
Instruction Materials And Its Impact 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.

Keywords: Instruction Materials, Academic Performance, Students and English Subject

Background of the study

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

of instruction in many school curricula around the world (Christopher, Moses, et al., 2022). Since the

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

expansion of the British Empire outside of Europe in the 16th century, English has become an influence on many different cultures, becoming the central language of communication. Due to its prominence as a popular language, many school systems have placed a strong emphasis on teaching English as a critical subject (Seth & Ntirandekura, 2022). As noted by Khader & Mohammad (2010), the best education systems are found in English-speaking countries. , which increases the need for other countries to take language as a major subject in school (Anthony, Kazaara, & Kazaara, 2023). The term “instructional materials” refers to resources that organize and support instruction, such as textbooks, assignments, and supplements (Anthony, Kazaara, Kazaara et al., 2023). It refers to human and non-human materials and devices that can be used to facilitate, encourage, enhance and improve teaching and learning activities. They are all materials used in the teaching process (Anthony, Kazaara, Kazaara, et al., 2023). The Great Soviet Encyclopedia defines IM as educational materials used to improve students' knowledge, skills, and talents, monitor their intake of information, and contribute to their general growth and education. Student academic performance is a central characteristic (Rono, 2014) and one of the most important goals (Pauline, 2023) of education, which can be defined as student knowledge assessed by teacher grades and/or set educational goals. students and teachers to be achieved in a certain period of time. (Christopher, Komunda, et al., 2022) argue that academic achievement can be understood as the quantifiable and apparent behavior of a student over a given period of time and is the sum of the scores a

Problem statement

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

student has in various assessments through class tests during high school. and at the end of the semester, point exams (Kanyerere & Muhammed, 2023). Contextually, this study was located in Kyabenda SS which is located in Kahunge Sub-District of Kamwenge District. The school is a government aided school which in the recent past has received complaints from stakeholders such as the Ministry of Education and Sports, Members of Parliament, Board of Governors, Parents, journalists, teachers and students over the deteriorating quality of education (Aisha & Rebecca, 2023). Anguparu (2018) observed the declining level of academic achievement of students in U.C.E and U.A.C.E, low level of critical thinking, writing and mathematical skills because teachers routinely avoid using teaching materials in most of their teaching topics while trying to do everything they want. they could during practical teaching during their studies; although some of these materials are not commonly available to teachers in schools. Many teachers teach abstractly without using the required materials (Anthony, Kazaara, Kazaara et al., 2023). When using any instructional materials, the materials must be viewed, that is, with full knowledge of the material; prepare the environment where it was used; prepare the audience by making sure that the materials to be used are attention-grabbing, exciting, motivating, and provide a rationale that could be used at the beginning, middle, or end (Seth & Ntirandekura, 2022). In order to provide quality education to the young generation in secondary schools in Kamwenge District, there is a need to employ more competent, experienced and qualified teachers (Seth & Ntirandekura, 2022).

in many school curricula around the world (Christopher, Moses, et al., 2022). Since the expansion of the British Empire outside of Europe in the 16th century, English has become an influence on many different cultures, becoming the central language of communication. Due to its prominence as a popular language, many school systems have placed a strong emphasis on teaching English as a critical subject (Seth & Ntirandekura, 2022). As noted by Khader & Mohammad (2010), the best education systems are found in English-speaking countries. , which increases the need for other countries to take language as a major subject in school (Anthony, Kazaara, & Kazaara, 2023). The term “instructional materials” refers to resources that organize and support instruction, such as textbooks, assignments, and supplements (Anthony, Kazaara, Kazaara et al., 2023). It refers to human and non-human materials and devices that can be used to facilitate, encourage, enhance and improve teaching and learning activities. They are all materials used in the teaching process (Anthony, Kazaara, Kazaara, et al., 2023). The Great Soviet Encyclopedia defines IM as educational materials used to improve students' knowledge, skills, and talents, monitor their intake of information, and contribute to their general growth and education. Student academic performance is a central characteristic (Rono, 2014) and one of the most important goals (Pauline, 2023) of education, which can be defined as student knowledge assessed by teacher grades and/or set educational goals. students and teachers to be achieved in a certain period of time. (Christopher, Komunda, et al., 2022) argue that academic achievement can be understood as the quantifiable and apparent behavior of a student over a given period of time and is the sum of the scores a student has in various assessments through class tests during high school. and at the end of the semester, point exams (Kanyerere & Muhammed, 2023). Contextually, this study was located in Kyabenda SS which is located in Kahunge Sub-District of Kamwenge District. The school is a government aided school which in the recent past has received complaints from stakeholders such as the Ministry of Education and Sports, Members of Parliament, Board of Governors, Parents, journalists, teachers and students over the deteriorating quality of education (Aisha & Rebecca, 2023). Anguparu (2018) observed the declining level of academic achievement of students in U.C.E and U.A.C.E, low level of critical thinking, writing and mathematical skills because teachers routinely avoid using teaching materials in most of their teaching topics while trying to do everything they want. they could during practical teaching during their studies; although some of these materials are not commonly available to teachers in schools. Many teachers teach abstractly without using the required materials (Anthony, Kazaara, Kazaara et al., 2023). When using any instructional materials, the materials must be viewed, that is, with full knowledge of the material; prepare the environment where it was used; prepare the audience by making sure that the materials to be used are attention-grabbing, exciting, motivating, and provide a rationale that could be used at the beginning, middle, or end (Seth & Ntirandekura, 2022). In order to provide quality education to the young generation in secondary schools in Kamwenge District, there is a need to employ more competent, experienced and qualified teachers (Seth & Ntirandekura, 2022).

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

Ogula (2005) describes research design as the plan, structure and strategy of an inquiry to obtain answers to research questions and control variance. The researcher used a survey research design in this study. Findings from the descriptive survey design were used to generalize the researcher's findings about the target population. A quantitative approach was used to process data that can be quantified and is numerical in nature. For example, the age of the respondents, income, how many times they visited a given destination in a given time period, etc. A qualitative approach was used to describe qualitative data that cannot be quantified in numbers. This included the views and ideas of the respondents. Qualitative research has also been applied to describe current conditions or examine relationships, including effects and relationships. In addition, he was helpful in answering questions regarding the current state of the subject being studied. The study was conducted in Kyabenda SS located in Kahunge sub-county, Kamwenge district. The school is a government sponsored school. The researcher chose Kyabenda SS because it is a government-sponsored school that still lacks teaching materials, leading to poor academic performance of students. The target population of this study was 250 respondents including the school principal, teachers and students of Kamwenge Secondary School. The researcher used a sample size of 131 respondents using Krejcie and Morgan (1970). The researcher used simple random sampling and criterion-referenced sampling. The study used a well-structured questionnaire to collect data from Kamwenge secondary school teachers and students. The questionnaire consisted of two parts, one focusing on the collection of biological data (Section "A") and the other dealing with questions related to learning materials and academic performance (Section "B"). In order to minimize logistical costs and adapt to the literacy level of the participants, the questionnaire contained mostly closed 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 using 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 effective research results. Data were verified, compiled, coded and summarized prior to analysis. Univariate analysis, which included percentages and frequencies, was used to determine the distribution and magnitude of individual variables among respondents. The percentage under multiple answers was determined in the open-ended questions to describe different issues related to the subject. The Statistical Package for Social Science (SPSS) computer program was used (Nelson et al., 2022). Descriptive statistics (including percentages, frequencies, numbers, etc.) were determined where the implications of its results led to recommendations.

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. 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.

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. 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 (Richard 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
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 (Victoria 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 (Ntirandekura & Christopher, 2022). 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 (Christopher, Moses, et al., 2022).

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 is 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 (Christopher, Komunda, et al., 2022). 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 (Alderman & Orazem, 2017). 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 (Christopher, Komunda, et al., 2022). 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).

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

Strategies Used by Teachers	Frequency	Percentage (%)
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 (UNESCO, 2011) Effective management of available resources and strategic allocation of budgets can ensure that schools have adequate funding to procure and maintain quality instructional materials (Godfrey et al., 2023). Prioritizing resource allocation can help schools meet the demands for updated textbooks, supplementary materials, and technological resources necessary for a comprehensive and dynamic learning environment. Aligning instructional materials with the prescribed curriculum and regularly updating educational resources can enhance their relevance and effectiveness in the classroom (Victoria 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,

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

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.

References

- Aisha, N., & Rebecca, N. (2023). *Evaluating The Influence Of Communities Towards Waste Management. A Case Study Of Namungoona Parish*. 2, 1–12. <https://doi.org/10.10.2023>
- 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.
- Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda*. 6(5), 157–162.
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In*

- Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District.* 7(2), 100–107.
- Kanyerere, O. E., & Muhammed, M. (2023). *The Factors Affecting Learners Attitude towards Offering Kiswahili Subject in Secondary Schools . A Case Study of Sironko Secondary School in Sironko District.* 7(3), 39–43.
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata.* 6(7), 84–122.
- Ntirandekura, M., & Christopher, F. (2022). Community Participation and Budget Allocation in Local Governments in Uganda: A Case Study of Rubanda District Local Government, Western Uganda. In *International Journal of Academic Multidisciplinary Research* (Vol. 6).
- Pauline, N. (2023). *Effects of Physical Education on the Learners Academic Performance in Secondary School . A Case of Kabojja Secondary.* 7(4), 118–125.
- Richard, A., Deus, T., James, T., Ijeoma, A., & Janice, B. (2023). *The impacts of using music instruments on learning in post- secondary institutions in Uganda.* 7(3), 35–39.
- Seth, A., & Ntirandekura, M. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected Secondary Schools in Kabale Municipality.* 6(6), 31–48.
- 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.