

**Role Of Instruction Materials On Academic Performance Of Students In English Subject. A Case Study
Of Kyabenda Secondary School In Kahunge Sub-County,
Kamwenge District.**

Mwijukye Abraham¹, Murangira Jonan²

1, 2 Metropolitan International University

Abstract

The purpose of this research work is to examine the impact of instructional materials on academic performance of students in English subject in secondary schools. A case study of Kyabenda secondary school in Kahunge Sub-County, Kamwenge District. This research was based on three objectives including: 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 Kyabenda secondary school 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 research employed a survey research design to investigate the impact of instructional materials on the academic performance of students at Kyabenda SS, situated in Kahunge sub-county, Kamwenge district. This design aimed to generalize findings about the target population, aligning with the descriptive survey design's capability to accurately assess the characteristics of entire populations. Through a targeted sample of 131 respondents—comprising teachers, students, and school administrators—selected via simple random sampling and criterion-based sampling, the study sought to collect both quantitative and qualitative data. Primary data was gathered through questionnaires, interviews, and personal observations, while secondary data from school records and previous research complemented the primary information. A well-structured questionnaire with close-ended questions was utilized to predominantly collect quantitative data, while interviews, specifically with the head teacher, gathered qualitative insights due to their constrained availability. Quality control measures encompassed validity checks through content validation and reliability assessments using the test-retest method. Data analysis involved univariate analysis using the Statistical Package for Social Science (SPSS), emphasizing percentages, frequencies, and descriptive statistics. Ethical considerations prioritized voluntary participation, confidentiality, and accuracy, while limitations encompassed factors beyond the researcher's control, such as respondent honesty and uncontrolled research environments. Efforts were made to minimize biases and enhance the reliability of the research tools to ensure comprehensive and credible outcomes. Through persistent visits, a complete response rate of 100% was achieved from the participants, predominantly males (57%) and mainly students below 24 years old. Teachers, with varying academic qualifications, indicated the significance of instructional materials despite hurdles like limited funding and outdated resources. Strategies such as book borrowing and personal purchases were employed to tackle these challenges. The findings underscored the importance of these materials while highlighting obstacles to their effective provision and use. The study recommended increased government funding for educational resources and emphasized the necessity for further research on optimizing instructional materials in the teaching and learning process.

Key words: Instruction Materials, Academic Performance, Students and English Subject.

Background of the study

Globally, English is not only used as an official language in many nations, but also as a language of

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instruction in many school curricula globally (Christopher, Moses, et al., 2022). Since the expansion of the British Empire outside Europe in the 16th century, English has become an influence on many different cultures thus becoming the central language of communication (Victoria et al., 2023). Given its primacy as a popular language, many school systems have put much emphasis on teaching English as a critical subject. As noted by (Victoria et al., 2023), the best educational systems are found in English speaking countries, increasing the need for other countries to take the language as a core subject at school. With the growing influence of globalization and geopolitical integration, English has made its way strongly as medium of instruction in higher education (Brighton, Deus, Kazaara, Nelson, Catherine, et al., 2023).

Education is one of the most important tools in developing psychological, social, intellectual, emotional, physical, political, economic and developmental aspects of life to shape capable and accountable leaders for the future (Brighton, Deus, Kazaara, Nelson, Alex, et al., 2023). A study conducted by a psychologist and educator Jerome Bruner, cited by (Oni, 2014), People recall only 10% of what they hear, 30% of what they read, and approximately 80% of what they see and do. Education is therefore a connective tissue in the society. (Oromo et al., 2023) revealed that the standard of education in Nigeria is falling, the problem of education emerged from the neglect which the sector suffered from the 1980s leading to the gradual erosion of the system. The problems include among others inadequate learning facilities such as lack of teaching tools and moderate classrooms and the acute shortage of qualified teachers (Mark et al., 2023). For a teacher to attain

the set goals of education and for students to gain from such teaching experience, the use of instructional materials is important. These include books, government documents, artifacts, instructional sheets, computers, radio sets, television sets, social media and magazines among others (Christopher, Komunda, et al., 2022). They are used for teaching at primary, secondary and tertiary levels of education.

The academic performance of students is the central characteristic (Rono, 2014) and one of the most important goals (Anthony, Kazaara, & Kazaara, 2023) of education, which can be defined as the knowledge of students evaluated by grades by a teacher and/ or educational goals set by students and teachers to be achieved over a period of time. (Micheal et al., 2023) assert that academic achievement can be understood as a student's quantifiable and apparent behavior within a given period of time and is a sum of scores that a student has in various assessments through class tests during the middle and end of the semester scores exams.

Contextually, this study was situated in Kyabenda SS which is located in Kahunge sub county in Kamwenge district The school is government aided school which has received complaints in the recent past from stakeholders such as Ministry of Education and Sports, Members of Parliament, Board of Governors, Parents, journalists, teachers and students over the deteriorating quality of education (Anthony, Kazaara, Kazaara, et al., 2023). Anguparu (2018) observed declining levels of students' academic performance in U.C.E and U.A.C.E, low levels of critical thinking, writing and numeracy skills because teachers normally dodge the use of instructional materials in most of their teaching topics, while they try to do all they could

during their practical teaching in their course of study; even though some of these materials are not usually available in the schools for teachers' use (Anthony, Kazaara, Kazaara, et al., 2023). Many teachers teach in abstract without using the required materials (Ibrahim, 2000). In making use of any instructional materials, such materials must be previewed that is, having full knowledge of the material; prepare the environment where it was

used; prepare audience by means of making sure that the materials to be used attracted attention, arouse, motivate and provide the rationale that could be used in the beginning, middle or end. In order to give quality education to the younger generation in secondary schools in Kamwenge district, there is need for employment of more competent, experienced and qualified teachers (Seth & Ntirandekura, 2022).

Problem statement

The performance of students in English language especially in Senior Secondary Schools is not encouraging (Christopher, Komunda, et al., 2022). It was observed that the poor performance of students in English language is unconnected with non-utilization of suitable instructional materials. Many teachers go to classes to teach subjects as liberal arts without any materials to assist the learners. According to (Richard, 2022), sight (visual aids) accounts for 83% of human learning. 11% is derived via hearing, 3.5% from smell, 1.5% from touch, and 1% from taste. (Owoeye, 2011), recommend that most learners need visual content to learn. However, the availability, adequacy, and effective utilization of instructional materials have been identified as crucial factors in determining students' comprehension, language proficiency, and overall performance in English because they provide a way for teachers to present information to students in a variety of formats and help students learn and retain information but lack of comprehensive and up-to-date instructional resources in secondary schools in Kamwenge district hampers the ability of educators to engage students effectively and foster a deep understanding of the English language and teachers' struggles to adapt their teaching methods to suit the available instructional materials hinder their ability to create dynamic and interactive learning experiences, this, in turn, affects students' motivation, engagement, and overall performance in the English subject (Godfrey et al., 2023).

Despite the efforts put in place by parents in secondary schools are involved in cost sharing in the provision of instructional materials by buying geometrical sets, dictionaries, calculators, atlas, pens, pencil among others as the government provides text books, reference books, laboratory equipment, chalk, dusters, exercise books, and charts (Innocent et al., 2023). It emerges that most parents in Kyabenda SS are poor and therefore unable to meet their cost-sharing part. Consequently, their children lack some of the basic instructional materials (CAO Kamwenge district report, 2017). Thus this researcher seeks to examine the impact of instructional materials on the academic performance of students in the English subject in Kyabenda SS in Kahunge sub-county.

Specific objectives

1. To explore the view of teachers and students on the extent to which instructional facilities affect students' performance in English subject.
2. To examine the challenges that teachers face in accessing instructional materials in secondary schools.
3. To assess the strategies that teachers use to minimize the challenges of attaining and using quality

instructional materials.

Methodology

The researcher used a survey research design in this study. The finding from descriptive survey design was used to generalize the researcher 's results about the target population. According to Osuala (2005) Descriptive Survey Design gives the accurate assessment of the characteristics of the whole populations of people. This survey research design according to Amin (2005) is important cause it helped the researcher attain systematic data on different sample respondents at different times. Survey design allows for the collection of both quantitative and qualitative data, enabling the researcher to analyze statistical trends as well as gather nuanced insights and perspectives from participants. Quantitative approach was used to process data which can be quantified and is numeric in nature. For example, the respondents' age, income, number of times they have visited a given destination in a given period of time, etc. According to Creswell (2013), quantitative research helps in getting an in-depth analysis of the problem under investigation. Qualitative approach was used to describe qualitative data which cannot be quantified in numbers. This included respondents' opinions and ideas. Qualitative research was also applied in order to describe current conditions or to investigate relationships, including effects and relationships. In addition, it helped in answering questions concerning the current state of the subject under study. The target population for this study 250 respondents including head teacher, teachers and students in Kamwenge secondary school. Sample is therefore, a portion of population which is involved in the research work. The researcher used sample size of 131 respondents through use of Krejcie and Morgan (1970).

Table 1: Showing the sample size of the respondents

Respondents	Sample size	Sample Technique
Teachers	25	Simple random sampling
Students	100	Simple random sampling
School administrators	6	Criterion-Based Sampling
TOTAL	131	

Source: Adopted from Krejcie and Morgan (1970). Modified by the researcher (2023)

The researcher used simple random sampling and criterion-Based Sampling. Simple random sampling was used to select students and teachers because it ensures that each student has an equal chance of being included in the study. The researcher selected the head teacher based on predetermined criteria, such as years of experience in the school or specific achievements in implementing educational programs. This approach helped ensure that the chosen head teacher possesses the necessary insights and expertise relevant to the research topic. The study employed a well-structured questionnaire to collect data from teachers and students in Kamwenge Secondary Schools. The questionnaire consisted of two sections, one focusing on gathering biodata (Section 'A') and the other addressing questions related to instructional materials and academic performance (Section 'B'). To minimize logistical costs and accommodate participants' literacy levels, the questionnaire predominantly

featured close- ended questions. Quantitative analysis was the primary method of data interpretation, enabling the acquisition of easily quantifiable data necessary for the study. Each question was designed as closed-ended, utilizing a four-point Likert Scale for response options, ranging from 'strongly disagree' to 'strongly agree.' This approach is intended to streamline data collection and analysis for efficient research outcomes. 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 was established in open ended questions to describe various issues on the subject matter. The Statistical Package for Social Science (SPSS) computer program was used (Nelson et al., 2022). Descriptive statistics (including percentages, frequencies, figures etc) was determined where the implication of its results led to recommendation.

Results

Table 1: Common Instructional Materials Used in the Study Area According to Students' Responses

Instructional Material	Frequency	Percent
Language laboratory	11	11.0
Text books	39	39.0
Tape-recorder	2	2.0
Black and white boards	26	26.0
Charts	22	22.0
Total	100	100.0

Source: Field Data, (2023)

Table 1 shows that 11% of students described that Language laboratory were used by the teachers, 39% pointed out that text books were used, 2% indicated that teachers used Tape- recorder, 26% affirmed that Black and white boards were used by the teachers and 22% noted that charts were used as instructional materials. From the responses, it is clear that Text books, Black and white boards and Charts were the most common instructional materials used in secondary schools (Christopher, Komunda, et al., 2022). When one looks critically on these materials, they are ready made and the teachers are not required to develop them, nor buy them individually. Normally these materials are purchased by the schools. This may lead us into believing that teachers in community secondary schools do not bother to develop or create their own instructional materials, nor do they bother to ask their students to make them. The second question

wanted to find out the types of the instructional materials and their level of importance in teaching and learning (Emmanuel et al., 2023). The responses are presented in the Table 1.

Table 2: Types of the Instructional Materials and Levels of Importance

Instructional Material	Very	Important	Not	Total
Use of Past papers and dictionary	23(92%)	1(4%)	1(4%)	25(100%)
Use of black boards, Charts and Diagrams	21(84%)	4(16%)	0	25(100%)
Use of text books	17(68%)	8(32%)	0	25(100%)

Source: Field Data, (2023)

The findings in table 2 above shows that in the study area 92% of the teacher responded affirm Past papers and dictionary instructional materials were very important, 84% of teachers agreed that the use of posters, charts and diagrams in teaching were very important for students learning and 68% of the teacher respondents noted that the use of Instructional manuals for teaching is very important (Annet et al., 2023). It was interesting to find that, all the teachers agreed that posters, charts, diagrams and text books were important, but one teacher indicated that e- learning was not important. Although this was a minority, it is worth thinking on why this response came about. One could only speculate that, may be the respondent was e-learning challenged and he or she did not consider e-learning as important in teaching and learning.

Table 3: Shows Nature of Instructional Materials Used in the Study Area

Nature of Instructional materials Used	Frequency	Percent
Commercial Based	19	76.0
Locally Made	06	24.0
Total	25	100

Source: Field Data, (2023)

However, when they were asked whether the materials used in class are commercial or improvised locally; 76% pointed out that most of the materials are commercially based and 24% are locally made by the teachers (Table 5). Thus, the findings indicate that there was very minimal use of improvised materials by the teachers which suggests creativity on improvisation of locally made materials by the teachers was low (Brighton, Deus, Kazaara, Nelson, Catherine, et al., 2023).

Opinions on the Effectiveness of Instructional Materials for Students Performance

Table 4: Reasons that Instructional Materials Help in learning in the Study Area

Reason for Using Instructional Materials	Frequency	Percent
To pass examinations	17	17.0
To Improve Knowledge and skills	83	83.0
Total	100	100

Source: Researcher, 2023

On whether the instructional materials used by teachers help students in the learning process; 17% of students pointed out that the materials help them to pass examination and 83% of students’ respondents pointed out that the materials help them in improving knowledge and skills. This response is in line with the literature where scholars (see for example, Adeogun, 2001 and Adeogun (2001) assert that there is a very strong positive significant relationship between instructional resources and academic performance (Damasus et al., 2023). As Adeogun suggested, schools endowed with more resources performed better than schools that are less endowed. The respondents in this study agreed with the literature. This is corroborated by the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources.

Challenges that teachers face in accessing instructional materials in secondary schools.

Table 5: Challenges faced by the media in promoting women’s rights in Uganda.

Statement	F	SA	F	A	F	NS	F	D	F	SD
Limited funding and resources allocated	10	40%	8	32%	1	2%	5	20%	2	8%
Outdated or obsolete instructional materials in secondary schools	15	60%	10	40%	0	0.0%	0	0.0%	0	0.0%



The absence of appropriate technological infrastructure and digital resources in secondary schools	11	44%	10	40%	0	0.0%	4	16%	0	0.0%
Limited financial resources allocated to educational institutions	8	32%	10	40%	1	2%	2	8%	3	12%

Source: field data 2023

The table 5 above indicated that 40% strongly agree, 32% agree, 2% of the respondents are not sure, 20% disagree while 8% strongly disagreed with the statement that Limited funding and resources allocated. This in line with (Mangala, 2015), who asserted that insufficient resources allocated to secondary schools leads to insufficient availability of up-to-date textbooks, reference materials, and supplementary resources, thereby hindering the comprehensive delivery of the curriculum (Anthony, Kazaara, Kazaara, et al., 2023). The table also indicated that outdated or obsolete instructional materials in secondary schools where by 60% strongly agreed, 40% agreed, and none disagreed with the statement in that majority of respondents claimed that teachers may struggle to adapt their teaching methodologies and lesson plans to incorporate relevant and contemporary content, leading to a gap between the prescribed curriculum and the available instructional materials (Godfrey et al., 2023). Further still, the table above indicated that 44% strongly agreed, 40% agreed, none were not sure, 16% disagreed while none strongly disagreed that the absence of appropriate technological infrastructure and digital resources in secondary schools present significant obstacles for teachers in accessing modern instructional materials (Faridah et al., 2023).

On limited financial resources allocated to educational institutions, the statistics show that 32% strongly agreed, 40% agreed, only 2% were not sure, 23% disagree and 7% strongly disagree with the statement. This implies that inadequate access to up-to-date textbooks and supplementary materials limit teachers from accessing updated instructional materials thus affecting students’ academic performance (Mangala (2015).

Strategies that teachers use to minimize the challenges of attaining and using quality instructional materials.

Table 6: Shows the Strategies Used to Minimize the Challenges in Attaining and Using Instructional Materials

Strategies Used by Teachers	Frequency	Percentage (%)
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Borrowing books from nearby schools	10	40
Buying own books	9	36
Improvisation	6	24
Total	25	100

Source: Field data, 2023

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. While the teachers in Rombo rely on borrowing books, buying their own books, the literature suggests using ICT had the ability to impact quality and adequacy of fundamental education (Turyatamba et al., 2022). Effective management of available resources and strategic allocation of budgets can ensure that schools have adequate funding to procure and maintain quality instructional materials (Racheal et al., 2023).

Conclusion

From the study findings it is apparent that Kyabenda secondary school does not use appropriate instructional materials. Teachers 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. One could guess that teachers do not care whether the students perform or not, and this from the management point of view, may emanate from low morale and motivation towards their teaching. Another explanation may be, poor supervision from their heads of schools. Normally, heads of the school are supposed to be instructional supervisor, to ensure that instructions are

going on and students are provided with quality education coupled with quality instructional resources. Lack of supervision may be the reason for the situation found by this study.

Recommendations

Basing on the findings from this study the following are the recommendations; The government should strive and set aside a reasonable amount of education budget which was 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 did not only depend on the content that the students receive in class as well as access to materials for further review by his or her own.

The parents should not sit down and wait for the government to effect on the availability of libraries and other valid learning materials and facilities in schools. The parents should consider the problems of lacking facilities as

a challenge that needs to be redressed by them. So the study urges parents to effectively participate physically and financially where possible for the development of the schools.

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