

INSTRUCTIONAL MATERIALS AND PUPILS' ACADEMIC PERFORMANCE IN  
SELECTED SCHOOLS IN BATALEJA DISTRICT: A CASE STUDY OF BUSOLWE  
TOWN COUNCIL

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### DECLARATION

I, Namubali Falida do hereby declare that this work is original and my own. It has never been presented to any higher institution of learning or university for any award.

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### SUPERVISOR'S APPROVAL

have thoroughly scrutinized this work and I found it to be perfectly written hence  
commended it for submission.

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Date: 03/2/2018 .....

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## DEDICATION

I dedicate this piece of work to my dear parents Mr. Subulya Anas and Baluka Zafalan for their efforts to bring me up to this level.

## ACKNOWLEDGEMENT

would like to express my gratitude to different people and personalities based on their own capacities. In the first place to the members of my family particularly my husband Mr. Hamwada Siraje and my children Uthura, Abadrahamiid and Abdrahakiim and whoever gave assistance towards my success in this particular course. To my parents, Mr. Subulya Anas and Baluka Zafalan I appreciate your collective efforts in form of contributions towards the success of my studies. I would like to humble myself by apologize to all of you on where I have not been very good to you, but I confess that this is the first form of appreciation one can give to those who have ever been useful to her before the rest can follow.

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## LIST OF ACRONYMS

LE	-	Primary Leaving Examinations
NEB	-	Uganda National Examinations Board
NGOs	-	Non-Governmental Organisations
USAID	-	<b>United States Aids International Development</b> (not sure)
CMV	-	Common Method Variance
DO	-	Community Development Organisation
	-	Local Council

## ABSTRACT

The study, "Instructional materials and pupils academic performance in selected schools in Mutaleja district" was carried out in Busolwe Town Council. The objectives of the study were to identify problems faced by teachers in using instructional materials in primary schools, to establish the role played by instructional material in the teaching and learning in primary schools, and to state the importance of instructional materials in the teaching and learning in primary schools. In order to establish the gaps the literature was reviewed following the above mentioned objectives. A cross sectional research design was used because it cut across all the respondents in the area of study. The design was achieved through qualitative and quantitative approaches. The research instruments used in data collection were questionnaire, interviews, and documentary review. The targeted population was selected through random sampling techniques. The data collected was manually analysed using Ms-Word and Excel computer packages. The major challenges faced by teachers in using instructional materials in primary schools were found to be lack of modern equipments, lack of scholastic materials and poor teacher pupils ratios among others. The major role played by instructional materials in teaching and learning in primary schools established by the study was that learners lose concentration in class and makes the learners idle in class and not participating in the learning process. The importance of instructional materials in the teaching and learning in primary schools was that it facilitates and improves pupils' capacity to grasp knowledge. The study concluded that lack of instructional materials incapacitates learning and teaching of pupils in primary schools, among others. Hence the study recommended that government should take up the responsibility of supplying textbooks and non-textbook materials to all schools in Busolwe Town Council. All stake holders should embark on mobilizing and sensitizing parents on the roles and responsibilities on their children for better academic performance, and government should open up or remove staff ceiling to employ more teachers to avoid inadequacy and ineffectiveness, among others.

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1 INTRODUCTION**

This chapter captures the information on the background to the study, problem statement, purpose of the study, objectives of the study, research questions, scope of the study, justification of the study, limitations of the study and definitions of the study and definitions of key terms.

#### **1.1 HISTORICAL PERSPECTIVE**

The act of teaching is fundamentally concerned with passing ideas, skills and attitudes from the teachers to the learners. Teachers use a wide variety of tools to foster learning. Instructional materials are tools in educational lessons which includes active learning and assessment.

The common ones are as below:-

Additional resources include: textbooks, work books used in a classroom example language arts, classroom almost always have literature books, writing textbooks and even vocabulary and spelling.

Graphic organizers are any type of visual representation of information diagrams, charts, tables, flow charts and graphs are all examples of graphic organizers.

Teachers made resources include anything the teacher creates like handouts, work sheets, tests, quizzes and projects. Many of these are used to assessment.

#### **1.2 CONCEPTUAL PERSPECTIVE**

The influence of instructional materials in promoting pupils teaching plays a major role in improving academic performance. The availability of instructional materials and appropriate utilization in the teaching-learning process makes classroom interaction practices and successful transfer of knowledge from the teacher to the learners.

Instructional materials assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas and notes to the learners.



Every teacher needs supplies and resources in order to have a successful classroom. Writing utensils, paper and inspirational wall signs are all useful objectives in a classroom, but they are not instructional materials.

Instructional materials are the tools used in educational lessons which include active learning and assessment. Basically any resource a teacher uses to help him teach his student is an instructional material. This is according to Angela (2003-2016) lesson transcript instructor.

Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts.

This is in accordance to Bossaert G.S Doumen, E. Buye K.Verschcleren (2011) "Predicting students academic achievement after the transition to first grade A two years-year longitudinal study" journal applied Developmental Psychology 32:47-57 doi:10.1016/j.appdev.2010.

### **3.3 CONTEXTUAL PERSPECTIVE**

In California the achievement of schools is measured by the academic performance index. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve higher in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement has an influence on academic achievement in addition to intelligence and conscientiousness). Children's semi-structured home learning environment when children start first grade. Early academic achievements enhance later academic achievements. As advanced by the following in their books:

Ward; Howard Stoker, Mildred Murray Ward (1996), "achievement and ability test definition of the domain", Educational measurement 2, university press of America, pp2-5.

Stumm, Sophie, Hell, Benedikt, Chamorro Premua, Tomas (2011) "The hungry mind intellectual curiosity is the third pillar off academic performance."

#### 1.4 THEORETICAL PERSPECTIVE

According to a contingency theory it is an organizational theory that states that there is no best way to organize a corporation, to lead a company, or to make decisions, instead to optimal course of action is contingent (dependent) upon the internal and external situation. A contingent leader effectively applies his own style of leadership to the right situation. The link between the theory (contingency theory) and the topic is that both handle organization, effective management of systems to satisfy and balance internal needs and adapt to environment circumstances.

These are clearly stated by Ijaduola; (1997) that instructional materials assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas and notes to learners. Instructional materials include both visual and audio-visual such as pictures, flash cards, posters, charts, tapes, radios, videos, televisions, computers among others. These materials serve as supplement to the normal processes of instruction.

According to Aromolaran, (2006) to him three major languages are used in teaching and communicating economic ideas. These languages include theory or verbal, geometrical or physical and algebraic or mathematical language. It should therefore be noted that in order to enhance teaching and learning in primary schools necessary and relevant instructional materials should be appropriately used. This fact is supported by Macaulay (1989) who asserts that visual aids make lessons easy for the fast acquisition of knowledge by the learners.

On the same note, scholars like Mutebi and Matora (1944) have emphasized that there is an impact on instructional materials utilization in teaching and learning, according to them, we learn



and remember 10% of what we hear, 40% of what we discuss with others and as high as 50% of what we experience directly or by practice.

In addition to this, Okabukola and Jegede (1992) stressed that a professionally qualified science teacher no matter how well trained would be unable to put his ideas into practice if the school setting lacks the equipment and materials necessary for him or her competence into reality.

Similarly, Bassel (2002) in his view said that science is resource intensive and in a period of economic recession, it may be very difficult to find some of the electronic gadgets and equipment for the teaching of mathematics in schools adequately. A situation that is further compounded by the galloping inflation in the country and many at times, some of the imported sophisticated materials and equipment are found expensive and even irrelevant, hence need to produce materials locally.

Researchers such as Obioha, (2006) and Ogunleye (2002) reported that there were inadequate resources for teaching science subjects in primary schools in Nigeria. They further stated that even the available ones are not usually in good conditions. There is need therefore for improvisation.

In their findings Adepimpe (1977) and Daramola (2008) however noted that improvisation demands adventure, creativity, curiosity and perseverance on the part of the teacher such skills are only realizable through well planned training programs on improvisation.

## 2 PROBLEM STATEMENT

Every year when the Uganda National Examination Board (UNEB) releases the results of primary leaving examination (PLE) there has always been a notable mass failure rate in science subjects (mathematics). In support of the above problem of the academic performance according to the new vision to copyright 2016. The insider Uganda unleashing the truth posted on (2015, February 3) UCE results: science failure worry UNEB. The board however noted that the situation in science and mathematics is worrying. In her speech the education minister Jesca Rupoko encouraged teachers to utilize laboratories available and demonstrated the practical aspect of science subjects.



According to Nwadiwigwe (2000), learning is a process through which knowledge, skills, habits, facts, ideas and principles are acquired. The only means of achieving this is through the use of instructional materials. It is therefore against this background that this study attempt to examine the extent to which the appropriate utilization of instructional materials could enhance and advance primary school pupils academic performance.

### **3 THE PURPOSE OF THE STUDY**

The purpose of the study was to examine how instructional materials and academic performance is affected in selected primary schools in Butaleja district, Buswole Town Council.

### **4 OBJECTIVES**

The objectives of the study were:-

- i) To identify problems faced by teachers in using instructional materials in primary schools.
- ii) To establish the role played by instructional materials in the teaching and learning in primary schools
- iii) To state the importance of instructional materials in the teaching and learning in primary schools.

### **5 RESEARCH QUESTIONS**

- (i) What are the challenges faced by teachers in using instructional materials in primary schools?
- (ii) What roles are played by instructional materials in the teaching and learning in primary schools?
- (iii) What is the importance of using instructional materials during the teaching and learning in primary schools?

#### **5.1 Geographical scope**

The research study was conducted among the five (05) selected primary schools within Buswole Town Council in Butaleja District. Buswole Town Council is found in Butaleja district, Eastern part of Uganda. Butaleja District is found in Eastern Uganda about 30kms west of Tororo Town.

to the West Butaleja is bordered by Namutumba district, to the North is bordered with Budaka district and to East it is bordered by Mbale district and the South East is bordered with Tororo district.

## 5.2 Content Scope

The study focused on the problems associated with instructional materials. According to Olanrewaju (2012) published on December 9<sup>th</sup>, stated the following.

Since educational communication and technology is a fairly new area of importance in education, it is a lightly technical field, and to understand how it can affect instructional delivery, one first has to understand the operational functionality of the resource kits.

Teachers' knowledge have a great impact on the effective application of teaching aids or instructional materials this is because the teacher uses need to understand the sequential presentation of the instructional gadgets so as to suit the interests of the learners and its appropriateness with the instructional tasks.

Part of the application of teaching aids or instructional materials process is the target population for whom the materials are to be used and the setting or vicinity where the learning should take place.

There is also a serious problem or factor that delay effective use of instructional materials that can make learning easier and faster such as computer-aided program but lack of funds has effects on its importation and use in schools.

Materials available for the effective instructional delivery are poorly handled by both teachers and some school authority.

School is affected by non-availability of resource room for the proper keeping of both locally manufactured and the commercially purchased teaching instructional material limiting its use at the time needed. The two institutions indicates the availability of these materials but were rather in poor condition.

**5.3 Time scope**

The study considered information between the time period of 2006-2015 (10 years) this period is considered so as to obtain the recent and valid data. This time lag of (10 years) gave the researcher an in-depth analysis of the use of instructional materials in the teaching and learning science subjects in primary schools.

**6 JUSTIFICATION OF THE STUDY**

The continued poor performance by pupils in primary schools is the rationale for conducting this study to establish whether it has got a link with the instructional materials.

**7 SIGNIFICANCE OF THE STUDY**

The study if completed would help enhance teachers' effectiveness and productivity. This is in line with assertion of Ekweme and Igave, (2001) who noted that it is only teachers who will guarantee effective and adequate usage of instructional materials and thereby facilitate success.

Orimejii (2002) supportively asserts that any teacher who takes advantage of these resources and learns to use them correctly will find that they almost make an in calculating contribution to instruction. He further says that instructional materials are of high value in importing information, clarifying difficult and abstract concepts, stimulating thought sharpening observation, creating interest and satisfying individual difference.

According to Nwadinigwe, (2000) to him learning is a process through which knowledge, skills, habits, facts, ideas and principles are acquired and utilized and the only means of achieving this through the use of instructional materials.

The study is also vital to the educational system and societal large. This is because when teachers' solidify their teaching with instructional materials and the learners learn effectively, the knowledge acquired will reflect the society positively. Pupils be able to understand the functioning of the economy, interpret government's economic policies and activities and perform economically better in the choice of life and work. It will also act as guideline to the solutions for the problems faced in the country.



Non-Governmental Organisations (NGOs) like USAID of the American people have taken part to lend support to areas where the problems have been discovered, thus poor academic performance. This study when completed will expose hidden problems that in turn may call aid from programs of USAID like SHARP, (RTI) research triangle international to provide capacity building of teachers, on reading and writing and putting more emphasis on the making and use of instructional materials to better the teaching and learning in primary schools.

The study in turn shall enable the community to look towards better academic performance of their learners by exploitation of the local environment in attempt to make and use instructional materials using plant materials within their reach such as sisal, mats, ropes, seeds, empty boxes.

## **DEFINITION OF KEY TERMS**

The relevant terms below are operationally defined relative to their usage in this study.

Instructional materials; are primary a medium for delivery of content, the teacher reiterates and builds on the content.

Source: teachers' mathematics methodology module 01)

According to Angella Janovsky, study con, instructional materials are the tools used in educational lessons which include active learning and assessment.

Utilization; the act of using something to achieve a given purpose.

Source: Oxford advanced dictionary 2000).

Academic performance; this is regarded as the display of knowledge attained or skills shown in school subjects such as achievements are indicated by test scores or by marks assigned by teachers. It is shown of evaluation of students in classroom work as qualified on the basis of marks or grades. (Source: teachers PEs module EPEOI) 1994.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **0 INTRODUCTION**

This chapter presents a review of related literature. To guide the study, literature was reviewed under the following subheadings.

Challenges faced by teachers in using instructional materials in primary schools.

Role played by instructional materials in teaching and learning process in primary schools.

Importance of instructional materials in the teaching learning process.

#### **1 CHALLENGES FACED BY TEACHERS IN USING INSTRUCTIONAL MATERIALS IN PRIMARY SCHOOLS**

According to Roxanne Deany (2012) published on December, 9 identified the following as problems or challenges associated with the use of instructional materials;

Since educational communication and technology is fairly new area of importance in education, is a highly technical field, and to understand how it can affect instructional delivery, one first has to understand the operational functional of the resource kits.

Time is always a serious problem or factors that delay effective use of instructional materials in class due to time allocation on the time table.

There are sophisticated teaching aids or instructional materials that can make learning easier and faster such as computer-aided programs but lack of funds has effect on its importance and use in schools.

The instructional materials that are available at school are poorly handled by both teachers and persons in authority which would otherwise be of effective use in the teaching learning process.

The worst of all is that schools are affected by non-availability of resource room for the proper custody of both locally manufactured and commercially purchased instructional materials.

Another pressing issue was that instructional materials were grossly lacking in schools. There was scarcity of both printed and audio-visual materials in most of the instruction neither of printed nor audio-visual materials were available in insufficient quantity or quality.

According to Program to International Pupils' Assessment (PIPA) which was implemented in Canada across all its province, the following found as some of the problems or challenges faced by teachers in using instructional materials in the teaching and learning in primary schools.

Staffing hindrance, lack of qualified staff, shortage of teaching of teachers for sciences, mathematics, language, arts or other school subjects and lack of non-teaching staff in primary school levels.

Instructional resource hindrances: shortage of technology related resources, including computers, instructional computer software, audio and audio views resources or other technology based resources, and shortage of other instructional resources.

Teacher or staff related hindrances teacher pupil rapport.

Low teacher competence in the area of effective instructional resource utilization in the classroom situation.

Inability to appreciate the importance of using instructional materials in promoting and understanding of physics concepts being delivered to learners and during the teaching and learning process in the classroom environment.

Lack of opportunities for in service/refresher or capacity building development for serving science teachers to update their knowledge periodically in the light of new research findings and resources development in the local environment.



## 2 THE ROLE PLAYED BY INSTRUCTIONAL MATERIALS IN THE TEACHING AND LEARNING IN PRIMARY SCHOOLS

uyori, (1986) while stressing the importance of instructional technology highlighted the following categories of instructional materials.

Audio or aural Aids: Are those devices that make use of the sense of hearing only such as radios, audio tape recordings and televisions these devices can be used to enrich learners with the knowledge of mathematics during the process of teaching and learning.

Visual instructional materials: The devices that appeal to the sense of sight only such as blackboard, chart, slides and filmstrips also help learners to use their sense of vision to understand concepts taught to them.

Audio visual aids: A combination of devices which appeal to the sense of seeing and learning in the teaching learning process. These help in developing learners' sense in order to make them not to forget easily when they hear and see like in a television, motion pictures and computers, etc.

Printed materials: Include textual materials such as magazines, newspapers, journals as well as programmed learning materials that students read and memorize for understanding of physics concepts which can enable them discover the physical world and communicate their discoveries to others.

Manipulative materials: These are instructional materials which the lecturer handles skillfully and expertly to bring about the desired behavioural change among learners in the learning environment.

Several studies indicate a very strong positive link between the effective use of instructional materials, pupils and students' academic performance in mathematics in primary schools.

According to Balo, (1971) commented that "Audio-visual" materials as integral part of teaching and learning situation helps to bring about permanent and meaningful experience among teachers. He said that they provide firsthand experience where possible or of vicarious one where it is not possible. It is only that is feasible.

In the same manner, Moronlola (1982) also carried out a research in 110 primary schools in local government of Kwara state. She also used questionnaires to tap information on the material resources available for the teaching and learning process of the ten subjects in the ten primary schools. She collected the ASC examination results for the past five years and related this pupils achievement in each of the ten subjects taught in primary schools and the amount of resources available for the teaching of the ten subjects. She also reported a significant effect of material resources on the achievement of pupils in each of the ten subjects taught in primary schools.

Olo (1978) also concluded a survey on audio-visual materials for eight teacher training colleges in Kwara state and for twelve teachers colleges in plateau state Nigeria. His study considered such elements as equipment and materials owned by each of the selected colleges, the utilization of equipment and materials owned, and the number of teachers that had some measure of audio-visual related training. The study revealed that there was underutilization of instructional materials equipment in some areas and non-utilization in other materials that can be utilized in the teaching learning process in primary schools.

## **THE IMPORTANCE OF INSTRUCTIONAL MATERIALS IN THE TEACHING AND LEARNING IN PRIMARY SCHOOLS**

Instructional materials support learning content, allow students to engage in the application of concepts and provide an opportunity for evaluation. They are developed to facilitate learner understanding in support of this Fayemi (1991) highlighted the need for mathematics teachers to develop positive attitudes towards the development and utilization of instructional materials available. In other words, maintain appropriateness of the materials to instructional competences required for use in the classroom.



Opoola (1981) challenged the mathematics teachers to reflect individual differences of learners' characteristics in the use of instructional materials in the teaching learning process. This is because the age, level interest, socio-economic background, learning style, physical skills of the learner often varies hence materials be selected, developed and used should relate to the individual differences of the learner in the classroom environment during the teaching and learning process.

This is necessary because learners as human beings learn through various senses thus through touch, vision, taste and hearing that could enable them understand and hence the resources or materials that appeal more than one sense should essentially be utilized during the process of teaching and learning mathematics in primary schools.

The teachers therefore should use a lot of resources in the local neighbourhood that can be innovative to him to exploit for the benefit of learners or students that can enhance their performance during the teaching and learning process.

Since instructional materials are very important, Oladejo et.al (2011) urged that before selection and developing any resource, considerations should be made on the number of teaching and learning situations to which the resource can be applied.

Therefore acquisition of teaching aids having a wide range of practical capability is essential in the teaching learning of sciences in primary schools.

According to Jegode and Adedajo (2011), the teachers should realize the need for improvisation of instructional materials if the cost of purchasing them is high. Due to the importance of instructional materials such improvisation is a way of increasing inquiry curiosity, manipulatively, creativity and productive application of intellect to desired selected instructional materials required to be used in the process of teaching and learning in primary schools.

There are different and various approaches and definitions of concepts of competence that are common.

aut (as stated in Orji and Abolarim, 2012) defined competence as ability to perform a task and es required to the expected standards.

cording to Weinert (2001) competencies are the positive combinations of knowledge, ability and willingness in ability of an individual to cope up successful and responsibility with the changing situations in the environment.

imilarly, Orji and Abolanin, (2002) refer to competence as the effectiveness or ability of anyone concerned to apply the acquired knowledge, values and skills to achieve the desired results or als that have been set.

ese definitions express competence as changing over time, experience and setting thus, according to Cireuba (2006) competence as a concept can be communicated but only developed a teacher and imparted on the learners at a specific given period of time.

addition to this, Orji and Abolanin (2012) called for development or improvisation of teaching s could also be done concurrently with the pupils such as a project or group assignment in signing some gadgets of learning. This also promotes creativity among pupils/students in a en level of learning.

cording to Weinert (2001) some dynamic variables such as the size of target audience, the ssroom, social climate setting, viewing behaviour and listening arrangements, available time ce, the desired level of learners responses and participation are to be seriously considered in ision making, selection and developments of instructional materials for use in lesson delivery rimary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **0 INTRODUCTION**

this chapter the methodologies used were explained and they included: research design, area of the study, sampling technique, instrument for data collection, sources of data, data analysis, ethical consideration, research procedure and quality control.

#### **1 RESEARCH DESIGN**

Accounting for common method variance in a cross-sectional research designs, Lindell, Michael Whitney, David J. (2001) FWB, 114-121 Journal of applied psychology, Vol86(1). Cross-sectional studies of attitude behaviour relationships are vulnerable to the inflation of correlations due to Common Method Variance (CMV). Here, a model is presented that allows partial correlation analysis to adjust the observed correlations about the statistical and practical significance of the predictor have been influenced by the presence of CMV. This method also suggested procedures for designing questionnaires to increase the precision of these adjustments. Both qualitative and quantitative methods shall be employed as well.

#### **2 AREA OF STUDY**

The study was carried out in Busolwe Town Council, Butaleja district and five selected schools. These schools are expected to provide the required data. This area has been chosen because most of the schools have neglected the use of instructional materials which seems to be one of the factors contributing to poor academic performance in primary schools.

#### **3 SAMPLING TECHNIQUES**

Five schools were sampled randomly. This technique was chosen because it gives each school in the area equal chance of participating in the study. The respondents were selected, which included five headteachers, 20 teachers, 1LCs, 25 pupils 1LCIII and 1 CDO. This is because all of them are expected to have equal chance participating in this study and also provide reliable information about the problem.



#### Table of sample size N.B Four(4) schools

Category	Number	Total
Teachers	5x4	20
Headteachers	5x1	05
Pupils	5x5	25
LC III C/P	1x1	01
DO	1x1	01
Total	-	52

#### Data source

The primary data was obtained through observation, questionnaires and interviews with respondents.

Secondary data was obtained from written document and materials. The researcher targeted to obtain information from respondents, i.e. headteachers records, environmental magazines, newspapers, textbooks, journals and internet.

#### INSTRUMENTS OF DATA COLLECTION

The main instrument for data collection included:- questionnaires with open ended questions, as was chosen because it enabled the respondents to express their review freely. Questionnaires were issued and filled in by relevant respondents such as headteachers, teachers and members of school management committee and LCs. The questionnaires consisted of statements about the school environment.

Interview guide i.e. face-to-face interaction with the respondents mainly pupils and few members of the school management who were able to read and write hence given opportunity to take part in the study.

#### RESEARCH PROCEDURE

Upon getting approval of the proposal, the researcher got an introductory letter from the college of education open and distance learning department of Kampala International University. The



searcher sought permission from authorities of the sampled schools then he administers to the respondents. The researcher collected them and then began in data analysis stage.

## **6 DATA ANALYSIS**

Both qualitative and quantitative analytical techniques were adopted to help in analyzing the data for presentation. Quantitative data was analysed using descriptive analysis to draw conclusion.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### INTRODUCTION

This chapter represents presentation, analysis and interpretation of the data. The data is presented and analysed objective by objective.

#### BACKGROUND INFORMATION

The background information includes ages, sex, marital status, and employment status of the respondents.

##### Table (4.1.1) Age of the respondents

Age	Frequency	Percentage (%)
12-16	15	29
17-21	5	9
22-26	5	9
27-31	14	27
32-36	4	8
37-42	3	6
43 and above	6	12
Total	52	100

(Source: Field Data)

Table (4.1.1) above shows that the majority of the respondents were from 12 to 16 years. This could be because the researcher was interested in learners in upper primary who were assumed to be knowing how to read and write. However, the respondents who took part in the study were of ages from 12 years and above.

**Table (4.1.2) Sex of the respondents**

Sex	Frequency	Percentage (%)
Male	28	54
Female	24	46
Total	52	100

Source: Field Data)

According to table (4.1.2) above both male and female took part in this study but the number of males was more than females i.e. males were 28 representing 54% and females were 24 representing 46%. This slight difference could easily be attributed to women attitude of always shying away from responsibility.

**Table (4.1.3) Marital status of the respondents**

Status	Frequency	Percentage (%)
Single	26	50
Married	21	40
Widowed	2	4
Divorced	3	6
Total	52	100

Source: Field Data)

Table (4.1.3) above clearly reveals that respondents of different marital status had an opportunity to take part in this study i.e. those who were still single were 26, this should not have caused any worry because none of the learners who took part in the study was expected to be married. This gave an advantage for those who were single to be the majority. Compared to those who are married, widowed and divorced.

able (4.1.4) Educational level of the respondents

Level of education	Frequency	Percentage (%)
Primary	26	50
High level	2	4
Low level	-	00
College	21	40
University	3	6
None	-	00
Total	52	100

Source: Field Data)

able (4.1.4) above shoes that at least every respondent had access to education though their levels vary from primary to university. This gave assurance to the researcher that the data given by the respondents was authentic.

able (4.1.5) Employment status

Status	Frequency	Percentage (%)
Self employed	00	00
Civil servant	26	50
Peasants	5	10
Others	21	40
Total	52	100

Source: Field Data)

able (4.1.5) above shows that the majority of the respondents were civil servants since teachers and headteachers also took part in the study; the number of others was 21 and probably could be because they were pupils.

Table (4.1.6) Rating the use of instructional materials and academic performance of the pupils in selected primary schools

Rating	Frequency	Percentage (%)
Excellent	00	00
Very good	04	08
Good	14	27
Fair	07	13
Weak	26	50
Very weak	01	2
Total	52	100

Source: Field Data)

The table (4.1.6) above reveals that the responses were given to show how instructional materials and academic performance was rated in selected primary schools in Busolwe Town Councils, Mataleja district. None of the respondents agreed that instructional materials and academic performance was excellent in Busolwe Town Councils although 08% of the respondents agreed that academic performance is very good and 27% agreed that the use of instructional materials in schools and academic performance need to be addressed.



## 2 CHALLENGES FACED BY TEACHERS IN USING INSTRUCTIONAL MATERIALS IN PRIMARY SCHOOLS

Table (4.1.7) Challenges faced by teachers in using instructional materials in primary schools

Factor	Frequency	Percentage (%)
Lack of modern equipment	16	31
Inadequate classrooms	05	10
Understaffing	05	10
Poor syllabus interpretation	04	7
Lack of scholastic materials	06	11
Poor teacher-pupils relations	06	11
Poor school administration	04	8
Lack of instructional materials	05	10
No storage room	01	2
Total	52	100

Source: Field Data)

The table (4.1.7) above shows the responses towards specific challenges faced by teachers in using instructional materials in primary schools. From the findings 31% of the respondents said that lack of modern equipment is the leading factor due to limited knowledge. In table 4.1.7 above, other respondents understaffing, poor teacher-pupil relationship, lack of instructional materials. Castle E.B (1999) asserted that teaching Aids were in schools meaning towards training, poor school administration and mismanagement of funds leads to challenges faced by teachers in the use of instructional material in primary schools.



**Table (4.1.8) Do you have modern equipment for teachers and pupils?**

Response	Frequency	Percentage %
Yes	00	00
No	00	00
Total	52	100

Source: Field Data)

The above table reveals that only 40% of the teachers use instructional materials and 60% of the teachers do not use.

### **3 THE ROLE PLAYED BY INSTRUCTIONAL MATERIAL IN TEACHING AND LEARNING IN PRIMARY SCHOOLS**

**Table (4.1.9) The role played by instructional material in teaching and learning in primary schools**

Factor	Effects	Frequency	Percentage (%)
Lack of scholastic materials	Makes the learners idle in class and not participating during learning process	09	17
Lack of modern equipment	Makes learners to lose concentration in class work	12	23
Inadequate classrooms	Interfere learning during windy and rainy season	05	10
Understaffing	Makes teachers overloaded and hence do not deliver effectively	05	10
Wrong syllabus interpretation	This leads to the delivery of wrong concepts to the learners	05	10
Lack of instructional materials	Makes learning meaningless since learning is facilitated by all senses i.e. seeing, feeling	05	10
Bad teachers-pupils relationship	Create gap between teachers and his client	06	11
Bad school administration	Does not build confidence among teachers and learners	04	08
Bad management of funds	Promotes corruption and constrains the budget of the school	01	01
Total		52	100

Source: Field Data)

# THE IMPORTANCE OF INSTRUCTIONAL MATERIALS IN THE TEACHING AND LEARNING IN PRIMARY SCHOOLS

The 3<sup>rd</sup> objective for this study was to establish the importance of instructional materials in the teaching and learning in primary schools in Busolwe Town Council. In order to establish this, respondents were administered a questionnaire which had statements connected to strategies for establishing the importance of instructional materials in the teaching and learning in primary schools and the responses were as in table 4.10 below.

**Table (4.10) strategies that can be used to establish the importance of instructional materials in the teaching and learning in primary schools in Busolwe Town Council.**

Strategy	Frequency	Percentage (%)
Use of instructional materials during teaching	07	14
Display of instructional materials	05	10
Modern equipment	13	25
Sensitization of parents	04	07
Organizing refresher courses	05	10
Recruiting more teachers	04	07
Construction of more classrooms	01	02
Apprehending corrupt headteachers	03	06
Remotion of non-performing headteachers	06	12
Guidance and counseling	04	07
Total	52	100

Source: Field Data)

Table (4.10) above shows strategies that can be used to establish the importance of instructional materials in the teaching and learning in primary schools. They support learning content, allows students to engage in application of concepts and provide an opportunity for evaluation. In support of this Fayemi (1991) highlighted the need for teachers to develop positive attitudes towards the development and utilization of instructional materials available.

According to that table, 7 respondents representing 14% believe that use of instructional materials would gradually improve performance of pupils, this is in line with Castle E.B (1999)

ho assert that teaching Aids were used in schools to give meaning to learning. He further added  
at a word description of something was made real by seeing the thing itself. of course a good  
acher should after using the instructional materials should always display them, this was  
nphasized by 5 respondents representing 10% who said display of instructional materials would  
e another way strategy of importing academic performance.



## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 1 INTRODUCTION

This chapter presents the discussion, conclusion and recommendations of the researcher.

#### 1.1 DISCUSSION

In the study all categories of people took part in regard to sex/gender, age, marital status, educational level, employment status. The study was dominated by male according to the table 4.1.2 which indicated that male were 54% compared to female who were only 46%, this shows that gender was taken as a serious matter in this study. Weak academic performance affects both male and female and table 4.1.6 clearly brought out the level of use of instructional materials and academic performance in primary school in Busolwe Town Council. In this table respondents were asked to rate the performance of pupils in their individual schools and honestly 50% of the respondents admitted that the level of performance was poor. This makes any individual to believe that there could be a serious issue affecting academic performance of learners.

The findings indicated in the table 4.1.7 brought out the challenges faced by teachers in using instructional materials in primary schools.

The findings revealed that lack of modern equipments was the leading factors affecting the memory, retention and recall of subject content by the learners. This is not in line with Rozanne Mang (2012) who identified the following as the challenges associated with the use of instructional materials, educational communication and technology is fairly new, its highly technical field, understanding the operational functionality of the resource kits.

The study also showed that inadequate classrooms also contribute to weak academic performance of pupils this is in agreement with Morsden (2005) who reported that safe and orderly class, environment (aspect of instructional space/school facilities were significantly related to learners' academic performance in schools.

The researcher quoted Glassman (1994) asserting that a comfortable and caring environment among other treatments help to contribute to academic performance absence of classroom greatly harming especially during rainy seasons.



The study added that understaffing in all school has in one way contributed to poor academic performance of pupils. For learning to take place there must be someone (teacher) to help the learner, this is combined with poor accommodation which creates uncomfortable and uninviting working condition for teachers.

The researcher also found that poor syllabus interpretation seems to be causing poor academic performance, this is supported by 7% of the respondents in table 4.1.7 Mlama (2005) FAWEMbamba also argues that curriculum is in the hands of policy makers. She observe that it is the role of the politicians to react and influence relevant and curriculum in the educational system of any country. She also said that a child perform poorly and dropout of school because of imbalance curriculum and failures of teachers to interpret the curriculum.

How much do you think a child can benefit from a teacher who is unable to interpret the syllabus?

Regarding use and displays of instructional materials, the study found that some of the schools completely lacked instructional materials as stated by 8% of the respondents yet instructional materials are meant to give meaning to learning.

For teachers-pupils relationship caught the attention of the researcher 10% of the respondents said it is clear that the poor teacher-pupil relationship exist among teachers and their learners as a result little business is done in class and hence poor results in performance.

For school administration. Administration is the process of working together with individuals or groups of people so as to achieve the organization goals and objectives. 7% of the respondents have knowledge that poor administration is one of the causes of poor performance in primary schools in Butaleja district. Yes this cannot be ruled out because good administration tends towards achievement.

## 2 CONCLUSION

Conclusively the study has found that there are several challenges faced in the use of instructional materials that are responsible for pupils' academic performance in Busolwe Town Council. They range from;

Lack of use instructional materials, inadequate classrooms, understaffing, poor syllabus interpretation by some teachers, lack of scholastic materials, failure of teachers to display

instructional materials, poor teachers-pupils relationship, poor school administration of funds are among other factors that were causing poor academic performance.

It indicates that a lot more is still needed so as to address the problem of use of instructional materials and academic performance in primary schools in Busolwe Town Council.

## **RECOMMENDATIONS**

To address the problem of instructional materials and academic performance in selected primary schools, the researcher put forward the following recommendations;

The government must take up the responsibility of supplying textbooks and non-textbook materials to all schools in Busolwe Town Council.

All stakeholders should embark on sensitizing the parents on their roles and responsibilities. Sub-county authorities should organize for education exchange visit.

Teachers should be creative and exploit the local environment in order to provide a wide variety of instructional materials for learners to develop ability to understand.

The Ministry Of Education should organize refresher courses to orientate teachers on syllabus interpretation. The District Education Office should work hand in hand with Inspectorate to step up support supervision to address issues related to administration.

The Ministry of Education should increase staff-ceiling for all schools.

Non-performing headteachers should be demoted. Corrupt headteachers should be apprehended.

If all the above recommendations are implemented the researcher is hopeful that the use of instructional materials and academic performance will greatly improve as good achievement can be realized in Busolwe Town Council.

## **4 AREAS OF FURTHER RESEARCH**

To complement this study, the researcher proposes that more research be carried out in more primary schools in the other remaining sub-counties within Butaleja district so as to make a comparison in the various findings that shall be arrived at.

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## APPENDICES

### APPENDIX 1: QUESTIONNAIRE FOR THE RESPONDENTS

I am Nakwigi Namubaali Falida a student of Kampala International University offering Bachelors Degree in Primary Education. I am now carrying out a research study on the topic Instructional materials and pupils' academic performance in selected primary schools in Matuleja district. You have been randomly chosen to participate in this study you are kindly asked to give information regarding the topic of study. Any information you will give shall be kept with utmost confidentiality since this is purely an academic research. (Tick or fill in as appropriate)

#### SECTION A: BACKGROUND INFORMATION

1. Sex:            Male ☐ Female ☐
2. Age:  
(12-16)        ☐  
(17-21)        ☐  
(22-26)        ☐  
(27-31)        ☐  
(32-36)        ☐  
(37-42)        ☐  
(43+)          ☐
3. Occupation:  
Employed       ☐  
Unemployed    ☐  
Others          ☐

#### SECTION B: CHALLENGES FACED BY TEACHERS IN USING INSTRUCTIONAL MATERIALS IN PRIMARY SCHOOLS

4. Are you aware of instructional materials?  
Yes ☐        No ☐        Other ☐
5. Are instructional materials available in your school?  
Yes ☐        No ☐        Other ☐

6. If the answer in question (5) is yes, list down some of the instructional materials.
- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....
7. Do teachers experience challenges in using instructional materials?
- Yes ☐ No ☐ Other ☐
8. If the answer in No7 is yes, state how.
- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

### SECTION C: ROLES PLAYED BY INSTRUCTIONAL MATERIALS IN TEACHING AND LEARNING IN PRIMARY SCHOOLS

9. Are instructional materials useful in teaching and learning of pupils?
- Yes ☐ No ☐ Other ☐
10. If the answer in No.9 above is yes, state how?
- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....
11. State the effects of instructional materials on teaching and learning in primary schools.
- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

**SECTION D: IMPORTANCE OF INSTRUCTIONAL MATERIALS IN THE  
TEACHING AND LEARNING IN PRIMARY SCHOOLS**

12. Are you aware of the importance of instructional materials in the teaching and learning in primary schools?

Yes ☐ No ☐ Other

13. If the answer in No.12 above is yes, state how?

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

**(Thank you for your invaluable contribution)**

## **APPENDIX II: INTERVIEW GUIDE WITH THE KEY INFORMANTS**

1. Are you aware of instructional materials?
2. Are instructional materials available in your school?
3. Does your school have a resource room?
4. Are instructional materials very much useful in teaching and reading?
5. State the role of instructional materials in the academic performance of pupils?



### APPENDIX III: WORK PLAN SCHEDULE

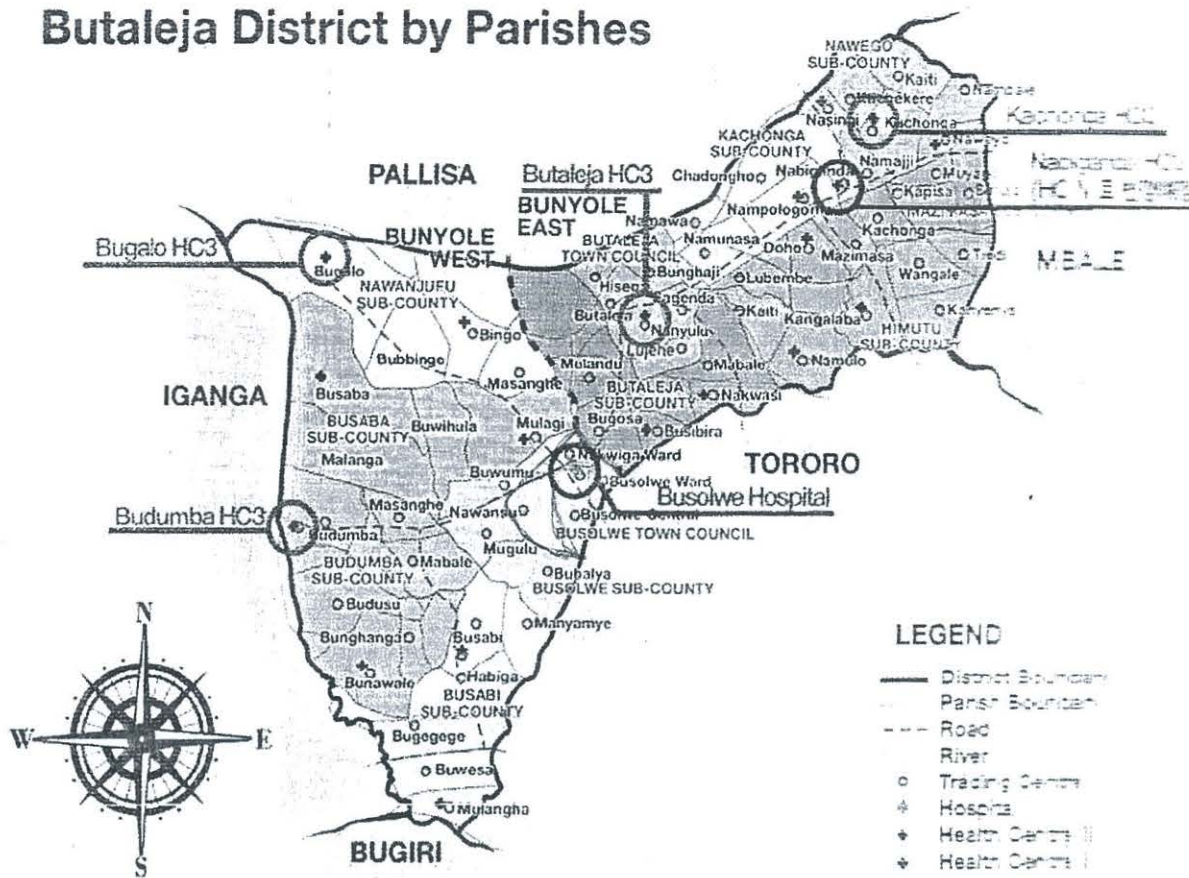
ACTIVITY	TIME	PERSON RESPONSIBLE
Approval of the topic	20 <sup>th</sup> April	Supervisor
Literature Review	(21 <sup>st</sup> -20 <sup>th</sup> )April	Researcher
Data Collection	(1-20)May	Researcher
Writing and printing	(21 <sup>st</sup> -30 <sup>th</sup> )May	Researcher and typist
Submission	2 <sup>nd</sup> June	Researcher

#### APPENDIX IV: ESTIMATED BUDGET

EM	COST(Shs)
tionary	20,000
is	2,000
nsport	40,000
nch and refreshment	30,000
nding	20,000
ping and printing	60,000
otocopying	15,000
scellaneous	20,000
tal	207,000

### Map of operation (Geographical Coverage)

### Butaleja District by Parishes



	No.
Sub-counties	12
Parishes	64
Villages	625
Health facilities	23
Outreaches supported (monthly)	74

