

**IMPACT OF INSTRUCTIONAL MATERIALS ON THE ACADEMIC
PERFORMANCE OF LEARNERS IN SCIENCE IN NAMISINDWA TOWN
COUNCIL NAMISINDWA DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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ABSTRACT

The study set out to examine the impact of instructional materials on the academic Performance of learners in science in Namisindwa town council, Namisindwa district . The study was guided by the following objectives; analyzing the availability of instructional materials in selected schools of study, examining the effects of instructional materials on the academic performance of learners in Science and examining the challenges teachers face in accessing instructional Materials. The study adopted a cross sectional research design employing both quantitative and qualitative approaches that targeted; head teachers, teachers and learners who were expected to provide the required information. Questionnaires and interview guide were used to collect data from various respondents. To get quality data, the researcher ensured that the instruments were valid by conducting a preliminary survey and SPSS to determine their reliability. The findings from the study indicated that; instructional materials play a very crucial role on the learners' academic performance. They concluded that the presence of instructional materials facilitate learning in the primary schools in Namisindwa Town Council, Namisindwa District. It was recommended that there should be adequate supply and maintenance of instructional materials across the primary schools in the Town Council. Emphasis should be given on the use of instructional materials when teaching science and other related subjects.


DECLARATION

I, **Khwaka Stella**, declare to the best of my knowledge, that the information in this work is original and a result of my own effort. This report has not been published or submitted to any institution of higher learning for any award.

Signed: 

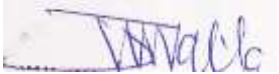
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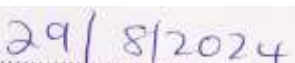
APPROVAL SHEET

I affirm that this research report has been carried out under my supervision and is now ready for submission to the board of examiners of Uganda Christian University for the intended award.

Signed: 

Mr. WALIMBWA JOHNSON .W

RESEARCH SUPERVISOR

Date 

DEDICATION

I dedicate this piece of work to my beloved family members especially to my parents for their financial, spiritual, moral guidance and compassion and my dear husband Kongo Alosius and children for their support and patience they rendered to me during my stay at Uganda Christian University.

ACKNOWLEDGEMENT

To God without whose sufficient grace and divine provision I could not have accomplished this laborious work. I extend my heartfelt gratitude to my mother for her parental care and love that inspired me throughout my academic life. I also appreciate my dear husband Mr. Kongo Alosius for his financial, spiritual, moral guidance and compassion towards my academic excellence. I wish to extend a vote of thanks to my relative for their moral and spiritual guidance that made me bold and have focus on my studies. I also extend my sincere thanks to my coursemates especially Mr. Kwape Martin, Mr. Mayanza James, Ms. Katisi Irene, Ms. Kakayi Lorna, Mr. Khaukha Stephen and Mr. Okello Aedeke Solomon notably for their fruitful academic discussions, professional encouragements and support. Acknowledgments will be incomplete without profound regards to my respondents; Teachers and Head teachers from the sample schools in Namisindwa Town council, Namisindwa District for their academic support that enabled me to reach this point. I extend my sincere thanks to my lecturers for their professional and academic nurturing. Finally, I express my humble gratitude to my supervisor Mr. Walimbwa Johnson .W. for his scholarly guidance and perpetual encouragement.

God bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

CVI:	Content Validity Index
EFA:	Education for All
MoE:	Ministry of Education
MoES:	Ministry of Education and Sports
NGOs:	Non-Governmental Organisations
SMC:	School Management Committee
SOPs:	Standard Operating Procedure
Sci:	Science
PTA:	Parents Teachers Association
UBOS:	Uganda Bureau of statistics
UNEB:	Uganda National Examinations Board
UNICEF:	United Nations International Children's Emergency Fund
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UPE:	Universal Primary Education
SACCO:	Savings and Credit Cooperative Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background to the Study

There is an innate desire in man to enjoy a good, comfortable and fulfilled life, to achieve this; he needs to participate actively in the society. This craving seems to be satisfied through an in-depth study of Science. Attesting to this, Olayinka (2016), maintains that Science is a discipline that refines and modifies the sensibilities of an individual making him a responsible member of the community. According to Adesina (2019), Science is a general term that combines all the disciplines that deal with human populations, circumstances, psychosomatic understanding among others. Sulaiman (2020) perceives Science as a study focused on man as it relates to his physical, economic, social and psychological settings. This implies that Science prepares man for a responsible and good life. Ajibola (2019) asserts that the primary aim of Science is to promote civic responsibilities in pupils, inculcating in them the skills of critical and flexible thinking necessary for making sensible judgments for public good as responsible citizens of the society.

On the issue of the importance of instructional materials in academic achievement, Igiri and Effiong (2015) discover that there is a significant difference in academic achievement of students that were exposed to instructional aid during learning activities in Australia in relation to those that were not and that instructional aides are not gender sensitive.

Similarly, in a separate study Ikwuka and Usifoh (2016) opine that instructional materials in Ghana have no interactive effect on gender of students who were exposed to improvised instructional material. In another study, Bukoye (2019) found out that inadequate use of teaching aids in academic settings in Nigeria accounts for students' poor performance in Science examinations. Similarly, Agbo et al. (2019) in a another study comment that instructional materials are the bedrock of teaching and learning in early childcare centers and that failure of caregivers and instructors to utilize instructional aids leads to poor cognitive development of the children.

In the Democratic Republic of Congo, Mesue (2018), discovered that the use of instructional materials by nursery teachers helps the teachers and nursing students to be active and last longer in projects than those that do not utilize instructional materials. Similarly, Bure (2019) say that instructional aids is used to enhance students' knowledge, skills and aptitudes, guide the learner's absorption of information, and contribute to his overall progress and education.

In a study carried out in Tanzania, Earlier, Kanno and Onyechu (2018) opine that instructional materials simplify classroom activities for children of Science with one type of challenge or the other and that the paucity of instruction materials is an obstacle to education and learning for special needs learners. This is supported by Rahmawati (2017) who found out that instructional materials are indispensable teaching and learning foreign languages and that adequate utilization of instructional materials offer myriads of benefits to Science teachers and students.

According to Obanya (2001), Instructional Materials (IM) are didactic things which are supposed to make learning and teaching possible. While in views of Abdullahi (2003) they are materials or tools locally made or imported that could make tremendous improvement of a lesson if intelligently used. In the same vein, Isola (2010), referred IM as objects or devices, which help

the teacher to make a lesson much clearer to the learner. In support of these views, Agina (2005), describe IM as concrete or physical objects which provide sound, visual or both to the sense organs during teaching.

However, Onajite et al (2019) discovered that Science teachers in Kenya do not utilize instructional materials in the classroom activities thereby jeopardizing the academic achievement of their students. Following the same trend, Ruano (2020) in a study discovered that instructional aids sustain learners' engagement in application of theories and offer opportunities for appraisal in biology.

In Uganda, Tumwesigye (2016), indicates that the instructional material play major roles in the success of students at all levels of education that is to say, pre-primary, primary, secondary, in technical schools, and universities but that teachers in technical schools are not well trained in the use of instructional materials. Manjale and Abel (2017), are in agreement when they found out that instructional materials are indispensable in school activities and that instructional materials enhances reading and writing abilities and skills of learners as well as influence active participation and the ability to remember terminologies in primary school learners. According to the recent statistics (MOCK RESULTS, 2021), there is further a considerable decline in pupils' performance in science in primary schools in Namisindwa Town Council as indicated below;

Table 1.1 showing the rate at which instructional materials were used in the selected primary schools

S/n	School	Question	Yes	No	Total no. Of responses	Percentage	
						Yes	No
1	BUPOTO P/S	Do your teachers use instructional materials in teaching science?	15	09	24	62	37.5
2	BUWANDYAMBI P/S	Do your teachers use instructional materials in teaching science?	05	19	24	20.8	79.2
3	MATUWA P/S	Do your teachers use instructional materials in teaching science?	08	16	24	33	66.7
4	BUPOTO ARISE AND SHINE P/S	Do your teachers use instructional materials in teaching science?	20	04	24	83.3	16.7
5	SOUL P/S	Do your teachers use instructional materials in teaching science?	18	06	24	75	25

Source: *Survey Report on school-based monitoring for Namisindwa Town Council 2020.*

Table 1 above shows that teachers used instructional materials in the teaching of science. 83.3 % of the learners strongly agreed that their teachers use instructional materials. This was followed by 75% of the learners who also agreed that their teachers use instructional materials in their teaching. The results from the two schools were high because these were private schools. From the analysis, it was also portrayed that 62% of the respondents from the grade one school also agreed that their teachers try to use instructional materials. However, it was also revealed that 72.2% and 66.7% of the respondents strongly disagreed that their teachers barely used instructional materials and neither did they list any.

Table 1.2 showing the teachers' response towards availability of instructional materials in the selected primary schools

S/n	School	Question	Yes	No	Total no. Of responses	Percentage	
						Yes	No
1	BUPOTO P/S	Do you have sufficient instructional materials required for teaching science?	49	10	59	83.1	16.9
2	BUWANDYAMBI P/S	Do you have sufficient instructional materials required for teaching science?	12	47	59	20.3	79.7
3	MATUWA P/S	Do you have sufficient instructional materials required for teaching science?	08	51	59	13.6	86.4
4	BUPOTO ARISE AND SHINE NURSERY P/S	Do you have sufficient instructional materials required for teaching science?	55	04	59	93.2	6.8
5	SOUL NURSERY AND P/S	Do you have sufficient instructional materials required for teaching science?	50	9	59	84.7	15.3

Source: Survey Report on school-based monitoring for Namisindwa Town Council 2021.

Table 1.2 above indicates that private schools provide sufficient instructional materials as compared to their counter parts in the town council. 93% of the teachers strongly agreed that they had sufficient instructional. This was followed by 84.7% of the respondents who also contended that the school provided enough instructional materials. The leading percentages were by private schools. 83.1% of the respondents also agreed that the school provided some materials and on the contrary, 79.7% and 86.4% of the respondents from the elected schools confirmed that they hardly saw instructional materials in their schools.

Table 1.3: Performance of Mock Examinations in Science in the Selected Primary Schools in Namisindwa District (2022)

S/N	School	Science					Total
		D1	D2	CR	PASS	FAILURE	
1	Bupoto P/S	06	16	38	20	10	80
2	Buwandyambi P/S	00	03	48	11	31	93
3	Matuwa P/S	00	02	20	04	22	48
4	Bupoto Arise and Shine nursery and P/S	32	08	00	00	00	40
5	Soul nursery and P/S	20	12	02	00	00	34

Source: *Survey Report on school-based monitoring for Namisindwa Town Council 2023.*

Table 1.4: Performance of Mock Examinations in Science in the Selected Primary Schools in Namisindwa District (2024)

S/N	School	Science					Total
		D1	D2	CR	PASS	FAILURE	
1	Bupoto P/S	00	00	16	19	15	104
2	Buwandyambi P/S	00	01	18	11	25	55
3	Matuwa P/S	00	06	17	20	33	76
4	Bupoto Arise and Shine nursery and P/S	01	03	021	00	00	026
5	Soul nursery and P/S	20	04	03	00	00	27

Source: *Survey Report on school-based monitoring for Namisindwa Town Council 2024.*

From the result of the past performance in science in the selected primary schools in the last two years clearly show that pupils' performance in the subject is worrying, government schools in the Town Council need to devise means of improving pupils performance in the subject by using instructional materials, however if nothing is done, the performance is likely to drop the more. It is against this state of affairs that the researcher seeks to examine impact of instructional materials on the academic performance of learners in Science in Namisindwa Town Council, Namisindwa District.

1.2 Problem Statement

One of the major problems facing the education sector in Uganda is the poor performance in both internal and external examinations in Science. It has become a great concern for researchers, educators and all education stake-holders over the years to try to solve the problem. It has been observed that students usually fail Science in Primary Leaving Examinations owing to improper teaching methods adopted by teachers. According to the chief examiner's report on the February 2019, Uganda National Examinations Board (UNEBC) emphasizes that poor performance in Science was recorded in some areas with Namisindwa inclusive. Furthermore, in April, 2018, the area inspector of schools in Namisindwa District reported that candidates showed significant weakness in Science leading to massive failure. The report stressed that some of the weaknesses observed from candidates in the Town Council particularly pointed to their inability to view and use instructional materials in the teaching of science. In spite of the importance of instructional materials to academic performance of learners, it is observed that most learners complain of being taught principles that seem to be abstract in nature. It is upon this background that the researcher sought to examine the impact of instructional materials on the academic performance of learners in Science in Namisindwa Town Council, Namisindwa District.

1.3 Purpose of the Study

The study examined the impact of instructional materials on the academic performance of learners in Science in Namisindwa Town Council, Namisindwa District.

1.4 Specific Objectives

The study was guided by the following objectives;

1. To analyze the availability of instructional materials in selected schools of study.

2. To examine the effects of instructional materials on the academic performance of learners in Science.
3. To examine the challenges teachers face in accessing instructional Materials

1.5 Research Questions

The study answered the following questions;

1. What are the different kinds of instructional materials used in the teaching of Science?
2. What are the effects of instructional materials on the academic performance of learners in Science?
3. What are the challenges do teachers face in accessing instructional Materials?

1.6 Scope of the Study

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

1.6.1 Geographical Scope

The study was carried out in Namisindwa district. The District is a district in the Eastern Region of Uganda. The town of Namisindwa is the district headquarters. Namisindwa District is bordered by Bududa District to the north, Kenya to the east and South, Tororo District to the west, and Manafwa District to the west. The district headquarters at Namisindwa Town Council are located approximately 40 kilometres (25 mi), by road, east of Mbale, the largest city of in the sub-region with the coordinates: 00°49'N 34°23'E. Generally, the study was conducted in Namisindwa Town Council. Namisindwa Town Council is bordered by Bupoto Sub County and Bumbo Town Council to the East, Magale Sub-county to the South East, Namabya to the South, Bukhaweka Sub-county to the West and Buwabwala sub-county to the North.

1.6.2 Content Scope

The study examined the impact of instructional materials on the academic performance of learners in Science in Namisindwa Town Council, Namisindwa District.

1.6.3 Time Scope

The study was limited to three years from 2020 to 2024. This period was considered because it is within this time that Science performance raised a lot of concern to education stakeholders in both the country and the district as whole.

1.7 Significance of the Study

The completion of this study may be of help to different people or bodies in the following ways:

First, students of Education and other researchers who may be interested in further research on the similar topic might refer to this research as a source of reference.

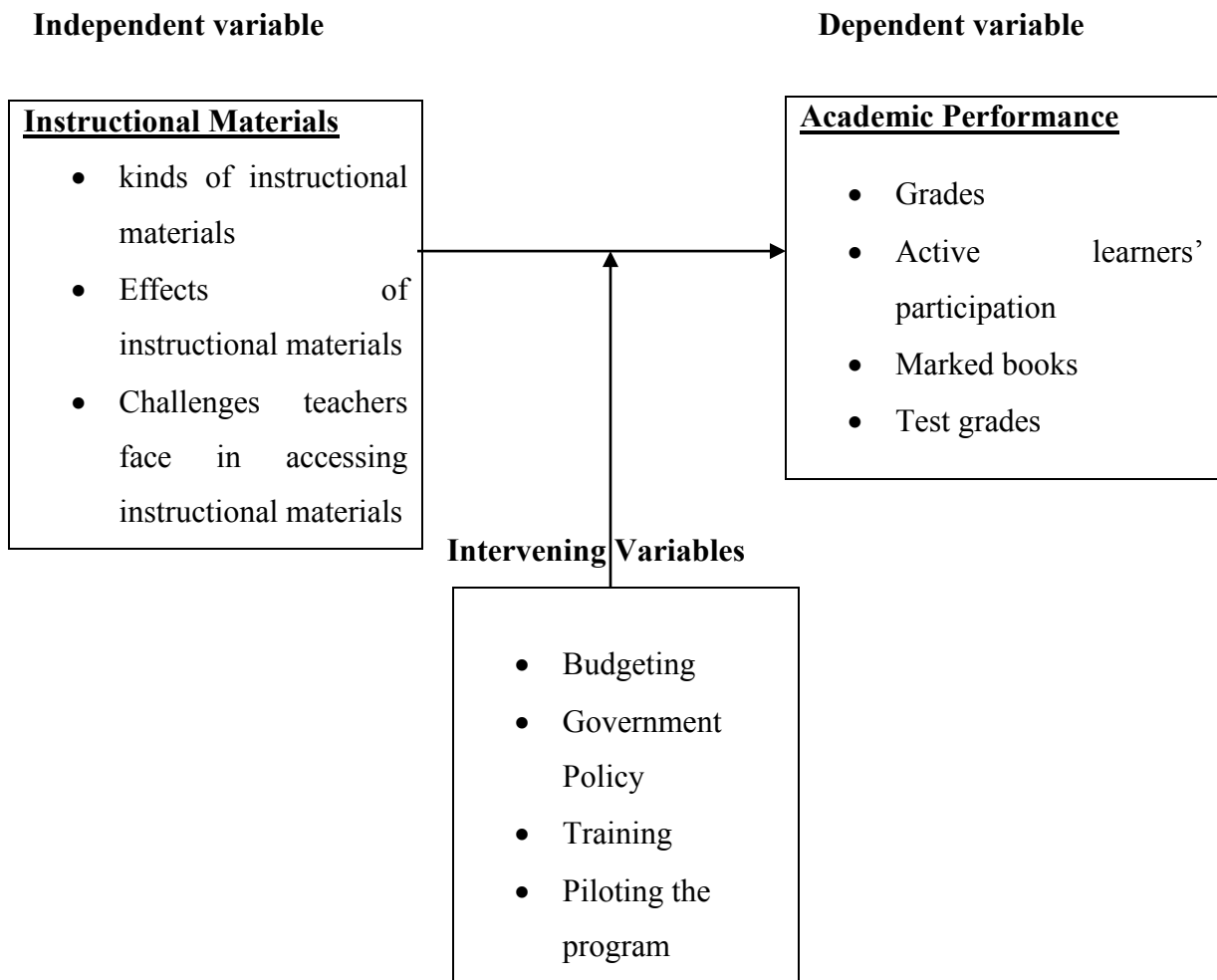
Secondly, Policy makers, School Management Committee members (SMC), Parents Teachers Association (PTA) and head teachers might use this research to identify major strategies to enhance the academic performance for purposes of enhancing teachers' creativity in the provision of instructional materials that would boost the academic performance of learners.

It is also hoped that the Namisindwa District Education Officials may benefit from the study through realizing the best and most effective approaches to support teachers and learners in primary schools in order to enhance better academic performance in Science.

The head teachers, through this study might realize that instructional materials are very crucial and must be given utmost attention. The study is hoped to help the entire education system to properly plan for instructional materials alongside use of proper teaching methods, supervision and assessment.

1.8 Conceptual Framework

Figure 1.8: Conceptual Framework concerning instructional materials and academic performance



Source: Primary Data, 2024

The Conceptual framework shows how instructional materials influence academic performance in science subject. Instructional materials, is conceptualized in terms of the kinds such charts, pictures, audio tapes, motion pictures, animations, objects and maps. It is also estimated that the independent variable is greatly influenced by the dependent variables such as grades, active learners' participation, marked exercises and test, grades and assessment of learners. Moderating variables such as availability of teaching aids and assessment tools, provision of incentives and

level of education of teachers mean that these factors can also affect teachers' performance but they are not the focus of this study.

1.9 Definitions of Significant Terms

Academic performance; "Knowledge attained or skills developed in school subjects usually designated by test scores"(Good, 1973).

Impact: the term impact describes all the changes which are expected to happen due to the implementation and application of a given policy. Such impacts may occur over different timescales, affect different actors and be relevant at different scales (local, regional and national). In this study, impact is used to refer to the changes associated with weather changes in the sub-county.

Instructional Materials: this is a collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in the teaching learning situations to help achieve the desired learning objectives.

Performance: This refers to how well a student is accomplishing his tasks and studies and is manifested either in good grades or poor grades

SACCO: A SACCO is an abbreviation of savings and credit cooperative organization or society. SACCOs are voluntary associations whereby members regularly pull their savings and subsequently obtain loans which they use for different purposes.

1.10 Limitations of the Study

The researcher encountered the following challenges:

Some teachers 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 teachers claimed to be very busy. They neither respond to the questionnaire nor allowed the researcher in their lessons to observe how they teach.

Limited time to collect data as the researcher was on course as well as executing other daily school duties and family obligations which delayed the study.

The research tools had difficult terms to respondents to interpret and this caused scanty responses.

Financial constraints posed a threat especially during printing, collecting data from respondents and transport costs.

1.12 Delimitations of the Study

The study was limited to Namisindwa Town Council due to limited time and funds that did not allow the researcher explore the whole Namisindwa District.

The difficult terms were simplified through a translation where possible.

The researcher gave a clear background of the purpose of the study to the respondents to avoid mixed information.

In instances where there was negative attitude by teachers, the researcher found other schools that were willing to participate in the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives reference to what other scholars have written concerning instructional materials and their effects on the performance of children. The literature review in my study concerns the instructional materials with an emphasis on primary schools in Uganda. The review will help the researcher to document what other researchers have done and identify the knowledge gap. The material that was used in the review included magazines and journals on instructional materials and related websites over the internet.

2.1 Kinds of Instructional Materials

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 resources to students' academic performance serve critical in the provision of quality education. Efficiency and high productivity in teaching and learning transaction. In my views, start from the access to quality and adequate instructional materials, and these should be prepared well before the class interaction.

In a study conducted by Bernard Chemwei (2015), on Availability and use of Instructional Materials in the Teaching of Science in Kenya, found out that the kinds of instructional materials are charts, 36(90%) indicated that they were available while 4(10%) said they were not available. In contrast, for audio tapes 2(5%) agreed while 38(95%) disagreed that they were available. The

absence of these resources could be attributed to the lack of electricity in most rural schools. This may have made the learners miss out on the development of listening skills as well as bringing reality into the lesson thus making the content applicable to their lives. Jacinta and

Regina (1992), asserts that audio tapes as a kind of material bring reality into the classroom and add interest and enjoyment to the lesson. She added that school radio were also important but some schools didn't have them. Pupils should be exposed to radio lessons since they are tailored to provide perfect learning based on thorough preparation by KIE standards (Jacinta and Regina, 1992).

Lockheed, M.E., (1991), points out that pictures also help in the teaching of Science. In a study by Bernard Chemwei (2015), it is indicated that pictures are available to 28(70%) while 12(30%) gave a negative response. Magazines could be accessed by 6(15%) which was a small number compared to 34(85%) who could not access them. This implied that the teachers concentrated only on the approved textbooks in their preparation and teaching which may not have provided all the information for effective teaching of Science. However, Lockheed, insists that most primary schools are generally ill-equipped with the instructional materials needed for effective teaching of Science

Furthermore, ASESP, (1991), indicates that animation or motion pictures created by recording a series of still images or drawings, objects, or people in various positions of incremental movement that when played back no longer appear individually as static image but combine to produce the illusion of unbroken motion in an SST classroom . Previous studies revealed that animation had facilitated the learner encoding process than static visuals (Lin, 2001) Rieber, Boyce and Assad (1990) suggested that animation helped decrease the time to retrieve information from long term memory and then subsequently reconstruct it in short-term memory.

Exercises: Instruction is more enjoyable with interactive exercises for early childhood education covering language arts, mathematics and science. The exercises have been carefully developed to coincide with educational objectives, and are best used to reinforce concepts taught in the classroom. Pupils can work independently to complete the exercises, giving them valuable extra practice basic skills. Topics include: basic mathematical functions, fractions and decimals grammar, reading comprehension, and introductory concepts in earth, life and physical sciences, (Hills, P.C., (1982)

Kadzera, C.M., (2006), asserts that Study Guides and tours are designed to supplement school instruction. The instructional material is intended to strengthen a student's understanding of the major concepts and ideas related to a topic. The study guides enable revision and practice, and provide an extension of classroom learning. The carefully designed activities test knowledge and understanding of what has been taught in the study guide panels. The additional Web links and resources further enhance and stimulate instructional and motivation.

According to Malakwen, B, (2000), website activities are also used by children and teachers to carry out internet as a research tool with these guided Web Site Activities that cover topics in language, arts, science and Science. While every teacher will have his or her own approach to using the activities, it will be helpful for the teacher to introduce the topic, providing any background information the student might need. Students can work independently at the computer. Following the activity and using the Internet as instructed-either on their own or in small groups, depending on the scope of the activity and the availability of Internet access. Teachers and pupils can share and compare the information they found can be helpful. This is especially true of the longer, more in-depth activities, which ask students to prepare a presentation with the information they've collected.

2.2 Effects of Instructional Materials on Performance Academic:

According to Onajite et al (2017), teachers must make proper use of relevant materials that are suitable for both the learners and the lesson objective, the situation calls for devotion and commitment in planning, selection, and delivery of instructions. Well-Prepared instructions could be destroyed by non-availability or improper utilization of learning materials by the teachers, Bukoye, (2019), asserts that utilization of instructional materials in teaching association with the function of the teachers as the manager of the instructional process is important for the teachers to arrange the mechanics of the presentation and also plan to make the materials meaningful to the pupils.

These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2006).

It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. Some of the instructional materials necessary for effective teaching and learning of Science include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television (Kochhar, 1991).

The importance of the use of these materials cannot be underscored. This has been emphasized by a number of scholars. Lockheed (1991) says that instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them.

Kochhar (1991) adds that a teacher who has adequate and relevant teaching facilities is more confident, effective and productive. Similar sentiments are shared by Steel (1983) who asserts that relevant instructional materials enable the learners to have a clear understanding of content.

Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. The work of Sampath (1990) graphically explain that people learn more through the senses of sight and hearing compared to other senses. Learners from families of high socioeconomic status tend to experience fewer academic difficulties than learners from families of low socio economic status or those parents whose hearing are impaired. (Manjale & Abel, (2017).

Furthermore, Igiri & Effong, (2015) described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. Bure, (2019) acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching-learning process.

According to Sulaiman, (2020), non-availability and inadequate provision of instructional materials are the major causes of teaching ineffectiveness in schools. This is in agreement with Adesina, (2019), who had earlier asserted that in most secondary schools in Nigeria, teaching and learning takes place under a most un-conducive environment without access to essential learning material and makes teaching very difficulties.

Ikwuka & Usifoh, (2016), posited that it is very important to use instructional aids for effective teaching and instructional delivery to make students understand concepts and acquire more

knowledge for promotion of academic standards in science related subjects in schools. Besides, Agbo et al, (2019), had earlier stressed on the importance of availability of instructional materials to achieving effectiveness in educational delivery and supervision in the school system. They note that basic materials and textbooks, chalkboard and essential equipment like computers, projectors, television, etc. are not readily available in many schools hence affects learning.

It can be concluded that the use of teaching materials is a very important tool used in the learning process that aims to manage learning in order to be effective. In addition Olayinka, (2015), states that the need to emphasize on the use and importance of teaching materials in teaching and learning environments cannot be underestimated. For whatever happens in the learning environment, teachers must use these materials that enable them to teach effectively.

2.3 Challenges that Teachers Face in Accessing Instructional Materials

Teachers in community secondary schools most especially in rural community schools face some challenges in accessing instructional materials. One of the big challenges that teachers in community secondary schools face in accessing instructional materials is meagre funds provided by the government to community secondary schools for purchasing instructional materials. Community secondary schools depend to the large extent on the government for funding. Very little support is received from local government and communities around the schools most especially 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 the Education Public Expenditure Tracking Survey of 2004, in the period 2002-2003 schools received an average of 5,400 shillings per pupil. In 21 2007/08 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. According to Onche (2014), government's Policy towards efficient provision of these aspects of educational resources 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.

Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most community primary schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials in Science. 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 community primary 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.

According to Galabawa (1993), there are few types of councils in Tanzania, 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 Karamojongs 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 community 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 resources 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 Literature Gap

From the literature survey, it is clear that instructional materials play a powerful role in the teaching and learning of students. This is because learning materials have the ability to affect personal development and is capable of sending strong subconscious messages such as “this is where I can learn” and “ I am welcome here”. It is also clear that the teaching is linked to effective materials. There are several gaps that have emerged from the literature survey by the fact that learning materials and effects have not been explicitly studied to give a justified reason for poor performance in the Science in the selected schools. The second gap emanates from lack of significant literature on the subject in the area of study. It is envisaged that the current study may contribute significantly in terms of literature and policy recommendations on the subject. 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 Science in selected public primary schools in Namisindwa Town Council, Namisindwa District had been carried out.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the research design, study population, sample size, sampling strategies, data collection methods, reliability and validity of instruments, and methods of data analysis and ethical consideration.

3.1 Research Design

A cross sectional design was used because the study selected respondents across different UPE schools in Namisindwa Town Council, Namisindwa District. The study utilized a mixed method in which both quantitative and qualitative methods of data collection were employed. These methods were used for purposes of drawing valid conclusions based on views got from oral informants as well as the responses from those who filled the questionnaires that investigated the impact of instructional materials and the academic performance of learners in science in Namisindwa Town Council, Namisindwa District. The use of both qualitative and some quantitative methods concurrently is supported by Amin (2005) especially where the study involves investigating people's opinions.

3.2 Area of Study

Generally, the study was conducted in Namisindwa Town Council. Namisindwa Town Council is bordered by Bupoto Sub-County and Bumbo Town Council to the East, Magale Sub-county to the South East, Bukhaweka to the West, Namabya to the South, Buwabwala to the North. The following schools were used in the study; Bupoto Primary School, Buwandiyambi Primary School, Matuwa Primary School, Bupoto Arise and Shine Primary School and Soul Primary School.

3.3 Population of Study

A population is the complete (or universe) of all the elements (units) that are of interest in a particular investigation. This population included head teachers, teachers and pupils. It is an aggregate or totality of objects or individuals having one or more characteristics in common that are of interest to the researcher and where inferences are to be made. The study population therefore comprised 100 respondents basing on Morgan and Krejcie table as given by Amin, (2005) (Appendix III) which comprised 05 head teachers, (70) teachers, (25) pupils

3.4 Sample Size

According to Mugenda (2010) and Peter (2012), identified that, 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 respondents was selected out of the study populations of 100 which comprised 05 head teachers, 59 teachers, and 24 pupils giving a total of 80. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix IV).

Table 3.1: Showing category, population, sample size and sampling techniques

Category	Population	Sample size	Sampling techniques
Head teachers	05	05	Purposive
Teacher	70	59	Random
Pupils	25	24	Random
Total	100	80	

Source: Adapted from Morgan Krijcie, (1970)

3.5 Sampling Procedure

The researcher used both random and purposive sampling techniques to select the study respondents.

3.5.1 Random Sampling

Random sampling was used to select the respondents in order to give them an equal and known chance of participation in the study. The technique was used to select learners and teachers. The researcher selected respondents randomly from the selected population. The list of the teachers and learners, both female and male was provided and their names written on pieces of paper, folded and then mixed thoroughly then picked. In this case, every name had an equal chance to be picked. The simple random sampling technique was used because the sample size contained a big number of respondents that may require being appropriately and proportionately represented and free from sampling bias.

3.5.2 Purposive Sampling

Purposive sampling on the other hand was used on head teachers because the respondents had enough experience and true information regarding the impact of instructional materials on learners' academic performance of Science in selected public primary schools in Namisindwa Town Council, Namisindwa District.

3.5 Data Collection Methods and Instruments

Both primary and secondary data was collected in order to enrich the study. Secondary data was obtained through documentary reviews and the main sources included child rights reports, text books, internet sources like the journals and articles, among others. According to Amin (2013), secondary data can be helpful in the research design of subsequent primary research. Here this provided a baseline with which the collected primary data results were compared

3.5.1 The Questionnaire

Hannan (2009) defines a questionnaire as a device used to gather information about peoples' opinions often by asking respondents to give their views about the subject. The questionnaire is applied on respondents who know how to read and write, but also who are not readily available for interviews. To come up with the findings, the researcher used self-administered questionnaires to collect data from pupils and teachers. The questionnaire was designed as follows; section A had demographic data, Section B questions on the study variable 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.

3.5.2 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 was essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the head teachers with no variation but with some scope for follow-up questions to responses that warrant further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that had been over-looked in other methods and yet they were deemed vital for the study.

3.6 Data Quality Control

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

3.6.1 Validity of Research 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). Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). To determine the validity of instruments, the researcher conducted a preliminary survey at Butiru Primary School located in Butiru Town council, in Manafwa since this had the same characteristics with the schools under study. The questionnaires and interviews were piloted to 8 teachers and 5 learners before the larger actual survey is conducted in Namisindwa 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 also had an opportunity to discuss with the respondents especially on difficult vocabularies or if there were grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from her supervisor who helped 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 value of 0.6 and above was achieved.

$$\text{CVI} = \frac{\text{total number of relevant items}}{\text{Total number of items}}$$

3.6.2 Instrument Reliability

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. 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 a reasonable measure of internal reliability. Since the score obtained was estimated at 0.818 which was above 0.7; the instrument was adopted as being reliable. The points below were achieved when 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

3.7 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 her as a student of the University from the Department of Education. The head teachers of the selected schools of Namisindwa Town Council helped the researcher to collect data by giving her a go ahead. The researcher then collected the data in the Town Council.

3.8 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 is 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.

3.9 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 was strictly for purposes of the study.

In addition, to enhance the participant's privacy, the respondents' names were not 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 Science in selected public primary schools in Namisindwa Town Council, Namisindwa District had been carried out.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents findings on the impact of instructional materials on learners' academic performance of Science in selected public primary schools in Namisindwa Town Council, Namisindwa District. Data was analysed using self-administered questionnaires and interviews. It contained the response rate, demographic characteristics of the respondents and the data already existing and the information collected as being presented and discussed below.

4.1 Response rate of the respondents

Table 4.1 the response rate of the respondent

Response	Frequency	Percentage
Expected respondents	80	100
Actual respondents	78	97.5
Non response	02	2.5

Source: Primary Field Data (Aug, 2024)

In this study, the researcher expected to interview 80 respondents (100%), however, the researcher was able to interview 78(97.5%) with only 02(2.5%) that did not participate. This implies that the researcher was successful in getting majority of the expected respondents who participated in the study.

4.2 Demographic characteristics of respondents

This section described the age, sex, marital status, level of education and religious affiliation.

4.2.1 Age of the respondents

Table 4.2: the age of the respondents.

Years	Frequency	Percentages
13-20	32	40.0
21-30	18	22.5
31-35	15	18.75
40-49	09	11.25
50 above	06	7.5
TOTAL	80	100

Source: Primary Field Data (Aug, 2024)

The data from research study showed that the respondents in the age bracket of (13-20) were represented by 32(40.0%), (21-30) were represented by 18(22.5%), (31-35) were represented by 15(18.75%), (440-49) were represented by 9(11.25%) and the least being 50 above with 06(7.5%).The implication behind this is that the majority of the pupils are below the age of 19 years,. This was followed by 21-35and this indicates that most of the teachers are at the age of 21years and above while those above of 50 years were the least and it includes head teachers and few retired parents and local leaders. These were few and had problems of sight. In most cases they use spectacles. This also implied that, the researcher provided an equal opportunity for all respondents of different age groups to participate in the study for accuracy and uniformity

4.2.2 Sex of the respondents

Table 4.3: the sex composition of the respondents

Sex	Number	Percentage
FEMALE	43	53.75
MALE	37	46.25
TOTAL	80	100

Source: Primary Field Data (Aug, 2024)

Findings from the table 4.4 above showing the sex of respondents indicated that (43)53.75% were females whereas the male respondents represented by (165) (46.25%), this indicates that the researcher was gender sensitive and provided opportunity to both genders to express their views however the large female response could be attributed to the fact there were more females in comparison to the males in the research study area.

4.2.3 Marital status of the respondents

The table 4.4: the marital status of the respondents.

Category	Number of respondents	Percentages
Single	32	40
Married	19	23.75
Separated	17	21.25
Widowed	07	8.75
Divorced	05	6.25
Total	80	100%

Source: Primary Field Data (Aug, 2024)

According to table 4.4 above, single respondents were represented by 32(40%) and this made the highest response. These were mainly school children and had information about the study in question. This was followed by the married respondents who made 19(23.75%). The separated were represented by 17(21.25%), the widowed were represented by 7(8.75%) and divorced were rated at 5(6.25%). From the table above, it therefore revealed that the majority of the respondents were single and these were children taking on studies at school.

4.2.4 Level of education

The table 4.5: The level of education of the respondents.

Level of Education	Frequency	Percentages
Unskilled	38	47.5
Certificate	29	36.25
Degree	12	15
Master	01	1.25
Total	80	100

Source: Primary Field Data (Aug, 2024)

The findings from the table 4.5 above indicated that 38(47.5%) were unskilled though had reached primary. 29(36.25%) had acquired certificates. This is attributed to the fact that having a certificate was one of the requirements to be recruited in the public service as teacher. 12(15%) had acquired degrees while 1(1.25%) of the respondents were masters' holders. From the findings, it is true that the majorities of the respondents were learnt and live in the civil society. Most of the respondents who had acquired degrees were mainly head teachers hence a requirement for one to be appointed as a head teacher in primary schools. Those with a master's degree had an added advantage for becoming head teachers.

4.2.5 Religion

Table 4.6: the religious affiliations of the respondents

Religion	Number	Percentage
Islam	31	38.75
Christianity	49	61.25
TOTAL	80	100

Source: Primary Field Data (Aug, 2024)

In line with table 4.6 above, the research findings indicated that the majority of the respondents 49(61.25%) were Christians and this could be because generally the Christians were more than the Muslims in most secondary schools in Namisindwa Town Council, Namisindwa District. The least response came from the Muslims who made 31(38.75%). The low response was attributed to the fact there were few Muslims generally compared to the Christians counterparts in the Sub-county.

4.3 Kinds of Instructional Materials in Namisindwa Town Council, Namisindwa District.

The respondents were asked to state the kinds of instructional materials used in their classrooms and the following responses were captured as indicated below; strongly agree and agree were taken to be positive responses. Disagree and strongly disagree were taken to be negative responses.

Table 4.7 Kinds of Instructional Materials in Namisindwa Town Council

Response rate	Frequency of positive responses	Percentage
Text books help to give content	45	76.27
Charts promote incidental learning	41	69.49
Audio tapes help to bring reality to the classroom	39	66.90

Exercises reinforce concepts taught in classroom	38	64.40
Study guides and tours supplement classroom instruction	40	67.79

Source: Primary Field Data (Aug, 2024)

From the table above, 4.7 it indicated the kinds of instructional materials available influence the academic performance in science in Namisindwa Town Council. From the findings, it was revealed that text books are commonly available in the Town Council and help to give content. Text books were supported by 45(76.27%) of the respondents who strongly agreed that without textbooks, content delivery can be so challenging. This observation rhymes with Farombi, (1998), who explained that 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 resources to students' academic performance serve critical in the provision of quality education. Efficiency and high productivity in teaching and learning transaction. In my views, start from the access to quality and adequate instructional materials, and these should be prepared well before the class interaction.

Secondly, charts were proposed by 41(69.49%) of the respondent who strongly agreed that charts were available and used as instructional materials in the Town Council. They asserted that when used in the classroom situation, they promote incidental learning. This was in line with Bernard Chemwei (2015), who conducted a study on Availability and use of Instructional Materials in the Teaching of Science in Kenya, found out that the kinds of instructional materials are charts, 36(90%) indicated that they were available while 4(10%) said they were not available. In

contrast, for audio tapes 2(5%) agreed while 38(95%) disagreed that they were available. The absence of these resources could be attributed to the lack of electricity in most rural schools. This may have made the learners miss out on the development of listening skills as well as bringing reality into the lesson thus making the content applicable to their lives.

39(66.10%) of the respondents suggested that audio tapes are used in the Town Council to help bring reality to the classroom. They asserted that audio tapes interest learners in the lesson and makes the teacher's work very easy. This was in agreement with Regina (1992), who found out that audio tapes as a kind of material bring reality into the classroom and add interest and enjoyment to the lesson. She added that school radio were also important but some schools didn't have them. Pupils should be exposed to radio lessons since they are tailored to provide perfect learning based on thorough preparation by KIE standards (Jacinta and Regina, 1992).

Furthermore, 38(64.40%) of the respondents indicated that exercises are used in Namisindwa Town Council to reinforce concepts taught in classroom. This was in line with (Hills, P.C., (1982), who illustrated that instruction is more enjoyable with interactive exercises for early childhood education covering language arts, mathematics and science. The exercises have been carefully developed to coincide with educational objectives, and are best used to reinforce concepts taught in the classroom. Pupils can work independently to complete the exercises, giving them valuable extra practice basic skills. Topics include: basic mathematical functions, fractions and decimals grammar, reading comprehension, and introductory concepts in earth, life and physical sciences.

Study guides and tours were proposed by 40(67.79%) of the respondents who strongly agreed that for the science subject to be taught well and understood, the theoretical classroom should be integrated with reality. They said that study tours do a lot to bring the theory to reality to

strengthen the learners' understanding. This is in line with Kadzera, C.M., (2006), who pointed out that Study Guides and tours are designed to supplement school instruction. The instructional material is intended to strengthen a student's understanding of the major concepts and ideas related to a topic. The study guides enable revision and practice, and provide an extension of classroom learning. The carefully designed activities test knowledge and understanding of what has been taught in the study guide panels. The additional Web links and resources further enhance and stimulate instructional and motivation.

4.4 Effect of Instructional Materials on Academic Performance of Learners in Namisindwa Town Council, Namisindwa District.

The respondents were asked to state the effects of instructional materials on learners' academic performance. The following responses were captured as indicated in table 4.8 below;

Table 4.8 Effect of Instructional Materials on Academic Performance of Learners in Namisindwa Town Council,

Response rate	Frequency of positive response	Percentage
Instructional materials aid learners to have practical experiences	39	66.10
Instructional materials aid bring life to learning by stimulating learners' interest	40	67.79
Instructional materials help achieve teaching and learning objectives	45	76.27
Instructional materials help in proper implementation of the curriculum	40	67.79
Instructional materials enable learners to have a clear	38	64.40

understanding		
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Source: Primary Field Data (Aug, 2024)

From table 4.8 above, it is indicated that instructional materials aid learners to have practical experiences. They asserted that the use of instructional materials aids capture learners' attention and make learning more enjoyable was supported by 39(66.10%) of the respondents who strongly agreed that instructional materials make learning practical. This Ikwuka & Usifoh, (2016), explained that it is very important to use instructional aids aid learners to have practical experiences on top of helping them in instructional delivery to make students understand concepts and acquire more knowledge for promotion of academic standards in science related subjects in schools. Besides, Agbo et al, (2019), had earlier stressed on the importance of availability of instructional materials to achieving effectiveness in educational delivery and supervision in the school system. They note that basic materials and textbooks, chalkboard and essential equipment like computers, projectors, television, etc. are not readily available in many schools hence affects learning

40(66.79%) of the respondents indicated that instructional materials aid bring life to learning by stimulating learners' interest. They explained that instructional materials support different learning styles that caters for visual, auditory and kinesthetic learners. This assertion rhymes with Kadzera, (2006), who illustrated that instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end

Instructional materials help achieve teaching and learning objectives was supported by 45(76.27%) of the respondents who found out that teachers are required to plan when to

incorporate materials into their lesson. This makes students interactive and engage in understanding. This was in agreement with Kochhar, (1991), who confirmed that it is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. Some of the instructional materials necessary for effective teaching and learning of Science include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television. The importance of the use of these materials cannot be underscored. This has been emphasized by a number of scholars.

In addition 40(67.79%) of the respondents strongly agree that instructional materials help in proper implementation of the curriculum. They indicated that instructional materials help teachers to give clear and precise instructions that help them focus on the learning objectives that are stipulated in the curriculum. This matches with Lockheed (1991), who says that instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them. Kochhar (1991) adds that a teacher who has adequate and relevant teaching facilities is more confident, effective and productive. Similar sentiments are shared by Steel (1983) who asserts that relevant instructional materials enable the learners to have a clear understanding of content.

Instructional materials enable learners to have a clear understanding was reported by 38(64.40%) of the respondents who believed that integrating materials into lessons and provide clear instructions that make understanding easy and practical. Manjale & Abel, (2017) are in agreement with the assertion when they say instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. According to Sampath

(1990), people learn more through the senses of sight and hearing compared to other senses. Learners from families of high socioeconomic status tend to experience fewer academic difficulties than learners from families of low socio economic status or those parents whose hearing are impaired.

4.5 Challenges teachers face in accessing instructional materials in Namisindwa Town Council

After interaction with respondents on different fora’s, they reported various challenges teachers face in accessing instructional materials to boost learners’ academic performance.

Table 4.9: Challenges teachers face in accessing instructional materials in Namisindwa Town Council

Response rate	Frequency of positive responses	Percentage
Lack of funding by the government and community makes it difficult for teachers to access materials	46	77.96
Poor remuneration of teachers affects accessibility of instructional materials	43	72.88
Teachers lack exposure and limited accessibility to modern instructional materials	41	69.49
Poor school fencing and shutting of schools makes it difficult for teachers to make materials	41	69.49
Poor government policies cause poor access to instructional materials	37	62.71

Source: Primary Field Data (Aug, 2024)

From table 4.9 above, 46(77.96%) of the respondents suggested that lack of funding by the government and community makes it difficult for teachers to access materials. They said that one of the big challenges that teachers in community schools face in accessing instructional materials is meager funds provided by the government to community schools for purchasing instructional materials. In an interaction with the head teachers, they indicated that;

Government and community funding can indeed impact on the ability of the teachers to access instructional materials. Budget constraints often lead to shortages of educational resources and supplies, making it challenging for educators to provide the best learning experience. Teachers might have to rely on personal funds or donations to bridge the gap. Therefore, to address the issue, there is need to advocate for increased funding, by exploring alternative resources such as organizations to support educational needs...

The assertion was in agreement with Uwazi, (2010), who illustrated that community secondary schools depend to the large extent on the government for funding. Very little support is received from local government and communities around the schools most especially 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.

Secondly, 43(72.88%) of the respondents said that poor remuneration of teachers affects accessibility of instructional materials. They said that teachers are paid meager funds that leave

the stressed. They can't actually think of parting with the little they get to buy instructional materials for the learners. In an interaction with the head teachers, they noted that;

Yes, poor remuneration of teachers affects their ability to effectively use instructional materials. Teachers in the Town Council are underpaid and struggle to afford necessary resources to buy materials to use in the teaching. The truth is that teachers feel less motivated and engaged and this affects the use of the available materials...

Onche, (2014), contends 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). According to Uwazi, (2010), the academic and intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction. Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional materials.

Lack of exposure and limited accessibility to modern instructional materials by teachers was reported by 41(69.49%) of the respondents who pointed out that teachers don't have access to ongoing training and workshops to help them better their skills of how materials are used. In an interview with the head teachers, they explained that;

It's true that teachers are not aware of new instructional materials and innovative teaching strategies. They rarely engage with peers and other educational communities to share the best practices to discovering new materials and approaches. Generally, there is limited access to

diverse instructional materials that hinder teachers' ability to utilize various teaching materials...

This was in line with Olayinka, (2015), who noted that another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most community primary schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials in Science. 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.

Furthermore, poor school fencing and shutting of schools makes it difficult for teachers to make materials was proposed by 41(69.49%) of the respondents who strongly agreed that instructional materials are at times destroyed by the community is schools are not fenced. In an interview with the head teachers, they said that;

Fencing and closure of schools can lead to deterioration or damage of instructional materials. Most primary schools in the Town council are not fenced. Some of them do not have shutters. Teachers struggle to make instructional materials but the community destroys them. It's also true that there are lessons that are conducted under tree shades. There is no way a teachers can make and used materials in such environments...

37(62.71%) of the respondents confirmed that poor government policies cause poor access to instructional materials. They said that the government of Uganda uses outdated policies that make funding very difficult. There is also inequitable distribution of resources with some schools lacking adequate materials while others have an overabundance. Head teachers, in an interaction with them said;

Insufficient budget allocations for education can lead to a shortage of essential instructional materials, such as textbooks, technology, and lab equipment. Also, inefficient administrative processes can delay the procurement, distribution, and implementation of instructional materials, impacting their availability and usefulness.

This was in line with Uwazi, (2010), who pointed out that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to community primary 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 resources 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.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, conclusions and recommendations on study findings and areas for further study. These are all based on research objectives.

5.1 Summary of findings

Objective one aimed at finding out the kinds of instructional materials on academic performance of learners in primary schools in Namisindwa Town Council, Namisindwa District. The results from the findings presented by the respondents **45(76.27%)** show that the commonly used kind of instructional material is text books which are reliable with logical content to aid implement the curriculum and which makes learners to improve their academic progress. This was followed by other kinds of materials such as; Charts **41(69.49%)** agreed that charts are commonly available and are used by teachers to engage learners in class activities. **39(66.10%)** of the respondents indicated that audio tapes help to bring reality to the classroom. **38(64.40%)** agreed that exercises reinforce concepts taught in classroom to improve their performance and study guides and tours that supplement classroom instruction was proposed by **40(67.79%)** respectively.

The findings from the second objective indicated that an instructional material greatly affects academic performance of learners. Instructional materials aid learners to have practical experiences which seemed to be the leading effect on performance as suggested by **39(66.10%)** of the respondents. This was followed by other effects such as; instructional materials aid bring

life to learning by stimulating learners' interest was proposed by 40(66.79%) of the respondents, Instructional materials help achieve teaching and learning objectives as suggested by 45(76.27%) of the respondents, instructional materials help in proper implementation of the curriculum was proposed by 40(67.79%) and instructional materials enable learners to have a clear understanding was suggested by 38(64.40%) respectively.

Objective three sought to establish the challenges teachers face in accessing instructional materials in Namisindwa Town Council, Namisindwa District. Majority of the respondents proposed 46(77.96%) of the respondents suggested that lack of funding by the government and community makes it difficult for teachers to access materials. They said that one of the big challenges that teachers in community schools face in accessing instructional materials is meager funds provided by the government to community schools for purchasing instructional materials. In an interaction with the head teachers, they indicated that;

Government and community funding can indeed impact on the ability of the teachers to access instructional materials. Budget constraints often lead to shortages of educational resources and supplies, making it challenging for educators to provide the best learning experience. Teachers might have to rely on personal funds or donations to bridge the gap. Therefore, to address the issue, there is need to advocate for increased funding, by exploring alternative resources such as organizations to support educational needs...

The assertion was in agreement with Uwazi, (2010), who illustrated that community secondary schools depend to the large extent on the government for funding. Very little support is received from local government and communities around the schools most especially 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 leaching 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.

Secondly, 43(72.88%) of the respondents said that poor remuneration of teachers affects accessibility of instructional materials. They said that teachers are paid meager funds that leave them stressed. They can't actually think of parting with the little they get to buy instructional materials for the learners. In an interaction with the head teachers, they noted that;

Yes, poor remuneration of teachers affects their ability to effectively use instructional materials. Teachers in the Town Council are underpaid and struggle to afford necessary resources to buy materials to use in the teaching. The truth is that teachers feel less motivated and engaged and this affects the use of the available materials...

Onche, (2014), contends 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). According to Uwazi, (2010), the academic and intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction. Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional materials.

Lack of exposure and limited accessibility to modern instructional materials by teachers was reported by 41(69.49%) of the respondents who pointed out that teachers don't have access to

ongoing training and workshops to help them better their skills of how materials are used. In an interview with the head teachers, they explained that;

It's true that teachers are not aware of new instructional materials and innovative teaching strategies. They rarely engage with peers and other educational communities to share the best practices to discovering new materials and approaches. Generally, there is limited access to diverse instructional materials that hinder teachers' ability to utilize various teaching materials...

This was in line with Olayinka, (2015), who noted that another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most community primary schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials in Science. 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.

Furthermore, poor school fencing and shutting of schools makes it difficult for teachers to make materials was proposed by 41(69.49%) of the respondents who strongly agreed that instructional materials are at times destroyed by the community is schools are not fenced. In an interview with the head teachers, they said that;

Fencing and closure of schools can lead to deterioration or damage of instructional materials. Most primary schools in the Town council are not fenced. Some of them do not have shutters. Teachers struggle to make instructional materials but the community destroys them. It's also true that there are lessons that are conducted under tree shades. There is no way a teacher can make and used materials in such environments...

37(62.71%) of the respondents confirmed that poor government policies cause poor access to instructional materials. They said that the government of Uganda uses outdated policies that make funding very difficult. There is also inequitable distribution of resources with some schools lacking adequate materials while others have an overabundance. Head teachers, in an interaction with them said;

Insufficient budget allocations for education can lead to a shortage of essential instructional materials, such as textbooks, technology, and lab equipment. Also, inefficient administrative processes can delay the procurement, distribution, and implementation of instructional materials, impacting their availability and usefulness.

This was in line with Uwazi, (2010), who pointed out that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to community 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 resources 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.

5.2 Conclusion

The study concluded that the instructional materials play a very crucial role on the learners' academic performance. The researcher was able to confirm the presence of instructional materials facilitate learning in the primary schools in Namisindwa Town Council, Namisindwa District. When investigated, the commonly used materials are: textbooks, charts, study guides and tours, exercises and audio tapes. The study also confirmed that an instructional material positively influences learners' academic progress by making learning practical. The study also indicated that teachers face challenges in accessing instructional materials which makes learning very difficult. The following conclusions were based on the study objectives;

5.2.1 Objective one

The first objective concluded that pupils recognize the fact that instructional materials are based on various kinds that affects the pupils' academic performance and if not well utilized, hinders their academic progress and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

5.2.2 Objective two

This objective concluded that instructional materials affect learners' academic performance and should be cherished as much as possible.

5.2.3 Objective three

This objective concluded that teachers face a lot of challenges in accessing the instructional materials in the Town Council. The prevalent challenges included; Lack of funding by the government and community makes it difficult for teachers to access materials, Poor remuneration of teachers affects accessibility of instructional materials, Teachers lack exposure and limited accessibility to modern instructional materials, Poor remuneration of teachers

affects accessibility of instructional materials, Teachers lack exposure and limited accessibility to modern instructional materials and Poor school fencing and shutting of schools makes it difficult for teachers to make materials

5.3 Recommendations

It was recommended that there should be adequate supply and maintenance of instructional materials across the primary schools in the Town Council

Emphasis should be given on the use of instructional materials when teaching science and other related subjects.

Free access to instructional materials to be given to learners in order to explore the full potential of learners

Government to provide capital generating programmes and strengthen legal and policy framework that allows that the constitution to provide instructional materials to schools to boost the academic performance of learners.

5.4 Areas for further Study

The study should be carried out in various districts to have a comparative analysis of the findings from different views of stakeholders in order for the government to make right decisions.

A study should be conducted to examine impact of instructional materials across other subjects.

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<https://www.len.com.ng/csblogdetail/277/Meaning-and-Objectives-of-Social-Studies>
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APPENDICES

APPENDIX: I

QUESTIONNAIRE FOR TEACHERS

IMPACT OF INSTRUCTIONAL MATERIALS ON LEARNERS' ACADEMIC PERFORMANCE IN SCIENCE IN SELECTED PRIMARY SCHOOLS IN NAMISINDWA TOWN COUNCIL NAMISINDWA DISTRICT

Dear respondent,

I am Khwaka Stella 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 I am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 10-16 (), 17-26 (), 27-36 (), 37-46 (), 47-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Primary (), Secondary (), College/University ()
4. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the study variables

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Kinds of instructional materials	SA	A	D	SD
1. Text books help to give content.				
2. Charts promote incidental learning.				
3. Audio tapes help to bring reality to the classroom.				
4 Exercises reinforce concepts taught in classroom				
5. Study guides and tours supplement classroom instruction				
Effects of instructional materials	SA	A	D	SD
6. Instructional materials aid learners to have practical experiences				
7. Instructional materials aid bring life to learning by stimulating learners' interest				
8. Instructional materials help achieve teaching and learning objectives				
9. Instructional materials help in proper implementation of the curriculum				
10. Instructional materials enable learners to have a clear understanding				
Challenges teachers face in accessing instructional materials	SA	A	D	SD
11. Teachers lack exposure and limited accessibility to modern				

instructional materials?				
12. Poor remuneration of teachers affects accessibility of instructional materials?				
13. Lack of funding by the government and community makes it difficult for teachers to access materials?				
14. Poor school fencing and shutting of schools makes it difficult for teachers to make materials?				
15. Poor government policies cause poor access to instructional materials?				

2 Give other kinds of instructional materials that are commonly used in Namisindwa Town Council

.....

3. What do you think can be done to effectively use the instructional materials to foster performance in Science?

.....

4. Give your own view about the effectiveness of instructional materials

.....

5. Mention some the protruding challenges that teachers face in accessing instructional materials in the town council.

.....

.....

6. Do you think these challenges can be mitigated?

Yes () No ()

7. If yes, explain how the challenges could be mitigated.

.....
.....

THANK YOU

APPENDICES

APPENDIX: II

QUESTIONNAIRE FOR LEARNERS

IMPACT OF INSTRUCTIONAL MATERIALS ON LEARNERS' ACADEMIC PERFORMANCE IN SCIENCE IN SELECTED PRIMARY SCHOOLS IN NAMISINDWA TOWN COUNCIL NAMISINDWA DISTRICT

Dear respondent,

I am Khwaka Stella 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 I am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 1- 4 (), 5- 8 (), 9-12 (), 13- 16 (), 17and above ()
2. Education level: Primary (), dropped out of school ()

SECTION B: Questions on the study variables

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

	SA	A	D	SD
There is well equipped library with science books in my school.				
My school provide enough instructional materials while learning science.				
Teachers teach using instructional materials.				
Male students have enough time to read and understand science than female students.				
My teachers use real life objects like living things within the school community				
Using instruction materials in science has no effects on learner's academic performance.				
Time allocated for teaching and learning of science in upper primary is not enough				
Learners taught with instructional materials perform more better than learners taught without instructional materials in science.				

THANK YOU

APPENDIX: III

INTERVIEW GUIDE FOR THE HEAD TEACHERS

Introduction

I am Khwaka Stella a student of Uganda Christian University, department of education conducting research on the impact of instructional materials on the academic performance of learners in Science in Namisindwa Town Council, Namisindwa District. 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 I am grateful for giving your fortified audience.

1. How have you as a head teacher responded to the issue of instructional materials in your school?

.....
.....

2. What are some of the kinds of instructional materials that can be used by teachers for effective teaching?

.....
.....

3. In which way have the teachers responded to the development and use of instructional materials?

.....
.....

4. Do you as a head teacher recommend using them; Yes or No?

a) If yes, support your answer

.....
.....

5. Explain the effects of instructional materials to the teaching of Science?

.....
.....
.....

6. Mention some the protruding challenges that teachers face in accessing instructional materials in the town council.

.....
.....

7. Do you think these challenges can be mitigated?

Yes () No ()

8. If yes, explain how the challenges could be mitigated.

.....
.....

Thank you

APPENDIX IV

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 V INTRODUCTORY LETTER



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

Office of the Academic Registrar

To the headteacher
Soul Nursing and primary
school.
Dear Sir/Madam,
Re: Academic Research
Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss Kibuka
Of Registration Number; BT201MUC12501018 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree Bachelor's Degree

He/ she is required to carry out an academic research on the topic
Impact of instructional materials on learners' academic performance
in science in selected schools in Namisindwa TDC council,
Namisindwa 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,

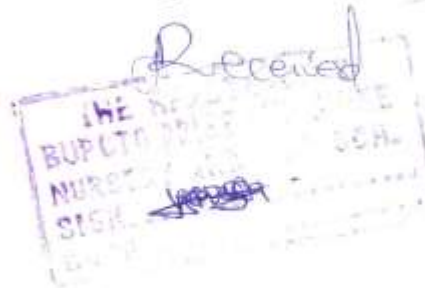
Mr. Akampurira Timothy 19 FEB 2024
Academic Registrar



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

Office of the Academic Registrar

To the headteacher
Bupoto Nise and shine
Nursery and primary school
Dear Sir/Madam,
Re: Academic Research
Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss Khigara Stella
Of Registration Number; P1220001021018 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree Bachelor's Degree

He/ she is required to carry out an academic research on the topic
Impact of instructional materials on learning academic
performance in science in selected schools in Namisindwa
town council Namisindwa 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,


.....

Mr. Akampurira Timothy
Academic Registrar

19 FEB 2024



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

Office of the Academic Registrar

To: the Director

Enquire pls.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss. Kimberly Stella

Of Registration Number: 822200018501010 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree Bachelor's Degree

He/ she is required to carry out an academic research on the topic

Impact of autonomous models on teachers' academic performance in science in selected schools in Mbarara 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,

Mr. Akampurira Timothy

Academic Registrar



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

Office of the Academic Registrar



To the headteacher
Matuwa etc.

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

We are honored to introduce to you Mr. Mrs./Miss Kiwaza Stella
Of Registration Number: B322MUK/REG/018 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree Bachelor's Degree

He/ she is required to carry out an academic research on the topic
Impact of instructional materials on learners' academic performance
in science in selected schools in Kamukama 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,

Mr. Akampurira Timothy 19 FEB 2024
Academic Registrar

APPENDIX VI

A MAP OF NAMISINDWA SHOWING THE AREA OF STUDY

