

**The Effectiveness of Using Instructional Materials on Teaching and Learning  
Social Studies in Primary schools in Eastern Division, Tororo Municipality,  
Uganda.**

**By**

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BU/UP/2018/4244**

**A Dissertation Submitted to Busitema University Nagongera Campus in Partial  
Fulfilment of the Requirement for the Award of a Bachelor's Degree in  
Education Primary Of Busitema University**

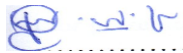
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### **Declaration**

I hereby declare that this dissertation has been written by me and it is a record of my research work.

This dissertation has not been presented in any previous publication for a degree. All quotations are indicated and all sources of information acknowledged by references

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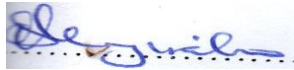
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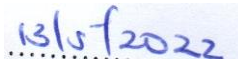
## Approval

This Dissertation titled “**The Effectiveness of Using Instructional Materials on Teaching and Learning Social Studies in Primary schools in Eastern Division, Tororo Municipality, Uganda**” has been conducted under my supervision and it is submitted for presentation for further examination with my approval.

Signed:.....



Dated:



Ms. Manyiraho Deborah

### **Dedication**

I dedicate this work to my beloved parents; Late Ofwono Alex and NyapendiAgunlas for their financial support, words of encouragement, moral and spiritual support that has enabled me to complete this course. In addition, I dedicate my work to my wife Aboth Stella who has been very supportive to all my struggles.

### **Acknowledgements**

I am highly indebted to Dr.Hiire Boaz and Ms Deborah Manyiraho my supervisors, besides being busy with other duties; they always found time to offer assistance to my research work that helped me sail through the difficult times of my study. May God bless them abundantly.

Importantly, I am also grateful to my respondents (Head teachers and Teachers) in all primary schools in Eastern Division, Tororo Municipality who spared time to respond to questionnaires and interview guides.

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## **Abstract**

This study investigated the effectiveness of using instructional materials on teaching and learning social studies in primary schools in Eastern Division, Tororo Municipality, Uganda. The study was based on three objectives: To examine the effectiveness of using instructional materials in teaching and learning social studies in primary schools; to assess the challenges faced in using instructional materials on teaching and learning social studies in primary schools; to assess other ways how to improve the teaching and learning of social studies in primary schools in Eastern Division, Tororo Municipality. The study adopted a cross sectional survey design employing both quantitative and qualitative methods of data collection. The study population comprised of 10 Head teachers and 135 teachers. The sample size was all taken from the population because the population was small and therefore suitable to make a complete sample of this study. For qualitative data 06 head teachers were selected from 10 schools and interviewed. The study used purposive and simple random sampling techniques. The study used questionnaire and interview methods and the results were as follows: It was discovered that teachers who use instructional materials other the rote method in SST keep the children interested in class, hence increasing participation and maintaining memory of the facts learnt. Also findings showed that teachers face challenges while using the instructional materials in teaching SST. Some of these include lack of finances to purchase some of these materials, unavailability of these instructional materials at school, mismanagement of the available materials by pupils at school and wasting time while preparing materials for teaching. Findings also show that most of the participants appealed to Government to provide some of these expensive instructional materials such as electronic charts, videos, wall maps and many more. Also they appealed to the Government to provide more training for teachers to acquit them with skills to handle SST instructional materials. They suggested that students need more training to learn how to handle these materials with care and to make their own instructional materials at school.

**Key Words:** *Instructional Materials, Teaching and Learning, Social Studies*

## Chapter One

### Introduction

#### Background of the study

The Government of Uganda is concerned with providing basic education to the masses. This explains why the government introduced UPE to cater for the growing people of Uganda (Oonyu, 2003). Otherwise the public continues to decry the poor academic performance of pupils in primary schools which requires concerted efforts in teaching the pupils. Thus, effective teaching and learning is a bedrock in performance. Nakabugo et al. (2007) investigated the instructional strategies for large classes in primary schools in Uganda and revealed that classroom control and management difficulties resulting into indiscipline; the difficulty in preparing teaching and learning materials enough for the big numbers; and the difficulty in reaching out and interacting with all learners, especially those with learning disabilities and the slow ones. Major concerns have been expressed about the way instruction of social studies is being carried out in primary schools in Uganda. This is because of the observed poor performance of most schools country wide. The major impediments to effective teaching of the subjects range from the overwhelming subject content which cannot be covered within the expected time; the dynamic nature of facts and concepts being studied and most serious the lack of adequate teachers with sound knowledge and instructional approaches to the subject (Oonyu, 2013).

Gikunda (2016) observes that most social studies teachers have a tendency of rushing through the curriculum content so as to complete the work load, prompting many of them to ignore the use of instructional materials to reinforce their concepts and facts. What they are not aware of is the advantage of instructional materials that would otherwise simplify their work and therefore enable them to complete the syllabus in the expected time scope. They are not also aware that teaching is made real with the use of instructional materials. The government of Uganda through the Education

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