

Utilization of instructional material in primary schools in Sironko District

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ABSTRACT:

This study was carried out in selected primary schools in Sironko district to investigate into utilization of instructional materials in the teaching and learning situation. The study was prompted by the fact that in 198, teacher resource and instructional materials were distributed in schools with a view to improve on the teaching and learning process in the primary schools. This would be reflected in improved performance at PLE. However, performance in Sironko primary schools has persistently remained poor and there has not been any documented study to establish the effective utilization of the teacher resource and other instructional materials.

The study adopted a cross sectional survey research design in which interviews and questionnaires were used to collect data from Centre Coordinating Tutors, Inspectors and headteachers and the teachers on utilization of instructional materials in the primary schools in Sironko district. Data on the challenges faced by the teachers in utilizing the materials and the possible solutions to enhance utilization were also collected from the respondents. The results of the study indicate that all the primary schools in the district received the teacher resource and instructional material distributed in 1998. However, most of the kits are stored in headteachers' offices and not easily accessed by the teachers as and when needed for teaching. So, the teachers seldom utilize the kits in the teaching and learning process. The findings further indicate supervision of the teachers by headteachers and the Centre Coordinating Tutors to ensure that they utilize the kits has not been effective. The teachers have not been assisted to replicate and replenish the kits due to a number of challenges.

There are several challenges that have affected the effective utilization, replication and replenishing of instructional materials in the primary school in Sironko district. There include among others, accessibility to the instructional materials, commitment of the teachers, poor supervision and lack of motivation. The study recommends among other

things, that the instructional materials in schools should be stored in places where all the teachers can easily access them as often as possible so that they can effectively utilize them in the teaching and learning process.