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Teachers' Perceptions and Practices of Using Instructional Materials: Evidence from Haramaya Town

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Keywords:

Haramaya Town,
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Teachers.

The purpose of this research was to examine how instructional materials are perceived and utilized by primary school teachers in Haramaya town. The study utilized a mixed-methods design and collected data through a questionnaire and interview from 123 randomly selected primary school teachers. The collected quantitative data were analysed using descriptive statistics (percentages, mean, and standard deviation) and inferential statistics (independent sample T-test and one-way ANOVA). Qualitative data were analysed through word description and narration. The study results indicated that most teachers had a positive perception of the use of instructional materials in teaching and learning, but their practices were found to be infrequent. Additionally, there was no significant difference in the utilization of instructional materials between male and female teachers, and no significant difference was found based on teachers' educational qualifications. However, there was a significant difference in experience among teachers. Therefore, it is recommended that the Haramaya Town Education Office provide training to improve teachers' utilization of instructional materials to enhance the teaching and learning process in primary schools.

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INTRODUCTION

Education is a quest for knowledge and skills to build capability and wisdom. It endorses students being exposed to diverse views and perspectives stemming from factual information. It encourages students to think critically and deeply for them to find and interrogate the “facts” and examine all sides of an argument to arrive at a considered opinion (Sternberg *et al.*, 2022).

In another way, the goal of instruction is to provide individuals with the necessary knowledge, skills, and understanding to succeed in their chosen field. It is difficult to achieve this goal without the use of various teaching and learning instructional materials. The purpose and role of teaching and learning instructional materials do not only consist of making the educational process more attractive and interesting but also of encouraging active learning, the development of different skills, and the adoption of desirable values and attitudes of students (Busljeta, 2013).

Instructional materials enable teachers to impart knowledge in an impressive approach, improving learning while assisting students in expanding their knowledge. Besides, participation is encouraged, especially if the teaching materials are open to student manipulation. Learning retention is increased by hands-on instructional materials that demonstrate rather than merely explain (Kos *et al.*, 2021). In order to make students' understanding match what is known today, schools should base their teaching materials on fundamental scientific ideas and concepts. They should also teach students to be aware of and in charge of their own thoughts in order to promote learning.

In a similar vein, according to Rani *et al.* (2020), using teaching materials that are connected to a subject's core ideas enhances students' understanding of that lesson. The learning process is more efficient when several instructional materials are used since it fosters greater topic understanding, reinforcement, and retention (Hartini *et al.*, 2017). The idea of instructional

materials is crucial to education and has received a lot of attention in teacher preparation programs. Instructional material is a potent tool for improving learning and making it more engaging, dynamic, and entertaining for all sorts of learners with the aim of accomplishing instructional objectives or outcomes.

According to Effiong and Igiri (2015), using instructional materials would make learning concrete, long-lasting, and promote retention. Students are even encouraged to participate in the activity again during their free time because it promotes enthusiasm and involvement in class. Students' long-term recollection of the idea is aided by this. Abdu-Raheem (2014) also combats indifference by promoting active student engagement and thorough understanding of the topic matter. Thus, educational materials capture students' interest, motivating them to pay attention, participate in class activities, and understand the topic of the lecture.

Furthermore, Makewa *et al.* (2012), argue that using teaching tools that are connected to a lesson's core ideas helps students understand the lesson. As a result, using a variety of teaching tools helps students learn concepts more thoroughly, solidify their understanding, and improve their memory of what they have learned. When instructional media is used, taste, touch, smell, hearing, and sight together makeup 1 percent, 1.5 percent, 3.5 percent, 11 percent, and 83 percent of all learning, respectively (Mwololo, 2009). The majority of students use their sense of sight to communicate and learn. It is recommended that teachers employ instructional materials since this encourages students to use their eyes while being taught.

According to Aggarwal (2001) and Brown *et al.* (2010), instructional materials are categorized differently. They are classified as printed (films, filmstrips, slides, opaque, and overhead projections) and non-printed (graphic aids such as cartoons, charts, and maps); display boards (the blackboard, bulletin board, and flannel board); three-dimensional materials (diagrams, models, and real objects); audio-visual materials (radio,

recordings, and television); and activity resources (computer-assisted instruction).

In Ethiopian educational policy, a change in the aims of learning and teaching in recent years has led to a change in teaching method, i.e., from a teacher-centred to a student-centred method. The goal of the general Educational Sector Development Program (ESDP) V 2015/16 - 2019/20 (MoE, 2006) priority programs is to improve the quality of general education in order to motivate children to complete primary and secondary school and provide them with the knowledge, skills, and values to become productive and responsible citizens.

Furthermore, the general Educational Sector Development Program (ESDP) VI 2020/21-2024/25 (MoE, 2020) goal is to improve education and training, particularly from pre-primary to intermediate level compulsory education supported by high-quality education, science, and appropriate technology, to contribute to the fairness of our nation by enhancing the individual's mental, physical, social, emotional, and positive values, and to develop competent citizens who will grow the economy and compete internationally.

However, there is a gap between policy and practice in the successful implementation of the curriculum, specifically in primary schools. The rationale for conducting this research is, therefore, to examine teachers' perceptions and practices of using instructional materials in teaching and learning in primary schools in Haramaya town. Teachers have the primary duty of developing 21st-century skills, which are essential for the development of students' future lives and careers, at every stage of the educational process, from primary school to higher education (Kuloglu & Karabekmez, 2022).

In another way, if the teaching-learning process is effectively implemented and meets the required objectives, the educational program can be successful. However, implementing this process is not a simple effort. As a result, a lot of educational concerns, especially in primary

schools, are conceptual for the classroom context and process. Teachers' perceptions and practices of utilizing instructional materials in their classes are some of these issues that require great attention (Joseph, 2015). The most important role among these could be considered as facilitating and ensuring communication between a teacher and students in order to maintain conceptual understanding over time without losing it. In addition to these, using the instructional materials also serves to save time and energy for both teachers and students.

In other words, the level of achievement or performance of learners in any subject is heavily influenced by teachers' pedagogical abilities, attitudes, and capacity to employ instructional materials to teach any subject at any level of learning. Accordingly, Abidoeye *et al.* (2022), study of instructional resources for teaching biology in secondary schools in Moro, Kwara State, Nigeria, revealed that instructional resources for teaching Biology were not available in most senior secondary schools. Stephen and Isaac (2013) also carried out a study on the influence of instructional materials on the academic performance of senior secondary school students in chemistry in Cross River State. They revealed from their study that students taught with instructional materials performed significantly better than those taught without instructional materials, and also that the use of instructional materials generally improved students' understanding of concepts and led to high academic achievements. However, from the researcher's teaching experiences and providing pedagogical skill training for primary school teachers, he observed poor utilization of instructional materials by teachers during the teaching and learning process.

In a similar vein, Bewket (2019) assessed the factors that hinder the preparation and utilization of instructional materials for geometry instruction in Hadiya Zone Ensiore secondary schools, in Ethiopia. He found out that the major factors that hindered the preparation and utilization of instructional materials were the lack of

opportunity for teachers to participate in workshops or seminars and the absence of a committee for the evaluation of instructional materials. Mehadi (2010) investigated the use of instructional media in primary schools in the Gedeo Zone of southern Ethiopia. He revealed that there is little use of instructional materials, with usage averaging once every two weeks to twice every three weeks over the course of four weeks of instruction.

Furthermore, a study by Amera (2008) was conducted on teachers' differences in the use of instructional materials as a function of their years of teaching experience, level of academic qualification, and school contexts in Bahir Dar town schools. He asserted that less qualified and less experienced teachers use instructional materials more than more qualified and more experienced teachers.

Despite the fact that various dispositions influence the utilization of instructional materials in the teaching and learning process in primary schools, teachers' perceptions and practices of using instructional materials in their classes have a significant impact. However, it seems that most of the studies highlighted above do not focus on teachers' perceptions and practices of using instructional materials in primary schools. Since effective utilization of instructional materials can contribute to student performance improvement, it would be valuable to assess how teachers perceive and utilize instructional materials in primary schools.

Furthermore, there is a critical lack of research on perceptions and practices of using instructional materials in primary schools in the Haramaya town. Specifically, there is a literature gap on teachers' perceptions and practices of using instructional materials in primary schools in Haramaya town. The current study may generate evidence on the topic and fill the literature gap in the area. It may also create awareness for teachers and other stakeholders regarding the utilization of instructional materials in primary schools in Haramaya Town East Hararghe Zone Ethiopia.

Therefore, this study sought to answer the following questions:

- What are the primary school teachers' perceptions of the effectiveness of instructional materials in the teaching and learning process in Haramaya town?
- To what extent do primary school teachers utilize instructional materials in their daily teaching practices in Haramaya town?
- Is there a variation in the utilization of instructional materials among primary school teachers in Haramaya town based on demographic factors such as gender, level of education, and teaching experience?

METHODS

Research Design

In this study, the researcher used mixed research methods, specifically concurrent embedded methods. The researcher preferred a concurrent research design for this study because it saves time and energy spent on the collection and analysis of data as both qualitative and quantitative data are collected and analysed at the same time to triangulate the findings of one another independently (Creswell, 2009).

Sources of Data

The main participants of the study were primary school teachers in Haramaya town. To be more specific, the participants were selected from three government primary schools grades 1 -8. As data secured from the Haramaya town education office reveals, the total number of teachers is 178, of which 81 are males and the remaining 97 are females. The aforementioned figure includes all government primary school teachers from grades 1-8 in Haramaya town.

Sample and Sampling Procedures

The study used a multistage sampling procedure to select sample respondents. Firstly, Haramaya town has been purposefully selected, and since schools in the town are near Haramaya University, they have got an opportunity for community service access than the remotest primary schools.

Secondly, in order to select respondents, teachers of the primary schools in Haramaya town were classified based on their location using stratified random sampling. Thirdly, having the total list of teachers (the sample frame) from the schools where the study was conducted, a probability sampling method was deployed, and 123 teachers were selected. To determine sample size, a total of 178 teachers (61 primary school A, 52 primary school B, and 65 primary school C) assigned as primary school teachers in *the* year 2015 EC were chosen using the sample size determination formula (Yamane, 1967) as follows:

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

Where, n = Sample size; N = Total population; e = the level of precision

$$\text{Therefore, } n = \frac{178}{1 + 178(0.05)^2} = 123$$

Table 1: Sample respondent’s distribution

Schools	Respondents	
	Population	Sample
School A	61	42
School B	52	36
School C	65	45
Total	178	123

Instruments for Data Collection

In this study, the data collection instruments used were a questionnaire and an interview. Using a self-administered questionnaire, relevant data for the study was collected from the study subjects in the study area. To this end, in order to answer the research questions, quantitative data were collected by using a questionnaire, and qualitative data were collected through interviews. For the questionnaire, questions that were related to the teachers' perceptions of the effectiveness of instructional materials in the teaching and learning process and how teachers utilize instructional materials in their daily teaching practices in primary schools were developed by the researcher from an extensive review of various literature and previous studies. The questions were of the closed-ended and open-ended items.

Then, after having the sample size, the participants of the study were stratified by their school. Based on the strata, a proportional sampling procedure was used. The proportional sampling of each school is computed using the proportional allocation method.

$$ni = \frac{n \times Ni}{N}$$

Where ni = sample of strata; n = Total sample size of all strata; Ni = Population of each strata; N = Total population

As a result by taking the above formula into consideration, the researcher selected 123 teachers from three primary schools as sample respondents and proportionally distributed 42 for primary school A, 36 for primary school B, and 45 respondents for primary school C.

Accordingly, the format for items was based on a Likert scale. The Likert scale for teachers' perceptions of the effectiveness of instructional materials in the teaching and learning process was valued as strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) and for teachers utilize instructional materials in their daily teaching practices, it was valued as always (5), often (4), sometimes (3), rarely (2), and never (1).

The questionnaire was structured into three main parts. The first part included demographic questions, while the second part included questions related to teachers' perceptions of the effectiveness of instructional materials in the teaching and learning process. Consequently, the third part included questions that were related to teachers utilize instructional materials in their daily teaching practices. Structured interviews

were used to gather qualitative data from 5 purposively selected teachers on the teachers' perceptions and practices of using instructional materials in the teaching and learning process.

A pilot test was made, and the instruments were pre-tested by the researcher to check whether the questionnaire was based on reliable scientific bases or not, to check the extent to which it met the survey objectives, and to identify any defects in the questionnaire's design. The pilot sample consisted of 20 respondents who were not part of the study and were chosen at random to fill out questionnaires (male = 12 and female = 8). In light of the pilot study, modifications were made, and the final form of the questionnaire was produced. The researcher considered both validity and reliability when evaluating instruments.

The Cronbach's alpha coefficient is the most appropriate measure of reliability when making use of Likert scales (Robinson, 2009). Although there are no absolute rules for internal consistency, most experts agree on a minimum internal consistency coefficient of 0.70 (Robinson, 2009). Accordingly, the Cronbach alpha coefficient values for the perception of teachers' questionnaire were 0.88 and for teachers' practices of using instructional materials were 0.90.

Regarding the data collection procedure, before collecting the data, the researcher explained the purpose of the research to the Haramaya Education Office and the school principals. After permission is secured, the researcher and the principal of the primary schools arrange a time and place to get the participants. Participants were informed about the objective of the study and were asked to fill out the questionnaire and be interviewed as scheduled. Hence, the prepared questionnaire was distributed to participants, and interview time was arranged to get the necessary information about teachers' perceptions and practices of using instructional materials in primary schools.

Data Analysis

Depending on the nature of the basic questions, both descriptive and inferential statistics were deployed to analyse quantitative data. Descriptive statistics like percentage mean and standard deviation were computed to analyse the teachers' perceptions and practices of using instructional materials. The qualitative data generated through interviews held with five purposively selected teachers was analysed through word description and narration. Besides, for inferential statistics, an independent sample T-test and a one-way ANOVA (analysis of variance) were used to examine whether there is a significant difference in the utilization of instructional materials between teachers based on their gender, level of educational qualification, and years of service. For this, the computed value is significant at $\alpha = .05$.

RESULTS AND DISCUSSION

The first part of the questionnaire focused on the demographic characteristics of the respondents. The backgrounds of participants were that of primary school teachers in Haramaya Town. A total of 123 (100%) questionnaires were distributed to respondents and 119 (96.75%) were filled out and returned. In the end, the data collected through the questionnaire were analysed using descriptive analysis. Besides, the qualitative data collected through interviews were transcribed narrative in line with the objectives.

Demographic Information of the Respondents

Table 2 shows that, with respect to the participation of teacher respondents, 56.3% were male whereas 43.7 % of them were female. This indicates that the participation of female teachers in primary schools is moderate compared to that of male teachers. In terms of educational qualifications, 4.2% had a certificate, 58% had a diploma, and 37.8% had a BA/BSc. This indicates that the educational qualifications of the teachers were found to be satisfactory for primary education. 6.7% of teachers had less than 7 years of experience, 18.5% had 7–12 years of experience, 33.6% had 13–18 years of experience,

and 41.2% had more than 19 years of experience. This shows that the teachers have enough work experience to utilize instruction materials properly during the teaching and learning process.

Table 2: Profiles of respondents

Variable	Characteristics	Frequency	%
Sex	M	67	56.3
	F	52	43.7
	Total	119	100
Qualification	Certificate	5	4.2
	Diploma	69	58
	BA/BSc	45	37.8
	Total	119	100
Work Experiences	< 7 Years	8	6.7
	7-12 Years	22	18.5
	13-18 years	40	33.6
	>19 Years	49	41.2
	Total	119	100

Effectiveness of Instructional Materials in the Teaching and Learning Process

According to *Table 3*, teachers' perceptions of instructional materials that help make courses fun and interesting were ($M = 3.93, SD = .71$), offer an interactive learning environment ($M = 3.97, SD = .83$), assist students in using more than one sense organ ($M = 4.1, SD = .85$), provide permanent learning ($M = 3.87, SD = .91$), rich learning contents for students ($M = 4.15, SD =$

$.88$), allow the teacher and students to share real objects, models, pictures, and charts ($M = 4.13, SD = .83$), increase the creativity of students ($M = 3.97, SD = .86$), provide real-world examples ($M = 4.03, SD = .88$), increase the engagement of students in different activities ($S = 4.04, SD = .72$), help to gain the required skills for professional life ($S = 3.99, SD = .61$), and save the teacher's energy and time ($S = 4.01, SD = .73$).

Table 3: Teachers' perceptions of the effectiveness of instructional materials in the teaching and learning process

Response options	Mean	Std. Dev
Instructional materials help make courses fun and interesting.	3.93	.71
Instructional materials offer an interactive learning environment.	3.97	.83
Instructional materials help students use more than one sense organ.	4.1	.85
Instructional materials provide permanent learning.	3.87	.91
Instructional materials are rich learning content for the students.	4.15	.88
Instructional materials allow the teacher and students to share real objects, models, pictures, and charts.	4.13	.83
Instructional materials increase the creativity of students.	3.97	.86
Instructional materials provide real-world examples.	4.03	.88
Instructional materials increase the engagement of students in different activities.	4.04	.72
Instructional materials help to gain the required skills for professional life.	3.99	.61
Instructional materials save teachers energy and time.	4.01	.73
Overall mean	3.68	.80

Scale of interpretation <1.49-Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Undecided, 3.5-4.49 Agree, >4.5 Strongly Agree, n = 119

Source: Field survey, 2023

An interview account given by a teacher indicates:

“Instructional materials have a place in the teaching and learning process, based on

my teaching experience and knowledge. As an example, I believe they play an important role in making teaching interesting, acceptable,

and practical, as well as in encouraging students to participate actively” (Teacher 1, January 2024).

From the quoted response above, it is clear that it was imperative to support teaching and learning with instructional materials since concrete learning and active student participation were achieved with the support of pertinent materials.

Another teacher remarks saying:

“I think instructional materials are very useful in the teaching process. As an example, when I mention it, they save the teacher time and energy. It helps strengthen the communication between students and teachers. It also helps a lot to convey the learning content in an easy way” (Teacher 2, January 2024).

This implication to the quoted response above is that instructional materials can save energy and time for teachers to strengthen communication when success is fully utilized.

To sum up, as Table 3 indicates, the overall mean score of respondents for the 11 items dispatched to determine teachers' perceptions regarding the use of instructional materials in the teaching and learning process was 3.68. This indicates that all respondents agreed on the points. The qualitative data also revealed that instructional materials have an effect on the teaching and learning process of primary school classes.

Using instructional materials would make learning concrete, long-lasting, and promote retention. Students are even encouraged to participate in the activity again during their free time because it promotes enthusiasm and involvement in class. Students' long-term recollection of the idea is aided by this (Effiong & Igiri, 2015). This finding is consistent with the findings of Rugut and Role (2016), who conducted research on the teachers' and student's perceptions of the use of educational media in

teaching and learning history and government in secondary schools in Kenya. They revealed that teachers had more positive perceptions towards the integration of educational media in teaching and learning.

Utilization of Instructional Material

As indicated in *Table 4* below for item number 1, the teachers' responses were ($M = 2.45$, $SD = 1.05$). This indicates that teachers rarely utilized instructional materials that were available at a pedagogical centre. In addition to this, for item number 2, the teachers' responses were ($M = 2.26$, $SD = .91$). This suggests that the respondents rarely created their own local teaching tools to make learning enjoyable.

For item number 3, the teachers' responses were ($M = 2.07$, $SD = .75$). This indicates that the respondents used real objects and models in classroom instruction only rarely. Further, the respondents' responses were ($M = 2.17$, $SD = .82$.) and ($M = 2.29$, $SD = .84$), for items 4 and 5, respectively. This indicates that teachers utilize charts and pictures to teach their students, and they showed their students how some instructional materials were used rarely.

Also, for items 6, 7, and 8, the respondents' responses were ($M = 2.31$, $SD = .83$, $M = 2.24$, $SD = .80$, and $M = 2.25$, $SD = .76$) respectively. This demonstrates that teachers rarely use instructional materials to assist students in developing their critical thinking abilities and coordinate educational content with instructional materials. They also rarely share their experience with their colleagues on the use of instructional materials in teaching and learning. Moreover, the teachers' responses for item number 9 were ($M = 2.22$, $SD = .68$). This reveals that they used instructional materials to promote self-directed learning among students. The last item of the teachers' responses was ($M = 2.21$, $SD = .65$). This shows that teachers establish two-way communication with their students despite rarely using instructional materials.

Table 4: Teachers' Utilization of Instructional Materials

Statements	Mean	Std. Dev
I use instructional materials available at a pedagogical centre.	2.45	1.05
I improvise local instructional materials to make learning interesting.	2.26	.91
I use real objects and models in classroom instruction.	2.07	.75
I widely used instructional materials like charts and pictures to teach students.	2.17	.82
I widely used instructional materials like charts and pictures to teach students.	2.17	.82
I show the students how some instructional materials are used.	2.29	.84
I use instructional materials to assist students in developing their critical thinking abilities.	2.31	.83
I coordinate instructional content with instructional materials.	2.24	.80
I share my experience with my colleagues on the use of instructional materials in teaching and learning.	2.25	.76
I use instructional materials to promote self-directed learning among students.	2.22	.68
I use instructional materials to establish two-way communication between me and the students.	2.21	.65
Overall mean score	2.25	

Scale of interpretation <1.49-Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Undecided, 3.5-4.49 Agree, >4.5 Strongly Agree, n = 119

Source: Field survey, 2023

Similarly, the interviews with some of the teachers about the teachers' utilization of instructional materials in the teaching and learning process in their classroom revealed as follows: One of the teachers interviewed said that,

"I try to use learning support materials sometimes. However, it is difficult because there are so many students in the classroom that it takes a long time to show them and get them to practice" (Teacher 1, January, 2024).

This indicates that the number of students in the classroom can affect teachers' utilization of instructional materials in their classroom during the teaching and learning process.

An interview account given by a teacher indicates:

Because the curriculum has a rigid time schedule and is highly structured, I mostly use one and the same instructional material, primarily the textbook, for all students learning in one class, and the focus is primarily on content coverage. I couldn't strictly address diversity and every student's choices in this situation (Teacher 4, January 2024)

From the quoted response above, it is clear that teachers used a traditional method of teaching when delivering the content for students rather

than addressing the diversities in needs and interests.

Another teacher responded that:

It is a tiresome task. Selecting supplemental materials and adapting them to fit the course or classroom situations, re-sequencing the contents, varying the format or technique, checking on individual progress, providing sound and timely feedback, and so on are all worthwhile extra activities for a teacher; hence, I use instructional materials once a week (Teacher 3, January 2024).

From the above interview response, one can understand that teachers consider the use of instructional materials as a separate task.

Further, another teacher remarks saying:

Even if I need to use different instructional materials, there aren't enough of them. So I simply keep my students in class without providing adequate instructional materials, and as a result, students are disinterested in learning. Designing to provide preferential assignments of varying levels of complexity, abstractness, and open-endedness to the same class of learners is both ideal and impractical under many constraints (Teacher 2, January 2024).

From the quoted response above, it is clear that there is a shortage of instructional materials in primary schools. Due to this reason, teachers teach their students without utilizing instructional resources.

It could be understood from the findings above that, regarding teachers' utilization of instructional materials in their daily teaching practices, they utilized instructional materials ineffectively to assist their students in the teaching and learning process. This finding is consistent with the findings of Mehadi (2010), who investigated the use of instructional media in primary schools in the Gedeo Zone of southern Ethiopia. He revealed that there is little use of instructional materials, with usage averaging once every two weeks to twice every three weeks over the course of four weeks of instruction.

Overall Utilization of Instructional Materials

As depicted in *Table 5* below, an independent-sample t-test was conducted to compare male and

female teachers for the utilization of instructional materials in the teaching and learning process. There was a significant difference in the scores for female teachers ($M = 23.5, SD = 5.98$) and male teachers ($M = 21.7, SD = 4.96$); $t(117) = -1.755, p = 0.082$. However, there is no statistically significant difference between them since $p = 0.082 > 0.05$.

As shown in *Table 6* below, the computed value of the way ANOVA test 'F' value is 2.809 with 2 and 118 degrees of freedom, and a significance level of 0.05 is less than the table value (81.72) indicating that there is a statistical no significant difference among the respondents towards utilizing of instructional materials among teachers based on their level of educational qualification. The findings indicate that there is no significant difference among teachers' utilization of instructional materials in teaching and learning ($F [2, 118] = 2.809 < 81.72$ ('F' value) and $p=0.064 > 0.05$) across teachers' educational qualification levels.

Table 5: Mean differences in the overall utilization of instructional materials based on Sex (Independent Sample T-Test)

Items	Gender	N	Mean	SD	T	Df	P*
Overall utilization of instructional materials	Male	67	21.7	4.96	-1.755	117	0.082
	Female	52	23.5	5.98			

*=*there is no significant difference, $p > .05$*

Table 6: Differences of teachers based on educational qualification of utilizing instructional materials (Summary of One Way-ANOVA)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	163.44	2	81.72	2.809	0.064*
Within Groups	3374.20	116	29.09		
Total	3537.65	118			

*=*there is no significant difference, $p > .05$*

As depicted in *Table 7* above, the computed value of one-way ANOVA test 'F' value is 5.637 with 3 and 118 degrees of freedom, and a significance level of 0.05 is less than the table value (151.164) indicating that there is a statistically significant difference among the respondents towards the utilization of instructional materials. The findings indicate that there is a significant difference among teachers on the utilization of instructional materials in the teaching and learning process ($F [3, 118] = 5.637 < 151.164$ ('F' value) and

$p=0.001 < 0.05$) across the teaching experience of teachers. Since ($p=0.001 < 0.05$) at 95% confidence interval and 'F' values are less than critical 'F' ($5.637 < 151.164$). Accordingly, there is a significant difference in the utilization of instructional materials based on teachers' teaching experiences in Haramaya Town. It can be concluded that teachers' utilization of instructional materials in the teaching and learning process is not the same.

Table 7: Differences of teachers on the utilization of instructional materials based on teaching experience (Summary of One Way-ANOVA)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	453.49	3	151.164	5.637	0.001*
Within Groups	3084.16	115	26.819		
Total	3537.65	118			

*=*there is a significant difference, $p > .05$*

The findings are inconsistent with the findings of Amera (2008) who conducted a study on teachers' differences in the use of instructional materials as a function of their years of teaching experience, level of academic qualification, and school contexts in Bahir Dar town schools. He asserted that less qualified and less experienced teachers use instructional materials more than more qualified and more experienced teachers.

CONCLUSIONS AND RECOMMENDATIONS

This research assessed primary school teachers' perceptions and practices regarding the use of instructional materials. Based on the findings of this study, it was concluded that the majority of primary school teachers have responded positively to the use of instructional materials in the teaching and learning process. Despite their positive perceptions, their use of instructional materials in teaching and learning was found to be rare. In terms of how teachers use instructional materials based on their gender, there is no observable difference between male and female teachers' methods. Also, there is no significant difference in the use of instructional materials observed among teachers based on their level of educational qualification. However, there is a significant difference in performance among teachers in the utilization of instructional materials in the teaching and learning process based on their years of service.

The researcher tried to offer some recommendations in light of the conclusion reached from the study's analysis and data. These suggestions were made to help teachers utilize instructional materials more effectively in the teaching and learning processes in primary schools.

The researcher therefore recommends that:

- The district education office should organize workshops, seminars, and conferences for teachers to enable them to up-date their knowledge on the utilization of instructional materials.
- Primary school administrators should regularly monitor their teachers to ensure that the available teaching materials are used properly.
- Primary school teachers should improvise and utilize instructional materials to facilitate the teaching-learning process. The teachers should encourage active students' participation in class work by adopting instructional material interactions.
- Teachers should carefully select and integrate instructional materials that align with the learning objectives and cater to the diverse needs of their students.

Generally, it is recommended even though the majority of teachers have a positive perception regarding the use of instructional materials, their utilization is ineffective. Thus, the Haramaya town education office should fill this gap by providing training that can enhance teachers' utilization of instructional materials to facilitate the teaching and learning process in primary schools.

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