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INSTRUCTIONAL MATERIALS AND PUPILS' ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS IN YATTA DIVISION IN YATTA DISTRICT, MAVOLONI ZONE, KISIIKI VILLAGE IN YATTA DISTRICT OF EASTERN PROVINCE KENYA

BY

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DECLARATION

I **SUSAN KALUKI MUINDUKO,** declare that this research report has never been presented to any institution for any academic award.

SIGNATURE:.....

SUSAN KALUKI MUINDUKO

DATE.....18th DECEMBER 2010.....

DEDICATION

This research work is dedicated to my beloved husband Mr; Michael Mutuku and my son Evan Muendo and my Daughter Lillian Mbulwa for the gift of Life and love, up bringing, persistent prayers and encouragement they give me.

AKNOWLEGDEMENT

I am so grateful to all people who helped to acomplish this peace of work. Special thanks go to my relatives and my supervisor. Am also indebted to all my lecturers for the encouragement

I owe special thanks to the teachers and head teacher of Kisiiki primary school , my mother Esther Kanini Muinduko, my Brother John Muia and my sister Sharon Nduku and lastly my friend Mr; David Katewa their contribution in my academic and in writing this Report was so much important to me. May God bless you abundantly.

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ABSTRACT

This study was about the impact of instructional material on pupils' academic performance in Primary schools in Yatta Division in Yatta District. The study was based on three objectives, that is, to find out the different types of instructional materials in Primary schools in Yatta Division in Yatta District, to establish the relationship between teachers' use of instructional materials and pupils' academic performance and to find out the attitude of teachers towards the use of instructional materials

The review of literature indicated that although there are many scholars who have written about instructional material, none of them indicates how they affect students' performance in Primary schools in Yatta Division in Yatta District. The major tool of data collection was questionnaires and the study was both qualitative and quantitative.

The study indicated that teachers use the available Instructional materials as indicated by 100% response of all teachers, head teachers and Ministry of education officials. The most commonly used Instructional materials were pieces of chalk and books. Nearly all respondents indicated that Instructional materials had a positive impact on Instructional materials as indicated by 98% response.

the researcher recommended that there is need for emphasis on the use of instructional materials and more government funding should be advocated for in order to enable schools acquire instructional materials.

CHAPTER ONE
GENERAL INTRODUCTION

1.0. Introduction

This chapter looks at the background, statement of the problem, purpose of the study; research objectives research questions, scope, significance of the study and the review.

1.1 Background to the study

This study is about the impact of instructional material on pupils' academic performance in Primary schools in Yatta Division in Yatta District. Primary education comprises of two levels namely; 3 years of lower Primary education of upper Primary education leading to the Kenya Certificate of primary Education (KCPE). At present, there are 1651 Government aided Primary schools and about 1898 private ones. Most of the later have been built by the parents on self help basis while the rest are owned by voluntary agencies and individuals. Like primary schools, many Primary schools lack some of the basic facilities particularly textbooks and equipment (MES 2006)

Learning and teaching is the concern of the trained teacher. But learning is a complex process. It can however be defined as a change in disposition; a relatively permanent change in behaviour overtime and this is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand and many others. Learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while during the instructional process.

In Yatta North government has tried to improve on the education standards of the Primary schools by providing scholastic materials. But the performance of Primary schools in Yatta District has remained low hence the need for this study.

In recent years many teachers and schools have taken steps towards averting censorship and strengthening the professional basis for their subjects. By specifying the criteria used in selecting instructional materials, they have initiated a front-end process that provides a

context for their choices. In doing so they demonstrate a high standard of professionalism while assuring various communities, parents, administrators, and others that they have chosen materials responsibly and reflectively, with intensive knowledge of both their discipline and their students.

The study will focus on three years, that is, from 2005 to 2008. This period of time has been chosen because it has been characterized by poor performance of pupils in Primary schools in Yatta Division in Yatta District.

1.2 Problem Statement

Despite government effort and private owners to provide instructional materials in Primary schools, the performance of pupils is still poor as evidenced by the KNEC results of 2005, 2006 and 2007. The questions to be investigated however in this study are; what are the different types of instructional materials in Primary schools? What is the relationship between teachers' use of instructional materials and pupils' achievement and what is the attitude of teachers towards the use of instructional materials? With those questions at hand, the researcher seeks to investigate the impact of instructional material on pupils' achievement in Primary schools.

1.3 Purpose of the study

The purpose of the study was to investigate the impact of instructional material on pupils' academic performance in Primary schools in Yatta Division in Yatta District.

1.4 Objective of the study

To find out the different types of instructional materials in Primary schools in Yatta Division in Yatta District

To establish the relationship between teachers' use of instructional materials and pupils academic performance

To find out the attitude of teachers towards the use of instructional materials?

1.5 Research questions

1.6

2. What are the different types of instructional materials in schools in Yatta Division in Yatta District?
3. What is the relationship between teachers' use of instructional materials and pupils academic performance?
4. What is the attitude of teachers towards the use of instructional materials schools in Yatta Division in Yatta District?

1.6 Scope of the study

The study was limited to schools in Yatta Division in Yatta District. Specifically, the study focused on the different types of instructional materials in Primary schools in Yatta Division in Yatta District, The relationship between teachers' use of instructional materials and pupils' achievement and the attitude of teachers towards the use of instructional materials.

The study focuses on three years, that is, from 2005 to 2008. This period of time has been chosen because it has been characterized by poor performance of pupils in Primary schools in Yatta Division in Yatta District.

1.7 Significance of the study

The study may be significant to the following category of people:
It will help educationalist to come up with appropriate instructional materials that can enhance pupils' class achievements. The study may help academicians in that it may act as a stepping stone for further research about instructional materials.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the literature reviewed from various publications, and the information in this chapter has been obtained from textbooks, journals and internet. The chapter focuses on the following themes; Relationship between instructional materials and pupils' performance, importance of instructional materials, teachers' attitude towards instructional materials and Procedures for Selecting Instructional Materials in Schools.

2.1 Types of instructional materials

According to Adeyanju, (1997), Instructional materials are learning aids and devices through which teaching and learning are done in schools. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes. It is interesting to note that a large percentage of trained teachers and those undergoing professional training courses can teach with some of the learning aids.

However, although the views of Adeyanju, (1997), he does not indicate how instructional materials affect pupils performance in Primary schools hence the need for this study.

2.2 Relationship between instructional materials and pupils' performance

Instructional techniques are important, but the use of instructional materials also influences student achievement, use of process skills, and other outcomes. Instructional materials provide the physical media through which the intents of the curriculum are experienced (Talmadge & Eash, 1979). A 1976 survey conducted by the National Survey and Assessment of Instructional Mate rials cont ained data indicating that students are involved in learning activities with instructional materials more than 90 percent of the time in classrooms (Talladge & Eash, 1979).

According to Bredderman (1983, p. 504.), his analysis was confined to studies involving the use of one of the three major activity-based elementary school science programs: Elementary Science Study (ESS), Science--A Process Approach (SAPA), or the Science Curriculum Improvement Study (SCIS) (1983). Bredderman also used meta-analysis to compare data from 57 studies involving 13,000 students and more than 900 classrooms. He reported, "The overall effects of the activity based programs on all outcome areas combined were clearly positive, although not dramatically so". Thirty-two percent of the 400 comparisons favored the activity-based programs at least, the .05 level of significance. The mean effect size on all studies was .35, indicating about a 14 percentile improvement for the average student as a result of being in the activity-based program group (Bredderman, 1983).

The outcome areas Bredderman identified for his analysis included (1) science process, (2) intelligence, (3) creativity, (4) affective, (5) perception, (6) logical development, (7) language, (8) science content, and (9) mathematics. The use of activity-based programs appeared to promote student achievement in all analyzed outcome areas with the exception of logical development (Bredderman, 1983).

Bredderman speculated that if activity-based programs in elementary school science were adopted across a wide variety of districts, student performance on tests of science process, creativity, and perhaps intelligence would show increases of 10-20 percentile units; reading and mathematics scores might be positively affected; and attitude toward science and science classes probably would show a small improvement. Student performance on standardized achievement tests in science content might go up slightly (Bredderman, 1983). However, if the students do not continue in such activity-based programs in the higher grades, these advantages are not sustained, according to the few follow-up studies Bredderman reviewed.

2.3 Importance of instructional materials

Allwright (1990) further notes that instructional materials' help to children to develop as confident, enthusiastic and effective learners is a central purpose of primary education. Excellence and Enjoyment which is a strategy for primary schools affirms a vision for primary education that provides opportunities for all children to fulfill their potential

through a commitment to high standards and excellence within an engaging, broad and rich curriculum. Research shows that the best primary schools and early year's settings achieve this. In these schools and settings children are engaged by learning that develops and challenges them and excites their imagination. The learning and teaching environment in these schools and settings is shaped by an understanding of what children can achieve and by teaching what meets their individual needs as learners.

Achieving this combination of excellence and enjoyment in all schools and other settings requires teachers and practitioners with high levels of expertise who use their skills, subject knowledge, evidence-based professional knowledge and professional judgments to plan, teach and assess. Such professionalism is grounded in shared values and principles about what is important in primary education.

Learning and teaching in the primary years are professional development resources that will support staff in schools and other setting to continue to improve the quality of learning and teaching across the whole curriculum.
All right also argues that instructional materials should teach pupils to learn, that there should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From All right's point of view, textbooks are too inflexible to be used directly as instructional material.

However, in contrast, O'Neill (1990) argues that textbooks may be suitable for pupils' needs, even they are not designed specifically for them, and that they make it possible for students/pupils to review and prepare their lessons, which textbooks are efficient in terms of time and money. In high schools and middle schools, textbooks are essential supplements to the limited amount of material that can reasonably be presented in the classroom time available to the teacher. He also notes that Instructional materials play an unexpectedly important role in education: when the materials align with the standards, teachers are more likely to attend to the standard's goals; materials align with the standards, teachers are more likely to attend to the standard's goals; when they align poorly, teacher goals will diverge from those of the standards. Another important effect on what teachers teach arises from assessment practices. Pupil-assessments can dictate much of what teachers teach. Not surprisingly, teachers want instructional materials that can

help them prepare pupils for mandated assessments. "Assessment of pupils performance exerts extraordinary influence on the lives of children and their families and on every level of the education system", which includes the selection of instructional materials.

O'Neill (1990), O'Neill emphasizes that, instructional materials help learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the learning process. Therefore, in many cases, are the center of instruction and one of the most important influences on what goes on in the classroom. Instructional materials include textbooks, laboratory manuals, kits, software, CDs, and other multimedia materials, such as videos, that provide equipment and materials for specific inquiry-based lessons. Not only are these materials a primary source of classroom learning, but because the professional development for teachers is often structured around instructional materials , they also play a profound role in the education of teachers. Thus, to achieve the learning goals of the Standards or Benchmarks, students and teachers must be provided with instructional materials that reflect these standards. Moreover, teachers will be more likely to provide the requisite classroom experiences if professional development programs provided by school systems are grounded in standards-based instructional materials. For these reasons, the selection of instructional materials that reflect the learning goals of the standards is a central issue.

2.4 Teachers attitude towards instructional materials

Studies on teacher education and use of instructional materials have been carried out and reported by several investigators including those of Lynne (1982) Agun and Okunrotifa (1977), pointed out the need for development of skills by teachers undergoing their training so that they could be able to use a wide variety of instructional materials sufficiently well.

As far as the use of Modern Teaching Aids/new technologies to aid teaching is concerned, it was found out that teachers who are trained and untrained, sue some form of materials to

teach their lessons. However, the relevance of the choice of instructional material types that were used and the quality of the instructional material types that teachers use have not been investigated. Some investigators claim that whenever they teach with some of the learning aids, their students get more stimulated because the learning aids help them (pupils) to become more attentive. In addition, students positive attitude generate more interest for the lesson they teach. As a result, students participate better in class activity. Akinola (1988)

2.5 Procedures for Selecting Instructional Materials in Schools

Agun (1986) notes that, developing high quality instructional materials is an expensive and long-term process, requiring contributions from numerous teachers, scientists, and mathematicians to ensure that the content and pedagogy are current and correct. Materials should contain activities that are engaging and relevant for students/pupils, and provide sufficient guidance for teachers so that they can be implemented successfully in classrooms. Materials must provide for extensive pilot and field testing with diverse student/pupil populations, and this often means time-consuming revisions. Materials supported by NSF are often under development for five or more years before they are ready for publication. High quality instructional materials are a critical component of the reform effort. Reform is not possible without materials that contain cutting-edge science, provide for students' conceptual growth over time, and contain engaging reading, experiments, and opportunities for teacher-directed and student inquiry.

Agun (1986) further indicates that there is a great deal of variation from state to state with respect to the statutes, policies, regulations, and resources governing education and the selection of instructional materials. Ultimately, however, the local level is where the final decisions are made about which instructional materials will make it into the classroom. Selecting materials requires in-depth knowledge: not just of students'/pupils' backgrounds and learning experiences, but also of their abilities, interests, and learning styles; not just of educational objectives, but of the best practices and range and quality of materials for meeting them; not just of the particular work being considered, but of its place within the medium, genre, epoch, etc., it represents. In short, responsible selection demands not only the experience and education needed to make sound choices but also the ability to defend the choices made.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter focused on the research design used in the study, area and population of the study, sampling design and research instruments, data collection methods, and data analysis.

3.1 Research design

The research design adopted in this study was a case study research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Research design provided the glue that holds the research project together. A design was used to structure the research, to show how all of the major parts of the research project, the samples or population, measures, and methods of assignment.

3.2 Area and Population of the study

The area of study was Yatta Division in Yatta District. It focused on one division in order to have a critical analysis and evaluation of the impact of instructional materials in Primary schools. The study population constituted pupils from four (4) Primary schools that is, two (2) government aided Primary schools and two (2) private Primary schools. Teachers, head teachers and officials from Ministry of Education and Sports were also part of the study population.

3.3 Sample size and selection of respondents

The sample size comprised of forty six (46) respondents of which 32 were pupils, 04 were heads of schools, 08 were tea chers and only 02 were offi cials from the Ministry of Education. This gave a wide view about the impact of instructional materials in the four (4) selected Primary schools. The sample procedure e used was purposive based on how knowledgeable and informed the respondents are in a particular category. The pupils were selected using stratified sampling while the rest of other respondents were selected purposively.

Table 3.1 Showing category of respondents

Category of Respondents	Total Number
Four (4) girls and four (4) boys will be chosen from each of the four (4) schools	32
Heads of schools	04
Classroom teachers	08
Officials from Min: of Education:	02
Total	**46**

3.3.1 Rationale for selection of respondents

The researcher focused on only four (4) schools in Yatta Division in Yatta District and two (2) of the schools were private and the other two (2) were government aided. Two respondents (a girl and a boy) were picked from each class, that is, Standard one to standard four and a total of sixteen (16) girls were chosen using stratified sampling and sixteen (16) boys selected using the same stratified sampling method.

3.4 Research instruments

The research instruments that were used during the process of data collection included; questionnaires and interview guide.

3.4.1 Questionnaires on respondents

Questionnaires are the most common research instruments. Some questionnaires were open ended while others were close ended. The questionnaires were designed in accordance with the objectives and were administered by the researcher to the stated respondents. The questionnaires were administered to all stated respondents because they were a very effective tool of data collection and the respondents filled them at their own convenience.

3.5 Data Collection Methods

Data was collected using in-depth interviews and administration of questionnaires to the respondents.

3.5.1 Data collection using in-depth interviews

The researcher carried out personal interviews to collect data from the respondents and interview guide was used to guide the interview. The researcher interviewed mainly teachers and some officials from the Ministry of Education to ascertain the impact of instructional materials on pupils' performance.

3.5.2 Data collection using questionnaires

Close ended questionnaires were designed in such a way that the respondent chose the answer among alternatives given. These types of questions were administered to teachers, pupils, head teachers and officials from the Ministry of Education. Open questionnaires were designed in such away that the respondent gives a detailed answer the way he/ she feels proper.

3.6 Data Processing and analysis

Data from questionnaires will be analyzed using Excel Computer program and information obtained was presented in form of frequency tables, pie charts and bar graphs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0 Introduction

This chapter deals with data analysis, presentation and interpretation and is based on the following objectives, that is, to find out the different types of instructional materials in Primary schools in Yatta Division in Yatta District, to establish the relationship between teachers' use of instructional materials and pupils academic performance and to find out the attitude of teachers towards the use of instructional materials. The first section of this chapter focuses on the demographic characteristics of respondents.

4.1 Demographic characteristics of respondents

Under Demographic characteristics of respondents, the study focused on sex and age of respondents and all respondents and all respondents were in active age groups to give relevant information.

Table 4.1: Sex of respondents

Sex	Pupils	H/M	Teachers	Ministry	Total
Males	16 (50%)	-	04 (50%)	02 (100%)	22
Female	16 (50%)	04 (100%)	04 (50%)	-	24
Total	**32 (100%)**	**04 (100%)**	**08 (100%)**	**02 (100%)**	**46**

The researcher investigated the sex of respondents and she found out that, 50% were male Pupils and 50% were female Pupils. On the other hand, 50% of the teachers were male and 50% were female. All the head teachers were male (100% response). This study was gender sensitive because information was obtained from both sexes.

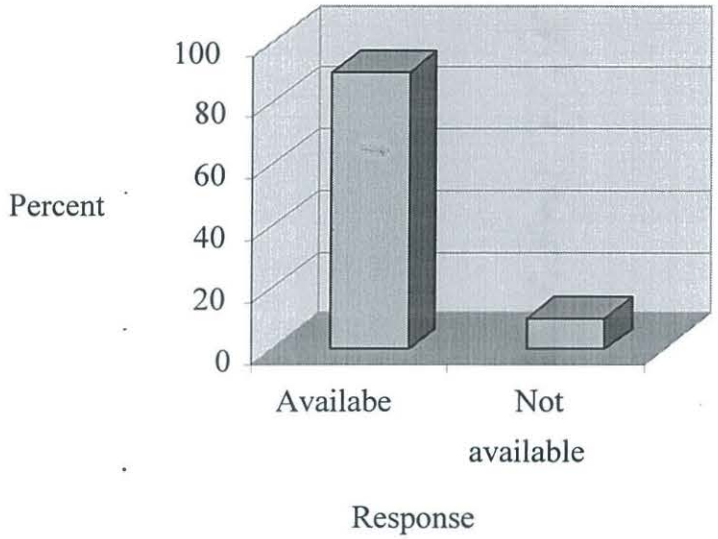
Table 4.2: Age of the respondent

Age	Pupils	H/M	Teachers	Ministry	Total
15-20	32 (100%	-	-	-	32
21-25		-	-	-	-
26-40		-	08 (100%)	-	08

Above 40		04 (100%)	-	02 (100%)	06
Total	**32 (100%)**	**04 (100%)**	**08 (100%)**	**02 (100%)**	**46**

As regards the age category of respondents, 100% of the Pupils were between 15-20 years. On the side of teachers, all 100% were aged 26-40 years whereas head teachers and Ministry officials were aged above 40. This finding implies that most of the respondents were in active age groups to give correct information.

Figure 4.1: Availability of instructional material



It is evident from the study findings that 90% of the respondents indicated that the instructional materials were available in the schools and such instructional materials included furniture, chalk, books and laboratory equipments.

Table 4.3: Adequacy of instructional materials

Age	**Pupils**	**H/M**	**Teachers**	**Ministry**	**Total**
Adequate		-	-	-	-
Inadequate	32 (100%)	04 (100%)	08 (100%)	02 (100%)	46 (100%)
Total	**32(100%)**	**04 (100%)**	**08 (100%)**	**02 (100%)**	**46 (100%)**

It was however, revealed that despite the availability of instructional materials in Yatta Division Primary schools, they were inadequate as indicated by 100%. The inadequacy of

instructional materials was attributed to lack of adequate government and parents funding to the schools.

Table 4.4 Quality of instructional materials

Age	Pupils	H/M	Teachers	Ministry	Total
Good quality	10 (31%)	04 (100%)	-	-	-
Poor quality	22 (69%)	-	08 (100%)	02 (100%)	46
Total	**32**	**04**	**08**	**02**	**46**

As regards the quality of Instructional materials, 69% of the pupils indicated that Instructional materials were of poor quality, while all the teachers did support the pupils views.

Table 4.5 The question of whether teachers use the available instructional materials properly

Age	Pupils	H/M	Teachers	Ministry	Total
Use	10 (31%)	04 (100%)	08 (100%)	02 (100%)	-
Do not use	22 (69%)	-			
No comment					
Total	**32**	**04 (100%)**	**08 (100%)**	**02 (100%)**	**46**

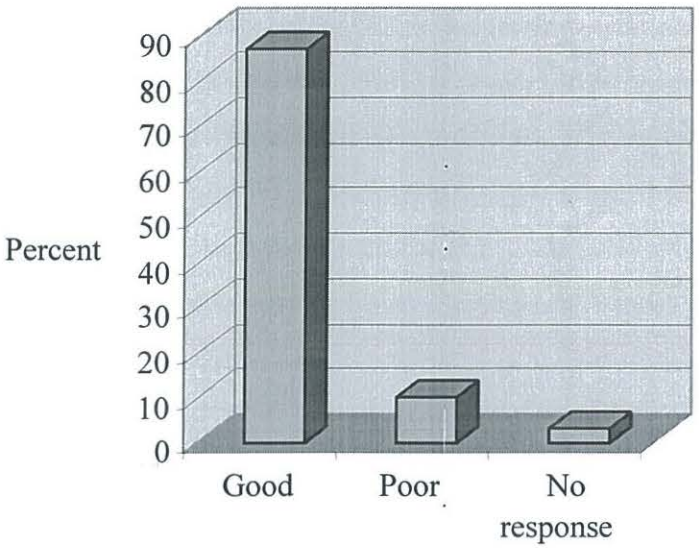
The study indicated that teachers use the available Instructional materials as indicated by 100% response of all teachers, head teachers and Ministry of education officials. The most commonly used Instructional materials were pieces of chalk and books.

Table 4.6 Impact of instructional materials on pupils' performance

Age	Pupils	H/M	Teachers	Ministry	Total
Negative	02		-	-	-
Positive	30	04	08	02	46
Total	**32**	**04**	**08**	**02**	**46**

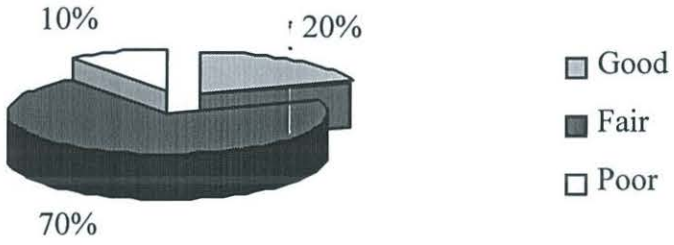
Nearly all respondents indicated that Instructional materials had a positive impact on Instructional materials as indicated by 98% response.

Figure 4.2: Attitude of pupils towards use of instructional materials



The study further indicated that pupils attitude towards use of instructional materials was good as indicated by 87% response. This was attributed to the fact that instructional materials enhance good performance.

Figure 4.3 Rating of performance of pupils in Yatta Division



The study indicated that the performance of pupils in Yatta Division Primary schools was just fair as indicated by 70% response. The lack of very good performance was attributed to lack of adequate instructional materials in schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary

It is evident that I nstructional materials are learning aids and devices through which teaching and learning are done in schools. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. It is evident from the study findings that 90% of the respondents indicated that the instructional materials were available in the schools and such instructional materials included furniture, chalk, books and laboratory equipments.

It was however, revealed that despite the availability of instructional materials in Yatta Division Primary schools, they were inadequate as indicated by 100%. The inadequacy of instructional materials was attributed to lack of adequate government and parents funding to the schools.

The study indicated that teachers use the available Instructional materials as indicated by 100% response of all teachers, head teachers and Ministry of education officials. The most commonly used Instructional materials were pieces of chalk and books.

The study further indicated that pupils attitude towards use of instructional materials was good as indicated by 87% response. This was attributed to the fact that instructional materials enhance good performance.

Instructional techniques are important, but the use of instructional materials also influences student achievement, use of process skills, and other outcomes. this was in line with the views of All right (1990) who further notes that instructional materials' help to children to develop as confident, enthusiastic and effective learners is a central purpose of primary education. Excellence and Enjoyment which is a strategy for primary schools affirms a vision for primary education that provides opportunities for all children to fulfill their potential through a commitment to high standards and excellence within an engaging, broad and rich curriculum.

5.2 Conclusion

In conclusion as indicated by O'Neill (1990), O'Neill, instructional materials help learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning.

5.3 Recommendations

Based on the findings of the study, the researcher recommends the following:

Government and parents should increase their financial support to schools to enable schools acquire learning materials.

Teachers should be re-trained on the importance and methods of using instructional materials in schools.

Pupils should be encouraged to have a positive attitude towards the use of instructional materials.

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APPENDICES

APPENDIX A: QUESTIONNAIRES TO TEACHERS

Dear sir/Madam,

This questionnaire is intended to facilitate a study on the impact of instructional material on pupils' academic performance. The answers you give are purely for academic purpose and the information given will be treated with utmost confidentiality.

1. What is your age?

15-20 21-25 26-30 31-36 Above 36

What is your education level?

1. Primary 2. Secondary 3. Tertiary 4. None

3. Do you have enough qualified teachers in your school?

1 Yes 2. No

4. Do the teachers use instructional materials in class?

1 Yes 2. No

5. Are the instructional materials relevant in classroom teaching?

1 Yes 2. No

5b. If yes, how are they relevant?----------

---

6. How do you rate the general performance of pupils in class where instructional materials are used?

1. Very good 2. Good 3. Fair 4. Poor

7. What is the attitude of pupils towards instructional materials in your school?

1: Yes 1. No

8. Are there enough instructional materials in your school?

Yes No

9: What are some of the instructional materials available at your school?

1. ----------
2. ----------
3. ----------
4. ----------

APPENDIX B: QUESTIONNAIRES TO PUPILS

This questionnaire is intended to facilitate a study on the impact of instructional material on pupils' performance. The answers you give are purely for academic purpose and the information given will be treated with utmost confidentiality.

1. What is your sex?
    1. Male ☐
    2. Female ☐
2. What is your age?
    1. 8-9 years
    2. 10-11 years
    3. 12-13 years
    4. 14 years and above
3. in which class are you?----------
4. Does your school have instructional materials?
    1. No ☐
    2. Yes ☐
    3. I don't know ☐
5. What are some of the instructional materials found in your class?
    1. ----------
    2. ----------
    3. ----------
6. Do you like those materials?
    1. No ☐
    2. Yes ☐
7. Do your teachers use those instructional materials during teaching?
    3. No ☐
    4. Yes ☐
8. If you like them, what makes you like them? ----------
---
9. If you hate them, what makes you hate them? ----------

Thanks for your cooperation

APPENDIX C: BUDGET ESTIMATES

Item	Number	Cost per item	Total
Paper	2 reams	8000	16,000
Transport	-		10,000
Food and drinks	-		50,000
Typing and printing			100,000
Total			**176,000**