

**INSTRUCTIONAL MATERIAL USE AND TEACHER EFFECTIVENESS IN
SELECTED GOVERNMENT AIDED PRIMARY SCHOOLS IN
NAMISINDWA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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DECLARATION

I Wekwanya Moses (BU/UP/2022/0317) do hereby declare that this Action Research Proposal entitled “Instructional Material use and Teacher Effectiveness in selected Government aided Primary schools in Namisindwa District” is my original work and that it has never been submitted to any university for any award.

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APPROVAL

This is to certify that this Action Research Proposal entitled “Instructional Material use and Teacher Effectiveness in selected Government aided Primary schools in Namisindwa District” is for Wekwanya Moses (BU/UP/2022/0317) and has been prepared under my close supervision and guidance.

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Date: 05/09/2024.....

Wesswa Nandokha Charles

(Supervisor)

DEDICATION

This research report is dedicated to my beloved wife Nanzala Betty, children (Wekwanya Joshua and Mwesigwa Betty) and my supervisor for supporting me in one way or the other.

ACKNOWLEDGEMENTS

I would like in a special way to thank the lecturers in the Faculty of Science and Education and the entire fraternity of Busitema University for guiding my academic pursuit to this level. May you abundantly be rewarded in your lives!

Secondly, I would like to acknowledge the Almighty Father the Omnipotent, Omniscient, Alpha and Omega for giving me the zeal to learn and act in harmony to the will of my lecturers and supervisor. I wish to acknowledge with gratitude the academic sacrifice of my supervisor, Mr. Wesswa Nandokha Charles for his valuable guidance, knowledge and skills which will make me to be resourceful practically.

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LIST OF ABBREVIATIONS

CVI	-	Content Validity Index
DEO	-	District Education Officer
MoES	-	Ministry of Education and Sports

SPSS - Statistical Package for Social Sciences

ABSTRACT

The purpose of the study was to examine the effect of use instructional materials on the effectiveness of teachers in government aided primary schools in Namisindwa district. The objectives of the study was to examine the influence of instructional materials on the effectiveness of teachers in Government Aided primary schools in Namisindwa district, To examine the effect of use of wall charts on teacher effectiveness in government aided Primary schools in Namisindwa district, To assess the effect of use of non-text materials on teacher effectiveness in government aided Primary schools in Namisindwa district ,to establish the effect of use of textbooks on teacher effectiveness in Government aided Primary schools in Namisindwa district. The study used Descriptive research design with both qualitative and quantitative approaches were used because it described in-depth views from a sample (Wilkinson 2004) The target population,20 Head-teachers / deputies,180 students and 100 students forming a total of 300 from Government Aided secondary schools, The study findings showed that the use of wall charts has been emphasized by most schools, all teachers are well versed on how to instruct students using wall charts, the study also found that schools have enough textbooks to help teachers, The study also found out that Government has been responsive in buying non-text equipment for the schools and this has helped improve the overall effectiveness of teachers in the schools. The study concludes that use of instructional materials moderately affects learners' academic performance. The study recommended that the management of secondary Government Aided schools should put more emphasis on the use of wall charts as a means of teaching by all teachers as this shall help them be more effective in delivering while at work, the heads of Government Aided Primary schools should emphasize the use of textbooks by teachers, this shall enable them to get genuine materials that can be used while conducting classes. Also, teachers should be encouraged to make grate use of non-text materials so as to practically demonstrate to

students what they intend or what exactly they are teaching, Government should as well set up the funding of schools so as to enable them get all they need to have good laboratories to enable students get practical skills.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The study is set to examine the effect of use of instructional materials on the effectiveness of teachers in Government Aided secondary schools. The independent variable of the study is instructional materials and the dependent variable is effectiveness of teachers. This chapter focused on the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, justification, significance, definition of operational terms and conceptual framework.

1.1 Background of the study

1.1.1 Historical Perspective

According to Reiser (2018), the use of instructional materials dates back to the early 1900 when teachers highly depended on such means in giving instructions to learners. Relatedly, by 1905, the first school museum was built in St. Louis which housed supplemental instructional materials that aided teachers when teaching different topics. It was not until 1910 when the first catalog of instructional films was developed to be used in the classroom. Further, Pocoví (2007) contend that during the 1920s-1930s technological advances increased interest in instructional media and as a result the audiovisual instruction movement began. In 1923, the Association for Educational Communications and Technology was founded. Also, by the early 1930s people believed, that due to the advances in radio broadcasting, that the radio would be a medium that would revolutionize education (Reiser & Dempsey, 2012). It is also noted that by the 1940s, World War II led instructional designers to design and develop instructional films that would train military

personnel for combat. Instructional films were also developed to aid US citizens that were entering the business and industry field (Reiser, 2018).

According to An (2021), the development of computers in the 1950s changed the face of instructional materials as many teachers now stated using computer-assisted instruction in public schools. In elementary schools' computers were mostly used for drill and practice or they were utilized to teach computer-related skills such as typing. But, the wide-spread interest in computers as a medium of instruction did not occur until the 1980s. Since then the instructional technology field has expanded and changed. With the invention computers, the early 1980s saw a growing interest in the use of computer instructions in education (Reiser, 2018). The Center for Social Organization of Schools (1983) reported that computers were being used in over 40 percent of elementary schools and over 75 percent of all Primary schools in the United States by January 1983. Although schools had one computer for every nine students on average by 1995, the impact of computers on instructional practices were minimal. Computers were mainly used for drill and practice or for teaching computer skills.

In the 1990s, instructional designers began to take an interest in using computers as tools to improve on-the-job performance as well as to enhance learning. The human performance improvement movement broadened the scope of the ID field and led instructional designers to consider and identify non-instructional interventions (Edelson, Reiser, McNeill, Mohan, Novak, Mohan & Suárez, 2021). Today, there are a number of social media sites and the popular ones include Facebook, YouTube, and Twitter, were launched in the 2000s (Boyd & Ellison, 2008). These not only find information on the Internet, but they also create and publish content online and network with other people from all over the world.

Social media has the potential to create learner-centered learning environments by empowering learners to become knowledge creators and producers and providing opportunities for interaction and collaboration (Downes, 2005; Gikas & Grant, 2013; Greenhow, 2011; Richardson, 2009). The use of social media in education is increasing but still limited and restricted (Manca & Ranieri, 2016). Moran, Seaman, and Tinti-Kane (2011) found that over 90% of higher education faculty members were using social media in their courses. In Africa and Nigeria in particular, the country acknowledges the significance of instructional materials for effective communication in the school system. In 1975 for instance, the federal ministry of education organised an exhibition of improved instructional materials by classroom teachers all over the federation in four centers- Lagos, Ibadan, Kaduna and Enugu and its during these exhibitions that participants displayed various types of instructional materials, which they improvised to help learner's concrete instruction in different subject areas (Ogada, Akume, Edo & Ogi, 2019).

1.1.2 Theoretical Perspective

The study was guided by Ausubelian Theory of Learning propounded by David Ausubel in 1963. The theory state that meaningful learning takes places when new knowledge is consciously linked to an existing concept which the learner has already acquired. Ausubel therefore suggested the use of advanced organizers. The theorist explained advance organizers to mean, introduction of instructional materials presented while teaching, to link already known knowledge with the new one. These facilities according to Ausubel are used to complement learners' learning. A teacher who exhibits his professionalism especially in the way he or she utilizes instruction material in teaching can help the pupils learn better thereby enhancing their output (Ndifon, Opuwari & Ukah, 2020). In other words, the knowledge of the pupil in Primary schools can be enhanced, if adequate and quality instructional materials are used in teaching.

These materials cannot be used without the teacher possessing good communication skills. These communication skills according to Ausubel's theory will help to link the new knowledge with the existing one. A teacher is the implementer of the curriculum and it is through effective communication skills that are achievable. Professionalism of a teacher therefore is exhibited in his or her ability in managing the class and the available resources or materials properly.

The study was also be based on the Constructivist Teaching Theory by Jean Piaget, John Dewey, Jerome Bruner, Vygotsky as cited in (Apondi, 2015). The theory assumes that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Through interaction with the physical situations, or concrete objects, a child's physical experience accumulates and he is able to conceptualize, think creatively and logically. The child therefore develops skills to abstract problems. According to this theory, learners are the makers of knowledge and meaning.

According to Lev Vygotsky (1962), learning always occurs and cannot be separated from a social context. He affirms that knowledge construction occurs within social context that involves student- student, student- expert collaboration on real world problems or tasks that build on each person's language, skills and experience shaped by individual's culture. Constructivists' teaching fosters critical thinking, and creates motivated and independent learners. Constructivists suggest that learning is more effective when a student is engaged in the learning process rather than attempting to receive knowledge passively. Children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences. In the classroom, constructivist view on learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real world problems) to create more knowledge and then to

reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure s/he understands the students pre-existing conceptions and guides the activity to address them and then build on them.

1.1.3 Conceptual Perspective

The study considers instructional materials as materials which assist teachers to make their lessons explicit to learners. They are used to transmit information, ideas and notes to learners. Usman and Adewumi (2006) state that instructional materials can be referred to as the widely variety of equipment and materials used for teaching/learning by teachers to stimulate self-activity on the part of the pupils. Instructional materials include both visual and audio-visual equipment. Instructional materials are support resources that teachers use in the classroom to enhance the learning process (Abdullahi, 2010). These materials range from textbooks, display materials such as wall charts, chalkboard to pictures and diagrams, non-textapparatus, plant and animal specimens (Malunda and Atwebembeire, 2018). In this study, instructional resources included textbooks, non-textmaterials and teaching aids.

According to Popoola and Helios (2009) teacher effectiveness refers to the ability of a teacher to instill knowledge and skills in students, as well as positively influencing the learners' behavior for a better living. Shabiralyani, Hassan, Hamad & Iqbal (2015) link teacher effectiveness to the teacher's knowledge of subject matter, expertise and resourcefulness that enhance students' academic performance. Teacher effectiveness in this study is conceptualized as the teacher using a variety of resources to plan, and present content and skills that enhance the opportunities for students to learn and attain the desired learning outcomes.

1.1.4 Contextual Perspective

In Uganda, instructional materials are considered important in teaching and learning in all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting. For instance, textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder contribute much in making learning more interesting (Atkinson, 2000). The importance of instructional materials is also evident in the performance of students (Adeogun, 2001).

Nakabugo et al. (2007 cites Owere, 2022), investigated the instructional strategies for large classes in primary schools in Uganda and revealed that classroom control and management difficulties resulting into indiscipline; the difficulty in preparing teaching and learning materials enough for the big numbers; and the difficulty in reaching out and interacting with all learners, especially those with learning disabilities and the slow ones. According to Owere, (2022), his study carried out in Tororo in eastern Uganda indicated that teachers who use instructional materials as a route method in SST keep the children interested in class, hence increasing participation and maintaining memory of the facts learnt.

Most teachers in Government Aided Primary schools in Namisindwa District have greatly embraced the use of instructional materials as one of the ways of enhancing their effectiveness at work and ensuring better student performance. However, teachers face challenges while using the instructional materials in teaching. Some of these include lack of finances to purchase some of these materials, unavailability of these instructional materials at school, mismanagement of the available materials by pupils at school and wasting time while preparing materials for teaching (Owere, 2022).

1.2 Statement of the Problem

Teachers are expected to deliver quality education to students with the use of instructional materials and improve their understanding of various concepts. As one of the ways to ensure effectiveness at work, most teachers in Namisindwa district have embraced the use of instructional materials for instance, wall charts are used as way of improving the illustrative skills of teachers, non-text materials have as well been adopted in addition to using text books in various subjects being taught (MoES, 2018).

However, despite the efforts undertaken in this regard, attempts to improve teacher effectiveness has remained low with many teachers not always completing the syllabus which has affected the performance of learners in the district, the absenteeism rate among teachers has also been an increasing trend which has also affected the number of first grades obtained (State of Affairs report, 2018/2019). It has further been noted that most teachers tend to ignore the use of these instructional materials which could help in enhancing their effectiveness in class. It is therefore, against this background that the researcher is to investigate the effect of use of instructional materials on teacher effectiveness in in government Aided Primary schools in Namisindwa district.

1.3 Objectives of the Study

1.3.1 General Objective

To examine the influence of instructional materials on the effectiveness of teachers in Government Aided Primary schools in Namisindwa District.

1.3.2 Specific Objectives

- i. To examine the effect of use of wall charts on teacher effectiveness in Government Aided Primary schools in Namisindwa District.
- ii. To assess the effect of use of non-text materials on teacher effectiveness in Government Aided Primary schools in Namisindwa District.
- iii. To establish the effect of use of textbooks on teacher effectiveness in Government Aided Primary schools in Namisindwa District.

1.4 Research Questions

- i. What is the effect of use of wall charts on teacher effectiveness in Government Aided Primary schools in Namisindwa District?
- ii. How does the use of non-text materials affect teacher effectiveness in Government Aided Primary schools in Namisindwa District?
- iii. In what ways does the use of textbooks affect teacher effectiveness in Government Aided Primary schools in Namisindwa District?

1.5 Scope of the study

1.5.1 Content Scope

The study was limited to examining the use of instructional materials and teacher effectiveness in Namisindwa District. The independent variable of the study in this case is use of instructional materials with emphasis put on use of charts by teachers, use of textbooks and use of laboratory. On the contrary, the dependent variable of the study is teacher effectiveness with dimensions of syllabus completion, daily class attendance, and students' grades.

1.5.2 Geographical Scope

The study was carried out in Namisindwa District. Namisindwa District is bordered by Manafwa District to the north, Kenya to the east, Tororo District to the south, and Mbale District to the west.

1.5.3 Time Scope

The study took into consideration the period between August and October because it is within this period that the researcher went into the field to collect data, analyze data and compile the report

1.6 Significance of the Study

The study is likely to be useful to the government in pointing out new avenues for policy formulation and implementation as far as education improvement is concerned.

The research study undertaken may be an eye opener to the respondents so that it's a trigger for further research for development purposes.

To the future researchers, this research study may add a new stock of knowledge for improving the existing literature in the related studies.

Further, this study provides new knowledge to researchers and scholars interested in studying leadership practices and academic staff performance specifically in higher institutions of learning. The study adds more knowledge to the existing body of knowledge on leadership practices and academic staff performance.

1.7 Justification of the Study

The study is aimed at examining the use of instructional materials and effectiveness of teachers in selected Government aided Primary schools in Namisindwa district; it follows that in order to

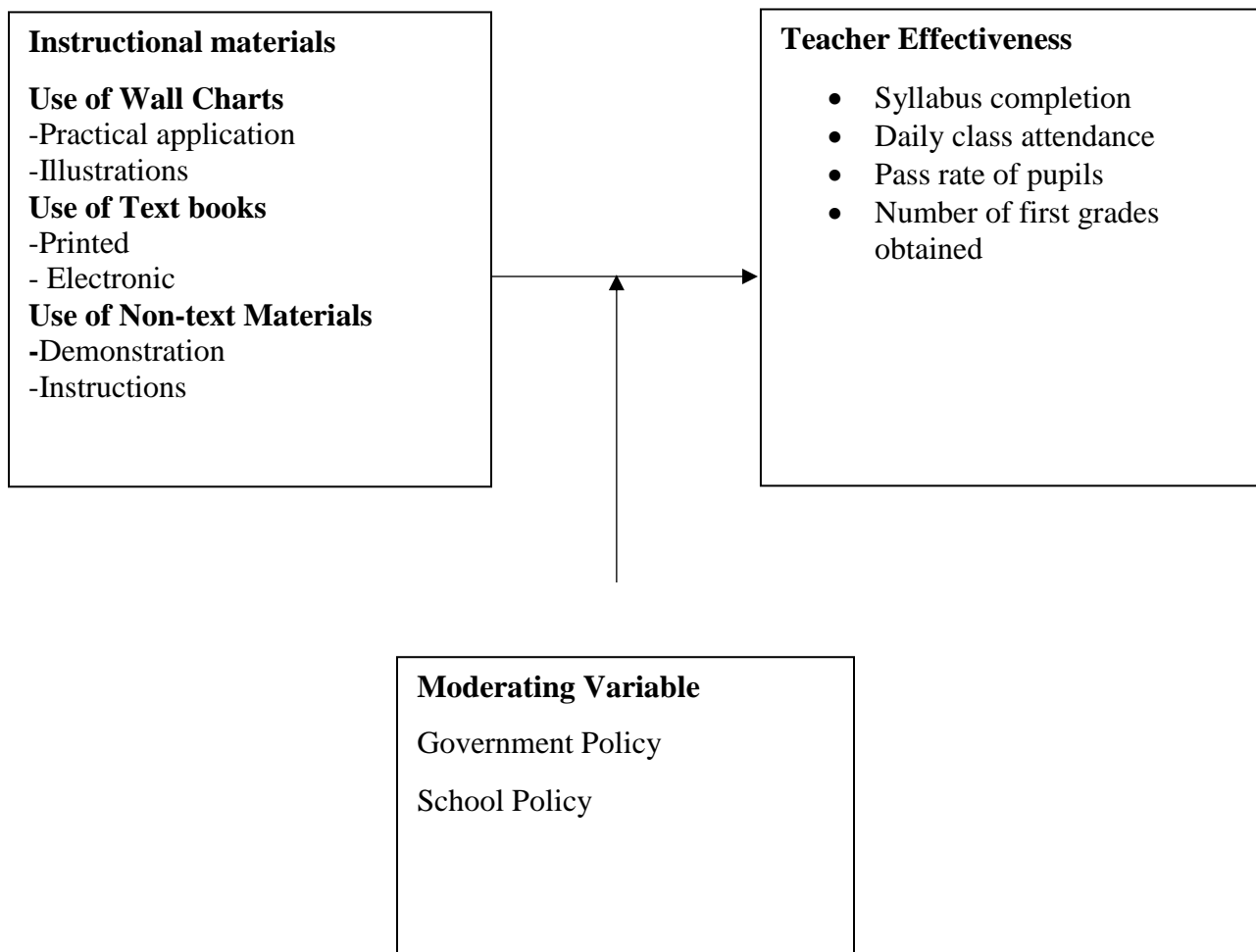
achieve this objective, substantial information about use of instructional materials is required as a basis for determining the relationship. Such information cannot be obtained without empirical study. It is evident that given the fact that instructional materials have been adopted by most teachers, there is still low teacher effectiveness where teachers have failed to achieve their set targets and the failure rate is still high. It is therefore, important to carry out this study now so as to come up with empirical evidence on how to address the problem of teacher effectiveness in selected Primary schools in Namisindwa district.

1.8 Conceptual framework

Fig 1.1 Conceptual Framework

Independent variable

Dependent variable



Source: Adopted from (Owere, 2022) and modified by researcher

In Fig 1 above, there is a description of the relationship between the independent variable (IV) which is use of instructional materials conceptualized with appropriate parameters comprising of use of wall charts, use of text books and use of non-text materials and the dependent variable (DV), teacher effectiveness is conceptualized with valid parameters comprising of completion of the syllabus, teacher daily class attendance and pass rate of pupils. Nevertheless, there are on the other hand, intervening or extraneous variables conceptualized with reliable parameters of government policies and school policy. Therefore, whereas the IV influences the DV either positively or negatively, the outcome of the relation is dependent on the response of the intervening variable in as far as they play their given roles. For example, the IV parameter of use of wall charts can influence the DV parameter of pass rate of work positively or negatively by leading to teacher effectiveness.

1.9 Definition of Key Terms and Concepts

Laboratory; refers to a facility that provides controlled conditions in which scientific or technological research, experiments, and measurement may be performed.

Text book; refers to the basic teaching material to achieve the educational objectives and standards of knowledge defined in the curriculum and the catalogue of knowledge (Pravilnik potrjevanju učbenikov, 2015)

Wall charts; refers to a large sheet of paper or card with a text, picture, or diagram that the teachers can hold up for the class to see or display on the wall or blackboard used for extended presentation or practice (Kang (2015).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of relevant literature on use of instructional materials and teacher effectiveness. An empirical review of literature on each of the three study objectives stated in chapter one, a summary of the literature reviewed and a conclusion.

2.1 Use of Wall Charts and Teacher Effectiveness

A wall chart is a large card displaying a diagram or picture used by the teachers to improve the mastery of their students. Wall charts commonly consist of a combination of visual and verbal materials (Owere, 2022). Some studies have proven that wall charts could improve teacher effectiveness which in turn improves students' mastery of the subject under study. According to Maharani (2012) the use of wall charts improved the students' motivation in learning vocabulary in an elementary school. Through the wall charts, the students get interested and enthusiastic to listen to the teacher's explanation, to pay more attention to the lesson, to participate in class well during the teaching and learning process. However, this is yet to be established in the case of selected Primary schools in Namisindwa district.

In a similar manner, the use of wall charts as reported by Azizah (2016) is beneficial in improving the students' writing skills. Through this medium, the students could memorize and understand the new vocabulary faster. Much as the findings by Azizah (2016) are valid, the study used only quantitative data and ignored qualitative views hence leaving a methodological gap to be filled by this study. Another study, which was conducted by Evetsson (2014), reported that the use of wall charts in Swedish elementary schools improved the students' achievement in class. This study tended to focus more on students' achievement and does not address teacher

effectiveness hence creating a gap to be filled by study. Another study by (Patria, Sudarsono and Rosnija, 2020) showed that the students could improve to memorize the vocabulary and its meaning with the help of wall charts. The teacher could also help them correct spelling and pronunciation. Moreover, the students' attitude towards the teaching-learning process improved since the wall charts increased the students' interest in learning English vocabulary. According to Pancare (2016), the use of visual presentations in the classroom is a common effective teaching method. Charts are examples of visual representations. The use of charts as visual representation to teach mensuration will help students to understand the ideas being taught. This is because there are some mensuration concepts that the use of only real-life objects cannot really represent in totality. Charts play vital role in developing a better understanding of the mensuration concepts along with making connections within and between concepts.

Additionally, Alamina (2008) stated that charts are used by teachers to represent abstract ideas. It is very important that students understand the mensuration concepts that are taught since they continue to come across mensuration in their subsequent classes in a spirally integrated mathematics curriculum. Abayomi (2009) opined that the use of wall charts helps students to make connections and applications. For charts to meet the needs of students and actually enhance their understanding in mensuration, the charts need to be well prepared, relevant and appropriate to the particular mensuration concept being taught. Further still, Martinelli and Mraz (2013) argues that the use of wall charts helps to make teaching visible and also make students to understand and use what they have learnt. In as much as research has shown that the use of charts for instructional purposes makes students understand the concept of mensuration, it is equally important for the teacher to use the chart effectively.

According to Struble (2007), wall charts are helpful in completing formative assessment in the classroom and it also allows the teachers to find out students' prior knowledge in a particular topic. This idea is supported by Charles-Ogan, Onwioduokit and Ogunkunle (2014) who investigated mathematics non-text and student's conception of mensuration using demonstration and collaborative approaches and found out that students who were taught mensuration using demonstration with mathematics non-text approach outperformed their counterparts and that gender factor did not significantly affect students' conception of mensuration. Much as the findings were Valid, the study was focused in Nigeria which is more developed and therefore, there was a need to carry out a similar study in Uganda while focusing on Namisindwa district as a study area.

In Turkey, limited preservice materials in education that is theory-laden, disconnected from teachers' daily practices and potentially misaligned to current materials policies and standards has greatly contributed to low competence levels (Tekir & Akar, 2019). They further note that there is lack of evidence to suggest that the content of preservice instructional materials courses is meeting the instructional materials literacy needs of teacher candidates or that they align with policies and standards aimed at developing teacher competence in instructional materials. According to Hoop (2010) notes that education in most Sub-Saharan countries faces chronic shortages in physical and human resources. According to him rather than distributing the limited resources available for secondary education uniformly across schools, many governments allocate a relatively large share of available resources to a select number of secondary schools. Similarly, findings by World Bank (2008) as cited in (Raya, 2017) in a study on provision of textbooks and physical resources in Primary schools in Sub-Saharan African countries: Botswana, Cameroon, ivory coast Ghana, Kenya, Malawi, Rwanda, Tanzania and Togo revealed

that urban Primary schools have better textbook supplies and physical facilities than those in the rural areas.

In Nigeria, a study by (Arop, Umanah, & Effiong, 2015) revealed that the use of instructional materials has brought about a significant improvement in the performance of students in most schools and specifically in science subjects. Accordingly, (Ndifon, Opuwari & Ukah, 2020) noted that teachers' communication skills on utilization of instructional materials in the primary schools significantly influenced their effectiveness at work and also revealed that there is a significant influence of teacher classroom management skills on utilization of instructional materials in the primary school which is also critical in ensuring teacher effectiveness in the way they deliver to students. In Ghana, studies have indicated that teachers use variety of instructional materials in the teaching of economics. It was also found that most of the teachers more so those of Economics and students agreed that instructional materials are useful in the teaching and learning of Economics (Kaku & Arthur, 2020).

In East Africa, the use of instructional materials in most schools has of recent taken the center stage for instance, in Rwanda, the use of instructional materials has been used but little has been achieved in terms of the pass rate of students more especially in the English language (Ngirabakunzi, 2017). He further noted that that there was no significant relationship between instructional materials used and academic performance ($r = 0.083$ and $p = 0.244$).

2.2. Use of Textbooks and Teacher Effectiveness

As cited in (Mithans and Grmek, 2020), the use of textbook as the basic teaching and learning material enables students to acquire the necessary knowledge, develop critical, creative and dialectical thinking, and develop their mental skills, while Gak (2011) contends textbook as one of the numerous sources enables teachers to provide quality teaching. Additionally, Kovač et al.

characterized the textbook as “a textual teaching medium and part of educational tools aids both, the efficiency of teaching as well as individual learning” (2005, p. 20).

Relatedly, Hadar, (2017) argues that textbooks have a great influence on the achievement of the curriculum goals and in ensuring teacher effectiveness in class. This view is also supported by Ersoy and Şahin (2012) who posited that the use of textbooks by teachers continues to remain the educational material that is matched with the mandatory curriculum. Undeniably, the textbook is one of the crucial educational tools that mediate knowledge to new generations (Palló, 2006). According to (Marentič Požarnik, 2019), being classified as one of the external factors of successful learning. It represents a particular kind of professional literature “defined by the content and target audience. On a broader scale, it is defined by the school system, since its content is ‘determined’ by the national curricula and the content and operational objectives of the subject or subject area” (Turk Škraba, 2006).

The use of text books by teachers ought to enhance the teaching-learning process with the use of the didactic-methodological organisation of the content and the adapted visual and graphic material. Both the textbook content as well as its structure are designed for independent learning and acquiring various levels and types of knowledge. Its contents and structure depend on the school subject and the educational level (Pravilnik potrjevanju učbenikov, 2015). Further still, Jurman (1999) agreed that the textbook should be designed as clearly as possible and that its author should use examples and illustrations from the real world, while Kramar (2009) pointed out that learning is more successful, if the teaching material is clearly structured and systematic. By all means, a good textbook should be adapted to the students’ developmental stage, as their physical and mental abilities differ. It is also important that students learn gradually. The textbook’s level of difficulty should be adapted to the average student intelligence. However, below- and above average talented students should be given adapted additional assignments

(Jurman, 1999). The textbook is one of the essential educational tools in the teaching-learning process (Kovač et al., 2005) and is intended for the use of both the students and the teachers (Remillard, 2005).

The research conducted by Herlinda (2014) showed that teachers consider textbook the basic tool in the teaching process. It functions as a teaching or learning tool, providing learning activities for students (Gak, 2011; Štefanc, 2005). Furthermore, it functions both as an informative as well as a formative tool, as it provides knowledge and simultaneously enables the development of competence, skills and values (Kukanja-Gabrijelčič, 2015). In the process of teaching, textbook functions on both, didactical as well as educational level (Jurman, 1999). It is a crucial learning tool (Hung Lau et al., 2018) as it provides learning resources and contents that should motivate students to learn. Additionally, it is important as a tool for independent learning and reinforcing the learned content (Kovač et al., 2005).

2.3 Use of Non-text Materials and Teacher Effectiveness

Non-text activities have long had a distinctive and central role in the science curriculum and science educators have suggested that many benefits accrue from engaging students in science non-text activities (Hofstein, 2004; Lunetta et al., 2007). At the beginning of the twenty-first century, we are entering a new era of reform in science education. Both the content and pedagogy of science learning and teaching are being scrutinized, and new standards intended to shape and rejuvenate science education are emerging (National Research Council, 1996; 2000). The National Science Education Standards (NRC, 1996) reaffirm the conviction that inquiry in general and inquiry in the context of practical work in science education is central to the achievement of scientific literacy and quality education. Inquiry-type laboratories have the potential to develop students' abilities and skills such as: posing scientifically oriented questions

(Krajcik et al., 2001; Hofstein and Mamlok Naoman, 2007), forming hypotheses, designing and conducting scientific investigations, formulating and revising scientific explanations, and communicating and defending scientific arguments.

Tobin (1990) wrote that: “Non-text activities appeal as a way to learn with understanding and, at the same time, engage in a process of constructing knowledge by doing science”. He also suggested that meaningful and quality learning is possible in the non-text if students are given opportunities to manipulate equipment and materials in order to be able to construct their knowledge of phenomena and related scientific concepts. Gilbert (1994) and Hodson (1996) in Yara (2010) also lent credence to the significance of non-text method in the learning of science. In their submission, they identified six major significance of non-text method in promoting quality and effective learning of science and these were adopted by this paper as follows: Motivating students by stimulating interest and enjoyment, Teaching non-text skills, Assisting concept acquisition and development, Developing and understanding of scientific inquiry and developing expertise in conducting inquiries, Encouraging social skills development, Inculcating the so-called scientific attitudes Adeyegbe (2005) in Yara (2010) listed non-text adequacy as one of the factors that affect the learning outcomes of students. In terms of academic achievement, Adeniran (2006) in Yara (2010) noted that non-text instructional strategy gives a new approach to science teaching and learning because it provides a non-threatening, realistic and concrete approach to learning of science as opposed to the difficulty encountered in learning the formal, abstract treatment of the typical textbook.

According to Oyedeji (2000), students taught with science Non-text Instructional Strategy performed significantly better than use of traditional lecture and text book method. The most effective vehicle by which the process of inquiry can be learned appears to be a non-text method where the student experiences, firsthand, the inquiry process. Non-text method has also been

demonstrated to be effective means for comprehension, understanding and application of scientific knowledge. It should be noted that study in a non-text is an integral and essential part of science courses.

According to Uhumuavbi and Okodugha (2014), the use of non-text as a method of teaching science helps the students to develop manipulative skills. It leads to better retention of information and also the development of favorable attitudes towards school subjects. The students during the use of non-text materials are active participants who acquire more knowledge by performing experiments. The method makes the students become familiar with such mental processes as observing, inferring, classifying, and measuring and data interpretation. Thus, learning becomes engaging as a result of using concrete materials. Furthermore, they stated that if the non-text is not in place or not stocked with the needed apparatus, the science teacher will not have materials to teach and guide the students. The absence of these materials may affect student's interest, enrolment, and performance in science.

Danjuma and Adeleye (2015) found that lack of effective utilization of non-text apparatus and equipment was responsible for students' poor performance. Similarly, Isaac et al. (2014) also revealed that a significant difference existed in the achievement in physics of low performing students exposed to laboratory-based instructional intervention and those exposed to conventional teaching method

2.4 Conclusion of Literature

Literature review indicates that the use of instructional materials is useful towards ensuring effectiveness of teachers in the manner in which they deliver in their schools. Particularly, the use of wall charts greatly improves teacher effectiveness which in turn improves students' mastery of the subject under study. It's been further noted that textbooks have a great influence

on the achievement of the curriculum goals and in ensuring teacher effectiveness in class as well. However, much of the literature does not show how the use of wall charts, textbooks and non-text materials has affected teacher effectiveness in Namisindwa district and hence this specific study to bridge the gap in literature by exploring the effect of use of instructional materials on the effectiveness of teachers in selected Primary schools in Namisindwa district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the research design that was used in the study, the population and selection of the sample for the study. The instruments of data collection, the procedure and the analysis of data that were collected are also outlined in this chapter.

3.1 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims in combining relevance to the research purpose with economy in procedure (Kothari, 2006). As far as this study is concerned, the descriptive research design with both qualitative and quantitative approaches was used. This design is chosen because according to Wilkinson (2004) descriptive study design is useful in collecting and describing in-depth views from a sample. Since the researcher intended to obtain and describe in-depth data from a sample, descriptive research design is appropriate. The qualitative approach was used to collect, analyze and describe the opinions of the respondents about instructional materials and effectiveness of teachers through interviews. Quantitative data was gathered through a structured questionnaire in order to generate quantitative data for calculating inferential statistics that formed a basis for conclusions (Amin, 2005).

3.2 Area of Study

The study was carried out in Namisindwa District. Namisindwa District is bordered by Manafwa District to the north, Kenya to the east, Tororo District to the south, and Mbale District to the west.

3.3 Population of the Study

Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher (Kothari, 2006). The study population included (20) - Head teachers and deputies, and (180) - teachers and (100) – Students forming a total population of 300 from government-aided Primary schools in Namisindwa District.

3.4 Sampling Procedure

3.4.1 Sample Size

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). From the population of study given above and in accordance with the Krejci and Morgan sampling frame (1970) cited in Amin (2005); the sample size of the study was 169 respondents as broken down in Table 3.1 below.

Table 3.1: Summary of Population, Sample Size and Sampling Method for Respondents

Category of Respondents	Population	Sample Size	Sampling Method
Head teachers and Deputies	20	13	Purposive Sampling
Teachers	180	114	Simple Random Sampling
Students	100	42	Simple Random Sampling
Totals	300	169	

Source: Primary data (2022)

3.4.2 Sampling Techniques

According to Kothari (2006), sampling is a process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. The study employed both non-probability and probability sampling techniques. Non-probability techniques do not depend on equal chance while probability techniques depend on equal chance (Kothari, 2006). In this sampling technique, the researcher selected respondents without the influence of his or her

interests. The respondents were got by a calculated probability. Simple random sampling technique was used for the selection of teachers from the different schools. Sarandakos, (1997) allude that this method is preferred for its reliability, generalizability and representativeness of the population. Gay (2002) also identifies random sampling as the best form of sampling as it allows all members of population to have an equal and unbiased chance of appearing in the sample.

3.5 Data Collection Methods and Instruments

3.5.1 Methods

3.5.1.1 Questionnaires

According to Kothari (2014), a questionnaire is a method of collecting data which uses a set of questions for collecting data. In this method data are collected with the help of questions. Through this method, selected respondents of this study answered questions on their own and bring back to the researcher. Both structured and semi structured questions were used in helping the researcher to get answers and relevant information from respondent.

3.5.1.2 Interviews

Interviews included sets of assumptions and comprehension about the study (Denscombe, 2013). For qualitative data collection, the face-to-face interview interviews were used on head teachers, and deputy head teachers because of its possibility to gain direct access to the prospective interviewees and their responses were taken as a genuine reflection of their thoughts. This gave a high response rate since dialogue was pre - organized and planned for a suitable time and place. This is substantiated by Marshall and Rossman (2011) who pointed out that interviews are one of the most efficient tools of data accumulation and ways of understanding others in qualitative

research, and information can be checked for accurateness and significance as they are gathered since there is immediate contact at the point of the interview.

3.5.2 Instruments

3.5.2.1 Questionnaire Form

The questionnaire was developed with structured close-ended questions set in line with study variables and dimension of three leadership styles scale (vigor, dedication and absorption) and academic performance of learners. The design of questions was scaled on a five-point Likert range from 1=strongly disagree, 2=disagree, 3= not sure 4=agree, and 4= strongly agree. The scale is very useful to describe the respondent views in numerals to establish the relationship between the variables as supported by Patrick (2011). The questionnaire was filled by teachers.

3.5.2.2 Interview Guide

This guided the researcher to establish questions to ask, in what format, how to front questions, and how to posture subsequent follow-ups. Sekaran & Bougie (2016) states that the interview guide aids and coordinates the discussion towards the subject matter and the issues under investigation and it is possible to get information data required to meet explicit goals of the study. It was therefore helpful to the researcher when soliciting information from the key informants since probing allows obtaining greater depth of information (Mugenda & Mugenda, 2013). Interviews were carried out with head teachers, deputy head teachers and students.

3.6 Quality Control Methods

The instrument of data collection in this study was assessed for quality in terms of validity and reliability to ensure dependability of the results of the study.

3.6.1 Validity

Validity has to do with whether the instrument is measuring what it is intended to measure (Kothari, 2006). In this study, validity of the instrument was assessed through consultation and rating the items and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. The Content Validity Index of the instrument was computed according to Kaplan's CVI formula, thus;

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

A panel of 4 (four) research experts were given the instrument (questionnaire) to rate and provide scores for each of the questions to ascertain their relevance which were used to compute the CVI as stated by the formula above. Once the computation is found to be above 0.7, using George and Mallery (2003), then the instruments were declared valid and fit for data collection.

3.6.2 Reliability

Reliability was obtained through a pilot study, and then there was a calculation of Alpha – coefficient (α) using the statistical package for social sciences (SPSS 20.0). This helped in establishing internal consistency of the instruments after a pilot study. The instruments considered were accurate at above .070 as suggested by (Amin, 2005). The items were adjusted to obtain more correctness of the instruments.

3.7 Data Management and Processing

The data collected was filled together after every single day of the field. The data was then arranged in order and grouped together for easy identification and tracking of sources of data. responses were sorted out to different questions and answers from different category of respondents for purposes of coding new raw data. The process of coding involved moving raw

data to research concerns, each step building on the previous one for easy analysis. The researcher established a coding system based on the collected data.

3.8 Data Analysis

Data analysis is defined as a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining patterns and relationships among the variable relating to it (Krishnaswami and Ranganatham 2013). This study used quantitative and qualitative techniques to analyze the collected data from questionnaires and interviews respectively. Quantitative data was collected from close ended questions. The analysis entailed computation of descriptive statistics, through which relationships supporting or conflicting with the questions is subjected to statistical tests to determine the extent to which data was said to have indicated any conclusions (Kothari, 2004).

Data collected through close ended questionnaires was analyzed using Statistical Package for Social Sciences (SPSS) because this is the most recommendable package for analyzing social sciences researcher data (Sekaran, 2003). The statistics focused on the measures of central tendencies (percentages and frequencies) and relational statistics to measure the Direction, form and degree of the relationship (regression and correlation) between use of instructional materials and effectiveness of teachers which was provided by SPSS.

Qualitative data from Interview scripts, notes and statements were systematically coded, and classified into broad descriptive categories-exploring themes, meanings and/or issues that emerged from the information gained from interviewing. These data were further linked to the research objectives/questions to generate meaning of the study topic.

3.9 Ethical Considerations

The researcher sought consent and respected the principle of anonymity of the respondents by ensuring confidentiality of the respondents and the data provided. This was done through assurance that the information they provided is purely for academic purposes and that their identity was not to be disclosed to anyone. This was highlighted in the introductory part of the questionnaire and during interview sessions. An introduction letter from Busitema University was secured for purposes of introduction to respondents in the field. Lastly but not least, honesty and objectivity were considered during report writing to avoid bias.

3.10 Limitations of the Study

The fact that in some cases there is information that is considered confidential and the respondents were hesitant to reveal the details to the researcher. However, with the letter of introduction and an honest discussion with the head teachers, the situation was resolved and the necessary data was eventually obtained. Non-response; given the fact that the main respondents in study are teachers, their schedule may be too tight to allow the study carry out the data collection process successfully. However, reminders were constantly made to the teachers for their support in the study and hence the response rate may not be affected.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter contains the presentation, analysis and discussion of study findings regarding the influence of instructional materials and the effectiveness of teachers in Government Aided Primary schools in Namisindwa District. The chapter also contains the demographic characteristics of respondents, descriptive statistics and inferential findings as per the specific objectives of the study.

4.1 Respondents' Demographic Characteristics

This sub-section presents data collected in relation to the demographic characteristics of the respondents. These were mainly looked at in terms of the respondents' age bracket, gender, experience and level of education as follow;

4.1.1 Gender of the respondents

This sub-section presents data on the gender of the respondents in terms of male and female. Data collected in respect of this variable is presented in table 4.1 below;

Table 4.1 Gender of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	50	47.2	47.2	47.2
Valid Female	56	52.8	52.8	100.0
Total	106	100.0	100.0	

Source: Field Data (2022).

Table 4.1 shows that 56(52.8%) majority of the respondents were female while 50(47,2%) were male. The findings mean that more female respondents participated in this study than their male counterparts. However, balanced views regarding teacher effectiveness were obtained since all genders were represented and their views noted.

4.1.2 Age Bracket of the Respondents

This sub-section presents findings on the age bracket of respondents in terms of years. Data collected in respect of this variable is presented in table 4.2 below;

Table 4.2: Age Bracket of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
20-29 years	8	7.5	7.5	7.5
30-39 years	57	53.8	53.8	61.3
Valid 40 -49 years	24	22.6	22.6	84.0
50 years and above	17	16.0	16.0	100.0
Total	106	100.0	100.0	

Source: Field Data (2022).

Table 4.2 reveals that 57(53.8%) of the respondents were between 30-39 years, 32(v%) were 40-49 years, 17(v%) were 50 years and above while 8(7.5%) were 20-29 years. Going by the results in the table, it is evident that most schools in Namisindwa have a young labor force of teachers. This implies that they are capable of working with all their efforts to improve their effectiveness while at work.

4.1.3 Level of Education

This sub-section presents findings on the level of education of the respondents in terms of certificate diploma, bachelor's degree and Master's degree. Data collected on this variable is presented in table 4.3 below;

Table 4.3: Highest Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	2	1.9	1.9	1.9
Diploma	43	40.6	40.6	42.5
Valid Bachelor Degree	54	50.9	50.9	93.4
Master's Degree	7	6.6	6.6	100.0
Total	106	100.0	100.0	

Source: Field Data (2022).

Table 4.3 reveals that 54(50.9%) of the respondents were bachelor's degree holders, 43(40.6%) were diploma holders, 7(6.6%) were masters' degree holders while 2(1.9%) were certificate holders. This means that majority of the respondents were bachelor degree holders. The findings imply that these have vast knowledge on how to effectively use learning materials and hence this improves their effectiveness in delivering.

4.1.4 Experience of the respondents

This sub-section presents data on the respondents' work experience in years. Data collected on this variable was analyzed and presented in table 4.4 below;

Table 4.4 Teaching of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5 years	31	29.2	29.2	29.2
6-10 years	50	47.2	47.2	76.4
Above 10 years	25	23.6	23.6	100.0
Total	106	100.0	100.0	

Source: Field Data (2022).

Results in table 4.4 reveal that 50(47.2%) of the respondents had worked for 6-10 years, 31(29.2%) had worked for less than 5 years, and 25(23.6%) had worked for 10 years and above. The findings imply that majority of the respondents had worked for long and therefore, given the experience, it becomes easy for them to make use of various instructional materials to improve their effectiveness.

4.2 Use of Instructional Materials in Government Aided Primary schools in Namisindwa District

4.2.1 Use of Wall Charts

The first objective of the study was to examine the use of wall charts on teacher effectiveness in Government Aided Primary schools in Namisindwa District. Data on this variable was collected and presented in table 4.5 below;

Table 4.5 Descriptive Findings on Use of Wall Charts

No	Statement	SD	D	U	A	SA	Mean	SD
1	The school always emphasises the use of wall charts during classes	4.7%	7.5%	10.4%	10.4%	67.0%	4.27	1.199
2	All teachers are well versed on how to instruct students using wall charts	1.9%	6.6%	12.3%	13.2%	66.0%	4.35	1.051
3	The use of charts during class saves time taken to explain certain concepts	0.9%	13.2%	13.2%	25.5%	47.2%	4.05	1.107
4	Teachers have become more effective with the use of wall charts	3.8%	6.6%	19.8%	26.4%	43.4%	3.99	1.117
5	teaching has been made more visible with the use of wall charts	5.7%	14.2%	6.6%	24.5%	49.1%	3.97	1.283
6	The use of wall charts has improved the	0.0%	16.0%	1.9%	29.2%	52.8%	4.19	1.079

	overall effectiveness of teachers in the school							
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Source: Field Data (2022).

Findings in table 4.5 reveal that 10.4% and 67.0% agreed and strongly agreed that the school always emphasises the use of wall charts during classes, 7.5% and 4.7% disagreed and strongly disagreed with the statement, while 10.4% were uncertain about the statement. The mean score of 4,27 indicates agreement to a large extent and the standard deviation of 1.199 indicates a high variation in responses. The findings mean that emphasizing the use of wall charts helps give students a better learning experience. This is supported by Azizah (2016) who assert that the use of wall charts is beneficial in improving the students' writing skills. An interviewee stated that;

Wall charts are playing a significant role in the school because teachers use these to help learners better understand what they are teaching.

On whether all teachers are well versed on how to instruct students using wall charts, findings in table 4.5 reveal that 66.0% and 13.2% strongly agreed and agreed with the assertion, 12.3% were uncertain while 6.6% and 1.9% disagreed and strongly disagreed with the statement. the findings are also supported by a mean score of 4.35 and a standard deviation of 1.051 which signifies that most respondents were varying in opinion. The findings mean that all teachers are well versed on how to instruct students using wall charts. An interview respondent noted that;

We use charts daily and this is exactly what we also go through while in training colleges and so I and other teachers are comfortable with it.

Table 4.5 also reveals that the use of charts during class saves time taken to explain certain concepts as indicated by a majority 47.2% and 25.5% who were agreeing, 13.2% and 0.9% of the respondents disagreed while 13.2% were uncertain about the statement. The mean value of 4.05

signifies agreement to a large extent and the standard deviation of 1.107 indicates a wide variation in responses. This implies that the use of charts during class saves time taken to explain certain concepts.

On whether teachers have become more effective with the use of wall charts, findings in table 4.5 show that 43.4% and 43.4% of the respondents agreed and strongly agreed with the statement, 19.8% were uncertain while 6.6% and 3.8% disagreed and strongly disagreed with the assertion. The mean score of 3.99 signifies that most of the respondents were agreeing with the statement and the standard deviation of 1.117 signifies a high variation in opinion regarding the statement. The findings imply that teachers have become more effective with the use of wall charts. This is supported by According to Pancare (2016) who assert that the use of visual presentations in the classroom is a common effective teaching method.

Table 4.5 indicates that 49.1% and 24.5% strongly agreed and agreed with the statement, 14.2% and 5.7% disagreed and strongly disagreed while 6.6% were uncertain whether teaching has been made more visible with the use of wall charts. The mean score of 3.97 signifies agreement to a large extent and the standard deviation of 1.283 shows that respondents were varying in opinion regarding the statement. The findings mean that teaching has been made more visible with the use of wall charts. Results in table 4.5 reveal that 29.2% and 52.8% of the respondents approved the statement that the use of wall charts has improved the overall effectiveness of teachers in the school, 16.0% disagreed and 1.9% was uncertain about the statement. The findings are supported by a mean score of 4.19 which signifies agreement among the respondents and the standard deviation of 1.079 signifies a high variation in response. The findings mean that The use of wall charts has improved the overall effectiveness of teachers in the school. This is in line with Evtsson (2014) who noted that the use of wall charts in Swedish elementary schools improved the students' achievement in class. An interview respondent noted that;

Wall charts are good and this is really helping our teachers to continuously master the various concepts. This has helped improve their performance at work.

4.2.2 Use of Text Books in secondary schools

The first objective of the study was to examine the effect of use of text books on teacher effectiveness in Government Aided Primary schools in Namisindwa District. Data on this variable was collected and presented in table 4.6 below:

Table 4.6 Descriptive Findings on Use of Text Books

No	Statement	SD	D	U	A	SA	Mean	SD
1	The school has enough text books to help teachers in teaching	5.7%	10.4%	17.9%	9.4%	56.6%	4.01	1.298
2	Students have been able to acquire more knowledge through the use of textbooks	4.7%	11.3%	15.1%	30.2%	38.7%	3.87	1.188
3	Achievement of the curriculum goals has been made easy while using textbooks	6.6%	11.3%	9.4%	22.6%	50.0%	3.98	1.287
4	The textbooks used by	0.0%	8.5%	23.6%	24.5%	43.4%	4.03	1.009

	teachers are easy to understand							
5	The textbook content is relevant to the current curriculum	0.0%	1.9%	3.8%	21.7%	72.6%	4.65	.648
6	The use of textbooks has improved the overall effectiveness of teachers in the school	0.0%	13.2%	18.9%	23.6%	44.3%	3.99	1.082

Source: Field Data (2022).

Findings in table 4.6 show that 9.4% and 56.6% of the respondents agreed and strongly agreed that the school has enough text books to help teachers in teaching, 17.9% were uncertain while 10.4% and 5.7% disagreed and strongly disagreed with the statement. The mean score of 4.01 signifies that most of the respondents were agreeing with the statement and the standard deviation of 1.298 indicates a high variation in opinion regarding the statement. The findings imply that most schools are encouraging the use of text books by teachers.

The government is ever sending us books and in fact our library has all the reading materials for all subjects being taught.

Table 4.6 indicates that 30.2% and 38.7% of the respondents agreed and strongly agreed that students have been able to acquire more knowledge through the use of textbooks, 15.1% were uncertain while 11.3% and 4.7% disagreed and strongly disagreed with the statement. The mean score of 3.87 signifies that most of the respondents were agreeing to the statement while the standard deviation of 1.188 indicates a high variation in responses. The findings imply that text

book have enabled learners to acquire more understanding of the various concepts taught. The findings are in line with (Mithans and Grmek, 2020) who stated that the use of textbook as the basic teaching and learning material enables students to acquire the necessary knowledge, develop critical, creative and dialectical thinking, and develop their mental skills.

The students are always making better use of the text book and these are helping them to understand some concepts in a deeper manner.

Findings in table 4.6 also reveal that achievement of the curriculum goals has been made easy while using textbooks as indicated by 22.6% and 50.0% agreement level among the respondents, 11.3% and 6.6% of the respondents disagreed and strongly disagreed with the statement while 9.4% were uncertain about the statement. The mean score of 3.98 indicates agreement to a great extent and the standard deviation of 1.287 indicates a high variation in responses. The findings imply that achievement of the curriculum goals has been made easy while using textbooks. The findings are in line with Hadar, (2017) who argues that textbooks have a great influence on the achievement of the curriculum goals and in ensuring teacher effectiveness in class. An interview respondent noted that;

Given the new curriculum, textbooks are playing a big role in ensuring that our teachers appreciate what they are support to deliver to the learners. They have actually become our main source of information.

On whether the textbooks used by teachers are easy to understand, findings presented in table 4.6 reveal that majority of the respondents 24.5% and 43.4% agreed and strongly agreed with the assertion, 23.6% were uncertain about the statement while 8.5% disagreed with the statement. The mean score of 4.03 indicate agreement with the statement and the standard deviation of 1.009 indicates a high variation in responses. The findings mean that teachers easily understand

the content of the textbooks that they use. This is in line with (Gak, 2011) who contends textbook as one of the numerous sources enables teachers to provide quality teaching.

On inquiring whether the textbook content is relevant to the current curriculum, results in table 4.6 reveal that majority 21.7% and 72.6% of the respondents agreed and strongly agreed with the statement, 3.8% were uncertain and 1.9% disagreed with the statement. The mean of 4.65 indicates a high agreement level with the statement and the standard deviation of 0.648 indicates a close variation in responses. The findings mean that all text materials used by the teachers is relevant to the new curriculum.

Regarding whether the use of textbooks has improved the overall effectiveness of teachers in the school, findings in table 4.6 reveal that 23.6% and 44.3% of the respondents agreed and strongly agreed with the statement, 18.9% were uncertain about the statement and 13.2% of the respondents disagreed with the statement. The mean score of 3.99 indicates agreement with the statement and the standard deviation of 1.082 indicates a high variation in opinion regarding the statement. The findings mean that the use of textbooks has improved the overall effectiveness of teachers in the school. According to (Hung Lau et al., 2018) textbooks provide learning resources and contents that should motivate students to learn.

Teachers in the school are ever using text books to prepare notes for the learners. This has made their work easy and they have become more effective in their delivery.

4.2.3 Use of non-textMaterials in Secondary Schools

The first objective of the study was to examine the use of non-textmaterials and teacher effectiveness in Government Aided Primary schoolsin Namisindwa District. Data on this variable was collected and presented in table 4.7 below;

Table 4.7 Descriptive Findings on Use of Text Books

No	Statement	SD	D	U	A	SA	Mean	SD
1	The school has in place all the neednon-textmaterials to ebanle teachers do their work	1.9 %	18.9 %	4.7 %	23.6 %	50.9 %	4.03	1.222
2	The government has been responsiveness in buying for the school such materials	5.7 %	9.4 %	9.4 %	24.5 %	50.9 %	4.06	1.225
3	Our students have developed manipulative skills due to use of non-textmaterial	1.9 %	0.0 %	10.4 %	15.1 %	72.6 %	4.57	.828
4	Teachers are able to impact practical knowledge into students due to avaiability of non-textmaterials	0.0 %	0.0 %	3.8 %	20.8 %	75.5 %	4.72	.530
5	The use of non-textmaterials has helped improve the overall effectiveness of teachers in the school.	0.0 %	0.0 %	1.9 %	24.5 %	73.6 %	4.72	.493

Source: Field Data (2022).

On whether the school has in place all the needed non-textmaterials to ebanle teachers do their work, findings in table 4.7 reveal that majority of the respondents 23.6% and 50.9% agreed and strongly agreed with the statement, 18.9% and 1.9% disagreed and strongly disagreed with the statement while 4.7% were uncertain about the statement. The mean score of 4.03 signifies

agreement to a high extent and the standard deviation of 1.222 indicates a high variation in responses. The findings mean that having all the necessary non-text materials makes work easy for the teachers while conducting practical lessons. This is supported by Oyedeji (2000) who contend that students taught with science Non-text Instructional Strategy performed significantly better than use of traditional lecture and text book method.

On whether the government has been responsiveness in buying for the school such materials, findings in table 4.7 reveal that majority of the respondents 24.5% and 50.9% agreed and strongly agreed with the statement, 9.4% and 5.7% disagreed and strongly disagreed while 9.4% were uncertain about the statement. The mean score of 4.06 indicates agreement with the statement and the standard deviation of 1.225 indicates variations in opinion. The findings imply that the government has been responsiveness in buying for the school such materials.

The government has always responded in time and supplies us with the necessary non-textmaterials to support teachers do their work better.

Regarding whether students have developed manipulative skills due to use of non-textmaterial, findings in table 4.7 indicate that 15.1% and 72.6% of the respondents agreed and strongly agreed with the statement, 10.4% were uncertain about the statement and 1.9% disagreed with the statement. The mean of 4.57 indicates agreement with the statement and the standard deviation of 0.828 indicates a low variation in responses. The findings mean that developed manipulative skills due to use of non-text material. According to Uhumuavbi and Okodugha (2014), the use of non-text as a method of teaching science helps the students to develop manipulative skills. An interview respondent noted that;

The teachers are doing a good job with our non-text equipment well installed; they are now able to guide students well and improve on their manipulative skills.

On whether teachers are able to impart practical knowledge into students due to availability of non-textmaterials, results presented in the table above show that 20.8% and 75.5% of the respondents agreed and strongly agreed with the assertion while 3.8% were uncertain about the statement. The mean score of 4.72 indicate a high agreement level with the statement and the standard deviation of 0.530 indicates a close variation in responses. The findings mean that teachers are becoming more effective and are able to conduct practical lessons with the aid of the laboratory. On whether the use of non-textmaterials has helped improve the overall effectiveness of teachers in the school, findings in table 4.7 show that 24.5% and 73.6% majority of the respondents agreed and strongly agreed with the assertion while 1.9% of the respondents were uncertain about the statement. The findings are supported by a high mean score of 4.72 and a low standard deviation of 0.493. The findings mean that the use of non-textmaterials has helped improve the overall effectiveness of teachers in the school.

4.2.4 Teacher Effectiveness in Secondary School

This section presents descriptive findings on teacher effectiveness in selected government aided Primary schools in Namisindwa district.

Table 4.8: Descriptive Findings on Teacher Effectiveness

No	Statement	1	2	3	4	5	Mean	SD
1	Teachers in this school complete the syllabus in time	6.6 %	5.7 %	5.7 %	31.1 %	50.9 %	4.14	1.175
2	The teachers always attend class without failure	5.7 %	6.6 %	6.6 %	18.9 %	62.3 %	4.25	1.188

3	The students' pass rate has greatly improved in the school	10.4%	5.7%	7.5%	18.9%	57.5%	4.08	1.350
4	The number of first grades has increased in this school	8.5%	12.3%	3.8%	14.2%	61.3%	4.08	1.385
5	Teachers take time to prepare for class	7.5%	12.3%	3.8%	11.3%	65.1%	4.14	1.362
6	Quality of work produced by teachers has improved	0.0%	9.4%	14.2%	18.9%	57.5%	4.25	1.022

Source: Field Data (2022).

On whether teachers in this school complete the syllabus in time, findings in table 4.8 indicate that 31.1% and 50.9% majority of the respondents agreed and strongly agreed with the statement, 5.7% and 6.6% of the respondents disagreed and strongly disagreed while 5.7% were uncertain about the statement. The mean score of 4.14 indicates agreement to a high extent and the standard deviation of 1.175 indicates a high variation in responses. This means that completing a syllabus in time gives teachers an opportunity to do other extra work for their learners.

On whether the teachers always attend class without failure, findings in table 4.8 reveal that majority of the respondents 18.9% and 62.3% agreed and strongly agreed with the statement, 6.6% and 5.7% disagreed and strongly disagreed while 6.6% were uncertain about the statement. The mean score of 4.25 indicates agreement with the statement and the standard deviation of 1.188 indicates a high variation in respondents. The findings mean that are always in the school to do their work. Concerning whether the students' pass rate has greatly improved in the school, findings in table 4.8 indicate that majority of respondents 18.9% and 57.5% agreed and strongly

agreed with the statement, 5.7% and 10.4% disagreed and strongly disagreed while 7.5% were uncertain about the statement. The mean score of 4.08 indicates agreement with the statement and the standard deviation of 1.350 indicates a high variation in responses. The findings mean that the students' pass rate has greatly improved in the school.

On whether the number of first grades has increased in this school, findings in table 4.8 indicate that majority of the respondents 14.2% and 61.3% agreed and strongly agreed, 12.3% and 8.5% disagreed and strongly disagreed with the statement while 3.8% were not sure about the statement. The mean score of 4.08 indicates agreement with the statement and the standard deviation of 1.385 indicates a wide variation in responses. The findings imply that the number of first grades has increased in this school. On whether the number of first grades has increased in this school, findings in table 4.8 reveal that majority of the respondents 14.2% and 61.3% agreed and strongly agreed with the statement, 12.3% and 8.5% disagreed and strongly disagreed while 3.8% were uncertain about the statement. The mean score of 4.08 indicates agreement with the statement and the standard deviation of 1.385 indicates a high variation in responses. The findings imply that the number of first grades has increased in this school.

On whether teachers take time to prepare for class, findings in the table above show that 11.3% and 65.1% agreed and strongly agreed with the statement, 12.3% and 7.5% disagreed and strongly disagreed with the statement while 3.8% were uncertain about the statement. The findings mean that teachers take time to prepare for class. On whether quality of work produced by teachers has improved, findings in table 4,8 indicate that 18.9% and 57.5% of the respondents agreed and strongly agreed, 14.2% were uncertain and 9.4% of the respondents disagreed with the statement. The findings are supported by a mean score of 4.25 and a standard deviation of 1.022 which signifies a high variation in opinion. The findings mean that the quality of work produced by teachers has improved.

4.3 Use of Instructional Materials and Teacher Effectiveness

Here, the researcher sought to examine the overall use of instructional materials and also to examine how the individual dimensions of instructional materials (use of wall charts, text books and non-textmaterials) affected teacher effectiveness in Namisindwa district. To achieve the goal, multiple linear regression analysis was performed and results into the findings presented below.

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.289 ^a	.384	.357	.77885

a. Predictors: (Constant), use of laboratory, use of charts, use of textbooks

Source: Field Data (2022).

The model summary in table 4.9 above using predictor use of laboratory, use of charts, and use of textbooks reveals that Adjusted R Square value is 0.357. This implies that 35.7% (0.357×100) variations in teacher effectiveness is explained by use of laboratory, use of charts, and use of textbooks while the remaining 64.3% is explained by other factors. The findings imply use of instructional materials has a significant contribution towards teacher effectiveness. The researcher also ran regression analysis to ascertain the individual contributions of the dimensions of instructional materials on teacher effectiveness. The results are presented in table 4.10 below.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.436	.659		3.696	.000
Use of charts	.314	.114	.271	2.762	.007
Use of textbooks	.151	.158	.136	.955	.048
Use of laboratory	.234	.171	.191	1.371	.043

a. Dependent Variable: teacher effectiveness

Source: Field Data (2022).

Results in table 4.10 indicate that instructional materials through use of charts, text books and non-text materials all have a positive effect on teacher effectiveness in Namisindwa district. For example, use of charts has a positive contribution of 0.271 on teacher effectiveness while use of non-text material has a positive contribution of 0.191 on teacher effectiveness and on the other hand, use of text books has a positive contribution of 0.136 on teacher effectiveness. The results therefore imply that 100% improvement in use of charts in schools yields 27.1% positive

improvement in teacher effectiveness while 100% improvement in use of non-text material yields a 19.1% of positive improvement in teacher effectiveness. On the other hand, 100% improvement in use of text books results into a 13.6% positive improvement in teacher effectiveness. Therefore, use of charts alongside non-text materials are strong and significant predictors of teacher effectiveness in most Primary schools in Namisindwa district while use of text books is weak in predicting teacher effectiveness.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summaries of the research findings, conclusions, recommendations and areas for further study. The summaries relate to the general objectives of the research study which aimed at investigating the effect of instructional materials on teacher effectiveness in government aided Primary schools in Namisindwa district.

5.1 Summary of Findings

Regarding the main objective, results indicate that instructional material explains 35.7% of the variation in teacher effectiveness in government aided secondary schools.

5.1.1 Use of Charts and Teacher Effectiveness

Results generated from a regression model indicate that use of charts positively affects teacher effectiveness as revealed by a $\beta = 0.271$. The study further noted that the use of wall charts has been emphasized by most schools. All teachers are well versed on how to instruct students using wall charts. The use of charts during class saves time taken to explain certain concepts.

5.1.2 Use of Text Books and Teacher Effectiveness

Under this objective, results generated through regression analysis indicate that use of text books contributes 13.6% towards teacher effectiveness in Namisindwa district. The study also found that the school have enough text books to help teachers in teaching. Students have been able to acquire more knowledge through the use of textbooks. Achievement of the curriculum goals has been made easy while using textbooks.

5.1.3 Use of Non-text Materials and Teacher Effectiveness

Here, results gathered from a linear regression model indicate that non-text materials explain 19.1% of positive variation in teacher effectiveness in Namisindwa district. The school has in place all the needed non-text materials to enable teachers do their work. The government has been responsiveness in buying for the school such materials. The use of non-text materials has helped improve the overall effectiveness of teachers in the school.

5.2 Conclusion

Based on the findings, the researcher concludes that use of instructional materials is a relatively moderate predictor of teacher effectiveness in Namisindwa district. Further still, given the findings on the individual tenets of instructional materials with teacher effectiveness.

5.1.1 Use of Charts and Teacher Effectiveness

The study concludes that use of charts is the greatest predictor of teacher effectiveness in Namisindwa district with a Beta value of 0.271. Emphasizing the use of wall charts helps give students a better learning experience which is a good indicator of teacher effectiveness. The use of wall charts has been greatly embraced by all teachers in the district and this is a good sign of effectiveness at their work. The use of charts during class saves time taken to explain certain concepts.

5.1.2 Use of Text Books and Teacher Effectiveness

The study concludes that use of textbooks is the least predictor of teacher effectiveness in Namisindwa district with a Beta value of 0.136. The study further concludes that schools are having enough text books that teachers can easily use in the execution of their duties. Students have been able to acquire more knowledge through the use of textbooks. The textbooks used by teachers are easy to understand.

5.1.2 Use of Non-text Materials and Teacher Effectiveness

The study concludes that use of non-text material is the second greatest predictor of teacher effectiveness in Namisindwa district with a Beta value of 0.191. The study also concludes that the schools have in place all the neednon-textmaterials to ebanle teachers do their work. students have have developed manipulative skills due to use of non-text material.

5.3 Study Recommendations

Basing on the above conclusions, the study recommends the following:

That the management of secondary government aided schools should put more emphasis on the use of wall charts as a means of teaching by all teachers as this shall help them be more effective in delivering while at work.

The heads of government aided Primary schools should emphasis the use of text books by teachers. This shall enable them to get genuine material that they can be used while conducting their classes.

Also, teachers should be encouraged to make great use of non-text materials so as to practically demonstrate to students what they intend or what exactly they are teaching.

The government should as well set up the funding of schools so as to enable them get all that they need to have good laboratories to enable students get practical skills.

5.4 Areas for Further Research

More research should be carried out on the following:

Influence of instructional materials on students' academic performance in government aided Primary schools in Uganda.

Influence of Teacher motivation on student's academic performance in secondary schools.

Influence of Teacher motivation on their effectiveness in Ugandan secondary schools.

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APPENDIX 1: QUESTIONNAIRE TO TEACHERS

Dear Respondent

Dear respondent, my name is **Wekwanya Moses**, a student at the Busitema University. I am currently undertaking research on the topic *“Instructional Material Use and Teacher Effectiveness in Selected Government aided Primary schools in Namisindwa District.”* The information sought is required only for academic purposes. Participation is entirely out of your free will and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of the research. Information provided will be treated with maximum confidentiality.

Thank you.

Wekwanya Moses,

SECTION A: BACKGROUND INFORMATION

For the following questions 1 – 5, please tick the best alternative of your choice.

1. What is your sex?

Male	Female

2. What is your age group?

20 – 29 years	30 – 39 years	40 – 49 years	50 years and above

3. What is your highest level of education?

Certificate	Diploma	Bachelor’s Degree	Post Graduate Degree
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4. How long have you worked for this School?

Less than 5 years	6 – 10 years	Above 10 years

SECTION B: USE OF INSTRUCTIONAL MATERIALS

This section presents items on use of Instructional materials. The section is divided into three parts, namely; use of wall charts, use of textbooks and use of laboratories. You are kindly requested to indicate your opinion regarding use of instructional materials and teacher effectiveness using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree

B1	USE OF WALL CHARTS	SD	D	U	A	SA
		1	2	3	4	5
B11	The school always emphasises the use of wall charts during classes					
B12	All teachers are well versed on how to instruct students using wall charts					
B13	The use of charts during class saves time taken to explain certain concepts					
B14	Teachers have become more effective with the use of wall charts					
B15	teaching has been made more visible with the use of					

	wall charts					
B16	The use of wall charts has improved the overall effectiveness of teachers in the school					

B2	USE OF TEXTBOOKS	SD	D	U	A	SA
		1	2	3	4	5
B21	The school has enough text books to help teachers in teaching					
B22	Students have been able to acquire more knowledge through the use of textbooks					
B23	Achievement of the curriculum goals has been made easy while using textbooks					
B24	The textbooks used by teachers are easy to understand					
B25	The textbook content is relevant to the current curriculum					
B26	The use of textbooks has improved the overall effectiveness of teachers in the school					

B3	USE OF NON-TEXTMATERIAL	SD	D	U	A	SA
		1	2	3	4	5
B31	The school has in place all the neednon-textmaterials to ebanle teachers do their work					
B32	The government has been responsiveness in buying for					

	the school such materials					
B33	Our students have developed manipulative skills due to use of non-text material					
B34	Teachers are able to impact practical knowledge into students due to availability of non-text materials					
B35	The use of non-text materials has helped improve the overall effectiveness of teachers in the school.					

SECTION C: TEACHER EFFECTIVENESS IN NAMISINDWA DISTRICT

This section presents items on Teacher effectiveness in Namisindwa district. You are kindly requested to indicate your opinion about the indicators using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree.

SECTION F: Teacher Effectiveness in Namisindwa District

		1	2	3	4	5
C35	Teachers in this school complete the syllabus in time					
C36	The teachers always attend class without failure					
C37	The students' pass rate has greatly improved in the school					
C38	The number of first grades has increased in this school					
C39	Teachers take time to prepare for class					
C40	Quality of work produced by teachers has improved					

APPENDIX II: INTERVIEW GUIDE

1. What opinion would you give as regards to the use of instruction materials in schools?
2. What is your view regarding the use of wall charts and teacher effectiveness in this district?
3. Do you think the use of text books by teachers has helped them become effective?
4. What is your view pertaining the use of non-text materials by teachers?
5. Is there any other information that you would like to share with this current research in relation to use of instructional instrument on teacher effectiveness?
6. What is your view the general effectiveness of teachers in the district?

Your contribution is highly appreciated. Thank You

APPENDIX III: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.

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