SCHOOL OF GRADUATE STUDIES

ACCESS, UTILIZATION OF INSTRUCTIONAL MATERIALS, AND STUDENTS' ACADEMIC PERFORMANCE THE CASE OF WOLKITE TOWN AND KEBENA WOREDA GOVERNMENT SECONAARY SCHOOLS GURAGE ZONE, CENTRAL ETHIOPIA

MA THESIS

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Access, Utilization of Instructional Materials, and Studens' Academic Performance the Case of Wolkite Town and Kebena Woreda Government Secondary Schools Gurage Zone, Central Ethiopia

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THESIS APPROVAL SHEET

We here by certify that we have read and evaluated this Thesis titled **"Access, Utilization of Instructional Materials, and Students' Academic Performance in Government Secondary Schools of Wolkite Town and Kebena Woreda Gurage Zone Central Ethiopia''**prepared under our guidance by Abdulaziz Shifa Reshid. We/ I recommended that the thesis shall be submitted as in fulfilling the requirements for the award of a MA degree in development planning and management.

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As members of the Board of Examiners of the final Thesis open defense examination, we have read and evaluated this Thesis prepared by **Abdulaziz Shifa Reshid** and examined the candidate.We hereby certify that, the thesis is accepted for fulfilling the requirements for the award of degree of Master of Art (MA) in development planning and management.

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Declaration

By my signature below. I declare and affirm that this Thesis is my own work. I have followed all ethical principles of scholarships in the preparation,data collection,data analysis and completion of this thesis.All scholarly matter that is included in the thesis has been given recognition through citation.I affirm that I have cited and referenced all sources used in this document.Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

This thesis is submitted in partial fulfillment of the requirement for a degree from the school of Graduate studies at Wolkite University.The thesis is deposited at the Wolkite University library and is made available to borrowers under the rules of the library.

Name: Abdulaziz Shifa Reshid

Signature: _____

Date _____

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Acronyms

ETPE- Education and Training Policy of Ethiopia

IMS- Instructional Materials

MOE- Ministry of Education

NCET- National Council on Educational Technology

SPCS - School pedagogical centers.

STS- Science, Technology and Society

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ABSTRACT

The purpose of this study is to examine how government owned secondary schools access and utilize instructional materials in classrooms and how this contributes to academic performance of students. The objectives of the research were to explore the access for instructional materials, assess the utilization of the materials by teachers and students and to assess the effect of the utilization of instructional materials on students' academic performance.The study adopted a deiscriptive survey design. The study considers sample of government owned secondary schools in wolkite town and kebena woreda. Out of 8 government secondary schools in wolkite town and kebena woreda 4 schools are selected by using stratified random sampling technique for data collection. In each sample school, 4 teachers and 91 students are considered for the structured and semi-structured questionnaire. Also head of 1 school and 1 Pedagogical center officers are interviewed questionnaire based interview. Instructional materials are the key to teachers' and students' performance. Most government secondary schools in wolkite town and kebena woreda in general suffer from shortage of essential teaching and learning materials. The study shows insufficient access of instructional materials in all schools and inadequate utilization of the accessed IMS, the effect of utilization of IMS to improve their students' performance is found to be significant.Also the students'academic performance in the class in the study area is low which in turn indicates the quality of education that is significantly affected in the study area.

KEY WORDS: Instructional Materials, Teaching-Learning, Academic Performance.

CHAPTER ONE

Introduction

1.1 Background of the Study

Instructional materials have been observed as a powerful strategy to bring about effective teaching learning process. The importance of instructional materials in teaching and learning can occur through their access and effective utilization during classroom teaching. Instructional materials here include all the tools that the teachers and sthdents can use to make the teaching learning process more interesting and memorable. Farombi, J. G. (1998).

According to Farombi, (1998), instructional materials include books, audio-visual, software and hardware of educational technology. He further opines that the availability, adequacy and relevance of instructional materials in classrooms can influence quality teaching, which can have positive effect on students' learning and academic performance. The insight from Farombi on linking instructional resources to students' academic performance serve critical in the provision of quality education. According to Oni (1992), instructional materials are teachers' strategic factor in organizing and providing education. This is so because they help to elaborate a concept that the teacher could not, without an instructional materials. This allows students to learn more comfortably therefore influencing positively their academic performance.

Instructinal materials help those who learn to develop problem-solving skills and scientific attitudes. Elaborating further on the same point, Ajayi and Ogunyemi (1990) emphasize that when instructional materials are provided to meet relative needs of teaching learning process, students will have access to the reference materials mentioned by the teacher, and also each student able to learn at his or her own pace. The overall result is that students will perform much better.

According to Adeogun (2018), schools whose teachers use more instructional materials, perform better than schools, whose teachers do not use instructional materials. From this importance, schools at all levels of education have been advised to access adequate instructional materials and utilize instructional materials to raise academic performance of their students.

According to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to instructional materials that are available to facilitate students learning.

Inadequacy of instructional materials is not confined to Ethiopa, as this is a worldwide phenomenon. Even in developed countries for example, United States of America especially in schools whose majority of population are the poor and minority students are less funded and lack essential instructional materials. In addition, policies associated with school funding, resource allocations, and tracking leave minority students with fewer and lower-quality books, curriculum materials, laboratories, and computers (Post and Darling, 2000).

This situation is more critical in less developed countries. For instance, studies done by Carron and Chau, (1996) in India, and Willms (2000) in Latin America indicated acute shortage of school facilities such as classroom materials and inadequate library which led to poor academic performance in the areas most affected by this problem in these countries. A survey which was conducted by UNICEF/UNESCO in 1995 in 14 least developed countries showed that the size of classes ranged from fewer than 30 students in rural and urban Bhutan, Madagascar, and the Maldives, to 73 in rural Nepal and 118 in Equatorial Guinea (Postlewaithe, 1998)

In most African countries there is an endemic lack of instructional materials most especially in rural areas. A research done by Gogo (2002) on the input of cost sharing on access, equity and quality of secondary education in Rachuonyo district in Kenya indicated that the quality of education had not changed much for a number of years due to inadequate teaching and learning materials and equipment. Further studies done in other parts of Africa reveal the same problem

For example in Nigeria Farombi (1998) did a study on resource concentration, utilization and management as correlates with students learning outcomes in Oyo State. He

discovered that instructional materials in some schools were very poor. Another study done by FEMSA (Female Education in Mathematics and Science in Africa) on the availability of teaching and learning resources for mathematics and science in four African countries, Cameroon, Ghana, Tanzania and Uganda revealed that there was critical shortage of instructional materials mostly for teaching science and mathematics.

In Ethiopia after the begnning of formal education instructional materials are considered important in teaching learning process in all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting. For example, textbooks, charts, maps, audio visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder contribute much in making teaching learning more interesting. The importance of instructional materials is also evident in the academic performance of student Eshiet, L. T (2013).

Studies on the access, utilization of instructional materials and academic performance of students in ethiopia are highly needed due to the importance discussed above and the challenges facing the education system.

In this study, the researcher investigates conceptions from understanding of the importance of instructional materials in improving teaching learning process in secondary school education in ethiupia. In conducting this study, the researcher has been interested in access, utilization of instructional materials, and students' academic performance where the number of schools and enrollments are increasing while instructional materials are inadequate or in sorry state. This reciprocal relationship is creating inefficiency gap between the governmental intentions stipulated in (Ministry of Education (MOE) and the realities existing in secondary schools. The gap has led to the emerging criticism that secondary schools are not effective, as a large number of students do not acquire required skills and hence perform poorly in their examinations.

From these facts on the ground, efforts to improve the quality of provision of education in secondary schools in Ethiopa will appear to slow down, these challenges were not prioritized.

More studies are needed in Ethiopa to expose this situation. If the country aims at producing a competitive economy to meet global market demands as stipulated in the

vision of the Ministry of Eeducation. Aavailability of instructional materials, utilization of those available instructional materials, and students' academic performance in government secondary schools should be given a high priority. Birhanu (2016)

In this study the access, utilization of instructional materials, and students' academic performance were assesed and suggestions are given to narrow the efficiency gap in the provision of education in secondary schools in the case of wolkite town and kebena woreda.

1.2 Statement of the problem

The transmission of facts, ideas and information from the teacher to the students in a systematic order or procedure is refereed to as teaching. During this process instructional materials are means to make instruction more meaningful, clear and much more interesting to students are brought in display. There is a general impression that education is not achieving the desired objectives especially with high incidence of students' poor acadamic performance in subjects at government secondary schools. This situation has assumed a precarious dimension in all secondary schools in wolkite town and kebena woreda. The failure of educational system to provide adequate and appropriate teaching learning materials and its utilization in order to improve academic performance of students is of a great concern to government, educational institutions and other concerned citizens. It is believed that if adequate instructional materials are made available to school and are used appropriately in teaching-learning process, a better performance could be achieved. Munnir, A.,& Musa, L.(2020).

Currently an attempt is being practiced in Ethiopia to introduce and practice the student -centered instructional approach (Ambaye, 1999; Yalew, 2004). The implementation of this approach is unthinkable without the optimum use of instructional materials (Helnich, et. al., 1996; Serieber, 1998). Moreover, the importance of instructional materials has been acknowledged in the education and training policy of the nation. The policy clearly spells out that "in order to promote the quality, relevance and expansion of education, due attention will be given to the supply, distribution and utilization of instructional materials and facilities" (Transitional Government of Ethiopia, 1994, p. 27)

However, the preparation, provision and utilization of instructional materials in Ethiopia are very weak (Fantu, 1992; Tsega, 1983; Amare, 1996; Amera, 2003). Amare (1996) further explained that unlike the other quality aspects of education (expansion, equity, teachers' further training and the like), attention to availablity and utilization of instructional materials seems weak. In most schools, students have been observed to learn in a passive way with a minimum application of amount of invested mental effort (Amare, 1996).

The reviewed studies reveal that there is a gap between what the Ethiopian eeducation and training ppolicy stated about problem solving capacity, independent learning, creativity and instructional material utilization and the actual practice of these policy statements at the classroom level.

Students'academic performance in government secondary school level in Ethiopia has been persistently poor of which students in centaral Ethiopia have been performing poorly in subjects in external and internal examinations yearly according to Gurage zone education office report (2014) indicated that, for the past .The percentage of students that passed Zone level examination was less than 50% in the Zone. Various reasons have been attributed to this problem by scholars. However, it had been empirically supported by Gurage zone education office annual report (2014) and Matazu (2022) that the students taught by utilizing instructional materials performed better and also retained more knowledge than those taught without instructional materials. Similar finding was also reported by Munnir and Musa (2020). Therefore, this could mean that the poor academic performance being experienced by students may not be unconnected to the state of instructional materials in schools, which are characterized by available, non-available, inadequate, and non -utilization by many research findings.

For instance, the study conducted by Dr. Messeret Assefa (2019) on the challenges and coping mechanisms of improving instructional materials within Secondary Schools in Addis Ababa. However, the study failed to investigate the access, utilization of instructional materials, and students' academic performance of secondary schools.

Additionally Amera Seifu (2008) conducted the study with the objective of Teachers' ddifferences on the uutilization of iinstructional materials as the function of their years of teaching experiences, level of academic qualifications and school contexts. The

study failed to investigate the access, of instructional materials, and students' academic performance of secondary schools.

Haile Yalew (2020) conducted the study on Teachers' production and utilization of instructional materials in the secondary school of Dera woreda, north showa Oromia regional state. The study failed to investigate the access of instructional materials and students' academic performance of secondary schools

Similarlly Solomon Handiso (2019) conducted the study with the objective of practcies and challenges of utilizing of instructional media in secondary schools of Halaba special woreda in south nation nationality region. The study failed to investigate the access of instructional materials and students' academic performance of secondary schools.

From the above mentioned studies, it is possible to learn that most studies that look in to student's performance, but they do not link this situation with access, utilization of instructional materials.

Therefore, this study seeks to find out the access, utilization of instructional materials, and students' academic performance of government secondary schools in wolkite town and kebena woreda. Moreover, related research practice on this topic in the study area is limited.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study is to investigate the access, utilization of instructional materials, and students' academic performance of government secondary schools in wolkite town and kebena woreda.

1.3.2 Specific objectives

1. To identify the access of instructional materials in teaching learnning process in government secondary schools in wolkite town and kebena woreda.

.2. To assess what extent do teachers and students use available instructional materials in teaching learning process in government secondary schools in wolkite town and kebena woreda.

3. To assess academic performance of students in government secondary schools in wolkite town and kebena woreda 2015 E.C.

1.4 Research Questions

In the course of this research work, the following questions are raised.

1. Are there instructional materials in government secondary schools for teachers and students?
2. To what extent do teachers and students use available instructional materials in teaching learning process?
3. How is it academic performance of students in government secondary schools in wolkite town and kebena woreda?
4. Is there the link between the use of instructional materials and students' academic performance?

1.5. Significance of the Study

This study was intended to find the availability and utilization of instructional materials and students' academic performance in wolkite town and kebena woreda government secondary schools. The knowledge obtained helps the government most especially local government and educators to reflect and make the requirements of instructional materials apart from class-rooms alone. The government and communities will putting more emphasis on the provision of quality secondary school education requires more than just class-room buildings. The evaluation of instructional materials, along with other reform movements allows educators and planners to plan for appropriate environment for teaching and learning so as to provide quality secondary school education. The study influence education planners to consider the access and utilization of teaching and learning materials as important factors that can influence students' academic performance.

Also the knowledge acquired from this study is very important to other researchers who have interest in conducting research on this field.

1.6 Scope of the Study

Contextually this study deal with conditions of the availability and utilization of instructional materials in teaching learning process in and students'academic performance in government secondary schools. Geographically the study is focus on selected

government secondary schools in wolkite town and kebena woreda. The study exclude private secondary schools for the reason of time and budget

.1.7. Organization of the Study

The study is organized into five chapters. The first chapter includes background, statement of the problem, objectives of the study, research questions, significance, scope of the study, organization of the study; Limitation of the study .Chapter two present the review of related literature relevant to the study. The third chapter discusses research design and methodology, chapter four is about data analysis and interpretation. Finally, the last chapter presents a conclusion and recommendation of the study, references and appendixes also the part of the study.

1.8. Limitation of the study

Time constraint was seen as the major limiting factor since it is very hard to combine study. More often school directors were preoccupied with meetings which made it difficult for the researcher to catch their full attention in order to suit the purpose well. Another doubly difficult limiting factor was financial constraint. Locating SPC coordinators to discuss matters concerning SPCs was additional limitation of the study since most of the SPCs at the selected sample schools were nominal. Generally, the researcher has compiled with patience, and was call for polite permission for responses.

1.9. Operational Definitions of Terms

For clarity's sake the terms that follow are defined according to the context they used in this study.

- **Secondary school**: refers to grades 9 - 12 at the cycle of school.
- **School principals**: refers to both directors and deputy directors of Secondary schools.
- **Utilization**: refers to planning, selecting and using IMS by teachers and students for instruction.
- **Access**;availability of instructional materials.
- **Academic performance**; refers to the level at which students have managed to reach their educational goals. In this study, it refers to performance in the final examinations.
- **Instructional materials**: are any materials used as input or resources that can facilitate the overall teaching and learning process in school system. In this study textbook, reference books, mmodels, graphes, charts, pictures and maps are used as instructional materials.

CHAPTER TWO

LITERATURE REVIEW

2.1 The concept of iinstructional materials

The main purpose of teaching is to impart knowledge, information, values and skills to the student. The utilization of instructinal materials also stimulates sharing of ideas, thoughts, feelings and knowledge (Macharia 1987). Appropriate instructinal materials are the primary tools that schools use to provide students with access to the knowledge and skills they are expected to learn (Oakes & Saunders 2002, p.4). Core comprehensive in structional programs usually require some type of instructinal material to fill the gaps of content or meet the skill level of students (Edenfield, 2010).

As it is expressed in Beaufort County Board of Education Policy Manual policy code 3200, USA instructinal materials are learning resources which are selected to supplement, improve or extend the curriculum. Such resources include, for example, specialized materials selected to meet various needs or rapidly varying circumstances, library materials, digital resources, the school system's media collection, classroom collections and teacher-selected resources for individual classes. Tomlison (1998) considers that instructinal material is whatever, which is used by teachers or learners to simplify the learning. Drawing on this, Housborgh,(2011),Spratt, Pulverness, Williams, (2011) , and Ur's (1991) as cited in Martin, et al(2012), instructinal materials support the course as well as to contribute to learning adopted to the need of a specific class. Brewster, Ellis and Girard (1992) went further and defined supplemental learning materials as "Any and all resources teachers and staff would use to facilitate student learning". According to Brown (1994), supplementary curriculum material is one of the key factors in learning. Biemer (1992) argues that the teacher should be alert that the textbook is not the only resource in the classroom. Biemer further claims that the first step to encourage and motivate the students is to understand how they learn. According to Spratt, et al (2005) instructinal materials attempt to cover the gaps in which a textbook

cannot cover, so instructinal materials may be designed to help students learn better. Indian National Council of Educational Research and Training (NCERT 1975, p.7-8) stated that:

Text books have to be considered in the light of the suggestions in this document that, particularly for primary classes, it is far more important to prepare instructinal materials that the broad aims and objects of education have to be covered by each subject area in its own specific way. The textbooks must not only inform the reader but also arouse his curiosity to learn and investigate; this curiosity, in turn, should be satisfied by suitable instructinal materials.

The application of instructinal material in the classroom makes a huge difference in education. For years, it has been said that the teacher is the most powerful person in the classroom and sometimes success has even been measured by how much students' learn. Currently, things have changed and a teacher's work is not only to use that power for education but also for taking benefit of every instructinal material and practice it cleverly to achieve the objectives of the class (Herrera and Hermínia, 2012). Griffiths (2002) points out that besides the class materials can be used outside the classroom.

Basturkmen, (2001) has encouraged the use of instructinal materials because of its pedagogic benefits on student's learning enthusiasm and communicative competence. Widdowson, (2003) had a differing view and claimed that the verbal difficulty of instructinal materials may discourage students and bring negative effect on their learning. It is recommended that this problem can be overcome by preparing instructinal materials, which fit the students level and designing practicable learning tasks. However, this conveys a major difficulty of using instructinal materials. That is, preparing suitable instructinal materials and designing proper learning tasks can be a time-taking process (Hughes & McCarthy 1998). The opinions with regard to the use of instructinal materials are diverse. Thus, one needs to select and use it properly.

2.2 Categorization of Instructional Marterials

Instructional materials are classified in to three main groups;visual(sight) audio(sound only) and oudo-visual aids combination of sound and vision (Odianwu and Azuhike,1994).

AUDIO; these include Radio, cassettes, cd gramophone etc. They support instruction through hearing.

VISUAL; consistes of maps, samples, images, charts, etc. They supports instruction through sight.

Visualy,students appreciate the significance of notions,idias and details

AUDIO-VISUAL; is a combination of audio and visual tools. Examples are TVs and vidio(Sulamani,2013). However, these typologies of instructional materials vary with the operational definition of the term/variable.

2.3 Instructional marterials and sstudents' learning

According to Lyons (2012) learning is a complex activity that comprises interplay of students' motivation, instructinal materials, physical facilities, teaching resources, and skills of teaching and demands. Availability of instructinal materials, thus, increases the effectiveness of schools and creates good learning situations for the students. The effects of using instructinal materials are increasing student activity. An important issue is establishing a methodology of embedding instructinal materials in teaching in order to improve the learning process (Kay, 2012). Moreover, findings of the study revealed that when instructinal materials were used in teaching, it enhanced learners' positive attitude towards the course.

In addition, Aminuddin (2009) investigated how teachers' practiced supplementary textbooks and how students' replied to teachers' use of instructinal materials. It was found that teachers regarded supplementary textbooks as not helpful to fully serving teachers' and students' needs as they lacked content relevance. Students on the other hand, mostly agreed learning materials could serve their needs if the teachers had successfully implemented these materials in the classrooms.

Dolati and Richard (2012) studied the effectiveness of using instructional materials in fostering student's vocabulary. The participants of this study were 15 experienced

teachers who were enrolled in teaching English as a second language program. Focus group interviews were used to collect data. The results showed that teachers tended to have positive attitudes about using instructinal materials in their classroom because they saw change in the students learning while they used instructinal materials.

2. 4.Availability of instructional materials

Availability of instructional materials encourages its usage. According to Majed (1996) for technology to be exploited in an environment it must first exist. This means that if college tutors are to use instructional materials in their teaching then the resources should be made available in the college environment The qualitative study which was conducted on 143 student teachers on their use of instructional media found that more than half of the respondents indicated un availability of instructional materials in classrooms . This was echoed by Kadzera (2006) in a survey on use of instructional technologies in five teacher training colleges in Malawi where classroom facilitates like power sockets were vandalized or were not there at all for use with instructional media Kadzera (2006) further reports that lack of instructional media resources is one of the reasons contributing to minimal use of instructional technology in teachers training in Malawi. This was also confirmed by Asgedom (1998) observation in an earlier study in Ethiopia which noted the lack of required instructional media resources is one of the reasons for teachers' limited use of instructional materials. When instructional media is available and the management is committed to implementation change effects can be seen. This would exhibit the administration commitment and hence facilitate the change process making it easily acceptable by the subordinates (Kadzera, 2006). Even when the resources are available or the management shows commitment and the implementers (pre- primary school college tutors) do not see the need for these instructional materials no use can possibly occur

A study conducted by Ginsberg and McCormick (1998) in which 1163 secondary school teachers where asked what factors prevented technology implementation in their classes , the most popular response given was lack of access to technology . Bitner and Betner (2002) also found that availability of and access to instructional technology resources and technical support were important factors that determine the frequency in which teachers use instructional materials .Holloway (1996) reaffirms that the frequen-

cy in which elementary school teachers use instructional technology is related to the availability of technical hardware in the classrooms. Further , Flick (2007) in a study on math teachers and instructional media which focused on 60 high school and middle school teachers in some selected states in USA found that an availability of computers for instruction was among the main factors that impede indicated that access to and un-availability of a computer and projector were real hurdles to their use

2.5 Uutilization of instructional materials in teaching– learning process

Instructional media is perceived as a very important teaching – learning process (Kadzera, 2006). The use of instructional materials in teaching stimulates learning because students become more attentive .It also process student interest and enhance their participation in class activities.

It also arouses student interest and enhances their participation in class activities. Consequently it improves the teaching process since it promotes performance in class room situations .This is confirmed in a study by Alssen (2012) which investigated university student perceptions of learning English for taught language Centers. Instead of teacher-centered methods ,the courses used a student- centered method where by small groups of students designed ICT –enhanced instructional materials for learning English for specific purposes (ESP) .The materials were published on the internet where they were writing as well as in domain – specific vocabulary . This supposes that student teachers who are exposed to preparation and utilization of instructional materials would post improved performance and hence tutors are called upon to use instructional materials to reinforce learning.

The utilization of media in instruction can provide teachers "access to new idea such as a ways to study themes , how to access information to that is difficult to find clarification of difficult or concepts and how to present information using different instructional materials besides , materials can provide continuing support after courses end (USA Congress office of Technology Assessment , 1995)

Many teachers who use instructional materials find that it can help them improve student learning and motivation, addresses students with different learning abilities exposes students to a wider world of information and experts and implement new teaching techniques in all levels in learning colleges. Means (1994) reports that the use of

instructional media in teacher training college helps trainees new models of teaching learning content areas many researches have therefore called for emphasized , the importance of utilization of instructional materials in teacher training ,(Begges, 2000 , Clark et al, 2006). This inclusion has the potential for future pre - primary teachers to improve their teaching practices .interactive instructional media has been used with pre- service teachers to improve their training and hence the quality of elementary education (Bitner and Bitner 2002; Clark et al 2006). The potential of interactive multimedia for teaching has been discussed extensively. Palk and Carlson (1991) in study of a group pre-service teachers using multimedia program found multimedia to be an effective approach providing pre - service teachers

2.6. Importance of iinstructional marterials for treaching learning process

Instructional materials in education play a great role in improving and developing the aim of education. The aim of education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social qualities that will help him to live happily with others and build him up as a good citizen. Through guided instruction and participation, research conducted according to social and hygienic standards. Mapaderum (2002) According to Heinich et.al (1982) have discussed that "instructional materials serves as a catalyst to change in the whole instructional environment and facilitate for intellectual development". Instructional materials are instructional devices which are used in the class room to encourage teaching learning process.

Iinstructional materials improve teaching learning process . Oni (1995) and Mapaderum (2002) emphasized that "the availability and adequacy of instructional materials promote effective teaching and learning activities in school while there inadequacy affect the academic performance negatively and leads to poor learning environments." equipment and facilities are not available in secondary schools. It might be too difficult for the teaching-learning process. But well-maintained, safe and appropriate equipment will enhance student opportunities for adequate activities.According to Amare (1995) and MOE (2002) described that availability of instructional materials determine the quality of education and teachers effectiveness

From different types of instructional materials, students gain more knowledge and skills and can improve their ability, performance and understanding.

2.7. Factors influencing the use of instructional materials

Some of the factors which appeared to influence the use of instructional materials are teachers and students' motivation, lack of training, beliefes, access of instructional materials, and attitude towards instructional materials etc (Asegdom1998).

2.8, Theoretical framework

2.8.1 Instructional material theories

Instructional material theories assume that there is a direct link between the materials that the teachers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Further, these theories assume that instructional materials have the capacity to develop into students the highest order of intellectual skills as they illustrate clearly, step by step 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 Gagne et al, instructional materials can be used to develop higher learning abilities to 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's 9 ideas have broad implications for secondary teachers in community secondary schools in Rombo district. Many of these ideas have capacity building undertones with themes of students' acquisition of critical thinking and problem-solving skills. However, the theory does not relate to whether or not students can think critically in what aspects or how they can solve a particular problem by themselves. However, I have the opinion that 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 ideas are 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' higher level of thinking, which is important in problem-solving ac-

tivities. However, since they are considered to be domain-specific, the ways instructional materials can start cognitive eearthese views.

2.8.2. B. F. Sskinners operant conditioning ttheory

This refers to the B.F. Skinners operant conditioning theory as a model of learning in influencing behavior.Operant conditioning according to Skinner is the active learning by direct participation of the student.The learner changes behavior due to the stimulus given.Behavior change is directly proportional to the incentive given. In a learning situation a student learns by experience and not mere reflexes. Learning during the operation involves responding to stimuli. Environmental conditioning is a significant element of operant conditioning. Instructional materials are stimuli that promote behavior change in students.

Response towards particular stimuli with a given environment is another feauture of operant conditioning. A learners good response to the content taught will depend on the instructional materials being utilized appropriately if present. Skinner explained that the response can be repeated to prove its reliability. When the instructional materials are constantly utilized the response will assist learners mastery of content delivered. This repetition in Skinners theory is reinforcement of the stimuli. This research sought to ascertain approaches used in access and use of instructional materials and students' academic performance.

2.8.3 Socio-cultural ttheory of treaching, learning, and development

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

According to Vygotsky, human mind develop 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 mod-

el, 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 in effect shapes 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. And 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.

This short account is presented here to illustrate the fact that the sociocultural approach, unlike that of instructional materials by Gagne discussed above, not only allows for a synthesis of teaching, learning, and cognitive development; it actively calls for it. This theory implies that instructional materials lead to cognitive development because they mediate learners' thinking through the tools, and such mediation constitutes the very cornerstone of mental development

2.9. Empirical literature

2.9.1 The eextent to which instructional materials affect student performance

In his study Adeogun (2001) revealed a strong positive link between instructional resources and academic performance. According to Adeogun, schools that possess more instructional resources performed better than schools that have less instructional resources. This finding supported the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2001) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages in teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available.

Fuller and Clark (1994) suggested that the quality of instructional processes experienced by a learner determines quality of education. In their view they suggest that quality instructional materials create into the learners' quality learning experience. Mwiria (1995) also supports that students performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

A study by Chonjo (1994) on the physical facilities and teaching learning materials in Primary schools in Tanzania supports the above views. Chonjo interviewed teachers and students on the role of instructional materials on effective learning. From his study he learned that performance could be attributed to adequate teaching and learning materials and equipment that are in a school. He recommended that in order to provide quality education the availability of sufficient quality facilities is very important. Chonjo's study was one of its kinds in Tanzania which directly linked the role of physical facilities with students' academic performance in primary schools.

However, Chonjo focused only on physical facilities, leaving out instructional materials. To me, physical facilities such as buildings including classrooms, chairs and desks are not enough to provide quality teaching and learning. Instructional materials are also necessary. The study done by Maundu (1987) agrees with my ideas that, in order for a school to have a good performance it must be well equipped with relevant and adequate text books and other teaching and learning resources.

2.10. Conceptual fframework

In this study the Conceptual framework is based on Bloom's (1982) model of evaluation because of its suitability in utilization and usage of instructional materials in the process of teaching and learning. It was useful in examining the interdependence of variables, teaching materials, teaching and learning process to students' performance as an outcome. The model consists of three items: Predictor variables, Mediating variables and Performance.

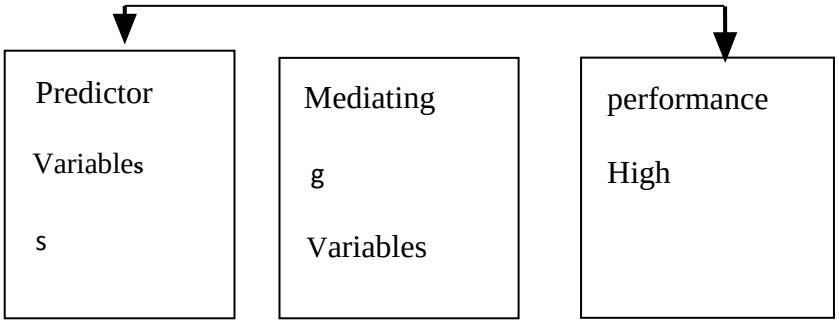

Figure 2.1 A Model for Explaining Role of Instructional Materials in Students' Aca

demic Performance

According to Bloom (1982) predictor variables and mediating variables influence greatly students' performance. Figure 2.1 summarizes the idea contained in the model that if the predictor variables and mediating variables were of high quality, then teaching and learning process would produce high academic performance.

Figure 2.1 show Model for Explaining Students' Performance in English Language Learning. The model examines the relationship between variables, availability and effective use of available instructional materials in the process of teaching and learning for higher performance.

It is anticipated that if there were enough instructional materials in the teaching transaction, and well utilization of those materials, they would contribute to quality teaching and students' high academic performance. It was also hoped that students would be more motivated to learn when they are exposed to instructional materials because their motivation would determine their successss

CHAPTER THREE

Materials and Methods

3.1 Description of the study area

According to Mcmillan & Schumacher (1993) choosing a site is a negotiated process to obtain the freedom of access that is suitable for the research problem and accessible for the researcher in terms of time-mobility, skills, and resources. This study is conducted in the Gurage zone wolkite town and kebena woreda selected secondary schools. wolkite town is one of the reform towns in cenatral Ethiopia, is situated in the centaral part of the region, and has 8 secondary government schools in the town and kebena woreda.

3.1.1 Demographics

Based on the preliminary 2007 census result Wolkite town has a total population of 101805.Wolkite town contains with an estimated area of 77 hectares (530.14 sq. km); the town has an estimated density of 5,165.1 inhabitants per square kilometer. For administrative purpose currently the entire town is divided in to six kebeles. Those kebeles are namely, selamber, menahariya, edegetchora, edegetber, adishewot and guberye.and providing basic public services at local level.

3.1.2 Economic and social conditions

Currently, the most common problems found in the town are; unemployment, housing problem, poor quality of education, and health problem, and inadequate infrastructure, problem of waste disposal and shortage of recreational center for the youth. The town is the commercial place for residents of different towns. Most of the populations of the town fall in medium and low living standard (Wolkite town strategic plan, 201

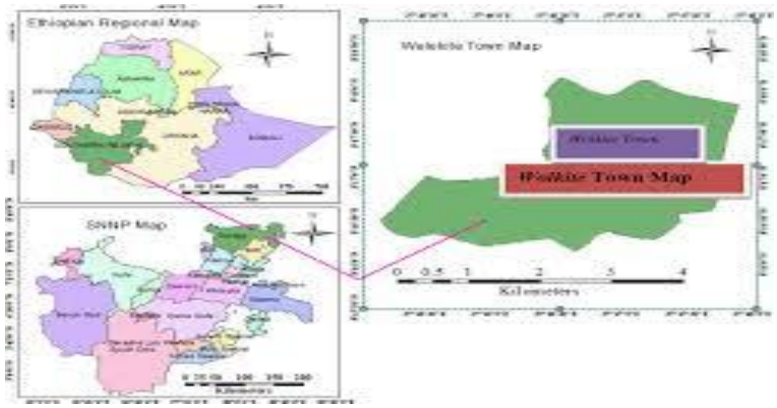

Figure 3.1 Map of Wolkite town

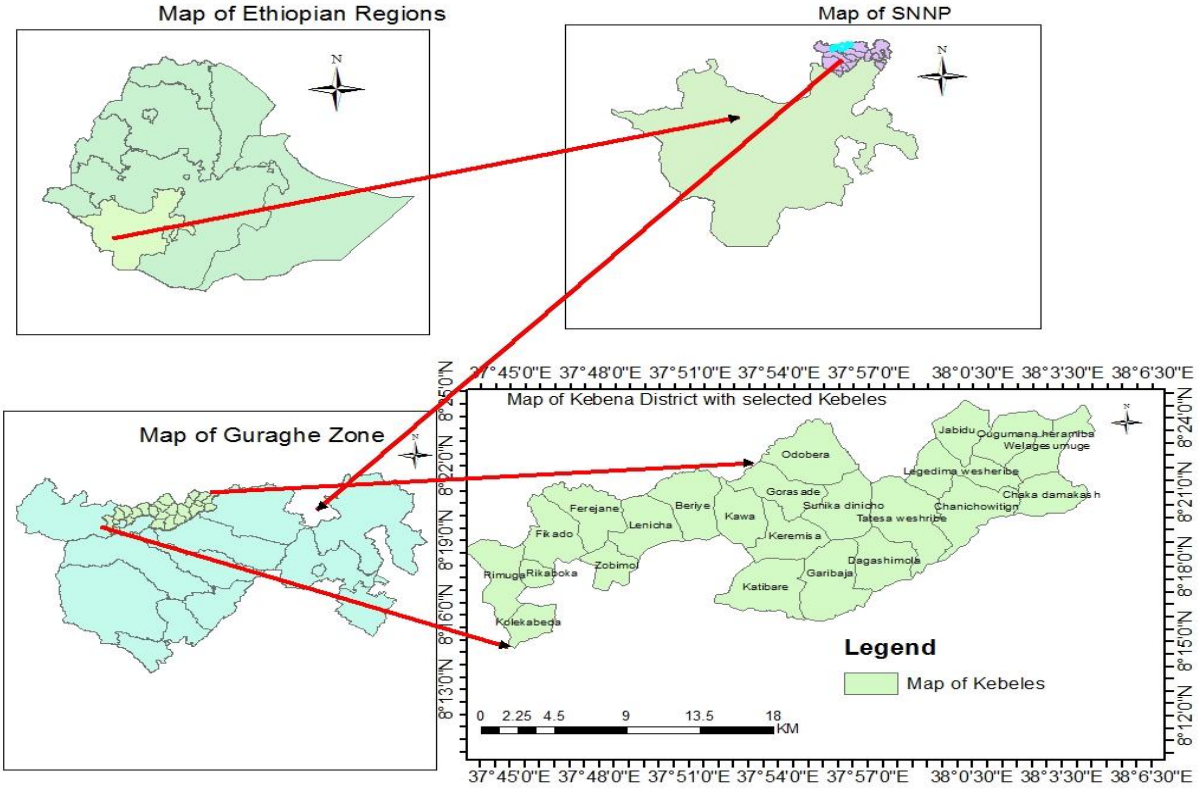

Figure3.2. Map of kebena woreda

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3.2. Research design

A research design refers to a process of creating an empirical test to support or reject a knowledge claim (Best, 2006). In this study, a descriptive survey research design was employed. It is relevant to gather detailed information. Moreover, descriptive research design makes possible the prediction of the future based on findings on prevailing conditions.

Similarly, Cohn & Manion (2002), described that descriptive survey research design helps to gather data at a particular point in time with the intention of describing the nature of the existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exists between specific events. In addition, Seyoum & Ayalew (1989) also agreed that descriptive survey design of research would employ both quantitative and qualitative methods because it is a descriptive survey in design, which is analytical, and it is more appropriate for gathering several kinds of data in a broad to achieve the objectives of the study. So, a descriptive survey research design was employed in this study

3.3. Research Approach

This study used a mixed approach, combining both quantitative and qualitative components. According to Gay & Airasian (2000), qualitative research is best used to discover topics and relationships, at the case level quantitative research is best used to validate those themes and relationships in samples and populations. The reason is that researcher use a mixed approach is to be broadening understanding by incorporating both qualitative and quantitative methods to use one approach to better explain or build on the results from the other approach. To this end, the qualitative approach incorporated into the study to validate and triangulate the quantitative data.

3.4. Sources of data

To achieve the objectives of the study and to strengthen the findings of the research, relevant data for the study were gathered from both primary and secondary sources.

3.4.1. Primary Sources

In this study primary data sources employed to obtain reliable information about the study. The major primary sources of data are secondary school teachers and students

through questionnaires, from principals and pedagogical center officers through interviews and also personal observation on the actual place.

3.4.2. Secondary Sources

The secondary sources of data for this study were document analysis. These are lesson plans, annual plans, feedbacks, reports and students achievement results, used for analysis about the existing reality and particular research questions and to strengthen the data obtained through questionnaires, interview and observation, and also published and unpublished documents from the internet were used.

3.5. Population of the study

The study is conducted on 4 sampled government secondary schools located in Wolkite town, namely Yaberus secondary school and Yehidase fere and in Kebena woreda, namely Woma secondary school and Kebena secondary school. The total study population is seven thousand, three hundred and sixteen.

3.5.1 Target population for the study

The target population of the study is the teachers, students, principals and Pedagogical center officers in the sampled government secondary schools in Wolkite town and Kebena woreda.

3.6. Sample size

The study used the sample size of (379) respondents through use of the Yemane formula (1978). Yemane ‘s formula used to compute the sample size. This formula employed so as to sample fairly a large number of people as representation of the total population such that the research findings obtained can be trusted and believed. The details on the determination of sample size using Yemane‘s formula are shown below;

$$n = \frac{\mathrm{N}}{1+\mathrm{N}(e)^2}$$

Where

n= Sample size

N=Total population size

e = level of significance

$$n = \frac{7316}{1+7316(0.05)^2} = 379$$

Following this formula, the established sample size is 379 respondents from total population

3.7. Sampling techniques

To obtain reliable data for the study, various sampling techniques are employed in this study. From Kebena woreda and Wolkite town adminstration 4(50%) schools are selected by stratified random sampling techniques based on the place (rural and urban), establishment years (old, medium, and recent). This technique is advisable to subdivide the population into smaller homogeneous groups to get a more accurate representation (Best, W.J., & Khan, J.V. (2012).And13 secondary school teachers and 365 students are selected from the sampled schools by simple random sampling techniques. As Cohn & Manion (2002) described utilization of this technique allows each element to have an equal non-zero chance of being selected. And 1 principal and 1 School pedagogical center officer selected from the sampled schools by using Purposive sampling techniques because they are few and could give technical information regarding the issue.

Table 3.1: Summary of population, sample size & sampling techniques of the study

No	Items	Population	Sample taken		Sampling technicques
			N	%	
1	Woredas/town adm.		2		Stratified Sampling
2	Teachersin the sampled schools	252	13	5	Simple random sampling
3	Students in the sampled schools	7056	365	5	simple random sampling
4	Principals in the sampled schools	4	1	25	Purposive sampling
5	Pedagogical center officers in the sampled schools	4	1	25	Purposive sampling

Source: researcher based on sample desi

3.8. Data collection instruments

In this study, questionnaires, interviews, observation and document analysis are used to collect data regarding the access and utilization of instructional materials and students' performance in secondary schools. Dooley (2004) stated that the integration of instrument serves as a means of enlightening phenomena from multiple angles and helps the researcher to reveal better-detailed evidence of the study.These are as follows;-

3.8.1 Questionnaire

Questionnaires are believed to be better to get a large amount of data from a large number of respondents in a relatively shorter time with minimum cost. The researcher used questionnaires to collect data from students and teachers. Hence, open-ended and close-ended questionnaires were prepred in English language and translated into Amharic language and administered to all respondents with the assumption that they can understand the language. The researcher used more close-ended questionnaires because it is the most frequently used instrument in descriptive survey research and is convenient to revel reliable and adequate information from a large number of respondents.

3.8.2 Interview

Besides the questionnaire, qualitative data for this study is gathered by using semi-structured interview. A semi-structured interview designed to gather data from principals and pedagogical center officers. The selection of interviewees is based on their position to effectively describe the reality in the study area and they can have detailed information. The interview was prepred in English language and translated into Amharic language to make communication easier and to avoid ambiguity from each interviewee. The interview guide questions were set for respondents based on basic research questions. Finally, interview notes were taken and summarized.

3.8.3 Observation

Observation is one of the means of data gathering instrument. It helps the researcher as an eye witness to the situation. The major points to be observed are;- pedagogical center in the school, libraries, utilization of instructional materials in the school and other necessary documents. A checklist used to facilitate the observation.

3.8.4 Document analysis

For this study, the following documents were analyzed: the teachers lesson plans, town and woreda strategic and annual plan, schools annual plans, town and woreda reports, schools reports, annual students achievement, examination and test results, annual repetition rate, etc of the first semester of 2015 E.C academic year for analysis with the problems for checking the existing realities.

3.9. Procedures of data collection

To answer the basic research question raised, a series of data gathering procedures were employed. The expected relevant data were gatherd by using questionnaires, interview, observation and document analysis. In doing so, letters of authorization were given from Wolkite university and woreda education offices. After agreeing with the concerned participants, the researcher was introducing objectives and purposes. After this, to collect the data from respondents convenient time and place were chosen to place them freely and to maximize the quality of response and degree of return. Before giving the questionnaire to the respondents the researcher oriented them to make clear the objectives of the research. Then, the questionnaires dispatched according to the schedule of the selected schools. Then the questionnaires administered to sampled teachers and students, interview was administered for principals and pedagogical center officers within selected schools, personal observation was taken and also documents were analyzed.

Finally, the questionnaires were collected back. The interviews were conducted. And observations were made.

3.10 Methods of data analysis

To analyze the collected data, both quantitative and qualitative techniques of data analysis were employed. Data from the field were edited and coded according to the themes which emanated from the research objectives and questions. The demographic characteristics of respondents were analyzed based on frequency and percentages in frequency tables.

The main data were: on

Availability of instructional materials was analyzed by using descriptive statistics by main subjects;

Utilization of instructional materials by teahers and students was analyzed by using descriptive statistics specifically, the frequency of using;

Academic performance of students for the first semester of the academic year and the performances related with respect to the access and utilization of instructional materials was analyzed using Cross tabulation and correlation analysis.

The scores of each item (objective) was analyzed using SPSS (Statistically Data analysis) software program version 21 to generate descriptive statistics of mean and standard deviations.

To compare whether the scores of the respondents are statistically significant or not, a t-test was used. The existing response difference was tested at a 0.05 level of significance. The overall median scores were used to interpret data gathered through questionnaires.

Besides, the qualitative data obtained from semi-structured interview, observation and document analysis was analyzed thematically as supplementary evidence of quantitative. Both textural and structural descriptions were used in the result section. For textural descriptions, the quotes of participants were given in italics with the respondent to whom that quote belongs marked with type. The structural descriptions were interpreted by using the researcher provided plain text presentation of thematic findings. Finally, the findings were concluded, suggestions and recommendations were given for the further.

3.11 Validity and reliability

3.11.1 Validity of the instruments

To ensure the validity of instruments, initially, the instruments was prepared by researcher after then developed under the close guidance of an advisor and experts in the education field for security who went through them against research questions and given necessary recommendations for improvement before the data collection to provide their inputs on the validity of the instruments. To further check, the researcher used pilot testing of the instruments. A pilot study was conducted before the final administration of the instruments with all respondents. The pilot test was conducted to secure the validity of the instruments with the objectives of checking whether or not the items enclosed in the instruments.

3.11.2 Reliability of the instruments

According to Fraenkel and Norman (2006) reliability is a statistical concept and relates to consistency and dependability, i.e., consistency of obtaining similar answers when measuring phenomena that have not changed. A reliable measuring instrument is one that, it repeated under similar conditions, would present the same result or a near approximation of the initial result. To establish acceptable reliability of the questionnaire, a pilot study was conducted in school which is not part of the sample and checked by using (spss) the Statistical Package for Social Sciences. Cronbach's Alpha (α) was used to measure internal consistency strength.

3.12 Ethical consideration

In planning a research project it involve human subjects, it is important to consider the ethical guideline. With this, Mcmillan & Schumacher (1993) cited potential ethical dilemmas such as informed dialogue, confidentiality, and anonymity to avoid problems related to ethical issues and encourage participants to overlook lost privacy in favor of valuable contributions made to make the research process professional, ethical consideration made. Therefore, the researcher were inform the respondents about the purpose of the study, chiefly that is purely for academic purposes of the study also introduced in the introduction part of the questionnaires, interview guide to the respondents; and confirm the subjects confidentiality protect. In addition to this, they were informed that their participation in the study is based on their consent. Furthermore, all the participants on this research were acknowledged and remain confident.

CHAPTER FOUR

Results and Discussion

Introduction

This chapter presents the findings and interpretations of the findings of the study on access, utilization of instructional materials, and students' academic performance of government secondary schools in Wolkite town and Kebenaworeda.The discussion of result was analyzed in connection with the objectives of the study. Interview and document review had been conducted to get support and fill the gap where the questionnaires didn't encompass.

4.1 Questionnaire response rate

This section entails an analysis of the rate at which questionnaires that were handed out were returned in complete form.

Table 4. 1.1: Completion rate of questionnaire

Respondents	Expected responses	Actual responses	Percentages
Teachers	13	13	100
Students	365	350	95.8
Total	378	363	97.9

Source: primary data, 2023

From table 4.1.1 there was a97.9 % return rate, " the higher the response rate, the more likely the results are representative of the population provided the sampling is appropriate,"

4.2 Socio-Demographic characteristics of the respondents

Table 4.2.1:.Basic demographic information about respondents

Variables	Category	Respondents			
		Teachers N =13		Students N =350	
		N	%	N	%
Sex	Male	11	84.6	206	59
	Female	2	15.4	144	41
	Total	13	100	350	100
Qualification	Diploma	-	-	G-9=85	24.28
	Degree	10	76.9	G-10=85	2428
	masters and above	3	23.1	G-11=85	24.28
				G-12=95	27
	Total	13	100	350	100
Year of experiance	1-10	4	30.7	-	-
	11-20	6	46	-	-
	21-30	3	23	-	-
	Total	13	100	-	-
Age	below 20	-	-	350	100
	20-29	3	23		
	30-39	6	46	-	-
	40-49	3	23	-	-
	50 +	1	8	-	-
	Total	13	100	350	100

Source:Ownfeild data,2023

The study findings on the gender of the respondents reveal that majority of the respondents were male with 217 representing 59.77% of the respondents, the females were 146 representing 40.22 % of the respondents. The results reveal that though the male dominated.

Results on the education level of teacher respondents reveal that majority respondents were degree were 10 representing 76.92% of the respondents while masters and above qualification had 3 representing 23 % of the respondents. The findings reveal that many respondents are highly educated hence has a critical understanding on the instructional materials and academic performance of students.

The results on the age of respondents reveal that majority respondents were below 20 years 350 with 96.4% of the respondents, 20-29 age bracket with 3 representing 0.82% of the respondents, 30-39 had 6 representing 1.65 % of the respondents, 40-49 had 3 representing 0.82% of the respondents and those above 50+ years were 1 representing 0.27% of the respondents. The results reveal that many respondents are youthful hence a proper understanding on the study.

The study findings concerning the aspect of Year of experiance reveal that 1-10 year were 4 teacher respondents representing 30.67% of the respondents, 11-20 years had 6 respondents represented by 46.15%, between the age of 21-30 years had 3 respondents represented by 23% of the respondents.

In terms of the position of respondents majority were 350 (96.4%) of the respondents represented by the students, the teachers followed by who were 13 represented by 3.6% of the respondents. The respondents were both teachers and students of the schools so they understand the study context.

4.3 Availability of instructional materials in teaching learning process

Table 4.3.1: Access of commonly used instructional materials as acknowledged by teachers from sample schools

No	IMS	Response category					
		Accessable		Not Accessable		Total	
		N	%	N	%	N	%
1	Textbooks	13	100	-		13	100
2	Reference Books	13	100	-		13	100
3	Models	3	23.1	10	76.9	13	100
4	Graphs	13	100	-		13	100
5	Charts	1o	76.9	3	23.1	13	100
6	Pictures	13	100	-		13	100
7	Maps	13	100	-		13	100

Source: Primary data, 2023

Table 4.3.1 shows that the access of models, three- dimensional representation of real life objects, is concerned, 23.1% of teaches replied in the affirmative while 76.9% of them gave their responses in the negative. All the teachers, 100% of them, replied in favor of the access of textbooks, Reference books, Graphs, Pictures. Charts are concerned, 76.9 % of the teaches replied in the affirmative while 23.1. % of them gave their responses in the negative.

Table 4.3.2: Adequacy of IMS at the sample schools as evaluated by teachers

Response category	Respondents	
	Teachers (N=13)	
	N	%
Sufficient	**2**	15.4
Insufficient	11	84.6
Meager	-	-
Poor	-	-
Total	13	100

Source: own computation using spss

Table 4.3.2 indicates that majority of the teachers (84.6%), judiciously expressed their judgment in line with the insufficiency of IMS at their respective schools.

Again, relatively a small portion (15.4) of the .teachers evaluated that the adequacy of IMS at their respective schools is ' Sufficient '.

This is simillar to the research finding conducted by Ayodele (1999) investigated re-source situation in Nigerian schools as correlate of students' academic performance and found that inadequate resource situation in schools for teaching and learning may lead to low students' academic achievement.

Table 4.3.3 : The access of text books for students

Item	Alternatives	Frequency	Percentage
How many of text books of your subjects do you have?	All	-	-
	Half	78	22.3
	one-third	225	64.3
	one-fifth	47	13.4
	Not at all	-	-
	Total	350	100.0

Source: own computation using spss

As far as the access of text books, reading material or the major instructional materials for students and teachers, is concerned, 78(22.3) of the students replied that they have possessed half of text books of their subjects while 64.3 % of them gave their responses they have possessed one-third of text books of their subjects , 13.4 % of them, replied they have possessed one-fifth of the textbooks of their subjects.

Table 4.3.4: Conditions of laboratory: is it fully operational?

Respondents	Response category				Total	
	Yes		No			
	N	%	N	%	N	%
Teachers (N=13)	5	38.5	8	61.5	13	100

Source: Primary data, 2023

Quite obviously, table 4.3.4 indicates nothing but the bare facts that the majority or 61.5 % of the teacher respondents reported that the labratories are not fully operational while significant portion (38.5%) of them responded in the affirmative. It turns out that the results of table 8 are in consonance with the researcher's observation, which disclosed the fact that all the laboratories at the sample schools in Wolkite town and Kebena woreda of Gurage zone have been not fully operational. With regard to this issue the teachers were asked to give the reasons why laboratories are not fully operational. Their responses in brief:

No responsible person who is in charge of the laboratory, Poor school managementt, lack of raw materials, Lack of time and tools for use.

Table 4.3.5: The current status of school SPC

Respondents	Response category				Total	
	Yes		No			
	N	%	N	%	N	%
Teachers	5	38.5	8	61.5	13	100

Source: own computation using spss

According to table 4.3.5 the highest proportion or (61.5 %) of the teacher respondents explained that SPCs at the sample schools in Wolkite town and Kebena woreda of Gurage Zone are not fully functional. A small portion, i.e 38.5 % of the teachers however, replied that SPCs are currently fully operational in the selected sample schools of Wolkite town and Kebena woreda of Gurage Zone. The researcher attempted to make observations so as to assess the current status of SPCs at the selected sample schools. In accordance with this, most SPCs were found to be not fully functional.

4.4 Utilization of available instructional materials in teaching learning process

Table 4.4.1: Teachers extent of use of the available IMS in teaching learning process

Respondents	Frequency							
	Always		Sometimes		Never		Total	
	N	%	N	%	N	%	N	%
Teachers	1	7.7	12	92.3		-	13	100

Source: own computation using spss

Teacher respondents were asked how often they make use of the available IMS to help their students learn effectively.table 4.4.1 above indicates the responses from the respondents concerning how frequently they use IMS to accomplish their teaching tasks.

In accordance with this, 92.3% of the teacher respondenets offered sometimes replies, pinpointing that they make use of 1MS in teaching learning process to improve instruction.

The remaining7.7 % of the teachers responded that they utilize IMS ' Always '. It is obvious that students learn primarily through the senses, by listening, observing, feeling, doing and communicating ideas. Put concisely, learners learn best by doing. But this will become a reality only when teachers make proper use of IMS during teaching learning process. The disappointing fact in this regard is that the findings of table 10, stand in contrast to the idea that practical teaching should be based on the proper use

of IMS so as to heighten the quality of teaching learning, because the largest proportion of the teachers admitted that they Sometimes use IMS during teaching learning process.

The response obtained from an interview conducted with principal interviewee is in agreement with this fact. An item with a fixed response (yes/no) in an interview was presented to the interviewee to be checked. The principal interviewee responded "witnessing the fact that teachers do not make proper use of IMS to supplement teaching learning process".

Table 4.4.2 : Students usage frequency of accessed textbooks

Item	Responses	Frequency	Percentage
How often do you use textbooks accessed	Every day or almost every day for many subjects	109	31.1
	Once or twice a week	241	68.9
	Once or twice in a month	-	-
	Never or almost never	-	-
	Total	350	100

Source: own computation using spss

Student respondents were asked how often they make use of the available textbooks of their subjects to learn effectively.Table 4.4.2 above indicates the responses from the respondents concerning how frequently they use textbooks to accomplish their learning tasks.

31.1% of them responded that they utiliz the accessed textbooks every day or almost every day for many subjects (68.9%) of student respondents responded that they use textbooks once or twice a week when the need arises' respectively. It is obvious that students learn primarily through the senses, by listening, observing, feeling, doing and communicating ideas. Put concisely, learners learn best by doing. But this will become

a reality only when students make proper use of textbooks. The disappointing fact in this regard is that the findings of table 11 stand in contrast to the idea that practical teaching should be based on the proper use of textbooks (IMS) so as to heighten the quality of learning, because the largest proportion of the students admitted that they use textbooks once or twice a week during teaching learning process

Table 4.4.3 : Teachers usage of the available IMS to help students

Item	Responses	Frequency	Percentage
teachers usage of the available IMS	Yes	61	17.4
	No	235	67.1
	don't know	54	15.4
	Total	350	100

Source: Primary data, 2023

The above table 4.4.3 shows that teachers usage of the available IMS to help students **.** The responses obtained from students(67.1%)of them responded their teachers don't use available IMS while 17.4% of student respondenets responded that their teachers use available IMS and 15.4% respondents responded that they don't know whether their teachers utilize the available IMS.From the results we understand the majority of teachers not use the available IMS to help students.

Table 4.4.4 : Teachers usage of the available IMS in teaching learning process

Item	Responses	Frequency	Percentage
Domost of your teachers use instructional materials in the teaching-learning process?	Yes	93	26.6
	No	257	73.4
	Total	350	100.0

Source: Primary data, 2023

The responses obtained from students show that 26.6% are in agreement with that their teachers use the available IMS while 73.4% of them responded on this fact that their teachers did not use the available IMS in teaching learning process.

An item with a fixed response (yes/no) in an interview was presented to the interviewee to be checked. The principal interviewee responded ” witnessing the fact that teachers do not make use always IMS to supplement teaching learning process”.
This finding was in support of Protocol (2011) who revealed the poor utilization of instructional materials in secondary schools.

Table 4.4.5: Major problems confronting teachers to make the best use of IMS for teaching learning process

Item	Respondents	
	Teachers (N=13)	
	Response in terms of frequency	
	Frequency	Percentage
Lack of training	5	38.5
Lack of time	2	15.4
Lack of interest	2	15.4
Lack of IMS	4	30
Lack of financial and material support	-	-
Total	13	100

Source Field Data, 2023

Table 4.4.5 shows the two most severe problems or obstacles teachers are confronted with while using IMS for teaching learning process. These are: 'lack of training and 'lack of IMS as the levels of their severities are measured by the frequencies 5 and 4 respectively. According to table 4.4.5 inadequacy of time and teachers lack of interest for using IMS also rank in their severity as attested by the teachers themselves.

Table 4.4.6: Teachers affected in utilizing IMS in teaching learning process appropriately

NO	Description item	SA		A		U		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	N	%
1	Textbooks are available for each student.	-	-	-	-	-	-	5	38.5	8	61.5	13	100
2	Reference books are available in the library adquatly.					**1**	7.7	4	30.8	8	61.5	13	100
3	The library is open at school time whenever students want to read.	-	-	5	38.5	1	7.7	5	38.5	2	15.4	13	100
4	Teachers have lack of commitment in using instructional materials.	-	-	3	23.1	1	7.7	5	38.5	4	30.8	13	100
5	Teachers' interest is very low towards using instructional materials	2	15.4	6	46.2	1	7.7	-	-	4	30.8	13	100
6	Daily plan didn't include instructional materials.	-	-	-	-	5	38.5	4	30.8	4	30.8	13	100
7	Teachers have lack of experience to wards using instructional materials.	-	-	4	30.8	-	-	3	23.1	6	46.2	13	100
8	Teachers are punctual in their school time	-	-	4	30.8	1	7.7	5	38.5	3	23.1	13	100
9	Teachers are regularly monitored and evaluated for their perfor-	-	-	2	15.4	-	-	10	76.9	1	7.7	13	100

	mance												
10	There is incentive and disincentive due to teachers' performance	-	-	3	23.1	3	23.1	3	23.1	4	30.8	13	100
11	School governance is fair and effective	-	-	-	-	-	-	7	53.8	6	46.2	13	100
12	Teachers are determined in upgrading their knowledge and skill	-	-	3	23.1	-	-	5	38.5	5	38.5	13	100
13	Teachers are concerned for their students' performance	3	23.1	2	15.4	-	-	4	30.8	4	30.8	13	100
14	Teachers are satisfied with the honor and respect given by their students and school leaders	-	-	1	7.7	-	-	3	23.1	9	69.2	13	100

Source: own computation using spss

Table 4.4.6 shows to what extent teachers affected in utilizing instructional materials in teaching learning process appropriately. From 13 respondents 46.2 % teachers agreed with that their low utilization of instructional materials. Teachers have lack of commitment in using instructional materials respondents responded 23.1% is agreed. Teachers' interest is very low to words using instructional materials respondents responded. As a researcher observed the staff members have oriented many time about utilization of instructional materials. But, most teachers do not utlize instructional materials practically in teaching learning process.

The observation of SPC and teachers utilization of IMS during teaching learning process in the classroom by the researcher

There was teachers' attendance evaluation in pedagogic center; but, there were only small number of teachers' signature on attendance.ALSO there was small number of teachers who borrowed, and who used instructional materials. Moreover, the budget allocated for instructional materials was insufficient. This shows that there was low access and utilization of IMS in sampled schools in teaching learning process.

Table 4.4.7 : The rate of teachers' effectiveness in using IMS

	Level	Frequency	Percent
1	High	-	-
2	Average	177	50.6
3	Low	173	49.4
	Total	350	100.0

Source: - own survey, *2023*

Based on the teachers' effeciveness in using IMS in teaching-learning process,according to table 16 177 (50.6 %) majority of the respondents said average, 173 (49.4 %) of the respondents said low none of the respondents said high.This finding show that portion of teachers instructional materials utilization effeciveness was in average

Table 4.4.8: Mean ratings and standard deviation of utilizing IMS in teaching-learning process and attitude toward students

N	Item statements	N	Mean	Std	Decision
1	Your teachers use teaching aids when they present the lesson in your classroom	350	3.88	975	Agree
2	Using teaching aids makes the teaching	350	3.73	977	Agree

	learning process effective.				
3	Using teaching aids in various lessons doesn't have any contribution to improve students' learning	350	1.82	987	Not Agree
4	using teaching aids contributes positively to your result	350	4.45	913	Agree
5	Many students have no interest and determination to properly understand their learning outcomes	350	3.88	1.270	Agree
6	Many students go to school	350	3.69	1.412	Agree
7	Many students do not worry for they miss class or attendance	350	3.53	1.523	Agree
8	Many students do not worry for they do not perform well in class	350	4.56	998	Agree
9	Many students do not dream to join University	350	3.82	953	Agree

Source: - own survey, *2023*

Data presented in table 4.4.8 showed that the mean ratings of items 1 – 9 are 3.88, 3.73., 4.45, 3.88, 3.69, 3.53, 4.56, 3.82 respectively with the corresponding standard deviations of 975, 977, 913, 1.270, 1.412, 1.523, 998, 953were rated above the cut-off

point of 3.0 and thus accepted while item 3 was rated below and rejected. Moreover, the cluster mean of 3. 70 and standard deviation of 97 5was found to be above the cut-off point 3.00. This implies that the respondents are not affirmative to teachers' utilization of instructional materials in the teaching learning process in Wolkite town and Kebena woreda government secondary schools

4.5. Academic performance of students in government secondary schools

Table 4.5.1: The current status of student achievement in secondary schools

Item	Status	Frequency	Percentage	Mean
What was the score of your stude Class room last semester?	very low	-		
	Low	8	61.5	
	Medium	5	38.5	
	High	-	-	
	very high	-	-	
	Total	13	100	

Source: own computation using spss

As shown in the above table 4.5.1 teachers were requested to give their response on the students scored in the class last semester of academic year.Accordingly 8 (61.5%) teachers said the score of student in the class last semester was low and 5 (38.5%) of them stated that the score of students in the class last semester of academic year was medium.

As shown in the above table 18 the number of students promoted to next semester in the study area in year 2015 E.C from total number of teacher respondents (61.5%) of them said the students promoted to next semester with low score, (38.5%) of them said the students promoted to next semester with medium score. Generally this show that the students'performance in the class in the study area was low which in turn indicates the quality of education was some what affected in the study area. As the interview

made with principal showed that concerning the performance of students, The key informant agreed on the point that student‘s academic achievement is declining from time to time. The reason for this low academic performance could be modes of teaching, infrastructure, technology, teachers’ devotion to assist students, student’s commitment to study and motivation to perform high academic result and the utilization of instructional materials.

Table 4.5.2: Average student score

Item	Status	Frequency	Percentage	Mean
What was the average rate score of your student achieved in the class room last semester	below 50	-	-	
	51-60	4	30.8	
	61-70	9	69.2	
	71-80	-	-	
	above 81	-	-	
	Total	13	-	

Source: - own survey, *2023*

In the table 4.5.2 the teacher respondents were requested to give their opinion on the average students‘achievement last semester of academic year. Accordingly 4 (30.8%) said between 51-60 that means the student average last semester score was low and (69.2%) of teacher respondent stated that their students score was between 61-70 in study area the average score of students last semester. As this study shows that the majority of teachers’ response revealed that most students’ average scoe was medium. As the mean value of teachers revealed that the students in the study area average last semester score was low.

Interview with principal regarding student result in class. Principal showed that “student not do make effort by themselves to develop their knowledge. As the result during exam they made plagiarism to pass the exam. Plagiarism not only during the class exam but also during the national exam widely conducted”. As the principal asserted, students that students sometimes cheat to pass the exam.The reason for this problem is lack of sufficient prior knowledge on subject matter, also students tried to adjust

themselves to cheat the exam. These kind of problems repeatedly happened in past few years".

Table 4.5.3 : The current status of student achievement in secondary school

Item	Status	Frequency	Percentage	Mean
Score of student in class room	very low	-		
	Low	169	48.3	
	Medium	135	38.6	
	High	46	13.1	
	very high	-		
	Total	350	100	

Source: own survey, *2023*

Students were requested to give their response on the student score in the class. Accordingly 169 (48.3%) of students said the score of student in the class last semester was low and 135 (38.6%) of them stated that score in the class was medium. While 46 (13.1%) of student said high. As the mean result of students shows that the score of students' last semester was low.

Generally this shows that the students'performance in the class in the Zone particularly in study area was low which in turn indicates the quality of education was somewhat affected in the study area. As the interview made with principal showed that concerning the performance of students, the key informants agreed on the point that student's academic achievement is declining from time to time. The reason for this low academic performance could be modes of teaching, infrastructure, technology, teacher's qualification and devotion to assist students, exam administration system, student's commitment to study and motivation to perform high academic result, the facility of schools such as availability of reference materials.

Table 4.5.4: Average student score

Item	Status	Frequency	Percentage	Mean
What was the average rate score did student achieved	below 50	-	-	
	51-60	169	48.3	
	61-70	127	36.3	
	71-80	54	15.4	
	above 81	-	-	
	Total	350	100.0	

Source: Field Survey, 2023

In the table 4.5.4 the students' respondents were requested to give their opinion on the average students'achievement last semester of academic year. Accordingly 169 (48.3%) said between 50-60 that means the student average last semister score was low and (36.3%) of student respondents stated that their score was between61-70 in study area the other respondent 54 (15.4%) of them said 71-80 was the average score of students last semester. As this study shows that the majority of students' response revealed that most students' average score was low. As the mean value of students revealed that the students in the study area average last semester score was low. Interviews with principal regarding student result in class show that "students do not make effort by themselves to develop their knowledge. As the result during exam they made plagiarism to pass the exam, the reason to Plagiarism as the principal asserted lack of sufficient knowledge on subject matter.This problem is because of under utilization of instructional materials during teaching learning process".

Table 4.5.5: Pearson correlation between instructional materials usage and academic performance of students

Variables Correlated	R-value	Sig	Interpretation	Decision
Teachers use of IMS when they present the lesson Vs Students' academic performance	67.2	0.000	Significant correlation	Accept

Source: own computation using spss

Results in table 4.5.5 indicated a positive relationship between Instruction materials utilization and academic performance of students in subjects since the sig. value (.0.000) was far less than 0.05, which is the maximum level of significance, required declaring a significant relationship. This finding can be seen in the R-values of 67.2 and a small significant value of 0.000. This research finding means that any reduction in usage of instruction materials will lead to 0.672 reductions in academic performance of students. Regarding the relationship, the respondents revealed that the presence of the low level academic performance resulted from low usage of the instructional materials by the teachers and students. It is fundamental that the proper usage of instructional materials accounted for proper academic performance of the students.

Table 4.5.6 : Cross-tabulation results

Variables	The score of students in class room last semester				
		Low	Medium	High	Total
Often do you go to the library?	Often	0	94	46	140
	Rare	89	80	41	210
	total	89	174	87	350
Students do not worry for they miss class or attendance	strongly dis agree	0	33	34	67
	Disagree	0	32	0	32
	Undecided	0	18	10	28
	Agree	25	43	27	95
	strongly agree	111	8	9	128
	total	136	134	80	350
Teachers use in the class apart from textbook	Nothing	85	25	0	81
	additional supportive books	56	94	46	225
	do not know	28	16	0	44
	total	169	135	46	350
Students share a text book inclass, on average	Two	67	94	46	207
	Three	46	33	0	79
	four-five	57	8	0	65
	total	169	135	46	350
The link between IMS usage and atudents acadamic performance	Yes	160	118	9	287
	No	37	17	9	63
	Total	197	135	18	350
Utilize of text books for learning	Disagree	9	9	0	18
	Agree	37	84	49	170
	strongly agree	9	111	42	162
Teachers use IMS for teaching Learning process	Strongly disagree	9	9		18
	Disagree	0	68	0	68
	Agree	8	160	37	205
	Undecided	39	20	O	59

Source: own computation using spss

According to this study students going to the librariy were having effect on students' academic score. Among students who often go to library 67.2% of them had medium score and 32.8% of them had high academic performance.

On other side students' attitude was assesed by likert scale. 86.7% of the students who did not worry for their miss from class had scored low last semester academic result.Also teachers use of additional supportive materials in the class room apart from textbook had a great role to enhance students' academic performance.

According to the above table shows Students text book share in class may lead to low students' academic achievement,hence the students who had much share(87.6%) of them achived low score in the class last semester of academic year. Additionally students utilization of text books for learning has its own effect on students academic score; among students who strongly agreed on the utilization of text book (68.5%) scored medium result in the class room last semester and (25.5%) of them had scored high result.

Similarly teachers use of IMS for teaching learning process also has positive effect on students academic performance accoding the above table 23: students who agreed on their teachers utilization of IMS (78%) of them achieved better score in the class last semester of academic year. These findings were inconsistent with other studies that conducted by Cruickshank et al. (1995), for examples, also reported that though there are differences in the types of teaching materials that can be utilized depending on the nature of the content and over all characteristics of the learners, it is always advisable to support the teaching learning process with media in all levels of schooling and in all types of contents.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary

This study attempted to assess the access, utilization of IMS, and students' academic performance at some selected government secondary schools in Wolkite town and Kebena woreda, Gurage Zone, centaral Ethiopia.

In order to conduct the study, both quantitative and qualitative approaches particularly a descriptive survey were adopted. Instruments of data gathering encompassed questionnaires, key informants interview, and document analysis and observation checklist were used.

As far as the sample population for the study is concerned, teachers, students, SPC co-ordinators and school princepals were included.

The main objective of this study was to investigate the access, utilization of instructional materials, and students' academic performance of govenment secondary schools in Wolkite town and Kebena woreda, Gurage Zone, centaral Ethiopia.

The study was attempted to answer the basic research questions: Are there instructional materials accessible in government secondary schools for teachers and students to utilize in Wolkite town and Kebena woreda: to what extent do teachers and students use the available instructional materials in teaching learning process in Wolkite town and Kebena woreda: how is it academic performance of students in secondary schools in Wolkite town and Kebena woreda: is there a link between the use of instructional materials and students' academic performance in government owned secondary schools in Wolkite town and Kebena woreda?. The participants of this study were principals, SPC co-ordinators, teachers, and students.Teacher and student respondents were selected in simple random sampling technique while principals and SPC co-ordinators were taken as a sample by purposive sampling techniques. Descriptive survey research method with both quantitative and qualitative approach was employed. Data analysis was made by using SPSS window version 20. Descriptive statistics, per-

centage, mean, standard deviation, crosstabulation and correlation were used to analyze and interpret the result. On the base of this analysis the major findings of the study were summarized as follows:

1. **Are there accessiblity of instructional materials in government secondary schools for teachers and students?**

Concerning the access of instructional materials the study found that, insufficient availability of instructional materials, the access of instructional materials play a pivotal role in teaching learning process. The research has proved inadequacy of IMS that has been negatively influencing the teaching learning process.

2. To what extent do teachers and students utilize the available instructional materials in teaching learning process?

The findings showed that, majority of the teachers and students agreed that inadequate utilization of the available IMS, The majority of the respondent of the study felt discomfort about the current status of usage in their schools. Respondents reported that secondary schools suffered in this case at large. This problem also affected the teaching and learning process in the class. As well as it influenced the academic performance of students in government secondary schools.

3. How was academic performance of students in secondary schools?

The findings show that the students' academic performance in the class in the study area is low which in turn indicates the quality of education is somewhat affected in the study area.

4. The link between the use of instructional materials and students' academic performance?

There is a relationship between instruction materials and academic performance of the students in the selected schools in study area. The study further established that limited instructional materials utilization accounted for a low academic performance of the student

5.2. Conclusion

It is beyond doubt that IMS make valuable contributions to the success of teaching learning process. Various survey studies in Ethiopian situation suggest a deficiency in access, utilization of instructional materials, and students' academic performance (Amate, 1999). Wolkite town and Kebena woreda government secondary schools in Gurage Zone of the centaral Ethiopia are not exceptional. This is actually what the current investigation has revealed.

Regarding the access of IMS at the secondary schools in Wolkite town and Kebena woreda government secondary schools, the findings have underlined shortage of IMS was recognized deficiencies.

On the second objective the findings conclude that majority of the teachers and students agreed that there is inadequate usage of IMS However, only a small portion of teachers used IMS.

The third objective, i.e., on the academic performance of students in secondary schools in Wolkite town and Kebena woreda. The finding show that the students'performance in the class in the study area is low which in turn indicates the quality of education that is significantly affected in the study area.

There is a relationship between instruction materials usage and academic performance of the students in the schools. It is further established that limited instructional materials utilization accountes for a low academic performance of the students.

The support and encouragement provided by school directors for the utilization of IMS, the finding has shown that school directors received low rating with regard to this issue.

The results of the present study also shows inadequate training received by teachers and SPC coordinators at the sample schools of Wolkite town and Kebena woreda government secondary schools in Gurage Zone.

5.3. Recommendations

1. The terrific effect of IMS for teaching learning process is unquestionable. Therefore, teachers, students, directors, and all concerned educational authorities should strive to play their part in order to access IMS for the success of effective teaching learning procss.
2. IMS are essential ingredients of teaching learning process. Utilization of IMS crystallizes abstractions with concrete referents and stimulates interaction or participation in an actual event. Therefore, teachers and students are required to make maximum utilization of IMS for instruction. Also, decision is need to be mandatory by the school administrators, rather than leaving it to the classroom teacher.
3. The utilization of IMS pave the ways for students to reach their highest possible academic performance, so the teachers and students should have use IMS in teaching learning process as much as possible.
4. The government should come up with a policy on provision of instruction materials in secondary schools to allow teaching learning process take place easily.
5. The teaching learning process in secondary school should be conducted in a manner that students effective understanding and learn the concept taught. There should be practical utilization of instructional materials.

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APPENDIX

Appendix A

WOLKITE UNIVERSITY

SCHOOL OF SOCIAL SCIENCE AND HUMANITIE

DEPARTMENT OF GOVERNANCE AND DEVELOPMENT STUDIES DEVELOPMENT PLANNING AND MANAGMENT

Questionnaire to be filled by secondary school teachers

Dear respondent,

I, am Aiz Shifa a student of Wolkite University for pursuing master's degree of Development planning and management. As part of my study at Wolkite University, I am conducting a study on ―Access, utilization of instructional materials and students' academic performance in government secondary schools of Wolkite town and Kebena woreda Gurage zone, centaral Ethiopia.The required data is vital importance for the success of this study.You are; therefore, kindly request to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your-genuine, frank and timely responses are of main importance for the success of this study. Please spare some time and answer the questions that follow. Your response will be kept strictly confidential and will be access only by the researcher. The information provided will be used only for academic purposes in this study.

Thank you very much for your time and cooperation.

Dear respondents! Please note that:

♣ You do not need to write your name on the questionnaire.

♣ You need to respond the entire item.

Section I: **Demographic Information of Respondents**

Choose the Answer for the Following Questions.

1. Age of the Respondent in years: _____

2. Sex of the Respondents

A) Male B) Female

3. Your educational Qualification

A) Diploma

B) Degree

C) Master Degree and above

4. Your teaching experience or service years: _____

Section II:

1.Below is a list of instructional materials, please give your opinions about the instructional materials by saying 'Important' or 'Not important' for teaching learning process.

instructional Materials	Important	Not Important
Textbooks		
Reference books		
Models		
Graphs		
Charts		
Pictures		
Maps		

2,Below is a list of instructional materials, p lease indicate whether they are Available or Not availablein your school by writing a tick mark ((,r) against each material.

instructional Material	Available/adequate	Not available
Textbooks		
Reference books		
Models		
Graphs		
Charts		
Pictures		
Maps		

Instruction: The group of questions given below is followed by possible alternative responses. Please indicate your response by selecting the appropriate alternative for each item. For items without alternative responses, please supply short written responses as appropriate.

3.If your answer to the above table is “available", how often do you use the available materials to help your students learn effectively?

A. Always b. Sometimes c. Never at all

4 . If your answer is "not available", please specify the reasons behind

---

5.Is your lab adequately equipped?

a. Yes b. No

6. Does your lab have the necessary utilities such as water, gas and electricity?

a. Yes b. No

7. Have you ever had an opportunity to participate in any workshop pertaining to the production and utilization of instructional materials?

a. Yes b. No

8. If your answer to question # 7 IS "Yes", how do you evaluate the advantages accrued to you by the workshop?

a. Very good b. Good c. Fair d. Poor

9. Do you prepare teaching materials for instruction?

a . Yes b.No

10. How do you evaluate the contribution of school pedagogical center in facilitating the teaching-learning process?

a. It is adequate b. It is inadequate c. Poor d. It is totally dysfunctional

11. How do you rate the support and encouragement offered by the school principals for the utilization of instructional materials?

a. High b. Very high c. Low d. Very low

12. Which one IS your major source for procurer the necessary instructional materials? (Multiple Answer possible)

a. School libraries b. School pedagogical center c. Other schools found nearby d. Public libraries found in the community

13. What problems hinder you from making the best use of instructional materials for teachinglearning purposes? (Multiple Answer possible)

a. Lack of training b .Lack of time c. Lack of interest d. Lack of instructional materials e. Lack of financial and material support

14. Is there sufficient reference book in your library? a. Yes b. No

15. If your answer is yes for question 14 at what extent they are available in the library.

a.sufficiently b.scarcely C.very scarcely

16. Is the school pedagogical center currently fully functional? a. Yes b. No

17.If your response to question #16 is "No", why? Please specify the reasons

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18 . Is the school lab currently fully functional? a.Yes b. No

19.If your answer to question #18 is "No", why? Please specify

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20. How would you evaluate the adequacy of instructional materials at your school?

a. Sufficient b. insufficient c. meager d. Poor

21.What was the score of your students in class room last semester, on average?

a)Very low b) low c) medium d) high e) very high

22.What was the average rate score your student achieved in the last semester?

a) Blow 50 b) 51-60 c) 61-70 d) 71-80 e) Above 81

23.Is there the link between students' instructional Materials usage and students acadamic performance? A .yes B. no

Section III

Instruction: Each item is to be responded by selecting the most appropriate response from the five alternatives where your level of agreement for each item under the scales that represents your opinion. Use tick ―√‖ marking

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

NO	Items	Response				
		5	4	3	2	1
1	Textbooks are available for each student.					
2	Reference books are availablein the library adiqatly.					
3	The library is open at school time whenever students want to read.					
4	Teachers have lack of commitment in using instructional materials.					
5	Teachers' interest is very low towards using instructional materials					
6	Daily plan didn't include instructional materials.					
7	Teachers have lack of experience to wards using instructional materials.					
8	Teachers are punctual in their school					

	time					
9	Teachers are regularly monitored and evaluated for their performance					
10	There is incentive and disincentive due to teachers' performance					
11	School governance is fair and effective					
12	Teachers are determined in upgrading their knowledge and skill					
13	Teachers are concerned for their students' performance					
14	Teachers are satisfied with the honor and respect given by their students and school leaders					

Thank you

Appendix B

WOLKITE UNIVERSITY

SCHOOL OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF GOVERNANCE AND DEVELOPMENT STUDIES

DEVELOPMENT PLANNING AND MANAGEMENT

Questionnaire to be filled by secondary schoolstudents

Dear respondent,

I, am Abdulaziz ShifaReshid a student of Wolkite University for pursuing master's degree of Development planning and management. As part of my study at Wolkite University, I am conducting a study on ―Access and utilization of instructional materials and students' academic performance in government secondary schools of Wolkite town and Kebena woreda Gurage zone, SNNPR.The required data is vital importance for the success of this study.You are; therefore, kindly request to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine, frank and timely responses are of main importance for the success of this study. Please spare some time and answer the questions that follow. Your response will be kept strictly confidential and will be accessed only by the researcher. The information provided will be used only for academic purposes in this study.

Thank you very much for your time and cooperation.

Dear respondents! Please note that:

♣ You do not need to write your name on the questionnaire.

♣ You need to respond the entire items.

Section I: **Demographic Information of Respondents**

Instruction: Answer the Following Questions.

1. Name of school _____

2. Sex _____

3. Age _____

4. Grade level_____

Section II:

Instruction: The group of questions given below is followed by possible alternative responses. Please indicate your response by selecting the appropriate alternative for each item. For items without alternative responses, please supply short written responses as appropriate.

1.How often do you go to the library?

1 Often 2 Rare 3. Never

2. 1) How many of the text books of your subjects do you have?

A. All B. Half C.one-third D.one-fifth E. Not at all

2) How often do you use textbooks (accessed from yourself or from others)?

A. Every day or almost every day for many subjects

B. Once or twice a week

D. Once or twice a month

E. Never or almost never

3. How many students share a text book in your class, on average?

A. Two B Three C 4 – 5 D More than 5

4. What materials do teachers use in the class apart from textbooks?

1 Nothing

2 Additional supportive books

3 Do not know

5. 5.1.) do you yourself complete Home works given by teachers?

1. Yes always 2. Some times 3. Rarely

5.2 Do you yourself complete the questions given in the text book?

1. Yes always 2. Sometimes 3.Rarely

6. What challenges do you face in understanding teachers materials?

1 ……

2 ……

3 ……

7. Do teachers use the available IMS to help you learn effectively?

A. yes B. No C. Don't Know

8.Does the school have pedagogical center?

A. Yes B. No C. Don't Know

9 . How do you evaluate the support .and encouragement provided by your teachers to use IMS?

A. Very good B. good C.poor

10. The use of instructional materials by teachers interests you? A. yes B. No

11. How do you explain the adequacy of text books for Instruction at your school?

A. Adequate B. not adequate

12.How doyou explain the adequacy of reference books for Instruction at your school library?

A. Adequate B. not adequate

13. Do most of your teachers use instructional materials in the teaching-learning process?

A. yes B. No

14. How do you rate your teachers' effectiveness in using instructional materials in the teaching-learning process? A) High B) Average C) Low

15.What was the score of you in class room last semester?

a)Very lowb) lowc) mediumd) highe) very high

16.What was the average rate score did you achieve last semester?

a) Blow 50 b) 51-60 c) 61-70 d) 71-80 e) Above 81

17.Is there the link between instructional Materials usage and your acadamic performance?

A .yes B. no

Part- III: Extent of instructional materials utilization

Instruction: Each item is to be responded by selecting the most appropriate response from the five alternatives where your level of agreement for each item under the scales that represents your opinion. Use a tick —√‖ marking

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

No	Materials	Responce				
		5	4	3	2	1
1	My teacher uses instructional materials for teaching					
2	I utilize services in					

	the library for learning					
3	I uses reference books in learning					
4	I utilize text books for learning					

Part- IV. Put a tick mark in the appropriate box for the following questions in the table.
Keys: SA= Strongly Agree, A= Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree

No	Items	Responses				
		SA	A	UD	D	SD
1	Your teachers use teaching aids when they present the lesson in your classroom					
2	Using teaching aids makes the teaching learning process effective.					
3	Using teaching aids in various lessons doesn't have any contribution to improve students' learning					
4	using teaching aids contributes positively to your result					
5	Many students have					

	no interest and determination to properly understand their learning outcomes					
6	Many students go to school					
7	Many students do not worry for they miss class or attendance					
8	Many students do not worry for they do not perform well in class					
9	Many students do not dream to join University					

Thank you

Appendix C

Interview Guide forschool principals and SPC Coordinators

School name_____ Woreda_____

Date_____

Academic year_____

1. How do you see the importance of instructional materials to the teaching learning process?
2. Is there a pedagogical center in your school?
3. Are there adequate facilities and resources for your school pedagogical center?
4. Are there enough instructional materials in the school pedagogical center?
5. How often do teachers in your school use instructional materials in the classroom?
6. What is the level of usage of instruction materials in teaching learning prosses in schools?
7. What is the cause of limited usage of instruction materials in schools?
8. What is the level of academic performance of the students in your school?
9. How does instruction materials usage affect the academic performance of students?
10. What are the hindering factors for the access and utilization of instructional materials in your school?

Appendix D

Observation checklist

1. Name of the school _____ _

2. Level of the school _____ ___

3. Woreda _____

I. The Availability of InstructionalMaterials in Schools

1.2 Haw Library Materials looks like?

1. Are there Reference books in the library?

2. Are there out date reference books in the library?

3. Are there Facilities like desks and chairs in the library?

1.3 Materials in the Pedagogical Center

Observation at pedagogical center, library, and store room

1/ presence of school pedagogical center A/ yes B/ no

2/ presence of library A/ yes B/

3/ presence of store room A/yes B/no

8. Availability of IMS, A) Adequate B) Inadequate C) virtually none existent

12. Availability of equipment in lab: A Rich B Fair C Poor

13. Types of Instructional materials available at the school pedagogical center.