

**Provision of Scholastic Materials and Students' Academic Performances in public secondary schools in  
Isingiro District**

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**Abstract**

The study examined the relationship between the provision of scholastic materials and students' academic performance in public secondary schools in Isingiro District, Uganda. Globally, access to textbooks, writing tools, and supplementary learning resources is widely recognized as essential for student achievement, yet many schools, particularly in developing regions, face shortages of these resources. Using a correlational and descriptive survey design, data were collected from 295 respondents, including students, teachers, parents, Headteachers, and education officials. Quantitative data were analyzed using SPSS for descriptive and inferential statistics (means, frequencies, Pearson correlation, and regression), while qualitative data were thematically analyzed. Findings revealed strong parent-school engagement, with high levels of agreement on indicators of scholastic material provision (mean scores 3.86–4.07). Pearson correlation results indicated a very strong positive relationship between the provision of scholastic materials and students' academic performance ( $r = 0.844$ ,  $p < 0.001$ ). Regression analysis further confirmed that a one-unit increase in the provision of scholastic materials resulted in a 0.65-unit improvement in students' academic performance ( $\beta = 0.844$ ,  $p < 0.001$ ). The study concludes that adequate, accessible, and equitably distributed learning resources significantly enhance students' preparedness, motivation, homework completion, and understanding, particularly in challenging subjects. Recommendations include prioritizing equitable provision of core and supplementary materials, fostering parental engagement, and ensuring effective monitoring of resource utilization to improve overall academic achievement.

**Keywords: Scholastic materials, Students' academic performance, Public secondary schools & Parental engagement**

**Background of the Study**

Globally, the provision of scholastic materials such as textbooks, writing tools, and supplementary learning resources is widely recognized as a critical determinant of students' academic performance. Studies across developed and developing countries show that adequate access to learning materials enhances students' engagement, comprehension, homework completion, and examination performance. Conversely, shortages of instructional materials continue to hinder effective teaching and learning, particularly in public secondary schools where resources are often constrained (Blackwell, C. 2015).

In Africa, many public secondary schools face persistent challenges related to inadequate and inequitable provision of scholastic materials. Limited government funding, high student-teacher ratios, and growing enrolments have increased pressure on existing resources. Research across the continent indicates that schools with sufficient textbooks

and learning aids record better academic outcomes than those with chronic shortages, highlighting the importance of material resources in improving educational quality and student achievement(Apondi, J. A. 2015).

Within East Africa, countries such as Kenya, Tanzania, Rwanda, and Uganda have implemented education reforms aimed at expanding access to secondary education. However, the rapid expansion has not always been matched with adequate provision of scholastic materials. As a result, many public secondary schools experience shortages of textbooks, laboratory materials, and reference books, which negatively affect students' academic performance, particularly in science and mathematics subjects. (Adeyemo, D. A. 2017).

In Uganda, government initiatives such as Universal Secondary Education (USE) have significantly increased student enrolment in public secondary schools. Despite this progress, the provision of scholastic materials has remained inadequate in many schools, especially in rural districts. Limited access to textbooks, writing materials, and library resources continues to affect teaching effectiveness and students' academic performance, contributing to persistent disparities between urban and rural schools (Abdalla, R. S. 2017).

#### **Problem Statement**

Despite government efforts to expand access to secondary education in Uganda, public secondary schools in Isingiro District continue to register unsatisfactory academic performance. One of the major contributing factors is the inadequate and inequitable provision of scholastic materials, including textbooks, writing tools, and supplementary learning resources (Bukoye, R. O. 2019).

Many students are unable to complete assignments, revise effectively, or fully engage in classroom activities due to shortages of essential learning materials (Businge, A., & Andala, H. O. 2023) Although some studies have examined factors influencing academic performance, limited empirical evidence exists on the relationship between provision of scholastic materials and students' academic performance in public secondary schools in Isingiro District. This gap necessitates a focused investigation into how scholastic materials influence academic outcomes in the district.

#### **Objective of the Study**

To establish the relationship between the provision of scholastic materials and students' academic performance in public secondary schools in Isingiro District.

#### **Research Question**

What is the relationship between the provision of scholastic materials and students' academic performance in public secondary schools in Isingiro District?

**Methods**

The study was conducted in 10 accessible public secondary schools in Isingiro District, southwestern Uganda, representing both rural and peri-urban settings. A correlational and descriptive survey design was employed to examine patterns of parental engagement and their association with student academic performance. The study population comprised 311 education stakeholders, including District Education Officers, headteachers, teachers, and PTA/BOG members, with 180 respondents sampled. A total of 295 participants were selected using simple random sampling for teachers, students, and parents, and purposive sampling for headteachers, PTA, and BOG members to capture key insights. Data were collected through questionnaires administered to students, teachers, and parents; semi-structured interviews with headteachers, PTA/BOG members, and education officials; and documentary analysis of school records, reports, and relevant literature. Instruments including questionnaires, interview guides, and documentary checklists were pilot-tested and validated, with a Content Validity Index (CVI) of 0.86 and a reliability coefficient of 0.90, while training of research assistants, Cronbach’s alpha (>0.7), member checks, and triangulation ensured data quality. Quantitative data were coded and analyzed using SPSS with descriptive (means, frequencies) and inferential statistics (correlation, regression, chi-square), while qualitative data were thematically analyzed to identify patterns and insights. Ethical considerations, including participant confidentiality and secure data handling, were observed, with results presented in aggregate to prevent identification. The study acknowledged limitations including its focus on public secondary schools in Isingiro District, potential social desirability bias in self-reported data, resource constraints, non-response, and the cross-sectional design.

**Results**

**Relationship between provision of scholastic materials and students’ academic performances**

**Table 1 showing Relationship between Provision of Scholastic Materials and Students’ academic performances**

Provision of Scholastic Materials		5	4	3	2	1	Mean Score
Parents ask about school progress daily	F	40	60	25	10	5	<b>3.86</b>
Percentage	%	28.6	42.9	17.9	7.1	3.6	
Parents attend parent-teacher meetings	F	50	60	20	5	5	<b>4.07</b>
Percentage	%	35.7	42.9	14.3	3.6	3.6	
Parents respond to teachers’ messages	F	45	55	25	10	5	<b>3.89</b>
Percentage	%	32.1	39.3	17.9	7.1	3.6	
Learners share school updates freely	F	50	60	20	5	5	<b>4.07</b>
Percentage	%	35.7	42.9	14.3	3.6	3.6	

Source: November,(2025)

The findings in Table 7 reveal strong parent–school engagement in the provision of scholastic materials, with consistently high levels of agreement across all indicators (mean scores ranging from 3.86 to 4.07). A total of 71.5% of parents agreed or strongly agreed that they ask about their children’s school progress daily (mean = 3.86). Attendance at parent–teacher meetings recorded the highest agreement level at 78.6% (mean = 4.07). Similarly, 71.4% of respondents indicated that they respond to teachers’ messages (mean = 3.89), while 78.6% reported that learners freely share school updates at home (mean = 4.07). These figures demonstrate strong parental involvement, which is positively associated with improved students’ academic performance.

Qualitative interview findings further reinforced these results. One head teacher noted that when textbooks and reading materials are adequately provided, students are better prepared and able to complete assignments on time, which “often leads to improved test results” (Head teacher 1). Another head teacher observed that shortages of basic writing materials meant that many pupils struggled with homework and revision, a situation that “contributed to lower grades” (Head teacher 2).

Equity in resource provision also emerged as a key theme. As Head teacher 3 explained, equitable distribution of scholastic materials enables disadvantaged pupils to keep pace with their peers, thereby reducing achievement gaps. In addition, the availability of supplementary resources was highlighted as crucial for conceptual understanding, particularly in science and mathematics, with one head teacher noting that this “reflects positively in their exam performance” (Head teacher 4).

Several head teachers emphasized the negative consequences of inadequate resources. According to Head teacher 5, lack of materials causes students to miss assignments or practical tasks, which “drags down the overall academic achievement” of learners. Others linked adequate provision to improved homework completion and work quality, with Head teacher 6 reporting that sufficient notebooks and writing tools improve the “consistency and quality of students’ work.” Motivation was also affected, as one respondent stated that shortages discourage students from revision and extra practice, which “harms their readiness for exams and tests” (Head teacher 7).

### The Relationship Between Provision Of Scholastic Materials And Students’ Academic Performances

**Table 2** showing showing relationship between provision of scholastic materials and students’ academic performances

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Provision of Scholastic Materials	Students’ academic performances
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Provision of Scholastic Materials	Pearson Correlation	1	0.844
	Sig. (2-tailed)		0.001
	N	140	140
Students' academic performances	Pearson Correlation	0.844	1
	Sig. (2-tailed)	0.000	
	N	140	140

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows a very strong positive relationship between the provision of scholastic materials and students' academic performance. The Pearson correlation coefficient ( $r = 0.844$ ) indicates that increased provision of scholastic materials is strongly associated with improved academic performance. The relationship is statistically significant at the 1% level ( $p = 0.001$ ), confirming that the observed association is not due to chance. With a sample size of  $N = 140$ , the results are robust and reliable, demonstrating that adequate access to scholastic materials plays a critical role in enhancing students' academic outcomes.

**Multiple Regression Analysis of the Relationship between Provision of Scholastic Materials and Students' Academic Performances**

**Table 2: Multiple Regression Analysis of Students' academic and Provision of Scholastic Materials**

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	9.85	1.92	—	5.13	0.000
Provision of Scholastic Materials	0.65	0.07	0.844	9.29	0.000

The regression results indicate that the provision of scholastic materials has a strong and statistically significant positive effect on students' academic performance ( $\beta = 0.844$ ,  $p < 0.001$ ). This implies that improvements in the availability of learning materials substantially enhance academic outcomes. Specifically, a one-unit increase in the provision of scholastic materials results in an estimated 0.65-unit increase in students' academic performance, underscoring the practical significance of adequate learning resources.

The study further reveals that scholastic materials strongly influence students' academic achievement through multiple pathways. High levels of parental engagement—such as monitoring learners' progress and attending school meetings—combined with the availability of textbooks, writing materials, and supplementary resources, enhance students' preparedness, assignment completion, and understanding of content, particularly in demanding subjects. Conversely, shortages, inequitable distribution, or outdated materials were found to hinder learning, reduce motivation, and limit student engagement.

Both correlation and regression analyses confirm a robust positive relationship between the provision of scholastic materials and academic performance ( $r = 0.844$ ,  $\beta = 0.844$ ,  $p < 0.001$ ). These findings highlight the critical role of adequate, accessible, and equitably distributed learning resources. Consequently, schools, parents, and policymakers should prioritize the provision and effective utilization of both core and supplementary scholastic materials. Ensuring equitable access and consistent monitoring of resource use can enhance task completion, comprehension, motivation, and overall academic achievement, thereby supporting sustained student success.

### **Conclusion**

In conclusion, the study demonstrates that provision of scholastic materials has a substantial and statistically significant influence on students' academic performance. High parental engagement (agreement levels of 71.4%–78.6%), strong correlation ( $r = 0.844$ ), and significant regression results ( $\beta = 0.844$ ;  $B = 0.65$ ;  $p < 0.001$ ) collectively indicate that adequate, accessible, and equitably distributed learning resources are critical for improving academic achievement. Ensuring consistent access to core and supplementary scholastic materials enhances preparedness, motivation, task completion, and overall student success.

### **Recommendations**

Schools should ensure adequate and equitable provision of scholastic materials, including textbooks, writing tools, and supplementary learning resources.

Parents should maintain active involvement in learners' education through regular monitoring and communication with teachers.

Policymakers should prioritize funding and policies that support equitable access to learning materials across schools.

School administrators should monitor the distribution and utilization of scholastic materials to maximize their impact on students' academic performance.

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