

JIDDA ABDULRASHID

114-045011-10461

**THE EFFECT OF INSTRUCTIONAL MATERIALS IN TEACHING AND
LEARNING ON STUDENTS' ACADEMIC PERFORMANCE IN
COMPUTER STUDIES IN MASABA S S
BUDADIRI COUNTY, UGANDA**

APRIL, 2015

ABSTRACT

This study was aimed at finding out the effect of instructional materials on students' academic performance in computer studies at Masaba SS Budadiri County, Uganda. This study was guided by the following objectives: To assess the effect of the visual materials on students' academic performance. To examine the effect of audio materials on students' academic performance. To find out the extent to which audio-visual materials influence the students' academic performance. The study was a non-randomized pretest posttest design, using qualitative research method. A total of 70 students formed the sample for the study. The student are in senior three in Masaba SS. Census method was used to the student and were randomly designated as Visual instruction group (Experimental group 1), Audio instruction group (Experimental group 2), Audio-visual instruction group (Experimental group 3) and Traditional instruction group (Control group). A validated Computer Performance Test instrument of a reliability of 0.802 was administered. Paired sample t-test were used at significance level of 0.05. Observation was conducted on some of the students to find out their skills level at both pretest and posttest. The result showed that students taught with instructional materials for example, Visual, Audio, and Audio-visuals aided instruction is significant with visual p-value (.006), audio p-value (.045) and audio-visual p-value (.000) compared to those taught with traditional method with p-value (.138). The study recommends that teachers should be train on how to integrate instructional materials in their instructions and encouraged them to adopt the method in their teaching, and also curriculum designers should play their role in making sure that instructional materials have been used based on the subject