

**THE INFLUENCE OF INSTRUCTIONAL MATERIALS IN THE TEACHING OF SST
IN PRIMARY SCHOOLS IN KITIMBWA SUB-COUNTY, KAYUNGA DISTRICT,**

BY:

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DECLARATION

I, David hereby declare that this submission is my own work and is submitted towards the award of bachelors of Education Primary of Busitema University and that to the best of my knowledge, it contains no material previously published by another person nor work which has been accepted for the award of any other degree of the University.

Signature.....

APPROVAL

This Research was supervised under the careful guidance of the undersigned academic supervisor and has hence forth to be approved for submission

SUPERVISOR: Mrs. Abulo Rebecca

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Date: 29/9/2024.....

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ABBREVIATIONS

| | |
|-----|------------------------------|
| SST | Social Studies |
| MDG | Millennium Development Goals |
| UN | United Nations |

ABSTRACT

The study investigated the effects of instructional materials on performance in schools. The study was guided by specific objectives that included, to determine different kinds of instructional materials, to identify the effects of instructional materials on performance and to assess the relationship between instructional materials and performance in schools. The study will be descriptive and analytical in nature where purposive sampling was used to select population. It employed 60 respondents. Data was obtained from primary source using stratified sampling, analyzed and presented using frequencies and percentages and will be tabulated. Data will be entered in EP info and analyzed using SPSS computer package. The major findings of the study were, the study revealed that majority of the respondents were females who were in primary and below 25 years. Among the different kinds of instructional materials included animations, exercises study guides and tours, website achieves. Among effects were academic performance. improved communication and interaction. Among the recommendations include, the government should give loans to school to enable them buy instructional materials. sensitization workshops among others. Conclusions and recommendations were made following the research findings.

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

There is an innate desire in man to enjoy a good, comfortable and fulfilled life, to achieve this; he needs to participate actively in the society. This craving seems to be satisfied through an in-depth study of social studies. Attesting to this, Olayinka (2016), maintained that social studies is a science discipline that refines and modifies the sensibilities of an individual making him a responsible member of the community. According to Adesina (2019), social studies is a general term that combines all the disciplines that deal with human populations, circumstances, psychosomatic understanding among others. Sulaiman (2020) perceived social stud flexible thinking necessary for making sensible judgements for public good as responsible citizens of the society. Meziobi et al. (2012) observed that it has been impossible to meet these lofty aims of social studies due to lack of qualified teachers and paucity of instructional materials, leading to lack of interest and motivation on the part of the learners. Buttressing this observation, Omales (2017), pointed out that there is a gross insufficiency of instructional materials in Nigerian schools and that teachers seem not interested in the utilization of the little available teaching resources for improved teaching and learning activity.

Instructional materials or teaching aids are indispensable education tools for enhanced teaching and learning process, as they make classroom activities practical, real, motivating and attractive for both teachers and pupils. This in effect may translate to enhanced pupils' academic achievement, as it results to active and effective participation in the classroom for both learners and instructors. On this note, Tuimur and Chemwei (2015) perceived instructional materials as tools and provisions utilized by teachers in the classrooms to make abstract concepts real and make teaching and learning pleasurable, attractive and stimulating. Similarly, Jonavsky and Brooks (2021) conceptualized instructional materials as any form of apparatus employed by the teacher for orderly and logical presentation of classroom lessons to learners. Earlier, Amadioha (2009) pointed out that instructional materials offer varied ways of presenting a concept to learners. In A\ a similar study, Muraina (2015) pointed out that absence and non-utilization of instructional materials is the first reason for poor academic achievement of students in secondary

schools. Furthermore, Tety (2016) discovered that instructional materials are keys to academic success for both teachers and students. Still on the issue of the importance of instructional materials in academic achievement, Igiri and Effiong (2015) discovered that there is a significant difference in academic achievement of students that were exposed to instructional aid during learning activities in relation to those that were not and that instructional aides are not gender sensitive. Similarly, in a separate study Ikwuka and Usifoh (2016) discovered that instructional materials have no interactive effect on gender of students who were exposed to improvised instructional material. In another study, Bukoye (2019) observed that inadequate use of teaching aids in academic settings in Nigeria accounts for students' poor performance in examinations. Similarly, Agbo et al. (2019) in a separate study discovered that instructional materials are the bedrock of teaching and learning in early childcare centres and that failure of caregivers and instructors to utilize instructional aids leads to poor cognitive development of the children. In another study on the availability of instructional material Aborh and Bakit (2019) observed that for the fact that relevant authorities have neglected the provision of instructional materials to schools, students of economic have consistently performed below average. In a related study, Lachley (2019) discovered that paucity of instructional materials is a setback to effective teaching and learning in schools. In a similar but separate study, Ibrahim et al. (2020) found out that there is a correlation between the use of teaching aids and the arousal of learners' curiosity in teaching and learning geography. Adalikwu and Iorkpilgh (2013) discovered that students who were taught chemistry using teaching aids accomplished more than those who were taught without teaching aids and that the use of teaching aids generally enhanced learners' grasp of concepts leading to better academic achievement. In a related but independent study, Kenobi (2015) found out that instructional materials simplify and improve active teaching and learning social studies in secondary schools. In another study, Right (2018) discover that teaching aids are crucial to students' academic achievement since they have the ability to sustain the learners' interest and increase academic achievement in social studies.

THEORETICAL FRAMEWORK

This study was based on B. F. Skinner's Classical learning theory which was observed almost exclusively from studies of animal learning and its value within educational technology has probably been overrated. However, certain basic concept should be mentioned, the most relevant being secondary reinforcement. Stated simply, the assumption was that, animals would act in

order to reduce the strength of an internal psychological need (primary drive). Primary reinforcement, as it was postulated, directly reduced primary drive (e.g longer or thins) while secondary reinforces were stimuli closely associated with this process. A classic demonstration was by Cowle (1973) who trained chimpanzees to use tokens in a vending machine to obtain food and subsequently to solve discrimination problems in order to obtain the tokens alone. It is still generally argued that most human learning is governed by secondary rather than primary reinforcement. Skinner sees the organism as essentially active in the environment, emitting behavior. Any aspect of that behavior may be reinforced by the environment. The job of the trainer is to ensure current organization, structuring, programming in the training department, that the right bit of behavior is reinforced. This amends that he needs to be clear as to what the right bits of behavior is. The trainer according to skinner, must start with a precise statement of desired terminal behavior. He must to also ensure that, the appropriate stimulus, the right type of behavior and the reinforcement (mastery) are corrected in the individual's experience, programmed instruction attempts to do all this. Skinner's view on reinforcement myths be summarized as follows: -

(a) He re-affirm Thorndike's earlier contention, that positive reinforcement is to be preferred to punishment. Since positive reinforcement is so important we need to breakdown the learning tasks, as in programmed instruction, to ensure that the individual will make responses that are correct and so may be reinforced positively.

(b) The timing to reinforcement is crucial, because the sooner it is even after the correct response the better. Again in programmed instruction the correct response is followed in Skinner's terms by immediate reinforcement. As we shall see, this parallels what the trainer does when he provides the trainer with knowledge of his result.

(c) Skinner has all provide data on the effects of different schedules of reinforcement on learning and derived general law. At present their relevance and applicability to training is not clear, except in the field of programmed learning.

1.2 Statement of the Problem

The desire to carry out this research was due to the problem of poor examination performance by the four primary schools pupils, in Kitimbwa sub county, Kayunga District. This poor examination performance has been recorded for some years by the State Education Management

Board. It was observed that, some concepts in primary school social studies curriculum are difficult for students to learn. There is no doubt that children performance can be substantially improved through the application of simple practice and the use of instructional materials in teaching and learning situation. Therefore, the problem of this study hinged on the determination of the extent to which the use of instructional materials enhances students' performance in Social Studies at primary school.

1.3 Objectives of the Study

1.3.1 General Objectives

The main objective of the study was to determine the effects of instructional materials in teaching SST in primary schools in Kitimbwa sub county, Kayunga District.

1.3.2 Specific Objectives

- i. To establish different kinds of instructional materials used in teaching SST in primary schools in Kitimbwa sub county, Kayunga District.
- ii. To identify the effects of instructional materials on performance of children in schools in Kitimbwa sub county, Kayunga District.
- iii. To establish relationship between instructional and academic performance in Kitimbwa sub county, Kayunga District.

1.4 Research Questions

- i. What are the different kinds of instructional materials in schools Kitimbwa sub county, Kayunga District.?
- ii. What are the effects of instructional materials on performance of children in primary schools in Kitimbwa sub county, Kayunga District.?
- iii. What is the relationship between instructional materials and academic performance in schools in Kitimbwa sub county, Kayunga District.?

1.5 Scope of the Study

1.5.1 Time Scope

The study was carried out between February and April 2024.

1.5.2 Geographical Scope

The research was conducted in Kitimbwa sub county, Kayunga District.

1.5.3 Subject scope

The study was about the effects of instructional materials on teaching SST in schools in Kitimbwa sub county, Kayunga District.

1.6 Significance of the Study

It was a guide to the government in establishing strategies for monitoring quality education in inclusive setting in public primary schools.

Make recommendation that would stimulate the government efforts solutions to problems facing inclusive education.

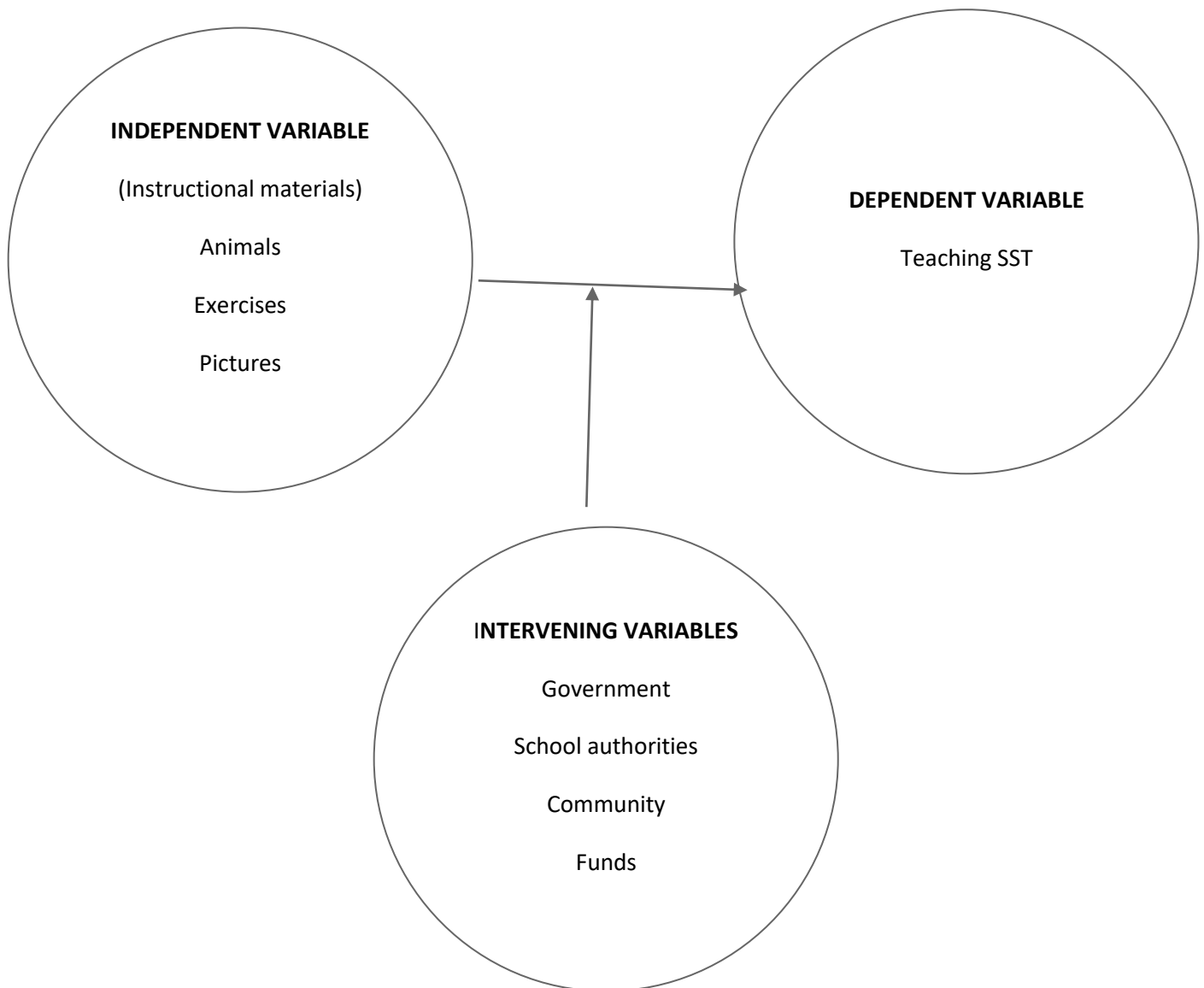
Serve as a reference guide among other divisions within the district in terms of provision of instructional materials in our inclusive education setting in primary schools.

The teachers will be in-serviced on proper methods of handling children with disabilities. Teachers would be encouraged to develop positive attitudes towards learners. Apart from being a role model, teachers would also find joy in their teaching career and accept any learner as unique individual with varied abilities.

Raise issues that will require further research by other scholars of the curriculum implementation.

1.7. Conceptual Framework

The conceptual framework shows the relationship between the independent and dependent variables and other intervening variables. That is teaching SST depends on the instructional materials used for instance animals, exercise, pictures, tours among others and the intervening variables like the government.



Source: Research data

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

This chapter gives reference to what other scholars have written concerning instructional materials and their effects on the performance of children. The literature review in my study concerns the instructional materials with an emphasis on primary schools in Uganda.

2.1 Kinds of Instructional Materials

Animations: Animation or motion pictures created by recording a series of still images or drawings, objects, or people in various positions of incremental movement that when played back no longer appear individually as static image but combine to produce the illusion of unbroken motion. Previous studies revealed that animation had facilitated the learner encoding process than static visuals (Lin, 2001) Rieber, Boyce and Assad (1990) suggested that animation helped decrease the time to retrieve information from long term memory and then subsequently reconstruct it in short-term memory.

Exercises: Instruction is more enjoyable with interactive exercises for early childhood education covering language arts, mathematics and science. The exercises have been carefully developed to coincide with educational objectives, and are best used to reinforce concepts taught in the classroom. Pupils can work independently to complete the exercises, giving them valuable extra practice basic skills. Topics include: basic mathematical functions fractions and decimals grammar, reading comprehension, and introductory concepts in earth, life and physical sciences.

Study Guides and tours: Britannica's study guides are designed to supplement school instruction. The instructional material is intended to strengthen a students understanding of the major concepts and ideas related to a topic. The study guides enable revision and practice, and provide an extension of classroom learning. The carefully designed activities test Knowledge and understanding of what has been taught in the study guide panels. The additional Web links and resources further enhance and stimulate instructional and motivation. **Website Activities:** Children and teachers use the Internet as a research tool with these guided Web Site Activities that cover topics in language arts, science, social studies. While every teacher will have his or her own approach to using the activities, it will be helpful for the teacher to introduce the topic,

providing any background information the student might need. Students can work independently at the computer, following the activity and using the Internet as instructed—either on their own or in small groups, depending on the activity and the availability of Internet access. Teachers and pupils can share and compare the information they found; this can be helpful. This is especially true of the longer, more in-depth activities, which ask students to prepare a presentation with the information they've collected.

2.2 Effects of Instructional Materials on Performance

Academic: Learners from families of high socioeconomic status tend to experience fewer academic difficulties than learners from families of low socioeconomic status or those parents whose hearing are impaired. (Luetke Stahlman & Luckner 1991).

Captioning: in some cases, where captioning or other information is not readily available on audiovisual works or other types of media, it is necessary for the college to add captioning to make the information accessible to deaf or hearing impaired learners.

Communication: As stated earlier, communication problems can seriously interfere with interpersonal relationships for learners who receive all or part of their education in general education classrooms. Their inability to communicate with other carriers can delay their language development. Moreover, the deaf communicate in ways that are different from those around them can inhibit their social interaction and development. Interaction is essential to language development and much of language development and communication skills come from the interactions of young children and their parents or other caregivers. The hearing parents of children who are deaf interact differently with their children than the hearing parents of children who are hard of hearing. Children who are deaf are often passive participants in communication, as their parents or caregivers bombard them with language stimulation and dominate the communication process. As a result, the vocabulary and syntax of children who are deaf grow slowly.

2.3 Relationship between Instructional Materials and Academic Performance

American Association of University Women, Washington, DC. 1992. shows that pupils' self-esteem, confidence in abilities, expectations for life, interest in challenging courses and rewarding careers, and pursuits in maths and science decline as they get older. Teachers may

contribute to pupils' problems by giving them less attention or a lower quality of attention during class, therefore teachers must be careful not to limit learner's potential in science by using gender-biased practices and instructional materials.

Gill Judith (1994). indicates that middle school and high school pupils have positive attitudes toward instructional materials. Students tend to improve on their performance as a result of using instructional materials in science subjects.

Chuang (1999) in his study found that student with difference of gender and instructional styles (field dependence! field independence) perform on the ability to solve instructional problems.

Mayer (1994) in his study shows that computer based animations can have ceased to promote scientific understanding. Findings also reveal that students performed better on recall and problem solving test when both the verbal and visual systems were utilized.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section focuses on the methods and ways that the researcher used in carrying out the study. It includes the research design, target population, Sample technique and size, research produced and data analysis techniques

3.1 Research Design

The research entailed an event study. This will use both qualitative and quantitative research designs. Qualitative design was used to obtain detailed information from the respondents using questionnaires and interviews. Quantitative design on the other hand will be used to come up with information in tabular form

3.2 The Area and Population of Study

The study was carried out in four schools in Kitimbwa sub county, Kayunga District. The study will consist majorly of pupils, teachers, head teachers and residences will give an overview of the effects of instructional materials on performance.

3.3 Sample Framework

3.3.1 Sample Size

Considering time and other constraints of the study. the researcher selected 60 people systematically. These were considered a representation of the study population consistent with the research questions in chapter one. These were as follows: 4 Head teachers. 10 teachers, 40 learners and 5 parents

3.3.2 Sampling Technique and Procedure

Systematic sampling was used to select respondents from each school by the use of class registers depending on the number of learners in the class register.

3.4 Methods

3.4.1 Instruments Used for Data Collection

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on instructional materials and academic performance. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

Questionnaire

The questionnaires were administered on some children, parents and teachers in rural and urban areas so that the researcher could compare and contrast data given on instructional materials and academic performance in the two regions Questionnaires were given to local government and local leaders.

Interview

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the respondents' background. Local government leaders and education officer were interviewed.

3.4.2 Sources of Data

Primary source of data

This was got through the use of self-administered questionnaires and interview.

Secondary data

Text books and other related works of outstanding scholars whether Published. Magazines, Written data sources included published and unpublished documents, agency reports, newspaper articles, internet sources and so forth were referred to so as to give more light on issue of the effects of instructional materials on pupils' performance.

3.5 Data Analysis

Data will be analyzed qualitatively and quantitatively. Different data sets were used in analyzing data collected. i.e. where necessary SPSS package was used. Bar graphs were used to give a clearer outlook about instructional materials and academic performance and they will be done in Microsoft Excel Recommendations were made using the outcome of the result of the analysis.

3.6 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration, procedures followed, and the researcher was in position to keep privacy and not disclose the confidentiality of respondents and researcher's responsibility.

3.7 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints limited the researcher from having a thorough research process for instance; undertaking pretests and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump sum as he had to find him/herself.

Problem of distance between the researcher and his supervisor while in the field might impede proper continuous assessment of research.

3.8 Delimitations

This research was facilitated by the following favorable factors since the researcher is a resident of the area, he has accommodation hence less expenditure.

The researcher being a resident of Kitimbwa sub-county was familiar to the people from whom he obtained information.

The researcher did not land problems in transport because the infrastructure is good.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

In this section, the core of the study is presented. Data collected from the respondents is analyzed. The discussion is presented in accordance with research questions and objectives of the study.

4.1 Demographic background of the Respondents

4.1.1 Sex

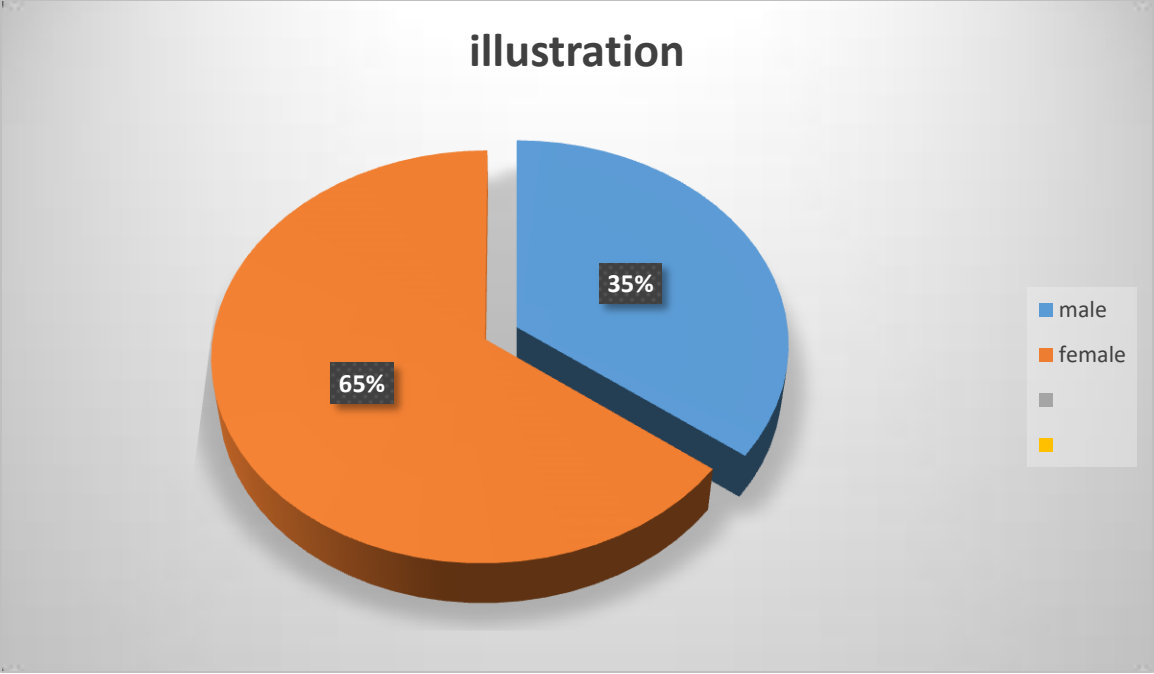
Table 1: Sex of the Respondents

| SEX | FREQUENCY | PERCENTAGE |
|--------|-----------|------------|
| MALE | 22 | 36.67% |
| FEMALE | 38 | 63.33% |
| TOTAL | 60 | 100% |

Source: Fieldwork 20 24

From the study it was found out that most of the respondents were females with 63.33% and the rest were males with 36.67%. It appeared like that since the area has more females than males and the study involved more females than males.

Figure 1: Sex of the Respondents



4.1.2

Age

Table 2: Age of the Respondents

| Age | Frequency | Percentage |
|--------------|-----------|-------------|
| Below 25 | 32 | 53.33% |
| 25 – 34 | 11 | 18.33% |
| 35 – 44 | 15 | 25% |
| 45 and above | 2 | 3.33% |
| TOTAL | 60 | 100% |

From the study it was found out that most of respondents were in primary and dropouts with 58.33% followed by tertiary. secondary and university with 20.00%. 13.33% and 8.33% respectively.

Those who were at a university level included the head teachers and those at tertiary were most especially teachers, Primary included some of the parents who dropped out of school due to failure to raise money for school fees for primary school children.

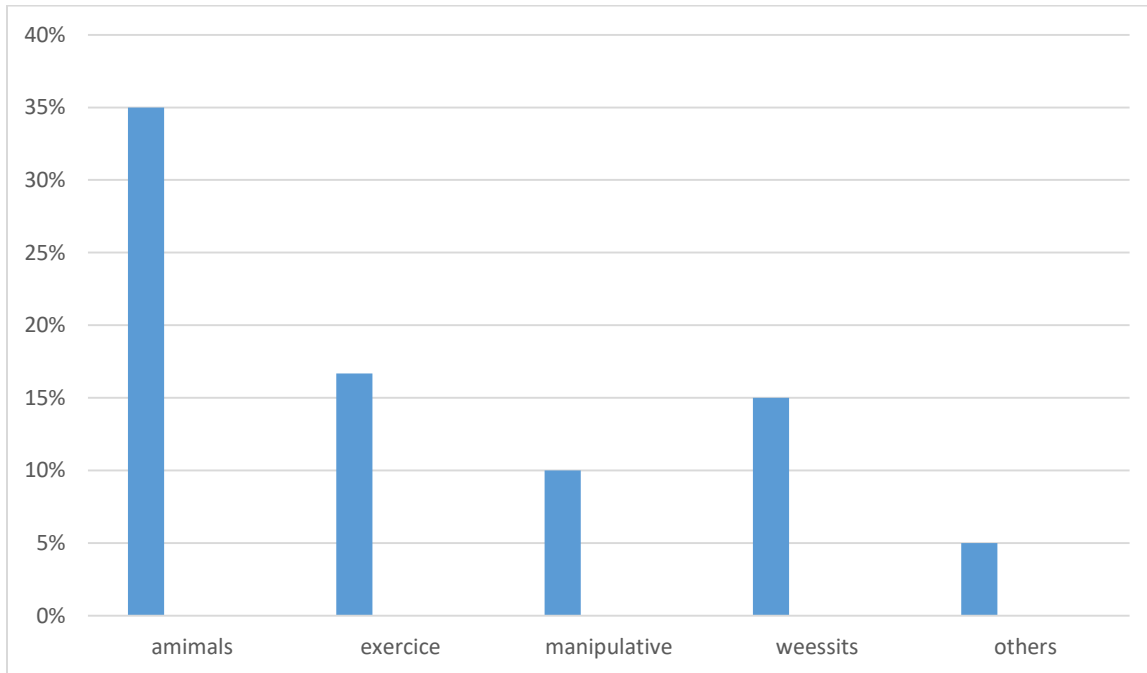
4.2 Different kinds of Instructional Materials

Table 4: Different kinds of Instructional Materials

| Types Frequency Percentage | Types Frequency Percentage | Types Frequency Percentage |
|----------------------------|----------------------------|----------------------------|
| Animals | 21 | 35 |
| Exercise | 10 | 16.67 |
| Manipulative | 6 | 10 |
| Study guides and tours | 11 | 18.33 |
| Websites | 9 | 15 |
| Others | 3 | 5 |
| TOTAL | 60 | 100 |

From the study, it was found out that most of the respondents were familiar animations with 35.00% followed by study guides and tours exercises. website activities and others with 18.33%. 16.67%. 15.00% and 5.00 respectively. Through the informal interview with the respondents. it was identified that those who always use animations their pupils/learners always pass well in all subjects especially science.

Figure 2: Different kinds of Instructional Materials



4.3 Effects of Instructional Materials on academic performance

Table 5: Impacts of instructional materials on academic performance

| Effects | Frequency | Percentage |
|--------------------|-----------|------------|
| Exposure | 12 | 20 |
| Better performance | 39 | 65 |
| Communication | 5 | 8.33 |
| Interaction | 3 | 5 |
| Others | 1 | 1.67 |
| TOTAL | 60 | 100 |

From the table 5 above, it can be identified that better academic performance is the commonest impact of instructional materials on academic performance with 65.00% of the respondents followed by exposure, communication, interaction and others with 20.00%, 8.33%, 5.00% and

1.67% respectively. Through the informal interview with the respondents, it was mentioned that when children use instructional materials they are likely to pass well as considered to those who do not use and they get exposed to many new things.

4.4 Relationship between Instructional Materials and Academic Performance

Table 6: Is there Relationship between Instructional Materials and Academic Performance

| RESPONSE | FREQUENCY | PERCENTAGE |
|----------|-----------|------------|
| YES | 49 | 81.67 |
| NO | 11 | 18.33 |
| TOTAL | 60 | 100 |

From the study it was found out that 81.67% of the respondents said that there is a positive relationship between instructional materials and academic performance and the rest (18.33%) said that there is no relationship between the two variables.

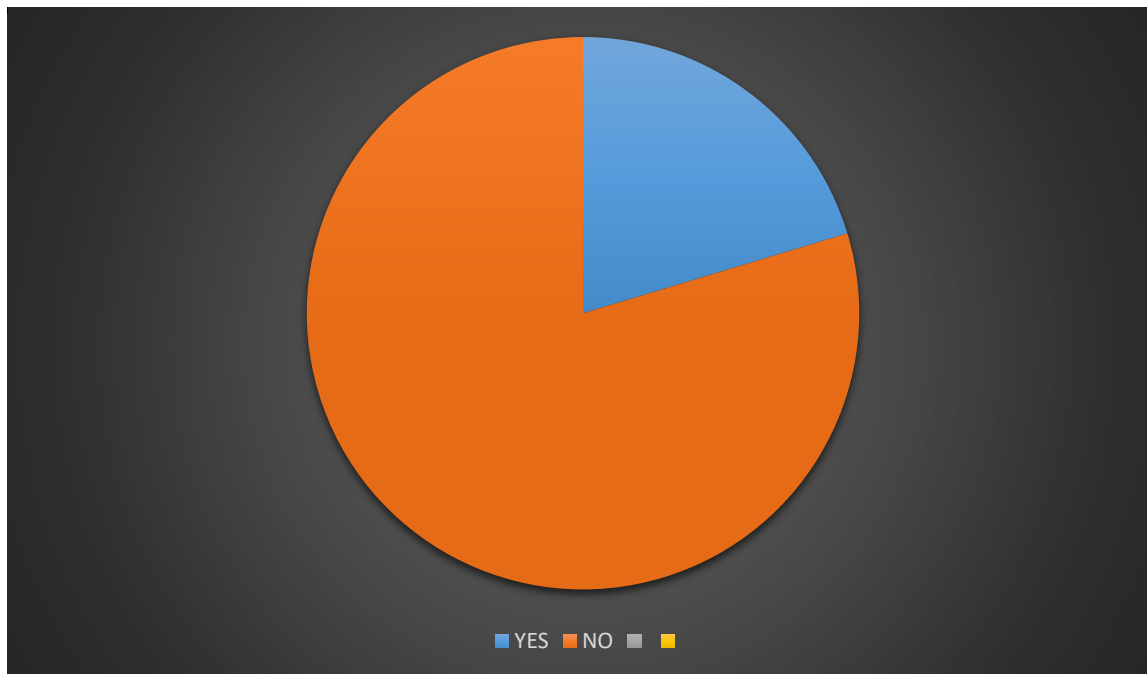


Table 7: Relationship between instructional materials and academic performance

| RELATIONSHIP | FREQUENCY | PERCENTAGE |
|---------------------|------------------|-------------------|
| NEGATIVE | 41 | 68.33 |
| POSITIVE | 8 | 13.33 |
| TOTAL | 49 | 81.67 |

From the study it was found that 68.33% of the responses said that there is a positive relationship between the two variables.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter includes the general summary, recommendations and conclusions to the study. They are derived from the study findings that are based on the objectives of the study.

5.1 Summary

From the study it was found out that most of the respondents were females with 63.33% and the rest were males with 36.67%, since the area has more females than males. From the study it was established that most of the respondents were below 25 years of the age with 53.33% followed by 35-44, 25-34 and 45+ with 25.00%, 18.33% and 3.33% respectively. 3.33% respectively. From the study it was found out that most of respondents were in primary and primary drop outs with 58.33% followed by tertiary, secondary and university with 20.00%, 13.33% and 8.33% respectively.

5.1.1 Different Kinds of Instructional Materials

From the study, it was found out that most of the respondents were familiar with animations with 35.00% followed by study guides and tours exercise website activities and others with 18.33%, 16.67%, 15.00% and 5.00% respectively

5.1.2 Effects of the Instructional Materials on Performance

From the study, it can be identified that better academic performance is the commonest impact of instructional materials on academic performance with 65.00% of the respondents followed by exposure, communication, interaction and others with 20.00%, 8.33%, 5.00% and 1.60% respectively.

5.1.3 Relationship between Instructional Materials and Performance

From the study it was found out that 81.67% of the respondents said that there is a positive relationship between instructional materials and academic performance and the rest (18.33%)

said that there is no relationship between the variables and 68.33% of those who said that there is a relationship mentioned that there is a positive relationship between the two variables

5.2 Conclusion

This study attempted to examine the effects of instructional materials towards students' academic performance. The study showed that pupils with lower prior knowledge performed equally well as those with high prior knowledge through use of instructional materials. Based on dual coding theory, students with low prior knowledge are helped more when verbal and visual information instructional materials are presented or used simultaneously since it helps them build referential connections (Mayor and Anderson 1992). By rearranging the layout of the instructional text and static visuals, the animations were put side by side instead of static graphic on the top and instructional text at the bottom. This layout would encourage the learners to read the instructional text as well as build connections with the static graphic or animations. The differences between pupils with low prior knowledge and with high prior were obviously reduced to insignificant differences in the achievement tests after they went through the computer animation based-learning.

5.3 Recommendations

The government should give out credits to the natives and promote financial institutions giving out small loans to people enabling them to develop the quality of education.

They should develop a positive lovely attitude towards the people in Kayunga by identifying them as having equal rights and freedom like any other community member and that is their natural right to enjoy them freely so as to eliminate income inequalities.

Enhance sensitization of parents and communities, through public awareness campaigns and other communication strategies on the value of education with a view to minimizing the impact of the practices that militate against it Professional interpreters should be made available and used on a regular basis for ethnic minority during the peace process.

Private proprietors should ensure that conducive study environment is catered or learners to perceive whatever have been taught to them. this will be realized when the best structures (classrooms) have been constructed.

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APPENDICES

APPENDIX i: QUESTIONNAIRE TO THE RESPONDENTS (TEACHERS AND HEADTEACHERS)

Am a student at Busitema university carrying out a research on the effects of instructional materials in teaching SST in Kitimbwa sub county, Kayunga district.

SECTION A: DEMOGRAPHIC BACKGROUND

1. Sex of the respondents

(a) Male

(b) Females

2. Age of the Respondents

(a) Below 25

(b)'25-34

(c) 35-44

(d)45+

3. Education level of the respondeiits

(a) Primary

(b) Secondary

(c) Tertiary

(d) University E

SECTION B: KINDS OF INSTRUCTIONAL MATERIALS

4. What are instructional materials?

5. What are the different kinds of instructional materials do you know?

SECTION C: EFFECTS OF INSTRUCTIONAL MATERIALS ON TEACHING SST

6. (i) Are there effects of instructional materials on academic performance?

Yes

No.

(ii) If yes, what are the impacts of Instructional materials in academic performance?

7. Is there any difficulty teaching without instruction materials?

If yes, specify

SECTION D: RELATIONSHIP BETWEEN INSTRUCTIONAL MATERIALS AND ACADEMIC PERFORMANCE

8. (i) Is there any relationship between instructional materials and academic performance?

Yes

No.

(ii) If yes, what is the relationship between instructional materials and academic performance?

9, What are your recommendations to government as far as the issue of instructional materials is concerned?

Appendix ii: Work Plan

| Activity | Feb - March | March - April | April |
|----------------------------------|-------------|---------------|-------|
| Writing researcher proposal | | | |
| Data Collection | | | |
| Data preparation | | | |
| Data Analysis and Interpretation | | | |
| Submission of Final Report | | | |

Appendix iv: Proposed Budget

| ITEM | QUANTITY | COST |
|-------------------------|-----------------|-----------------|
| Pens | 10 | 10,000= |
| Clip board | 1 | 10,000= |
| Typing and printing | | 250000= |
| Binding of dissertation | 3 copies | 15,000= |
| Travels | | 100,000= |
| Grand total | | 385,000= |