

The Relationship Between the Availability of Instructional Materials and the Quality of Teaching English Language in Government Aided Primary Schools of Ibanda Municipality

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Abstract

This study investigates the influence of instructional materials on the quality of English language teaching in Government Aided primary schools of Ibanda Municipality. Despite the recognized importance of teaching resources, there is a gap in understanding how their availability affects instructional effectiveness in English language education. The study was guided by three specific objectives: to assess the availability of instructional materials used in teaching English in Government Aided primary schools of Ibanda Municipality; to examine the quality of English language teaching in these schools; and to establish the relationship between the availability of instructional materials and teaching quality. A descriptive research design was adopted to provide a comprehensive description of the availability and use of instructional materials in English teaching. A cross-sectional approach was used to collect data at a specific point in time. Both quantitative and qualitative methods were employed to ensure a thorough analysis. The target population included students, administrators, and English teachers from 22 Government Aided primary schools in Ibanda Municipality. A sample size of 368 respondents was determined using a standard formula. Data collection instruments included questionnaires and interview guides. Qualitative data were analyzed thematically, while quantitative data were analyzed using SPSS, including frequency distributions, charts, and Pearson correlation coefficient analysis. Findings indicated a strong positive correlation ($r = 0.76, p = 0.001$) was found between the availability of instructional materials and teaching quality, confirming that better availability enhances teaching effectiveness. The study concluded that instructional materials were generally available and that the quality of English language teaching in Ibanda Municipality was high. Additionally, a significant positive relationship exists between the availability of instructional materials and teaching quality. The study recommends that the government allocate adequate funding for instructional materials and ensure their regular updating.

Keywords: Relationship, Availability of Instructional Materials, Quality of English Language Teaching

Introduction

A curriculum is central to effectively delivering and monitoring school education in Uganda. Ogbondah (2008) emphasized the importance of training materials, noting that the lack or non-use of such resources can hinder teachers' ability to support learning effectively. He stressed that teachers should make every effort to provide and utilize locally available instructional materials to enhance the learning process. Similarly, Enaigbe (2009) observed that many schools face limited access to basic resources such as textbooks, blackboards, and essential equipment like computers, projectors, televisions, and videos—resources that are critical for promoting effective teaching and ensuring learners understand content.

In Ibanda Municipality, many teachers deliberately overlook the preparation and use of teaching materials in their lesson planning, which negatively affects the teaching and learning of English, as reflected in assessments and teaching standards. Activities such as music, dance, and drama (MDD) are expected to be incorporated in schools to improve learners' English language competence, offering opportunities for creative expression and practical language practice in an engaging manner. However, when these activities are absent, it often indicates insufficient resources or a lack of emphasis on holistic teaching approaches. Challenges such as limited instructional materials, inadequate teacher training, and time constraints further hinder the integration of interactive, arts-based methods into the curriculum.

It is against this background that the study seeks to examine the availability of instructional materials and their impact on the quality of English language teaching in Government Aided primary schools in Ibanda Municipality. The focus on instructional materials is deliberate, as they are critical tools that facilitate effective teaching, support learner comprehension, and enhance engagement in the learning process. By assessing their availability and use, the study aims to identify gaps that may be affecting English language learning outcomes in these schools.

Effective English language teaching is a cornerstone of primary education, as it facilitates communication, supports learning across subjects, and enhances overall academic performance (Festin, 2020). In Uganda, English serves as the primary medium of instruction, and most examinations and educational materials are presented in the language (UNEB, 2022). To achieve quality teaching, educators must employ appropriate instructional strategies and

make effective use of instructional materials that engage learners and address their diverse learning needs (Kavanaugh & Jerman, 2018).

Despite its importance, English language teaching in Government Aided primary schools in Ibanda Municipality remains inadequate. Teachers often rely on ineffective methods, limiting pupil engagement and comprehension (Hendrick et al., 2020). Furthermore, many schools lack systematic assessment mechanisms, with pupils typically evaluated only through final examinations (UNEB, 2022). The situation is compounded by the insufficient availability of essential instructional materials, such as textbooks, visual aids, and other teaching resources, which further compromises teaching quality (Meselu et al., 2022). These challenges result in poor language proficiency among pupils, negatively affecting their overall academic performance and outcomes in national examinations (UNEB, 2022).

While the role of instructional materials in enhancing teaching quality is well-documented (Festin, 2020), there is limited research on their availability and effective utilization in Government Aided primary schools in Ibanda Municipality. Most existing studies have focused on broader educational challenges without examining the specific contribution of instructional materials to English language teaching (Kavanaugh & Jerman, 2018). Interventions such as teacher training workshops and textbook distribution have been implemented (Muttreja & Singh, 2018), but they have not adequately addressed persistent shortages or monitored the impact of instructional materials on teaching practices (Meselu et al., 2022).

If these issues remain unaddressed, the quality of English language teaching in Ibanda Municipality will continue to decline. Pupils will complete primary education with limited language proficiency, which will hinder academic success across subjects and reduce competitiveness in national examinations (UNEB, 2022). In the long term, this may limit opportunities for higher education and employment, perpetuating cycles of educational inequality and socio-economic disadvantage (Towriss & Timæus, 2018). This study, therefore, seeks to investigate the influence of instructional materials on the quality of English language teaching in Government Aided primary schools in Ibanda Municipality, aiming to address this critical gap in knowledge and practice.

Purpose

To establish the relationship between the availability of instructional materials and the quality of teaching English language in Government Aided primary schools of Ibanda Municipality.

Literature Review

The utilization of various instructional materials, such as textbooks, charts, models, real objects, and other creative resources, can substantially contribute to motivating successful learning in educational settings (Awotua-Efebo, 2001). The appropriateness and efficient use of these aids ultimately determine their effectiveness in achieving intended instructional goals (Olaitan & Agusiobo, 1994). It is widely accepted that the application of suitable instructional tools effectively supports academic achievement by providing the necessary sensory experiences for meaningful behavioral modification. In essence, it enhances education quality and facilitates desirable student outcomes, validating successful interaction through effective guidance with intended results.

According to Omabe (2006), English language instruction heavily relies on instructional materials as they enhance the efficiency and effectiveness of a teacher's lesson delivery. Esu, Erukoha, and Umoren (2004) further acknowledge that these materials assist in conceptualizing abstract ideas while stimulating learners' imagination. Additionally, employing such resources can increase active student involvement while simultaneously reducing the teacher-centered workload (Mathew, 2012). Ultimately, incorporating instructional materials into teaching practices can promote better academic performance by improving the quality of English education for learners at all levels.

The use of instructional materials in teaching English language in secondary education is a critical concern in Nigerian schools. Adequate availability of instructional materials in Kano State primary schools is essential for effective teaching and learning. Teachers may be present, but without sufficient facilities and materials, their efforts could prove futile. The evolution of instructional materials has seen various terms used—from colonial concepts of "apparatus" to "teaching aids," "educational media," "instructional technology," and now "instructional materials," which is the preferred term among education professionals (Eya, 2005). Instructional materials are indispensable in the teaching and learning process across all educational levels. They serve as crucial channels through which instruction is delivered in classrooms.

Koffar (2018) identifies a range of instructional materials, including audio-visual materials, pictures or charts, books, radio, television, typewriting machines, computers, chalkboards, and projectors. These materials enhance teaching effectiveness by providing visual aids, audio support, and interactive tools that engage students and facilitate learning. In Kano State and beyond, the availability and proper utilization of instructional materials are crucial for improving educational outcomes. They not only support teachers in delivering lessons but also enhance student comprehension and retention through interactive and multimedia approaches. Efforts to ensure adequate provision and effective use of instructional materials are essential for advancing the quality of English language education in Nigerian schools.

The quality of education and training in classrooms depends greatly on the availability and adequacy of audio instructional materials, which help align educational content with the nation's changing skill requirements (Mayindo, 2008). Institutional training should aim to equip pupils with practical skills and improve their knowledge and capabilities in science classroom participation (National Policy on Education, 2004). Awobodu (2001) notes that the availability and adequacy of audio instructional materials, such as radios and tape recorders, facilitate learning and enhance pupils' achievement because every pupil is actively engaged through listening. Aromolaran (2003) further highlights that the lack of these materials is a significant problem in any country's education system.

Fuller and Clark (1994) suggested that the quality of instructional processes experienced by a learner determines the quality of education. They argue that quality instructional materials create a rich learning experience for the learner. Mwiria (1995) also supports that pupils' performance is affected by the quality and quantity of teaching and learning resources. This implies that schools equipped with adequate teaching and learning materials, such as textbooks, charts, pictures, and real objects for pupils to see, hear, and experiment with, stand a better chance of performing well in examinations than poorly equipped schools.

A study by Chonjo (1994) on physical facilities and teaching-learning materials in Tanzanian primary schools supports these views. Chonjo interviewed teachers and pupils on the role of instructional materials in effective learning. The study found that performance could be attributed to the adequacy of teaching and learning materials and equipment in a school. Chonjo recommended that to provide quality education, the availability of sufficient quality

facilities is very important. This study was among the first in Tanzania to directly link physical facilities with pupils' academic performance in primary schools.

However, Chonjo focused only on physical facilities, leaving out instructional materials. Physical facilities, such as buildings, classrooms, chairs, and desks, are not enough to ensure quality teaching and learning. Instructional materials are also necessary. Maundu (1987) agrees, arguing that for a school to perform well, it must be well-equipped with relevant and adequate textbooks and other teaching and learning resources.

Methodology

This study employed a descriptive cross-sectional research design, which enabled the researcher to describe characteristics of the selected cases and collect data at a specific point in time without subjective variation. The target population consisted of 4,620 participants, including 22 headteachers, 264 teachers, and 4,334 students from 22 Government Aided primary schools in Ibanda Municipality, chosen for their relevant insights into teaching practices and access to instructional materials. Using the Yamane formula at a 5% margin of error, a sample of 368 respondents was selected, comprising all 22 headteachers (purposive sampling), 62 teachers, and 284 students (simple random sampling) to ensure unbiased representation.

Data collection tools included questionnaires for teachers and students to gather both open- and close-ended responses, an interview guide for principals to obtain detailed qualitative insights, and an observation checklist to assess instructional materials and teaching practices. Qualitative data were analyzed through content analysis, grouping responses into themes and sub-themes aligned with study objectives, while quantitative data were coded and entered into SPSS for analysis. Additionally, the Pearson correlation coefficient was used to determine relationships between the availability of instructional materials and the quality of English language teaching in primary schools.

Results

Table 1: Response rate

Respondents	Sample Size	Returned Instruments	Response Rate
Head teachers	22	20	90.9%
Teachers	62	60	96.8%
Pupils	284	280	98.6%
Total	368	360	97.8%

Table 1 shows a high response rate across all respondent categories. Headteachers had a response rate of 90.9%, teachers 96.8%, and pupils 98.6%, resulting in an overall response rate of 97.8%. These high response rates indicate strong participation and engagement from the sampled individuals, suggesting that the data collected for the study are reliable and representative of the target population.

Table 2: Descriptive statistics for availability of instructional materials used in teaching English language in Government Aided primary schools of Ibanda Municipality (n=340)

Statement	5 f(%)	4 f(%)	3 f(%)	2 f(%)	1 f(%)	Mean Score
There is availability of audio materials, like recorders.	120 (35.3%)	100 (29.4%)	105 (30.9%)	10 (2.9%)	5 (1.5%)	3.94
We have sufficient access to radio programs that support English language teaching in the school.	80 (23.5%)	110 (32.4%)	130 (38.2%)	15 (4.4%)	5 (1.5%)	3.72
Black and white boards are available in our classrooms for teaching English.	140 (41.2%)	120 (35.3%)	60 (17.6%)	15 (4.4%)	5 (1.5%)	4.10
There are enough textbooks available for teaching English in the school.	100 (29.4%)	90 (26.5%)	130 (38.2%)	15 (4.4%)	5 (1.5%)	3.78
The school has an adequate number of charts for visual learning in English language lessons.	110 (32.4%)	100 (29.4%)	115 (33.8%)	10 (2.9%)	5 (1.5%)	3.88
Projectors are regularly available used to make English lessons more engaging and effective.	90 (26.5%)	120 (35.3%)	110 (32.4%)	15 (4.4%)	5 (1.5%)	3.81
The instructional materials provided in our school are sufficient to support English language teaching.	130 (38.2%)	90 (26.5%)	105 (30.9%)	10 (2.9%)	5 (1.5%)	3.97

The school has ample resources to offer a variety of teaching aids for English language lessons.	100 (29.4%)	120 (35.3%)	105 (30.9%)	10 (2.9%)	5 (1.5%)	3.88
Overall						3.89

5=Strongly agree, 4=Agree, 3= Undecided, 2=Disagree, and 1=Strongly Disagree

The results from Table 2 revealed that the majority of respondents agreed with most statements regarding the availability of instructional materials for teaching English in Government-Aided primary schools in Ibanda Municipality. For audio materials, 35.3% strongly agreed and 29.4% agreed with their availability, resulting in a mean score of 3.94, indicating general agreement. Regarding access to radio programs that support English language teaching, 23.5% strongly agreed and 32.4% agreed, yielding a mean score of 3.72, reflecting agreement. For black-and-white boards, 41.2% strongly agreed and 35.3% agreed that they were available for teaching English, with a mean score of 4.10, indicating widespread availability. Concerning textbooks, 29.4% strongly agreed and 26.5% agreed that enough were available for teaching English, giving a mean score of 3.78, showing agreement.

Regarding charts for visual learning in English lessons, 32.4% strongly agreed and 29.4% agreed, resulting in a mean score of 3.88, indicating a positive response. For projectors being regularly available and used in English lessons, 26.5% strongly agreed and 35.3% agreed, yielding a mean score of 3.81, suggesting a positive perception. In terms of the overall sufficiency of instructional materials provided in their schools, 38.2% strongly agreed and 26.5% agreed, resulting in a mean score of 3.97, indicating overall satisfaction. Regarding ample resources for teaching aids in English lessons, 29.4% strongly agreed and 35.3% agreed, giving a mean score of 3.88, reflecting agreement. The overall mean score was 3.89, indicating that respondents generally agreed that instructional materials were adequately available to support English language teaching in the schools.

Additionally, these findings align with the qualitative responses. For example, one of the headteachers stated: *"The availability of instructional materials in our school is a major challenge. We rely heavily on government-provided textbooks, but they are often insufficient. Some classes have to share a few copies, making it difficult for teachers to effectively engage learners. When learners have to share books in groups of four or five, it slows down the pace of lessons and affects comprehension. Additionally, we lack supplementary reading materials*

such as storybooks and workbooks that can reinforce language skills. Teachers often have to create their own materials, which is time-consuming and not always sustainable. Without enough instructional materials, the teaching of English becomes more theoretical than practical, affecting both reading and writing skills" (Headteacher, School 1).

Table 3: Descriptive statistics for Quality of teaching English language in Government Aided primary schools of Ibanda Municipality (n=340)

Statement	5 f(%)	4 f(%)	3 f(%)	2 f(%)	1 f(%)	Mean Score
I am able to manage the classroom effectively during English lessons.	150 (44.1%)	120 (35.3%)	46 (13.5%)	20 (5.9%)	4 (1.2%)	4.15
The structure of my English lessons is clear and helps students understand the content.	140 (41.2%)	130 (38.2%)	50 (14.7%)	17 (5.0%)	3 (0.9%)	4.14
I use a variety of strategies to engage students in English lessons.	145 (42.6%)	125 (36.8%)	48 (14.1%)	18 (5.3%)	4 (1.2%)	4.14
I encourage students to actively participate during English lessons.	155 (45.6%)	120 (35.3%)	45 (13.2%)	18 (5.3%)	2 (0.6%)	4.20
The classroom activities I organize are well-structured and enhance English learning.	150 (44.1%)	110 (32.4%)	58 (17.1%)	17 (5.0%)	5 (1.5%)	4.13
The teaching methods I use in English lessons accommodate different learning styles.	140 (41.2%)	125 (36.8%)	55 (16.2%)	17 (5.0%)	3 (0.9%)	4.12
The feedback I give on English assignments helps students improve their skills.	135 (39.7%)	130 (38.2%)	58 (17.1%)	14 (4.1%)	3 (0.9%)	4.12
I use both formal and informal methods to assess students' progress in English.	145 (42.6%)	115 (33.8%)	58 (17.1%)	17 (5.0%)	5 (1.5%)	4.11
I provide students with opportunities to practice speaking English.	150 (44.1%)	120 (35.3%)	50 (14.7%)	17 (5.0%)	3 (0.9%)	4.17
I regularly review and adjust English lessons to better meet students' needs.	140 (41.2%)	130 (38.2%)	56 (16.5%)	12 (3.5%)	2 (0.6%)	4.16
Overall						4.14

The results from Table 3 revealed that the majority of respondents agreed with most statements regarding the quality of English language teaching in Government-Aided primary schools in Ibanda Municipality. 45.6% strongly agreed and 35.3% agreed that they were able to manage the classroom effectively during English lessons, with a mean score of 4.15,

indicating general agreement. 41.2% strongly agreed and 38.2% agreed that the structure of their English lessons was clear and helped students understand the content, resulting in a mean score of 4.14, reflecting agreement.

Regarding the use of a variety of strategies to engage students in English lessons, 42.6% strongly agreed and 36.8% agreed, yielding a mean score of 4.14, showing a positive response. 45.6% strongly agreed and 35.3% agreed that they encouraged students to actively participate during English lessons, with a mean score of 4.20, indicating high engagement. Concerning the organization of classroom activities, 44.1% strongly agreed and 32.4% agreed that activities were well-structured and enhanced English learning, giving a mean score of 4.13, suggesting effectiveness.

For accommodating different learning styles in English lessons, 41.2% strongly agreed and 36.8% agreed, resulting in a mean score of 4.12, reflecting general satisfaction. 39.7% strongly agreed and 38.2% agreed that feedback on English assignments helped students improve their skills, yielding a mean score of 4.12, indicating positive feedback effectiveness. 42.6% strongly agreed and 33.8% agreed that they used both formal and informal methods to assess students' progress in English, giving a mean score of 4.11, showing agreement. 44.1% strongly agreed and 35.3% agreed that they provided students with opportunities to practice speaking English, with a mean score of 4.17, indicating a focus on speaking skills.

Most respondents 41.2% strongly agreed and 38.2% agreed—that they regularly reviewed and adjusted English lessons to better meet students' needs, resulting in a mean score of 4.16, reflecting effective lesson planning. The overall mean score was 4.14, indicating that respondents generally agreed on the quality of English language teaching in their schools.

These findings are consistent with the qualitative data. One of the headteachers stated: *"The quality of teaching English in our school is affected by several challenges, including limited teacher training and insufficient resources. Many of our teachers are qualified, but they lack access to continuous professional development programs that would help them improve their teaching methods. English is a dynamic language, and teaching strategies need to evolve to incorporate modern approaches such as interactive learning, phonics, and digital literacy. However, due to limited workshops and refresher courses, teachers rely on traditional methods like rote learning and memorization, which may not be the most effective for language*

acquisition. Additionally, large class sizes make it difficult for teachers to provide individual attention to struggling learners, further affecting the overall quality of instruction" (Headteacher, School 1).

Table 4: Pearson Correlation Coefficient for the relationship between availability of instructional materials and quality of teaching English Language in Government Aided primary schools of Ibanda Municipality

		Availability of Instructional Materials	Quality of Teaching English Language
Availability of Instructional Materials	Pearson Correlation	1	0.76**
	Sig. (2-tailed)		0.001
	N	340	340
Quality of Teaching English Language	Pearson Correlation	0.76**	1
	Sig. (2-tailed)	0.001	
	N	340	340

** . Correlation is significant at the 0.05 level

The Pearson correlation coefficient between the availability of instructional materials and the quality of teaching English language was found to be 0.76, with a p-value of 0.001, indicating a strong positive correlation. This result was statistically significant at the 0.05 level. Therefore, the availability of instructional materials was positively associated with the quality of teaching English language in Government-Aided primary schools in Ibanda Municipality. The null hypothesis, which stated that there is no relationship between the availability of instructional materials and the quality of teaching English language in these schools, was rejected.

Discussion of Finding

The study found a strong positive correlation of 0.76 between the availability of instructional materials and the quality of English language teaching in Government-Aided primary schools in Ibanda Municipality. The statistical analysis further revealed a p-value of 0.001, indicating that the relationship is statistically significant at the 0.05 level. This suggests that schools with adequate instructional materials tend to achieve better teaching outcomes, as teachers are able to utilize various teaching aids to enhance student learning. Consequently, the

null hypothesis stating that there is no relationship between the availability of instructional materials and the quality of English language teaching was rejected. This highlights the crucial role instructional resources play in improving the teaching and learning process.

The findings align with the views of Awotua-Efebo (2001), who emphasized that instructional materials are fundamental in facilitating learning and enhancing pupils' academic achievement. According to his research, well-equipped classrooms with sufficient teaching aids help create a more engaging learning environment, which, in turn, improves comprehension and retention among pupils. Similarly, Omabe (2006) noted that instructional materials are not merely supplementary tools but essential components of effective English language teaching. He pointed out that using instructional resources such as textbooks, charts, audiovisual aids, and digital tools can significantly improve students' language acquisition skills.

Additionally, Mwiria (1995) argued that the quality and quantity of teaching and learning resources, including instructional materials, have a direct impact on pupils' performance. His research demonstrated that schools with inadequate resources often struggle to maintain high teaching standards, which ultimately affects pupils' proficiency in the English language. When teachers lack access to essential materials, they may resort to ineffective teaching methods, leading to lower pupil engagement and poor academic outcomes. On the other hand, schools that invest in instructional materials tend to create a more dynamic and interactive learning environment, which fosters better learner participation and understanding.

Overall, the study underscores the importance of providing primary schools with adequate instructional materials to enhance the quality of English language teaching. Ensuring that teachers have access to sufficient resources can lead to more effective lesson delivery, increased pupil motivation, and improved academic performance. Therefore, education stakeholders, including policymakers and school administrators, should prioritize the provision of instructional materials as a key strategy for improving English language education in primary schools.

Conclusion

A strong positive correlation existed between the availability of instructional materials and the quality of English language teaching. The data revealed a significant relationship between these two variables, suggesting that the availability of instructional materials plays a crucial role in improving teaching quality.

Recommendations

The government should allocate sufficient funds to ensure the continuous availability of instructional materials for teaching English in primary schools in Ibanda Municipality. It should also prioritize the regular updating and distribution of these materials to maintain quality education standards.

The government and policymakers should focus on enhancing teachers' professional development by offering training programs aimed at improving teaching methods, especially in English language instruction.

All stakeholders, including government, policymakers, district education officers, and headteachers, should ensure that instructional materials are not only available but are also effectively integrated into the teaching and learning processes.

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