
**USE OF INSTRUCTIONAL MATERIALS FOR EFFECTIVE TEACHING AND LEARNING OF
CRE IN SENIOR SECONDARY SCHOOLS, A CASE STUDY OF NAKYENYI SECONDARY
SCHOOL**

**1 Nabakyamuzi Catherine, 2 Mirembe Suzan, 3 Ojok Alex
1, 2, 3 Metropolitan International University**

ABSTRACT

The study aimed at the use of instructional materials for effective teaching and learning of CRE in senior secondary schools and it was guided by the following objectives; To explore the views of teachers and students on the extent to which CRE instructional materials facilities affect student performance in CRE, to examine the challenges that teachers in secondary school's face in accessing CRE instructional materials and to assess the strategies that teachers use to minimize the challenges of attaining and using CRE quality instructional materials. According to the findings, 40.5% of the participants highly believe that CRE skills are beneficial after graduation, while just 3.4% strongly disagree, followed by 29.9% who also strongly agree, 13.7% who aren't sure, and 12.4% who disagree. Like it did to encourage experiments in schools, government officials should make an effort and put aside a decent amount of money for education that will be used to build and improve libraries in schools. The heads of schools should speak out to let parents and government officials know how important it is to improve and promote quality instructional materials in community schools and that a student's success or failure depends not only on the material they are taught in class but also on their ability to access materials for independent study.

Key words: instructional, materials, teaching and learning of CRE

Background of the study

The use of educational resources has been noted as a potent method for fostering efficient teaching and learning. Through their efficient use in classroom education, educational resources can be used to demonstrate the significance of quality and sufficient resources in teaching and learning. All the resources that teachers can utilize to make learning interesting and memorable are included in the instructional

materials here(Anthony, Kazaara, & Kazaara, 2023).

Christian Religious Education (CRE) instructional resources, according to Farombi (2015), include CRE books, bibles, and teachings of Jesus Christ as well as audio-visual, software, and hardware of educational technology. According to him, the accessibility, appropriateness, and relevance of teaching aids in classrooms can have an impact on the caliber of guidance, which in turn can improve student learning and academic success. In order to provide high-quality education, Farombi's knowledge on connecting educational materials to students' academic success is crucial (Anthony, Kazaara, Kazaara, et al., 2023). In this study, I will investigate how instructors perceive the value of instructional resources in enhancing both teaching and learning in Ugandan secondary schools. When performing this study, I'm interested in the reciprocal availability of educational facilities in areas where there are more schools and students enrolled while instructional resources are either insufficient or in poor condition.

Statement of the problem

In most studies that examine the state of educational assets in schools, low student performance is rarely linked to a lack of or inadequate supply of these materials. According to the findings mentioned above, CRE educational materials are crucial for teaching and learning but are frequently insufficient. Although studies in Uganda have bemoaned student performance, they have not connected this issue with a lack of high-quality teaching tools. These studies clearly demonstrate a connection between good teaching and learning practices and adequate and high-quality educational resources (Suzan & Kazaara, 2023), however they have not demonstrated this connection with students' academic achievement. Other studies carried out by scientists like Earthman and Lemasters (1010) have demonstrated that students who are given safe, contemporary, and ecologically controlled environments learn significantly better and have great academic achievement (Victoria et al., 2023). The amount of money spent for educational facilities in Uganda has significantly decreased during the course of school finance trends. To clearly compare the caliber of the learning resources in Nakyenye secondary school and the results of academic research are needed. The level of association between

CRE instructional materials and students' academic achievement must be understood for the government to promote educational change that will improve student success in CRE (UMAR & NASIRU, 2014).

Specific Objectives

- 1. To explore the views of teachers and students on the extent to which CRE instructional materials facilities affect student performance in CRE.*
- 2. To examine the challenges that teachers in secondary school's face in accessing CRE instructional materials.*
- 3. To assess the strategies that teachers use to minimize the challenges of attaining and using CRE quality instructional materials.*

Research questions

- 1. What are the views of teachers and students on the extent to which CRE instructional materials affect students' performance in CRE?*
- 2. What are the challenges that teachers in secondary school's face in accessing instructional materials?*
- 3. What are the strategies that teachers use to minimize the challenges of attaining and using quality CRE instructional materials?*

Methodology

Research Design

A case study-based qualitative research design was used by the investigator. A case study, according to Mugenda & Mugenda (2003), is an extensive examination of a specific person, group, institution, or phenomenon. According to Koul (2001), a case study is an effort to thoroughly explore a specific person or unit in order to obtain pertinent data that can aid in the solution of a current problem. Since it was

easier to get particular details on how CRE instructional materials have boosted academic achievement at Nakyenye secondary school, a qualitative case study approach would be chosen. This research design was selected in order to capture deep understanding of the study including respondent's feelings, emotions and non-verbal communications.

Study Population

Amin (2005) defines study population as a complete collection of the elements that are of interest in a particular investigation. It is also defined as the entire set of cases from which research samples is drawn (Wilson 2010). The research was conducted on the students and teachers of Nakyenye secondary school.

Sample size

The researcher selected only 40 respondents from the total population and this based on the recommendations of Amin (2005) who said that the fewer respondent in the qualitative research produces credible and reliable data than many respondents.

Sampling Technique

Due to a lack of time and funds, sampling is the selection of a percentage from the greatest population whose opinions have been extrapolated to represent the opinions of the target group (Wilson 2010). A sampling strategy that was purposeful or judgmental was employed by the investigator. With the purposeful sampling method, respondents are carefully chosen because they are knowledgeable about the study and will provide accurate data. In order to obtain trustworthy data from a trustworthy source, the investigator adopted the purposeful sampling method (Maxwell 1996).

Data analysis

The researcher analyzed data using the SPSS (Nelson et al., 2022). This is the process of identifying patterns or themes within the data collected qualitatively (Braun & Clarke 2006). The commonest ideas from the respondents made up themes

which helped to have a detailed understanding about the topic understudy.

RESULTS

Table 1: Type of instructional materials Utilized by students

Resources	Frequency	Percentage
<i>Bibles</i>	92 (All)	100
<i>Charts</i>	90	97.8
<i>Syllabus books</i>	90	97.8
<i>Pictures</i>	72	78.2
<i>Text books</i>	20	21.7
<i>Others</i>	10	10.8

Source: Primary Data (2020)

Table 2 shows that the most commodities used by students were Bibles, charts, text books, syllabus books and pictures. On the other hand, dioramas and radios were not commonly used. According to Davis et al. (2012), CRE Education needs new instruction resources and illustrative examples to support students in developing a deep and shared understanding of contemporary Practical CRE education and to guide them in changing the ways they support, source funds for and develop instructional material and with teachers.

Table 3: Frequency of Utilization of Instructional materials by Teachers

Resources	Frequency	Percentage
<i>Bibles</i>	10(All)	100.0
<i>Charts</i>	6	80.0

<i>Syllabus books</i>	4	40.0
<i>Text books</i>	8	80.0
<i>Pictures</i>	4	60.0
<i>Radios</i>	1	10.0

Source: Primary Data (2022)

According to the data in Table 3, all teachers favored using Bibles as tools for learning, with charts coming in second at 80%. 40% of the educators in the sampled group used syllabus and text books, which is the percentage of educators who really used them. Radios were the least used materials, with a 10% utilization rate. Additionally, 60% of educators used images in the classroom. The use of teaching materials was often below average, which is a blatant sign that professors in these educational institutions misused these resources.

Table 4 showing the extent to which students use instructional materials

Extent	Percentage
Always	22.5
Sometimes	50
Rarely	17.5

Never

10

Source: primary data 2022

Less than a quarter of the pupils claimed that teachers always used materials or only occasionally used them when teaching CRE, according to the field research

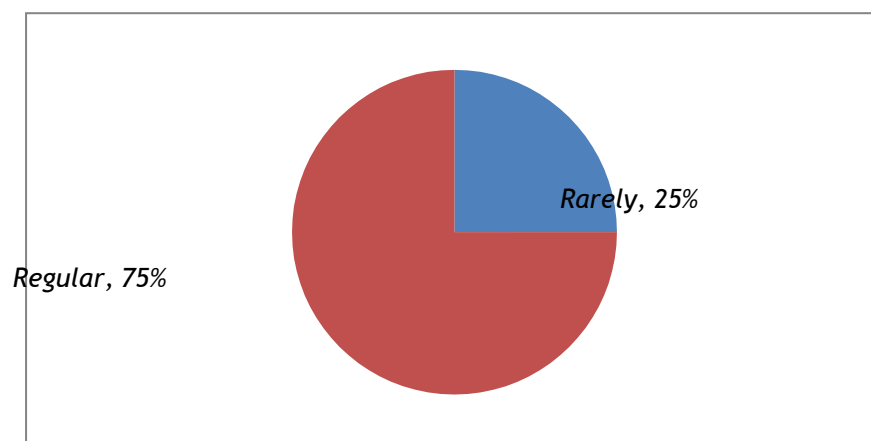
findings. Half of those surveyed said that professors occasionally used material resources when teaching CRE.

The survey also showed that only 37.5% of pupils were taken on a field trip by their instructors outside of the classroom, despite the fact that educators employed material resources to teach CRE. When asked how often they were taken on field trips, 52% of students who had gone said they went at least once every term, and 48% said they had gone more than once.

Figure 5: Extent to which CRE Instructional Materials are utilized

Teachers were asked to give information concerning the extent of CRE instructional resource utilization.

Figure 5: Extent to which CRE Instructional Materials are utilized



From the findings Most of them indicated that they rarely used the instructional materials in teaching CRE. The study further revealed that three-quarter (75%) of the students performed tasks in Practical CRE and majority used instructional materials regularly. This result revealed that the students were willing to learn using instructional materials but teachers were reluctant to utilize the materials.

Table 5: Teachers Attitude towards Use of Instructional Materials

In an attempt to establish teacher's attitude on the use of instructional materials in teaching

CRE, they were asked to state how they found the lesson when they used resources.

<i>Teacher's attitude</i>	<i>No respondents</i>	<i>%</i>
<i>Boring</i>	64	60
<i>Interesting</i>	32	30
<i>Very interesting</i>	10	10

Source: field Data (2022)

Figure 5 illustrates that an overwhelming majority of teachers (60.0%) said that using CRE teaching resources was uninteresting while only a very small percentage (10%) said that it was extremely fascinating. They claimed that educational materials are fascinating in 30% of the cases. This suggests that the majority of educators generally had a bad attitude towards using educational tools. This supports Brooks' (2016) claim that educators require a positive outlook in addition to the fundamentals of material understanding in order to plan and carry out effective educational opportunities for their students. Additionally, Kidman and Palmer (2006) concur that instructors who have a favorable attitude toward the usage of pertinent teaching resources Practical CRE should use CRE material to train instructors in engaging pupils in acquiring specific geographic information.

Views Regarding the Usefulness of Instructional materials in Learning CRE

Table 6: Percentage Distribution of Responses to Skill in CRE.

<i>ITEMS</i>	<i>RESPONSES</i>				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Usefulness after school</i>	40.5%	29.9%	13.7%	12.4%	3.4%

Usefulness in	26.5%	27.	27.8%	13.7%	4.3%
Securing a Job		8%			
Knowledge of CRE	32.3%	42.	13.8%	9.5%	1.7%
Important for all		7%			
Use of instructional	14.4%	13.	4.3%	28.0%	40.5%
Resources is		8%			
important					

Source: primary Data 2022

The first column in the table, "Usefulness after school," evaluates the value of CRE expertise after graduating from college. According to the table, 40.5% of the participants highly believe that CRE skills are beneficial after graduation, while just 3.4% strongly disagree, followed by 29.9% who also strongly agree, 13.7% who aren't sure, and 12.4% who disagree.

The second question, "Usefulness in Securing a Job," gauges how beneficial people think CRE skills are for landing a job. According to the data, 27.8% of respondents strongly agree that CRE abilities are helpful in landing a job, whereas 4.3% disapprove, 13.7% disapprove, and 27.8% are unsure. The third item is "Knowledge of CRE Important for all," which evaluates whether respondents believe that knowledge of CRE is important for everyone. The table shows that 32.3% of the respondents strongly agree that knowledge of CRE is important for all, while 42.7% agree, 13.8% are not sure, 9.5% disagree, and 1.7% strongly disagree.

The Strategies that Teachers use to minimize the Challenges of Attaining and Using Quality Instructional Materials

Table 7: Shows the Strategies Used to Minimize the Challenges in Attaining and Using Instructional Materials

Strategies Used by Teachers	Frequency	Percent
Borrowing books from nearby schools	10	40

Buying own books	9	36
Improvisation	6	24
Total	25	100

Source: Field Data, (2016)

The findings show that 40% of the teachers borrowed books to minimize challenges in learning, 36% used their own money to buy books and 24% used improvisation to minimize the challenges in teaching and learning.

These findings are totally incongruent with those in the literature.

Conclusion

From the study findings it is apparent that many schools in the study area do not use appropriate instructional materials. They do not have instructional materials that the schools need to buy, nor do they improvise their own. Although all the teachers agree that instructional materials are important in contributing to students' academic performance, they do not show a need to have these materials in their classrooms.

Recommendations

Like it did to encourage experiments in schools, government officials should make an effort and put aside a decent amount of money for education that will be used to build and improve libraries in schools. The heads of schools should speak out to let parents and government officials know how important it is to improve and promote quality instructional materials in community schools and that a student's success or failure depends not only on the material they are taught in class but also on their ability to access materials for independent study.

References

- Anthony, D., Kazaara, A. G., & Kazaara, A. I. (2023). PERFORMANCE IN ENGLISH SUBJECT IN SECONDARY. 2(2), 347-362.
- Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). The Impact of Teachers ' Teaching Methods on Students ' Performance in English

Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso. 7(3), 290-297.

Nelson, K., Christopher, F., & Milton, N. (2022). Teach Yourself Spss and Stata. 6(7), 84-122.

Suzan, W., & Kazaara, A. G. (2023). The Impact of Western Education on Social Economic Development of Communities in Uganda - A Case Study of Wakiso Town Council Wakiso District. 7(4), 185-191.

UMAR, M., & NASIRU, H. M. (2014). the Impact of Guidance and Counseling Services on Students Academic Performance and Career Choice in Selected 7(3), 27-32.

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District. 7(3), 179-186.