

**INFLUENCE OF INSTRUCTIONAL MATERIALS ON TEACHERS' EFFECTIVENESS  
IN GOVERNMENT-AIDED PRIMARY SCHOOLS IN BUTEBO SUB COUNTY,  
BUTEBO DISTICT**

**BY**

**NAMWIMA ESEZA**

**REG NO: BU/UP/2022/1759**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION,  
FACULTY OF SCIENCE AND EDUCATION IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF BACHELORS' DEGREE IN  
EDUCATION OF BUSITEMA UNIVERSITY**

**MAY, 2024**

### Declaration

I, Namwima Eseza, do hereby declare that, this research proposal entitled *influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district* is my original work in design and execution and all material therein has been dully acknowledged by way of appropriate references and citation.

**Namwima Eseza**

Signature *Namwima E*..... Date *7<sup>th</sup> / 9 / 2024*.....

**Approval**

This research proposal entitled *influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district* has been submitted with my knowledge as the University Supervisor.

Signature  ..... Date...07.09.2024.....

MR. WANDA DUNCAN  
(SUPERVISOR)

## **Dedication**

This research is dedicated to my parents Mr. Wanjala Wilson and Mrs. Namwabira Janet who struggled to educate me with very meager resources they had and for the encouragement they keep giving me, my beloved husband Emong Evarest and our children Naisonga Martha, Erode Bonoface, Ndegemo Agnes, Agadi Beatrice, Katooko Celine and Nakiryia Suzan who kept on missing my company and love, care protection without forgetting my brothers and sisters for the continued support they render to me and my family and lastly to my mates at Odipanya Primary School for their moral and financial support.

## **Acknowledgement**

This piece of work would not have been accomplished if it was not the assistance of some people whom I have to mention. I would like to thank the following people supporting me in the research : Emong Evarest for proof reading and editing my work, Tr.Mulabbi Sowali, Kopia Robert for helping me in in collection of data Naiti Sarah for type setting the work , special thanks go to my lecturers for the words of encouragement and support during the study, The head teachers of Butebo sub county for accepting me to carry out my study in their schools ,Finally the employers of Butebo District local government for the moral, financial support rendered to me during the study.

**List of Figures and Tables**

1.8 Conceptual Framework.....

3.1 Sample Size and Sampling Techniques.....

## List of Abbreviations

BDLG	Butebo District Local Government
CVI	Content Validity Instrument
DEO	District Education Office
ERU	Education Reform of Uganda
ESA	Education Standards Agency
ICT	Information and Computer Technology
IMR	Instructional Material Resources
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Center
PLE	Primary Living Examinations
SPSS	Statistical Package for Social Scientists
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education and Scientific Cultural Organization
UPE	Universal Primary Education
WB	World Bank

## Table of Contents

Approval .....	i
List of Figures and Tables.....	v
List of Abbreviations .....	vi
CHAPTER ONE .....	1
Introduction.....	1
1.1 Background to the Study.....	1
1.1.1 Historical Background .....	1
1.1.2 Theoretical Background.....	3
1.1.3 Conceptual Background.....	4
1.1.4 Contextual Background .....	5
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study .....	6
1.3.1 General Objective of the Study .....	6
1.3.2 Specific Objectives of the Study.....	7
1.4 Research Questions.....	7
1.5 Scope of the Study .....	7
1.5.1 Geographical Scope .....	7
1.5.2 Time Scope .....	7
1.5.3 Content Scope .....	7
1.6 Significance of the Study .....	8
1.7 Definition of Conceptual Terms .....	9
1.8 Conceptual Framework.....	9
CHAPTER TWO .....	11
LITERATURE REVIEW .....	11
2.0 Introduction.....	11
2.1 Influence of Use of Traditional Instructional Materials on Teachers' Effectiveness.....	11
2.2 Influence of Improvised Materials on Teachers' Effectiveness.....	14
2.3 Solutions to Shortage of Instructional Materials in Rural UPE Schools.....	17
2.4 Instructional Materials in Uganda.....	19

2.5 Research Gap .....	20
CHAPTER THREE .....	20
METHODOLOGY .....	20
3.0 Introduction.....	21
3.1 Research Design.....	21
3.2 The Study Population.....	21
3.3 Sample Size and Sampling Techniques .....	21
Table 3.1: Sample Size and Sampling Technique.....	22
3.4 Sampling Techniques.....	22
3.5 Data Collection Methods .....	23
3.5.1 Interviews.....	23
3.5.2 Questionnaire .....	23
3.5.3 Documentary reviews .....	23
3.6 Data Quality Management .....	23
3.6.1 Reliability.....	24
3.6.1 Validity .....	24
3.7 Methods of Data Analysis.....	24
3.7.1 Data Processing.....	24
3.7.2 Measurement of variables .....	24
3.7.3 Data Presentation and Interpretation.....	25
CHAPTER FIVE .....	37
CONCLUSIONS AND RECOMMENDATIONS .....	37
5.1 Introduction.....	37
5.2 Conclusions.....	37
References.....	40
APPENDIX I .....	44
APPENDIX II .....	45
APPENDIX III.....	50
Appendix 1V.....	51
Appendix V1.....	52

## **Abstract**

The study was about the influence of instructional materials on teachers' effectiveness in government aided primary schools in Butebo Sub County, Butebo district. The set objectives were; i.) To establish the influence of traditional materials on teachers' effectiveness in government aided primary schools in Butebo district. ii.) To find out the influence of improvised materials on teachers' effectiveness in government aided primary schools in Butebo district and iii) To come up with solutions to shortage of instructional materials in government aided primary schools in Butebo sub county, Butebo district. A descriptive research design was used since the researcher studies a particular group of people at a time and it is aimed at providing data on the entire population under study. Of the 92 respondents sampled, 70 provided responses and thus gave a response rate of 86.9% that was quite good for the study. Purposive and simple random sampling methods was used, questionnaires and interviews were used accordingly. The conclusion of results revealed that teachers in government aided primary schools use text books during the teaching and learning, others use simple handouts in the teaching process, use worksheets to enhance instruction, and make use of routine tests as part of the teaching, improvise some instructional materials, are selective while utilizing instructional materials during the lesson, and often source the most cost-effective instructional materials available. The results also showed that instructional materials exist in school are not adequate to cater for the high pupil enrolment, some resources are remitted from government to facilitate the acquisition of instructional resources but are always inadequate and delay to come. It is therefore recommended that there is need to push government to increase school budgets for adequate acquisition of instructional materials, re-orient government aided primary schools towards creativity and innovation, and encourage schools in Butebo to collaborate and coordinate with each other on the utilization of existing instructional materials.

# CHAPTER ONE

## **Introduction**

The study was about the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district. It covered the background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, definition of terms and conceptual framework.

## **1.1 Background to the Study**

### **1.1.1 Historical Background**

The role of a teacher is paramount both on a global scale and within local communities, serving as a crucial element of the educational framework. Teachers are instrumental in driving the progress and advancement of a nation, regardless of its developmental stage. Dash & Barman (2016) emphasize the significant contributions made by teachers in nation-building, highlighting their indispensable role in shaping the future of a country. Kareem and Ravirot (2014) further underscore the importance of teachers in determining the quality of education provided. Teachers are regarded as essential figures in the educational landscape, holding the key to the instructional process. Kiadese (2011) also acknowledges the pivotal role of teachers as the main driving force in any educational system, emphasizing their central position in facilitating learning and development. As such, teachers and the teaching profession are regarded as pillars within the educational sphere, with all activities within and outside the classroom hinging on their presence. The influence of teachers extends beyond the confines of the classroom, impacting the overall progress and prosperity of a nation. Their role as implementers of the curriculum is crucial in shaping the minds and futures of the next generation.

Education systems worldwide strive to deliver high-quality education to students, as emphasized by UNESCO (2006) which identifies teachers as a crucial element in ensuring quality education. Consequently, governments have implemented various strategies to enhance the quality of teachers, such as raising entry requirements for teacher training programs, offering in-service training for current educators, and providing necessary instructional materials.

The influence of instructional materials in promoting teaching and learning in educational development is indisputable in most parts of the world. In the developed and developing countries, teaching at any level requires that the teachers expose learners to some form of simulation. Adekunle (2018) notes that an instructional material means anything that can assist the teacher in promoting teaching and learning. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore, the teacher is assisted in overcoming physical obstacles that could have hindered his effective presentation of certain subject content.

Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve learners' performance. They make teaching and learning more interesting, practical, realistic and appealing. They also enable both the teachers to actively and effectively conduct the lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self- actualization. Ibeneme (2017) asserts that teaching aids are instructional materials used for practical and demonstration purposes in the class situation by learners and teachers. Ikerionwu (2017) views instructional materials as objects or devices that assist the teacher to present a lesson to the learners in an organized and logical approach.

Nwafor and Eze (2014) opine that instructional materials refer to materials that are used to facilitate teaching and learning. It enables the teacher communicate ideas or concepts with ease as they appeal to many senses at a time. The learner can see, touch, smell or taste thereby making learning more meaningful. This agrees with the Chinese proverb that state: I hear, I forget, I see, I remember, and I do, I understand.

According to Fadeiye (2015), instructional materials are visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning. Agina-Obu (2015) submits that instructional materials of all kinds appeal to the sense of organs during teaching and learning process. Isola (2017) also described instructional materials as devices that assist the teachers to present their lessons logically and sequentially to appeal to the learners. Oluwagbohunmi and Abdu-Raheem (2014) acknowledge that instructional materials are as such

used by teachers to aid explanations and make learning of subject matter understandable to learners during teaching learning process

The teacher alone cannot provide all the needed condition for an effective teaching and learning process, without other supporting materials should be provided. The learners learn better when most of the senses are connected to the instruction and use of instructional materials in the classroom environment and beyond This adds a new dimension in the positive promotion of the teaching and learning process. It provides the much need sensory experiences needed by the learners for an effective and meaningful behavioural change. Instructional materials are meant to improve the quality of education for effective learning of learners in primary schools. The performance of the teachers on the intended learning outcome provides the validation of the success (Bakare, 2016).

### **1.1.2 Theoretical Background**

This research is guided by the theories of instruction proposed by constructivism and Bruner in 1966. The theory of constructivism, formalized in 1966, is commonly attributed to Piaget, a Swiss psychologist who explained how learners internalize knowledge. Piaget suggested that individuals construct new knowledge by assimilating and accommodating their experiences. Assimilation occurs when individuals incorporate new experiences into their existing framework without altering it. This can happen when their experiences align with their internal representations of the world or when they fail to correct a faulty understanding. For instance, individuals may not notice certain events, misunderstand input from others, or dismiss an event as insignificant information about the world. Constructivists emphasize that individuals create meaning through interactions with others and their environment. Therefore, knowledge is a result of humans' interactions with the environment they inhabit. Misoy (2007) also supports the idea that improving the learning environment greatly enhances the learning process.

Floden (2006) asserts that constructivism is rooted in the observation and scientific investigation of how individuals acquire knowledge. It posits that individuals construct their own understanding and knowledge of the world by actively engaging with experiences and reflecting upon them. In the educational setting, the constructivist perspective on learning encompasses a

range of teaching practices. Broadly speaking, it involves encouraging students to employ active techniques, such as conducting experiments and solving real-world problems, to generate new knowledge. Subsequently, students are prompted to reflect on and discuss their actions and the evolution of their understanding. The teacher plays a crucial role in comprehending students' preexisting conceptions and guiding the learning activities to address them. Constructivist theory gives rise to various approaches in teaching and learning. It emphasizes the significance of the learning context, considering it as integral to the learning process itself (McMahon, 2018). Moreover, the learning environment should be intentionally designed to both support and challenge students' thinking (Vista, 2017). Ultimately, the ultimate aim is to foster students' development into effective thinkers. The theory therefore applies to the study.

### **1.1.3 Conceptual Background**

Various authors have provided different definitions for instructional materials. Isola (2017) considers them to be didactic materials that facilitate learning and teaching. Abdullahi (2014) defines instructional materials as locally made or imported tools that can greatly enhance the impact of a lesson when used intelligently. Ikerionwu (Isola, 2017) refers to instructional materials as objects or devices that assist teachers in making lessons clearer for learners. Additionally, instructional materials are described as tangible or physical objects that engage the senses of hearing, sight, or both during teaching (Agina-obu, 2015).

Different authors have offered diverse interpretations of instructional materials. Isola (2017) perceives them as didactic materials that enable the facilitation of learning and teaching. According to Abdullahi (1982), instructional materials encompass locally produced or imported tools that possess the potential to significantly enhance the impact of a lesson if utilized intelligently. Ikerionwu (Isola, 2017) characterizes instructional materials as objects or devices that aid teachers in clarifying lessons for learners. Furthermore, instructional materials are described as tangible or physical objects that stimulate the auditory, visual, or both senses during the teaching process (Agina-obu, 2015).

According to Isola (2017), instructional materials are categorized into different classes, including audio, visual, and audiovisual. Audio instructional materials are those that rely solely on the sense of hearing, like radio, audio tape recordings, and television. On the other hand, visual instructional materials are designed to appeal to the sense of sight only, such as the chalkboard, chart, slide, and filmstrip. Audiovisual instructional materials, on the other hand, combine devices that engage both the sense of hearing and sight, like television, motion pictures, and computers (Agina-Obu, 2015). It is interesting to note that among the instructional materials utilized by classroom teachers, visual aids outnumber the combination of audio and audiovisual materials. This highlights the importance of incorporating visual elements in teaching to enhance learning outcomes.

#### **1.1.4 Contextual Background**

In Uganda, teachers' effectiveness is considered important and is rated partly on the premise of instructional materials. According to the Education Standards and National Curriculum and Development Centre (2020), teaching aids of instructional nature effectively influence the extent of effectiveness of teachers in the teaching and learning environment. In Butebo district, traditional, graphical and improvised materials of instruction are critical in aiding teachers to effectively deliver the subject content to the learners in different classes.

The need to identify the suitable instructional materials, by which teachers can instruct learners can be made to comprehend the extent of the subject easily and intelligibly, is the focus of this study (IMAA, 2004). For example, there is need for the introduction and use of instructional materials and equipment for use in classrooms. The broad aim of any good training materials is to induce and support the learning process that leads to improve on-the-job performance through effecting changes in the knowledge, attitudes, skills and practices of the learners.

That withstanding, there are inadequacies in the instructional materials compared to the high enrolment of learners. It has to be noted that with the high influx of learners due to free primary education, the available instructional materials are short in supply. Therefore, much instructional materials are considered important in facilitating teachers' effectiveness in primary schools, it is not the case in Butebo Sub County (District Education Office, DEO 2023). This not only

undermines teachers' effectiveness but also the learners' absorption capacity during the teaching and learning performance the situation may therefore get worse if no intervention is made. With the foregoing views, it is worth investigating the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district.

## **1.2 Statement of the Problem**

Instructional materials are considered important in the process of instruction. According to Lemchi (2016), teachers are driven to execute their duties effectively on the premise of the influence of available instructional materials in the school. Research consistently shows that usage of instructional materials is a powerful determinant of teachers' effectiveness (Lemchi, 2016).

However, according to the Ministry of Education and Sports Planning Report (2020), teachers in rural schools are as effective as expected. In Butebo district, government-aided primary schools exist but with rather inadequate instructional materials, yet some are outdated (District Education Office, 2022). This means that teachers do not appropriately utilize instructional materials in the teaching and learning process. This appears to not only undermine the effectiveness of teaching in the instruction process but also the ultimate performance of learners. It is therefore imperative to carry out a study on the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district.

## **1.3 Objectives of the Study**

The study was guided by general and specific objectives

### **1.3.1 General Objective of the Study**

The major objective of the study was to determine the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district

### **1.3.2 Specific Objectives of the Study**

- i.) To establish the influence of traditional materials on teachers' effectiveness in government-aided primary schools in Butebo district
- ii.) To find out the influence of improvised materials on teachers' effectiveness in government-aided primary schools in Butebo district
- iii.) To come up with solutions to shortage of instructional materials in government-aided primary schools in Butebo sub county, Butebo district

### **1.4 Research Questions**

- i.) What is the influence of traditional materials on teachers' effectiveness in government-aided primary schools in Butebo district?
- ii.) What is the influence of improvised materials on teachers' effectiveness in government-aided primary schools in Butebo district?
- iii.) How can the shortage of instructional materials in government-aided primary schools in Butebo sub county, Butebo district be mitigated?

### **1.5 Scope of the Study**

#### **1.5.1 Geographical Scope**

The study was carried out in Butebo Sub County that is located in Butebo district. However, focus will be based upon selected primary schools in Butebo district. This is because UPE schools in Butebo sub county are characterized by limited instructional materials and thus affecting teachers' effectiveness as well as the content absorption capacity of learners.

#### **1.5.2 Time Scope**

The study ran from 2021-2023. This period was considered in the study because it was during this time that a number of failures in performance were registered in the teaching in Butebo district. This is partly the reason for undertaking this study.

#### **1.5.3 Content Scope**

The study is about influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County. However, the study was limited to the influence of

traditional materials, influence improvised materials on teachers' effectiveness and solutions to shortage of instructional materials in government-aided primary schools in Butebo sub county, Butebo district.

### **1.6 Justification of the study**

Since schools started implementing the practice of utilizing instructional materials, the effectiveness of teachers has drastically changed in government-aided primary schools. This is attributed to traditional and improvised materials. With these practices in primary schools being upheld, teachers' effectiveness has been promoted and thus impacting learners' performance at the same time. There are limited school instructional materials and poor academic performance amongst the pupils/learners and this therefore was a justification for the researcher to carry out the current study.

### **1.7 Significance of the Study**

The findings of the study are anticipated to help teachers in choosing an appropriate instructional material(s) capable of releasing pupils' tension towards the subject thus improving pupils' learning.

Further still, the study is hoped to motivate teachers to develop interest towards utilizing suitable teaching materials that will be a possible means towards reducing failure in the teaching and learning of social studies.

Findings of this study may equally help clarify among the teachers the need for continuous and regular improvisation of suitable instructional materials for teaching and learning of social studies.

This study may also be of benefit to school heads as they would understand more on where their teachers' ineffectiveness comes from in the area of instructional material usage. This would in turn set the base for what they can do in order to help the teachers and hence improve their effectiveness.

### 1.8 Definition of Conceptual Terms

This section gives definition of all significant terms that used in the study

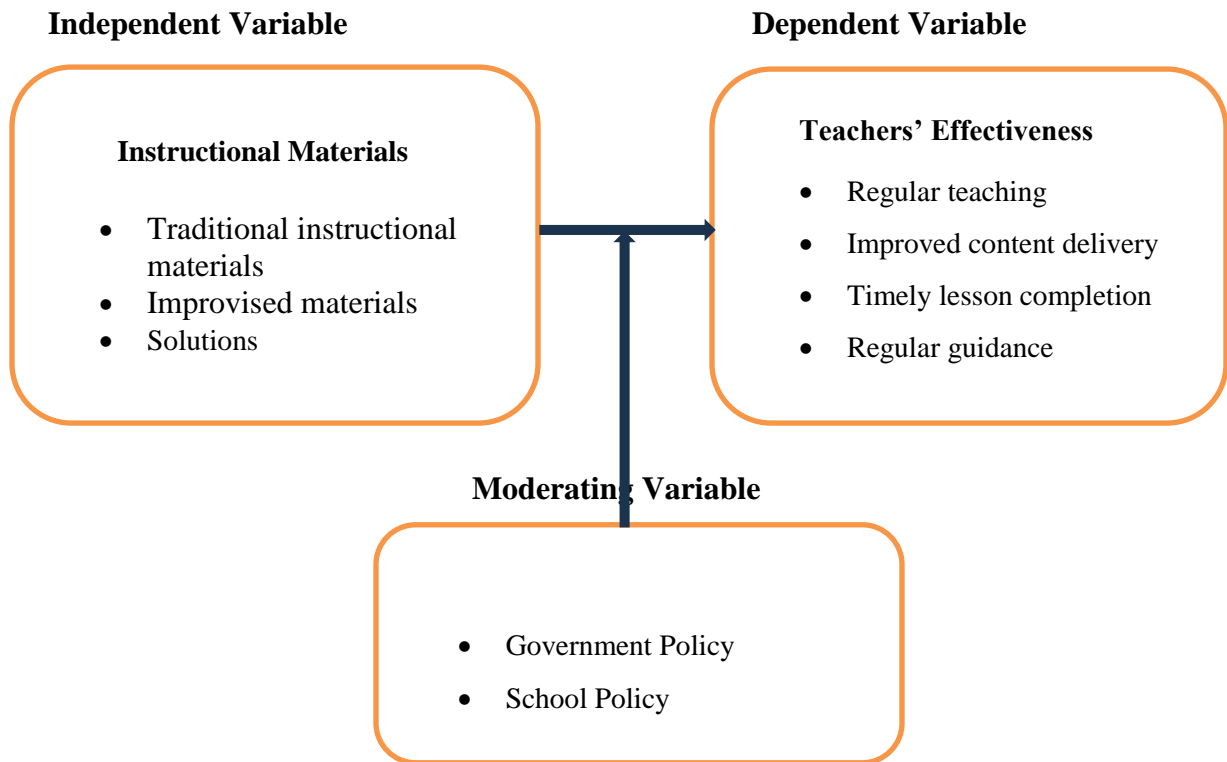
**Influence** refers to the power to affect or have an effect on something

**Teachers' effectiveness** refers to level of teachers' achievements in the instruction process

**Instructional materials** refer to equipment and facilities used in the teaching and learning process like charts, text books, maps and other related equipment

**Instructional materials refer to material resources** that include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder.

### 1.9 Conceptual Framework



Source: Researcher: 2024

The conceptual framework explains the relationship between the independent (influence of instructional materials) in terms of traditional and improvised materials and solutions to shortages and the dependent (teachers' effectiveness) variables in the study. This is with regard

to regular teaching, improved content delivery, timely lesson completion and regular guidance. The instructional materials are quite important in the teaching and learning process in primary schools. They among others include textbooks, teachers' guides, reference books, models, excursions/field trips, charts, calculators, computers and internet. Their availability enables teachers to be effective in performance of their duties and thus leading to regular teaching, improved content delivery, timely lesson completion and regular guidance. Government and school policies are however critical in the provision of instructional materials that promote teachers' effectiveness.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section presents a review of the related literature and therefore gives the various contributions made by different scholars with regard to influence of instructional materials on teachers' effectiveness in government-aided primary schools. Different writers have approached the aspects of instructional materials teachers' effectiveness differently. Their different views are included in the review of the related literature. The section also identified the gaps to support the problem statement of the study.

#### **2.1 Influence of Use of Traditional Instructional Materials on Teachers' Effectiveness**

Traditional resources include any textbooks and workbooks used in the classroom. For example, language arts classrooms almost always have subject textbooks, writing textbooks, and even vocabulary and spelling workbooks (DFID, 2017). In addition to these, traditional resources also include any supplemental reading material, like novels or poems outside of the textbook. These materials can really help to introduce new concepts to your students. For example, when learning the concept of theme, a given subject textbook can provide numerous reading materials all displaying theme in different types of literature. In the same way, workbooks can give some useful basic practice activities for a new vocabulary word or even writing activities that might be difficult for students. Then, when mastery is shown on a basic level, a teacher can introduce to the pupils more challenging material related to that concept.

According to DFID (2017), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost-effective input affecting pupil/student performance in education institutions. In this context adequate supply is usually assumed to be a minimum of one textbook per three pupils, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week or month. Adequacy of instructional materials determines an educational system's efficiency, according to Padmanabhan (2013). For effective teaching and learning, textbook and resource materials are basic tools, their absence or

inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non-exciting to the learners.

Adeogun (2011) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This corroborated the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Mwiria (2012) also supports that teachers' and student's performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment.

Aramide and Bolarinwa (2010) opine that Instructional Materials like textbooks, workbooks, and displayed charts have the potential for enhancing learners' learning at most education levels. Its role in teaching and learning is one of the most important and widely discussed issues in contemporary education policy. Education in this age has become widespread and as such, exclusively oral teaching cannot be the key to successful pedagogy. To make teaching and learning interesting the teacher has to use Instructional Materials that make the lesson lively and attractive to learners. In the instant study, text books are relevant because they can have a bearing on the extent of pupils' performance if well utilized by learners through teachers' regular guidance.

Ema (2014) asserts that, "teaching equipment and materials have variably changed over the years, not only to facilitate teaching learning situation but also to address the instructional needs of individuals and groups" in academic institutions. Instructional materials are made up of objects such as printed, audio, visual that aid in the successful delivery of lesson to the targeted audience in a classroom environment and beyond since they can be used outside the class (Chuba, 2010). To this end, instructional materials are said to be objects or things the teacher can use in the classroom while teaching in order to ease off his teaching activities. However,

instructional materials cannot address all the teaching-learning problems but it can go a long way in solving them, simply because, they are additional apparatus (Ambogo, 2012).

According to Abdu-Raheem, (2011), research has showed that a large proportion of instructional materials found in most schools are printed materials. The reason is not that they are considered to be the most effective, but they are the most accessible and easy to use. The textbooks' is the one required that is used by the entire class in studying a particular subject. This does not imply that all learning activities should be geared towards teaching the contents of the book, or that it should form the sole basis for organizing the day-to-day teaching. Instead, it should be regarded only as one of the several useful materials that will aid as in making our lessons more-exciting and more interesting to learners. However, printed materials can also include simple and well-illustrated magazines and journals and dictionary.

Mba, (2004) and Otor, Ogbeba, and Ityo, (2015) postulate that the chalk board is another important type of traditional instructional material. The commonest and most readily available form is the chalkboard. The term chalkboard is now used instead of the conventional term blackboard since chalkboard now come in different colors. The most popular color but now the most common in Uganda is black and white because it is easier in the eyes and it makes the room look more cheerful. In addition, white and black makes a pleasant contrast with others colors like green and yellow chalks which are common available types.

The chalkboard is a versatile device; its use can be adapted to any kind of subjects and to various types of situations. No special talent is necessary to be able to use it, because the chalkboard is so common, teachers tend to forget to make maximum use of it and yet, when it is not there, they find it difficult to teach (Isola, 2017). It is unfortunate that very little instructional material is being given to teachers to enhance the proper utilization of the chalkboard. Like other instructional materials, effective use of the chalkboard. like other instructional materials, effective use of the chalkboard lies in the professional and skillful handling by the teacher.

Chalkboard and charts are common non-electrically operated instructional materials; most teachers use. The chalkboard is also a display materials salient point of a lesson. It is therefore the focal point of learning in the class. Whether they are the moveable or unmovable types, the chalkboard should be properly positioned for all learners to benefit from materials displayed on them. To effectively use the chalkboard the teacher should abide by the following standards

(Ololobou, 2010). It is considered critical because, on entering the classroom, the teacher should ensure that all materials not relevant to the lesson be completely removed. They also partition the available space into portions to allow for orderly presentation of materials, writing on the chalkboard from the left to the right, stand sideways while writing on the board, write and draw neatly and legibly, endeavor to write straight not in a slanting, manner on the chalkboard.

## **2.2 Influence of Improvised Materials on Teachers' Effectiveness**

According to Olumorin, Yusuf, Ajidagba, & Jekayinfa, (2010), instructional material comprises any teacher-made resources. These include anything the teacher creates, like handouts, worksheets, tests, quizzes, and projects. Many of these are used for assessment in the classroom, which is determining the level of learning on any given topic. For instance, different handouts or worksheets can be used throughout a unit to see which students are getting it and which learners are struggling (Jekayinfa, 2012). Evaluating these materials is very important. Everything a teacher creates must be a true assessment of the learning objectives. For instance, a test on a more advanced novel needs to show how a learner can apply the concepts of theme, character development, conflict, and other literary ideas covered in that unit. In this case, simple recall of plot events should take a lesser role in any teacher-created assessments.

White (2001), says some presenters prepare two sets of flip charts placed side by side; one set as a prepared series of charts and the other is a blank set used as chalkboard to write additional points and deal with questions/answers from the learners. Flip chart can be turned off from the top edge or otherwise separated for future use. For example, the learner may like to see some charts separately in the class and the teacher may like to rearrange them to make another set of flip chart. Unlike the chalkboard, flip chats preserve their own record. A quest speaker may be provided with flip chart which may be review letter. Some learners who might have been absent from a class may benefit from the flip charts employed by the teacher (Kochhar, 2012)

According to Ololobu (2010), instructional Material in Social Studies means anything that can assist the teacher in promoting teaching and learning. When the learners are given the chance to learn through more senses than one, they can learn faster and easier and be able to remember the material learnt for a longer time. The teacher should, however, note that the Instructional Materials used should be able to captivate or arouse the interest of the learners. Cases in point

can the use of simple worksheets and handouts that appeal to the learners' level of perception of the content delivered in the teaching-learning process.

Onyekwelu (2001), states that the main way in which flip charts can be used is by providing an instantly-renewable series as blank surfaces on which material can be jotted down on an impromptu basis in the course of lesson, group discussion or other activity. They can, for example, be used to list replies from class members to questions or ideas generated by buzz groups. When a series of flip charts is produced arising from discussions and questions, it is often useful to arrange that they can continue to be visible. This can be done by using adhesive tape to stick completed charts onto doors, walls, windows, frames and other surfaces of the classroom. With flipchart pads, there are useful two holes punched near the top of the charts that are then placed over protruding bolts built into the flipchart easel. A bar is then screwed on, to retain the flip chart pad securely.

However, when you intend to paste up flip charts sheets round the room, it is useful when you remove the bar, so that you can tear off sheets neatly at the very top of each sheet, leaving the holes intact. This means that if you later wish to bring back a particular chart, for detailed discussion complicated diagram in advance by using monochromatic harmony. He can then trace the diagram quickly with bright colors during the classes. It is very effective to show some movement or a chart. Written words underlying or encircling them are also effective action. Flip chart are used in many different settings such as in any type of presentation where the paper pads are pre-filled with information on a given type, for capturing information in meeting and brainstorming session, in classroom and teaching institutions of any kind, to record relevant information in manufacturing plants, and a palette for artist in "life-drawing" classes.

The importance of these resources in teaching and learning process are identified and well utilized in most advanced countries like Britain where social studies is taught with flip chart. Canada and United States use flip charts as one of their instructional materials to teach students effective citizenship in a democratic society Also the defunct West Germany used it as one of their instructional media to teach means their students know how to develop a new political order, Japan used it in their schools to teach how to build the foundation for a democratic society, in the same vein Thailand used it in their schools to teach how to foster individual and national development. Social studies is a tool for solving societal problems (Bello, 2012).

In the developed countries such as USA in Kansas Middle School, the social studies flip charts have been created for the indicators that have been targeted for the Kansas Assessment in Social Studies. The flip charts are available for all three assessed areas. Assessed indicators are identified with a cognitive category of application or knowledge. The teachers in Kansas were encouraged to use the three-story intellect as a model for cognitive understanding (Bello, 2012). Defines knowledge as the ability to recognize and recall social studies definitions, facts, concepts, and procedures. Application is defined as the ability to use or apply social studies knowledge to interpret, analyze, problem solve, make informed decisions and impact civic participation.

Bello (2012), explains that, since most presentations are delivered before small groups of 35 people or less in most schools in USA the flip chart is the perfect size and enumerated its advantages as follows: they need no electricity to operate, they do not require the use of any special films or printers to produce them, an inexpensive box of flip chart markers allows all the creativity you want and any last-minute changes can easily be made.

Allen and Hart (2009), states that besides using touching materials the teacher must ensure that variety of the same are available in class for effective teaching and learning. They say that the materials and equipment presented in primary school setting should be chosen to provide many and varied opportunities for learners to practice and master familiar skills through a variety of materials. Hainich (2010), further support the subject by saying that the primary function of a visual aid as a communication device is to serve as more concrete referent to meaning than spoken or written word. They therefore conclude that visual aid is more clearly and easily understood than verbal messages.

Usuala (2006), under took a study entitled, Education Technology in Africa. In his study, he reiterated the effectiveness of instructional material in primary schools in Africa, for instance flip charts and worksheets are considered critical because they make the learning process livelier and more adaptable to the learners. He also expressed the recognition of the importance of these instructional aids by a number of African countries. This led to the establishment of educational technology centres in a number of African countries.

According research conducted by Fitzwater (1991), and also showed that maps and Globes are universally accepted as significant, materials in teaching and learning of social studies, history, geography, mathematics, science and even languages. Their value lies in their ability to give an almost accurate visual representation of the earth's surface, which makes the study of large and remote areas in a more accurate and meaningful way possible. Maps are visual scaled representations on a flat surface of the land and water masses of the earth or some portion of it. Although maps are not generally as accurate as globes, they are useful for detailed study and viewing the earth at one time. They also enable students to understand, compare and contrast political units, land masses and water bodies, as well as furnishing information about area directions, sizes shapes distances.

The non-projected pictures are most widely used and most readily available. These are particularly still pictures that influence the learning process since the learners are able to easily recall. They are easy to prepare and cost little. This is why teachers as well as those who are still in training are well advice to collect and preserve pictures for future use, because they are so plentiful, teacher fail to think of them as instructional aids, they fail to realize the values that can be derived from them if they are put to proper use.

### **2.3 Solutions to Shortage of Instructional Materials in Rural UPE Schools**

Educational leaders often face the daunting task of dealing with resource shortages, particularly during times of crisis, budget constraints, or heightened demand. The lack of funds, staff, materials, or space can pose significant challenges for schools and districts. In order to effectively cope with these limitations, several strategies can be employed to manage resource shortages in the field of education.

Various approaches can be implemented to reduce the difficulties associated with obtaining and utilizing high-quality instructional materials. Research conducted in various regions, such as Africa, has identified improvisation as a key strategy. Eshiet (1996) explains that improvisation entails the identification, selection, and utilization of appropriate instructional materials to support the teaching and learning process when standard materials are lacking or insufficient. This approach is crucial for achieving specific educational objectives and goals effectively.

Several studies conducted by Abodelraheem & Al-Rabane (2005), Udosen (2011), and Ibe-Bassey (2012) have shown that the creation of improvised media using low technological materials and resource-centered learning can significantly enhance the limited knowledge base of any course of study. Moreover, it can greatly enrich instruction, ensuring a high-quality learning experience. Additionally, these studies highlight the importance of incorporating technology into the teaching and learning process of basic science education. These findings align with the observations made by Dodge (1997), who emphasized that the utilization of technologies such as simulation devices opens up new possibilities for individual learning tools, environmental resources, and services.

The utilization of ICT has the potential to reduce certain obstacles in obtaining educational materials. As per UNESCO (2004), the utilization and widespread adoption of electronic communications can impact the effectiveness and productivity of primary education globally. The accessibility of information through the Internet for both educators and learners have the ability to revolutionize educational content and teaching methods.

In addition, educational courses created by highly skilled educators in a particular nation can be easily accessed by students residing in various countries. By utilizing advanced technology-driven teaching methods that incorporate the Internet and the World Wide Web (WWW), the scope for communication and availability of educational resources can be significantly broadened. According to Tinio (2002), information and communication technology (ICT) possesses the capability to enhance accessibility, relevance, and quality of education in developing nations. Tinio further highlights the potential benefits of ICT, emphasizing its ability to greatly facilitate the acquisition and assimilation of knowledge, thereby presenting developing countries with unprecedented opportunities to improve their educational systems.

To effectively address resource shortages, it is crucial to optimize your processes and systems in order to maximize the utilization of available resources. This can be achieved through the implementation of various tools and techniques, such as lean management. Lean management focuses on eliminating wasteful practices and enhancing efficiency and quality. For instance, you can streamline workflows, minimize paperwork, automate tasks, or leverage online platforms. Additionally, utilizing data and evidence can enable you to monitor performance, evaluate outcomes, and identify areas that require improvement. Furthermore, feedback and effective

communication play a vital role in ensuring that your processes align with your goals and meet your specific needs.

To address resource shortages effectively, it is crucial to engage in collaborative efforts with individuals and organizations who can assist in fulfilling your requirements. By tapping into the knowledge, expertise, and resources of your colleagues, partners, and stakeholders, you can optimize your chances of success. One approach is to exchange best practices, materials, or personnel with other educational institutions or districts that encounter similar challenges. Additionally, seeking assistance from external entities like donors, sponsors, volunteers, or community groups can offer valuable support in terms of funding, services, or equipment. Furthermore, involving your students, parents, and staff in the process of finding innovative solutions, such as fundraising, recycling, or repurposing, can contribute to overcoming resource limitations.

#### **2.4 Instructional Materials in Uganda**

According to a report by the Ministry of Education and Sports (2013), it has been established that Uganda is grappling with the challenge of substandard education at the primary level. The government recognizes the severity of this issue as primary education is the main form of education accessible to the majority of Ugandans. Consequently, the lack of essential resources like learning materials significantly hinders the learning process.

Opolot J.M (2013) emphasizes the significance of instructional materials in providing quality education at all academic levels, especially primary education. These materials play a crucial role in facilitating learning and implementing the intended curriculum. Opolot highlights various types of instructional materials, including textbooks, teacher guides, supplementary readers, and essential reference books such as Atlases and dictionaries. These non-text materials are equally important in enhancing the learning experience. Ivor (2011) further supports Opolot's viewpoint by emphasizing the need to consider the provision of school facilities and instructional materials as essential factors in achieving quality education.

Opolot J.M (2013) emphasizes the significance of instructional materials in the learning process. He suggests that the provision of these materials establishes a clear connection between them and

the learning process. Opolot asserts that instructional materials are essential components in education, and the curriculum cannot be effectively implemented without them. These materials not only provide information but also help in organizing the scope and sequence of the presented information. This highlights the crucial role instructional materials play in facilitating the learning process.

According to Arinaitwe K (2017), the analysis of education challenges in Uganda highlights the significant role of modern civilization in development. It is clear that the allocation of resources towards education directly impacts the level of advancement in quality education.

In the education policy review commission report, Ssentenza K. (1992) emphasizes the importance of the government, non-government organizations, and other education stakeholders taking responsibility for the provision and distribution of teaching facilities across all subject areas. It is crucial to address the issue of inadequate materials promptly. This highlights the significance of ensuring the availability of instructional materials.

## **2.5 Research Gap**

Most studies that look into the students' performance, do not attach it with inadequacy or lack of instructional materials. Although studies in Uganda have lamented on poor performance in schools, they did not link this situation with inadequate quality instructional resources. These studies are clear that there is a problem in secondary schools and this is directly linked to inadequate quality instructional materials and thus, it will contribute to the literature on quality education in Uganda.

## **CHAPTER THREE**

### **METHODOLOGY**

### **3.0 Introduction**

This section provides description of how the study was conducted. It spells out the research design, target population, sampling size and selection, sampling techniques and procedure, data collection methods, data validity and reliability, data analysis, interpretation and discussion of results.

### **3.1 Research Design**

In order to meet the objectives stated in chapter one, a descriptive research design was used since the researcher studies a particular group of people at a time and it is aimed at providing data on the entire population under study. Furthermore, design was applied due to the fact that it utilizes different groups of people who differ in the variable of interest, but share other characteristics such as socio-economic status, educational background, and ethnicity (Odiya, 2009). The researcher also used both quantitative and qualitative approaches to investigate the research problem.

### **3.2 The Study Population**

The study population is 102. It comprised of; school administrators (head teachers, deputy head teachers, and Directors of Studies); teaching staff most especially teachers out of eight Schools, four will be selected in Butebo Sub County. The teachers were focused on due to the fact that they are involved in running school activities both internally and externally and more so the teaching while using instructional materials.

### **3.3 Sample Size and Sampling Techniques**

The study engaged 92 respondents as study sample size, selected from the four primary schools selected from Butebo Sub County. These schools will be selected using judgmental sampling method based on researcher`s knowledge about the suitable schools (Odiya 2009). The sample size was composed of administrators and teaching staff. Administrators (head teachers, deputy head teachers, and directors of studies) were interviewed because they are well knowledgeable concerning the study subject matter. However, teachers were subjected to questionnaires (likert scale) since they are precise

and easy to fill. However, of the 92 respondents, 80 provided responses for data analysis. This gave a response rate of 86.9% that was quite for the study.

**Table 3.1: Sample Size and Sampling Technique**

<b>Selected School</b>	<b>Composition</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling technique</b>
	Administration	3	3	Purposive sampling
	Teaching staff	20	18	Simple random sampling
	Administration	3	3	Purposive sampling
	Teaching staff	25	22	Simple random sampling
	Administration	3	3	Purposive sampling
	Teaching staff	25	22	Simple random sampling
	Administration	3	3	Purposive sampling
	Teaching staff	20	18	Simple random sampling
	<b>TOTAL</b>	<b>102</b>	<b>92</b>	

**Source: Determined according to. Krejcie and Morgan (1970)**

### **3.4 Sampling Techniques**

The researcher used variety of strategies namely purposive and simple random sampling to obtain composition of respondents in Table 3.1, as put up by Odiya (2009). Purposive sampling was used among administrators to select only relevant respondents like head teachers, deputy head teachers and director of studies since they are involved in the supervision in respective schools. Simple random sampling will be used on teachers since they are quite many. This gave them an equal opportunity to participate in the study.

### **3.5 Data Collection Methods**

#### **3.5.1 Interviews**

According to Odiya (2009), this is the method of data collection, information or opinion gathering that specifically involves asking a series of questions. Typically, an interview under this study represented a dialogue between the researcher and head teachers, deputy head teachers and directors of studies. A well-designed list of questions termed as an interview guide was used. This is because interviews are very sensitive and personal information from the respondents obtained with ease, can clarify and elaborate on the purpose of the research and effectively convince the respondents about the importance of the research and also get more information by using probe questions.

#### **3.5.2 Questionnaire**

According to Wallen et al. (1993) and Odiya (2009) a questionnaire is a form of interrelated questions prepared before-hand by the researcher about the research problem based on the objectives. This method was subjected to the teaching staff. Questionnaires were used among teachers because the researcher was able to collect the complete responses, since they simply involve rating the responses in terms of strongly agree, agree, not sure, disagree and strongly disagree. It also enabled the researcher to overcome face to face bias.

#### **3.5.3 Documentary reviews**

According to Wallen et al. (1993), this involved examining the existing documents concerning the study subject matter to extract relevant information regarding study. This method of data collection enabled the researcher to collect factual and supporting information, more especially the traditional, graphical and improvised instructional materials.

### **3.6 Data Quality Management**

Data quality management was enhanced in terms of reliability and validity of the instruments.

### **3.6.1 Reliability**

Reliability is the consistence with which an instrument measures whatever it is intended to measure. To ensure reliability, the researcher used a test-retest coefficient for internal consistency. Reliability was based on Content Validity Instrument (CVI).

### **3.6.1 Validity**

Validity is the accuracy and meaning-fullness of inferences which is based on research results. The researcher conducted a pretest of questionnaire and interview guides by first seeking views of experts in the field, views of colleagues and research supervisors in regard to various forms of validity. Finally, test of the instruments was made on a group of 10 respondents who took part in the actual study to ensure validity was effectively determined.

## **3.7 Methods of Data Analysis**

### **3.7.1 Data Processing**

Data collected was sorted out based on respondent categories and in line with research questions. Data was then be edited properly to ensure that there are no mistakes and wrong information and critical errors were eliminated. Coding was done to have logical information, data was arranged, same answers were put together and varying answers were studied more and linked to the study to assess their effects on the study.

### **3.7.2 Measurement of variables**

Quantitative data was collected, edited and coded in tables where frequencies and percentages were drawn and analyzed based on the themes that were developed from objectives of the study, using SPSS for descriptive quantitative data respectively. The appropriate measurements (as shown herein) were used to measure the relationship between influence of teachers' choice of instructional materials on the performance in different disciplines in primary schools. Therefore, data relationship measurement was categorized in an orderly form using the Five Likert Scale (used on the questionnaire) as indicated in table 3.2. However, qualitative data was measured using thematic themes.

**Table 3.2 showing the likert scale**

1	2	3	4	5
Strongly agree (SA)	Agree (A)	Not sure (NS)	Disagree (D)	Strongly disagree (SD)

### **3.7.3 Data Presentation and Interpretation**

Data was presented using frequency and percentage tables plus figures. This was used for easy data analysis and interpretation. Quantitative data was presented using SPSS tables. Additionally, data analysis was further made using Statistical Package for Social Scientists (SPSS). This enabled the researcher to easily analyze the influence of instructional materials on teachers' effectiveness quantitatively. However, the use of thematic themes enabled easy analysis of qualitative data.

## **CHAPTER FOUR DATA PRESENTATION AND ANALYSIS**

### **4.1 Introduction**

The chapter includes the presentation, analysis, and discussion of the findings; objective by objective. The purpose of the study was to examine the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district. The study was based on the following objectives;

1. To establish the influence of traditional materials on teachers' effectiveness in government-aided primary schools in Butebo district
2. To find out the influence of improvised materials on teachers' effectiveness in government-aided primary schools in Butebo district
3. To come up with solutions to shortage of instructional materials in government-aided primary schools in Butebo sub county, Butebo district

The findings in this chapter were summarized into the background characteristics of the respondents and empirical results. Frequency tables, mean and standard deviation were used for presentation and thereafter analysed accordingly. To begin with, the researcher presented the biographical data of the respondents.

## 4.2 Biographical Data

**Table 4.1 Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
male	39	55.7	55.7	55.7
Valid female	31	44.3	44.3	100.0
Total	70	100.0	100.0	

Source: primary data (2024)

Table 4.1 reveals that majority of the respondents were male 39 (55.7%) followed by the female 31 (44.3%). This therefore implies that most of the respondents that participated in the study were of the male gender compared to females. This was quite reliable given that majority of the respondents, (55.7%) were part of the target population and thus giving credence to the study.

**Table 4.2 Age**

	Frequency	Percent	Valid Percent	Cumulative Percent
	18-25	5	7.1	7.1
	26-33	16	22.9	30.0
	34-41	21	30.0	60.0
Valid	42-47	15	21.4	81.4
	48 above	13	18.6	100.0
	Total	70	100.0	100.0

Source: primary data (2024)

From the table above, it is clearly evident that 21 (30.0%) of the respondents were in the age bracket of 34-41, followed by 16 (22.9%) who were 26-33, 15 (21.4%) were 42-47 years whereas 13 (18.6%) were of age bracket 48 above years. However, the minority 5 (7.1%) were in the age bracket of 18-25. It is therefore possible to reach the conclusion that more of the respondents were found to be adults and in the productive age brackets of their life. It therefore presupposes that they were able to meet the anticipated targets of the research study.

**Table 4.3 Education level**

	Frequency	Percent	Valid Percent	Cumulative Percent
	certificate	23	32.9	32.9
Valid	diploma	24	34.3	67.1
	degree	21	30.0	97.1
	masters	2	2.9	100.0
	Total	70	100.0	100.0

Source: primary data (2024)

From the table 4.3, it is revealed that 24 (33.4%) of the respondents held diplomas, 23 (32.9%) were certificate holders, 21 (30.0%) degree holders and 2 (2.9%) master's degree. This could imply therefore that the information provided was quite reliable since almost all respondents are educated and hence understand the influence of instructional materials on teachers' effectiveness in government-aided primary schools.

**Table 4.4 Marital status**

	Frequency	Percent	Valid Percent	Cumulative Percent
married	51	72.9	72.9	72.9
single	6	8.6	8.6	81.4
Valid divorced	6	8.6	8.6	90.0
widow	7	10.0	10.0	100.0
Total	70	100.0	100.0	

Source: primary data (2024)

According to table 4.4, marital status of the respondents is such that 51 (72.9%) of the respondents were married, 6(8.6%) divorced, and 7 (10.0%) were single. However, 6 (8.6%) were single. Given that the majority were married (57.1%), it points to responsibility and thus giving needed responses to the questions put forward in the instant study.

### **4.3 Descriptive Statistics**

According to Garson (2012) all forms of statistical analysis assume sound measurement, relatively free of coding errors. Therefore, it is good practice to run descriptive statistics on one's data so that one is confident that data are as expected in terms of out-of-bounds entries beyond the expected range. The mean or average in statistics is the sum collection of numbers divided by the count of numbers in the collection. The collection is often a set of results of an experiment or an observational study or frequently a set of results from a survey. A standard deviation is a statistic that measures the dispersion of a dataset relative to its mean and is calculated as the square root of the variance. The standard deviation is calculated as the square root of variance by determining each data point's deviation relative to the mean. Descriptive statistics analyses were performed on all variables measuring the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district.

The first objective was to establish the influence of traditional materials on teachers' effectiveness in government-aided primary schools in Butebo district. The respondents were requested to give their responses on whether the traditional materials influence teachers' effectiveness in government-aided primary schools. Descriptive statistics were carried out to answer this objective using means and standard deviations. The results were analysed as follows;

a mean close to 4 and 5 reflect agreement, a mean closer to 1 or 2 reflect disagreement while a mean closer to 3 reflects uncertainty.

**Table 4.5 Descriptive Statistics for influence of traditional materials on teachers' effectiveness in government-aided primary schools**

	N	Minimum	Maximum	Mean	Std. Deviation
I use textbooks in the process of teaching	70	1	5	3.67	1.002
I sometimes use workbooks for instruction purposes	70	1	5	3.71	1.124
I make use of charts to conduct the teaching	70	1	5	4.09	1.419
I involve the use of visual aids	70	1	5	4.07	1.415
I use the chalkboard on a regular basis	70	1	5	3.33	.932
I have access to adequate teaching materials	70	1	5	3.49	.937
Valid N (listwise)	70				

Source: primary data (2024)

The results in Table 4.5 revealed that respondents agreed that they use textbooks in the process of teaching (Mean = 3.67 and std. deviation = .1.002), sometimes use workbooks for instruction purposes (Mean = 3.71 and std. deviation = .1.124), make use of charts to conduct the teaching (Mean = 4.09 and std. deviation = .1.419), involve the use of visual aids (Mean = 4.07 and std. deviation = .1.415), use the chalkboard on a regular basis (Mean = 3.33 and std. deviation = .932), and have access to adequate teaching materials (Mean = 3.49 and std. deviation = .937).

The results means that teachers in government-aided primary schools use text books during the teaching and learning, use workbooks for instruction purposes and make use of charts to conduct the teaching. The findings further indicate that teachers involve the use of visual aids, use the chalkboard on a regular basis and have access to adequate teaching materials as well.

The second objective was to find out the influence of improvised materials on teachers' effectiveness in government-aided primary schools in Butebo district. The respondents were requested to give their responses use simple handouts in the teaching process, use worksheets to enhance instruction, use of routine tests as part of the teaching, use of simplistic quizzes as teaching, use of blank flip charts vital in the teaching process and use of colors to differentiate different learning features. Descriptive statistics were carried out to answer this objective using means and standard deviations. The results were analysed as follows; a mean close to 4 and 5 reflect agreement, a mean closer to 1 or 2 reflect disagreement while a mean closer to 3 reflects uncertainty.

**Table 4.6 Descriptive Statistics for influence of improvised materials on teachers' effectiveness in government-aided primary schools**

	N	Minimum	Maximum	Mean	Std. Deviation
I use simple handouts in the teaching process	70	1	5	3.50	.938
I use worksheets to enhance instruction	70	1	5	3.50	.938
I make use of routine tests as part of the teaching	70	1	5	4.09	1.419
I involve the use of simplistic quizzes as teaching	70	1	5	3.54	.940
I find the use of blank flip charts vital in the teaching process	70	1	5	3.26	.925
I make use of colours to differentiate different learning features	70	1	5	3.49	.937
Valid N (listwise)	70				

Source: primary data (2024)

The results in Table 4.6 revealed that respondents agreed that they use simple handouts in the teaching process (Mean = 3.50 and std. deviation = .938), use worksheets to enhance instruction (Mean = 3.50 and std. deviation = .938), make use of routine tests as part of the teaching (Mean = 4.09 and std. deviation = .1.419), involve the use of simplistic quizzes as teaching (Mean = 354 and std. deviation = ..940), find the use of blank flip charts vital in the teaching process

(Mean = 3.26 and std. deviation = .925), and make use of colours to differentiate different learning features (Mean = 3.49 and std. deviation = .937).

The results means that teachers in government-aided primary schools use simple handouts in the teaching process, use worksheets to enhance instruction, and make use of routine tests as part of the teaching. The findings further indicate that teachers involve the use of simplistic quizzes as teaching, find the use of blank flip charts vital in the teaching process and make use of colours to differentiate different learning features.

The third objective was to come up with solutions to shortage of instructional materials in government-aided primary schools in Butebo sub county, Butebo district. The respondents were requested to give their responses whether they; improvise some instructional materials in the classroom environment, selective while utilizing instructional materials during the lesson, normally source the most cost-effective instructional materials available, and whether they use of my practical knowledge coupled with available instructional resources to enhance learning. Descriptive statistics were carried out to answer this objective using means and standard deviations. The results were analysed as follows; a mean close to 4 and 5 reflect agreement, a mean closer to 1 or 2 reflect disagreement while a mean closer to 3 reflects uncertainty.

**Table 4.7 Descriptive Statistics for solutions to shortage of instructional materials in government-aided primary schools**

	N	Minimum	Maximum	Mean	Std. Deviation
I improvise some instructional materials in the classroom environment	70	1	5	3.64	1.001
I am very selective while utilizing instructional materials during the lesson	70	1	5	3.43	.930
I normally source the most cost-effective instructional materials available	70	1	5	3.31	.929
I utilize simulation devices to enhance individual learning	70	1	5	3.87	1.130
I often utilize local materials from the school setting	70	1	5	3.64	1.001
I make use of my practical knowledge coupled with available instructional resources to enhance learning	70	1	5	4.27	1.499
Valid N (listwise)	70				

Source: primary data (2024)

The results in Table 4.6 revealed that respondents agreed that they improvise some instructional materials in the classroom environment (Mean = 3.64 and std. deviation = 1.001), selective while utilizing instructional materials during the lesson (Mean = 3.43 and std. deviation = .930), normally source the most cost-effective instructional materials available (Mean = 3.31 and std. deviation = .929), utilize simulation devices to enhance individual learning (Mean = 3.87 and std. deviation = 1.130), often utilize local materials from the school setting (Mean = 3.64 and std. deviation = 1.001), and make use of my practical knowledge coupled with available instructional resources to enhance learning (Mean = 3.27 and std. deviation = 1.499).

The results means that teachers in government-aided primary schools improvise some instructional materials, are selective while utilizing instructional materials during the lesson, and

often source the most cost-effective instructional materials available. The findings further indicate that teachers utilize simulation devices to enhance individual learning, often utilize local materials from the school setting and make use of my practical knowledge coupled with available instructional resources to enhance learning.

#### **4.4 Interview Responses**

Interviews were conducted with head teachers, deputy head teachers and director of studies in selected government-aided primary schools in Butebo Sub County, Butebo district. Interview responses were based on understanding of instructional/learning resources/materials, some of the learning resources used by teachers in classroom instruction, teachers' utilization of instructional materials in the teaching and learning process, internal and external factors that affect the use of instructional materials in the course of English language instruction, modalities available in the school to localize instructional materials in case of shortage and ways to improve the usage of learning instructional materials in order to impact the teachers' performance.

About the understanding of instructional materials, the respondents responded accordingly. They pointed out that they are basically teaching aids often used to facilitate learning in the classroom environment. One of the school heads stressed that; *“instructional materials are resources used by teachers to make learners perceive the subject content”*

With regard to some of the learning resources used by teachers in classroom instruction, the respondents pointed out some of them. They all emphasized that the schools have some materials like textbooks, maps, charts, simplified reading handouts among others. One of the deputy school head showed that; *“much as some instructional materials exist in school, they are not adequate to cater for the high pupil enrolment driven by the UPE policy of free education”*

To find out why teachers utilize instructional materials in the teaching and learning process, the respondents provided their role on part of the teachers and learners as well. They reasoned that instructional materials make it easy for teachers to deliver the subject content while at the same time enhances easy comprehension of the subject matter by the learners. One of the directors of studies held that; *it not easy to promote teaching and learning without adequate and relevant*

*instructional materials*. Therefore, it means that instructional materials are of critical importance in the process of teaching and learning.

In as far as the, internal and external factors that affect the use of instructional materials in the course of English language instruction are concerned, most of the respondents were in agreement. They pointed out that financial resources from the government at times delay and thus affecting the use of certain instructional materials. Within the schools, it was noted that it is sometimes difficult to locally improvise some instructional materials due to limited financial resources especially towards the end of the term. One school heads pointed out that; *much as some resources are remitted from government to facilitate the acquisition of instructional resources, they are not adequate*. Another school head was of the view that; *there are delays involved in the remittance of capitation grants which makes it difficult to acquire certain instructional materials on time*.

Concerning the modalities available in the school to localize instructional materials in case of shortage, the respondents responded accordingly. They were able to show that available modalities also depend on the internal environmental factors in the school. They pointed out that through the parents' teachers' association (PTA), some limited resources are locally generated to supplement the central government remittances (UPE capitation grants).

It was further noted that the learners are tasked to contribute certain materials from which instructional materials can locally be improvised in case of shortages. One deputy school head intimated that; *the school does not wait for government to mitigate its shortages in instructional materials*. Another deputy school head and directors of studies were in support of the foregoing. It was emphasized that; in case of shortage due to high learner enrolment per class, the school resorted to re-streaming and sharing out the existing instructional materials among the learners.

## **4.5 Discussion of Findings**

### **4.5.1 Findings on the influence of traditional materials on teachers' effectiveness in government-aided primary schools in Butebo district**

The results show that teachers in government-aided primary schools use text books during the teaching and learning, use workbooks for instruction purposes and make use of charts to conduct the teaching. The findings further indicate that teachers involve the use of visual aids, use the chalkboard on a regular basis and have access to adequate teaching materials as well. This is in accordance with DFID (2017). It noted that instructional materials traditionally include any textbooks and workbooks used in the classroom. Adeogun (2011) argues that there is a very strong positive significant relationship between instructional resources and academic performance. Mwiria (2012) also supports that teachers' and student's performance is affected by the quality and quantity of teaching and learning materials.

In addition, Aramide and Bolarinwa (2010) opine that Instructional Materials like textbooks, workbooks, and displayed charts have the potential for enhancing learners' learning at most education levels. Ema (2014) asserts that, "teaching equipment and materials have variably changed over the years, not only to facilitate teaching learning situation but also to address the instructional needs of individuals and groups" in academic institutions.

### **4.5.2 Findings on the influence of improvised materials on teachers' effectiveness in government-aided primary schools in Butebo district**

The results show that teachers in government-aided primary schools use simple handouts in the teaching process, use worksheets to enhance instruction, and make use of routine tests as part of the teaching. The findings further indicate that teachers involve the use of simplistic quizzes as teaching, find the use of blank flip charts vital in the teaching process and make use of colours to differentiate different learning features. This is supported by Olumorin, Yusuf, Ajidagba, & Jekayinfa, (2010). They argue that instructional material comprises any teacher-made resources. These include anything the teacher creates, like handouts, worksheets, tests, quizzes, and projects.

White (2001), says some presenters prepare two sets of flip charts placed side by side; one set as a prepared series of charts and the other is a blank set used as chalkboard to write additional points and deal with questions/answers from the learners. Onyekwelu (2001), states that the main way in which flip charts can be used is by providing an instantly-renewable series as blank surfaces on which material can be jotted down on an impromptu basis in the course of lesson, group discussion or other activity. Bello, (2012) and Hainich (2010), Usuala (2006) are in support of the foregoing.

#### **4.5.3 Findings on solutions to shortage of instructional materials in government-aided primary schools in Butebo sub county, Butebo district**

The results also show that teachers in government-aided primary schools improvise some instructional materials, are selective while utilizing instructional materials during the lesson, and often source the most cost-effective instructional materials available. The findings further indicate that teachers utilize simulation devices to enhance individual learning, often utilize local materials from the school setting and make use of my practical knowledge coupled with available instructional resources to enhance learning.

The foregoing is in line with Abodelraheem & Al-Rabane (2005), Udosen (2011), and Ibe-Bassey (2012) have shown that the creation of improvised media using low technological materials and resource-centered learning can significantly enhance the limited knowledge base of any course of study. Eshiet (1996), Dodge (1997) and UNSECSO (2004) are also in support of the foregoing findings.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the conclusions and recommendations of the findings in relation to the study objectives. It is divided into four sections; conclusions, recommendations, possible areas for further studies and limitations of the study. These sections were guided by the study objectives which focused on examine the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district.

#### 5.2 Conclusions

The results revealed that teachers in government-aided primary schools use text books during the teaching and learning. They also showed that teachers use workbooks for instruction purposes and make use of charts to conduct the teaching. The findings further indicate that teachers involve the use of visual aids, use the chalkboard on a regular basis and have access to adequate teaching materials as well.

The results revealed that teachers in government-aided primary schools use simple handouts in the teaching process, use worksheets to enhance instruction, and make use of routine tests as part of the teaching. The findings further indicate that teachers involve the use of simplistic quizzes as teaching, find the use of blank flip charts vital in the teaching process and make use of colours to differentiate different learning features.

The results also revealed that teachers in government-aided primary schools improvise some instructional materials, are selective while utilizing instructional materials during the lesson, and often source the most cost-effective instructional materials available. The findings further indicate that teachers utilize simulation devises to enhance individual learning, often utilize local materials from the school setting and make use of my practical knowledge coupled with available instructional resources to enhance learning.

In addition, the results showed that much as some instructional materials exist in school, they are not adequate to cater for the high pupil enrolment driven by the UPE policy of free education. They also showed that it not easy to promote teaching and learning without adequate and relevant instructional materials.

Still, the results revealed that though some resources are remitted from government to facilitate the acquisition of instructional resources, they are not adequate. Another school head was of the view that; there are delays involved in the remittance of capitation grants which makes it difficult to acquire certain instructional materials on time.

### **5.3 Recommendations**

Based on the study findings, the study recommends the following for improving the use of instructional materials and teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district.

There is need to push government to increase school budgets for adequate acquisition of instructional materials.

There is also need to plan and ensure timely remittance of capitation grants that are critical is aiding government-aided primary schools to acquire relevant and adequate instructional materials. This can promote effective teaching and learning.

It is also important to re-orient government-aided primary schools towards creativity and innovation. This can go a long way in strengthening local modalities of improvising supplementary instructional materials/resources.

Schools in Butebo district should collaborate and coordinate with each other on the utilization of existing instructional materials. Where pupil numbers are overwhelming, it is critical request schools with limited pupil numbers to giving a helping hand.

### **5.4 Areas for further Research**

It is recommended that a more extensive study preferably qualitative research to be carried out to provide more insights and details to address the “how” and “why” research questions and enable deeper understanding of experiences, phenomena, and the context of usage of instructional materials particularly the graphical ones. This approach could allow researchers to ask questions that cannot be easily put into numbers to understand human experience regarding usage of instructional materials/resources in government and private-aided primary schools alike.

## References

- Abdu-Raheem, B. O. (2011), Availability, adequacy and utilization of social studies instructional materials in Ekiti State secondary schools. *Journal of Current Discourse and Research*, 3, 242-255
- Abdu-Raheem, B. O. (2014), Improvisation of instructional materials for teaching and learning in secondary schools as predictor of high academic standard. *Nigerian Journal of Social Studies*, XVII (1), 131-143
- Abdullahi, A. (2014). *Science Teaching in Nigeria*, Ilorin: Atoto Press.
- Agina-Obu, T.N. (2015). *The Relevance of Instructional Materials in Teaching and Learning in* Robert-Okah. I & Uzoeshi, K.C. (Ed). *Theories are Practice of Teaching*, Port Harcourt: Harey Publication.
- Abolade, A.O. (2009), Basic criteria for selecting and using learning and instructional materials. In I.O. Abimbola & A.O. Abolade (Eds.), *Fundamental principles and practice of instruction*, Department of Science Education, Ilorin
- Adeogun, A.A. (2011), The principal and the financial management of public secondary schools in Osun State, *Journal of Educational System and Development*, 5(1), pp.1 – 10
- Agina-Obu, T.N, (2015), The relevance of instructional materials in teaching and learning. In I. Robert-Okah & K.C, Uzoeshi (Eds.), *Theories and practice of teaching*, Port Harcourt: Harey publication
- Allen, K.E. and Hart, B, (2019), *The Early Years Arrangement for learning* Prentice Hall N.J
- Alinaitwe K. (2017). *Challenges of science education m Africa the Ugandan scene*, Kampala, Uganda.

- Ambogo, M.M. (2012), Relationship between availability of Teaching and Learning Resources and performance in Eldoret district. Moi University, Scholarlink research institute journals. (SRIJ)
- Bello, A (2003), Assessment of library source for teaching social studies in FCTE abuja in Nigeria, Journal of Curriculum Organization (CON) vol. 10. No. 1 page 63-70
- Bello, S (2012), Effect of flip chart on academic achievement of senior secondary school student in Ecology in bauchi metropolics unpublished B. tech Edu. Project Abubukar Tafawa balewa university bauchi, Nigeria
- DFID (2017) in, Bontoux V and Buchan A (2007), Secondary Textbook and School Library Provision in Sub-Saharan Africa: A Review based on 19 National Case Studies World Bank, Washington ([www.worldbank.org](http://www.worldbank.org))
- District Education Office, (2022), Butebo District Local Government
- Ezikanyi, G (2012), The utilization of instructional materials in the teaching and learning of physics in secondary school
- Fadeiye, J.O. (2015), A social studies textbook for colleges and universities. Ibadan: Akin-Johnson Press and Publishers
- Ibeneme, O.T, (2017), Provision and utilization of instructional equipment for teaching and learning science and technology, Issues in Educational Journal, 1, 139-144
- Ikerionwu, J.C, (2000), Importance of aids and resources in classroom teaching. In A.M. Oyeneyin (Ed.) Perspective of classroom teaching, Abuja: Martmonic Investment Ltd
- Isola, O.M, (2017), Effect of standardized and improvised instructional materials on pupils' academic Achievement in Primary school, Unpublished M. Ed. project, University of Ibadan, Ibadan
- Ivor K.D. (2011). Instructional technique. Mc. Grow Hill inc.

- Iyunade, O. T. (2014), Availability and Utilization of Instructional Materials in Selected Andragogical Setting in Ogun State, Nigeria, *International Journal of Humanities and Social Science*, 4 (4), 268-277
- Iyunade, O. T. (2014). Availability and Utilization of Instructional Materials in Selected Andragogical Setting in Ogun State, Nigeria, *International Journal of Humanities and Social Science*, 4 (4), 268-277
- Jekayinfa, A.A. (2012), *Fundamentals of instructional methods*. Ilorin, Kwara State, Olives Production Ltd
- Kochhar, S. K. (2016), *The teaching of social studies*. New Delhi, India. Sterling Publishers Private Limited
- Kolo, C.M, (2006), *Development and management of school Resources*. Port-harcourt: graphic publishers
- Mba, T. N. (2004), *Adult education and development*. Port Harcourt: Pearl Publisher
- Mwiria, K. (2012) *The Harambee School Movement: A historical perspective*. Unpublished Ph. D Thesis, University of Wisconsin
- Olayinka, A. B. (2016), Effects of Instructional Materials on Secondary Schools Students' Academic Achievement in Social Studies in Ekiti State, Nigeria. *World Journal of Education*, 6 (1), 32-39
- Olumorin, C. O., Yusuf, A., Ajidagba, U. A., & Jekayinfa, A. A. (2010), Development of Instructional materials from local resources for art-based courses. *Asian Journal of Information Technology*, 9(2), 107-110 <http://dx.doi.org/10.3923/ajit.2010.107.110>
- Oluwagbohunmi, M.F., & Abdu-Raheem, B.O, (2014), Sandwich undergraduates' problem of improvisation of instructional materials in social studies: The case of Ekiti State University, *Journal of International Academic Research for Multidisciplinary*, 1(12), 824-83

- Onyilagha, J. C. and Nnajiolor, F. N. (2016), Comparative Study of The Impact of Instructional Materials and Technology on Traditional and Distance Education Systems. *International Journal for Innovation Education and Research*, 4 (2), 71- 78, [www.ijer.net](http://www.ijer.net)
- Onykwelu, N (2001) Junior Secondary School instructional materials implication for U.B.E in C.O.N. vol. 8 No.1
- Opolot J.M. (2013) Impact of learning materials on the quality of Basic education in Uganda, Ministry of Education and sports, Kampala, Uganda.
- Otor, E. E. Ogbaba, J. and Ityo, C. N. (2015), study the “Influence of Improvised teaching Instructional Materials on Students” Performance in Primary Schools in Vandeikya Local Government Area of Benue State, Nigeria. *International Research in Education*, 3 (1): 111- 118. doi:10.5296/ire. v3i1.7181
- Padmanabhan, Y. (2013), Internal efficiency in primary education <http://www.sterioso41188eci.htm>
- Ssentenza K. (1992). Education policy commission review, Uganda report, Kampala, Uganda.)
- Usuala (2016) Seven Principles for Good Practice in Education. Racine, WI: The Johnson Foundation, Inc/Wingspread
- White, B.S (2014), Character of Social Studies Teachers in Nigeria Schools’ insight 11 (1 & 2) 11-12.

## APPENDIX I

### Research Consent Form

Influence of Instructional Materials on Teachers' Effectiveness in Government-aided Primary Schools in Butebo Sub County, Butebo district

I am **Namwima Eseza**, a student of Busitema University pursuing a bachelors' degree in Education. You have been selected to take part in a study to help ascertain the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district.

#### The set objectives are;

- i.) To establish the influence of traditional materials on teachers' effectiveness in government-aided primary schools in Butebo district
- ii.) To find out the influence of improvised materials on teachers' effectiveness in government-aided primary schools in Butebo district
- iii.) To come up with solutions to shortage of instructional materials in rural UPE schools in Butebo sub county, Butebo district

You are being invited to take 30 minutes to answer questions about the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district. You may choose to participate; you may withdraw at any time and for any reason without penalty. All information got from you will be kept confidential.

*I \_\_\_\_\_ have read the Information Sheet for Participants for this study and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time. I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study. I agree to provide information to the researcher under the conditions of confidentiality.*

## **APPENDIX II**

### **Questionnaire for Teachers**

Dear participant,

I am **Namwima Eseza**, a student of Busitema University pursuing a bachelors' degree in Education. You have been selected to take part in a study to help ascertain the influence of instructional materials on teachers' effectiveness in government-aided primary schools in Butebo Sub County, Butebo district.

#### **The set objectives are;**

- i.) To establish the influence of traditional materials on teachers' effectiveness in government-aided primary schools in Butebo district
- ii.) To find out the influence of improvised materials on teachers' effectiveness in government-aided primary schools in Butebo district
- iii.) To come up with solutions to shortage of instructional materials in rural UPE schools in Butebo sub county, Butebo district

#### **Note**

Your name or identification will not appear anywhere on this form unless for informed consent. This is to make sure the answers given are not associated with you. This study is completely voluntary and you can opt out if you wish. Before participating in the research, you will sign a consent form.

**Thank you very much for accepting to be part of this study.**

**SECTION A**

**1. Sex of respondent**

Male

Female

**2. Age bracket of respondent in years**

18-25  26-33  34-41  42-47

48-above

**3. Level of Education**

Certificate

Diploma

Degree

Masters

**4. What is your marital status?**

Married

Single Parent

Divorced  widow

In the following sections you are requested to kindly tick on the scale whether Strongly Disagree (SD), Agree (D); Not Sure (NS), Agree (A) or Strongly Agree (SA) with the statements in the sections below.

	<b>SA</b>	<b>S</b>	<b>NS</b>	<b>SD</b>	<b>D</b>
<b>SCALE</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

## SECTION B

### Influence of Traditional Materials on Teachers' Effectiveness in Government-Aided Primary Schools in Butebo District

ITEMS	SD	D	NS	A	SA
1. I use textbooks in the process of teaching					
2. I sometimes use workbooks for instruction purposes					
3. I make use of charts to conduct the teaching					
4. I involve the use of visual aids					
5. I use the chalkboard on a regular basis					
6. I have access to adequate teaching materials					

## SECTION C

### Influence of Improvised Materials on Teachers' Effectiveness in Government-Aided Primary Schools in Butebo District

ITEMS	SD	D	NS	A	SA
1. I use simple handouts in the teaching process					
2. I use worksheets to enhance instruction					
3. I make use of routine tests as part of the teaching					
4. I involve the use of simplistic quizzes as teaching					
5. I find the use of blank flip charts vital in the teaching process					
6. I make use of colors to differentiate different learning features					

## SECTION D

### Solutions to Shortage of Instructional Materials in Rural UPE Schools in Butebo Sub County, Butebo District

ITEMS	SD	D	NS	A	SA
1. I improvise some instructional materials in the classroom environment					
2. I am very selective while utilizing instructional materials during the lesson					
3. I normally source the most cost-effective instructional materials available					
4. I utilize simulation devices to enhance individual learning					
5. I often utilize local materials from the school setting					
6. I make use of my practical knowledge coupled with available instructional resources to enhance learning					

## **APPENDIX III**

### **Interview Guide for Head teachers, Deputy Teachers and Director of Studies**

Influence of Instructional Materials on Teachers' Effectiveness in Government-aided Primary Schools in Butebo Sub County, Butebo district

#### **Section B**

#### **Factors Affecting the Use of Learning Resources and English Language in Butebo Sub County**

1. What do you understand by instructional/learning resources/materials?
2. Mention some of the learning resources used by teachers in classroom instruction?
3. Why do your teachers utilize instructional materials in the teaching and learning process?
4. What the key internal factors that affect the use of instructional materials in the course of English language instruction?
5. What the key external factors that affect the use of instructional materials in the course of English language instruction?
6. Are any modalities available in the school to localize instructional materials in case of shortage? Please is possible, briefly elaborate
7. Suggest ways to improve the usage of learning instructional materials in order to impact the teachers' performance?

## Appendix 1V

### Research Workplan


ACTIVITY/TIME	JULY 2023	AUG- SEP 2023	OCT 2023	NOV- DEC 2023	MAR- APR 2024	MAY 2024	MAY 2024	JUNE 2024
Selection of Topic and supervisors	✓							
Review of journal articles		✓						
Developing Research Proposal			✓	✓				
Submission of Research Proposal					✓			
Data Collection						✓		
Data Analysis							✓	
Report Writing								✓
Submission of Draft Dissertation								✓


## Appendix V

### Research Budget and Time Frame

<b>Activity</b>	<b>Description of Activity</b>	<b>Duration</b>	<b>Cost</b>
Study Material	Accessing Journals & Articles	1month	50,000
Stationery	Rims of paper, pens, pencils, Tonner other consumables	1month	50,000
Printing & Binding	Printing & binding the questionnaires, Research proposals Research proposal & final report	One week	100,000
Data collection	Research assistants (1)	14 days	75,000
Transport costs	Travel expenses in the field	10days	75,000
Data Analysis costs			200,000
Total Budget Expenses			550,000

Appendix VI: INTRODUCTORY LETTER

  
District Inspector  
Of Schools - Butera  
Sign: *[Signature]*

 **BUSITEMA UNIVERSITY**  
Butera Campus

P.O. Box 236, Butera  
Ctn: +254-45445542  
Dnt: +254-45445564  
Mob: +254-70299874  
Fax: +254-45445517  
Email: [info@busitema.ac.ke](mailto:info@busitema.ac.ke)  
Website: [www.busitema.ac.ke](http://www.busitema.ac.ke)

---

**FACULTY OF SCIENCE AND EDUCATION  
DEPARTMENT OF EDUCATION**


06<sup>th</sup> May, 2024


**TO WHOM IT MAY CONCERN**

**BACHELOR OF EDUCATION, PRIMARY**  
MRS. NAMWIMA ESEZA ..... is a student  
of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,  
Nagongera Campus. His/her Registration Number is..... B.U.V.P/2022/1759.....

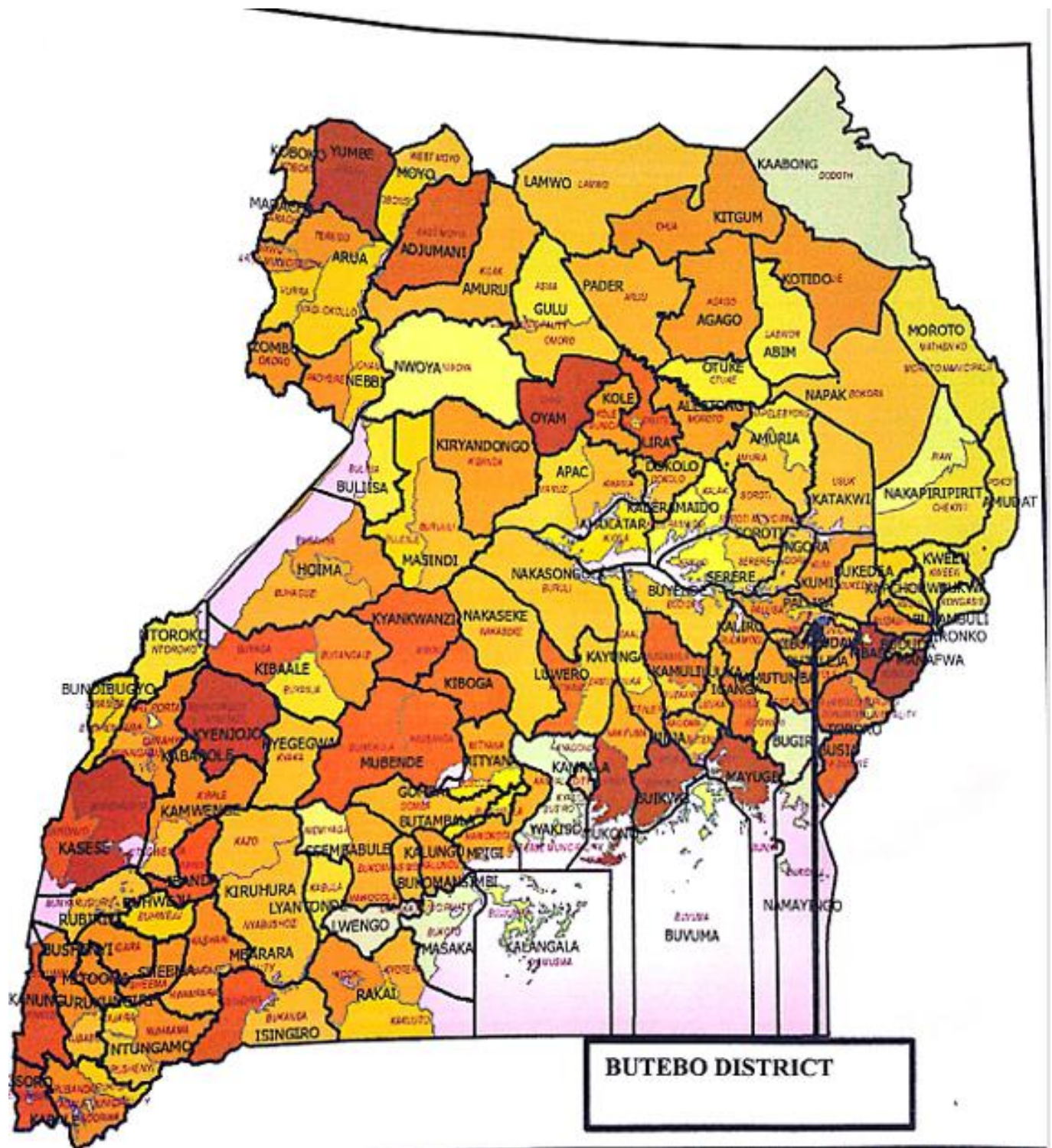
The purpose of this letter is to formally request you to allow him/her to access any information in  
your organization which is relevant to his/her research.

His/her research topic is..... INFLUENCE OF INSTRUCTIONAL  
MATERIALS ON TEACHERS' EFFECTIVENESS IN  
GOVERNMENT-AIDED PRIMARY SCHOOLS IN BUTERA  
COUNTY, BUTERA DISTRICT.

Yours Sincerely,  
  
06 MAY 2024 \*  
Dr. Kaweesi Muthamad  
Ag. Head of Department, Education

*Ms. Namwima Esezga  
is hereby allowed to  
access the information relevant  
to her research in  
our schools.*  
  
District Inspector  
Of Schools - Butera  
Sign: *[Signature]*

Appendix VII: A MAP OF UGANDA SHOWING BUTEBO DISTRICT



Appendix VIII: A MAP SHOWING BUTEBO SUB COUNTY

