**UTILIZATION OF INSTRUCTIONAL MATERIALS IN SELECTED PRIMARY SCHOOLS IN**

**KIBAALE TOWN COUNCIL**

**BY:**

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## DECLARATION

I Nambiro E.L Gorret hereby solemnly declare that this research report is my original piece of work and has never been produced by any other person for any academic award or other purposes.

**Sign …………………………………….…….Date ……………………………………………..**

**NAMBIRO E. L. GORRET**

**(Student)**

## APPROVAL

This is to certify that this study was carried out under my supervision and has been submitted in for examination purposes with my approval.

**Sign …………………………………….……. Date ……………………………………………..**

(Supervisor)

## DEDICATION

I dedicate this work to my beloved children Nampijja Brenda, Nabakooza Mary Phiona, Nakyanzi Doreen Noeline, Katongole Patrick, my baby Sebuuma Gift Daniel and all my dear friends and relatives who stood with me during this research.

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## ABBREVIATIONS AND ACRONYMS

CPDCS Continuous Professional Development Course

CPDCS Continuous professional development course

FGD’s Focus group discussion

LTM Long term memory

MOES Ministry of education and sports

NCDC National curriculum development centre

PLE Primary leaving examinations

STM Short term memory

SMC School management committees

UPE Universal primary Schools

TLM Teaching learning materials

KICD Kenya institute of curriculum development

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## ABSTRACT

This study was conducted on the utilization of instructional materials in selected primary Schools in Kibaale Town Council. It was carried out in selected primary Schools in Kibaale Town Council in Kibaale District. The study was based on four objectives; to establish the available instructional materials in selected schools in Kibaale Town Council, to establish the extent to which teachers in Kibaale Town Council primary schools utilize the available instructional materials and to find out ways of improving the use of instructional materials in primary Schools. The respondents used in this study were 40 in number and they included learners, teachers and Head teachers, data was collected using questionnaires, interview guides, face-to-face interviews and focus group discussions. The study found out that Schools in Kibaale had no variety and adequate instructional materials as it was indicated by the majority of the respondents (57.5%). The study further found out that there was use of instructional materials in learning and teaching in Kibaale Schools as indicated by respondents (100%).Both individual and focus group discussion strategies were used to source information. Basing on the findings presented in chapter four plus the proceeding discussions. The researcher concludes that instructional materials are effectively carried out in primary schools as reported by the majority of the respondents. Instructional materials are quite useful to primary school teachers and learners more so if they are effectively administered. Research recommends that, the government should equip primary schools with a variety and adequate instructional materials to enhance improved classroom achievement. Teachers and learners in primary schools should be creative / innovative by using the local environment to make their own teaching and learning instructional materials. Teachers must maximize the use of the local environment. They should also use the learners in making instructional materials. Teachers should put in place learning centers/corners and a good display system. They should ensure the security of their instructional materials. There should also be a trained teacher librarian at each school and such a teacher should be equipped with skills and techniques of managing school instructional materials. Teachers in primary schools should improve on the use of instructional materials by improvising local materials from the environment, as a way of getting a variety, adequate and suitable instructional materials. Head teachers, school management committees (SMC) and other educational stakeholders should ensure that the little instructional materials they have should be well preserved, and used safely for future references. They should also priotise instructional materials in the planning and budgeting.

## CHAPTER ONE

## INTRODUCTION

## 1.0 Overview of the Chapter.

This chapter presents the background of the study statement of the problem, purpose of the study, objectives of the study, research questions and scope of the study. Significance of the study also included are the limitations and delimitations of the study.

## 1.1 Background of the study

Internationally, during the teaching / learning process, learners understand well when they involve many of their senses. Learners understand the lesson content better when they learn from simple to complex, real to abstract and known to unknown. This can effectively be achieved if teachers use a variety of instructional materials. Remember that it is believed that audio-visual instrument is better than visual aids simply because audio-visual instructional materials involve more than one sense while visual aids only involve the sense of seeing.

Nationally, 1996, the President of the Republic of Uganda, Mr.Yoweri Kaguta Museveni, announced that four children of school-going age per family would benefit from free primary education, starting from January 1997. According to Ministry of Education and Sports (2003), this policy became known as Universal Primary Education (UPE). It was seen as the main tool for achieving the economic, social and political objectives outlined in the Ugandan Ministry of Education and Sports policy document of 1998, (Bategeka, 2004). Broadly, the objectives of UPE are to: establish, provide and maintain quality education as the basis for promoting human resource development; provide the facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete; make basic education accessible to the learner and relevant to his or her needs, as well as meeting national goals; make education equitable in order to eliminate disparities and inequalities; ensure that education is affordable by the majority of Ugandans and meet the objective of poverty eradication by equipping every individual with basic skills and knowledge. When the implementation of UPE started in January 1997, the registration limit of four children per family proved problematic, particularly regarding the exact definition of a family. Eventually, the Government removed this restriction, and allowed all people that wanted primary education under the UPE programme to do so.

The government put emphasis on providing required instructional materials to facilitate the teaching / learning process, aimed at simplifying the teacher’s work, save time, make the lesson interesting, avoid boredom, motivates learners and help the teacher to explain difficult facts and also to teach dangerous things like snakes, poison and many other things that cannot easily be seen like lions, leopards and the like. Instructional materials make lessons child centered which later produce improve pupils classroom achievement. When pupils manipulate instructional materials they understand better and the knowledge obtained is easily encoded in the long term memory (LTM) as opposed to lessons without instructional, materials. Learners easily forget the content taught without the use of instructional materials since content learnt is only encoded in the short term memory (STM).

Learners can only retrieve content encoded in the LTM and use it in examination. Many teachers in primary schools in Ugandan schools teach without instructional materials, their classrooms are bare and have no developed learning centers. Absence of instructional materials means that self-study and incidental learning will not be promoted and this of course negatively affects the learners’ academic performance. Farrant, (1980) indicate that “resources as applied in education include any media or materials that help learning”. Teaching / learning is complicated when the teacher teaches without instructional materials. Schools with bare classrooms and where teachers teach without instructional materials don’t perform well as compared with schools with conducive learning environment.

Many teachers in primary schools in Kibaale Town Council do teach without learning aids. Some schools are not adequately stocked with a variety of and adequate instructional materials and many classrooms are bare. Finally the pupils’ academic performance in many primary schools in Kibaale Town Council is negatively affected. Pupils do not perform well in primary leaving examination (PLE) as expected. The researcher feels that instructional materials could be one of the variables that are affecting the pupils’ academic performance in the town council.

 It is against such a background that the researcher decided to undertake this study to establish the impact of instructional materials on the pupil’s academic performance in selected primary schools in the town council and device ways to address the problem.

## 1.2 Statement of the problem

There is increasing concern over imbalances in the utilization of instructional materials in urban schools compared to rural schools which is mainly attributed to the differences in learning environment. Kibaale town council being a rural area has most of its schools poorly stocked with instructional materials and the researcher feels that this is a main variable affecting the pupils’ performance in the area. Many teachers teach without learner’s aids and many classrooms are bare. This prompted the researcher to undertake this study to establish the utilization of instructional materials in Kibaale Town Council Primary schools and ways of using available materials to make classroom conducive to learning.

## 1.3 Purpose of the study.

The purpose of this study is to establish the utilization of instruction materials in selected schools in Kibaale Town Council in Kibaale district.

## 1.4 Objectives of the study.

The study was guided by the following objectives.

1. To establish the available instructional materials in selected schools in Kibaale Town Council.
2. To establish the extent to which teachers in Kibaale Town Council primary schools utilize the available instructional materials.
3. To find out ways of improving the use of instructional materials in selected primary schools in Kibaale Town Council.

**1.5 Research questions**

The study will be guided by the following research questions.

1. What instructional materials are available in selected schools in Kibaale Town Council?
2. To what extent are the teachers in Kibaale Town Council primary schools utilizing the available instructional materials?
3. What are the ways of improving the use of instructional materials in selected primary schools in Kibaale Town Council?

## 1.6 Scope of the study

## 1.6.1 Geographical scope

Geographically the study was carried out among four primary schools in Kibaale Town Council in Kibaale District. Kibaale Town Council is geographically located in the central of Buyanja County in Kibaale District. It is boarded by Bwamiramira Sub-county in the North, Bubango Sub-County in the West, Matale Sub-County in the East and Nyamarwa Sub-County in the South. Unlike urban Schools, Schools in Kibaale Town Council are prone to inadequate instructional materials leading to poor academic performance.

## 1.6.2 Content scope

In order to establish the utilization of instructional materials in Kibaale Town Council primary Schools, the study was to find out whether these Schools have a variety and adequate instructional materials, whether teacher’s use instructional materials in teaching and learning, and to find the ways of improving the use of instructional materials in Kibaale Town Council Schools.

This study will consider four selected schools in Kibaale Town Council for analytical follow up.

## 1.6.3 Time scope

The study considered a period of three years from 2016 to 2018. This period was chosen premising on the fact that there has been an increase in campaigns on instructional materials and increased budgetary allocations to the education sector as a way of increasing accessibility to instructional materials especially in primary Schools Okum et al (2008). The period of three years enabled the analysis of the utilization of instructional materials in Kibaale Town Council using four selected Schools in Kibaale Town Council in Kibaale District.

The schools were both randomly and purposively selected and these were Kigaaza Junior, Bujuni, Kahyoro and Kikangara primary schools. The first two were purposively selected since they have good learning environments while the last two were randomly selected from the rest of the schools in the sub county. A total of 40 (forty) respondents included 4 head teachers 16 teachers and 20 pupils from primary six and seven equally selected from the four schools above were consulted.

## 1.7 Significance of the study:

The researcher hopes that final piece of work will benefit stakeholders as explained below.

Head teachers will gain more knowledge on the value of instructional materials in teaching/ learning. They will strive heard to ensure that their schools are stocked with a variety and adequate instructional materials. They will also ensure that teachers in their schools teach using learning aids / instructional materials. Teachers will be equipped with strategies of making and using instructional materials. They will also gain more knowledge on the value of creating conducive learning environments. They will therefore strive hard to make their classrooms conducive. Pupils will find their study simplified. They will be more actively involved and this will lead to better understanding. Learners will therefore have their performance improved.

Parents will have the performance of their children (pupils) improved. They will therefore see value for the money they invest in the education of their children. Parents will also be in position to buy some instructional materials like text books, exercise books, pens, mathematical sets and pencils for the pupils and also to collect some instructional materials for the teachers for example boxes, plastic bottles to mention but a few.

National Curriculum Development Centre (NCDC) Ministry of Education and Sports (MOES) and the government as a whole will also be exposed to areas that require their intervention. They will strive hard to lower the pupils book ratio ensure that schools are stocked with adequate and a variety of instructional materials. Organize refresher courses and Continuous Professional Development Course (CPDCS) to remind and equip teachers with knowledge skills and value of making instructional materials.

## CHAPTER TWO

## LITERATURE REVIEW

## 2.0 Introduction

This chapter presents a review of the literature related to the study. It is evident that several scholars have carried out studies that are related to the topic the utilization of Instructional Materials on classroom achievement in Primary Schools. The researcher therefore finds it vital to relate the aspects of this study to the findings of such scholars as long as the quoted literature is related. The review was systematically done basing on the research objectives.

## 2.1 Utilization of Instructional Materials in Primary Schools:

The importance of instructional materials or educational resources is to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. ... Enhances conceptual understanding and engages higher order thinking skills. Instructional materials, also known as teaching/learning materials (TLM),*Lewis, Beth (2018)* are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional materials may aid a student in concretizing a learning experience so as to make learning more exciting, interesting and interactive. They are tools used in instructional activities, which include active learning and assessment.*(Global dictionary, 2019).*The term encompasses all the materials and physical means an instructor might use to implement instruction and facilitate student’s achievement of instructional objectives.

**Types of instructional materials**

Instructional materials can be classified on their types, which include prints, visuals, and audiovisuals. Prints: under this category we have textbooks, pamphlets, handouts, study guides and manuals, while cassettes and microphones are under audio group, while charts, real objects, photographs and transparencies lye under visual category, and slides, tapes, films, filmstrips, television, video and multimedia are under audiovisual category and lastly computers, graphing calculators and tablets are under electronic interactive category.

Farrant (1980) has pointed out that the value of a good visual aid can be completely wasted unless it is displayed well. Many classrooms are not adequately furnished with facilities for display but it is important that they should have at least some display boards on the side walls. The researcher notes that there are some schools with a variety and adequate instructional materials not only the visual as Farrant points out above but also the audio visual but these materials are not accessed by the learners.

Books are sometimes kept clean and locked in cupboards hence the learners find it difficult to access them. In some schools books and other materials are easily accessed by learners anyhow. This has led to some of the instructional materials being misused or stolen. There should be a procedure of accessing instructional material in schools. In a related development (Maani et.al 1999) recommends that: “Teachers should consider learning aids seriously, they provide interest in the learners, for them to understand and retain the connected ideas”

Teachers in primary schools should therefore work hard to ensure that they teach using a variety, adequate and suitable instructional materials. Head teacher, school management committees (SMC) and other educational stakeholders should ensure that schools are stocked with adequate and a variety of instructional materials. Sutherland (1988) draws on Rousseau and indicates that Rousseau advocated learning by experience so that the child’s knowledge is not at verbal level but is founded on real observation and perceptions. This gives the child a better base for later thinking since the concepts will be accurate and thus capable for further development.

Learning by experience requires the use of instructional materials in teaching and learning. This therefore implies that teachers in primary schools should ensure availability and effective use of instructional materials. Unfortunately many classrooms in Kibaale town council are bare. They are not conducive to learning and this course later shows up in poor performance. Kanyike (1995) explains that there is a variety of instructional materials which assist both the teacher and learners to achieve their objectives without tears.

Among to be collected, procured or produced by both teachers and children are the following in their order of impact.

* Real objects (collected or resisted)
* Books, magazines newspapers
* Films
* Audio visuals
* Life size equipment
* Three dimensional models
* Miniature specimens
* Educational toys (cognitive types)

The research concurs with Kanyike also recommends that educational stakeholders should strive hard and ensure that the above listed instructional materials are made or procured and that schools are stocked with such instructional materials if effective teaching/ learning is to be realized.

## 2.2 Availability of instructional materials in primary Schools

Learning occurs best when a multiplicity of senses are involved, other than overreliance on verbal communication alone. Instructional materials are quite important for effective teaching of conflict and conflict resolution. As such, this study contributes in the existing literature of instructional technology because there exist a lot of constraints in the effective teaching of pupils in primary schools. This study will be useful to teachers who will carefully select and skillfully handle the resources to make their teaching effective

One important dimension in primary education that is getting a lot of attention is related to the use of instructional materials. Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. 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 in primary Schools 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 the subject being taught. 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 explains that people learn more through the senses of sight and hearing compared to other senses.

The implication here is that for more knowledge to be internalized, more of the learner’s senses have to be stimulated other than hearing alone. In learning and teaching, the various senses can be stimulated through the use of audiovisual materials. It is clear that instructional materials are essential for effective teaching of primary Schools pupils and should be made adequately available in all schools. To help teachers become better teachers, most schools in developed countries are provided with a variety of instructional materials and equipment. But the situation in Primary Schools not the same. The Kenya Institute of Curriculum Development (KICD) carried out a summative evaluation of the 8-4-4 in the secondary school curriculum. It emerged that if learning materials were to be used effectively, then there was need for provision of adequate resources and facilities.

Teaching materials needed for inquiry methods are sometimes non-existent and relatively expensive when available. Ogoma (1987), in a survey on resources for teaching in Nairobi primary schools, has found that teachers are not eager to use the available instructional materials or even produce them. Komen (1991), in a similar study in Baringo District, found out that instructional materials are inadequate. Similarly, Malakwen (2000), on teacher trainers and trainees’ attitudes towards the implementation of Social Studies curriculum in Kenya’s Teacher education institutions, noted that the materials that trainees use in preparation for teaching practice in primary schools are inadequate and of low quality. Most of these studies on the teaching of Social Studies were carried out before the introduction of the new Social Studies Syllabus in 2002. In the new syllabus, emerging issues like Conflict and Conflict Resolution have been introduced. For these topics to be effectively taught there is need to adequately avail and effectively utilize instructional materials. This study, therefore, assesses the availability and use of instructional materials in primary schools in Kibaale Town Council in Kibaale District.

## 2.3 Ways of improving the use of instructional materials in primary schools.

Farrant (1980) shows that “The most common excuses made for not using teaching aids are that they are difficult to obtain and expensive to buy. Both of these objections can be overcome if you make your own. A few simple materials a moderate imaginations and a lot of care are all you need to setup in business as your own visual aids productive”. Teachers in primary schools should be creative / innovative. They should use the local environment to make their own teaching aids. Similarly Kalejaiye (1985) explain that “much mathematics teaching aids are produced commercially but because of financial limitations most schools cannot afford to buy all of them therefore teachers may have to produce some of these materials / aids”. Improvisation is very important in primary schools if shortage of instructional materials is to be overcome. However there are some standardized instructional materials that should be purchased for example the Globe in social studies, tape measure, weighing scales and Geometrical instruments in mathematics to mention but a few.

Similarly Afloyano et al (1994) maintains that “if possible make use of real objects in teaching. The children can collect for you things such as toys, tins, beans, sticks, wheels, bags, screws and balls, it is impractical to bring planes elephants, factories, policemen to the classroom but pictures make good substitutes and you can ask children to hunt in magazines for such pictures. If you set them collecting you will have pictures than you need and you can select the best. Teachers must maximize the use of the local environment. They should also use the learners in making instructional materials as the scholars above put it. Furthermore Pearson, (1981) mentions that many schools will argue that they do not have the money to invest in expensive reference books and this is most unfortunate. Nevertheless resources for reading need not to be expensive. The researcher further recommends that: Teachers in primary schools should be creative / innovative they should improvise and use the local environment to make learning materials for teaching.

In a related development Kalejaiye, (1985) points out by selecting a method or a combination of methods and appropriate teaching aid for a given topic, the teacher can assist pupils to learn mathematics easily and successfully. The researcher recommends that teachers should select and use appropriate methods if the use of instructional materials in primary schools is to be enhanced. It is the child centered methods that will foster the use of instructional materials in teaching/learning. In a related development Farrant, (1980) advocates for the use of a stock book. They point out that the purpose of this book is to keep a careful check on the equipment available so that vital supplies do not run out before they can be replenished and also to prevent waste.

Head teacher should ensure that school librarians put in place stock books, inventory books and stock issue registers are very important if instructional materials are to be affectively used. Farrant, (1980) further, explains that after they are made there is almost no limit to the forces which try to destroy your teaching aids. Dust, damp, wind, rain, termite, borers, moth and mice may destroy them. You need to protect your aids safely. Head teachers and teachers should ensure safety of instructional materials. There should be quality storage facilities like cupboards, lockable class rooms and good display systems. Farrant, (1980) also indicate that the value of a good visual aid can be completely wasted unless it is displayed well.

Many classrooms are not adequate that they should have at least some display boards on the side walls. Teachers should put in place learning centers/corners and a good display system. They should ensure the security of their instructional materials. Kanyika, (1995) asserts, many head teachers had been known to keep their school libraries locked up for fear of losing the text books. Some teachers are reluctant to display their self-made charts for fear of having them torn or destroyed in unlock able classroom”. Furthermore, every effort should be made to establish an instructional material resource Centre and well managed facility both at school and at every district headquarters.

The researcher recommends that schools should have lockable facilities for books like cupboards or should be kept in shelves in libraries that are lockable. There should also be a trained teacher librarian at each school. Such a teacher should be equipped with skills and techniques of managing school instructional materials. There should also be a well laid down book/instructional material use system. The stock register and the book issue register should also be put in place. There should be rules and regulations governing the use of instructional materials in schools like the government policy on use of instructional materials that states: “Break and Buy” Teachers and pupils that carelessly use instructional materials and loose them should be forced to replace them. Instructional material users should also handle them properly for example avoid folding books and avoid handling books with dirty hands and the like.

In a related development Bennars, et al (1994) have indicated that learning facilities such as books, stationary, library, workshop equipment and tools must be available to facilitate the children’s learning. Children will be motivated to learn when these facilities are satisfactorily provided. The government and other educational stakeholders should ensure that schools have libraries, workshops and appropriate equipment/tools. If schools are equipped with adequate and appropriate instructional materials and teachers equipped with skills of using them, the use of instructional materials will be enhanced.

**2.4 Theoretical frame work**

The study adopted Tennyson and Rasch’ (2002) Linking theory. According to this theory, instructional design can improve learning outcomes if there is an established link between learner mental processes and the means of instruction, delivery, and assessment. The Linking Theory is composed of the behavioral, cognitive, and constructivist theories of learning and their related instructional prescriptions. The purpose of the Linking Theory is to help educational practitioners to make full use of learning theories when designing environments to improve learning. Rather than relying on a single theory for all learning occasions, the Linking Theory distinguishes between types of learning and associated instructional prescriptions, modes of delivery, and learner assessment.

As the linking theory is composed of behavioral, cognitive, and constructive theories of learning and their related instructional prescriptions, the cognitive part focuses more on lessons, visual tools such as mind maps, charts among several others, they do facilitate memorization for learning.

## 2.5 Gaps in the reviewed literature

Gaps in reviewed literature have been identified in the preceding sub-sections, but there are also other notable gaps or areas where this research sought to make a contribution. The previous studies that have been reviewed dwelt on the importance of instructional materials on learner’s motivation in class in a rather generalized manner, while the approach in this study was not only to draw from the general perspective, but specifically to focus on the utilization of instructional materials on classroom achievement.

The study took a comprehensive approach to studying the use of instructional materials on pupils classroom achievement which previous studies did not focused on. Further, the reviewed studies that have focused on the use of instructional materials have been confined to general changes in learner’s performance but not primary school learners in specific more so learners from rural areas like Kibaale. These aspects of the study were found utterly missing in the literature reviewed hence forming the basis of this study to fill the gap.

## CHAPTER THREE

## METHODOLOGY

## 3.0 Introduction

This chapter presents the study design, area of study, subjects / samples, instruments / tools to be used and the reason for their selection, research procedure and proposed data analysis.

## 3.1 Study Design

A qualitative and quantitative study design was used since data collected was in sentence and numerical form respectively. A cross sectional study design was employed since different categories of respondents was consulted on similar issues at the same time. The research mainly focused on utilization of instructional materials in selected primary schools in Kibaale town council Kibaale District.

## 3.2 Area of study

The study was conducted in Kibaale town council – Buyanja County Kibaale district. Four schools both purposively and randomly selected were involved and these are Kigaaza Junior, Bujuni, and Kahyoro and Kikangara primary schools. The first two were purposively selected since they have good learning environment whereas the last two were randomly selected from the rest of the many primary schools in the sub county.

This area was selected for this study because no study on utilization of instructional materials in Kibaale Town Council has ever been carried out in the area, basing on the researchers resource envelope and also many classrooms in primary schools in the town council are bare. It was therefore vital that this study be carried to establish the utilization of instructional materials in Kibaale Town Council.

# The Study Population

The principal study population for the study was learners in the four government schools in Kibaale Town Council, in Kibaale District, over a period of three years from 2017 to 2019. The target population of the study consisted of learners from P.6 to P.7. The schools have a total of 41 teachers and 4Headteachersof which 18 are males and 23 are females while having 2005 learners in total.

**UPE Schools in Kibaale Town Council**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| School | H/teachers | Total no of Teachers | Teacher interviewed | Total pupil enrollment | No of pupils interviewed | No of boys | No of girls |
| Kahyoro | 1 | 9 | 4 | 518 | 5 | 264 | 254 |
| Kikangara | 1 | 7 | 4 | 332 | 5 | 119 | 113 |
| Bujuni | 1 | 18 | 4 | 837 | 5 | 439 | 398 |
| Kigaaza | 1 | 7 | 4 | 318 | 5 | 159 | 159 |
| Total | 4 | 41 | 16 | 2005 | 20 | 981 | 924 |

# 3.3 Sampling Procedure

Sampling defined was the selection of an element from the study population for examination or analytical purposes Creasey, (2006); Odiya, (2001).Sampling was employed in selecting primary respondents in order to generate representative and therefore generalizable data. Sampling was used because of logistical factors and study time frame being short to gather data from the entire study community (Odiya&Mbabazi, 2012).

The procedure of selecting respondents involved compiling a sampling frame of learners in the four government Schools from P6 to p7 in Kahyoro, Bujuni, Kikangara, and Kigaaza primary Schools.

**Sampling technique**

Using a systematic random sampling technique, every nth person on the sampling frame was subjected to an interview. This was done by reading students names in the class registers and whoever comes fourth was subjected to be interviewed.

Simple random sampling was used to determine the sample. This was done in order to ensure fair and equal representation. Class registers were used to ensure reasonable representation based on gender size differences in class.

**3.4 Validity and reliability**

To ensure the internal validity and reliability of questionnaires, the study was preceded by a pilot or pretest of instruments. This was conducted on a relatively small number of population samples. The purpose was to confirm whether the instruments would measure what they are intended to measure and whether they brought out similar results in main study.

## 3.5 Subjects/Samples

A total of 40 (forty) respondents included 4 head teachers 16 teachers and 20 pupils from primary six and seven were consulted. These respondents were selected equally from the above four schools using both purposive and random selection techniques. Head teachers were purposively selected by virtue of their posts. The rest of the teachers and pupils from primary four, five and six were randomly selected since there are many.

## 3.6 Data collection methods

## 3.7 Instruments/Tools

Questionnaires, interview guides and observation check lists, and FGD’s were used to collect data from the respondents.

## 3.7.1 Questionnaires:

These were administered to the head teachers and teachers since they are literate enough to read analyses and fill them, the questionnaires used contained both closed and open ended questions.

The questionnaires were selected because;

They give respondents freedom to express themselves; they collect a lot of information within a short time, they collect data that can be referred to in future and they cater for the literate respondents

## 3.7.2 Interview Guides:

Interviews were administered to the pupils since, there may be some who cannot properly read, interpret, analyze and fill questionnaires. An interview guide containing both closed and open ended questions will be designed and this will help the researcher in conducting the interviews.

Interviews were selected because;

They cater for the illiterate and semi-literate respondents, they provided room for probing and they save time since they are administered and data obtained that same day.

## 3.7.3 Observation Check Lists:

Observations were used to enrich the data collected by the use of questionnaires and interview guides. An observation checklist was designed and this helped the researcher not to forget whatever is to be subjected to the observations. Observations are selected because they help in finding out exactly what is on the ground and also help to overcome deservedness and uncooperativeness among the respondents.

## 3.8 Research Procedure:

An introductory letter was obtained from Nkumba University Kyegegwa Study centre research department by the researcher. The letter helped the researcher to introduce herself to the authorities of the selected schools and to the respondents. The researcher ensured that permission to conduct the study in the selected schools was granted and rapport with the respondents was established. Report was established by clearly explaining to the respondents the purpose and objectives of the study.

Further permission was also sought from the district education officer to grant time to undertake the study and also carry it out in the selected schools. After obtaining permission as explained above the researcher personally administered the research instruments. Respondents with questionnaires were given adequate time to read, interpret, analyze and fill them. Filled questionnaires were either be collected or sent back on agreed dates. Interviews were administered to the pupils on dates and time most convenient to for them. Observations were carried out concurrently with the administration of questionnaires and interview instruments have been properly administered and data obtained. The process of data properly administered and data obtained. The process of data collection lasted for a period of one month.

## 3.9 Data Analysis

The data collected was edited and coded to remove errors and put similar responses together respectively. Data was then tallied and tabulated. It was then analyzed using simple statistical methods of data analysis which involved use of percentages. The analysis helped to reduce the data into a simpler and understandable form and this helped the researcher to establish the trends in the data.

# 3.10 Ethical Consideration

**-** While in the field, the researcher ensured respect of respondents and socio-psychological safety well being of the people.

**-** The researcher also ensured proper use of language, by not insulting her respondents physically, emotionally or psychologically.

**-** In the same way the researcher did not ignore or pave no attention to her respondents, she treated them with due respect and attention.

## 3.10.1 Limitations of the study:

In the course of conducting the study, the researcher expects to encounter the following challenges;

1. Insufficient time since the researcher had to attend to school, social and domestic responsibilities
2. Too much work load inter-feared with effective data collection. The researcher had to fulfill school, social, and domestic responsibilities along the research activities.
3. Financial constraints in funding the different research activities like transport feeding, production of research instruments, printing and binding of the report to mention but a few.
4. Weather interference was another challenge the research expects especially the rainy season which make the murram roads in the sub county almost impassable.
5. Encountering non-co-operative / reserved respondents that were not willing to give actual information on the ground.
6. Insufficient supply of related literature since there were no public library in Kibaale district.

## 3.10.2 Delimitations of the study.

Time strategies below were used to delimit the challenges above;

1. Time tabling, delegating of some duties and priotising was used to create time for the study and to overcome the challenges of too much work load.
2. A salary advance was acquired from Kibaale district local government. Furthermore the researcher solicited some funds from friends and well-wishers to fund the different research activities.
3. Weather attires included gun boots; a rain coat and an umbrella were purchased and used. These helped me to overcome weather interferences.
4. Rapport was established with the purpose and objectives of the study. These helped to overcome their being reserved and un-cooperativeness among respondents.
5. A public library in Ngangi was used and the university library.

## CHAPTER FOUR

## DATA PRESANTATION, ANALYSIS AND INTERPRETATION.

## 4.0 Introduction

This chapter presents the data collected from respondents quantitatively and qualitatively, the data was analyzed, consolidated and presented in tables and the checklist. The total numbers of respondents were 40.

## 4.1 Social Characteristics/Background information

Table 1: Demographic Characteristic of Respondents/Bio-data by Age

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Age range | Students | Teachers | Head teacher | Total | Percentage |
| 10-11 | 9 | *-* | - | 9 | 22.5 |
| 12-14 | 8 | *-* | - | 8 | 20 |
| 15-17 | 3 | *-* | - | 3 | 7.5 |
| 18-20 | *-* | *-* | - | - | - |
| 24-28 | *-* | 1 | - | 1 | 2.5 |
| 20-33 | *-* | 7 | - | 7 | 17.5 |
| 34-39 | *-* | 4 | - | 4 | 10 |
| 40 above | *-* | 4 | 4 | 8 | 20 |
| Total | 20 | 16 | 4 | 40 | 100 |

***Source: Primary data***

Data was collected from respondents as presented in the table above, with the majority aged 10-11 representing 22.5% followed by 20% that were aged 12-14 and 45 and above while the least were constituting 2.5% of respondents aged24-28 and 15-17 respectively.

Table 2: Respondent’s Characteristics by Sex

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sex | Male | Percentage | Female | Percentage |
| Students | 8 | 50 | 12 | 50 |
| Teachers | 6 | 37 | 10 | 42 |
| Head Teachers | 2 | 13 | 2 |  8 |
| Total | 16 | 100 | 24 | 100 |

***Source: Primary data***

In terms of Sex, respondents representing of 50% male and female students respectively, 37% males and 42% female teachers compared to 13% male and 8% female Head teachers.

## 4.2 Availability of variety and adequate instructional materials

Table 3: Availability of instructional materials

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percentage |
| Yes | 17 | 42.5 |
|  No | 23 | 57.5 |
| Total | 40 | 100 |

***Source: Primary data***

Table 3 shows data that was collected from respondents, whereby the majority 23 representing 57.5% reported that there is no availability and adequate instructional materials in schools, while the least were 17 respondents constituting 42. 5% who reported that there was variety and adequate instructional materials in Schools.

A female discussant 30 years old noted that *there is availability of variety and adequate instructional materials in schools.* And this finding; Was also supported by a Male Teacher, Aged 24 years, who noted variety and adequate instructional materials were available in Kibaale Tow Council schools, in Kibaale District.

**Below is a checklist showing some common instructional materials that were found in the selected schools in Kibaale Town Council:**

|  |  |  |
| --- | --- | --- |
| School | Head teacher | Pupils |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Kahyoro p/s | - |  |  |  |  |  | - |  |  | - |  |  |
| Kigaaza P/S | - | - |  | - |  |  | - |  | - |  |  | - |
| Bujuni p/s |  |  |  | - |  | - |  |  |  |  |  |  |
| Kikangara p/s |  |  |  |  |  |  |  |  |  |  | - |  |

KEY:

1. Globe
2. Teacher made charts
3. Abacus
4. Enough text books
5. Slates
6. Good classrooms

##

## 4.3 Usage of instructional materials in learning and teaching

Table 4: Usage of instructional materials

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percentage |
| Yes | 40 | 100 |
| No | 0 | 0 |
| Total | 40 | 100 |

**Source: *Primary data***

Basing on the data collected from respondents as presented in table 4.3above, with the majority 40 comprising 100% agreed that there was usage of instructional material in learning and teaching in schools in Kibaale Town Council, Kibaale District, with none saying there was no usage of instructional materials in learning and teaching in Kibaale Town Council schools in Kibaale District constituting o%.

A male Teacher discussant 34 years old noted that *there was adequate use of instructional materials in Kibaale Town Council schools, in Kibaale District.*This finding was also supported by a key informant, Female, a student Aged 17 years, who noted that,adequate instructional materials were available in Kibaale Town Council schools, in Kibaale District.

## 4.4 Improving the use of instructional materials

Table 5: Ways of improving instructional materials

|  |  |  |
| --- | --- | --- |
| **Way** | **Frequency** | **Percentage** |
| -Government should conduct refresher courses to sensitize teachers and pupils on their usage-Government should provide enough instructional materials in schools-Through using local materials in our environment-Proper storage to avoid destructionThey should be printed in simple language | 9121063 | 22.53025157.5 |
| Total | 40 | 100 |

 ***Source: Primary data***

Data was collected from respondents as presented in table 4 and with the majority 12 constituting 30% who said government should provide enough instructional materials to facilitate good teaching and learning in schools followed by 10 respondents representing 25% who said teacher’s and learner’s should improvise and use local instructional materials made by them selves’ and other’s from their surrounding environment followed by 9 representing 22.5% who agreed that refresher courses should be conducted to teachers and leaner’s to encourage improvement of instructional materials in Schools. While the least 3 represented 7.5% who said instructional materials should be printed in simple language for leaner’s to understand them fully.

These findings corroborate with;A female Student discussant 11 years old, who noted during the FGD that *instructional materials should be printed in simple language to enable leaner’s understand them fully.* And this finding was also supported by a key informant, Male, a Teacher;aged 31 years, who noted that when *instructional materials are printed with simple vocabulary it enables pupils, understand better.*

## CHAPTER FIVE

## DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter discusses the data collected from respondents as Presented in chapter four

Conclusions, recommendations and areas of further research come after.

## 5.2 Discussion

The discussion was done basing on this study's findings in relation to other researcher’s findings cited in this report in chapter *2.*

**Research findings**

## 5.2.1 Availability of instructional materials in teaching and learning

This study found out that instructional materials were not available in primary school as indicated by 57.5% of the respondent in table 3 as compared to 42.5% who accepted that instructional materials were available in primary schools. According to the respondents the government has not availed a variety and adequate instructional materials to primary schools

Farrant (1980:316) has pointed out that;

The value of a good visual aid can be completely wasted unless it is displayed well. Many classrooms are not adequately furnished with facilities for display but it is important that they should have at least some display boards on the side walls. Maani et.al (1999) recommends that: Teachers should consider learning aids seriously. They provide interest in the learners, for them to understand and retain the connected ideas. Teachers in primary schools should therefore work hard to ensure that they teach using a variety, adequate and suitable instructional materials.

## 5.2.2 Use of instructional materials in teaching and learning

This study also found out that there was usage of instructional materials in learning and teaching in primary schools as indicated by 100% of the respondents in table 4 as compared to 0% who said that there was no use of instructional materials in learning and teaching in primary schools. They (respondents) reported that globe, wall charts, text books, teacher’s guide, real objects like school gardens and school garden flowers were among the instructional materials used in learning and teaching in their schools.

According to Farrant (1980:316) he pointed out that; The value of a good visual aid can be completely wasted unless it is displayed well. Many classrooms are not adequately furnished with facilities for display but it is important that they should have at least some display boards on the side walls. There should be a procedure of accessing instructional material in schools. In a related development Maani et.al (1999) recommends that: Teachers should consider learning aids seriously. They provide interest in the learners, for them to understand and retain the connected ideas”. Teachers in primary schools should therefore work hard to ensure that they teach using a variety, adequate and suitable instructional materials. Head teachers, school management committees (SMC) and other educational stakeholders should ensure that schools are stocked with adequate and a variety of instructional materials. Sutherland (1988) draws on Rousseau and indicates that Rousseau advocated learning by experience so that the child’s knowledge is not at verbal level but is founded on real observation and perceptions. This gives the child a better base for later thinking since the concepts will be accurate and thus capable for further development.

Learning by experience requires the use of instructional materials in teaching and learning. Kanyike (1995) explains that there is a variety of instructional materials which assist both the teacher and learners to achieve their objectives without tears.

Among to be collected, procured or produced by both teachers and children are the following in their order of impact.

* Real objects (collected or resisted)
* Books, magazines, newspapers
* Films
* Audio visuals
* Life size equipment
* Three dimensional models
* Miniature specimens
* Educational toys (cognitive types)

The research concurs with Kanyike also recommends that educational stakeholders should strive hard and ensure that the above listed instructional materials are made or procured and that schools are stocked with such instructional materials if effective teaching/ learning is to be realized.

## 5.2.3 Improvement of instructional materials in teaching and learning

This study also found out that the government has not done enough to provide a variety and adequate instructional materials in primary schools as indicated by 30% of the respondents compared to 25% of the respondents who said teachers and pupils should improvise by making and using local instructional materials from their environment, followed by 22.2% respondents who argued the government to provide refresher courses to teachers and pupils on how to improve on the instructional materials in primary schools, compared to 15% of the respondents who urged that proper storage should be maintained for better improvement of instructional materials followed by the least 7.5% who said instructional materials should be printed in local language for learners to understand them fully.

Similarly Afloyano et al (1994) maintains that if possible make use of real objects in teaching. The children can collect for you things such as toys, tins, beans, sticks, wheels, bags, screws and balls, it is impractical to bring planes elephants, factories, policemen to the classroom but pictures make good substitutes and you can ask children to hunt in magazines for such pictures. If you set them collecting you will have pictures than you need and you can select the best. Teachers must maximize the use of the local environment. They should also use the learners in making instructional materials as the scholars above put it. Furthermore Pearson (1981:53) mentions that many schools will argue that they do not have the money to invest in expensive reference books and this is most unfortunate. Nevertheless resources for reading need not to be expensive.

In a related development Kalejaiye (1985) points out: by selecting a method or a combination of methods and appropriate teaching aid for a given topic, the teacher can assist pupils to learn mathematics easily and successfully. The researcher recommends that teachers should select and use appropriate methods if the use of instructional materials in primary schools is to be enhanced. It is the child centered methods that will foster the use of instructional materials in teaching/learning. In a related development Farrant (1980:260) advocates for the use of a stock book. They point out that the purpose of this book is to keep a careful check on the equipment available so that vital supplies do not run out before they can be replenished and also to prevent waste. Head teacher should ensure that school librarians put in place stock books, inventory books and stock issue registers are very important if instructional materials are to be affectively used.

## 5.3 Conclusions

Basing on the study findings presented in chapter four and the proceeding discussions the researcher concludes that there are inadequate instructional materials in primary Schools in Kibaale Town Council, Kibaale District as reported by the majority of the respondents.

Basing on the findings presented in chapter four plus the proceeding discussions the researcher concludes that the few instructional materials they have are effectively utilized in these primary schools as reported by majority of the respondents. Instructional materials are quite useful to primary school teachers and learners more so if they are effectively administered.

Basing on the study findings as presented in chapter four above, plus the proceeding discussions the researcher concludes that the government has not done enough to provide a variety and adequate instructional materials in primary schools as indicated by the majority of respondents as compared to the minority of the respondents who said teachers and pupils should improvise by making and using local instructional materials from their environment.

## 5.4 Recommendations

In relation to all the above the research recommends that, the government should equip primary schools with a variety and adequate instructional materials to enhance improved classroom achievement, as this study found out that there was inadequate instructional materials in these Schools. Teachers and learners in primary schools should be creative / innovative by using the local environment to make their own teaching and learning instructional materials. Teachers must maximize the use of the local environment. They should also use the learners in making instructional materials. Teachers should put in place learning centers/corners and a good display system. They should ensure the security of their instructional materials.

Teachers should consider learning aids seriously, as they provide interest in the learners, for them to understand and retain the connected ideas, there should also be a trained teacher librarian at each school. Such a teacher should be equipped with skills and techniques of managing school instructional materials. Teachers in primary schools should be creative / innovative and they should use the local environment to make their own teaching aids.

Teachers in primary schools should improve on the use of instructional materials by improvising local materials from the environment, as a way of getting a variety, adequate and suitable instructional materials. Head teachers, school management committees (SMC) and other educational stakeholders should ensure that the little instructional materials they have should be well preserved, and used safely for future references.

## 5.5Areas for further research

Basing on the above presentation the researcher recommends further research to be carried out on the role of instructional materials on the learner’s motivation and memory towards academic performance in primary schools.

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## APPENDIX 1

## TIME FRAME

The study covered the time frame below.

|  |  |  |
| --- | --- | --- |
| **S/NO**  | **ACTIVITY**  | **PERIOD** |
| 1 | Identification and approval of research title | 20-september 2016 |
| 2 | Writing proposal and formulation of tools  | 30-september 2016 |
| 3 | Submission of the proposal and tools for approval  | 2-october 2016 |
| 4 | Pretest instruments  | 15-October 2016 |
| 5 | Data collection  | 20-October 2016 |
| 6 | Data analysis  | 15-November 2016 |
| 7 | Report writing  | 1-December 2016 |
| 8 | Submission of final report  | 15-December 2016 |

## APPENDIX II

## RESEARCH BUDGET

The budget estimates below were used during the study;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **ITEM / PARTICULARS**  | **QTY**  | **UNIT COST**  | **AMOUNT**  |
| 01 | Photocopy papers  | 1 ream  | 15,000 | 15,000/=  |
| 02 | Production of research instrument  |  |  | 50,000/= |
| 03 | Envelop  |  | 100 | 10,000/=  |
| 04 | Travel expenses  |  |  | 90,000/=  |
| 05 | Food  |  |  | 70,000/=  |
| 06 | Typing, printing and binding proposals  |  |  | 60,000/=  |
| 07 | Airtime  |  |  | 20,000/=  |
| 08 | Miscellaneous  |  |  | 50,000/=  |
|  | **Total**  |  |  | **430,000/=** |

## APPENDIX III

## QUESTIONNAIRE FOR THE HEAD TEACHER

**Dear Sir/ Madam**

I am a student of Nkumba University under Kyegegwa study centre. I am pursuing a masters degree in education management and planning and now carrying out a research which is one of the requirements for the award of this postgraduate. The research is about the impact of instructional materials on pupils’ academic performance in selected primary schools in Kibaale town council Kibaale district.

You are kindly requested to participate in the study and kindly do this by filling this questionnaire. The views you give will only be used for study purposes and kept confidential.

Please fill appropriately.

 Age……………………… Gender……………………

1. a) Name of school ………………………… b) Grade …………………………..
2. Teaching staff by qualification

Gill GV GT Others Total

1. School enrolment

Boys Girls Totals

1. Does your school have a variety and adequate instructional materials?

Yes No

1. Please indicate the instructional materials available in your school by ticking.

Instructional Materials Yes No

1. Globe
2. Wall chart maps
3. Teachers, made charts
4. Science apparatus
5. Abacus
6. Models
7. Enough text books
8. Supplementary leaders
9. Slates
10. Good classroom

**Any other specify**

1. Are your classrooms conducive Yes No
2. Do your classrooms have learning centers Yes No
3. Do your teachers use instructional materials in teaching / learning Yes No
4. Do pupils / learners access the available instructional materials in your school

Yes No

1. Do you think there is a relationship between instructional materials and academic performance Yes No
2. If Yes how do instructional materials affect pupils’ academic performance?
3. ……………………………………………………………………………..
4. ………………………………………………………………………………
5. ……………………………………………………………………………….
6. How can the use of instructional materials in primary schools be improved.
7. ………………………………………………………………………………….
8. ………………………………………………………………………………….
9. ……………………………………………………………………………………..

***Thank you very much for your participation.***

##

## APPENDIX IV

## QUESTIONNAIRE FOR THE TEACHERS’

I am a student teacher at Nkumba University – Kyegegwa Study Centre currently pursuing a master’s degree in education management and planning of Nkumba University.

I am currently carrying out a study on the impact of instructional materials on pupil’s academic performance in selected primary schools in Kibaale town council Kibaale district.

You are kindly requested to participate

 Age………………….. Gender………………………..

1. Kindly do this by filling this questionnaire
2. Name of the school ………………………………….. b) Grade ……………………
3. What is your qualification?
4. Does your school have a variety and adequate instructional materials

Yes No

1. If yes list them
2. ………………………………………………………………………………….
3. ………………………………………………………………………………….
4. ……………………………………………………………………………………..
5. Do teachers in Kibaale town council use instructional materials in teaching / learning

Yes No

1. What is the relationship between instructional materials and academic performance?
2. ………………………………………………………………………………
3. ………………………………………………………………………………..
4. How can the use of instructional materials in primary schools be improved?
5. …………………………………………………………………………………….
6. …………………………………………………………………………………….

**Thank you very much for your participation.**

##

## APPENDIX V

## INTERVIEW GUIDE FOR THE PUPILS

Rapport to be established first

 Age………………….. Gender……………………

1. What is the name of your school?
2. In which class are your?

Date: …………………

1. Does your school have a variety and adequate instructional materials Yes No
2. Does your school have any of the following instructional materials?

Instructional material Yes No

1. Globe
2. Wall maps
3. Teacher made charts
4. Science apparatus / materials
5. Abacus
6. Models
7. Enough text books
8. Supplementary readers
9. Slates
10. Good classrooms

Any other specify

1. ……………………………………………………………….
2. …………………………………………………………………
3. ………………………………………………………………………..
4. Do you think your classrooms are conducive?. Yes No
5. Does your classroom have learning centers? Yes No
6. Do your teachers use instructional materials in teaching / learning in teaching / learning?

Yes No

1. Do pupils / learners in your class access the available instructional materials?

Yes No

1. Do you think there is a relationship between instructional and academic performance?

Yes No

1. If yes how do instructional materials affect is academic performance
2. ……………………………………………………………………………..
3. ……………………………………………………………………………….
4. …………………………………………………………………………………
5. How can the use of instructional materials in primary schools be improved?
6. …………………………………………………………………………….
7. ………………………………………………………………………………
8. ………………………………………………………………………………

**Thank you very much for your participation.**

## APPENDIX VI

## OBSERVATION CHECK LIST

The observation check list below will be used to conduct both participant and non-participant observer based observation.

1. Classroom environment
2. Learning Centre / corners
3. Availability and use of text books
4. Accessibility of instructional materials by the learners.
5. Pupils/learners exercise books
6. Teachers’ preparation books
7. Any other found relevant.