments and communities around secondary schools are supposed to provide materials most especially funds to these schools so that teachers can use them to access instructional materials. But very often this is not the case due to number of reasons. Some local communities have very narrow tax base. Also the performance of local councils in the collection of their own revenue have been recorded very poor.

Galabawa (1993), opine that there are few types of councils in Uganda, which can manage to collect government grants. Many local authorities however have found themselves unable to deal with such a rapid increase in expenditure and their budget deficit increase. Education is one of the sectors, which are mostly affected by this situation. Poverty is another reason, which may hinder members of the community in supporting teachers and schools financially so that they can access instructional materials.

According to Kimego (2011), Parents and communities participation differ from rural to urban communities and from one mode of economy to another. Parents who are involved in cash crops economy have economic ability to finance education compared to parents who are not involved in cash crop economy. For example pastoral communities such as Karamoja have displayed poor financing strand for their children. Teachers who work in such areas have more challenges in accessing instructional materials. Another challenge that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to secondary schools for purchasing instructional materials and also these funds are used for the intended purpose. As Onche (2014) comments, government's Policy towards efficient provision of these aspects of educational materials has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the back bench of implication of these policies.

2.4 Strategies used to minimize the Challenges of attaining and using Quality Instructional Materials

There are a number of strategies, which can be used in order to mitigate the challenges of attaining and using quality instructional materials. According to studies done in different parts of the world including Africa, one of the strategies is improvisation of instructional materials. Eshiet (1996) states that improvisation involves sourcing, selection and deployment of relevant

instructional materials into the teaching-learning focus in the absence or shortage of standard materials for a meaningful realization of specified educational goals and objectives.

According to studies done by Abodelraheem & Al-Rabane (2005), Udosen (2011) and Ibe-Bassey (2012) some creation of improvised media of low technological materials and resource centred learning can enlarge the limited knowledge base of any course of study and enrich instruction to a guaranteed quality. It can also promote strategies that ensure the integration of technology in the teaching and learning process of basic science education. Their findings are in agreement with the findings of Dodge (1997) who observed that using technologies like simulation devices open new horizons for individual learning tools, the environment materials and services. The use of ICT can also minimize some of the challenges in accessing instructional materials.

UNESCO (2004), asserts that the use and rapid spread of electronic communications has the capacity to affect the quality and efficiency of basic education throughout the world. The ease with which teachers and students can gather information over the Internet on virtually any topic has the potential to transform instructional content and pedagogical practice. Moreover, courses developed by the best teachers in one country can be made available to students across many countries. Newer technology-based instructional strategies, incorporating the Internet and the World Wide Web (WWW), can therefore be used more to expand communication and increase access to materials.

Tinio (2002), points out that ICT has potentials in increasing access and improving relevance and quality of education in developing countries. Tinio further states the potentials of ICT as follows: ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems.

2.5 Literature Gap

Most studies that look into the students' performance, do not attach it with inadequacy or lack of instructional materials. Although studies in Uganda (see for example those of Sumra and Rajani, 2006; Hakielimu, 2007; Makombe et al, 2010) have lamented on poor performance in secondary schools, they did not link this situation with inadequate quality instructional materials. This gives a clear picture that there is a problem in public secondary schools and this is directly linked to inadequate and quality instructional materials and thus, the study sought to make a contribution to the literature on quality education with quality instructional materials in Ngora Town Council, Ngora District-Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a description of the methodology, which was used in the study. It includes description of the research design, sampling procedures, description of the study location, data collection procedures and data management procedures.

3.1 Research Design

Aaker et al (2002) defines a research design as the detailed blue print used to guide a research study towards its objectives. The study adopted a descriptive research design with both qualitative and quantitative approaches. The study was descriptive in that it described the role of instructional materials on academic performance of learners in selected secondary schools. Qualitative research method was used to describe life experiences and give meaning to them, while quantitative approach involved conversion of data into numeric forms for analysis and interpretation.

3.2 Area of Study

Generally, the study was conducted in Ngora Town Council which is bordered by Kapir sub-county to the North, Mukura sub-county to the East, Kabwin sub-county to the South and Ngora sub-county to the North. The following schools were included in the study; Ngora High School, Ngora Girls' secondary school, Ngora Parents secondary school, Teso Progressive Academy and Teso Integrated Secondary School.

3.3 Population of the Study

The population of the study consisted of 100 respondents which included 59 students, 35 teachers and 05 head teachers and 01 District Education Officer. Students were selected because they were victims who bore the impact of instructional materials and could sincerely express

their experience and those of others without coercion or favor. Teachers on the other hand were selected because they worked closely with both the learners and instructional materials in their classes and could provide pertinent information for the study while head teachers and district education officers were considered because they had authentic information pertaining the role of instructional materials.

3.4 Sample Size

According to Mugenda (2010) and Peter (2012), sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of study was drawn from the total population of 80 respondents which comprised 48 students, 32 teachers, 05 head teachers and 01 District Education Officer. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix V).

Table 3.1: Sample size and distribution

Respondent Category	Target Population	Sample Size	Sampling Technique	Reason
District Education officers	01	01	Purposive	Convenient
Head Teachers	05	05	Purposive	Convenient
Teachers	35	32	Random	Unbiased
Students	59	48	Random	Unbiased
Total	100	080		

Source; Secondary Data 2024

3.5 Sampling Procedures

Sampling technique is defined as the process of selecting samples to represent the population (Kothari (2009). In this study, a researcher used simple random and purposive sampling techniques as described below.

3.5.1 Simple Random Sampling

According to Cohen, et al (2000), simple random sampling appeared when each unit of the sample had been selected entirely by chance where each subject or unit in the population had an equal chance of being selected. This technique was used to select the students and teachers from the selected public secondary schools from Ngora Town Council, Ngora District. After the pieces of papers had been mixed up in a basket, researcher asked learners and teachers to randomly pick up coupons one at a time until a sample of five schools was obtained. Simple random sampling procedure was preferred because of its power to minimize biasness and maximize sample representativeness.

3.5.2 Purposive Sampling

Purposive sampling technique was used to obtain head teachers and District Education Officers from the selected public secondary schools who were expected to provide information about the role of instructional materials on the academic performance of students in the Town Council. The technique was also used to sample out the head teachers who are responsible for the management of the schools. The district education officers was also considered for this sample because they were the overseers of the schools and hence had information regarding the use of instructional materials in the selected schools.

3.6 Data Collection Instruments

Research instrument is a survey, questionnaire, test, scale, rating, or tool designed to measure the variable(s), characteristic(s), or information of interest, often a behavioral or psychological characteristic. In this research, questionnaire, and Interview checklist were used.

3.6.1 Questionnaire

A questionnaire is defined as a list of questions which are designed to solicit specific responses that are required, Sarantakos, (2005) which was used in this study. This method was used to aid in the collection of data from teachers and parents. According to Amin, (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. Closed ended likert scale questionnaire was designed and used in accordance with the objectives one and two and the key variables of the study. A questionnaire is appropriate for large samples and respondents can fill them at their own convenience as recommended by, (Mugenda & Mugenda, 1999). The questionnaire was designed as follows; section A had demographic data, Section B questions on the study variables with closed ended questions and section C had open ended questions. The researcher developed a questionnaire based on a four point Likert scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1.

3.6.2 Interview

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which are essentially and verbally administered questionnaires in which a list of predetermined questions was asked to the head teachers and District Education Officers with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that could have been over-looked in other methods and yet they are deemed vital for the study.

3.7 Data Quality Control

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

3.7.1 Validity of the Instruments

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). To determine the validity of instruments, the researcher conducted a preliminary survey at Bukedea Secondary School located in Bukedea District since this has the same characteristics with the schools under study. The questionnaires and interviews were piloted to 8 teachers and 5 students before the larger actual survey were conducted in Ngora Town Council. This was done to discover the ambiguities and some grammatical errors in the question items before they were corrected. This helped to cross check the validity of the instruments. The researcher had an opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from his supervisor who helped him to improve on the clarity on the items from the questionnaires and interviews. The Content Validity Index (CVI) of the instrument was calculated using the formula below. The instrument was considered valid because the Content Validity Index was above 0.65.

CVI= total number of relevant items

Total number of items

3.7.2 Reliability of the Instrument

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). The Statistical Packages of Social Scientists (SPSS) was used

to ascertain it. Cronbach’s Alpha of a minimum reliability analysis of 0.70 and above was taken as reasonable measure of internal reliability. The score obtained was 0.818 and therefore the instrument was adopted as being reliable. The points were achieved after the valid items were divided by the total number of items times one hundred;

$$17/21 \times 100 = 80.95.$$

Table 3.2: Reliability statistics

Cronbach's Alpha	No of Items
0.818	21

Source: Secondary Data, (2024)

3.8 Data Collection Procedure

The researcher went to the field after getting an authorization letter from the Head of Department Uganda Christian University, Mbale University College, which introduced him as a student of the University from the Department of Education. The head teachers of the selected schools of Ngora Town Council helped the researcher to collect data by giving him a go ahead. The researcher then collected the data in the Town Council.

3.9 Data Processing and Analysis

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others (Cohen et al, 2007). All information that was collected from interviews and questionnaires was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from

the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on pupils' academic performance.

3.10 Ethical Considerations

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way.

To ensure these ethical considerations are taken into account, the consent of the respondents and confidentiality was sought and they were assured that the data they provided would be strictly for purposes of the study.

In addition, to enhance the participant's privacy, the respondents' names were not be used thus; Confidentiality was practiced by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible be avoided in trying to access information from the respondents but rather observed professional ethics in conducting the study. It can be emphasized that this study is original work, and that no known study regarding the impact of instructional materials on learners' academic performance of Social Studies in selected public secondary schools in Ngora Town Council, Ngora District had been carried out.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents and discusses findings from the field. The first part discusses the background information of the respondents, the second part discusses findings on the effect of instructional materials on academic performance of learners, the third part discusses findings on the challenges teachers face in attaining instructional materials in secondary schools and the last part of this chapter discusses findings on the strategies used to minimize the challenges of attaining and using quality instructional materials

Demographic Characteristics

This section describes the general background information about the categories of respondents, students, teachers, head of schools and district education officer.

Table 4.1: Summary of Information of Respondents

Participants	Expected Number	Actual Number	Percentages
Students	48	48	100%
Teachers	32	32	100%
Head teachers	5	5	100%
District Education Officers	1	1	100%

Source: Field Data, 2024

Table 4.1 indicates that all 048 questionnaires for students who were sampled to participate in the study were returned to the researcher, which makes 100% of the expected respondents from students. 100% of the expected teachers managed to fill and return the questionnaire to the researcher. The research managed to interview 5 heads of schools and 1 district education officer as expected. This implies that 100% of the expected number of respondents which is 080 participated in the study.

Table 4.2: Demographic Information for Students (n= 048)

Sex		Class				
		Form 1	Form 2	Form 3	Form 4	Total
Male	Frequency	09	09	06	04	28
	% of Total	09%	09%	06%	04%	28%
Female	Frequency	05	06	06	03	20
	% of Total	05%	06%	06%	03%	20%
Total	Frequency	14	15	12	07	48
	% of Total	14%	15%	12%	7%	48%

Source: Field Data, (2024)

Table 4.2 shows that out of 048 students who participated in the study 20% were female and 28% were males. However for each class, form 2 had 15% of the respondents. Equal proportion of respondents was done in order to get the opinions on the effectiveness of the instructional materials across classes irrespective of gender. Gender presentation by classes was almost considered.

Teachers Demographic Information

Demographic characteristics of the teachers who took part in the study were also determined. These characteristics included; gender, academic qualifications and working experiences. The responses were summarized and recorded in Table 4.3.

Table 4.3: Demographic Information of the Teachers; Gender (n= 32)

School	Gender		Total
	Male	Female	
Ngora High School Frequency	5	2	7
Ngora Girls' secondary school Frequency	4	3	7
Ngora Parents secondary school Frequency	1	6	7
Teso Progressive Academy Frequency	6	1	7
Teso Integrated secondary school Frequency	1	3	4
Total	17	15	32

Source: Field Data, 2024

Table 4.3 shows that each school had a total number of 7 respondents except for Teso Integrated which had 4 which gives us 32% of all teacher respondents. In each school the researcher thought of gender representation in order to get information across gender among teachers in the selected schools.

Table 4.4: Demographic Information of the Teachers; Academic Qualifications (n= 32)

Qualification	Frequency	Percentage
Diploma	10	31.25
Degree	20	62.5
Masters	2	6.25
Total	32	100.0

Source: Field Data, (2024)

Table 4.4 shows the academic qualification of the teachers in the study area. The findings indicate that the qualification is too high. 31.25% have diploma, 62.5% have degree and 6.25% have a master degree. In the teaching professional the teachers in the study area have the required amount of education for teaching in secondary schools.

Table 4.5: Demographic Information of the Teachers; Working Experiences (n= 32)

Working experience	Frequency	Percentage
Below 10 years	24	75
Between 10-20 years	8	25
Total	32	100.0

Source: Field Data, (2024)

Table 4.5 indicates that many teachers in the study area are relatively new employed staff of less than 10 years in the teaching profession. 24% of the teacher respondents pointed out that they had less than 10 years in the teaching which indicated devotion in the teaching profession.

Head teacher's Demographic Information

The demographic characteristics of heads of schools involved in the study were also established. 5 heads of schools were involved in a face-to-face interview with the researcher.

District Education Officer Demographic Information

The researcher also conducted an interview with the District Education Officer.

4. 6 Effect of instructional materials on academic performance of learners

The first objective sought to solicit information from the teachers on the effect of instructional materials on academic performance of learners. Three questions were used to solicit information for this objective. First the researcher established types of instructional materials normally available and used in secondary schools, and second the perception and opinions on their effectiveness in on students' performance. A questionnaire was used to collect information from 32 teachers and 48 students. The following are the responses;

Common Instructional Materials Used in the Study Area

The common instructional materials used by teachers in the study area are summarized in Table 4.6 below

Table 4. 6: Common Instructional Materials Used in the Study Area According to Students' Responses;

Instructional Material	Frequency	Total
Models	11	22.9
Posters	20	41.7
Laptops	3	6.25
Maps	5	10.4
Past papers	9	18.75
Total	48	100.0

Source: Field Data, (2024)

Table 4.6 shows that 22.9% of students described that models were used by the teachers, 41.7% pointed out that posters were used, 6.25% indicated that teachers used laptops, 10.4% affirmed that maps were used by the teachers and 18.75% noted that past papers were used as instructional materials. From the responses, it is clear that posters, maps and past papers were the most common instructional materials used in the secondary schools. When one looks critically on these materials, they are ready made and the teachers are not required to develop them, nor buy them individually. Normally these materials are purchased by the schools. This may lead us into believing that teachers in the secondary schools do not bother to develop or create their own instructional materials, nor do they bother to ask their students to make them.

Regarding teachers' skill of making materials, respondents provided divergent views where 6.25% revealed that teachers use laptops because they are not exposed to local creativity of making materials. From the interviews conducted by the researcher, respondents gave their views as follows;

“Since Ngora Town Council is in town and with so many of the youths being exposed to televisions, cinemas, smart phones and business activities to earn a living, it was revealed that most learners are more skilled in computer knowledge more than their teachers since most teachers were trained long ago before the advent of technology. Most of the materials used are already made and this keeps teachers inactive. Some materials are rare and or expensive for the teachers to buy on their own meagre income.

The results concur with the findings by Onche 2014; He pointed out that, lack of using instructional materials in secondary schools was very much related to insufficient skills and creativity among the teachers. These, Onche opined, may hinder teachers from improvising their own instructional materials.

The second question sought to find out the types of the instructional materials and their level of importance in teaching and learning. The responses from the teachers are presented in the Table 4.7.

Table 4.7: Types of the Instructional Materials and Levels of Importance

Instructional material	Very important	Important	Not important	Total
Use of E-learning	20(62.5%)	10(31.25%)	2(6.25%)	32 (100%)
Use of posters, charts and diagrams	28(87.5%)	4(12.5%)	0	32(100%)
Use of instructional manuals	23(71.9%)	9(28.1%)	0	32 (100%)

Source: Field Data, (2024)

The findings show that in the study area 62.5% of the teachers affirm E-learning instructional materials were very important, 87.5% of teachers agreed that the use of posters, charts and diagrams in teaching were very important for students learning and 71.9% of the teacher respondents noted that the use of Instructional manuals for teaching is very important.

Regarding the use of instructional materials, it was interesting to find that, all the head teachers agreed that posters, charts, diagrams and instructional manuals were very important, but two of them indicated that e-learning was not important. Although this was a minority, it is worth thinking on why this response came about. One could only speculate that, may be e-learning challenged the respondent and he or she did not consider e-learning as important in teaching and learning.

From the above response, Fuller and Clark (1994) confirms that the quality of instructional processes experienced by a learner determines quality of education. In their view they suggest

that quality instructional materials create into the learners' quality learning experience. Mwiria (1995) also supports that students performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

However when they were asked whether the materials used in class are commercial or improvised locally; 75% pointed out that most of the materials are commercially based and 25% are locally made by the teachers (Table 4.8).

Table 4.8: Shows Nature of Instructional Materials Used in the Study Area

Nature of Instructional Materials Used	Frequency	Percentage
Commercial Based	24	75
Locally Made	08	25
Total	32	100

Source: Field Data, (2024)

The findings indicate that there was very minimal use of improvised materials by the teachers which suggests low creativity on improvisation of locally made materials. When asked in the interviews, the head teachers responded;

“In most government schools in Ngora Town Council, except for a few private ones, teachers teach theoretically. It is very rare to find a secondary teacher of any subject, whether science or arts making an instructional material. Most of the teachers teach in so many schools and do not have time for making instructional materials.”

This is in agreement with what Eshiwani, (1984), asserts that instructional materials are considered important in teaching and learning in all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting. For example, textbooks, charts,

maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder contribute much in making learning more interesting (Atkinson, 2000). The importance of instructional materials is also evident in the performance of students (Adeogun, 2001).

4.2 Opinions on the Effectiveness of Instructional Materials for Students Performance.

The researcher wanted to explore the views of teachers and students on the extent to which instructional facilities affect student performance. This question had a goal to determine the reasons why the teachers used instructional materials in teaching. The findings are summarized in Table 4.9.

Table 4.9: Reasons that Instructional Materials Help in learning in the Study Area

Reasons for using the instructional materials	Frequency	Percentage
To pass examinations	20	41.7
To improve knowledge skills	28	58.3
Total	48	100

Source: Field Data, (2020)

On whether the instructional materials used by teachers help students in the learning process; 41.7% of students pointed out that the materials help them to pass examination and 58.3% of students respondents pointed out that the materials help them in improving knowledge and skills. This response is in line with the literature where scholars (see for example, Adeogun, 2001 and Adeogun (2001), assert that there is a very strong positive significant relationship between instructional resources and academic performance. As Adeogun suggested, schools endowed with more resources performed better than schools that are less endowed. The respondents in this study are in agreement with the literature. This is corroborated by the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources.

As far as the importance of materials was concerned, learners noted that a lesson that is taught with instructional materials is well grasped and to a less extent easily forgotten. When the same question was asked to the education officer, his response was that when instructional materials are used in a lesson, it works as lubricant that facilitates learning. On a sad note, learners expressed the fact that most teachers just enter class and teach even practical lessons theoretically making it hard for them to grasp ideas

According to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to instructional facilities that are available to facilitate students learning outcome. Instructional materials such as the size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical lessons, are important in the teaching transaction (Farrant, 1980 and Farombi, 1998). According to these scholars, availability of instructional materials can work best if other conditions are met such as the quality of classroom. I would add, the quality of teachers to use these resources. While acknowledging the importance of instructional materials, there is little agreement on their roles on academic performance and this difference in understanding, is the focus of this study.

4.2.1 The Challenges Teachers and Students in public secondary schools face in Accessing and using Instructional Materials

The study aimed at finding out challenges teachers and students in secondary schools face in accessing and using instructional materials. The goal was to determine whether the challenge emanated from the schools or from the inability of teachers to develop the instructional materials.

4.2.2 Challenges Facing Teachers in Accessing Instructional Materials.

The researcher thought to investigate on the challenges that teachers face in accessing instructional materials. The results are summarized in Table: 4.2.1.

Table: 4.2.1. Challenges teachers face in accessing instructional materials

Challenges teachers face in accessing instructional materials	Frequency	Percentage
Not all materials are ready made	10	31.5%
Financial problems	17	53.13%
Lack of teachers' knowledge in making the materials	3	9.38%
Reluctant to improvisation	2	6.25%
Total	32	100%

Source: Field Data, (2024)

Table: 4.2.1 shows that 53.13% of the teachers are facing financial problem to access commercial based instructional materials and 31.5% faced by the challenge that not all the materials that they need for teaching are ready made and found in shops. More findings show that 9.38% of the teachers don't want to improvise local materials for teaching and only 6.25% of the teachers affirm that the access to locally based materials is hindered due to lack of knowledge of preparing them among teachers.

The results from interview from heads of schools indicated that many teachers struggle financially and cannot dare put their personal funds in instructional materials. Findings still, indicated that even the science teachers whose pay was raised thrice than that of the arts teachers, teach without instructional materials. The gist of the whole thing is, that when instructional materials are not provided by the school or government, teachers' meagre pay can't afford it.

The findings of the study were in line with what Onche, (2014), says that poor salary is also another challenge that teachers face. Teachers like most civil servants in Tanzania are poorly paid. This becomes a hindrance for them to purchase their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (ICT). With this, the academic and intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction (ibid). Lack of sufficient skills and creativity may hinder teachers to

improvise their own instructional materials. Local governments and communities around secondary schools are supposed to provide resources most especially funds to these schools so that teachers can use them to access instructional materials. But very often this is not the case due to number of reasons. Some local communities have very narrow tax base. Also the performance of local councils in the collection of their own revenue have been recorded very poor.

The researcher thought to investigate on the category of materials that teachers use in secondary schools and whether schools have libraries or not. The findings on whether a school has library across schools is shown in Table: 4.2.2

4.2.2 An inquiry on whether schools have libraries or not

Category	Yes	No	Frequency	Percentage
Teachers		✓	26	81.25%
	✓		6	18.75%
Total			32	100

Source: Field Data, (2024)

Most of the teachers affirm that schools do not have libraries where instructional materials could be found. The findings show that 81.25% of the teacher responses pointed out that their schools do not have a library and 18.75% pointed out that their schools have library.

In the study area, and in an interview with the head teachers, it was revealed that most schools in the Town Council have libraries although it was also revealed that most of the libraries do not have textbooks. They are not even specious enough for good reading and research by the teachers.

4.3The Strategies that Teachers use to minimize the Challenges of Attaining and Using Quality Instructional Materials

The third objective aimed at assessing the strategies that teachers use to minimize the challenges of attaining and using quality instructional materials. The question was: What are the strategies

that the teachers use to minimize the challenges in obtaining instructional materials? 25 teachers responded to this question and the results are summarized in Table 4.3.1

Table 4.3.1: Shows the Strategies used to minimize the challenges in attaining and using instructional material

Strategies used by teachers	Frequency	Percentage
Borrowing books from nearby schools	24	75%
Buying own books	6	18.75%
Improvisation	2	6.25%
Total	32	100%

Source: Field Data, (2024)

The findings show that 75% of the teachers borrowed books to minimize challenges in learning, 18.75% used their own money to buy books and 6.25% used improvisation to minimize the challenges in teaching and learning. These findings are totally contrasting with those in the literature. While the teachers in Ngora Town Council rely on borrowing books, buying their own books, the literature suggests improvisation of instructional materials (Eshiet,1996); creation of improvised media of low technological materials and the use of resource-centered learning (Abodelraheem & Al-Rabane, 2005 and Udosen, 2011); and the use of technologies like simulation devices (Ibe-Bassey, 2012).

However, from the general findings in the study and based on an interview by both the head teachers and district education officer, teachers will continue having a challenge of effectively using instructional materials for a number of reasons ranging from poor remuneration, unskilled teachers, lack of improvisation, laziness and poor government policies.

Results also show that the use of internet and LCT is not realized. The possibility of teachers and students to interact with online learning resources for improvement and replenishing of the existing knowledge is ignored. This may in other way cause problem of lagging behind and become outdated in terms of dynamic changes in knowledge.

Conclusion

This chapter presented the data on the views of teachers and students on the extent to which instructional facilities affect students' performance; the challenges that teachers in public secondary schools face in accessing instructional materials; and the strategies that teachers use to minimize the challenges of attaining and using quality instructional materials. On the first objective, key findings indicate that instructional materials are essential for good academic performance (refer to table 4.9). Schools which do not have adequate instructional materials are likely to perform poorly. On the second objective, the data show that some of the challenges teachers in public secondary schools face in accessing instructional materials include lack of school libraries, lack of sufficient textbooks, and lack of reliable internet connections. Lastly, the data for objective three shows that teachers use a variety of strategies to minimize the challenges mentioned above. These include borrowing of books, use of capitation funds to purchase essential textbooks and through the use of instructional materials developed by teachers such as posters and models.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This section presents the summary, conclusion and the recommendations of the study. The summary and conclusions were drawn from the discussed findings, in line with the objectives of the study.

5.1 Summary of the study

The objective of the study was to examine the extent to which the selected secondary schools in Ngora Town Council utilize quality and adequate instructional materials in classrooms. The researcher reviewed related literatures on the role of instructional materials for academic performance and established that there was limited research on the same locality. The limited research on this motivated the researcher to carry out this study. The study used a cross sectional design since the area under the study has been extended and the entire population could not be covered very easily. The design employed enabled the researcher to be able to generalize the characteristics of the entire population because of its sample. The target population included District Education Officer, Head of Schools, Teachers and pupils in the Town Council. The study used both probability and non-probability sampling methods. The probability sampling was used to select students and teachers in selected schools where simple random sampling was used. Purposive non probability sampling was used to select the District Education Officer as well as the Heads of Schools because they were the only government representatives basing on their status. The instruments which were used to collect data in this study included questionnaires and interview. Questionnaires were used to collect data from students and teachers. The collected data was coded and the analysed and the results were presented in condensed form in terms of tables and figures. The findings for the research questions of this study are as follows:

The first objective of this study was to examine the effect of instructional materials on academic performance of learners. The findings revealed that teachers consider instructional materials as key to academic performance. This implies that the schools with inadequacy instructional materials and instructors are likely to perform poorly whereas schools with adequate instructional materials and instructors are likely to perform high. The second objective was to examine the challenges that teachers in secondary schools face in accessing instructional materials. The findings showed that schools are faced with different problems to include among others; Lack of school library, lack of books and lack of reliable internet connection. This implies that many schools perform poorly. In order to raise academic performance in these schools teachers need to be creative in preparing relevant instructional materials and be dedicated to improvisation. However in a situation where there is no even a single book, a teacher should buy some working tools including books otherwise she/he will be abusing the profession.

The third objective was to assess the strategies that teachers use to minimize the challenges of attaining and using quality instructional materials; The findings showed that in schools that have no libraries teachers borrow books from nearby schools, some buy their own books, the heads of schools also use portion of capitation funds to purchase books that they keep in cupboard for teachers and students to borrow though they are not enough. Another strategy that is used is improvisation, in which few teachers develop and use instructional materials such as posters and models. This implies that teachers in the study area are not comfortable with the working environment due to lack of working tools, a situation which may demotivate them to dedicate themselves to work.

5.2 Conclusion

From the study findings, it is apparent that many schools in the study area do not use appropriate instructional materials. They do not have instructional materials that the schools need to buy, nor

do they improvise their own. Although all the teachers agreed that instructional materials are important in contributing to students' academic performance, they do not show the need to have these materials in their classrooms. This implies that, although the teachers have the knowledge about the importance of instructional materials, they are not inclined to developing them. This means that; one could guess that teachers do not care whether the students perform well or not, while from the management point of view, the study reveals low morale and motivation towards their teaching. Another explanation may be poor supervision from the heads teachers that make the teachers to relax. Normally, heads of schools are supposed to be instructional supervisors, to ensure that instructions are going on and students are provided with quality education coupled with quality instructional resources. Lack of supervision may be the reason for the situation found by this study.

5.3 Recommendations

Based on the study findings, the following are the recommendations; the government should strive and set aside a reasonable amount of education budget which is directed to improve and construct libraries in schools like what it did to promote laboratories in schools.

It was recommended that the school administrators should be sensitized through the ministry of education about the need for instructional materials that can equally affect the learners' academic performance.

The heads of schools should rise their voice to be heard by parents as well as the government on the importance of improving and promoting good instructional materials in community schools and that success or failure of a student will not only depend on the content that the students receive in class as well as access to materials for further review by his or her own.

The parents should not sit down and wait for the government to effect on the availability of libraries and other valid learning materials and facilities in schools. The parents should consider

the problems of lacking facilities as a challenge that needs to be redressed by them. So the study urges parents to effectively participate physically and financially where possible for the better academic performance of learners in schools.

5.4 Recommendations for Further Study

The researcher recommends that a study is done on how teachers and students use instructional materials for effective teaching and learning process

It would also require more studies to investigate on the general factors that lead to poor performance in secondary schools.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

I am Okello Aedeke Solomon, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

1. School name:
2. Ward:
3. Village.....

Bio-data: Tick in the Appropriate Box

4. Sex of the respondent

1. Male [] Female []

5. Age of the respondent

1. 18-30 years ()
2. Between 30-45 years ()
3. Above 45 years ()

6. Level of teacher professional

1. Diploma Holder ()
2. Degree Holder ()
3. Master holder ()

7. Teaching Experiences

- 1. Below 10 years ()
- 2. Between 10-20 years ()
- 3. Above 20 years ()

SECTION B

Effects of instructional resources on students' learning

Tick appropriately: Very important, Important, Not important, Never important

Importance of instructional materials	VI	I	NI	NI
---------------------------------------	----	---	----	----

Worksheets

Computer software for reading instruction (e.g., CD, DVD)

Reading material on the Internet (Web pages)

Instructions or manuals about how things work

Charts, diagrams, graphs, Posters

Accessibility of Instructional Materials

SECTION C

9. What type of instructional materials do you often use?

Tick where necessary: Commercial based () locally made ()

10. What Challenges do you get in accessing instructional materials?

(a) Commercial based material

- 1.....
- 2.....

(b) Locally made material

- 1.....
- 2.....

Strategies to minimize the challenges of attaining quality instructional materials

11. Do you have internet access in school?

1. Yes []

2. No []

12. If Yes how do you use internet for the following activities? Very often, Often, Never

Look up information on the Internet

Use instructional software to develop reading skills.....

Use the computer to write stories or other texts.....

13. Do you have a school library?

1. Yes []

2. No []

14. If Yes, about how many books with different titles that fits your subject are in the library?

65 _____ different titles of books; Write in a number.

15. How often do you give the students in your class time to use the school library?

1. Every day or almost every day []

2. Once or twice a week []

3. Once or twice a month []

4. Never or almost never []

16. How much emphasis do you place on the following sources to monitor students' performance?

Tick appropriately: Major emphasis, Some Emphasis, Little emphasis

Diagnostic reading tests (including miscue analysis) ()

Classroom tests (for example, teacher-made or textbook tests) ()

National or regional achievement tests ()

17. How much do you agree with the following statements? (circle where appropriate)

1. I am satisfied with the availability of instructional resources

1. Agree a lot []

2. Agree []

3. Disagree []

2. I am satisfied with how instructional resources are used

1. Agree a lot []

2. Agree []

3. Disagree []

3. I am convinced that proper use of instructional resources rise performance

1. Agree a lot []

2. Agree []

3. Disagree []

THANK YOU

APPENDIX: II

QUESTIONNAIRE FOR STUDENTS

I am Okello Aedeke Solomon, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL DATA)

1. Sex

Male []

Female []

2. Class

Senior 2 ()

Senior 3 ()

Senior 4 ()

3. How often do you go to the library?

1. Very often ()

2. Often ()

3. Never ()

4. Do you have internet access in your school?

1. Yes []

2. No []

5. If you have access, which site is very important for you?

1. Facebook ()

2. Instagram ()

3. WhatsApp ()

4. E-learning sites ()

6. How many times have you visited the web site for e-learning materials?

1. Every day or almost every day ()

2. Once or twice a week ()

3. Once or twice a month ()

4. Never or almost never ()

7. How often do you use textbooks?

1. Every day or almost every day

2. Once or twice a week []

3. Once or twice a month []

4. Never or almost never []

8. How many students share a text book in your class?

1. Two

2. Between 2 and 5

3. More than 5

9. What materials do teachers use in the class apart from textbooks?

1:

2:

3:

10. Do you think those materials help you in the learning progress?

1. Yes ()

2. No ()

If Yes, Explain:

11. Are you given chance to prepare materials for learning? e.g. Posters

1. Yes ()

2. No ()

12. What challenges do you face in understanding teachers materials?

1:

2:

3:

13. How do you overcome the challenges?

1:

2:

3:

THANK YOU

APPENDIX III:

INTERVIEW GUIDE FOR HEAD OF SCHOOLS

I am Okello Aedeke Solomon, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

QUESTION ITEMS

1. Has your school developed instructional activities or learning materials to address the curriculum taught in your school?
2. Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?
 - a) Instructional materials (e.g., textbooks):
 - b) Budget for supplies (e.g., paper, pencils):
 - c) School buildings and grounds:
 - d) Heating/cooling and lighting systems:
 - e) Instructional space (e.g., classrooms):
 - f) Special equipment for handicapped students:
 - g) Computer software for instruction:
 - h) Calculators for instruction:
 - i) Library materials relevant to instruction:
 - j) Audio-visual resources for instruction:
 - k) Science laboratory equipment and materials:

- 1) Teachers qualified to teach:
3. What challenges do you get in developing instructional materials in your school?
4. How do you manage to overcome these challenges you mentioned?
5. How does the capacity to provide instruction materials affect student performance in your school?

THANK YOU

APPENDIX IV

INTERVIEW GUIDE FOR DISTRICT EDUCATIONAL OFFICERS

I am Okello Aedeke Solomon, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

QUESTION ITEMS

1. Has your office developed instructional activities or learning materials to address the curriculum taught in your schools in the district?

2. Is your school's capacity to provide instruction in the district affected by a shortage or inadequacy of any of the following?

a) Instructional materials (e.g., textbooks):

b) Budget for supplies (e.g., paper, pencils):

c) School buildings and grounds:

d) Heating/cooling and lighting systems:

e) Instructional space (e.g., classrooms) :.....

f) Special equipment for handicapped students:

g) Computer software for instruction:

h) Calculators for instruction:

i) Library materials relevant to instruction:

j) Audio-visual resources for instruction:

k) Science laboratory equipment and materials:

l) Teachers qualified to teach:

3. How do you manage to overcome some of the challenges mentioned above?

4. In your own view, does the capacity to provide instruction affect students' performance in your district? (Probe if the answer is either Yes or No; why?)

THANK YOU

APPENDIX V

Kjercie and Morgan Population Table (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: N= Population. S= Sample

APPENDIX VI

INTRODUCTION LETTER



UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE DISTRICT EDUCATION OFFICER
NGORA DISTRICT

Dear Sir/Madam,
Re: Academic Research
Christian greetings!

Permission granted.
Adopted for District Education Officer
SED NGORA DISTRICT
DATE: 26.02.2024

We are honored to introduce to you Mr. Mrs./Miss OKELLO ADEKE SOLOMON
Of Registration Number; R5221MVC/BED1035 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree OF EDUCATION

He/ she is required to carry out an academic research on the topic
THE ROLE OF INSTRUCTIONAL MATERIALS ON THE ACADEMIC
PERFORMANCE OF LEARNERS IN THE SELECTED GOVERNMENT
AIDED SCHOOLS IN NGORA TOWN COUNCIL, NGORA DISTRICT
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he / she is
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

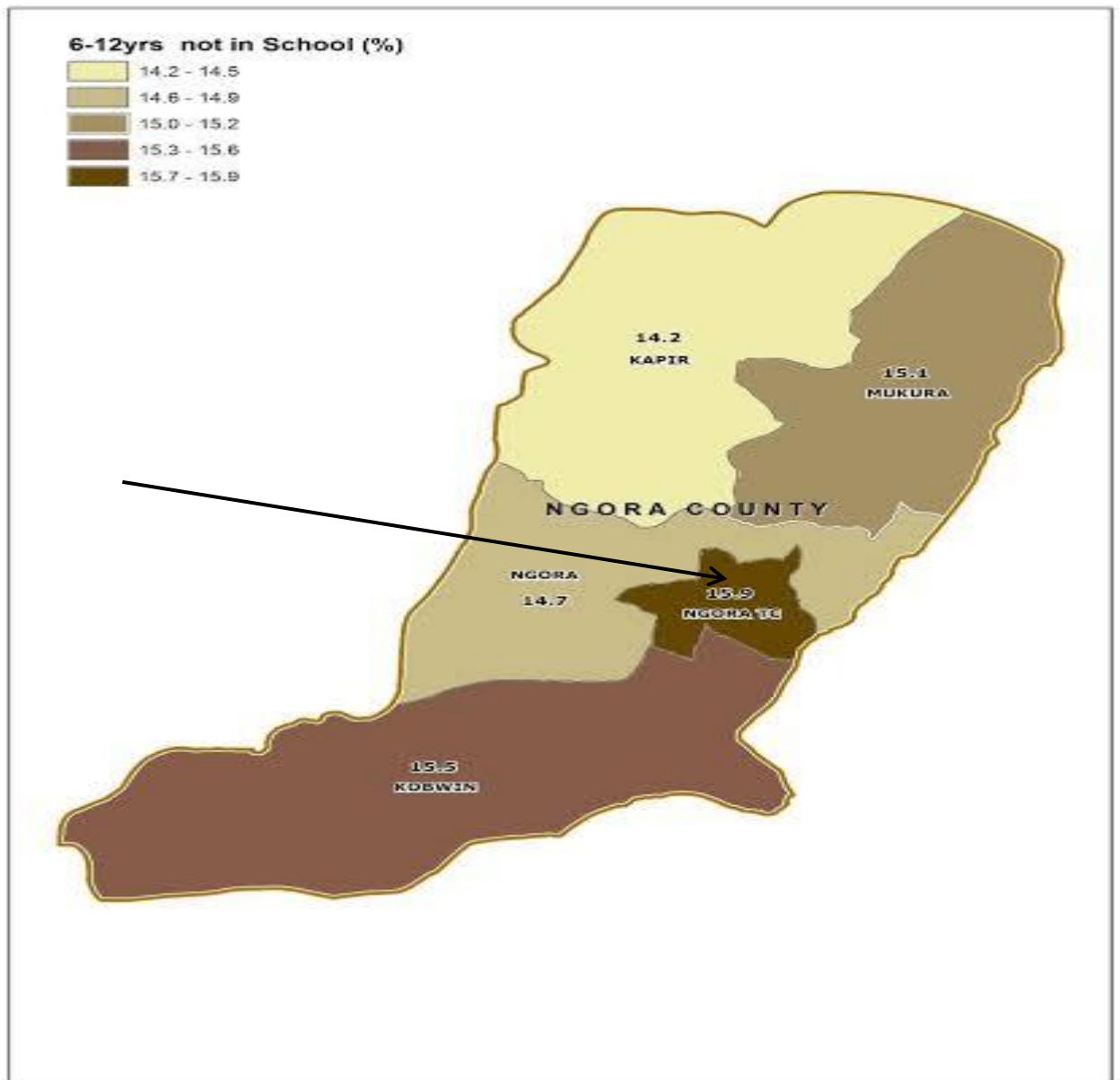
[Handwritten signature]

Mr. Akampurira Timothy
Academic Registrar

UGANDA CHRISTIAN UNIVERSITY
19 FEB 2024
ACADEMIC REGISTRAR
MBALE UNIVERSITY COLLEGE

APPENDIX VI

A MAP OF NGORA DISTRICT SHOWING THE AREA OF STUDY



KEY

→ Showing the area of study