

**THE IMPACT OF TEACHING AND LEARNING RESOURCES AND STUDENT
PERFORMANCE IN SELECTED SCHOOLS IN BUSOLWE TOWN COUNCIL IN
BUTALEJA DISTRICT.**

BY

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DECLARATION

I **KASWABULI CHRISTOPHER**, declare that this report contains first-hand information which has never been submitted to any university or higher institution of learning for award of bachelors.

Signature..........Date.....18/03/2019......

KASWABULI CHRISTOPHER

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ABSTRACT.

The study was designed to establish the impact of teaching and learning resources in selected schools of Busolwe town council in Butalega district. The objectives of the study include: to assess the accessibility of teaching and learning resources, to explore types of teaching and learning resources being used and to examine the relationship between Teaching and learning resources and student performance. Simple random and purposive sampling was used in collecting of data, the sample size was drawn from four schools in Busolwe town council and 40 respondents were given questionnaires, the researcher used observation to collect other data, data presentation and analysis was done in tabula and graphic format using numbers, percentage and description. The study revealed that library and science lab are the accessed resources in the visited schools, it also came up with the used teaching and learning resources being non-projected say chalkboard, charts and graphs, maps among others. The study showed that teaching and learning resources determine students' performance as they lead to motivation, observation of reality and elimination of boredom.

Inclusion according to researcher teaching and learning resources determine students' performance in schools but due to limited resources proved in findings and reliance on traditional Teaching and learning resources like blackboards end up constraining performance.

According to the established findings the researcher recommended the government to extend resources on government schools and also organize in-service training for teachers to learn how to use Teaching and learning resources

CHAPTER ONE

1.0 Introduction

This chapter deals with background information on the impact of teaching and learning resources on students' performance in selected secondary schools in Busolwe Town council, Statement of the problem, objectives of the study, significance, scope and research questions.

1.1 Background

Teaching and learning resources are very important to successful teaching and learning worldwide. According to Karoka(2007). Resources aids teachers to effectively transfer the conten, help in motivating learners and makes the classes live which enhances teacher's achievements of stated aims and objectives.

Instructional materials are where children learn new experiences, leads to holistic learning as they open up new areas (Roileston, 2009). The teaching learning resources tend to bring lively hood of class and activeness as it enables utilization of different senses (Burton and Carter V Good).

The united nations convention (1989) advocated for every child having the right to learn and develop to his /her fullest potential through accessing quality education regardless of their social background.

According to government white paper (1991) government carry out the responsibility to extend most of the teaching and learning resources to secondary schools.

In Kajubi report of 1989 recommended that government has to support secondary schools in terms of teaching and learning resources.

According to Plato's theory of recollection (428-347 BC) explains that knowledge is present at birth and all information learned by person is merely recollection of something the soul has already learned previously implying that teaching and learning resources are needed to awaken this knowledge.

According to John Dewy Educational theory (1960) which states that human beings learn through a hand on approach implying that students must interact with the environment.

Therefore, teaching and learning resources enables effective transfer and communication of information to students which can led to achievements of stated objectives.

Students performance this is the degree to which stated objectives are being acknowledged vie both teachers and students and this can be evidenced in learner's assessments like exams.

The study is going to take place in selected schools in Busolwe town council in Butaleja District, the researcher was influenced by the performance in these selected schools and the target population is teachers, and students.

1.2 Statement of the problem.

Teaching and learning resources plays a vital role as far as teaching and learning is concerned. schools with teaching and learning resources stand high position to perform better and butaleja is among the district which have not been performing well this influenced the researcher to investigate on the impact of teaching and learning resources in selected schools in Busolwe town council in Butaleja district.

1.3 General objective

The study was to investigate the impact of teaching and learning resources on students' performance in selected schools in Butaleja District.

1.4 Specific objectives

- i. To assess the accessibility of teaching and learning resources in the selected secondary schools in Busolwe town council Butaleja district.
- ii. To explore various types of teaching and learning resources being used.
- iii. To examine the relationship between the use of teaching and learning resources and students' performance.

1.5. Research questions.

- i. Are teaching and learning resources accessible to the users?
- ii. What are some of the types of teaching and learning resources being used?
- iii. What is the correlation between the user of teaching and learning resources and student's performance?

1.6. Scope of study

The study was conducted in selected schools in Busolwe town council in Butaleja district investigating on the accessibility of teaching and learning resources to the user, the types of teaching learning resources being used and the relationship between the uses of teaching and learning resources and student performance from December 2018 to February 2019.

1.7. Significance of the study.

The resultant of the study is to be used by ministry of education in formulation of appropriate realistic policies to be followed in order to open up schools.

It is to be used by ministry of education and sports to identify problems affecting the quality of education.

To spread awareness among parents to be buying some of the instrumental materials to their children.

To help in encouraging teachers to use variety of teaching and learning resources for better results in their exams.

1.8 Limitations

The research was limited by time.

It was also limited by un corporate respondents.

It was also limited by financial constrain.

It was limited by inadequate journals and books to review.

1.9 Definition of terms.

Teaching resources- these are materials like text books, apparatus, which enable teachers to deliver their content effectively to learners.

Learning resources- these are instructional materials which allows learning to take place for example text book library, laboratory among others.

Performance- this is the degree of assessing whether the stated objectives where achieved or not.

Examination- this is the tool used to know whether the stated objectives have been achieved.

CHAPTER TWO

2.0 Introduction

This chapter focuses on the work of other researchers in the field of study, it reviews books, journals, electronic information from the internet newspapers and any other written materials related to the field of study. It is guided by the objectives stated in chapter one.

2.1 Theoretical Review

According to John Dewey Educational theory (1960) states that human beings learn through hand on approach implying that students must interact with the environment in order to learn.

Mulkiungu et al (2003) suggest that teachers should use variety of teaching and learning resources easily found in the locality, it is necessary for stakeholders to ensure that there is required material to enhance learning in secondary school. He also noted that teacher are the main source of teaching and learning resources meaning that he/she can initiate their provision in school.

According to Maria Montessori (1998) say that use of concrete teaching and learning resources assist in the development of senses, this reduces on the teacher using only one material to enhance learning.

According to Kenya institution of Education (2008), there are several teaching and learning resources that can be used say charts, text books, laboratory, library, audio visual. These materials help teachers to assess and motivate learners.

According to Bruner (1960) children develop their intellect in stage especially in language development. Children are architects of their own understanding, implying that children are not passive recipient of adult instruction but also an active partner in the construction and development of knowledge. And from this observation learner should be allowed to learn through discovery and make their own conclusion.

Jerome Bruners (1960) constructive theory say that learning is active process in which learner construct new ideas or concepts based upon their current, past knowledge. the learners select and translate information, construct hypothesis and makes decision relying on a cognitive structure to do so. Cognitive structure (i.e. schemes material models) provides meaning and organization to experience and allows the individuals to go beyond information given or as far as instruction is

concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialogue (Socratic learning). The task of the instructor is to translate information to be learned into a format appropriate to the learner current state of understanding, therefore teachers must be provided with variety of teaching and learning resources for learning to take place.

Bruner adds on that. Good material/resources for structuring knowledge should result in simplifying, generating new proposition and increasing the manipulation of information, which implies that learners should be provided chance to manipulate resources for better outcome.

Taylor (1972) emphasized that the method of education is extricable related to the purpose we ascribe to it. for instance, we want comprehensive system were student of different ability learn together then we must be prepared to derive new teaching techniques and tools and the research agree with this idea of changing the teaching techniques and tools in order to address the issue of special needs of individual learners.

Nathensen (1980) join the argument by saying that resources are very influential in student (pupil academic performance. He shows that some school go ahead to use the same learning materials for a long time in the due course some gets lost, torn or they no longer respond to the current learning situation. this leads to a decline in performance of the student since the material they use have depreciated or lost value leading to variation in student performance in secondary school.

Natwensen (1980) adds on by saying that level and quality of instructional materials in school such as text books, laboratory greatly determines the performance of the learners.

Ellington (1993) adds to the issue of instructional materials by saying that when teacher is aided with enough teaching and learning resources their work is made easy he however indicates that most school do not have enough instructional resources and this greatly affects the teaching and learning potential leading to an unsatisfying performance.

Aliguma(1984) assert that resources can facilitate or constrain in the implementation curriculum the researcher acknowledges that resources can facilitate or constrain in the implementation of the curriculum. Availability of adequate and appropriate resources will help teachers to select and use appropriate teaching materials for example project,demonstration ,mention but few.

According to Kalejaiye (1985) pointed out that teaching and learning resources makes it easier for the learners to understand subject matter like in mathematics, physics and other related subjects.

In relation Kasambira(2003) explains that teaching and learning resources are needed in children's senses, real material and picture.

According to Jean piaget (1896-1980) in the underlying principle of constructivism he believed that knowledge is not the ability to memories teacher directed facts but instead knowledge is the ability to transcend what one knows into a broader or improved understanding of material and the experience in which the material is presented the life experience each child bring into the classroom will help to determine how they process new materials.

According to Pgab (2012) indicates that teaching and learning resources creates motivation in learners by supporting the learning process, his research revealed that learners seem to enjoy learning when teaching and learning materials/resources are used which result into achievement. Therefore, the government should organize in-service courses for teachers in order to be reminded on how to use teaching and learning resources. The government is also tasked to provide variety of teaching and learning resources for learning to take place.

According to Philiyas Yora "availability of Teaching", learning resources enhance the effectiveness of school since they are the basic things that can bring about good academic performance among students.

According to UNESCO (2008) practical work forms an important future in any science and mathematics course. Secondary education is the level of basic education at which learners are expected to acquire proficiency in both academic and some applied subjects, the students are expected to take the first recognized national examination that will promote them to higher education at various fields of training or direct. entry into the world of work C.K Ouch (2006).

Macibi (2003) opened that all institutions or organizations are made up of human beings and other non human resources when manipulated can bring realization of stated goals and objectives, consequently every institution should strive to attract and retain the best of resources. the implication is that well trained teacher in mathematics if well trained, deployed to a secondary

school with resources will lead to good academic performance. Therefore if teachers are not provided with resources , performance will decline.

According to Askinners, motivational learning theory (1985) which says that student's motivation to take place depend on expected reward. Efficient learning will take place when there is strong motivation of learners to learn by either extrinsic or intrinsic stimuli and thus is brought about by providing a required physical facility like laboratories and verbal encouragement.

According to MacLean (2005) opened that education should develop moral dietetic and practical capacities not just cognitive knowledge organized in academic discipline, and this can be achieved by adding practical subject which call interaction with resources.

2.2 Other related literatures

Categories of resources.

General training materials –these are materials for early stimulation of learning for example skeleton, books, computers,

special materials, these are materials used on people with special needs.

According to Mwamwenda and Mwemda(1987) and Ahmed(1993)showed following categories of resources.

Assessment –activities or lesson plans designed to enable student to learn skills and knowledge.

Assignment-forms, templates and technology of measuring performance.

Animation- successive drawing that create an illusion of movement which is shown in sequence. The animation usually and dynamically present, concepts models, process and phenomena in space or time.

Case study- a narrative resources describing a complex interaction of real-life factors to help illustrate the impact of interaction of concept of competent and factor in depth.

Collection- a meaningful organization of learning resources such as websites documents apps etc. that provide users an easier way to discover materials.

Developmental tool, software development, application, platforms for authority technology based resources e.g. websites learning objectives.

Drill and practice. Requires user to respond repeatedly to question or stimuli presented in a variety of sequence. users practice on their own at their own pace to develop their ability to reliably perform and demonstrate the target skills.

Portfolio- a collection of electronic materials assembled and managed by user those may include text, electronic file, images.

Highly blended course; the organization and presentation of course curriculum required to deliver a complete course that blend online and face to face teaching and learning activities.

Illustration/graphic. visual concepts model and processes that are not photographic images that enable student to learn skills or knowledge. these can be diagram illustration graphics or infographic e.g. photo shapes.

Learning- objective repository; a searchable database of at least online resources that is available on the internet and whose search result displays on ordered units list of items with a minimum of title metadata.

Online course module- component or section of a course curriculum that can be presented fully online and independent from the complete course.

Open journal-articles journal or article in journal that is free of cost from the end user and has creative common public domain or other acceptable use license agreement.

Reference materials; materials with no specific instrumental objectives and similar to that found in the reference area of a library, subject specific direction to other sites, texts or general information.

Video –instrumental according to people places, and things that enable student to learn skills or knowledge.

Workshop and training materials- materials best used in a workshop setting for professional development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction.

This chapter represents different ways in which data was gathered, research design, study population, sampling techniques, sources of data collection, procedure of data collection, methods of data processing, processing and illustration.

3.1 Research design.

The study used mixed methods design in which both qualitative and quantitative methods were used. Qualitatively the researcher used observation, recording collecting data, quantitatively open and closed ended questionnaire were used to collect data.

3.2. Area of study

The study was conducted in four selected schools in Busolwe town council, schools included Busolwe S.S, Bright light college, Busolwe students Centre and equatorial College in Butaleja district. The study focused in this area since it contained many schools and do experience variation in performance.

3.3 Population study.

The population was heterogeneous which consisted of teachers and students. The selection of respondents based on fact that they were the beneficiaries of teaching and learning resources.

3.4 Sample size.

The study involved 20 students and 20 teachers were by teachers were purposefully selected and students were randomly selected.

3.5 Sampling procedure

The researcher intended to use two sampling procedure which involved random and purposeful sampling. teachers like head teacher and science teachers were purposively selected whereas others were randomly selected. Students were randomly selected from the schools visited hence giving chance to students of different classes to answer the questions.

3.6. Methods and instruments of data collection.

The researcher faced different respondents and visited different schools following his methods and instruments selected to use.

3.6.1 observation.

The researcher used observation as a method and observation checklist as an instrument to collect needed data.

3.6.2 questionnaire.

The researcher designed questionnaires which were given to targeted respondents and the answers were used to develop research report, hence saying that questionnaire was used as a method as well as an instrument of data collection.

3.6.3. Documentary review

The researcher got some information from existing literature such as text books, newspapers, Newspapers were used to get the Uganda Certificate of Education((UCE) Results, organisation charts containing information related research variables.

3.7 Reliability and validity of study Variables.

To ensure reliability, the researcher carried pilot study before actual collection of data and this was done together with extensive consultation. The pilot findings enabled the researcher to improve on the research instruments which were necessary to ensure reliability and validity of data to match with published literature and to act as reference for future research.

3.8 Procedure of data collection

The researcher designed questionnaires which were given to respondent and were given enough time to fill and answer the questions and after the questionnaire were collected, the researcher also recorded information got from observation and existing literature.

3.9 Data analysis and processing.

After collecting data, the views of respondents were assessed and examined by the researcher basing on the skills and knowledge gained in checking data for accuracy and constancy. Quantitatively data was used as supplement to qualitative data and the events were palsied using

table graphs and numbers for easy interpretation of the research findings by the researcher. Descriptive was used in qualitative methods of data collected to supplement qualitative data, to avoid data loss, the researcher used recording of observed and found information in hard copies.

3.9 Data presentation

The information gathered were presented using both qualitative and quantitative. Quantitatively tables, graphs and numbers were used for easy interpretation and easy reliance by the researcher. The researcher also included description of events got from observation and document review during data collection.

3.10 Ethical consideration.

The researcher obtained an introductory letter from the university and informed consent from the school where the study was going to take place. Introducing himself and explaining to the people in the study area, the objectives of the study were explained to the respondents and it clearly indicated the benefits of the study. And respondents were given chance to ask questions in line to the study. The researcher designed the questionnaire in the way that it does not violate the rights of the respondents and the information got from respondents were to be handled with a lot of care and confidentiality for example personal names were to be shown in codes and numbers.

CHAPTER FOUR.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.

4.0 Introduction

This chapter represents the imperial findings on the impact of teaching and learning resources on student performance in Busolwe Town council in Butaleja District in accordance to the established objectives which include assessing the accessibility of teaching and learning resources, explore various types of teaching and learning resources being used and to examine the relationship between teaching and learning resources and student's performance.

4.1. Demographic characteristics of respondents.

Respondents are described basing on their gender, level of education, age and the information is represented in the Table below.

4.1.1 Table 1: show demographic characteristic of teachers.

Attributes	Respondents	frequency	Percentage
Gender	male	11	55
	Female	09	45
		20	100
Age	20-30	10	50
	31-40	8	40
	40+	02	20
		20	100
Marital status	Married	12	60
	Single	08	40
		20	100
Education	Diploma	10	50
	Bachelors	10	50
		20	100

Source: primary data 2019.

4.1:2 Table 2: shows students response

Attributes	Respondents	frequency	Percentage
Gender	male	12	60
	Female	08	40
		20	100
Age	10-15	05	25
	16-20	10	50
	21-25	05	25
		20	100
Class	S1-S2	05	25
	S3-S4	10	50
	S5-S6	05	25
		20	100

Source: primary data 2019.

Table 1 above shows frequency and percentage change of respondents in response to the research findings, were 55% were males, 45% were females on the side of teacher. This revealed that male respondents outnumbered female respondents. The findings continue to reveal that respondents in the age bracket of 20-30 constitute 50% and 30-40 constituted to 40% and 40above 10%. Hence totaling to 50% of the respondents on the side of teachers.

On the same note married respondents constituted to 60% of the respondents followed by single which constituted to 40%. The table continues to show that 50% of the respondents were diploma holders while 50% were bachelors holders.

Table 2 of the findings shows students' frequency and percentage change of the bio data, the findings show that 60% of the respondents were male and 40% were females hence saying that male students were more than female students. The table continues to show that respondents in age range 10-15 contributed to 25%, 16-20 contributed to 50% and 21-25 contributed to 25%

The findings further elaborate on classes were by students from S1-S2 contributed to 25%, S3-S4 contributed to 50% and S5-S6 contributed to 25% hence giving percentage total of 100.

4.2 Teaching and learning resource accessibility in selected schools.

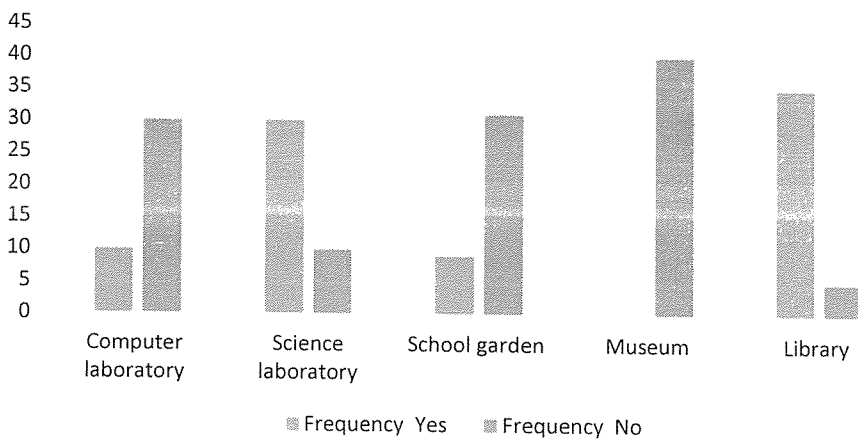
The table representing information given by respondents in line with the teaching and learning resources accessed in their school.

Attributes	Frequency		Percentage	
	Yes	No		
Computer laboratory	10	30	25	75
Science laboratory	30	10	75	25
School garden	09	31	22.5	77.5
Museum	00	40	00	100
Library	35	05	87	13

Source: primary data 2019.

the above table shows the response on the accessibility of Teaching and learning resources and the findings show that 25% have access to computer laboratory and 75% do not, 75% have access to science laboratory and 25% do not, 100% do not access museum, 87.5% have access to library and 12.5% do not. 22.5% have access to scho

Graph showing accessibility of teaching and learning resources in the selected schools



ol garden while 77.5%

do not.

The information above shows that science laboratory and library is the highly accessed resource basing on percentage of respondents that's to say library contributes 87.5% of the respondent's while science laboratory contributes 75, other resources like computer laboratory and museum are less accessed basing on the respondents' percentage. this implies that teaching of computer, agriculture and history is affected in these schools since the backbone resources are missing (Ellington 1993) and T.G Garabu, 2012).

4.2.2 The table showing the ratio of student to the available resources:

Under this, response on resources numbers and users number is presented below

Attributes	frequency	percentage
1:1	5	12.5
5:1	25	62.5
10:1	10	25
Total	40	100

Source: primary data 2019.

The table above show the respondents view on the ratio of students to the available resources. The first ratio shows that one resource to one student which was agreed by 12.5% of the respondents ,5 students 1 resource was agreed by 62.5% of the respondents and ten students to 1 resource was agreed by 25% of the respondents. This implies that the available resource is not enough for the users which cause congestion on the few which is available as proved by the ratio of 5:1 which contributed to 62.5 5 of the respondent's indicant that 5 students share one resource hence undermining teachers and student's achievements of the stated objectives, since learners are not teacher's recipient but active participants when subjective to teaching and learning resources (Jerome Braner,1960).

4.2.3 The table show how often students interact with resources according to teacher's response.

Under this teacher in visited school gave their responses on how often they use teaching and learning resources.

Attributes	frequency	percentage
daily	08	40
Once a week	10	50
Once a month	02	10
Once a term	00	00
total	20	100

Primary source 2019

The information above represents when resources are being used in visted schools. Once a week takes 50% of the respondents, 40% accepts that resources are presented daily and 10% agree that resources are used once a term.

Basing on the outcomes shows that 50% of the respondents agree that resources are presented once, week and yet teaching and learning resources must be used on daily bases for achievement to be seen, it is believed that students understand concepts when subjected to concrete knowledge (john dewy 1960 and Plato 428-347bc).

4.3. Types of teaching and learning resources used.

The study found out the teaching and learning resources used in the studied schools

Attributes	Frequency		Percentage	
	Yes	No		
Laboratory apparatus	25	15	62.5	38.5
Libraries/textbook	35	05	87.5	12.5
Chalk boards	40	00	100	00
computers	10	30	25	75
Maps and graphs	35	05	87.5	12.5
Audio visual	00	40	00	100

Primary source 2019.

The finding show that 62.5% uses laboratory apparatus while 38.5 do not, 87% use text books and 12.5 %disagree, 100% agree that they use chalc boards, 25% use computers and 75% disagree, 87.5% use graphs and maps and 12.5% do not. The whole population disagreed that they don't accesa audio visual aids as teaching and learning resource in their schools. This implies that the mostly used teaching and learning resources are non-projected which do not require use of electricity for example chalk boards, charts and graphs as evidenced by the biggest percentage of respondents. the findings show that some few have access to computers and non to audio visual hence undermining the student utilizing other senses like hearing, seeing and touching (Button and cart v good).

The utilization of these traditional learning and teaching resources say chalk board and text books all the time leads to boredom, which calls for the use of projected resources like projector, videos animations as said by (Mwawenda & Mawenda,1987).



4.4 Relationship between teaching learning resources and students' performance.

The table below indicate the ways how learner behaves when subject to teaching and learning resources,

Motivates students	40	00	100	100
Makes student understand	38	02	90	10
Represent reality	35	05	87.5	12.5
Eliminates boredom	38	02	90	10
Attract student attention	34	06	85	15
Reinforces key aspects of the subjects	30	10	75	25
Bring adequate effective communication	29	11	72.5	27.5
Acts as focal point for learners response	32	08	80	20

(Sources field findings 2019)

The table above shows that 100% accepts that teaching and learning resources leads to student's motivation 90% agrees that it leads to student understanding of the subject matter while 10% disagrees 87.5% accepts that teaching and learning resources represents reality and 12.5% disagree 90% accepted that eliminates boredom in class while 10% disagreed, 100% of the respondent that teaching and learning resource's leads to students paying of attention, 75% seconded the view that teaching and learning resources reinforces key aspects as 25% denied 72.5% accepted that teaching and learning resouces leads to adequate and effective communication to students, while 27.5% disagree 80% supported the view that teaching and learning resources acts as focal point for leaner's response and 70% disagreed. The biggest percentage shows the effectiveness of teaching and learning resources when used on learners but from the findings important teaching and learning still luck in the visited schools even the few which do exist are not enough evidenced by the ratio where five students share one resource (5:1) hence undermining the effectiveness of resources to fulfil the stated attributes in table 4.4 above (Maria Montessori, 1998).

4.4.1 The table showing student and teacher alternative on the uses of resources and students performance

Attributes	Frequencies	%
Teachers		
Yes	20	100
No	20	00
	20	100
Students		
Agree	05	25
Strongly agree	15	75
Disagree	00	00
Strongly disagree	00	100
Total	40	100%

(Course field finding 2019)

The table above indicates that 100% respondents on side of teachers agree that teaching and learning resources determines students performances 25% on side of student do agree that learning and teaching resources are connected to student performance,75% strongly agree, hence constituting to 100% All teachers agreed that teaching and learning resources determine students' performance as evidenced from table 4.4 where by students subjected to teaching and learning resources are motivated, understand facts and observe reality hence good performance in school.(Skinner, 1995), but when school lack enough resources, will miss the effectiveness and leads to poor performance,(Alinguma,1984).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Under this chapter, all what has been discussed from chapter four is to be summarized in this chapter

5.1 Summary

In summary the number of male respondents both teachers and students outnumbered the number of females.

Basing on the findings table 4.2 and graph 4.2.1 represented the accessibility of teaching and learning resources in the studied schools but the research revealed that library and science laboratory were the commonest teaching and learning resources and to some extent computer laboratory and school garden, this has ended up undermining the teaching of other subjects like Agriculture, history, compute effectively (Ellington, 1994).

From the findings in table 4.2.2 shows that available resource is not enough for the users which causes congestion on the few which is available as proved by the ratio 5:1. This ends up undermining student teacher interaction with teaching learning resources and the outcomes is not seen as expected (Jerome Bruner, 1960).

The research summarized findings by saying that since are exposed to teaching and learning resource once a week, this causes ineffectiveness of resources since they have to be presented on daily basis for the students to understand the concepts and also perceive concrete knowledge (Maria Montessori 1998 & John Dewy 1960)

The findings show that the common used teaching and learning resources are non-projected which do not require use of electricity i.e. Chalkboards, text books and Charts. Due to the repeated utilization of these resources end up causing monotonous among learners (Maria Montessori, 1998), it also undermines other senses like seeing and hearing among others (Button and Cart v good).

The biggest percentage show the effectiveness of teaching and learning resources when used on learners, but the findings from the visited schools shows that the important teaching and learning resources still lack such as school garden, audio visual, and to make the matter worse the ones which are available are not enough as evidenced by the ratio of 5:1 hence undermining the effectiveness of teaching and learning resources (Ellington, 1993).

All teachers and students agreed that utilization of teaching and learning resources determine performance since reality is observed, learners are motivating and concrete concepts are perceived. But from the visited schools the found resources are inadequate resources which undermines the stated attributes and causes constrained performance (Aliguma, 1984).

Under this the outcome of the research will be discussed following the objectives of the study say to assess the accessibility of teaching and learning resources in the selected schools in Buslowe town council, to explore various types of teaching learning resources being used to examine the relationship between the use of teaching learning resources and student performances

5.2.1 to assess the accessibility of teaching and learning resources

teaching and learning resources are being used by teachers, but at the varying degree as found out by the research, according to the findings in table 4.2 shows that 87.5% of the respondents agree that there is accessibility to libraries at their schools 75% have laboratories 25% access computer laboratory and 12.5 have the school garden for agriculture practices

This implies that in schools which have access to libraries science laboratories and to a smaller extent computer

The findings show that the ratio of the available resources to the user is varying where by 62.5% of respondent agreed that user share one resources (textbook) well as 25% say that 10 users share one resources and 12.5% agree that 1 resource is shared by one user as evidenced in table 4. 2.2 And this can be referred to (werephillp 2016)

Through observation, the researcher also found out that most of three schools have got text books some in libraries other congested in small rooms basing on the findings got from their records showed that the available resources is not enough to support the available population just as proved from table 4.2.2 the record showed that the population in these four selected school is above 3500

but the available resource is not more than 700 like text books, laboratory apparatus among others (Kenya institute of education 2008)

The findings on how often do teaching and learning resources shows that 50% of the respondents agree that teaching and learning resources are presented once a week say doing practices and other related issues 40 percent agree that teaching and learning resources are used on daily basis as be lived by (Ellington 1993) and 10% say that teaching and learning resources are used once a month. This gives a clear view that teaching and learning resources are used once a week as shown by the biggest percentage of the respondents, this can lower on the student degree of performance since teaching and learning resources determined much in teaching and learning

5.2.2 To explore various types of teaching and learning resources being used, there are so many types of teaching and learning resources that can be used according to Mwamwenda and Mwenda (1987) but according to the findings shows that 87.5% uses text books (library) However to some extent projected teaching and learning resources, like computer contribute to 25% of the respondents meaning that computers are used in some schools: basing on observation when the researcher visited one of the selected schools he found out that the school had 20 computers out of which 8 were working and this end up giving evidence on the small number of respondents who utilizes computers as teaching and learning resources

The researchers also found out that teachers use non-projected teaching and learning resources as it is what they indicate as the teaching aids in the lesson plans for example chalk board, text books, charts & graph this was observed when the researchers visited the selected schools and got a chance to check their lesson plan books

The research also found out that most of that school takes their students for field trips for subjects like Geography and agriculture, this was found out through checking on the organizational charts, showing school work plan of the term hence accepting that among the teaching and learning resource used by these teachers' field trips is among.

5.2.3 The relationship between the use of teaching and learning resources and student performance.

From table 4.4 and 4.4.1 shows respondent's response on the relationship between teaching and learning resources and student's performance from table 4.4 100% accept that teaching and learning resources leads to student motivation, 90% accept that tlr's lead to student understanding 87.5% accept that Teaching and learning resource represent reality, 90% respondents accepts that teaching and learning resource eliminates boredom in class, 100% respondents accepts that Teaching and learning resources leads to further reading 75% respondents, agree that Teaching and learning resources reinforce key aspect 72.5% agree that teaching and learning resources leads to adequate and effective communication, and 80% accept that Teaching and learning resources acts as focal point for learner response. This shows that teaching and learning resources has got a close relationship to students performance by Nathensen (1980) Ellington (1993) and Philisyara (2012) basing on the finding in table 4.4.1 shows that 100% of the teacher's response agree that teaching/ learning resources determines student's performance on side of student response 25% agree and 75% strongly agree that teaching and learning resources is closely related to student's performance (skinner 1985).

According to the finding from the schools show that accessibility and utilization of resources is inadequate evidenced by response from table 4 .2. table 4 .2.2 shows the ratio of user to the available resources and table 5 show the degree of utilization of resources whereby 62.5% shows that five use share one teaching and learning resource and 50% respondents agree that resources are used once a week hence accepting that the degree of utilization of resources is less hence undermining its effectiveness (Jerome bruner (1960).

Through observation and review of document like journal and newspapers the researcher found out that the visited schools force a challenge of adequate teaching and learning resources for example most of these schools offer computer from s1 to s.6 but all school out 3500 numbers of students and above they have less than 20 computers when the researcher checked on the S.4 results of 2018 found out the following 1.2% got first grade, 5.8% got second grad, 11.2% got third grade and 81.6 got fourth grade and above this implies that there is adequate utilization of resources since respondent agreed from table 4.4 and 4.4.1 that teaching and learning resources determines students performances, but findings show that most of these schools, do lack enough

resources evidenced by the ratio of five user to one resource hence causing constraining student performance evidenced that out of 561 Student which sat of Uganda certificate of education only 103 passed and 458 failed.

5.2 Conclusion of the study.

From the findings on the impact of teaching and learning resources on student performance in selected schools in Bwsolwe town council in Butaleja district basing on objectives. to assess the accessibility of teaching and learning resources in the selected secondary school to explore various types being used and to examine the relationship between teaching and learning resources and student performances.

The resources concluded that even through teaching and learning resources determines a lot as far as teaching and learning is concerned the field finding showed that most of the important teaching and learning resources still lack and the ones that are found in these schools are not enough provided by the ratio of user to the teaching and learning resource s

The research also conclude by saying that inaccessibility of many teaching and learning resources, like school garden enough text books, enough computer has made users to face hard time in the time of teaching and learning

The research was concluded by showing `that some of the used teaching and learning resources according to observation and respondent view are non-projected teaching and learnng resources like text books, chalkboard field trips grapes and maps with some few projected like computer, but audio visual like monitor projector, speakers still lack in these schools hence concluding that the common are non-projected ones.

The study also concluded that teaching andlearnng resources determines much in student's performances, as showed by the biggest percentage therefore the constrain performances in the selected schools' in Busolwe town council is brought by inadequacy of teaching and learning resources .

Basing on the observed information from visited schools showed that most of these school lacked enough resources like computer laboratory apparatus library where some of these school used small room to keep books as their library and some few apparatus hence undermining students interaction with resources' and at the end of the cause 81.6% to fail their exams.

5.3 Recommendation

The researcher advance the following recommendations which were derived from the study findings

The government should extend teaching and learning recourse to government aided schools

The government should put laws governing private schools in order to reinforce directors of school to be having enough teaching and learnng resources on their schools

Government should organize in-service training with the view to train teachers on how to use teaching and learning resources

Government should be on serious research to find out current teaching and learning resources like projectors in order to extend to this school.

Teacher should use variety of teaching and learning resources' in every lesson for out comes to be seen

The community should mobilize youth to design some of the teaching and learning resources like maps and charts.

Parents should be sensitized on the importance of teaching and learning resources such that can provided for their children

Ministry should supervise school to make that student learn with teaching and learning resources

5.4 Area of further research

The researcher advise more research to be done on the relationship between teaching/ learning resources and methods of teaching.

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Appendix i Questionnaire to teachers.

I am **Kaswabuli Christopher** a student of Kampala International University pursuing a Bachelor's degree in Education. Currently am carrying out research study on impact of teaching and learning resources on student's performance in selected schools in Bosolwe Town Council as part of the requirement for a ward of bachelor's degree in Education of Kampala International University.

Therefore, this questionnaire is intended to seek for information on the above subject matter. The information is purely for Academic purpose and all answers will be handled with confidentiality. Therefore, I humbly request that you complete this questionnaire correctly in the space provided or option given. Your positive response is highly appreciated.

Part i. Bio data.

1. Sex

Male Female

2. Age range

20-3 30-40 years 50 above

3. Marital status

Married Single Divorced Widow.

4. Education level

Diploma Bachelors Masters

5. Do your school possess the following teaching and learning resources, (select the appropriate option by ticking)?

	Yes	No
Library		
Laboratory		
Computer lab		
Museum		

6. What is the ratio of student to the available resources?

1:1 5:1 10:1 20:1

7. How often do students interact with the teaching and learning resources available.

Daily Once a week Once a month Once a term

8. which Class do you teach practical in science subjects,

Candidate class Non candidate class. All classes.

Part b.

9. Mention the commonly used teaching and learning resources

10. Are teaching and learning resources in your school always updated.

Agree Strongly agree Disagree Strongly disagree.

11. Provide a tick to one of the following resources found in your school.

Non projected resources	Options	
	Yes	NO
Graphs		
Chalkboard		
Chairs		
Text book		
Field trips		
Laboratory apparatus		

Appendix ii Questionnaire to students

1. Gender

Male Female

2. Age

10-15 16-20 21-25 26-30

3. Class

S1- S2 S3-S4 S5-S6

4. Is your school having the following resources (tick on your option)

	Yes	No
Computer laboratory	<input type="checkbox"/>	<input type="checkbox"/>
Science laboratory	<input type="checkbox"/>	<input type="checkbox"/>
School garden	<input type="checkbox"/>	<input type="checkbox"/>
Museum	<input type="checkbox"/>	<input type="checkbox"/>
Liberty	<input type="checkbox"/>	<input type="checkbox"/>

5. Do your teachers use variety of teaching and learning aids/resources in every lesson?

Agree Strongly agree Disagree

strongly disagree.

6. Are the available resources enough?

Yes No

Appendix ii Questionnaire to students

1. Gender

Male Female

2. Age

10-15 16-20 21-25 26-30

3. Class

S1- S2 S3-S4 S5-S6

4. Is your school having the following resources (tick on your option)

	Yes	No
Computer laboratory	<input type="checkbox"/>	<input type="checkbox"/>
Science laboratory	<input type="checkbox"/>	<input type="checkbox"/>
School garden	<input type="checkbox"/>	<input type="checkbox"/>
Museum	<input type="checkbox"/>	<input type="checkbox"/>
Liberty	<input type="checkbox"/>	<input type="checkbox"/>

5. Do your teachers use variety of teaching and learning aids/resources in every lesson?

Agree Strongly agree Disagree

strongly disagree.

6. Are the available resources enough?

Yes No

Part iv

7. Write some of the resources found at your school.

8. Do most of the used resources at our school uses electricity.

Yes No

Part (3)



How do you feel when exposed to teaching and learning resources?

	Yes	No
Motivated		
Understand what is taught		
Remember what is taught		
Observe reality		
Able to practice what is taught		
Pay attention and pick interest in subject.		

Do you believe that availability of teaching and learning resources determines your performance in your exams?

Agree Strongly agree Disagree

Strongly disagree.

Thank you for your responses.

End

Appendix iii Observation check list.

School library

School laboratory

School records

Used teaching and learning resources

Student report cards

School environment

Schemes of work and lesson plans

Previous results from final exams.