

**The Effect Of Instructional Materials On Learning Outcome In Geography; A Case Study Of Secondary Schools In  
Iganga Region Iganga District**

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**Abstract**

The purpose of this research work is to examine the extent to which the instructional materials affect student's performance in geography subject in schools in Iganga B region Iganga District. This research was based on three objectives including: to explore the views of teachers and students on the extent to which geography instructional facilities affect student performance, to examine the challenges that teachers in Iganga B region secondary schools face in accessing instructional materials and to assess the strategies that teachers use to minimize the challenges of attaining and using quality geography instructional materials. The study adopted a cross sectional survey design. The study population involved secondary schools around Iganga B region Iganga district. Five schools were randomly selected for data collection. In each school, 5 teachers and 20 students filled semi structured questionnaire. Also heads of each school and 1 secondary district education officer were interviewed. The following were the findings of the study: first, instructional materials are the key to teachers' and students' performance. Secondly, most secondary schools in the region suffer shortage of essential teaching and learning materials. Thirdly, the study revealed that teachers used different strategies to minimize the challenges of attaining and using quality instructional materials like borrowing books and improvisation. The findings shown that in the study area 92% of the teacher responded affirm E-learning instructional materials were very important, 84% of teachers agreed that the use of maps, 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. The study recommends that the government should budget sufficient funds for improving the availability of instructional materials in all secondary schools. For further research, this study proposes that aspects of how teachers and students use instructional materials for effective teaching and learning processes need to be examined.

**Keywords: Instructional Materials, Learning Outcome and Geography**

**Background to the Study**

Geography is simply defined as the science that deals with the earth's surface. People who study geography are called geographers. Geographers are interested in the physical features of the Earth, such as mountains, deserts, rivers, and oceans (Aisha et al., 2023). They are also interested in how humans affect and are affected by the natural world. Geography has everything to do with our daily lives. Geography is the study of place and seeks

to understand the ways in which people affect their environment and, conversely, examine the effect of the environment on people. Simply put, it is the study of the world around us (Anthony et al., 2023). Instructional materials are materials that help teachers make their lessons explicit for students. They are also used to convey information, ideas and notes to students (Godfrey et al., 2023). Teaching materials include both visual and

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audio-visual materials such as pictures, flashcards, posters, charts, tape recorder, radio, video, television, computers and more. These materials serve as a supplement to regular teaching processes. According to Emma and Ajayi (2004), teaching materials are those things that help the teaching and learning process (Emmanuel et al., 2023). It helps promote concept understanding and generalization by making the lesson practical and realistic. Any teacher who has the student's interest at heart must think about the ways and means he will use to make his teaching and learning process more effective and more interesting for students. Bassey (2002) believes that science is resource intensive and can be very difficult in times of economic recession to adequately find some electronic aids and equipment for teaching geography in secondary schools. According to (Richard et al., 2023), the effect of learning materials is more sustained communication about health-related issues and information is retained when supplemented with help. Learning materials, if carefully selected and

skillfully used, will certainly make learning more effective. Therefore, it is necessary to investigate the importance of teaching materials in teaching and studying biology. However, man and animal have the necessary abilities for learning. In other words, they are potential students. Certain factors both inside and outside the student determine how effectively each individual learns (Christopher et al., 2022). In view of these concerns and the development of education, the current study is designed to address issues related to the effect of teaching materials in the teaching of geography in upper secondary schools (Mark et al., 2023). Schools should provide enough teaching materials to enable teachers to clarify their lesson. Adequate infrastructure and conducive atmosphere for effective • teaching of geography and retention of what is learned. Schools should send their geography teachers to seminars and workshops to update their knowledge (Oromo et al., 2023).

#### **Statement Of The Problem**

The effect of using instructional materials in teaching geography has been widely researched, but many questions are still unanswered. The need to explore locally available materials as an alternative to the grossly unavailable materials in our schools, teacher ingenuity must be aligned with the curriculum and student environment so that classroom learning is not hampered by lack of funding (Victoria et al., 2023). The government must therefore strive to develop its local technology in all its ramifications because geography is interested in providing solutions to human problems holistically. Many authors in geography have pointed to the gross unavailability of teaching materials, along with teachers' attitudes towards their use during classroom teaching situations. Teaching materials are not available in our schools, teachers do not improvise and/or are reluctant to use them (Godfrey et al., 2023). So this research attempt to identify the different secondary schools that required teaching materials for teaching geography, to identify the teaching materials needed for effective teaching and learning of geography in senior secondary schools, to identify the teaching materials available in senior secondary schools and to identify the effectiveness of teaching materials such as blackboard, bulletin board, to model real things, overhead projector, tape recorders, radio, television, etc., during the performance of students in senior secondary schools, in Iganga B

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region of Iganga district (Swafah & Jill Margaret, n.d.).

### **Specific Objectives**

1. To find out the views of teachers and students on the extent to which geography instructional materials affect student performance in secondary schools in Iganga B region.
2. To find out the challenges that teachers in Iganga B secondary schools face in accessing geography instructional materials.
3. To find out the strategies being used by teachers in Iganga B secondary schools to minimize the challenges of attaining and using quality geography instructional materials.

### **Methodology**

The study population involved all Iganga B secondary schools in Iganga district. The main target groups of sampling were the heads of schools, teachers, students and secondary district education officer. The sampling methods used to get the required sample included systematic random sampling and purposive sampling techniques. 2 secondary schools within western part of Iganga B were randomly selected from the list of schools, 2 from the northern part will also be randomly selected. 1 secondary school was selected from the eastern part. 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 heads of schools in the selected secondary schools and one district education officer was also 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). In the study area, 5 secondary schools were selected for data collection, and in each school, 5 teachers and 20 students filled semi-structured questionnaire. In each school, head of the school were also interviewed. One secondary district education officer was also interviewed. The population to be studied comprised of both sexes regardless of age, literacy levels and also including persons with disabilities who are stakeholders in education provision. The total number of respondents was 131.

**Table 1:** Respondents' Distribution

| N/S | Type of respondents | Number of respondents |
|-----|---------------------|-----------------------|
|     |                     |                       |

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|                          |                                   |            |
|--------------------------|-----------------------------------|------------|
| 1.                       | District education officer        | 1          |
| 2.                       | Head of schools Teachers Students | 5          |
| 3.                       |                                   | 25         |
| 4.                       |                                   | 100        |
| <b>Total respondents</b> |                                   | <b>131</b> |

The study involved secondary schools which are located in Iganga "B" in Iganga district. The secondary schools were chosen by the researcher because most of them are day schools and therefore all students live with their parents or relatives who are inhabitants of region. Like all other 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. 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 which involved 05 respondents in the study area. Self-administered questionnaire were used where by the respondent were required to read and answer the questions given, while at a given condition i.e. inability to read, the researcher may ask a respondent a series of questions. Data was then 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 (Nelson et al., 2022). Descriptive statistics (including percentages, frequencies, figures (etc) were determined where the implication of its results would lead to recommendation.

## **RESULTS**

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

| <b>Instructional Material</b> | <b>Very Important</b> | <b>Important</b> | <b>Not Important</b> | <b>Total</b> |
|-------------------------------|-----------------------|------------------|----------------------|--------------|
| Use of E-learning             | 23(92%)               | 1(4%)            | 1(4%)                | 25(100%)     |

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|                                     |         |        |   |          |
|-------------------------------------|---------|--------|---|----------|
| Use of maps, Charts and<br>Diagrams | 21(84%) | 4(16%) | 0 | 25(100%) |
| Use of Instructional<br>Manuals     | 17(68%) | 8(32%) | 0 | 25(100%) |

Source: Field Data, (2023)

The findings show that in the study area 92% of the teacher responded affirm E-learning instructional materials were very important, 84% of teachers agreed that the use of maps, 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. It was interesting to find that, all the teachers agreed that maps, charts, diagrams and instructional manuals 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.

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 (Nelson et al., 2023).

**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       |
| <b>Total</b>                           | <b>25</b> | <b>100</b> |

Source: Field Data, (2023)

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.

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

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| Reason for Using Instructional Materials | Frequency  | Percent    |
|------------------------------------------|------------|------------|
| To pass examinations                     | 17         | 17.0       |
| To Improve Knowledge and skills          | 83         | 83.0       |
| <b>Total</b>                             | <b>100</b> | <b>100</b> |

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 student's 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 (Micheal et al., 2023).

**Table 5: 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         |
| <b>Total</b>                        | <b>25</b> | <b>100</b> |

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. General findings in the study area show that the use of internet and LCT is not realized. The possibility of teachers and students to interact with online learning resources for improvement and replenishing of the existing knowledge is ignored. This may in other way cause problem of lagging behind and become outdated in terms of dynamic changes in knowledge (Victoria et al., 2023).

### Conclusion

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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. 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 schools are supposed to be instructional supervisors, 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 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 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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