

UNIVERSITY OF EDUCATION, WINNEBA

**THE AVAILABILITY AND USE OF TEACHING AIDS IN PUBLIC
PRIMARY SCHOOLS IN AGONA WEST MUNICIPALITY**

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PRIMARY SCHOOLS IN AGONA WEST MUNICIPALITY**



**A dissertation in the Department of Educational Foundations of
the Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Post Graduate Diploma
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JULY, 2022

DECLARATION

Student's Declaration

I, Doh Grace Emezi, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

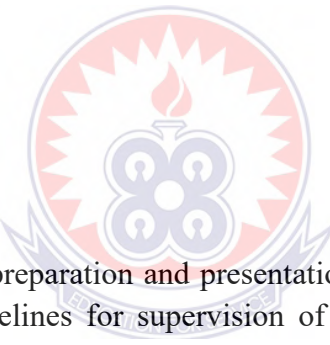
Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Dr. Peter Eshun (Supervisor)

Signature:

Date:



DEDICATION

This work is dedicated to my family for the love and support all through this programme and also in loving memory of my father, Late Pastor Maxwell Emezi.



ACKNOWLEDGEMENTS

I will like to acknowledge the assistance given me by my supervisor, Dr. Peter Eshun, you helped in bringing the best out in me. Also, I will like to acknowledge my husband, Pastor Godwin Edem Doh, despite your busy schedule, you still made time out to assist me in distributing questionnaires. As for my colleagues, especially my course representative, Mr Foster Ofori, you all were really amazing.



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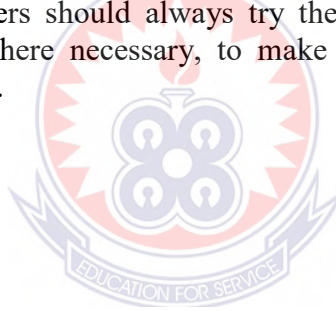
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ABSTRACT

This research examines the availability and use of teaching aids in public primary schools in Agona West Municipality. The study was carried out through descriptive survey. The study population included all public primary school teachers in the Agona West Municipality. From this population, a sample of 175 teachers were randomly selected from 35 public primary schools in the Agona West Municipality. The research instrument used for data collection was the Availability and Utilization of Teaching Aids (AUTA) questionnaire, which was constructed by the researcher, for the purpose of data collection. Descriptive statistics namely: frequencies and percentages were used to analyze the data. The findings of the study showed that models, games, text books, computers, and pictures were moderately available while projectors, public address system, television, cassettes and head phones were not available in public primary schools. Also, from the findings, it was discovered that models were regularly utilized, while pictures, games, computers and text books were seldom utilized. However, projectors, television, public address system, cassettes and head phones were not utilized in public primary schools in Agona West Municipality. The conclusion drawn from the study was that the availability and use of teaching aids are indispensable for the effective teaching of pupils as the readiness and appropriate utilization of instructional facilities makes the teaching and learning among pupils concrete rather than abstract and improves educational programs. It is highly recommended that teachers should always try their best to make use of available instructional materials where necessary, to make their lessons more concrete and interesting to the students.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the modern world today, functional education provides the basic instrument for gainful employment, personality progress, economic prosperity and developmental moral build up, and positive interpersonal relationships; while lack of it, signifies ignorance, underdevelopment, maladjustment, crime, poverty, frustration, among others (Roseline, 2019). Ineffective teaching may be unavoidable without functional instructional materials to enhance innovative production in modern fields such as science and technology, among others (Idris, 2008). Education is the focal point to a country's genuine growth and development for every child, be it moral, mental, emotional, psychological and the condition of health. According to Adeyemi et al, (2010), it is widely accepted, that education is one of the leading instruments for promoting economic development, as it encompasses some processes individuals go through, to help them develop and utilize their potentials. Okeke (2007), points out that, through education, individuals acquire knowledge, skills and attitude that are necessary for effective living. This is the reason why in all modern nations, investment in the education of the youth is considered most vital. Onsomu et al, (2006), observes that secondary education is an important sub sector of education in the preparation of human capital for development and provision of life opportunities as it provides a vital link between basic education and the world of work on one hand, and further training on the other. Hallack (1990) emphasized that the availability of relevant educational resources / teaching aids, contributes to academic achievement and that unattractive school buildings, crowded classrooms, non-availability of playing grounds and surroundings, which have no aesthetic beauty, can contribute to

poor academic achievement. Further, Kembui (1995) in a study of relationship between educational resources and student's academic performance in Kenya noted a very strong positive significant relationship between instructional resources and academic performance. According to him, schools with more resources performed better than schools that are less endowed. This collaborated to the findings of a study by Babayomi (1999) that private schools because of availability and adequacy of teaching and learning resources, performed better than public schools.

Hoop (2010), notes that education in most Sub-Saharan countries, faces chronic shortages in physical and human resources. According to him, rather than distributing the limited resources available for secondary education uniformly across schools, many governments allocate a relatively large share of available resources, to a select number of secondary schools. Similarly, findings by World Bank (2008) in a study on provision of textbooks and physical resources in secondary schools in sub-Saharan African countries: Botswana, Cameroon, Cote d'ivoire, Ghana, Kenya, Malawi, Rwanda, Tanzania and Togo revealed that urban secondary schools have better textbook supplies and physical facilities than those in the rural areas. They further asserted that textbooks and Libraries were not only inadequate but unevenly distributed among rural and urban schools in Sub-Sahara Africa. Instructional materials are essential tools in learning every subject in the school curriculum. They allow the students to interact with words, symbols and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology. According to Faize et al. (2011), instructional materials are print and non-print items that are designed to impact information to students in the

educational process. Instructional materials include items such as textbooks, magazines, newspapers, slides, pictures, workbooks, electronic media, among others.

It is in-line with the above mentioned, that Reche et al. (2012), affirmed that Kenya's education system is dominated by examination oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. Further, manifestations of quality education have to do with literary cognitive abilities, performance and progression to higher levels of learning. However, quality education cannot be achieved without educational resources which play an important role in the achievement of educational goals and objectives. According to Adeogun et al. (2008), educational resources can be categorized into four groups that is human, material, physical and financial resources. Educational resources which accounts for teaching aids, according to Usman (2007), are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teachers' work and accelerate learning on the part of the student.

According to Romiszowski (1974), Dale (1969), Patel (1986) shortage of instructional resources, hindered effective utilization. This is supported by Njoroge (2000) in a study on factors affecting availability, acquisition and utilization of resources in the teaching of English in selected secondary schools in Kenya, it was discovered that unavailability of educational resources, hinders effective utilization. However, Kitheka (2005) noted that schools with abundant resources may not always utilize them efficiently and consequently fail to raise student's level of performance. On the other hand, schools with limited resources may utilize what they have efficiently and

this may boost learning. Thus students should be able to maximize and utilize available resources so as to adequately achieve educational objectives.

Similarly, Ngala (1997) noted that utilization of available resources is more important than the quantity. This is supported by Cohen et al (2003) who points out that it is not making resources available to schools that matters, but getting those resources utilized by teachers and students to get academic content learned.

Instructional materials play a very important role in the teaching-learning process; the availabilities of textbook, appropriate chalkboard, Mathematics kits, Science kit, teaching guide, science guide, audio-visual aids, overhead projector, among others, are the important instructional materials (Yousuf et al. 2005). According to Raw (2010) the first instructional material is the textbook. Various definitions to textbook emphasize the role of textbook as tool for learning. Textbook is the nucleus to all the learning activities related to a particular curriculum. Textbook plays a vital role in imparting knowledge to the students in the third world countries. From Yousuf (2005), he further said that, the next instructional materials are the chalkboards. The chalkboard / marker board is the teaching aid that teachers frequently make use of; particularly during lectures and discussions. There are different kinds such as, blackboard, maker board, write board, felt board and magic board. The teachers use it in classrooms to write the important words, statement, to draw diagrams, figures and maps. Other prominent instructional material includes mathematics kits. This is usually study kit; it is a box containing a variety of visual aids artistically assembled and displayed pertaining to a single topic (Nichollos, 2000). There are also science kits. Science kit is a study kit for science subjects such as; Physics, Chemistry, and Biology. It includes all the necessary aids useful for the teaching of science subjects

like charts, maps, and apparatus, among others. According to Raw et al. (2003), teaching guide as an aid or material, is a booklet provided to teachers. It provides guidance to teachers about the matters regarding teaching-learning process completely. He also said that Audio-visual aids are the teaching aids used for the teaching-learning processes. The use of audio visual aids can be used to encourage teaching and learning activities. It can also help to reduce the rate of forgetting. Example of this includes maps, graph, and diagrams among others.

Computer is also used as an instructional materials and it serves as tool for learning. Faize et al, (2011), mentioned that map and chart are generally used during lectures and discussions about the relationship of things; like color, clothes, and heights, among others. Another is the overhead projector. It is a device that projects the small transparencies, into large view on the board. Through overhead projector, the students are able to read, look, react and understand the text, graph, picture or anything written or drawn on the transparencies. According to Usman (2007) overhead projectors are becoming common and popular, and are widely used in normal teaching-learning processes; like in seminars, workshops, among others. The lists of instructional materials are inexhaustible in line with the teacher's level of creativity and resourcefulness. Instructional materials play a very important role in the teaching-learning processes which include; Enhancement of the memory level of the students, helps to facilitate the teaching-learning process, leads to the improvement of student rate of accumulation and assimilation, it serves as a tool used by the teachers to correct wrong impression and illustrate things that learners will not forget easily, assists in giving sense of reality to the body of knowledge under discussions, it gives lessons a personal look and encourages teacher's creativity, Permit the students and

teachers to experience in concrete terms the learning activities that can promote the idea of self-evaluation.

1.2 Statement of the Problem

In most of the public primary schools in Agona West Municipality, the major teaching and learning aids being utilized by most of the teachers is the textbooks for the various subjects.

In some of the schools, it was discovered that the head teachers are not allowing the pupils have access to these text books because of the fear of the students destroying and misplacing them. On further investigation, it was discovered that the head teachers were being made to pay for any damaged or misplaced text books during supervision.

This is thus making teaching and learning difficult for both the teachers and the students, hence leading to an unimpressive performance of students. According to Fiaveh et al. (2011), on the factors prompting pupils' academic performance in privately owned junior high schools in Accra, Ghana. It was discovered that the increasing poor performance of most public schools in Ghana, has made the task of Government in meeting basic education needs a daunting one. This was also emphasized by Ayerteye et al. (2019) on examining the use of teaching and learning material (TLM) methods in basic school level by social studies teachers in Ghana and also by Frimpong (2021), on the role of teaching and learning materials and interaction as a tool to quality early childhood education in Agona East District of the Central Region of Ghana, it was discovered, that there is a general lack of teaching and learning materials in Sub-Saharan Africa, Ghana inclusive.

It is on this note, that the researcher considered it pertinent to investigate the availability and use of teaching aids in public primary schools in Agona West Municipality in Agona Swedru, Central Region of Ghana.

1.3 Theoretical Review

This is focused on three theories: System resource theory, Instructional material theories and Sociocultural theory of teaching, learning, and development.

1.3.1 System Resource Theory on Organizational Effectiveness

System resource theory on organizational effectiveness aimed at taking real time advantage of the available resources to develop an organizations' workforce which will translate into effectiveness and efficiency, which was developed by Yutchman et al. (1967).

According to this theory, effectiveness is an organizations ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute, and monitor utilization of scarce resources. Yutchman et al. (1967), further viewed organizations such as schools, as open systems which acquire inputs, engage in transformation process and generate outputs. This is supported by Okumbe (1998) who equates a school to an industry which transforms given inputs into required outputs. Furthermore, Oni (1995), noted that the secondary school like any other organization, receives inputs from its environment converts or processes the inputs and afterwards discharges output to the environment from where the input is increased. According to Psacharopoulos et al. (1997), pupil's scores have been accepted internationally and used as a proxy of achievement. According to Owens (1973), examinations tell children how they are succeeding or

failing, given comparable information to teachers and also tell those who pay for education, what they get for their money. Looking at the fact that the effectiveness of an organization is measured in terms of its capability to acquire resources and better utilize them in achieving the set targets of an organization. Yutchman et al. (1967) system resource theory of organizational effectiveness, finds its relevance to this study because school interaction with its environment (teaching aids) is critical for the acquisition of scarce educational resources, which when utilized effectively, should translate into good performance of students in public primary schools in the central region of Ghana.

1.3.2 Instructional Material Theories

Instructional material theories assume that there is a direct link between the materials that the teachers use, and the students' learning outcome. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Furthermore, this theory assumes that instructional materials have the capacity to develop the students into the highest order of intellectual skills as they illustrate clearly, step by step on how to follow the rules/principles and elaborate on the concepts, all of which have positive impact on solving new problems by analyzing the situation and formulating a plan (Gagné et al. 2005). According to Gagné et al (2005), instructional material can be used to develop higher learning abilities of the learners, through self-teaching or guided learning. This implies that the instructional materials mainly comprise “eliciting performance” and “providing feedback on performance correctness,” in addition to “providing learning guidance” for guided discovery learning. Many of Gagné et al. (2005)'s ideas have broad implications for primary school teachers in central region of Ghana. Many of

these ideas have capacity building undertones, with themes of students' acquisition of critical thinking and problem-solving skills. However, the purpose of instructional materials or technology in education, is to stretch students' imagination and to encourage them to solve problems in their lives.

Similar idea is held by Lev Vygotsky, a Russian psychologist who held a view that tools and signs, which are in a form of instructional materials, have the capacity to develop in students, a higher level of thinking, which is important in problem-solving activities. However, since they are considered to be domain-specific, the ways instructional materials can start cognitive development, is yet to be studied with respect to classroom teaching. Thus, this study stretches these views.

1.3.3 Sociocultural Theory of Teaching, Learning, and Development

Sociocultural theory of teaching, learning and development is the third theory that carved this study. Largely inspired by the seminal works of Lev Vygotsky, this theory assumes that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's mind develop as a result of constant interactions with the social material world.

According to Vygotsky, human mind develops through interaction with materials in the learning process, where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in 'cultural tools', and the learners have to master such tools in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific profession. In the classroom, these tools can be a picture, a model, or pattern of solving a problem. Most often however, such tools

are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth.

Learning by using such tools is not something that simply helps the mind to develop. Rather, this kind of learning leads to new, more elaborated forms of mental functioning. For example, when children master such a complex cultural tool as human language, this results not only in their ability to talk, but leads to completely new levels of thinking, self-regulation and mentality in general. It is the specific organization of this tool (e.g., the semantic, pragmatic and syntactic structures of language) that calls into being and forms, new facets of the child's mind. Importantly, cultural tools are not merely static 'things' but embodiments of certain ways of acting in human communities. In other words, they represent the functions and meanings of things, as discovered in cultural practices: they are "objects that can be used for certain purposes" in human societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the course of actively reconstructing their meaning and function. Such reconstruction of cultural tools is initially possible only in the process of cooperating and interacting with other people who already possess the knowledge (i.e. the meaning) of a given cultural tool.

1.3.4 Conceptual framework

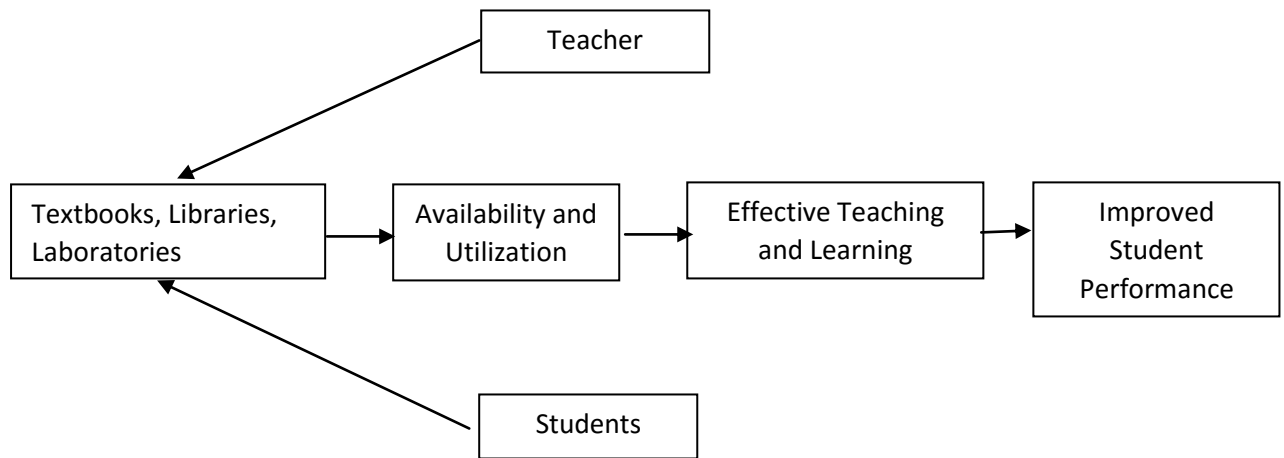


Fig 1.3.4: Interaction of Students / Teachers with Educational Resources

In the conceptual framework figure above, educational resources such as textbooks, libraries and laboratories will interact meaningfully with students and teachers. Here, the teachers themselves need to constantly update their knowledge base in the teaching and learning process. The student needs to be motivated to frequently use the educational resources. When these educational resources are available and utilized properly, with effective teaching and learning (the teacher acting as a facilitator), the outcome will be improved students' performance.

According to Babalola (2003) the rationality behind investment in human capital is based on three arguments. That the new generation must be given the appropriate parts of the knowledge which has been accumulated by previous generations. That the new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and services. That people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches. According to Akinsolu (2010), many countries

of the world view education as a good investment for National development because it is expected to produce the required quantity and quality of human resources for economic growth using the right mix of inputs.

This finding is supported by Oni (1995) who noted that secondary education like any other organization, receives inputs from its environment, converts or processes it afterwards, discharges the output to the environment from where the inputs were obtained. According to Fagerlind and Saha (1997) human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations.

Effective teaching is hard to define. It is argued that effective teaching is important for raising student achievement (Hande et al, 2014). Lorin (2004) suggested that effective teaching is one that produces demonstrable results, in terms of the cognitive and affective development of the students and hence it is an important component in every teaching professionals. It is argued that effective teaching involves far more, than presenting content and methods used to convey that content. Equally important are the affective or emotional processes involved in learning, the integration and application of new information and social processes that take place between individuals and their environments (Illeris, 2002). Effective teaching is considered as a mystery by some authors (Goldhaber, 2002). Porter et al. (1988) in their study on the synthesis of research on good teaching, identified that effective teachers are clear about their instructional goals, are knowledgeable about the content, communicate well, monitor students' understanding, are thoughtful and respectful about their teaching practices. On another note, in a study on conceptions of effective teaching, Saroyan et al (2009) found out that students expressed four ideas about effective

teaching. Effective teachers have knowledge, prepare and manage instruction, promote learning and help students grow, so they can learn independently. Fuhrman et al (2010) carried out a study on effective teaching and found that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the relevance of information to their own context. Sprinkle (2009) studied students' perceptions of effective teaching and found out that students considered effective teachers as those who employ a variety of teaching styles and make real world applications. Effective teachers exhibit humor, enthusiasm, compassion, empathy and are interested in and concerned for students even outside the classroom. Pietrzak et al. (2008) found effective teachers to possess a degree of knowledge, effective delivery style, organized and known for the amount of assigned homework. Guffey (2013) notes that school climate has an impact on the effectiveness of teachers in the school.

1.4 Purpose of the Study

The purpose of this study is to assess availability and utilization of educational resources like textbooks, libraries and laboratories in influencing student's performance in the context of free primary education in which the government provides funding for acquisition of educational resources.

1.5 Research Objectives

1. To find out the teaching aids available in public primary schools.
2. To find out the level at which the available instructional materials are utilized by teachers in public primary schools.
3. To find out the challenges faced by teachers in utilizing the available instructional materials in primary schools.

1.6 Research Questions

1. What teaching aids are available in public primary schools?
2. How often are the available instructional materials being utilized by teachers in public primary schools?
3. What are the challenges faced by teachers in utilizing the available instructional materials in primary schools?

1.7 Significance of the Study

This research work examines the effect of availability and utilization of teaching aids on academic performance of pupils. However, the effective use of the available teaching aids in public primary schools covers all development of pupils.

Hence, the analyses of this research work will provide more detailed explanation and insight into the effect of availability and utilization of teaching aids on academic performance which would be needed when establishing guidelines for future implementation especially in the public primary schools. Hence, this current study will add to the knowledge base of teachers' education and the use of teaching aids in teaching/learning process as well as establishing guidelines for further explanation.

In addition, this research work will make it clear to the Government, the available instructional materials in public primary schools.

Furthermore, this research will encourage the public primary schools teachers to adequately utilize the available teaching aids having known its effect on the academic performance of their pupils.

Therefore, it is hoped that the results of this study will be helpful in providing useful information for the preparation of pre-service teachers for teaching practice exercise; to serve as a basis for comprehensive investigation to redress problems in the implementation of the new primary school syllabi.

Finally, the research works will be an eye-opener to the various challenges faced by the public primary school teachers in adequately utilizing the available instructional materials.

1.8 Delimitations of the Study

According to Mugenda and Mugenda (1999) there are boundaries to any study. The researcher did not consider all the educational resources in the teaching and learning process. This study confined itself to the availability and utilization of teaching aids in public primary schools in Agona West Municipality, Agona Swedru, Central region Ghana. Although primary education is provided by parents, communities, non-governmental organizations and the government. The teachers used in this study were from government sponsored institutions. Private institutions were excluded as they do not enjoy government funding in acquisition of educational resources. Instead the researcher will sample ten (10) Public primary schools in the Agona West Municipality, Agona Swedru.

1.9 Basic Assumptions of the Study

- i. There are sufficient physical and instructional resources in public primary schools in the Agona West Municipality, Agona Swedru.
- ii. The presence of instructional materials positively affects the performance of students in public primary schools in Agona West Municipality.

- iii. There are available strategies aimed at minimizing challenges of attaining and using quality instructional materials in public primary schools.

1.10 Definition of Terms

Instructional Materials: This is seen by teachers as teaching aids other than substitution in the classrooms.

Teaching: Is the process of facilitating pupils learning through a proper management by the teacher, pupils interest, content of learning, methods and materials intend to use in teaching and learning process.

Teacher: This is a professional personnel that is involved in the teaching process

Effect: This is regards as the power to bring out a result

Primary school: This is the early stage of education i.e. Basic one(1) to Basic six (6)

Availability: Refers to having instructional material at hand, which has an impact on the use of the instructional materials. This is important because for the instructional materials to be used, they must be readily available.

Utilization: This is to make use of or turn to practical use i.e instructional material

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The related literature has been reviewed under the following subheadings;

- Overview of Instructional Materials,
- Instructional Materials and Academic Achievement,
- Challenges of utilizing instructional materials,
- Availability and Utilization of Instructional Material,
- Appraisal of the literature reviewed,
- Empirical review

2.1 Overview of Instructional Materials

Various definitions have been given to instructional materials by different authors based on their perspectives. Abdullahi (1982) defined instructional materials to be materials or tools locally made or imported that could make tremendous enhancement of lesson impact, if intelligently used. Ukoha (1996) defined instructional material as educational media that helps learners to understand concrete concepts, principles and ideas during teaching and learning process. Afforma (1994) defined instructional materials as materials that facilitate teaching and learning activities and consequently the attainment of the lesson objectives. Obanya (1989) viewed them as didactic materials thing which are supposed to make learning and teaching possible. Agina (2005) referred to instructional materials as concrete or physical objects which provide sound, visual or both, to the sense organs during teaching. Isola (2010) referred to instructional materials as objects or devices, which helps the teacher to make a lesson much clearer to the learner.

Enma (2010) assert that, “teaching equipment and materials have changed over the years, not only to facilitate teaching learning situations, but also to address the instructional needs of individuals and groups”. Instructional materials are made up of objects such as printed, audio, visual that aid in the successful delivery of lesson according to Chuba (2000). Hence, Afforma (1994) grouped instructional materials into three main types: Visual aids which appeal to the sense of seeing (examples are: charts, maps, objects, pictures, etc); Audio aids which appeal to the sense of hearing (examples are; radios, radio cassette, record player, gramophone, etc); and audio-visual aids which appeal to the sense of sight and hearing (examples are; television, computers, projectors, video films). Ukoha (1996) also grouped them into two broad categories: Printed Media (examples are textbooks, photographs, pictures, pamphlets, journals etc); non-printed media made of low cost media (examples are posters, models, wall charts, diagrams, etc) and electronic media (examples are audio cassettes, video films, computers, film projectors, television sets, radio recorders, etc). Joof (2005) explained that, “the concept of teaching aids has gone through several evolutionary stages from the simple aids, instructional technology, and media to communication and educational technology”. This however, tells us that instructional materials are not just objects or equipment used during teaching/learning process but they are those objects improvised by the teachers to make conceptual abstraction more concrete and practical to the learners. Instructional materials are the relevant materials utilized by a teacher during instructional process for the purpose of making the contents of the instructions more practical and less vague, according to Chuba (2000).

Megbo and Saka (2015), opined that effective teaching cannot be fully accomplished without the use of instructional materials because they promote closer and effective

communication between the teacher and learners. Mwangi (2004) postulated that in the teaching and learning process, Instructional Materials serves as a function of enhancing retention, which makes learning more permanent. Mwangi (2004) pointed out that instructional materials serve in enhancing retention, stimulating students' interest and making learning more permanent by providing firsthand experience with the realities of the physical and social environment. According to Judy (2001) Teacher's role is to create an environment that invites learners to observe, to be active, make choices and to experiment. He further stated that Instructional Materials are tools used for teaching and learning hence, supports the teacher in delivery of knowledge or helps to emphasize specific knowledge. Also Thungu (2008) was of the view that Instructional Material meets the needs of learners, fulfill the requirements of the subjects and facilitate the teaching and learning process. Phyllis (2011) stated that instructional materials possess some inherent advantages that make them unique in teaching. That is, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more. Also, they provide opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. They generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of social and intellectual development of the learners.

However, Piaget (2009) states that merely using Instructional Materials does not guarantee effective teaching. To make teaching and participation effective, appropriate selection must be made and used. Ajayi (2006) opined that, "without the

teacher who is knowledgeable, instructional materials cannot create change and progress, the only time it begins to make impact is when the teacher begins to make use of it (instructional materials) and allows it to take over its values”.

2.2 Instructional Materials and Academic Achievement

The following studies reveal the influence of instructional materials on the academic performance; Isola (2010), conducted a research on the effects of instructional resources on students’ performance in West Africa School Certificate Examinations (WASCE) in Lagos State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student’s achievement in each of the subjects. Also Moronfolo (2002) carried out a research in Ilorin Local Government Area of Lagos State. She used questionnaires to collect data on the material resources available for the teaching of some selected subjects in ten secondary schools and related these to students’ achievements in each of the selected subjects and to the amount of resources available for the teaching of the subjects. Finding showed a significant effect of material resources on the students’ academic performance in these subjects. A research was carried out by Popoola (1990) on the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for this study. Questionnaires were designed to deduce responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASSCE results for five years and compared

achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials.

On the contrary, Some researchers have reported that lack and non-use of instructional materials is one of the major contributors to students' poor achievement in science subjects (Awobodu, 2002; Eze and Nwafor, 2012). It was not surprising that the findings of Oladejo et al, (2011) reveal that there is positive correlation between academic achievement and use of instructional materials in teaching science subjects.

2.3 Challenges of Utilizing Instructional Materials

Some challenges faced by teachers in utilizing the available instructional materials have been discovered by some researchers. For instance, Aburine (2005) and Achimugu (2017) revealed factors militating against effective utilization of instructional materials for teaching and learning process: lack of technical skills, lack of supervision of teachers, lack of in-service training programmes, lack of laboratory technicians, embezzlement of school fund and so on. More so, Maduabunmi (2003) reported lack of adequate professional training as a major problem militating against the effective use of local resources for Science teaching. Also in the same vein Balogun (1985), identified two main constraints militating against the successful improvisation of Science equipment. These are the technical and the human factors respectively. While the technical factors relate to the question of the degree of accuracy and precision that is possible with the improvised equipment, the human

factor relates to the teachers' skill in developing the resources while providing the appropriate learning experience to the learners. Hence, Ogundiran (2015) stressed the need for a definite well planned training programme of improvisation for teachers. He suggested regular meaningful workshop on improvisation technique for Science teachers to improve and update their competence.

2.4 Availability and Utilization of Instructional Material

The availability and utilization of instructional material have been discovered to be related. For instance, study by Ifeakor (2006) found out that some material resources are available and adequate but are partly used in teaching and learning. According to Eze and Nwafor (2012) and Ahmed et al, (2012), it was revealed that only two (2) dimensional instructional materials and non-consumables are available in the sampled school and that audio-visual instructional materials were lacking. In the same vein, Achimugu (2016) discovered that most schools do not have audio-visual instructional materials. However, Eya and Elechi (2011), Onwuaicho (2011) and Achimugu (2016) found that most teachers do not utilize the few available instructional materials in teaching. Also, Nnorom (2012) and Achimugu (2016) reported that most instructional materials for teaching were neither available nor utilized for teaching-learning process.

However, Bolick et al. (2003) argued that while some educators have been fascinated by the potential of instructional materials to enhance teaching and learning, teachers lagged behind in using instructional materials during teaching and learning, while others expressed doubts that instructional materials will never incite teaching reform on participation. Instructional materials are integral components of teaching-learning situations; it is not just to supplement learning but to complement its process. More

so, Kibe (2011) reveals that if there must be an effective teaching/learning activity, utilization of instructional materials will be necessary.

2.5 Appraisal of the Literature Reviewed

Instructional materials as view by Abdullahi (1982) are materials or tools locally made or imported that could made tremendous enhancement of lesson impact, if intelligently used. Afforma (1994) defined instructional materials as materials that facilitate teaching and learning activities and consequently the attainment of the lesson objectives. Obanya (1989) viewed them as materials that make learning and teaching possible. Ukoha (1996) views them as materials that help learners to understand concrete concepts, principles and ideas during teaching and learning process. Agina (2005) defined Instructional based on the sense appealing to; audio, visual and audio visual. Hence Isola (2010) referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner.

According to Yousuf (2005), it is well known among educators, that the educational experience involving the learner actively participating in concrete examples, are retained longer than abstract experiences. In the same vein, Russel et al (1985) emphasized that concrete experience facilitates learning and the acquisition, retention and usability of abstract symbols.

Furthermore, according to Adeoye and Papoola (2011), for effective learning to take place, learners must have access to necessary information, materials and resources. They have to interact with tangible and intangible resources to ensure some level of performance. This is supported by Mutai (2006), who asserted that learning is strengthened where there are enough reference materials such as textbooks, exercise

books, teaching aids and classrooms. Furthermore, he asserted that academic achievement illustrates per excellence, the correct use of these materials. Olagunju and Abiola et al. (2008) states that utilization of resources in teaching, brings about fruitful learning, since it stimulates students sense as well as motivating them.

Goal attainment in any school depends on adequate supply and utilization of educational resources, which enhance proper teaching and learning process within a conducive environment. According to Njoroge (2000) in a study on factors affecting availability, acquisition and utilization of resources in the teaching of English in selected Kenyan secondary schools, He found that unavailability of educational resources among other factors, hinders effective utilization. Fuller (1985) noted that students who have used two or more books were almost three times better than those who have no textbooks in schools. while, Loxley (1984) revealed that inadequate supply of textbooks in school was having a toll on teaching and learning activities in many countries in the world and therefore their importance cannot be overemphasized since they are indispensable to quality education. Megbo and Saka (2015), opined that effective teaching cannot be fully accomplished without the use of instructional materials because they promote closer and effective communication between the teacher and learners. According to Mwangi (2004), he postulated that in the teaching and learning process, Instructional Material serves as a function of enhancing retention which makes learning more permanent. Equally, they stimulate and sustain interest in learning by providing firsthand experience with the realities of the physical and social environment. However, Piaget (2009) states that merely using Instructional Materials does not guarantee effective teaching. To make teaching and participation effective, appropriate selection must be made and used. Also, Ajayi (2006) opined

that, “without the teacher who is knowledgeable, instructional materials cannot create change and progress. The only time it begins to make impact is when the teacher begins to make use of it and allows it to take over its values”. According to Esther (2009) this portrays the professional attributes of the teacher and general knowledge of his creative ability in selecting, developing and using instructional materials effectively.

Isola (2010), opined that material resources have a significant effect on student’s achievement in each of the subjects. Also Moronfolo (2002) findings, showed a significant effect of material resources on the students’ academic performance in these subjects. Hence, Popoola et al. (2009) found a significant difference in the achievements of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials. Hence, Awobodu (2002); Eze and Nwafor, (2012), reported that lack and non-use of instructional materials is one of the major contributors to students’ poor achievement in science subjects.

However, Nnorom (2012) and Achimugu (2016) reported that most instructional materials for teaching were neither available nor utilized for teaching-learning process. Hereafter, Ifeakor (2006), Eya and Elechi (2011), Onwuaicho (2011) and Achimugu (2016) found out that some material resources are available and adequate but are partly used in teaching and learning. This is supported by Cohen et al (2003), who pointed out that it is not making resources available to schools that matters, but getting those resources to be used by teachers and students to get academic content learned

2.6 Empirical Review

Roseline (2019), in a study on the utilization of instruction materials as tools for effective academic performance of students, using survey research method, among 5 sampled schools, found a trend of inadequate use of instructional materials in most schools and majority of the teachers did not take cognizance of the importance derived from the use of instructional materials while teaching. Those that adopted the utilization did not use them appropriately. Based on the findings, the professional counselors in the state should sensitize all heads of schools and teachers through seminars and workshops, on the importance and good utilization of instructional materials. Among other recommendations, the government should endeavor to release enough funds.

Mucui (2013), while writing on the availability and utilization of educational resources in influencing students' performance in secondary schools in Mbeere South, Embu County, Kenya. The objectives of this study was to find out the status of material and physical resources in secondary schools: to determine how effectively students and teachers utilize the available textbooks, laboratories and libraries in influencing student's performance: to determine to what extent Governments funding has contributed to availability of educational resources in secondary schools. A survey design was used in this study because it helped the researcher to describe the existing conditions and make inferences related to this study while purposive sampling and simple random sampling technique was employed. Quantitative data were analyzed by the use of descriptive statistics such as averages, percentages, mean and range. The findings were presented using frequency distribution tables. The study found out that

the text books were not sufficient but there was no acute shortage since a text book could be shared by a considerable number of students in all categories of schools.

Similarly, Ashioya (2012), in a study on factors affecting effective utilization of libraries in secondary schools noted that libraries were not a priority in secondary schools and continued to be neglected as an integral part of education system. Talking about utilization of physical and material resources in teaching and learning, it is important to know that the teacher as the facilitator, must have practical knowledge on using these materials when available and improvise when not readily available.

Paul and Tendeukal (2015) while studying the Factors contributing to ineffective teaching and learning in primary schools: Why are schools in decadence? The study sought to explore factors that contribute towards effective teaching and learning in primary schools. This was a qualitative study and convenience sampling was employed. The study found out that teachers do not employ a variety of teaching methods. They do not prepare a variety of media for use in the teaching and learning. Teachers' instructional materials are limited to textbooks and syllabuses and do not go beyond that. Pupils learn in harsh and un-conducive teaching and learning environments and there is low morale among teachers. Parental support in terms of extra materials such as text books and revision books is very low. Only a small proportion of parents, guide their children on homework. They do not provide extra lessons for their children. Schools lack adequate textbooks, revision books and resource books to extend children's knowledge. Schools should strive to keep accurate records for each child. Heads and teachers should endeavor to follow up on pupils, being continuously absent from schools by contacting parents concerned. Effective leadership styles should be employed in schools for the sake of promoting

teaching and learning. Government should provide learning materials to disadvantage families.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter dealt with the research approach, research design and methodology that were used to carry out the study. This was discussed under the following sub-headings: Research approach, research design, population of the study, sample and sampling techniques, instrumentation, procedure for data collection, validity and reliability of the instrument, data analysis technique.

3.1 Research Approach

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation.

Quantitative research is a research strategy that focuses on collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationship, and generalize results to wider populations. It is formed from a deductive approach where emphasis is placed on the testing of theory, shaped by empiricist and positivist philosophies.

Quantitative data are used when a researcher is trying to quantify a problem, or address the “what” or “how many” aspects of a research question. It is data that can either be counted or compared on a numeric scale.

Therefore, for this study, the researcher used the quantitative research approach.

3.2 Research Design

The study was a descriptive study of the survey type using questionnaire technique. Survey is a research method used for collecting data from a predefined group of respondents, to gain information and insights into various topics of interest. Survey research is a quantitative method whereby a researcher poses some set of predetermined questions to an entire group, or sample of individuals. Survey research is an especially useful approach when a researcher aims to describe or explain features of a large group or groups. This method may also be used as a way of quickly gaining some general details about one's population of interest, to help prepare for a more focused, in-depth study using time intensive methods such as in-depth interviews or field research. Survey research is a useful and legitimate approach to research that has clear benefits in helping to describe and explore variables and constructs of interest.

The survey research design was used for this study, because it is capable of bringing about respondents' perceptions on the influence of the availability and utilization of teaching aids on the academic performance of public primary school pupils. This kind of research would help reveal answers to questions concerning the current status of teaching in public primary schools with regards to instructional materials and the attitudes of teachers towards instructional materials.

The study was carried out in Agona West Municipality in Agona Swedru, which is in the central region of Ghana. Agona West Municipal District is one of the twenty-two districts in Central Region, Ghana. It is situated in the eastern corner of the Central Region.

3.3 Population of the Study

Population is the group of interest to the researcher, that is, the group to whom the researcher would like to generalize the results of the study.

The population of this study consisted of all public primary school teachers in the Agona West Municipality, Agona Swedru. The Agona West municipality, is made up of 69 (sixty nine) public primary school and 6 (six) teachers in each school except in cases where the class was large, thus the teachers would be 2 (two) in a class.

All the teachers in the public primary schools were professionals from either a training college or from a university of education. They all had a background in education, which was really impressive.

3.4 Sample and Sampling Technique

A sample is a subgroup of the population that the researcher plans to study for generalizing about the population.

The sample for the research were the teachers in the public primary school at Agona West Municipality, Agona Swedru. Out of the 69 (sixty nine) public primary schools in the Agona west municipality, 35 (thirty five) schools were sampled by the researcher. In each of these schools, we have 6 (six) teachers each. Out of the 6 (six) teachers in each school, the researcher randomly picked 5 (five) teachers to fill the Availability and Utilization of Teaching Aids (AUTA) questionnaire for the research. The total number of teachers that was used by the researcher was 175 (one hundred and seventy five) teachers.

175 teachers were randomly selected from 35 public primary schools in Agona West Municipality. The teachers' gender was considered when choosing the sample.

The sampling technique that was employed in this study was simple random sampling. Where by, each and every member of the population has an equal and independent chance of being selected. The 35 public primary schools were randomly selected from Agona West Municipality.

3.5 Instrumentation

The research instrument that was used to collect data for this study was the Availability and Utilization of Teaching Aid (AUTA) questionnaire, which was constructed by the researcher, for the purpose of data collection, in order to provide answers to the research questions formulated in chapter one, and to ensure adequate coverage of the target population selected.

Section A of the questionnaire was on demographics information such as Teachers' Gender and Geographical Location of the school. Section B consists of 10 items on the availability of teaching aids in public primary schools, Section C consists of 10 items on the utilization of teaching aids in public primary schools, Section D consists of 10 items on teachers' perception on the challenges facing them in utilizing the teaching aids. The questionnaires provides four (4) responses, each was adapted from Likert (1932). This ranges from SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree). The number of respondents given in each type of response will be counted and scored.

3.6 Procedure for Data Collection

All the thirty five (35) schools were approached by the researcher personally with the help of the Head teachers of the public primary schools. The questionnaire (AUTA) were filled in complete anonymity so as to avoid teachers presenting artificial behaviours that they would not have displayed in normal situations. The teachers were given a maximum of 30 minutes to fill out the questionnaire. They were assured that the completed questionnaires were confidential. The questionnaires were completed and collected on the spot.

3.7 Validity and Reliability of the Instruments

Validity and Reliability are important aspects of selecting a survey instrument. Validity refers to the extent that the instrument measures what it was designed to measure. To ensure the validity of the instrument, the researcher took note of the following; Straight forward questions, simplicity of the questions, adequate time limit allotted and proper arrangement of items. Also the researcher ensured that the 3 ways to approach validity were not compromised that is, content validity, construct validity and criterion-related validity.

Reliability refers to the extent that the instrument yields the same results over multiple trials. To ensure the reliability of the instrument, the researcher took note of the following; Test length, group variability, scoring objectivity, and duration.

The Availability and Utilization of Teaching Aid (AUTA) questionnaire was subjected to face content validity by two experts from the Department of Adult and Primary Education Studies in order to examine bias, vagueness, or potential semantic

problems. Irrelevant items were deleted before the instruments were administered as a result of their suggestions.

3.8 Data Analysis Technique

Data collected from this survey questionnaire (AUTA) were analyzed using descriptive statistical methods involving counts and percentages for the Demographic information. The data collected on the basis of the research questions set in chapter one, were analyzed using descriptive statistics.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter deals with the analyses of the results of the data collected for this study. The data were collected from 175 teachers from 35 public primary schools at Agona West Municipality. The data collected were analyzed using percentages to describe the demographic data of the respondents and also to answer research questions.

4.1 Demographic Data of the Respondents

Table 1: Demographic Characteristics of the Participants

Gender	Frequency	Percentage
Male	59	33.71 %
Female	116	66.29 %
Total	175	100 %

Geographical Location	Frequency	Percentage
City	-	-
Town	32	91.43 %
Village	3	8.57 %
Total	35	100 %

Out of 175 teachers sampled for this study, 59 of the teachers, making up 33.71% of the teachers were males whiles, 116 respondents representing 66.29% were female teachers. Thus, the majority of the respondents were female teachers. Also, 91.43% of the teachers that were sampled, were from the public schools located in the town and 8.57 % of the teachers were from public schools located in the village.

4.2 Answering of Research Questions

4.2.1 Research Question 1: What teaching aids are available in public primary schools?

Items with the mean scores ranging from 2.5 – 3.4 were remarked as Adequately Available; Mean scores ranging from 1.5 – 2.4 were remarked as Moderately Available; while mean scores ranging from 0.5 – 1.4 were remarked as Not Available respectively. The statistics of respondents are presented in Table 2.

Table 2: Teaching Aids available in public primary School

Teaching Aids available in	Mean	Rank	Remark
Public primary schools			
Models	2.08	1 st	Moderately Available
Games	1.97	2 nd	Moderately Available
Text books	1.86	3 rd	Moderately Available
Computers	1.65	4 th	Moderately Available
Pictures	1.54	5 th	Moderately Available
Projectors	1.33	6 th	Not Available
Public Address System	1.14	7 th	Not Available
Television	1.12	8 th	Not Available
Cassettes	1.09	9 th	Not Available
Head Phones	1.05	10 th	Not Available

As shown in Table 2, Models, with a mean score of 2.08 was moderately available in the schools visited. Models are representation of an idea, object, event, process or system. Model is a very important teaching aid for science teaching. Models has a

three-dimension effect on the mind of the students. Despite the importance, the results showed that it was moderately available.

Games with a mean score of 1.97, was moderately available in schools within the Agona West Municipality. According to research, using games in teaching can help increase student's participation, foster social and emotional learning, and motivate students to take risks. It also improves students' attitude towards learning and also boosts their academic scores.

Text books with a mean score of 1.86 were moderately available in the schools visited. Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum. It also provides structure for a student's learning.

Computers with a mean score of 1.65 were moderately available in the schools visited. Computers can improve the student's learning and basic skill area. Computers not only improve the learning process, it also increases retention of the students.

Pictures, with a mean score of 1.54 were moderately available in the schools visited. Pictures are teaching aids which makes it possible to absorb large amount of data quickly. Pictures can translate abstract ideas into more realistic forms.

Projectors with a mean score of 1.33, were not available in the within the public primary schools in Agona West Municipality. Projectors are teaching aids which enables teachers to create bulleted power point presentations or other highly organized notes for the class.

Public address system had a mean score of 1.14, which implies that it was not available in the school visited. Public Address System is used to address large groups

of students and teachers. Importantly, they are used to transmit an emergency audio communication to a large group of people.

Television with a mean score of 1.12, implied that they were not available in the schools visited. Television provides a complete picture of a teaching topic. The students can easily understand the lessons on abstract ideas or objects.

Cassettes as shown in table 2 above, had a mean score of 1.09, which implied that it was not available in the school visited. Cassette is a memory device consisting of a long thin plastic strip used for recording. The tape recorder is an electrical device used for playing back the recorded material from the cassette.

Head phones with a mean score of 1.05, were not available in public primary schools in Agona West Municipality. Headphone is a cushioned speaker placed on, over, or inside the ear. They help keep all students on the same level and encourage them to pay attention and interact with the teacher because they can hear every word.

Findings from this study revealed that models, games, text books, computers and pictures were moderately available while projectors, public address system, television, cassettes and head phones were not available in public primary schools in Agona West Municipality. This finding substantiates Chiriswa (2002) whose study revealed that effective teaching and learning depends on the availability of suitable and adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination. Also, this result is in agreement with Herald (2010) that the shortage of teaching aids such as text books, has made it difficult for teachers to complete the syllabus as they are often forced to move at a slower pace. This in turn creates no time

for revision which is important for preparing pupils for examinations. The findings was in support of Alege (2012) who affirmed that instructional materials for the implementation of the Universal Basic Education programme especially, in public schools were inadequate hence, serious negative effects on students' academic performance.

4.2.2 Research Question 2: How often are the available instructional materials utilized by teachers in public primary schools?

Items with the mean scores ranging from 2.5 – 3.4 were remarked as Regularly Utilized; Mean scores ranging from 1.5 – 2.4 were remarked as Seldom Utilized; while mean scores ranging from 0.5 – 1.4 were remarked as Not Utilized respectively. The statistics of respondents are presented in Table 3.

Table 3: Extent of Utilization of Available Instructional Materials in Public Primary Schools

Extent of Utilization of Instructional Materials	Mean	Rank	Remark
Models	2.50	1 st	Regularly Utilized
Pictures	2.03	2 nd	Seldom Utilized
Games	1.82	3 rd	Seldom Utilized
Computers	1.56	4 th	Seldom Utilized
Text books	1.48	5 th	Seldom Utilized
Projectors	1.18	6 th	Not Utilized
Television	1.09	7 th	Not Utilized
Public Address System	1.07	8 th	Not Utilized
Cassettes	1.05	9 th	Not Utilized
Head Phones	1.02	10 th	Not Utilized

Table 3 shows that models with a mean score of 2.50 were regularly utilized. While pictures, with a mean score of 2.03, were seldom utilized. From Table 3 above, games with a mean score of 1.82, were seldom utilized. Also, computers with a mean score of 1.56 were seldom utilized. From Table 3 above, Text books with a mean score of 1.48 were seldom utilized. However, projectors, with a mean score of 1.18, were not utilized. The same applied to television, public address system, cassettes and head phones with mean scores of 1.09, 1.07, 1.05 and 1.02 respectively, they were not utilized in the public primary schools in Agona West Municipality.

According to Roseline (2019), Instructional materials are essential tools in learning every subject in the school curriculum. They allow the students to interact with words, symbols and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology.

The roles played by Instructional Materials in teaching - learning Activities includes; Enhancement of the memory level of the students, to facilitate the teaching-learning process, for the improvement of student rate of accumulation, Serves as tools used by the teachers to correct wrong impression and illustration things that, learners cannot forget easily, assist in giving sense of reality to the body of knowledge under discussions, it gives lessons a personal look and encourages teacher's creativity, permit the students and teachers to experience in concrete terms the learning activities that can promote the idea of self-evaluation.

Also, findings of this study showed that models were regularly utilized while, pictures, games, computers and text books were seldom utilized. However, projector, public address system, television, cassettes and head phones were not utilized in

public primary schools. It was discovered that many of the public primary schools visited had issues with electricity, hence, adding to their reasons for not utilizing some teaching aids. Teachers use different instructional resources to simplify teaching and motivate learning among students (Egbu, 2012). The success in the skill and knowledge acquisition in an instructional situation, depends on the suitability, adequacy and effective utilization of the available instructional resources (Agusiobo, 1994). However, the outcome of this study negates Umeh (2006) who found that that instructional aids such as computers are not utilized in schools due to lack of knowledge on the proper use of such resources in teaching. Also, Akinsolu (2010) observed that utilisation of instructional materials enhance effective teaching/learning activity and when this is so, there is higher academic performance by students. Despite the many educational advantages connected with the use of instructional aids to assist instruction, researchers assert that most Ghanaian schools seldom utilize suitable instructional aids to support teaching and learning (Kwarteng et al., 2014; Edumadze, 2015; Antwi et al., 2018; Nyamekye et al., 2021). This issue has been ascribed to the inadequacy and lack of essential instructional aids (UNESCO, 2010), as well as instructors' inadequate understanding of the use of some instructional aids such as digital resources (computers, projects, laptops, and so on) (Ibrahim et al. 2020). Although many studies show that instructional aids are seldom utilized in the majority of Ghanaian schools, little attention has been given to the state of instructional resource usage.

4.2.3 Research Question 3: What are the challenges faced by teachers in utilizing the available instructional materials in primary schools?

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items for this question was structured in a four-response-type. Therefore, items found with mean scores ranging from 2.5 – 3.4 were the challenges faced by teachers in utilizing the available instructional materials while items with mean scores ranging from 1.5 – 2.4 were not challenges faced by teachers. The statistics of respondents are presented in Table 4.

Table 4: Mean and Rank order of the of the Challenges Faced by Teachers in Utilizing the Instructional Materials in Public Primary Schools

Items	Mean	Rank	Remark
The periods allocated to subjects in public primary school is too short	3.30	1 st	A Challenge
Lack of technical skills on the use of teaching aids	3.24	2 nd	A Challenge
The stress and cost of improvisation frustrate me in using teaching aids	3.07	3 rd	A Challenge
Lack of in-service training for public primary school teachers on the use of teaching aids	3.02	4 th	A Challenge
Lack of adequate supervision by the concern authorities on the use of teaching aids	2.57	5 th	A Challenge
Poor maintenance culture on teaching aids	2.57	6 th	A Challenge
Lack of motivation to use teaching aid from the concern authorities	2.30	7 th	Not A Challenge
Large class size in public primary schools	2.27	8 th	Not A Challenge
Poor implementation policy on Primary Educational system	1.99	9 th	Not A Challenge
Lack of provision of fund for teaching aid from the concern authorities	1.52	10 th	Not A Challenge

As shown in Table 4, from the 1st, 2nd up to the 6th rank, were items whose mean scores were above 2.50. Hence, they were noted as challenges faced in utilizing instructional materials by the teachers in the public primary schools in Agona West Municipality. From Table 4 above, it was discovered that the periods allocated to subjects in public primary school were too short for the teachers. It had a mean score of 3.30, hence it was a challenge the teachers faced.

From table 4 above, Lack of technical skills on the use of teaching aids, with a mean score of 3.24 was also a challenge faced by teachers in the schools visited.

From Table 4 above, the stress and cost of improvisation frustrated teachers in using teaching aids. The mean score was 3.07, hence it was one of the challenges faced by teachers in the schools visited.

Lack of in-service training for public primary school teachers on the use of teaching aids, as seen in the Table 4, was a challenge faced by the teachers in the school visited as seen from Table 4 with a mean score of 3.02.

Lack of adequate supervision by the concern authorities on the use of teaching aids and Poor maintenance culture on teaching aids with mean scores of 2.57 each, were part of the challenges faced by teachers in utilizing instructional materials in public primary schools in Agona west Municipality.

However, lack of motivation on the use of teaching aids from the concerned authorities, large class size in public primary schools, poor implementation policy on primary education system and lack of provision of funds for teaching aids from concerned authorities with mean scores of 2.30, 2.27, 1.99 and 1.52 respectively were

not challenges faced by teachers in utilizing instructional materials in public primary schools in Agona west Municipality.

Furthermore, this result supports the study of Banu (2009) whose findings indicated inadequate qualified teachers coupled with shortage of teaching infrastructural facilities and materials hindering effective teaching process in Bangladesh. Per the reviewed research on the availability and use of instructional aids in education, instructional aids are usually insufficient, particularly in the educational systems of the majority of developing countries. It could therefore be concluded that in the African context, teachers have not fully developed the habit of using available teaching tools to aid their instructional activities.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

The summary of the findings, conclusion and recommendations as well as suggestions for further studies were presented in this chapter.

5.1 Summary of the Findings

The findings obtained are summarized in the followings;

1. Models, games, text books, computers and pictures were moderately available while projectors, public address system, television, cassettes and head phones were not available in public primary schools in Agona West Municipality.
2. Models were regularly utilized. While pictures, games, computers and text books were seldom utilized. However, projectors, television, public address system, cassettes and head phones were not utilized in public primary schools in Agona West Municipality.
3. The challenges faced in utilizing instructional materials were the periods allocated to subjects in public primary school is too short; Lack of technical skills on the use of teaching aids; The stress and cost of improvisation frustrate teachers in using teaching aids; Lack of in-service training for public primary school teachers on the use of teaching aids; Lack of adequate supervision by the concern authorities on the use of teaching aids and Poor maintenance culture on teaching aids.; among others.

5.2 Conclusion

Based on the findings obtained from this study, it could be concluded that the availability and utilization of instructional resources are indispensable for the

effective teaching of pupils in public primary schools as the readiness and appropriate utilization of instructional facilities make the teaching and learning among pupils concrete rather than abstract and enhance or improve educational programs and promote teaching and learning. Instructional resources/facilities can be human or material.

5.3 Recommendations

With respect to the findings of this study, the following recommendations are proffered;

1. The District assembly should supply instructional/teaching aids and finance schools to improvise unavailable instructional materials to make teaching and learning easier, practical, appealing and enjoyable.
2. Teachers should always try their best to make use of available instructional materials where necessary, to make their lessons more concrete and interesting to the students
3. Teachers are encouraged to search for necessary instructional materials that can appeal to the senses of learners, arouse their interest, encourage their participation, make learning more meaningful and promote academic standard.
4. School principals should provide teachers with enabling environment for the use of available instructional material, to give room for participatory studentship and make learning more meaningful.
5. School principals should also encourage improvisation of instructional materials by students, teachers, the schools, to enhance teaching/learning in schools and promote academic standard.

5.4 Suggestions for Further Studies

This study is thus limited in geographical, sample and statistical scope. Further studies should therefore be conducted using a larger geographical and sample size with more robust statistical techniques to enhance the generalizability of the findings.



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APPENDIX A

QUESTIONNAIRES

The Availability and Use of Teaching Aids in Public primary Schools in Agona West Municipality

I, DOH Grace Emezi of the Department of Educational Foundation, University of Education, Winneba, is carrying out a research on “the Availability and Use of Teaching Aids in Public Primary Schools in Agona West Municipality”. Please, kindly read carefully and provide information on your opinion on each item stated below. The information you provided shall be treated with utmost confidentiality. Thanks for your anticipated cooperation.

SECTION ‘A’ DEMOGRAPHIC INFORMATION

Instruction: Please tick \surd the option that is applicable to you from each item.

School Name: _____

School Type:

Public [] Private []

Gender:

Male [] Female []

Geographical Location of Your School:

City [] Town [] Village []

SECTION B: AVAILABILITY of Teaching Aids in Public Primary Schools

Note: AA (Adequately Available); Meaning it is sufficient for the students

MA (Moderately Available); Meaning it is available but not in sufficient quantity

NA (Not Available)

S/No	Items	AA	MA	NA
1	Pictures			
2	Models (a representation of the real thing)			
3	Games			
4	Text books			
5	Television			
6	Cassette			
7	Public Address System			
8	Headphones			
9	Projector			
10	Computers			
11	Others(specify)			

SECTION C: UTILIZATION of Teaching Aids in Public Primary Schools

Note: RU (Regularly utilized); Meaning Often used

SU (Seldom Utilized); Meaning rarely used

NU (Not utilized); Meaning it is never used

S/No	Items	RU	SU	NU
1	Pictures			
2	Models (a representation of the real thing)			
3	Games			
4	Text books			
5	Television			
6	Cassette			
7	Public Address System			
8	Headphones			
9	Projector			
10	Computers			
11	Others(specify)			

**SECTION D: Teachers' Perceived CHALLENGES facing them in utilizing
Teaching Aids in Public Primary Schools**


Note: SA (Strongly Agree); A (Agree); D (Disagree); SD (Strongly Disagree)

S/No	Items	SA	A	D	SD
1	Poor implementation policy on Primary Educational system				
2	Lack of provision of fund for teaching aid from the concern authorities				
3	Lack of motivation to use teaching aid from the concern authorities				
4	Lack of adequate supervision by the concern authorities on the use of teaching aids				
5	Lack of technical skills on the use of teaching aids				
6	Lack of in-service training for public primary school teachers on the use of teaching aids				
7	The stress and cost of improvisation frustrate me in using teaching aids				
8	Poor maintenance culture on teaching aids				
9	Large class size in public primary schools				
10	The periods allocated to subjects in public primary school is too short				

Thank you.

APPENDIX B

Introductory Letter

 UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
P.O. Box 73, Winneba, Ghana. edf@uew.edu.gh
030 290 0043

22nd April, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, **DOI GRACE EMEZI**, the bearer of this letter who is a student in the Department of Educational Foundations of the University of Education, Winneba. She is reading Post Graduate Diploma in Education with index number 200050631.

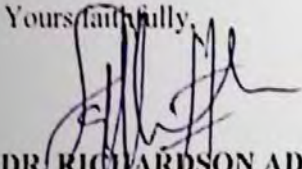
She is conducting a research on the topic: **THE AVAILABILITY AND USE OF TEACHING AIDS IN PUBLIC PRIMARY SCHOOLS IN AGONA WEST MUNICIPALITY**. This is in partial fulfillment of the requirements for the award of the above mentioned degree.

She is required to administer questionnaire to help her gather data for the said research and she has chosen to do so in your outfit.

I will be grateful if she is given permission to carry out this exercise.

Thank you.

Yours faithfully,




DR. RICHARDSON ADDAI-MUNUNKUM
AG. HEAD OF DEPARTMENT

APPENDIX C

Letter from Ghana Education Service

GHANA EDUCATION SERVICE

*In case of reply,
the number and date of this
letter should be quoted
My ref. GED/CR/SWD 266/283
Your ref.*


Republic of Ghana

Municipal Education Office
Post Office Box 240
Agona Swedru
agonyeswedu@yahoo.com
9th May, 2022

LETTER OF INTRODUCTORY


I write to introduce Madam DoH Grace Emezi, the bearer of this letter who is a student in the Department of Educational Foundations of the University of Education, Winneba. She is a Post Graduate Diploma in Education Student.

She is conducting a research on the topic: **THE AVAILABILITY AND USE OF TEACHING AIDS IN PUBLIC PRIMARY SCHOOLS IN AGONA WEST MUNICIPALITY.**

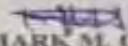
Per this letter she has been permitted to administer questionnaire to all public primary schools in the municipality.

You are therefore to give her the necessary assistance when she visits your school.

Thank you.



MS. DOH GRACE EMEZI
UNIVERSITY OF EDUCATION, WINNEBA


BISMARK M. OFFEI
MUNICIPAL DIRECTOR OF EDUCATION
AGONA WEST

cc: All Heads of Public Basic School
Agona West
All SISOs, Agona West
All Frontlines
Agona West

File