
**INSTRUCTIONAL MATERIALS FOR EFFECTIVE TEACHING AND
LEARNING OF GEOGRAPHY IN SENIOR SECONDARY SCHOOLS. A CASE STUDY OF BUKANDULA
SECONDARY SCHOOL-GOMBA**

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ABSTRACT

The purpose of this research work is to examine the extent to which secondary schools utilize quality and adequate instructional materials in classrooms and how this has promoted academic performance of students especially in geography. This research was based on these objectives which include: to explore the views of teachers and students on the extent to which instructional facilities affect student performance, to examine the challenges that teachers in secondary school's face in accessing instructional materials and to assess the strategies that teachers use to minimize the challenges of attaining and using quality instructional materials. The study adopted a cross sectional survey design. The study population involved a sample of Bukandula secondary school for data collection. In each school, 2 teachers and 5 students filled semi- structured questionnaire. Also, the head teacher of Bukandula secondary school and the district education officer was interviewed. From the findings, the number of teachers who utilized globe and pictures stood at 40% in each case which represents 40% of the teachers sampled. The least utilized materials were Radios, with 10% utilization. Also, 50% of the teachers utilized Charts in classrooms. In general, the utilization of instructional materials was below average, a clear indication that teachers in these institutions underutilized these resources.

Key words: instructional materials, teaching, learning and geography

Background of the study

Instructional substances are varieties of special coaching and learning materials that can be domestically or commercially produced Emma and Ajayi (2004). They attraction typically to the feel of seeing (Moses, 2023). they come in shape of, for instance, wall charts, illustrated images, pictorial materials and other dimensional

gadgets (additionally called second). They can also be in form of visible and sound as an instance tv, projector amongst others which enchantment to the sense of seeing and listening to (Emmanuel et al., 2023). The instructional materials are important coaching and mastering substances that could be used to facilitate the coaching

and gaining knowledge of Geography. Geography has been perceived as a difficult difficulty within the faculty curriculum, that's difficult to teach and research. some of the motives recommend are the nature of the difficulty and the manner its miles being taught (Anthony, Kazaara, Kazaara, et al., 2023).

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Arundele (2010) also stated by way of Sofowora and Egbedokun (2012) defined that youngster's study in two ways: orally and visually. Many college students, however, analyze extra swiftly whilst oral teaching is connected with something they can see, contact or cope with. Arundele similarly defined that a teacher can't be certain that his or her verbal description turned into bring the precise impression specially if he or she reveals it hard to compare the matters being described with the ones matters the students are already familiar with. He recommended that such difficulty can be removed if mediated commands are to be had (Richard et al., 2023). incorrect utilization of visual coaching and mastering materials and or their overall exclusion all through geography training has some bad results on student's performance throughout geography examinations.

In 2007, West Africa exam Council (WAEC Examiners' record) indicated that during geography examination, the performance of the candidates became negative and that their weaknesses were manifested in areas of Map studying. The record said that most candidates couldn't pick out easy capabilities on topographical map due to poor know-how of Map studying and interpretation of survey maps. additionally, most candidates could not identify the given physical features at the survey maps and have been bad in description of alleviation and agreement (Ntirandekura & Christopher, 2022). This confirmed genuinely that there has been negligent in the software of visual teaching and mastering substances inside the coaching and studying of geography or there has been an absolute absence of visual teaching in teaching and mastering of geography on the secondary school level. As such, college students are discouraged to mastering the situation

successfully. In this mild, the significance of visible teaching and mastering substances which according to (Anthony, Kazaara, & Kazaara, 2023), had been substances that not best deliver a concrete foundation for conceptual wondering and for this reason decreased meaningless verbal responses from college students but additionally help in making studying everlasting, can't be over emphasized. Consequently, it turns into necessary to analyze the significance of tutorial substances in coaching and studying of geography. The cutting-edge have a look at is performed to address the issues associated with the effect of educational substances in geography coaching gaining knowledge of in Senior Secondary colleges.

Problem Statement

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in line with Ebert (2009), the effect of the use of instructional materials in geography coaching studying has been broadly researched but many questions nevertheless stay unanswered. The desires for exploring locally to be had substances as an opportunity for the grossly unavailable materials in our schools, resourcefulness of the instructor need to be consistent with the learners' curriculum and surroundings so that lecture room coaching does no longer must be retarded by way of lack of funds (Zulaikah & Rebecca, 2023). Consequently, authorities ought to attempt to broaden her

neighborhood era in all its ramifications, since geography is inquisitive about imparting answers to guy's troubles (Sheriffudin (2014)) holistically. Many writers in geography have pointed out the grossly unavailability of educational substances coupled with instructors' attitude closer to the utilization at some point of classroom teaching gaining knowledge of conditions (Richard et al., 2023). Academic materials not available in our colleges, instructors are not improvising and/or reluctant in the usage of them. as a consequence, this research

attempt to pick out numerous secondary faculties that required instructional substances in teaching geography, identify academic substances wanted for effective coaching and studying of geography in senior secondary college, perceive academic substances to be had in senior secondary colleges and discover the effectiveness of instructional substances like chalkboard, wall maps, overhead projector, tape recorders, radio, television and so forth., inside the performance of college students in senior secondary colleges (Alex & Kazaara, 2023).

Specific Objectives.

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

Research Questions.

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

Methodology

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Research Design

A research design is a programme that is used to generate answers to research problems. Aaker et al (2002) defines a research design as the detailed blue print used to guide a research study towards its objectives. Method design, sample design and analysis design were be used. Cross section studies were also be used during data collection. According to Saunders et al (2004) a cross sectional design allows data to be collected at a single point in time without repetitions from a sample selected to represent some large population and therefore using minimum time and resources. In this study, the design was favor because of limited resources like time, labour (personnel) and transport.

Description of the Study Location

The study involved Bukandula secondary school in Gomba district. Community secondary schools were chosen by the researcher because most community secondary schools are day schools and therefore all students live with their parents or relatives who are inhabitants of Gomba district. Like all other community secondary schools all over the country, members of the community, district council and the ministry of education and vocational training have the responsibility to ensure that these schools are provided with adequate quality instructional materials (Joventa et al., 2023).

Sampling Procedure

The study population involved a sample from Bukandula secondary school in Gomba district. The main target group of sampling was be the head teacher, teachers, students and secondary district education officer. The sampling methods that were used to get the required sample included systematic random sampling and purposive sampling techniques. 2 secondary schools for lower secondary were randomly selected from the list of schools, 2 community secondary schools for upper secondary was also be randomly selected. To obtain the samples, the names of the schools were written on piece of papers, put in a container and then drawn randomly. Purposive sampling technique was also used to obtain the desirable population. In this case the head teacher Bukandula secondary school and one district education officer were involved in the study. Purposive technique has been generally recommended in social science research as it focuses directly on the area intended for the study (Kothari, 2006).

Sample Size

In the study area, 1 secondary school (Gomba secondary school) was selected for data collection, and 25 teachers, 100 students filled semi-structured questionnaires. The head teacher of the school (Gomba secondary school) was interviewed. One secondary district education officer was also interviewed. The population studied was be comprised of both sexes regardless of age, literacy levels and also included persons with disabilities who are stakeholders in education provision. The total number of respondent's was be 127.

Table 1: Respondents' Distribution

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N/S	Type of respondents	Number of respondents
1.	District education officer	1
2.	Head teacher (Gomba secondary school)	1
3.	Teachers	25
4.	Students	100
Total respondents		127

Data collection methods

Questionnaire

The study involved the use of questionnaire with both open ended and close ended questions. Data was collected from all respondents forming the necessary study population. Pre-testing was done involving five respondents in the study area. Self-administered questionnaire was used where by the respondents were required to read and answer the questions given, while at a given condition i.e. inability to read, the researcher would ask a respondent a series of questions.

Data Analysis

Data was verified, compiled, coded and summarized prior to analysis. Univariate analysis was used to determine the distributions and magnitude of individual variables among respondents which included percentages and frequencies. Percentages under multiple responses were established in open ended questions to describe various issues on the subject matter. The Statistical Package for Social Science (SPSS) computer program was used. Descriptive statistics (including percentages, frequencies, figures etc.) was also determined where the implication of its results would lead to recommendation (Nelson et al., 2022).

RESULTS

Types of Instructional Resources used in Teaching and Learning Geography.

Table 2: Type of instructional materials Utilized by students

Resources	Frequency	Percentage
Maps	92 (All)	100
Atlas	90	97.8
Globe	90	97.8
Photographs	70	76.0
Pictures	72	78.2
Radios	20	21.7
Charts	80	89.9
Others	10	10.8

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Source: Primary Data (2020)

Table 2 shows that the most commodities used by students were maps, atlases, globes, photographs, charts, and pictures. On the other hand, dioramas and radios were not commonly used. According to Davis et al. (2012), Geography Education needs new instruction resources and illustrative examples to support students in developing a deep and shared understanding of contemporary Practical Geography education and to guide them in changing the ways they support, source funds for and develop instructional material and with teachers. Ndalo (2014) agrees that teaching and learning resources provide the teachers with the advantage of taking a shorter time to develop concepts in teaching and learning through the use of such gadgets as films, slides, charts, television and video. When children interact with visual materials, they easily comprehend words associated with the learning material.

Teachers were also asked to state the type of resources they utilized in their institutions. The results are recorded regarding frequency of utilization of instructional resources. The table below gives a summary of the results.

Table 3: Frequency of Utilization of Instructional materials by Teachers

Resources	Frequency	Percentage
Maps	10(All)	100.0
Atlas	6	60.0
Globe	4	40.0
Photographs	8	80.0
Pictures	4	40.0
Radios	1	10.0
Charts	5	50.0
Others	1	10.0

Source: Primary Data (2020)

From the information given in Table 4.4, all teachers preferred utilizing maps as instructional resources followed by Photographs at 80%.The number of teachers who utilized globe and pictures stood at 40% in each case which represents 40% of the teachers sampled. The least utilized materials were Radios, with 10% utilization. Also, 50% of the teachers utilized Charts in classrooms. In general, the utilization of instructional materials was below average, a clear indication that teachers in these institutions underutilized these resources.

Extent of Utilization of Material Resources

Students use of Instructional Resources

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The students were asked to state the extent to which their teachers used teaching and learning materials in teaching and learning Geography other than textbooks.

Figure 1 presents the extent to which students use instructional materials

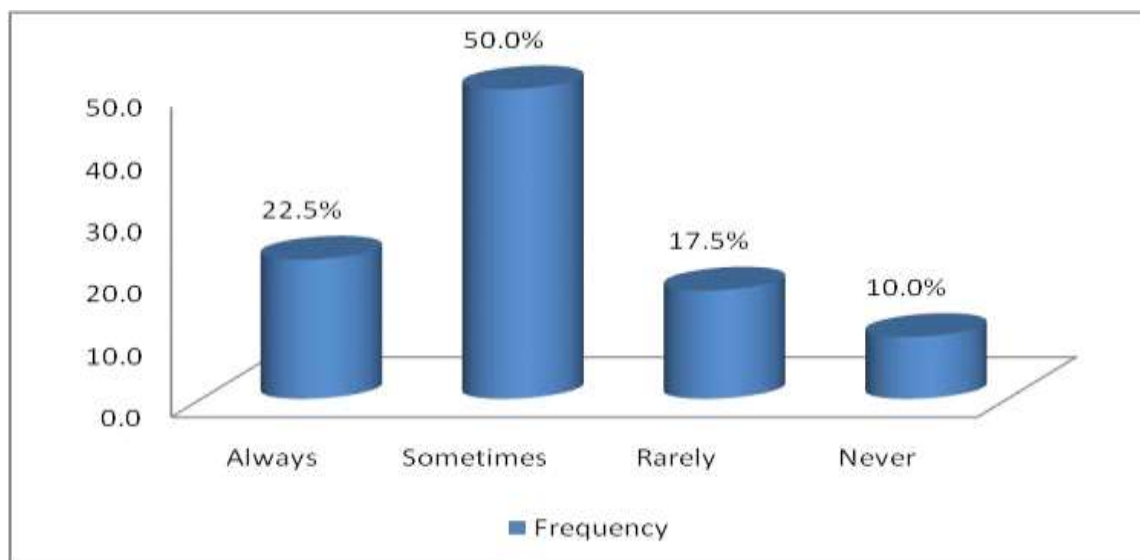


Figure 1 shows that half of the students informed this study that the teachers sometimes used material resources in teaching Geography, less than a quarter said the teachers always used materials or rarely used them. The study further revealed that despite the fact that teachers used material resources to teach Geography; only 37.5% of the students were taken for a field study outside school environment by their teachers. For the students who were taken to a field trip, 52 % of them stated that they were taken at least once per term, and more than once 48% of them stated that they have been taken to a field trip once.

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

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

Source: field Data (2020)

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As shown in table 5, majority of the teachers (60.0%) indicated that use of Geography instructional resources was boring and only very few (10%) noted that it is very interesting. Thirty percent of them stated that instructional materials are interesting. This implies that generally majority of the teachers had a negative attitude towards utilization of instructional resources. This confirms Brooks (2016) assertion that teachers need to have positive attitude besides fundamental knowledge to design and carry out meaningful learning experiences for their students regarding content knowledge. Kidman and Palmer (2006) also concurs that teachers who have positive attitude towards use of relevant instructional resources in teaching Practical Geography should include Geography content to prepare teachers for skillful instruction in engaging students in learning specific geographic big ideas and practices.

Views Regarding the Usefulness of Instructional materials in Learning Geography

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

ITEMS	RESPONSES				
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Usefulness after school	40.5%	29.9%	13.7%	12.4%	3.4%
Usefulness in Securing a Job	26.5%	27.8%	27.8%	13.7%	4.3%
Knowledge of Geography Important for all	32.3%	42.7%	13.8%	9.5%	1.7%
Use of instructional Resources is important	14.4%	13.8%	4.3%	28.0%	40.5%

Source: primary Data

The results in Table 6 reveal that the majority of the students viewed the use of instructional resources in Geography as being useful both regarding the knowledge it disseminated and regarding securing a job. Not academically educative that instructional material has a positive effect on the geography outcomes confirms that indeed the teachers in this study have a poor attitude towards the utilization of instructional materials as reported in.

Challenges faced in the Teaching and Learning of Geography

Objective two was to establish the Challenges faced in the teaching and learning of Geography by both teachers and learners. Almost all (90%) teachers who were interviewed complained that Geography syllabus, at the secondary level, was very long without adequate time for covering the syllabus adequately. This led to educators fail to use instructional materials because they are time consuming. This negates Mwangiru and Njue (2013) who pointed out

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that through use of instructional materials, the students are in contact with those materials and features that made life what it was in any given locality. Senses are gateways to acquired knowledge and that the natural way to learn is principally through the employment of all the senses. Most teachers in this school are not well trained to handle the instructional materials when teaching Geography, particularly computer-based instructional media. PowerPoint, for instance, can be used to present geographical issues like weather data electronic (Interview, Geography HOD, School A).

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.

This implies that, although the teachers have the knowledge about the importance of instructional materials, they are not inclined to develop them. This may have many reasons.

Recommendations

The government should strive and set aside a reasonable amount of education budget which will be directed to improve and construct libraries in schools like what it did to promote laboratories in schools. The heads of schools should rise their voice to be heard by parents as well as the government on the importance of improving and promoting good instructional materials in community schools and that success or failure of a student will not only

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depend on the content that the students receive in class as well as access to materials for further review by his or her own.

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