

**IMPACT OF INSTRUCTIONAL MATERIALS ON THE ACADEMIC PERFORMANCE
OF LEARNERS IN SOCIAL STUDIES IN SOUTH DIVISION KUMI
MUNICIPAL COUNCIL, KUMI DISTRICT**

BY

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APPROVAL

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

Signed: 

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Date: 31st May 2024

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 wife and children for their support and patience they rendered to me during my stay at Uganda Christian University.

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To God without whose sufficient grace and divine provision I could not have accomplished this laborious work. I express my humble gratitude to my supervisor Mr. Hasahya James Wangwe for his scholarly guidance and perpetual encouragement. Acknowledgements will be incomplete without profound regards to my respondents; teachers, and head teachers from the sampled schools in South Division, Kumi Municipal Council, Kumi 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. I also extend my sincere thanks to my course mates especially; Ms. Wabusa Milly Becca, Ms. Agwanga Stella and Mr. Okello Aedeke Solomon, notably for their fruitful academic discussions, professional encouragement and support. I wish to extend a vote of thanks to my relatives for their moral and spiritual guidance that made me bold and have focus on my studies. Finally, I extend my heartfelt gratitude to my lovely mother for her parental care and love that inspired me throughout my academic life.

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
SST:	Social Studies
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

ABSTRACT

The study examined “the impact of instructional materials on the academic performance of learners in Social Studies in South Division, Kumi Municipal Council, Kumi District.” The study was guided by the following objectives; to analyze the kinds of instructional materials on the academic performance of learners in Social Studies; to examine the effects of instructional materials on the academic performance of learners in Social Studies. The study used a descriptive research design. Data was collected from 80 respondents using self-administered questionnaires for both quantitative and qualitative methods and interview checklist. This chapter presents findings on the impact of instructional materials on learners’ academic performance of Social Studies in selected public primary schools in South Division, Kumi Municipal Council, Kumi district. The respondents were asked to state the kinds of instructional materials that affect learners’ performance in selected schools. In addition to the above, some respondents supported the issue that instructional materials aid learners to have practical experiences, in line with the findings from the research study, the research instruments used for data collection were relevant as they analyzed the data and ensured reliability and validity of the findings got from the study area, the study focused on the impact of instructional materials on learners’ academic performance of Social Studies in selected public primary schools in South Division, Kumi Municipal Council, Kumi district. From the fore going chapters, it can therefore be evident that instructional materials greatly impacts on the learners’ ability to progress as it acts as a stimulus to faster learning through guided and independent research. Absence of instructional materials leads to poor performance on the side of learners and strains the teachers on time of instruction. It was recommended that management, government and other stakeholders be involved in the monitoring of teachers’ performance in primary schools of South Division, Kumi Municipal Council, Kumi district; head teachers to carry out regular supervision to promote quality teaching and learning, promote control measures that motivate the teachers to improve on their performance; teachers to realize that the use of instructional materials during lessons simplifies content and brings distant events into classroom situations for easy understanding. There is need to intensify monitoring and inspection to encourage teachers to keep track of preparation tools such as lesson plans, schemes of work, lesson notes, and records of work covered, instructional materials to ensure effective delivery and quality education.

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 Social Studies. Attesting to this, Olayinka (2016), maintains that Social Studies is a science discipline that refines and modifies the sensibilities of an individual making him a responsible member of the community. According to Adesina (2019), Social Studies is a general term that combines all the disciplines that deal with human populations, circumstances, psychosomatic understanding among others. Sulaiman (2020) perceives Social Studies as a study focused on man as it relates to his physical, economic, social and psychological settings. This implies that Social Studies prepares man for a responsible and good life. Ajibola (2019) asserts that the primary aim of Social Studies is to promote civic responsibilities in pupils, inculcating in them the skills of critical and flexible thinking necessary for making sensible judgements 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 Social Studies 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 Onyeachu (2018) opine that instructional materials simplify classroom activities for children of Social Studies 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 Social Studies teachers and students.

However, Onajite et al (2019) discovered that Social Studies 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.

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 Social Studies. 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 Social Studies in examinations owing to improper teaching methods adopted by teachers and lack of essential teaching aids for instructional delivery (Onajite et al (2019). According to the chief examiner's report on the February 2017, Uganda National Examinations Board (UNEB) emphasizes that poor performance in Social Studies was recorded in some areas with Kumi inclusive. Furthermore, in April, 2018, the area inspector of schools in Kumi District reported that candidates showed significant weakness in Social Studies leading to massive failure. The report stressed that some of the weaknesses observed from candidates in the Division particularly pointed to their inability to view and use instructional materials. 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 was upon this background that

the researcher sought to examine the impact of instructional materials on the academic performance of learners in Social Studies in South Division, Kumi Municipal Council, Kumi District.

1.3 Purpose of the Study

The study examined the impact of instructional materials on the academic performance of learners in Social Studies in South Division, Kumi Municipal Council, Kumi District.

1.4 Specific Objectives

The study was guided by the following objectives;

1. To analyze the impact of instructional materials on the academic performance of learners in Social Studies.
2. To examine the effects of instructional materials on the academic performance of learners in Social Studies.
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 Social Studies?
2. What are the effects of instructional materials on the academic performance of learners in Social Studies?
3. What 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

Kumi District is a district in the Eastern Region. The town of Kumi hosts the district headquarters. Kumi District bordered by Katakwi District to the north, Nakapiripirit District to the northeast, Bukedea District to the east, Pallisa District to the south, and Ngora District to the west. The 'chief town' in the district is Kumi, which is located approximately 54 kilometres (34 mi)}, by road, southeast of Soroti, is the largest town in Teso sub-region. The coordinates of the district are: 01 30N, 33 57E. Generally, the study was conducted in Kumi South Division which is bordered by North Division to the North, Kanyumu sub-county to the south, Nyero sub-county to the west and Atutur sub-county to the East. The following schools were used in the study; St. Mathias Aputon primary school, Wiggins primary school, Aterai primary school, Aburbur primary school and Kumi Girls' primary school.

1.6.2 Content Scope

The study examined the impact of instructional materials on the academic performance of learners in Social Studies in South Division, Kumi Municipal Council, Kumi District.

1.6.3 Time Scope

The study was limited to three years from 2021 to 2023. This period is considered because it was within this time that Social Studies 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.

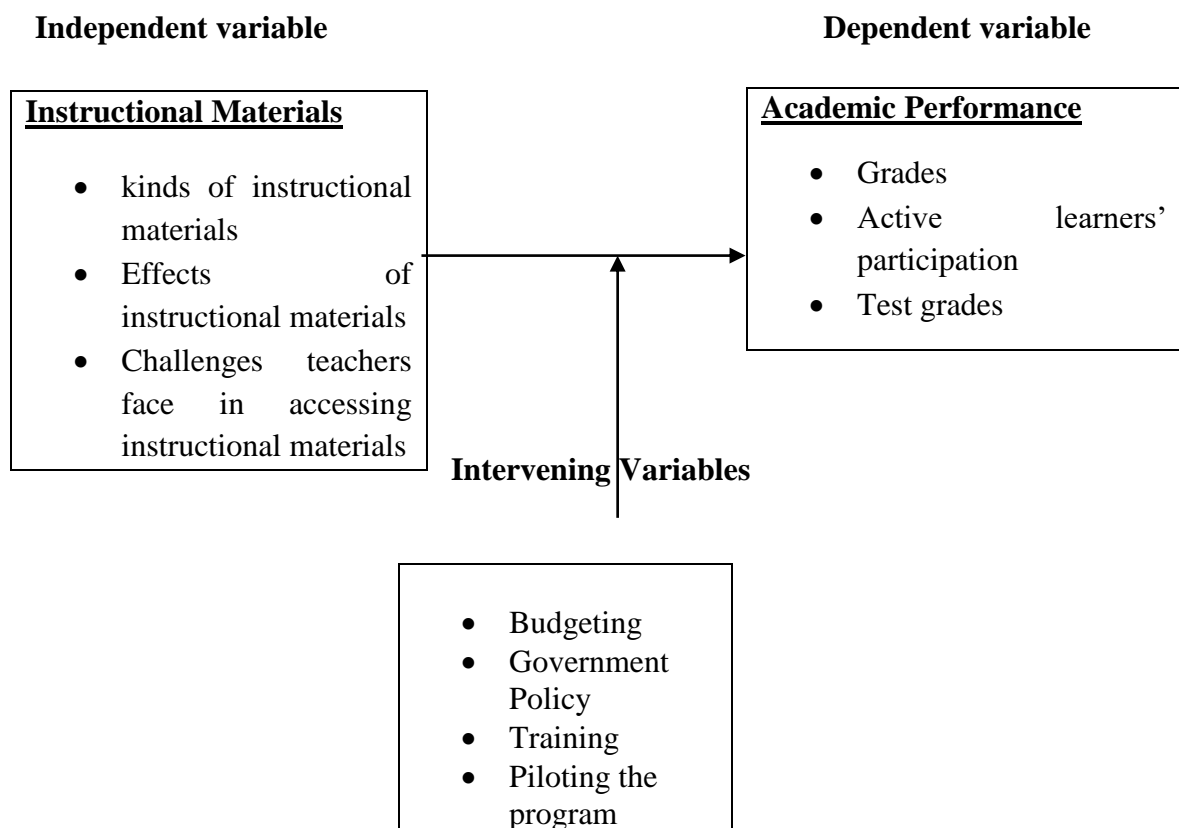
Secondly, Policy makers, School Management Committee members (SMC), Parents Teachers Association (PTA) and head teachers might use this research to identify major strategies to enhance the academic performance for purposes of enhancing teachers' creativity in the provision of instructional materials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

It is also hoped that the Kumi 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 Social Studies.

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. Instructional materials, is conceptualized in terms of the kinds such as 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, 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.

1.10 Limitations of the Study

The researcher encountered the following challenges:

Some respondents were biased during the time of giving their responses on the research tools.

Weather changes in Kumi for example during dry season limited accessibility to some respondents because it used to be very hot.

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

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

1.11 Delimitations

The study was limited to Kumi South Division due to limited time and funds that never allowed the researcher to explore the whole Kumi district.

The research tools with difficult terms to respondents to interpret and make any response simplified through a translation

Financial constraints were evident however, the researcher solicited enough funds from his school SACCO account to enable him do the work.

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 concerned the instructional materials with an emphasis on primary schools in Uganda. The review helped the researcher to document what other researchers had done and identify the knowledge gap. The materials that were used in the review included magazines and journals on instructional materials and related websites over the internet.

2.1 Kinds of Instructional Materials Animations:

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 Social Studies 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 Social Studies. 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 Social Studies. However, Lockheed, insists that most primary schools are generally ill-equipped with the instructional materials needed for effective teaching of Social Studies

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 Social Studies. 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 Social Studies 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 social studies. 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.

2.3 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 Social Studies 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 Social Studies in selected public primary schools in South Division, Kumi Municipal Council, Kumi 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 South Division, Kumi Municipal Council, Kumi District. The study utilized a mixed method in which both quantitative and qualitative methods of data collection was 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 in government aided primary schools in South Division, Kumi Municipal Council, Kumi District. The use of both qualitative and some quantitative methods concurrently is supported by Amin (2005) especially where the study involved investigating people's opinions.

3.2 Area of Study

Geographically, the study was conducted in Kumi South Division which is bordered by North Division to the North, Kanyumu sub-county to the south, Nyero sub-county to the west and Atutur sub-county to the East. The following schools were included in the study; St. Mathias Aputon primary school, Wiggins primary school, Aterai primary school, Aburbur primary school and Kumi Girls' 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 comprises 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 III).

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 required 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 Social Studies in selected public primary schools in South Division, Kumi Municipal Council, Kumi District.

3.5 Data Collection Methods and Instruments

Both primary and secondary data was collected in order to enrich the study. Secondary data was be 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 was 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 were 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 Joykim Nursery and Primary School located in Kumi Municipality 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 Kumi South Division. This was done to discover the ambiguities and some grammatical errors in the question items before they are 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 his 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 0.85 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 was taken as a reasonable measure of internal reliability. Since the score that was obtained was estimated at 0.818 which was above 0.7; the instrument was adopted as being reliable. The points below are achieved when the valid items are 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 him as a student of the University from the Department of Education. The head teachers of the selected schools of Kumi South Division helped the researcher to collect data by giving him a go ahead. The researcher then collected the data in the Division.

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 was collected from interviews and questionnaires was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on pupils' academic performance.

3.9 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 are 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 observe professional ethics in conducting the study. It can be emphasized that this study is original work, and that no known study regarding the impact of instructional materials on learners' academic performance of Social Studies in selected public primary schools in South Division, Kumi Municipal Council, Kumi District had been carried out.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The chapter presents findings on the impact of instructional materials on learners' academic performance of Social Studies in selected public primary schools in South Division, Kumi Municipal Council, Kumi District. A series of self-administered questionnaires and interviews were used to gather data. 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 showing the response rate of the respondents

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

Source: Primary Field Data (April, 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 and gave valid information

4.1.1 Demographic characteristics of respondents

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

Age of the respondents

The table 4.2 below shows the ages of the respondents.

Years	Frequency	Percentages
7-20	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 (April, 2024)

The data from research study showed that the respondents in the age bracket of (07-20) 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 a few of them retired. 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

4.1.2 Sex of the respondents

Table 4.3 showing sex composition of the respondents

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

Source: Primary Field Data (April, 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.

4.1.3 Marital status of the respondents

The table 4.4 below shows the marital status of the respondents.

Category	Number of respondents	Percentages
Single	32	40
Widowed	07	8.75
Separated	19	23.75
Married	17	21.12
Divorced	05	6.25
Total	80	100%

Source: Primary Field Data (April, 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. This was followed by separated respondents who made 19(23.75%). The married were represented by 17(21.12%) and

divorced was rated at 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.

4.1.4 Level of education

The table 4.5 below shows 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 (April, 2024)

The findings from the table 4.5 above indicated that 38(47.5%) were unskilled though had reached primary. 36.25% had acquired certificates. This is attributed to the fact that having a certificate is one of the requirements to be recruited in the public service as teacher. 15% had acquired degrees while 1.25% of the respondents were masters' holders. From the findings in the table above, it therefore showed that the majority of the respondents were learnt and lives 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.

4.1.5 Religion

The table 4.6 below shows the religious affiliations OF the respondents

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

Source: Primary Field Data (April, 2023)

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 because generally the Christians were

more than the Muslims in most primary schools in South Division, Kumi Municipal Council, Kumi District. The least response came from the Muslims who made 31(38.75%). The low response can be attributed to the fact there were few Muslims generally compared to the Christians counterparts in the region.

4.2 To analyze the kinds of instructional materials on the academic performance of learners in Social Studies.

The respondents were asked to state the kinds of instructional materials that affect head learners' performance in selected schools. The following responses were captured as indicated below:

Table 4.7 below shows the kinds of instructional materials that affect head learners' performance in selected schools.

Responses	Frequency	Percentages
Text books help to give content	14	17.50
Exercises that reinforce concepts taught in classroom	10	12.50
Study guides and tours that supplement classroom instruction	11	13.70
Still images and drawings	09	11.25
Charts promote incidental learning	16	20.00
Animation and motion pictures help to learners retrieve information	12	15.00
Hardware educational technology	08	10.00
TOTAL	80	100

Source: Primary Field Data (April, 2023)

From the table above, 4.6 it indicated that learners' performance in SST is seriously affected by instructional materials. Charts promote incidental learning as it determines better results at the time of instruction and as reported by 16(20.00%). This observation rhymes with a study conducted by Bernard Chemwei (2015), on Availability and use of Instructional Materials in the Teaching of Social Studies 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 Text books help to give content 09(11.25%). They asserted that due to increasing enrolments in primary schools text books have become few. In normal circumstance, each learner is entitled to a text book in the teaching learning process in order for them to interact with the books freely. This assertion is in agreement with Farombi, (1998), when he says 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 such as text books can influence the quality of teaching, which can have a 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 depends up on the content in the text book. In my views, start from the access to quality and adequate instructional materials, and these should be prepared well before the class interaction.

From the above analysis, it is important to note that animation and motion pictures help to learners retrieve information to the learners which was proposed by 12(15.00%) of responses. The respondents contended that learners can learn better with pictures that are drawn by teachers to represent real objects. This is supported by Lockheed, M.E., (1991), who points out that pictures also help in the teaching of Social Studies. In a study by Bernard Chemwei (2015), it is further 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 Social Studies. However, Lockheed, insists that most primary schools are generally ill-equipped with the instructional materials needed for effective teaching of Social Studies.

Similarly, 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.

Study guides and tours that supplement classroom instruction still images and drawings was supported by 11(13.75%) where respondents reported that learning is highly influenced by drawings and still images. According to them, it is true that learners learn better with such instructional materials since they can be found within the learning area and environment. This was supported by 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.

As far as exercises that reinforce concepts taught in classroom were concerned, respondents reported that learners are motivated to study by the exercises that are given to them by their

teacher. Exercises that reinforce concepts taught in classroom was reported by 10(12.50) of the respondents. A study by Hills, P.C., (1982), found out 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.

09 (11.25%) contend that still images and drawings boost learning in SST class. This is in agreement with ASESP, (1991), opine 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

Lastly, 08(10.00) of the respondents proposed that hardware educational technology, is yet another very important kind of instructional material used for teaching SST in primary schools. This was supported by views from 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.

4.3 To examine the effects of instructional materials on the academic performance of learners in Social Studies.

After interaction with respondents on different fora's, they reported that **effects of instructional materials on the academic performance of learners in Social Studies** affects learners' performance as discussed in table 4.8 below.

Table 4.8 below shows the effects of instructional materials on the academic performance of learners in Social Studies

Responses	Frequency	Percentages
Instructional materials help achieve teaching and learning objectives	16	20
Instructional materials help in proper implementation of the curriculum	09	11.25
Instructional materials enable learners to have a clear understanding	11	13.75
Instructional materials help teachers to achieve effectiveness	08	10
Instructional materials aid bring life to learning by stimulating learners' interest	18	22.5
Instructional materials aid learners to have practical experiences	13	16.25
Instructional materials help teachers to present content in a logical and sequential way	05	6.25
TOTAL	80	100

Source: Primary Field Data (April, 2023)

Results from table 4.8 were obtained through an interview with head teachers. Based on findings from the Ministry of Education (MOES (2008) and similarly from the National Curriculum Development Centre (NCNC) (2005) as it quoted the MOES circular, no. 2/05 stating that pupils' progress shall be accessed through interaction with positive teaching and

learning (NCDC (2007), the factor of instructional materials aid bring life to learning by stimulating learners' interest was supported by 18(22.5%), where some teachers try their best to have a talking classroom environment. In an interview with the researcher indicated that;

“Instructional materials are a very good force of Support supervision is one of the key elements in judging pupils' progress. For me, I have stimulating learners' interest to support quick and faster mastery of content. This is because learners will take time to see what the teacher is teaching practically and help them perceive it...”

Kadzera, (2006), stressed that 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. This is in agreement with Lockheed's (1991), view when he opines that, the importance of the use of these materials cannot be underscored. This has been emphasized by a number of scholars. Instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them, (Lockheed (1991).

According to Kochhar, (1991), 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 Social Studies include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television. This was supported by 16(20%) of respondents in the study.

“Another head teacher said that some teachers wake up and march to their classes as though they were going to the market. I supervise teachers but some of them teach without instructional materials. SST is a dynamic and historical subject. It requires that teachers try their best to make instructional materials in order to bring the history to reality...”

In addition to the above, some respondents supported the issue that instructional materials aid learners to have practical experiences. This was proposed by 13(16.25) of the respondents when they indicated that;

“Many learners who cannot perceive something theoretically can easily understand it when an instructional material is practically used. Most teachers whose remuneration is poor tend not to bother about developing instructional materials. This is because they are stressed up by their personal issues and additional responsibility makes them think they are overburdened...”

This is in line with Sampath (1990), views when he says that 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. Similarly, 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).

11(13.75) of the respondents posited that instructional materials enable learners to have a clear understanding. This is in agreement with Kochhar (1991), who adds that a teacher who has adequate and relevant teaching facilities is more confident as, 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.

Similarly, 9(11.25%) of the respondents said that instructional materials help in proper implementation of the curriculum. This is in support with Lockheed’s (1991), idea that the importance of the use of these materials cannot be underscored. This has been emphasized by a number of scholars that instructional materials are critical ingredients in learning and that help to implement the curriculum.

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. This was supported by 5(6.25%) respondents who asserted that instructional

materials help teachers to present content in a logical and sequential way. While in an interview with the head teachers, they said;

“A serious teacher goes to class with a scheme of work, lesson plan, lesson notes and a learning aid and teaches sequentially bearing in mind what time the learning aid will appear in the course of the lesson. This therefore, helps them to present their content logically and systematically...”

The above rhymes with what Sulaiman, (2020), said that 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.

08(10%) of the respondents agreed that instructional materials help teachers to achieve effectiveness. While in an interview with some head teachers, they asserted that;

Teachers who accept to teach with learning aids help their learners to understand concepts and acquire more knowledge for promotion of academic standards in SST. This will help the teachers to respect the supervision process since this is what scares them most...”

This view is in agreement with Ikwuka & Usifoh, (2016), who 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 was further suggested 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. This once done will help the teachers in South Division, Kumi Municipal Council, Kumi District to know the strength and weaknesses of each pupil in class and look for the necessary remedy in fostering the performance in Social Studies.

4.5 Conclusion

This chapter presented the presentation, analysis and interpretation of the study findings.

The next chapter presents a summary, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions and recommendations on the impact of instructional materials on learners' academic performance of Social Studies in selected public primary schools in South Division, Kumi Municipal Council, Kumi district and other areas for further study were indicated at the end.

5.1 Summary

In line with the findings from the research study, the research instruments used for data collection were relevant as they analyzed the data and ensured reliability and validity of the findings got from the study area. Respondents were also aware of the relationship between head teachers' supervision and teachers' performance and this encouraged them to respond willingly.

From the table 4.7 as indicated in the first objective, it was proven that instructional materials affect the academic performance of learners in SST. Instructional materials play an important role in the teaching of Social Studies as it determines quick mastery of content. The kind of instructional materials depend upon easy accessibility and the quality. It was proposed that charts promote incidental learning as it determines better results at the time of instruction and as reported by 16(20.00%) as the highest variable.

Results from objective two showed in accordance to table 4.8 18(22.5%) of the respondents reported that instructional materials aid to bring life to learning by stimulating learners' interest where some teachers try their best to have a talking classroom environment. In an interface with the researcher indicated that;

“Instructional materials are a very good force of Support supervision is one of the key elements in judging pupils’ progress. For me, I have stimulating learners’ interest to support quick and faster mastery of content. This is because learners will take time to see what the teacher is teaching practically and help them perceive it...”

Kadzera, (2006), stressed that 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.

5.2 Conclusions

The study focused on the impact of instructional materials on learners’ academic performance of Social Studies in selected public primary schools in South Division, Kumi Municipal Council, Kumi district. From the fore going chapters, it can therefore evident that instructional materials greatly impacts on the learners’ ability to progress as it acts as a stimulus to faster learning through guided and independent research. Absence of instructional materials leads to poor performance on the side of learners and strains the teachers on time of instruction. Thus, related challenges such as poor teacher methodology, lack of competence, much time taken during the instruction, poor classroom environment among others hinder quality teaching in primary schools.

5.3 Recommendations

It was recommended that management, government and other stakeholders be involved in the monitoring of teachers’ performance in primary schools of South Division, Kumi Municipal Council, Kumi district; head teachers to carry out regular supervision to promote quality teaching and learning, promote control measures that motivate the teachers to improve on their performance; teachers to realize that the use of instructional materials during lessons simplifies content and brings distant events into classroom situations for easy understanding.

There is need to intensify monitoring and inspection to encourage teachers to keep track of preparation tools such as lesson plans, schemes of work, lesson notes, and records of work covered, instructional materials to ensure effective delivery and quality education.

There is need for provision of instructional materials to the teachers by the government to enable them teach with confidence

Need for provision of adequate preparation of pedagogical documents to help implement and teach with expertise and encourage efficiency.

Public schools need to diversify their sources of funding, provide career guidance and counseling check on pupils-teacher ratio, as this would help to combat high class enrolment related problems that affect the making and provision of instructional materials.

5.4 Areas for further study

- The study recommends that another study is conducted about the impact of supervision on the academic performance of learners in SST.
- It would be important for future researchers to also compare head teachers' supervision and quality of instructional materials in Universal primary Education Schools based on rural and urban setting.
- The researcher would like to suggest that supplementary investigations could be done using longitudinal studies. This can help to reveal the causal relationship between head instructional materials and learners' performance. Thus researchers could also examine whether instructional materials are paramount or not in causing either poor or better teachers' performance.

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APPENDICES

APPENDIX: I

QUESTIONNAIRE FOR LEARNERS AND TEACHERS

IMPACT OF INSTRUCTIONAL MATERIALS ON LEARNERS' ACADEMIC PERFORMANCE OF SOCIAL STUDIES IN SELECTED PUBLIC PRIMARY SCHOOLS IN SOUTH DIVISION, KUMI MUNICIPAL COUNCIL KUMI DISTRICT

Dear respondent,

I am Oguti Augustine 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. Animation and motion pictures help learners to retrieve information				
5. Study guides and tours supplement classroom instruction				
6. Exercises reinforce concepts taught in classroom				
7. Still images and drawings				
8. Hardware educational technology				
Effects of instructional materials	SA	A	D	SD
9. Instructional materials help teachers to arrange the mechanics of lesson presentation.				
10. Instructional materials aid bring life to learning by stimulating learners' interest				
11. Instructional materials help achieve teaching and learning objectives				
12. Instructional materials help in proper implementation of the curriculum				
13. Instructional materials enable learners to have a clear understanding				
14. Instructional materials help teachers to achieve effectiveness				
15. Instructional materials aid learners to have practical experiences				

18. Instructional materials help teachers to present content in a logical and sequential way				
Challenges teachers face in accessing instructional materials	SA	A	D	SD
Teachers lack exposure and limited accessibility to modern instructional materials?				
Poor remuneration of teachers affects accessibility of instructional materials?				
Lack of funding by the government and community makes it difficult for teachers to access materials?				
Poor school fencing and shutting of schools makes it difficult for teachers to make materials?				
Poor government policies cause poor access to instructional materials?				

2 Give other kinds of instructional materials that are commonly used in South Division, Kumi Municipality

.....

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

.....

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

APPENDIX: II

INTERVIEW GUIDE FOR THE HEAD TEACHERS

Introduction

I am Oguti Augustine a student of Uganda Christian University, department of education conducting research on the impact of instructional materials on the academic performance of learners in Social Studies in South Division, Kumi Municipality, Kumi 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 Social Studies?

.....
.....

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 III

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 IV

INTRODUCTION LETTER



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

Office of the Academic Registrar

To HEAD TEACHER
ST. MATTHIAS-APULON PLS

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

I do here by grant the bearer of this letter permission to carry out data collection in my school.

**HEAD TEACHER
ST. MATTHIAS APULON PLS
04 MAR 2024
KUMI MUNICIPAL COUNCIL**

Off. of Francis

We are honored to introduce to you Mr. Mrs. / Miss. DEBBI AUGUSTINE

Of Registration Number; BS22/MUC/BEI/034 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree OF EDUCATION

He/ she is required to carry out an academic research on the topic IMPACT OF INSUBSIDIARY MATERIALS ON LEARNERS' ACADEMIC PERFORMANCE OF SST IN SELECTED PLS IN SOUTH DIVISION, KUMI MUNICIPAL COUNCIL

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

