

**THE EFFECTS OF INSTRUCTIONAL MATERIALS ON ACADEMIC
PERFORMANCE OF CHILDREN IN PRIMARY SCHOOLS:
A CASE STUDY OF LWENGO SUB-COUNTY,
LWENGO DISTRICT**

BY

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DECLARATION

I Tumwesigire Jane, affirm that the work contained in this proposal is by my hard work, it has never been submitted for any award here in or any other institution of higher education.

Sign:.....*Hane*.....

Tumwesigire Jane (Student)

Date:.....*13th/8/2017*.....

APPROVAL

This is to certify that this research work was supervised and is now ready for submission to the academic board for consideration and approval

Sign: 

Mr. Oketcho Pius Supervisor
(Supervisor)

Date: 15-08-2017

DEDICATION

I dedicate this piece of work to my children Taremwa Joel and Tayebwa Joshua, my parents: Bagyenyi Kareth and Tumwine Adrine, not forgetting my sisters Ninsiima Grace, Nyabutono Aidah, Tushabe Mary for their maximum support towards my study.

ACKNOWLEDGMENT

I would like to acknowledge Hon. Kemirembe Pauline Kyaka, my supervisor Mr. Ochwo Richard for the guidance, time spared to me during the carrying out of this research.

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ACRONYMS

UNESCO	:	United Nations Educational, Scientific and Cultural Organization
SPSS	:	Special Package for Social Scientists

ABSTRACT

The study investigated the effects of instructional materials on performance in schools. The study was guided by specific objectives that included; to determine different kinds of instructional materials, to identify the effects of instructional materials on performance and to assess the relationship between instructional materials and performance in schools.

The research consists of five chapters. Chapter one with introduction chapter two consists of the related literature, chapter three consists of methodology, chapter four consists of data presentation and analysis and chapter five consists of summary of findings, conclusions and recommendations.

The study was descriptive and analytical in nature where purposive sampling was used to select population. It employed 60 respondents. Data was obtained from primary source using stratified sampling, analyzed and presented using frequencies and percentages and were tabulated. Data was entered in EPIInfo and analysed using SPSS computer package.

The major findings of the study were, the study revealed that majority of the respondents were females who were in primary and below 25 years. Among the different kinds of instructional materials included animations, exercises study guides and tours, website achieves. Among effects were academic performance, improved communication and interaction.

Among the recommendations include, the government should give loans to school to enable them buy instructional materials, sensitization workshops among others.

CHAPTER ONE

1.0 Introduction

The aim of this research is to investigate the effects of instructional materials on performance of children in primary schools in Lwengo sub-county, Lwengo district. Instructional materials have been largely used after government intervention in providing them to schools

An instructional material is a tool used by teachers, facilitators, or tutors to help learners improve reading and other skills, illustrate or reinforce a skill, fact, or idea and relieve anxiety, fears, or boredom, since many teaching aids are like games Examples of instructional materials include - alphabet book, Alphabet chart, 'a calendar, flash card, word slide jig-saw.

1.1 Background to the Study

Instructional materials are materials that are used to aid in transference of information from one person to another. For example a teacher may use instructional materials to aid in the instruction of subject matter a class. These instructional materials could include: Power Point presentations (visual aids), Books, Articles and Materials for project development. The list can go on and on Sometimes these instructional materials are referred to as learning or teaching aids.

Poor instructional outcomes have been experienced in Lwengo sub county, Lwengo District over the last decade. It is against this background that this research study was set to determine the effect of instructional materials on learners by focusing on adequacy of teachers, learners and teachers' attitudes, physical facilities and parents' role in filling the gaps. UNESCO (2005), shortages of teachers, who are skilled in teaching learners with hearing problems, in most public schools it could also be a major impact of instructional materials to hearing impairment .This is majorly due mass influx learners into schools as a result of free

and compulsory primary' education .This can make teachers unable to cope with the workload which is experienced in classrooms. Teachers' Vs individual pupil's interaction is quite minimal. Due to this, poor performance has been experienced in most schools and failure to acquire elementary skills such as reading and writing. Therefore, the government ought to increase the number of teachers into classrooms to ensure quality instruction in the inclusive setting.

1.2 Statement of the Problem

According to the World Bank, there has been tremendous growth in the provision of free primary education in Sub-Saharan Africa. Enrolment in primary schools in the region has increased greatly (Heneveid & Hellen, 1996) .This expansion has put pressure on the quality of primary education as the number of learners continues to rock high levels. Due to this, it has reduced government's ability to support schools in terms of teachers, teaching/learning/instructional materials and physical infrastructure.

Poor instructional outcomes have been experienced in Lwengo over the last one decade. It is against this background that this research study was set to determine the relationship between instructional materials and academic performance in Lwengo sub county, Lwengo District.

1.3 Objectives of the Study

This research is guided by two sets of objectives

1.3.1 General Objectives

The main objective of the study is to determine the effects of instructional materials in Lwengo sub county, Lwengo District.

1.3.2 Specific Objectives

- i. To establish different kinds of instructional materials

- ii. To identify the effects of instructional materials on performance of children in schools.
- iii. To establish relationship between instructional and academic performance.

1.4 Research Questions

- i. What are the different kinds of instructional materials?
- ii. What are the effects of instructional materials on performance of children in primary schools?
- iii. What is the relationship between instructional materials and academic performance?

1.5 Scope of the Study

1.5.1 Time Scope

The study was carried out between August and December 2012.

1.5.2 Geographical Scope

The research was conducted in Lwengo sub county, Lwengo District.

1.5.3 Subject scope

The study is about the effects of instructional materials on performance of children schools.

1.6 Significance of the Study

- i. Be a guide to the government in establishing strategies for monitoring quality education in inclusive setting in public primary schools.
- ii. Make recommendation that would stimulate the government efforts solutions to problems facing inclusive education.
- iii. Serves as a reference guide among other divisions within the district in terms of provision of instructional materials in our inclusive education setting in primary schools.

- iv. The teachers would be in-serviced on proper methods of handling children with disabilities. Teachers would be encouraged to develop positive attitudes towards learners. Apart from being a role model, teachers would also find joy in their teaching career and accept any learner as unique individual with varied abilities.
- v. Raise issues that will require further research by other scholars of the curriculum implementation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

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

2.1 Kinds of Instructional Materials

Animations: 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.

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.

Study Guides and tours: Britannica's study guides are designed to supplement school instruction. The instructional material is intended to strengthen a students 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.

Website Activities: Children and teachers use the Internet as a research tool with these guided Web Site Activities that cover topics in language arts, science, 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: 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. (Luetke Stahlman & Luckner 1991).

Captioning: In some cases where captioning or other information is not readily available on audiovisual works or other types of media, it is necessary for the college to add captioning to make the information accessible to deaf or hearing impaired learners.

Communication: As stated earlier, communication problems can seriously interfere with interpersonal relationships for learners who receive all or part of their education in general education classrooms. Their inability to communicate with other carriers can delay their language development. Moreover, the deaf communicate in ways that are different from those around them can inhibit their social interaction and development.

Interaction is essential to language development and much of language development and communication skills come from the interactions of young children and their parents or other caregivers. The hearing parents of children who are deaf interact differently with their children than the hearing parents of children who are hard of hearing. Children who are deaf are often passive participants in communication, as their parents or caregivers bombard them with language stimulation and dominate the communication process. As a result, the vocabulary and syntax of children who are deaf grow slowly.

2.3 Relationship between Instructional Materials and Academic Performance

American Association of University Women, Washington, DC, 1992, shows that pupils' self esteem, confidence in abilities, expectations for life, interest in challenging courses and rewarding careers, and pursuits in maths and science decline as they get older. Teachers may contribute to pupils' problems by giving them less attention or a lower quality of attention

during class, therefore teachers must be careful not to limit learners' potential in science by using gender-biased practices and instructional materials.

Gill Judith (1994), indicates that middle school and high school pupils have positive attitudes toward instructional materials. Students tend to improve on their performance as a result of using instructional materials in science subjects.

Chuang (1999) in his study found that student with difference of gender and instructional styles (field dependence! field independence) perform on the ability to solve instructional problems.

Mayer (1994) in his study shows that computer based animations can ceased to promote scientific understanding. Findings also reveal that students performed better on recall and problem solving test when both the verbal and visual systems were utilized.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section focuses on the methods and ways that the researcher used in carrying out the study. It includes the research design, target population, Sample technique and size, research produced and data analysis techniques

3.1 Research Design

The research entails an event study. This used both qualitative and quantitative research designs. Qualitative design was used to obtain detailed information from the respondents using questionnaires and interviews. Quantitative design on the other hand was used to come up with information in tabular form

3.2 The Area and Population of Study

The study was carried out in four schools in Lwengo sub county, Lwengo District. The study consisted majorly of pupils, teachers, head teachers and residences gave an overview of the effects of instructional materials on performance.

3.3 Sample Framework

3.3.1 Sample Size

Considering time and other constraints of the study, the researcher selected 60 people systematically. These were considered a representation of the study population consistent with the research questions in chapter one. These were as follows: 5 Head teachers, 10 teachers, 40 learners and 5 parents

3.3.2 Sampling Technique and Procedure

Systematic sampling was used to select respondents from each school by the use of class registers depending on the number of learners in the class register.

3.4 Methods

3.4.1 Instruments Used for Data Collection

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on instructional materials and academic performance. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

Questionnaire

The questionnaires were administered on some children, parents and teachers in rural and urban areas so that the researcher could compare and contrast data given on instructional materials and academic performance in the two regions. Questionnaires were given to local government and local leaders.

Interview

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the respondents background, the school enrolment, use of instructional materials. Local government leaders and education officer were interviewed.

3.4.2 Sources of Data

Primary source of data

This was got through the use of self administered questionnaires and interview.

Secondary data

Text books and other related works of outstanding scholars whether Published, Magazines, Written data sources included published and unpublished documents, agency reports,

newspaper articles, internet sources and so forth were referred to so as to give more light on issues of the effects of instructional materials on pupils' performance.

3.5 Data Analysis

Data was analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected, i.e. where necessary SPSS package was used. Bar graphs were used to give a clearer outlook about instructional materials and academic performance and they were done in Microsoft Excel. Recommendations were made using the outcome of the result of the analysis.

3.6 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration, procedures followed, and the researcher was in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

3.7 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump sum as he had to find him/herself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the three years while also the researcher as required to attend to his academic work.

3.8 Delimitations

This research which was facilitated by the following favourable factors; Since the researcher was a resident of the area, he had accommodation hence less expenditure.

The researcher being a resident of Lwengo sub-county was familiar to the people from whom he obtained information. The researcher did not find problems in transport because the infrastructure is good.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research questions and objectives of the study.

4.1 Demographic background of the Respondents

4.1.1 Sex

Table 1: Sex of the Respondents

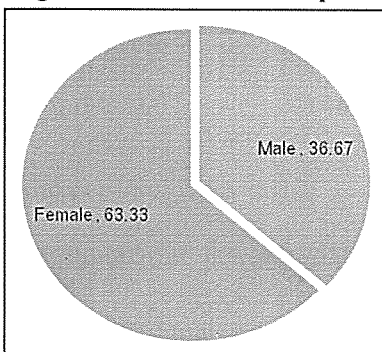
Sex	Frequency	Percentage
Male	22	36.67
Female	38	63.33
Total	60	100.00

Source: Fieldwork 2017

From the study it was found out that most of the respondents were females with 63.33% and the rest were males with 36.67%.

It appeared like that since the area has more females than males and the study involved more females than males.

Figure 1: Sex of the Respondents



Source: Fieldwork 2017

4.1.2 Age

Table 2: Age of the Respondents

Age	Frequency	Percentage
Below 25	32	53.33
25-34	11	18.33
35-44	15	25.00
45+	2	3.33
Total	60	100.00

Source: Fieldwork 2017

From the table above it was established that most of the respondents were below 25 years of the age with 53.33% followed by 35-44, 25-34 and 45+ with 25.00%, 18.33% and 3.33% respectively.

Below 24 were the most since it comprised the young children who were pupils from the four primary schools under study.

4.1.3 Education Level

Table 3: Education level of the Respondents

Level	Frequency	Percentage
Primary	35	58.33
Secondary	8	13.33
Tertiary	12	20.00
University	5	8.33
Total	60	100.00

Source: Fieldwork 2017

From the study it was found out that most of respondents were in primary and dropouts with 58.33% followed by tertiary, secondary and university with 20.00%, 13.33% and 8.33% respectively.

Those who were at a university level included the head teachers and those at tertiary were most especially teachers. Primary included some of the parents who dropped out of school due to failure to raise money for school fees for primary school children.

4.2 Different kinds of Instructional Materials

Table 4: Different kinds of Instructional Materials

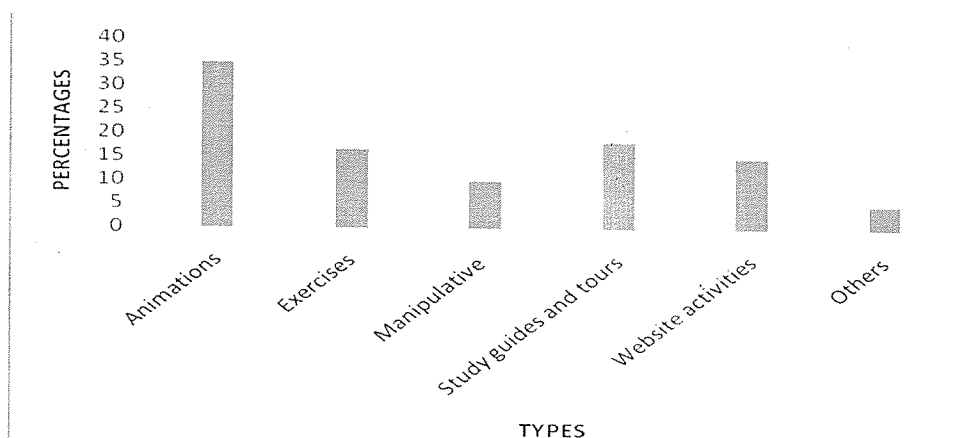
Types	Frequency	Percentage
Animations	21	35.00
Exercises	10	16.67
Manipulative	6	10.00
Study guides and tours	11	18.33
Website activities	9	15.00
Others	3	5.00
Total	60	100.00

Source: Fieldwork 2017

From the study, it was found out that most of the respondents were familiar animations with 35.00% followed by study guides and tours exercises, website activities and others with 18.33%, 16.67%, 15.00% and 5.00 respectively.

Through the informal interview with the respondents, it was identified that those who always use animations their pupils/learners always pass well in all subjects especially science.

Figure 2: Different kinds of Instructional Materials



Source: Field work 2017

4.3 Effects of Instructional Materials on academic performance

Table 5: Impacts of instructional materials on academic performance

Effects	Frequency	Percentage
Exposure	12	20.00
Better Performance	39	65.00
Communication	5	8.33
Interaction	3	5.00
Others	1	1.67
Total	60	100.00

Source: Fieldwork 2017

From the table 5 above, it can be identified that better academic performance is the commonest impact of instructional materials on academic performance with 65.00% of the respondents followed by exposure, communication, interaction and others with 20.00%, 8.33%, 5.00% and 1.67% respectively.

Through the informal interview with the respondents, it was mentioned that when children use instructional materials they are likely to pass well as considered to those who do not use and they get exposed to many new things.

4.4 Relationship between Instructional Materials and Academic Performance

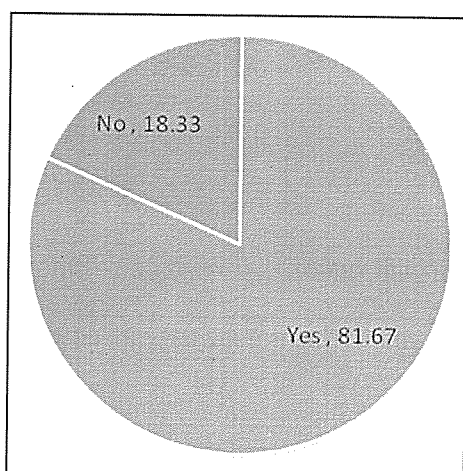
Table 6: Is there Relationship between Instructional Materials and Academic Performance

Response	Frequency	Percentage
Yes	49	81.67
No	11	18.33
Total	60	100.00

Source: Fieldwork 2017

From the study it was found out that 81.67% of the respondents said that there is a positive relationship between instructional materials and academic performance and the rest (18.33%) said that there is no relationship between the two variables.

Figure 3: Is there Relationship between Instructional Materials and Academic Performance?



Source: Fieldwork 2017

Table 7: Relationship between instructional materials and academic performance

Relationship	Frequency	Percentage
Positive	41	68.33
Negative	8	13.33
Total	49	81.67

Source: Fieldwork 2017

From the study it was found that 68.33% of the responses said that there is a positive relationship between the two variables.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter includes the general summary, recommendations and conclusions to the study. They are derived from the study findings that are based on the objectives of the study.

5.1 Summary

From the study it was found out that most of the respondents were females with 63.33% and the rest were males with 36.67%, since the area has more females than males.

From the study it was established that most of the respondents were below 25 years of the age with 53.33% followed by 35-44, 25-34 and 45+ with 25.00%, 18.33% and 3.33% respectively. 3.33% respectively.

From the study it was found out that most of respondents were in primary and primary drop outs with 58.33% followed by tertiary, secondary and university with 20.00%, 13.33% and 8.33% respectively.

5.1.1 Different Kinds of Instructional Materials

From the study, it was found out that most of the respondents were familiar with animations with 35.00% followed by study guides and tours exercise website activities and others with 18.33%, 16.67%, 15.00%, and 5.00% respectively

5.1.2 Effects of the Instructional Materials on Performance

From the study, it can be identified that better academic performance is the commonest impact of instructional materials on academic performance with 65.00% of the respondents followed

by exposure, communication, interaction and others with 20.00%, 8.33%, 5.00% and 1.67% respectively.

5.1.3 Relationship between Instructional Materials and Performance

From the study it was found out that 81.67% of the respondents said that there is a positive relationship between instructional materials and academic performance and the rest (18.33%) said that there is no relationship between the two variables and 68.33% of those who said that there is a relationship mentioned that there is a positive relationship between the two variables

5.2 Conclusion

This study attempted to examine the effects of instructional materials towards students academic performance. The study showed that pupils with lower prior knowledge performed equally well as those with high prior knowledge through use of instructional materials. Based on dual coding theory, students with low prior knowledge are helped more when verbal and visual information instructional materials are presented or used simultaneously since it helps them build referential connections (Mayor and Anderson 1992).

By rearranging the layout of the instructional text and static visuals, the animations were put side by side instead of static graphic on the top and instructional text at the bottom. This layout would encourage the learners to read the instructional text as well as build connections with the static graphic or animations. The differences between pupils with low prior knowledge and with high prior were obviously reduced to insignificant differences in the achievement tests after they went through the computer animation based-learning.

5.3 Recommendations

The government should give out credits to the natives and promote financial institutions giving out small loans to people enabling them to develop the quality of education.

They should develop a positive lovely attitude towards the people in Lwengo by identifying them as having equal rights and freedom like any other community member and that is their natural right to enjoy them freely so as to eliminate income inequalities.

Enhance sensitization of parents and communities, through public awareness campaigns and other communication strategies on the value of education with a view to minimizing the impact of the practices that militate against it

Professional interpreters should be made available and used on a regular basis for ethnic minority during the peace process.

Private proprietors should ensure that conducive study environment is catered or learners to perceive whatever have been taught to them. This will be realised when the best structures (classrooms) have been constructed.

APPENDICES

APPENDIX A: WORKPLAN

April	1 st week	Development of proposal
	2 nd week	Approval
	3 rd & 4 th weeks	Collection of data
August 2017	1 st & 2 nd weeks	Presentation, analysis of data collected
	3 rd week	Submission

APPENDIX B: BUDGET

ITEMS	COSTS IN UGX.
Stationary	30,000
Printing / binding	60,000
Facilitation /meals	40,000
Transport	50,000
Miscellaneous	20,000
Total	200,000

SECTION C: EFFECTS OF INSTRUCTIONAL MATERIALS ON PERFORMANCE

6. (i) Are there effects of instructional materials on academic performance?

Yes

☐

No.

☐

- (ii) If yes, what are the impacts of Instructional materials in academic performance?

.....

.....

SECTION D: RELATIONSHIP BETWEEN INSTRUCTIONAL MATERIALS AND ACADEMIC PERFORMANCE

7. (i) Is there any relationship between instructional materials and academic performance?

Yes

☐

No.

☐

- (ii) If yes, what is the relationship between instructional materials and academic performance?

.....

8. What are your recommendations to government as far as the issue of instructional materials is concerned?

.....

.....