

**TEACHING MATERIALS AND ACADEMIC PERFORMAMCE  
OF LEARNERS OF RELIGIOUS EDUCATION  
IN KAMPALA INTERNATIONAL  
UNIVERSITY, UGANDA**

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A Thesis

Presented to the School of  
Postgraduate Studies and Research,  
Kampala International University  
Kampala, Uganda

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In Partial Fulfillment of the Requirements for the Degree  
Master of Arts in Education Administration and  
Management

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October, 2011



## DECLARATION B

"We confirm that the reported work in this thesis was carried out by the candidate under my supervision",

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## APPROVAL SHEET

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## **DEDICATION**

The researcher dedicates this work to the following people:

His wife Elizabeth Okurut and children Apio Jane Florence Amurwon and Paul Odong Ochom

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The researcher's utmost appreciation goes to almighty God who enabled him reach this far academically.

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Augustus Oseku, Aggii Peter and all his brothers and sisters.  
May God Bless you Abundantly.

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## **ABSTRACT**

The title of the study was Educational resources and students' performance in Religious studies in Kampala International University. It was guided by these four objectives; (i) to determine the profile of the respondents in respect to age, gender, and nationality ii) Determine the level of Academic Resources iii) determine the level of students' performance, iv) the relationship between the extent of Academic resources and level of students' performance. The study used co relational descriptive survey research design. The study sample was 136, consisting of all the students in the Department of religious studies K.I.U. the study found out that there is less sufficient level of academic resources in Kampala International University. The level of students' performance is satisfactory. The findings further showed a significant relationship between the extent of Academic resources and the level of learner's performance in religious Education. The study recommended that University management and the government should focus more on improving and increasing manpower than focusing on beautifying physical resources. However physical resources are importance but should be improved hand in hand with other resources. Physical resources alone cannot improve students' performance, however good or adequate they are unless they are supplemented by other resources.

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## CHAPTER ONE

### THE PROBLEM AND ITS SCOPE

#### Background to the study

It is well known among educators that, the educational experiences involving the learner actively participating in concrete examples are retained longer than abstract experiences. Instructional materials add elements of reality by providing concrete examples to learning.

Many authors have written on the use of instructional materials both in teaching social studies and other related subjects in order to enhance teaching for desired social and behavioural change. These authors include McLuhan (1964), Alaka (1978), Kochhar (1986), Okafor (1988), Mkpa (1989), UNDP (1998), Heeks (1999), World Bank (1999), Aguokogbuo (2000), Koert (2000), Greenwood (2001), Bozimo (2002) Nwanna-Nzewunwa (2003) and Adekeye (2008)

More specifically, it was emphasised in the works of these authors that the use of instructional materials is a *sine qua non* in affecting behavior of learners of every field, especially social studies. It was equally shown by some of the authors that these materials are important catalysts of social re-engineering and change. It is obvious that social studies' teaching and learning cannot be well accomplished without the use of instructional materials.

The reason is not far-fetched: advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. Such technological breakthroughs as networked and non-networked; projected and non-projected; visual, auditory, audio-visual electronic materials are important landmarks in knowledge transfer. With them both teaching and learning become very pleasant.

The Great Soviet Encyclopedia (1979) defines instructional Materials as educational resources used to improve students' knowledge, abilities, and skills, to

monitor their assimilation of information, and to contribute to their overall development and upbringing.

According to Madeyese (2009), there are three basic types of instructional materials: concrete objects, including objects from the world of nature; representations of concrete objects and phenomena; and descriptions of such objects and phenomena by means of the signs, words, and sentences of natural and artificial languages.

The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials, semi-finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions. Also included in the first group are materials and equipment for students' expeditions and other travel, as well as supplies, instruments, and equipment for production training and for courses in drafting and the representational arts. Among such supplies, instruments, and equipment are wood, metal, plastic, and glass objects, measuring and monitoring instruments and equipment, equipment for the assembling and finishing of various products, and machines and machine tools.

The second type of educational materials, that of representations of actual objects and phenomena, includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, diapositives, transparencies, records and tape recordings, and radio and television broadcasts). Audiovisual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct observation. Audiovisual materials also acquaint students with early periods of history and with distant places in the world and in space. Such materials elucidate natural and social phenomena and enable students to study the inner world of matter and the internal motion of waves, elementary particles, atoms, molecules, and living cells.

The third type of instructional materials, that of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed textbooks.

Another type of instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets. Monitoring devices include punched cards and various types of automatic apparatus. Teaching machines include language-laboratory machines, closed-circuit television systems, and computers.

Instructional materials are made to comply with functional, biotechnological, aesthetic, economic, safety, and hygienic requirements.

The most effective use of educational equipment is achieved by means of centralized study facilities or laboratory learning. This will help the researcher to draw a comparative analysis on the performance of students who use teaching materials in learning and those who do not use them in terms of their academic performance.

### **Statement of the problem**

Effective and efficient teaching is a fountain for every student to excel academically. This requires an enhanced way of teaching involving use of example and where there is a good student teacher relationship that can favour the use of teaching materials or learning aids. This can help students to grasp and understand what they learn easily through experience. Teaching materials are instrumental in the education of students and various tools have been developed to work as teaching materials to help students understand what they learn quickly.

However, the development of relevant and comprehensive learning materials is a complicated process most especially for theoretical subjects whose content continuously change hence requiring teachers/lecturers to always develop new learning materials which sometimes may be hard to relate to the topic understudy. In some instances, teaching materials are fragile and hard to keep for a long period of time

which makes it tiresome and expensive for third world schools and institutions to contain.

Hence, the researcher tried to identify the teaching materials that are used in the study of religious education and how they affect the performance of students. This will help to develop a comprehensive analysis of the students who use teaching aids and those who do not use learning materials in terms of academic performance.

### **Purpose of the study.**

The following were the reasons why this study was proposed: (1) To test the hypothesis of no significant relationship between the extent of teaching materials and the levels of academic performance, (2) to validate existing information related to the theory to which this study was based; (3) to generate new information based in the findings of the study; (4) to bridge the gaps identified in the previous studies.

### **Research objectives**

#### **General objective**

The study investigated the correlation between teaching materials and academic performance of students in the study of religious education in Kampala International University.

#### **Specific objectives**

The study was guided by the following specific objectives

1. To identify the socio- demographic characteristics of the respondents in terms: age, gender and educational level.
2. To determine the extent of teaching materials used in the study of religious education in Kampala International University.
3. To establish the level of academic performance of learners of religious education in Kampala International University.
4. To determine if there is a significant relationship between the extent of teaching materials and level of academic performance of learners in religious education in the institution under study.

## **Research questions**

The study was guided by the following research questions.

1. What was the socio- demographic characteristics of the respondents in terms: age, gender and educational level?.
2. What was the extent of teaching materials used in the study of religious education in Kampala International University?.
3. What was the level of academic performance of learners of religious education in Kampala International University?.
4. Was there a significant relationship between the extent of teaching materials and level of academic performance of learners in religious education in the institution under study?.

## **Null Hypothesis.**

There is no significant relationship between the extent of teaching materials and the level of academic performance of students of religious education in Kampala International University, Uganda.

## **Scope**

### **Content scope**

The study focused on the identification of the teaching materials used In the study of religious education, the effects of using teaching materials on students academic performance in religious studies, the challenges that are encountered in the use of teaching materials in the study of religious education and the policy measures that can be taken to enhance the effective and efficient use of teaching materials most especially in the higher institutions of learning. This aided the researcher to bring out a detailed description on how the teaching aids complement learning for better academic performance.

### **Geographical scope**

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The study was conducted in Kampala International University which is located in Central Uganda Kampala District. It is located in Makindye division along Kansanga Ggaba road 3 ½ kilometers from the city centre for easy accessibility by students and conducive environment that is free from noise.

Kampala International University is a private university founded in 2000 to provide quality education to the Ugandan citizens and the world over. The university has an approximate population of over 3000 students in the different faculties and departments offering different courses at the undergraduate and post graduate levels. The university employs over 1000 workers in the administration, teaching and support staff respectively.

**Theoretical scope** – This study was underpinned by Grounded Theory Approach propounded by Glaser and Strauss (1967).

#### **Time scope**

The study was carried out in a period of six months starting from April to October 2011. This helped the researcher to have enough time to concentrate on the study carefully.

#### **Significance of the study**

The study findings may help **educational planners** and **administrators** to realize the need for incorporating teaching materials in students learning so that it can help students in making easier reflection of what they have studied in class during examinations hence better performance.

The study findings may aid teachers to recognize the importance of using teaching materials and how they can be develop effective teaching materials that will help students to learn quickly.

The study findings may help to highlight the need for **government and parents** to provide teaching materials to schools and students respectively so that learning can be made comprehensive rather than students learning through imaginations.

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The study findings may help to express the challenges that are encountered in using teaching aids. This will create a platform on which measures can be adopted to ensure that the use of teaching aids in learning can be made effective and efficient.

The study results may help **future scholars** and academicians as a secondary source of information in case they are studying a related educational problem.



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## Operational Definition of Key Terms

1. **Learning Resources**; the items that are used in the process of teaching to aid, facilitate and better the teaching learning experience
2. **Students' Performance**; the attitude of students' towards and scores in religious studies

regarding the new words will both take pressure off of you and provide important practice (and fun) for your students.

### **Differentiation of Instruction**

In addition to supporting learning more generally, learning materials can assist teachers in an important professional duty: the differentiation of instruction. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow you to modify assignments to best activate each individual student's learning style.

### **Acquiring Teaching Materials**

Getting your hands on valuable teaching materials is not nearly as difficult as it can seem at first. The Internet has many resources for teachers, most of them free, that can significantly increase the contents of your teaching toolbox. You can also make your own materials. Every learning material you develop will be an asset to you when you next teach a similar unit. An investment of time or money in good teaching materials is an investment in good teaching.

### **Importance of using teaching materials in learning**

Language instruction has five important components--students, a teacher, materials, teaching methods, and evaluation. Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. O'Neill (1990), in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

All Wright emphasizes that materials control learning and teaching. O'Neill emphasizes that they help learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of

learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Textbooks therefore take on a very important role in language classes, and it is important to select a good textbook.

### ***The Role of Materials in Relation to Other Elements***

Since the end of 1970s, there has been a movement to make learners rather than teachers the center of language learning. According to this approach to teaching, learners are more important than teachers, materials, curriculum, methods, or evaluation. As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for learners and to adapt them if they are not.

In other words, learners should be the center of instruction and learning. The curriculum is a statement of the goals of learning, the methods of learning, etc. The role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make, or choose materials. They may adapt, supplement, and elaborate on those materials and also monitor the progress and needs of the students and finally evaluate students.

Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive vs inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials.

Technology, such as OHP, slides, video and audio tape recorders, video cameras, and computers, supports instruction/learning.

Evaluations (tests, etc.) can be used to assign grades, check learning, give feedback to students, and improve instruction by giving feedback to the teacher.

Though students should be the center of instruction, in many cases, teachers and students rely on materials, and the materials become the center of instruction. Since many teachers are busy and do not have the time or inclination to prepare extra materials, textbooks and other commercially produced materials are very important in language instruction. Therefore, it is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

### **Characteristics of good teaching Materials**

Littlejohn and Windeatt (1989) argue that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. That is, choices made in writing textbooks are based on beliefs that the writers have about what language is and how it should be taught. Writers may use a certain approach, for example, the aural-oral approach, and they choose certain activities and select the linguistic and cultural information to be included.

Clarke (1989) argues that communicative methodology is important and that communicative methodology is based on authenticity, realism, context, and a focus on the learner. However, he argues that what constitutes these characteristics is not clearly defined, and that there are many aspects to each. He questions the extent to which these are reflected in textbooks that are intended to be communicative.

### **Language**

Textbooks should have correct, natural, recent, and standard English. Since students' vocabulary is limited, the vocabulary in textbooks should be controlled or the textbooks should provide information to help students understand vocabulary that they may not be familiar with. For lower-level students, grammar should also be controlled. Many textbooks use narratives and essays. It would be useful to have a variety of

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literary forms (for example, newspaper articles, poetry, or letters), so that students can learn to deal with different forms.

### **Information on Culture**

The cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English. It should include visual aids etc., to help students understand cultural information.

### **Maintaining Teaching/Learning Materials in Schools**

Many schools are filled not only with students ready to learn, but also with materials designed to teach these students. To be sure that these valuable materials remain just as valuable as they were on the day that they were purchased, many schools dedicate time and effort to maintaining them. By carefully monitoring learning materials and creating a system for frequent inspection, you can ensure that your school stays a materials-rich one.

### **Material Storage**

Store materials in a safe place. Do not store materials in a classroom or other space in which students have easy access. Instead keep them stowed in a locked closet so that only authorized personnel can get to them.

### **Check-out Process**

Require teachers to check out materials. Place one individual, such as the department head, in charge of these materials. Have this individual keep a sign-out sheet on which teachers who wish to use the materials must write their names. By doing so, you can track the materials and see that they are all returned properly.

### **Student Material Use**

Set rules for student material use. Don't hand the materials out to students without first speaking to them about how these materials should be used. Make it clear to students that they are not to write in the materials or otherwise destroy them. Assign each student a specific book or material set and check the assigned materials upon their return to deter students from damaging the materials. Instruct teachers to monitor

materials when they are in the hands of students. Ask teachers to circulate around the room the entire time the materials are being used, again to dissuade damage.

### **Material Return**

Survey materials upon their return. Once the materials are returned to the individual in charge of the storage process, this person should check them over to see that they weren't damaged. If damage is found, the individual should speak with the teacher in question and ask him to determine which student likely caused the damage. If your school has a fining procedure in place, it is appropriate to fine that student for these damages.

### **Repairing Materials**

Repair materials when damaged. Have books that are near destruction rebound or materials that are tattered or ripped repaired. By dealing with these damages, you can likely prevent them from getting worse so that you do not need to completely replace the materials.

### **Theoretical Perspective**

A Grounded Theory approach was adopted for this study, (Glaser and Strauss 1967). The development of Grounded Theory arose from Glaser and Strauss's work on the generation of hypotheses. They argued that in areas where there was little knowledge about the phenomena under study the generation of meaningful hypotheses for empirical testing was, at best, difficult and, at worst, impossible. Because of the paucity of knowledge researchers were, in effect, simply generating hypotheses on the basis of ill informed guesses which might result in the exclusion of significant information about the phenomena under investigation, and hence produce misleading results and conclusions. As an alternative, Glaser and Strauss proposed that hypotheses should be generated as a result of 'in-depth' study of the phenomena using the 'unstructured' approach of participant observation. They argued that the observers should aim to enter a research situation with no prior theoretical preconceptions and then create, refine, and revise theory in the light of further data collected. The resulting 'Grounded' hypotheses generated through actual observation would, therefore, be more accurate than those produced by speculation, whether theoretically underpinned or not,

however inspired. The Grounded Theory approach has been developed by others since the early work of Glaser and Strauss.

## **Related studies**

### **Physical resources and Students performance**

Physical resources include classrooms, lecture theatres, auditoriums, typing pools, administrative block, libraries, laboratories, workshops, gymnasia, assembly halls, special rooms like sickbay, staff quarters, students' hostels, kitchen, cafeteria, lavatory and toilet (Adeogun & Osifila, 2005). Theoretical availability of adequate and quality physical educational resources is positively correlated with students' performance and the quality of education students attain (Cutler, 1989). Several studies have been conducted to correlate physical resources and students' performance; for example, Edward (1991), found that as school's condition improved in USA, from one category, for example, from poor to fair students' standardized achievement scores rose an average of 5.45 percentage points; Hallack (1990) emphasized that the availability, relevance and adequacy of educational resource items contribute to academic achievement and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor teachers' productivity. Fuller (1985) adds that students who had used two or more books were almost three times better than those who had no textbooks in school.

Claus & Gurrbach (1985) under the Saginaw Schools Project in Canada is another study that noted the relationship between students' achievement and building facilities. This project was guided by the belief that schools can influence and control variables that contribute to school learning, the Saginaw Public Schools launched a "grassroots" project involving 31 schools. Lorton & Walley (1979) posited that learning experiences are richest when the environment (physical resources) around them meets their needs through its adequacy and effective utilization. Walberg & Thomas (1972) in their own contribution reported that children learn best when they can actively explore an environment rich in adequate materials.

An adhoc committee set up in December 2002 to identify the causes of poor performance in the WASSCE Nigeria, found that the most important factors include among others unplanned school plant, inadequate provision and maintenance of infrastructure (Adeogun & Osifila, 2005).

Hence, the interplay of nature and nurture on quality education and student teachers' productivity is an important issue that cannot be overlooked by the stakeholders in education industry. Newton (1997) professed that the magnitude of instruction are more scientific base; make instruction more powerful; make learning more immediate and finally make access to education more equal Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and teachers' productivity. According to him schools endowed with more resources performed better than schools that are less endowed. This collaborated the study of Babayomi (1999) that private schools because of the availability and adequacy of teaching and learning resources performed better than public schools. Adeogun (2001) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Loxley (1984) revealed that inadequate supply of textbooks in schools is having a toll on teaching and learning activities in many of the countries in the world. According to him, the World Bank data recorded the number of student to a textbook as ratio 20: 1. Sodimu (1998) in his findings reported that based on the high cost of textbooks, many students have been unable to buy books that will help to promote the quality of education they receive in Lagos state public secondary schools. He even stressed that parents believed so much in government funding the education in public schools to the extent that they become non-chalant towards equipping their wards with textbooks. Textbooks as indicated by Oni (1995) are indispensable to the quality education and students' teachers' productivity in all the schools in the world.

Nkuuhe (1995) highlighted some of the bad influence as, teachers' abdication of teaching responsibility to textbooks at the expense of original teaching method;



textbooks does not give room for flexibility, instead there are mechanical division of the curriculum and no provision made for individual differences among students.

Lorton & Walley (1979); Hallack (1990) discovered that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor teachers' productivity.

Individuals have perceived and acknowledged the purpose and function of resource in effective teaching and learning. Hallack (1990) emphasized that the availability, relevance and adequacy of educational resource items contribute to academic achievement and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Fuller (1985) discovered that students who had used two or more books were almost three times better than those who had no textbooks in school.

Anderson (1999) discovered that teachers who regularly monitor and supervise their students' learning by checking students' work and helping individual student to overcome errors and learning difficulties are likely to have student who exhibit higher level of achievement. Bajah (1979), Oni (1995) and Adesina (1990) discovered that human resources played the important role in the teaching-learning situation than any other factor of production and that the quality of education hinges upon the qualities of teachers available. Edward (1991), found that as school's condition improved from one category, for example, from poor to fair students' standardized achievement scores rose an average of 5.45 percentage points. The Saginaw Schools Project in Canada is another study that noted the relationship between students' achievement and building facilities. Guided by the belief that schools can influence and control variables that contribute to school learning, the Saginaw Public Schools launched a "grassroots" project involving thirty one schools. A school improvement survey was administered to staff to identify and then solve problems Goals listed in each school building plan were attained at a 70 to 100 percent levels. Goals related to students' achievement in reading and mathematics was also encouraging. During the five-year project, students'

achievement in both Maths and reading rose in the highest achievement category and dropped in the lowest achievement category (Claus and Gierbach (1985). Lorton and Walley (1979) posited that learning experiences are richest when the environment (physical resources)

around them meet their needs through its adequacy and effective utilization. Walberg and Thomas (1972) in their own.

Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and teachers' productivity. According to him schools endowed with more resources performed better than schools that are less endowed. This collaborated the study of Babayomi (1999) that private schools because of the availability and adequacy of teaching and learning resources performed better than public schools. Adeogun (2001) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Keith & Janet,(2003) identified that most colleges in poor countries have poor physical facilities and infrastructure, few learning materials, and underutilized space as a result of periods of neglect. They are nevertheless frequently the only post-secondary institution in an area with a concentration of educational professionals, and thus the only source of advice and support to practicing teachers. Impoverished facilities compromise the effectiveness with which training can be conducted and have a depressing effect on morale. Relatively small investments could transform at least some of these institutions into much more vibrant, accessible and attractive professional development nodes with outreach capabilities.

OECD/UNESCO-UIS (2003) report further indicated that with references to the index of the quality of the schools' physical infrastructure, principals' perceptions did not give any general indication of a greater impact of deficiencies of the physical infrastructure on learning in less developed countries. There was hardly any correlation between the mean index of the quality of the schools' physical and teachers' productivity in the selected countries. While all these

employed with no practical experience on the job are being posted to the inspectorate unit of the Ministry of Education. They stated that to inspect and supervise schools effectively requires regular school visits of well experienced officers with adequate provision of resources to forestall ineffectiveness in performing their duties. Fagbamiye (2004) posited that government should reduce its responsibilities to monitoring of what transpires in the schools to ensure quality. All these authors collectively emphasize the importance of human resources in improving teachers' productivity. They however look at human resources in the general perspective of education industry, so there is a need to approach this relationship from a micro perspective of education, hence the need for this study.

According to Keith & Janet, (2003), education output in Ghana would have to increase three or four times if all children were to be enrolled at primary level and taught by trained teachers. This assertion indicates the importance of human resources in improving performance of learners, since education output is always defined in terms of how many students have passed. This study wanted to establish how human resources in terms of adequate and skilled teachers influence education output in terms of students who have performed well or succeeded in their education.

In almost all countries, the demand for qualified teachers is ever increasing. This implies that educators have identified the need for and role of teachers in improving performance of learners. Crouch & Lewin (2001) showed that projections of teacher demand in South Africa substantially rising. This is the same case in Kenya and it is the reason why many licensed teachers have gone back to school to acquire more skills and fill the demand which is ever increasing. Also, the Millennium Development Goals (MDG) relating to education cannot be met unless the supply of teachers is adequate to keep pupil-teacher ratios within reasonable limits, and the quality of their training is sufficient to result in minimum acceptable levels of pupil achievement (Keith & Janet, 2003). Therefore improvements in efficiency and effectiveness are needed that can

the quality of education received by the learners in school, to a very large extent is determined by the level of availability of the material resources and of course the overall atmosphere in which learning activity takes place.

Where as all these studies were in West African countries, studies of the same kind need to be conducted in poor countries like Kenya, hence a gap for this study to fill.

Clayton & Forton (2001) showed interesting views when they argue that too much of the material resources, for example in a class, distort the learning environment and may impact negatively students' achievement. These authors found that flexible classroom spaces that allowed for small group activities enhanced the learning environment. Classrooms must fit student's bodies and allow for interpersonal interaction. They also found that classrooms often have excessive furniture, and clustered materials which limit the ability of a classroom space to support this developmental need. This flexibility was found to be critical to student development, learning, and attitude. However, the problem in most poor countries is not too many materials clustered in class rooms, it is actually the lack of them. So this study investigated teachers' productivity of students in schools with adequate learning materials and those with less.

Fulles (1985) discovered that students who have used two or more books were almost three times better than those who had no textbooks in school. Hallack (1990) emphasized that the availability, relevance and adequacy of educational resources items contribute to academic achievement. According to Kilonzo, (2007), provision of quality and relevant education and training are dependent on among other things, interest and attitudes of the learners, the supply of adequate equipment and learning materials all of which have all effects on acquisition of skills. This shows that in addition to interest, adequate and relevant teaching materials if properly used can boost the learning of the student even if when abstract concepts are being taught. Too much theoretical teaching by the teachers at the expense of many simple coordinated classroom activities

makes the subjects appear abstract thus pupils disliked learning. About the subjects it is pointed out that teachers with full of content enhance effective classroom control as compared to those of low content. This was supported by Jackson (1968) as cited in Kilonzo (2007) who argued that classroom teaching requires accurate preparations of materials which can stimulate learners' attention.

Eshiwani (1983) noted that "the factors affecting the students' performance fall into two categories" social and environmental factors on one hand and on the other class size, large classes contribute significantly to poor performance and poor control of the class, the availability of adequate physical facilities as well as equipped libraries, essential equipments and teaching materials are very important. This study wanted specifically to examine the influence of learning materials on students' performance in Kapsabet Division, Keiyo district, which all other studies have not contextualized.

Corkroft (1981) maintains that..."In both primary and secondary schools, there should be a supply of reference books for teachers related to the teaching of different subjects. This should include publication of the professional teachers guide which relates to textbooks which serve as additional resources for the teachers" The use of teaching aids helps to facilitate the teaching and learning of concepts increases the efficiency on information process, giving meaning to words, helps focus on pupils interest and assist the teacher to relate abstractness to concreteness, hence the pose of teaching aids is also important. Walberg & Thomas (1972) in their own contribution reported that children learn best when they can actively explore an environment rich in adequate materials. Scopes (1973) asserts that "...in many cases, in fact certain strategies and methods are precluded if necessary materials are not available and in other cases the limitation of materials, impose a group structured plan "Thus the availability of resources in schools assists in achieving the education goals and objectives through pupils involvement.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research design**

The study used a descriptive correlation research design which was used in assessing respondents' views towards teaching materials and the academic performance of students in religious education in Kampala International University. This type of research design utilizes different groups of people including Lecturers and students who differ in the variables of interest, but share other characteristics such as socio-economic status, educational.

#### **Study population**

The study involved a population of all the 136 students in the department of religious studies at Kampala International University. This is to get a cross-sectional view of teaching materials and students academic performance information from the different categories of people.

#### **Sample size**

The sample size therefore, consisted of all the 136 students in the religious studies department.

#### **Research instruments/tools**

In order to obtain adequate data to solve the research problem, Questionnaire was used in data collection.

#### **Questionnaire**

A researcher devised questionnaire covering all the aspects of the study variables was designed. The first section of the questionnaire covered general information (gender, age, Nationality). The questionnaires was pre-tested before being administered on the respondents. The questionnaires was self administered to ease data collection. The questions were both open and close

ended. This enabled the respondents to express their opinion about the variables under study.

### **Data Gathering Procedure**

#### **Before the administration of the questionnaire.**

1. An introduction letter was got from the school of postgraduate studies and Research to conduct the study after which permission from the University authorities was sought to distribute questionnaires to their students/stop.
2. The research was orient and brief his research assistants in how the sampling and data gathering procedures.
3. The questionnaire for actual distribution was prepared and coded accordingly
4. The non-standardized instruments was interested for validity and reliability.

#### **During the administration of the questionnaire.**

The respondents were requested to answer the questionnaire as objectively as possible and not to leave any question unanswered.

#### **After the administration of the questionnaire.**

The data collected was collated, organized and entered into SPSS for data analysis and processing.

### **Data Analysis**

Data analysis included editing the findings, coding and tabulation using a computer Statistical Package for Social Scientists (SPSS) for analysis. Main ideas in qualitative data were clearly be recorded. The data filled in the questionnaires were copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was be done.

Objective one, was analyzed using percentages and frequencies



Objective two, and three was analyzed using means, whereas objective four was analyzed using parsons' correlation coefficient.

The following numerical values and interpretations were utilized for the obtained means.

Mean range	Response mode	Interpretation
3.20-4.00	Strongly Agree	Very Satisfactory
2.51-3.25	Agree	Satisfactory
1.70-2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	poor

A multiple correlation coefficient to test the hypothesis in correlation (H #II) at 0.05 level of significance using a t-test was employed. The regression analysis  $R^2$  (coefficient of determination) was computed to determine the influence of dependent variable on the independent variables.

### **Ethical considerations**

To ensure that ethics was practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following was done: (1) coding of all questionnaires, (2) the respondents were requested to sign the informed consent, (3) author mentioned in this study was acknowledged within the text, (4) findings were presented in a generalized manner.

### **Limitations of the study**

The anticipated threats to validity in this study were as follows:

1. Intervening or confounding variables which were beyond the researchers control such as honesty of the respondents and personal biases. To minimize such conditions, the researcher requested the respondents to be as honest as possible and to be impartial/unbiased when answering the questionnaires.

Table 2 above, it is categorically evident that as concerns age of the respondents, 75% of the respondents were aged between 20 years and above, where as 25% were between 15-20 years old. This could possibly imply that most of the students' academic progress is fine, moving from one class to another within the right time since it is calculated that when they reach University, they should be around 20 years old under normal progression. Gender parity has almost been achieved in this division since the difference in number between the number of boys and girls is not that big. Whereas girls are few at 46 %, the boys are 64% which margin is not that big. As pertains to nationality, there are many Ugandans than other nationalities in the department at 69%. This is followed by Kenyans at 15 %, then others at 9% then finally Tanzanians at 8%.

### **Level of Educational Resources**

The independent variable in this study was educational resources, broken into three components (physical, human and material). Each of these components was measured using 11 items in the questionnaire, as described herein; The first component of the independent variable was physical resources in schools, measured using 11 items in the questionnaire, The second component of the independent variable was human resources in schools, The third component of the independent variable was material resources in schools, measured using 11 items in the questionnaire measured using 11 items in the questionnaire. All these aspects were each Likert scaled between one to five, where 1=Very inadequate or not available at all; 2=inadequate; 3=Neither inadequate nor adequate; 4=adequate; and 5=very adequate. Teachers were required to rate the level of availability or adequacy of each of these materials by ticking the right number in the box. Their responses were summarized using SPSS's means and standard deviations as indicated in table 3

**Table 3:**  
**Level of Educational Resources n=136**

<b>Indicators of Physical resources in a school</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Staff quarters	3.60	Very satisfactory	1
Kitchen	3.57	Very satisfactory	2
Administrative block	3.39	Very satisfactory	4
Play grounds	3.07	satisfactory	7
Students' hostels	2.94	satisfactory	8
Libraries	2.81	satisfactory	10
Canteen	2.78	satisfactory	11
Classrooms	2.58	satisfactory	15
Assembly halls	2.04	fair	26
Lavatory and toilets	1.93	fair	29
Sick bay	1.72	poor	32
<b>Indicators of human resources in a school</b>	<b>Mean</b>		
Gardeners	2.73	satisfactory	12
Bursar	2.63	satisfactory	13
Gatekeepers	2.60	satisfactory	14
Security guards	2.48	satisfactory	18
Cooks	2.44	fair	20
Messengers	2.10	fair	25
Non-teaching staff	1.95	fair	27
Laboratory attendant	1.94	fair	28
Qualified teaching staff	1.90	fair	30
Clerks (secretaries)	1.73	fair	31
Administrators	1.52	poor	33
<b>Indicators of material resources in a school</b>	<b>Mean</b>		
Chalk all the time at school	3.49	very satisfactory	3
Food/ water	3.12	satisfactory	5
Laboratory chemicals and equipments	3.11	satisfactory	6
Demonstration charts	2.84	satisfactory	9
Tape recorder and players	2.57	satisfactory	16
Television	2.56	fair	17
Good up date and relevant textbooks	2.45	fair	19
Radios	2.47	fair	21
Video tape recorders and players	2.42	fair	22
Study maps	2.31	fair	23
Audio-visual equipments	2.24	fair	24

Source; Field Data

### **Physical resources**

The means in table 4 indicate that students rated differently availability of different physical resources in their schools. For example, classrooms, administrative blocks, students' hostels, canteens and play grounds were all rated as neither inadequate nor adequate with means  $\approx 3$ . However, libraries, assembly halls, sickbay, lavatories and toilets were rated inadequate at mean  $\approx 3$ . some resources like kitchen and staff quarters were rated adequate with mean  $\approx 4$ . to get a summary picture on how teachers rated availability of physical resources in their schools, an average index (PHYSICAL) was computed for all the 11 items in table 4, which turned out to have a mean index of 2.77, confirming that on average physical resources of education in schools of Kampala International University are neither inadequate nor adequate (mean index  $\approx 3$ ).

### **Human resource**

The means in table 4 indicate that human resources in Kampala International University were inadequate (most means  $\approx 2$ ), which falls under inadequate on the Likert scale. For example availability of qualified teachers (mean=1.90), non teaching staff (mean=1.95), laboratory attendants (mean=1.94), secretaries (mean=1.73), messengers (mean=2.10), cooks (mean=2.44) and administrators (mean=1.52), were all rated inadequate in these schools (all means  $\approx 2$ ). However, some human resources were found to be fairly adequate, for example bursars (mean=2.63), gatekeepers (mean =2.60) and gardeners (mean=2.73). to get a summary picture on how teachers rated availability of human resources in their schools, an average index (HUMAN) was computed for all the 11 items in table 4, which turned out to have a mean index of 2.18, confirming that on average, human resources in Kampala International University are still inadequate.

## **Material resource**

The means in table 4 indicate that material resources in schools were fairly adequate (most means  $\approx 3$ ). For example, demonstration charts (2.84), Chalk (3.49), food/water (3.12) and so on, were all rated as neither inadequate nor adequate. But some other materials such as textbooks (2.45), maps (2.31), audio-visual equipments (2.24) and so on, were all rated inadequate. To get a summary on how teachers rated availability of material resources in their schools, an average index (MATERIALS) was computed for all the 11 items in table 4, which turned out to have a mean index of 2.69, confirming that material resources were rated as neither inadequate nor adequate (mean index  $\approx 3$ ).

## **Description of the Dependent Variable**

The dependent variable in this study was students academic performance, measured with four aspects namely, students' participation in class (measured by four items in questionnaire), students doing of corrections from tests and exercises (measured by three items in the questionnaire), students revision of books (measured by four items in the questionnaire) and students scores in tests, examinations and exercises measured (qualitatively using four items in the questionnaire). Learners were asked how they perform on each of these four items, by ticking the right number in the box. Their responses were summarized using SPSS's means and standard deviations as indicated in table 3

**Table 4**  
**Level of students' performance n=136**

Indicators of students performance	Mean	Interpretation	Rank
<b>A1 Student participation in class</b>			
A1.1 your contribution of ideas	3.43	Very satisfactory	3
A1.2 Asking questions where you have not understood	3.01	Satisfactory	10
A1.3 Completion of exercises and home work given	2.85	Satisfactory	11
A1.4 Answering questions asked	2.46	Fair	13
	<b>2.94</b>	<b>Satisfactory</b>	
<b>A2 Corrections from tests</b>			
A2.1 Making corrections after marking	3.73	Very satisfactory	1
A2.2 Bringing your books for making	3.60	Very satisfactory	2
A2.3 Asking for correct answers for questions you have failed	2.21	Fair	15
<b>A3 Revision of books</b>			
A3.1 Completing course work given	3.31	Very satisfactory	5
A3.2 Revision of exercise books in class	3.06	Satisfactory	9
A3.3 Asking questions from lecturer during free time	2.79	satisfactory	12
A3.4 Revision of books in the library	2.30	fair	14
<b>A4 Scores in exams, tests and exercises</b>			
A4.1 your scores in the class test you last did	3.27	very satisfactory	4
A4.2 your scores in class exercise your given	3.24	Very Satisfactory	6
A4.3 your performance in the last course work exams	3.18	satisfactory	7
A4.4 your scores in the end of last semester exams	3.12	satisfactory	8

Source; Field Data

The means in table 3 suggest that students rated their performance as average for all the four dimensions of performance (mean indices =3). These means also indicate that students rated examination scores highest (mean index=3.20) followed by corrections (3.18). For example on taking books for marking and doing corrections, students rated their performance as good (mean ≈4). To get a summary picture on how students rated their performance, an average index (PERFORMANCE) was computed for all the four measures in table 3, which turned out to have a mean index of 3.05, confirming that students performance in this department is generally fair.

**Table 2:**  
**Relationship between level of Educational resources**  
**and level of students' performance**

Variables Compared		Mean	r-Value	Sig.	Interpretation	Decision on H <sub>0</sub>
level of educational resources vs	Less	2.55	0.714	0.00	There is a significant difference	Rejected
level of students' performance	Sufficient	3.04				

**Source Field Data**

The r-values in table 5 indicate a positive relationship between level of educational resources and level of students' performance ( $r\text{-value} > 0$ ), suggesting that the more the resources are availed in the school, the more the students' performance improves and vice versa. Considering that all the sig. Values in table five indicate a significant correlation between the two variables (Sig. Values  $< 0.00$ ). Basing on this analysis the null hypothesis is rejected, leading to a conclusion that educational resources significantly affect students performance.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

This chapter presents the findings, conclusions and recommendations following the study objectives and pertinent hypotheses. The areas for further research are also suggested here.

#### **Findings**

This study set out to find the influence of educational resources on students' performance in Kampala International University. It was guided by 4 questions, that included determining the level of educational resources, levels of students' performance and the relationship between educational resources and students' performance in Religious Education Department K.I.U.

Under objective one, the study found out that as concerns age, 75% of the respondents were aged between 20 years and above, whereas 25% were between 15-20 years old. This could possibly imply that most of the students' academic progress is fine, moving from one class to another within the right time since it is calculated that when they reach University, they should be around 20 years old under normal progression.

Gender parity has almost been achieved in this division since the difference in number between the number of boys and girls is not that big. Whereas girls are few at 46 %, the boys are 64% which margin is not that big.

As pertains to nationality, there are many Ugandans than other nationalities in the department at 69%. This is followed by Kenyans at 15 %, then others at 9% then finally Tanzanians at 8%.

As pertains to objective 2, the study found out that the overall level of educational resources were; i) fairly adequate in terms of physical (mean index =



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2.71 or  $\approx 3$ ); ii) inadequate in terms of human (mean index  $\approx 2$ ); and iii) fairly adequate in terms of material (mean index = 2.68 or  $\approx 3$ ).

In line with objective 3, the study realized that students rated their performance as average for all the four dimensions of performance (mean indices = 3). These means also indicate that students rated examination scores highest (mean index = 3.20) followed by corrections (3.18). For example on taking books for marking and doing corrections, students rated their performance as good (mean  $\approx 4$ ). To get a summary picture on how students rated their performance, an average index (PERFORMANCE) was computed for all the four measures in table 3, which turned out to have a mean index of 3.05, confirming that students performance in this department is generally fair.

Results using Pearson's Linear Correlation Coefficient found that; there is a positive relationship between level of educational resources and students' performance ( $r\text{-value} > 0$ ), suggesting that the more the resources are availed in the school, the more the students' performance improved and vice versa. Considering that all the sig. Values in table five indicate a significant correlation between the two variables ( $\text{sig.values} < 0.00$ ). Basing on this analysis all the null hypothesis are rejected, leading to a conclusion that educational resources significantly affects Students' performance.

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## **Conclusions**

This section gives the conclusion to the study findings in relation to the study objectives and hypotheses; The study concluded that;

1. The number of males is bigger than the number of females in Kampala International University though this difference is not that big. Many students in this division in form four are in the age bracket of between 20 years and above.
2. The level of educational resources in kampala International University is generally less sufficient in terms of human, material and physical resources.
3. The level of students' performance is satisfactory.
4. There is a strong positive relationship between educational resources and students' performance.

## **Recommendations**

Basing on the findings of the first objective/hypothesis, the researcher recommends that if students' performance is to be improved in Kampala International University, then University management and the government should focus more on improving and increasing manpower than focusing on beautifying physical resources. However physical resources are importance but should be improved hand in hand with other resources. Physical resources alone cannot improve students' performance, however good or adequate they are unless they are supplemented by other resources. It is also important to note that availability of abundant physical resources without proper man power to manage them, will negatively impact on students' performance, so managers should try to note this, as they distribute their investments in school resources.

Basing on the findings of the second objective/hypothesis, the researcher recommends that if students' performance is to be improved in K.I.U, then University management and the government should try to do whatever they can to recruit, train and maintain adequate human resources. Of all the human resources needed in the school, administrators should give their priority to quality and experienced teachers. They should also ensure that the lecturer-student ratio is reduced. It is also important to strengthen school management resources because without proper managers to supervise the teachers, students' teachers' productivity may not improve.

Lastly, basing on the findings of the third objective, the researcher recommends that if students performance is to be improved, then management and government as well should try to ensure that they increase material resources in schools. Among the most important resources management should focus mainly at good or quality text books for both teachers and students to reference, maps, charts and audio-visual materials. Whereas other materials are also vital but these ones mentioned should be given priority before others.

### **Suggestions For Further Research**

The findings of this study are not conclusive on the problem of teachers' productivity in relation to educational resources, further studies can be conducted to examine the relationship between financial resources and students' teachers' productivity in the same zone. A similar study can be conducted using management as an intervening factor, since it is assumed that without good management, even resources are prevalent, performance may not be good. Another study may be conducted to find out the relationship between numbers of students in a class and teachers' productivity. A similar study can be done to find out how teachers' work load affect students' performance.

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## APPENDICES

### APPENDIX I

### **APPENDIX II:**

### **INFORMED CONSENT**

#### **INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Okurut Godfrey that will focus on Academic Resources and Students performance in religious studies department. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX: III**  
**RESEARCH INSTRUMENT**  
**TRANSMITTAL LETTER FOR THE RESPONDENTS**

Dear respondent,  
Greetings!!

I am a student at Kampala International University (KIU). I am undertaking a research study on **Educational Resources and students' performance in Religious studies department, KIU** as a partial fulfillment of the requirements for the degree of master in education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Your responses will be used for research purpose only and your identity kept confidential.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you have received it? Thank you very much in advance.

Yours faith fully

.....

**APPENDIX IV**

FACE SHEET;

Code#.....

respondents.....

Date received by



## SECTION A: BACKGROUND CHARACTERISTICS

Please tick (✓) where applicable

1. **Initials** (optional) -----

2. **Sex** male\_ Female\_

### 5. Age group

1. 15-20 years \_

2. 21 and above years \_

5. Nationality; Ugandan ( ), Kenyan ( ), Tanzanian ( ), Others ( )

Code#.....

Date received by

respondents.....

## SECTION B

**Evaluation of how students rated adequacy of resources in the schools**  
(Tick where applicable)

Rating	Response Mode	Interpretation
4	Strongly Agree	Very sufficient
3	Agree	Sufficient
2	Disagree	Less sufficient
1	Strongly disagree	Not sufficient

### Indicators of Physical resources in a school

\_1. You have enough classrooms.

\_2. You have sufficient administrative block

\_3. The library in your school is sufficient

\_4. Assembly halls are enough

- \_ 5. the sickbay in your school sufficient
- \_ 6. you have enough staff quarters
- \_ 7. you have enough students' hostels
- \_8. you have sufficient kitchen
- \_9. you have sufficient canteen
- \_10. you have sufficient Play grounds
- \_ 11. you have sufficient lavatory and toilets

#### **Indicators of Material resources**

- \_1. you have good up to date and relevant textbooks
- \_2. you have sufficient demonstration charts
- \_3. you have sufficient study maps
- \_4. you have enough audio-visual equipments
- \_5. you have enough Radios
- \_6. you have sufficient tape recorder and players
- \_7. you have sufficient television
- \_8. you have sufficient video tape recorder and players
- \_9. you have sufficient Laboratory chemicals and equipments
- \_10. you have chalk all the time at school
- \_11. you have enough food/ water

#### **Indicators of human resources in a school**

- \_1. you have enough qualified teaching staff
- \_2. you have enough non- teaching staff
- \_3. you have sufficient (bursar)
- \_4. you have enough laboratory attendants
- \_5. you have enough clerks (secretaries)
- \_6. you have enough messengers
- \_7. you have enough gatekeepers
- \_8. you have enough gardeners
- \_9. you have enough cooks
- \_10. you have enough administrators
- \_11. you have enough security guards

## Section C;      Students' performance

Indicators of students performance	1	2	3	4
<b>A1 Student participation in class</b>				
A1.1 Answering questions asked				
A1.2 Asking questions where you have not understood				
A1.3 your contribution of ideas				
A1.4 Completion of exercises and home work given				
<b>A2 Corrections from tests</b>				
A2.1 Bringing your books for marking				
A2.2 Making corrections after marking				
A2.3 Asking for correct answers for questions you have failed				
<b>A3 Revision of books</b>				
A3.1 Revision of books in the library				
A3.2 Revision of exercise books in class				
A3.3 Completing course work given				
A3.4 Asking questions from lecturer during free time				
<b>A4 Scores in exams, tests and exercises</b>				
A4.1 your scores in the end of last semesters' exams				
A4.2 your performance in the last course work exams				
A4.3 your scores in the class test you last did				
A4.4 your scores in class exercise you given				
Overall mean				

Thank you for your cooperation

