

Utilisation of instructional materials in selected primary Schools in Kibaale Town Council

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Introduction

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.

Objectives

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 utilise the available instructional materials,
3. to find out the ways of improving the use of instructional materials in selected primary schools in Kibaale Town Council.

Methodology

A mixed methods research design was adopted, combining qualitative and quantitative approaches. The study used a sample size of 40 respondents who were selected using systematic

and simple random sampling techniques. It employed self-administered questionnaires, an interview guide, a focused group discussion guide, and an observation checklist as data collection instruments.

Key findings

The study found out that schools in Kibaale had no variety and adequate instructional materials as was indicated by the majority of the respondents (57.5%). The study further found out that instructional materials were used in learning and teaching in Kibaale schools as indicated by respondents (100%).

Key recommendations

The study recommended that the government should equip primary schools with a variety of and adequate instructional materials to improve classroom achievement. It also recommended that teachers and learners in primary schools should be creative/innovative and make use of the local environment to make their teaching and learning instructional materials.

Key references

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