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sub-region, Uganda

The relationship between quality of instructional materials and girl-child education at primary school level in Oyam district, Lango sub-region, Uganda

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Abstract

Purpose: The main aim of this research was to determine the relationship between the quality of instructional materials and girl-child' education in Oyam district. This thrust is significance of quality of instructional materials to girl-child' education remains central because they have tremendous influence in the quality of teaching and learning of pupils as well as the extent of attention, they pay attention to lessons while in classrooms. This suggests that schools that fail to provide quality of instructional materials may hardly achieve the best in their pupils especially in the area of academic performance. This scenario continues to be among the reasons for wider disparities in the performance of girl-child and boys in a number of districts.

Methodology: The study was guided by the cross-sectional survey using a mixed methods approach. Structured questionnaires administered to 139 respondents. Data were analysed using both descriptive and inferential statistics.

Results: The results reveal that quality of instructional materials ($p<0.01, \beta = 0.36$) significantly predict girl-child' education. Also, the quality of instructional materials appears have a significant effect on girl-child' education in Oyam district. It is therefore proposed that the Ministry of Education considers providing instructional materials as a matter of priority if academic performance of both boys and girl-child is to be improved. Further, the school authorities should devise means of ensuring that they have in place

some instructional materials. This should be through a number of initiatives such as getting photocopies of some of the key resource books or providing teachers with instructional materials such that they could develop their own instructional materials where applicable.

Unique contribution to theory, policy and practice: The outcomes of this study supportive to both theory and policy on primary school education system especially concerning girl-child education because of its significance in sustainable development.

Keywords: *Instructional materials, girl-child' education, Oyam, teaching, learning*

INTRODUCTION

In Uganda, girl-child' education has been slowly improving, but there is still a long way to go. The advent of free, universal primary education in 1997 was responsible for most of this development. This initiative made a substantial difference in closing the gender gap in elementary school enrolment (Megan, 2018). However, according to a report by the Uganda Bureau of Statistics based on 2014 Census data, it was noted that while boys and girl-child had similar levels of primary school enrolment, there were significant differences in performance, classroom involvement, and access to amenities. In addition, there were significant gender disparities in enrolment for secondary schools. Because of the profound implications of girl-child' education in Uganda, a number of organizations are determined to continue improving its accessibility and quality, developed to address specific problems in Uganda (Megan, 2018).

This study is pegged on women empowerment model. Accordingly, women's empowerment is defined as the process through which women acquire ability to make strategic life choices in the context where this ability was previously denied to them. Kabeer (1999), maintains that the ability to exercise individual choice is based on three interrelated elements namely; resources, agency, and achievements. Resources refer to material, human, and social expectations and allocations. Agency is the ability or sense of ability to define one's goals, act upon them, and decide on their own strategic life outcomes. Achievements include a variety of outcomes ranging from improved well-being to achieving equal representation of women in politics   (Huis & Hansen, 2017). From the psychological point of view, empowerment is a process that enables people to act on and improve on issues that are essential for their individual lives, their communities, and their society. This suggests that women have individual capacities and are free to exercise their personal choice. However, women's individual choices are historically and structurally conditioned. In relation to the study, if girl-child are provided with adequate resources, and allowed to make educational choices, they can hopefully achieve their goals in education however, these may be affected by a range of factors within the school or the home environment.

The development of girl-child' education is a major issue around the world, and its practices have led to worldwide debate on how to convey an equal education opportunity for all without any form of discrimination. Females constitute more than fifty % of the population of the world that is, females are majority in number, but discriminated in all

aspects of life, especially at different levels of education. Education for girl-child and women has the potential to unlock the shackles of oppression and subjugation that limit them from joining and contributing to society and living their fullest lives (Tareen & Muhammadi, 2021). UNESCO (2013) estimates that globally, 132 million girl-child are out of school, including 34.3 million of primary school age, 30 million of lower-secondary school age, and 67.4 million of upper-secondary school age. In countries affected by conflict, girl-child are more than twice more likely to be out of school than girl-child living in non-affected countries. A number of countries, among the girl-child who enter primary school, only a small portion will reach and far fewer will complete at secondary school (Schrader-King, 2021).

REVIEW OF RELATED LITERATURE

Availability of essential instructional materials has a positive relationship with academic achievement in her research on academic performance in Luwero Town Council; however, she noted that sports facilities had no relationship with the performance of pupils in the study area. This suggests that the importance of infrastructure to students' good academic achievements cannot be overstated. Greater availability of textbooks and reading materials, according to Farrell (1993) in his study of cost-effective inputs that result in higher student accomplishment, is the best bet. In a study conducted in Uganda, Nannyonjo (2007) came to a different conclusion. The study established that, the pupil's textbook ratio was low and did not have much significant effect on performance and concluded that provision of text books to schools should be accompanied by access of these books by pupils for it to have any significant effect.

Suleman, Aslam, and Habib (2015) investigated the determinants affecting females' secondary school education in Karak District, Khyber Pakhtunkhwa (Pakistan). It was revealed that a variety of factors influence girl-child' educational opportunities. Teachers' tardiness; school building infeasibility; poor financial status of parents; lack of basic facilities; early marriage; lack of parental attention; negative attitudes of parents toward girl-child' education; parental illiteracy; lack of competent teachers; lack of basic facilities for teachers; lack of proper security arrangements; and long distance to school, among others. A study by Nannyojo (2007) found very little evidence on the impact of text books on the average test scores of students in Nigeria. The contradictions in these findings could have resulted because of the different geographical locations and other conditions that may not have been looked into, which could play greater role like means of delivery using the

available materials.

Bukoye (2019) examined the utilization of instructional materials as tools for effective academic performance of students. The findings revealed inadequate use of instructional materials in most schools and majority of the teachers did not take cognizance of the importance derived from the use of instructional materials while teaching. Those that adopted the utilization, did not use them appropriately. No wonder the high rate of students' failure in external examinations. Based on the findings, the professional counsellors in the state should sensitize all heads of schools and teachers through seminars and workshops on the importance and good utilization of instructional materials. Mogaka, (2019) investigated availability of essential school facilities and their influence on students' academic achievement in public day secondary schools in Kisii County. The study found out that most facilities needed for teaching and learning were available in most public day secondary school in Kisi County. These facilities ranged from recommended course books and set books, basic laboratory equipment, classrooms and libraries. Among the facilities that were not available in almost all schools were libraries. The study indicated that availability of school facilities alone did not influence students' academic achievement.

Adalikwu, (2013) investigated the influence of instructional materials (teaching aids) on students' academic performance in senior secondary school Chemistry in Cross River State. The study revealed 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. This study will fill gaps that have arisen from the empirical literature review. First, there are few researches on the impact of the quality of instructional materials on girl-child' education in Uganda's primary schools. The majority of the research was carried out in Nigeria (Okorie, 2017), Kenya (Koech et al., 2017), Zimbabwe (Dakwa & Chiome, 2014), and South Africa (Nekesa, 2018), among other countries. Second, and most importantly, the results are inconclusive. As a result, the purpose of this research is to look into the impact of environmental factors on girl-child' education at the primary school level in Uganda, utilizing the Oyam district as a case study.

Statement of the Problem

In Uganda, despite the 1997 implementation of Universal Primary Education (UPE) aimed to decrease the cracks in primary school enrolment between girl-child and boys,

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there is still low enrolment among girl-child. In addition, using 2014 Census data, a Report by the Uganda Bureau of Statistics found that even though there were comparable levels of primary school education between boys and girl-child, there were substantial gaps in their academic performance, levels of classroom participation as well as access to facilities. Between 2013 and 2018, the total number of girl-child and boys present at primary school in northern Uganda declined by almost 20% (UBOS, 2018). As stated by ACFODE (2017), one of the principal concerns raised in Oyam district is the high proportion of school dropouts among girl-child. It is probable that the quality of instructional materials within schools could be amongst the causal factors for this situation. Notwithstanding this, there is very little research on how the quality of instructional materials affect girl-child' education. As a consequence, this study sought to determine the impact the quality of instructional materials on girl-child' education in Oyam district.

Objective of the study

To determine the effect of the quality of instructional materials on girl-child' education, at primary school level in Oyam district of Lango sub region. To achieve this purpose, three objectives were set, namely: (a) to determine the quality of instructional materials at primary schools in Oyam district; (b) to determine the level of girl-child' education in Oyam district? And (c) to establish the effect of quality of instructional materials on girl's education at primary school level in Oyam district. In conducting this inquiry, the study focused on the quality of instructional materials affecting girl-child' education among selected primary schools in Oyam district. Girl-child' education was studied in terms of completion rate, enrolment, attendance rate and performance in PLE. The study was conducted in Oyam district, which is located in Northern Uganda and it is bordered by Gulu district to the north, Pader district to the northeast, Kole district to the east, Apac district to the south, Kiryandongo district to the southwest and Nwoya district to the west. The administrative headquarters of the district at Oyam, are located approximately 78 kilometres (48 mi), by road, west of Lira, the largest city in the sub-region. The coordinates of the district are: 02 14N, 32 23E. The study covered a period of 5 years that is from 2016 to 2020. This is the period when girl-child' education has been very poor. It is also a period in which government of Uganda and other development partners channelled resources to rebuild livelihood and infrastructure that had for about two decades been destroyed by the activities of Lord's Resistance Army rebellion. This support included reconstruction of education facilities and other supports which would raise hope for improvement of pupil

academic excellence as compared to a period when people were living in camps and there was high wave of insecurity. However, the actual study was conducted within a period of three months from March to July, 2022. It is hoped that this study will aid different stakeholders namely school proprietors, government school administrators and parents in understanding the influence of the quality of instructional materials on academic achievement of students in primary schools. Also, it will supplement on available literature for students wishing to conduct further studies on the effects of school environment on their academic achievement in different environments contexts.

METHODS AND MATERIALS

Study design and population

A cross-sectional study design with a mixed method approach was adopted in this study. A mixed method approach combines quantitative and qualitative approaches to provide strengths that counterbalance each other's weaknesses (Creswell & Clack, 2011). The quantitative method facilitated the researcher obtain systematic and empirical results through the use of statistical, mathematical and computational techniques. This approach was used because of its suitability in addressing the research questions. The qualitative approach you to ask questions that cannot be easily put into numbers to understand human experience (Creswell & Clack, 2011). The population included, District Education Officer, Inspector of schools, Head teachers of primary schools who represents the administrative authority in the schools and act as secretaries of School Management Committees, Teachers for upper primary classes, Chairpersons Parents Teachers Association (PTA) and School Management Committees (SMCs) and primary seven Pupils. All these categories of respondents were selected because they are the key stakeholders in education. Due to the scattered nature of the schools, only twenty out of 109 primary schools were selected.

The background information regarding age, highest educational level, sex and years of service. A higher proportion (35%) were in the age group 41-50 years. This implies that most of the respondents interviewed are mature and probably could give well thought ideas. Regarding years of service, the majority 92(70.23%) had worked for over 10 years and only 15(11.45%) had worked for at most 5 years. This implies that the respondents were experienced and they could give informed decisions regarding girl's education in their schools. The total number of respondents were 139, out of which the Majority 83 (59.7 %) were male. This implies that box sexes were represented in this study despite higher

proportion of men. The majority (45.26%) had certificate and the least 14(10.1%) had a bachelor's degree. This implies that the fewer respondents are highly educated.

Sampling Procedures

Schools in Oyam district were clustered by sub counties due to the dispersed structure of primary schools. Four (4) sub counties were chosen at random, and four (4) schools were chosen at random from each sub county, thus, generating a total of sixteen (16) schools. Both probability (simple random sampling) and non-probability (purposive) sampling methods were utilized to pick the respondents. Simple random sampling was used to choose the teachers from the schools. Each of the teachers from the schools had an equal chance (probability) of being included in the sample. Because the population was readily available and homogeneous, simple random sampling was adopted. Purposive sampling was used to pick the head teachers, DEO, chairperson SMC, chairperson PTA and DIS due to their in-depth knowledge and grasp of the study's core themes.

Data collection tools

The study used the following instruments to collect the data; Self-administered questionnaires, interview guide and documentary checklist. Teachers were asked to complete the questionnaire. The questionnaires consisted of closed ended questions. The background data was captured in section A of the questionnaire for teachers. Environmental elements were captured in section B, followed by girl-child' education in section C. Except for background information, responses to the topics were recorded on a five (5) point Likert scale, with 1 indicating strong disagreement, 2 suggesting disagreement, 3 indicating neutrality, 4 indicating agreement, and 5 indicating highly agreement. The study was conducted using the interview guide which included organized questions to assist the interviewer in prompting the interviewee to expound and enlarge on the issue for clarity. Both the district official and the school management officials as well as the head teachers were all to be interviewed as key informants.

Data Quality Control

The reliability and validity dimensions of data quality control was utilized to determine the degree to which the research instrument consistently produces consistent data and the outcome of data analysis actually describes the phenomenon under study, as stated below. The Reliability Scale Analysis, which is based on Cronbach's Alpha internal consistency approach, was used to determine the Likert scale's reliability. According to Pallant (2007),

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a Cronbach alpha value of 0.7 is deemed adequate, although a value of 0.8 is preferred. Correlation analysis was applied to the pre-tested data. The Cronbach alpha value was acceptable at a minimum of 0.70, confirming the consistency of the questionnaire's components and, as a result, the stability required if the test is repeated. After conducting the pre-test, the questionnaire was adjusted. The pretested data was subjected to correlation analysis. The overall Cronbach's alpha reliability coefficient for the whole questionnaire for teachers and students were 0.832. The value of Cronbach alpha was accepted since it was greater than 0.7. Validity and reliability are meant to increase transparency, and bias in research (Singh, 2014). This was taken care of by use of content validity, where the questionnaires developed was given to five expert judges to mark questions according to their relevance to the study constructs. A trusted rule of thumb, according to Haradhan (2017), is that the CVI value above 0.7 is considered satisfactory. The validity for all the construct were found to be 100%.

Data processing and analysis

To ensure correctness, consistency, and completeness, the raw quantitative data was adjusted. The responses were then coded (variables assigned numerical values) in IBM SPSS statistics version 25 so that they may be categorized appropriately, and descriptive and inferential statistics were employed. To answer research questions, descriptive analysis was performed using mean, standard deviation and coefficient of variation. Inferential statistics was used to test the interaction between the independent and dependent variables. The researcher specifically used Pearson correlation to determine the degree of correlation between the independent variables in this test (construct of school environmental factors) and dependent variable (Girl's education). Finally, linear regression analysis was used to establish the simultaneous effect of independent variables (school environmental factors) on girl's education. Thematic analysis was recorded in narrative forms and later transcribed under the major themes of the study derived from the research objectives. Analysis was based on the transcription made for qualitative data generated.

The quality of instructional materials

The instructional materials variables analysed are; textbooks, learning aids, enough science kits computer laboratory and their pupils have adequate exercise books.

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Table 1: Descriptive statistics on the quality of instructional materials

Constructs	Mean	SD
The school has enough textbooks	2.85	0.89
The school has enough learning aids	2.61	0.78
The school has enough science kits	2.34	0.62
The school has computer laboratory	2.15	0.53
Our pupils have adequate exercise books	2.68	0.83
Total	**2.53**	**0.73**

Source: *Primary data (2022)*

Accordingly, respondents agreed that, 57% disagreed that the school has enough learning aids, 75% agreed that school has enough science kits, 92% agreed that the school has computer laboratory and 55% agreed that their pupils have adequate exercise books. The average mean of instructional facilities of 2.53 is below 3.0 indicating that instructional materials were not adequate.

FINDINGS OF THE STUDY

Girl-child' education

The variables of girl's education analysed are; completion in terms of transition rate of girl-child to upper primary, the transition rate of girl-child to secondary, the rate of school dropout and repeating classes), enrolment (Girl-child' enrolment), attendance (regularly attendance and absenteeism) and PLE performance.

Table 2: Descriptive statistics of girl-child' education

Items	Mean	SD
The transition rate of girl-child to upper primary has improved in the past 2 years	2.99	0.89

The transition rate of girl-child to secondary has improved in the past 2 years	2.77	0.87
The rate of school dropout has reduced among girl-child in this school	2.93	0.87
Most students' progress to the next class without repeating or skipping	3.14	0.88
Girl-child' enrolment has improved in the past two years	3.34	0.87
Our classes are always full with both female and male pupils	3.41	0.82
Pupils regularly attend their classes	2.84	0.90
Our school reports low absenteeism rates among girl-child	2.85	0.87
The performance of girl-child in PLE has improved in the past two years	3.06	0.90
Total	2.94	0.88

Source: Primary data (2022)

According to the findings, ~61% agreed that Girl-child' enrolment has improved in the past two years, 62% agreed that their classes are always full with both female and male pupils. However, 52% disagreed that the transition rate of girl-child to secondary has improved in the past 2 years, ~50% disagreed that pupils regularly attend their classes. Generally, the mean of girl-child' education of 2.94 indicates that girl-child' education has stagnated.

Relationship between the quality of instructional materials and girl-child' education

The study used Pearson product-moment correlation analysis to establish the strength of relationship between the quality of instructional materials constructs and girl-child education. The correlations results are interpreted on the basis that when two variables are related, positively or negatively, they vary together. This research study considers the case where we have several independent variables and one dependent variable. In other words, the correlation scores show how well the independent variables are able to predict the dependent variable. In addition, correlations estimate the extent to which the changes in one variable are associated with changes in the other variable. If the coefficient of

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correlation is -1 it is considered a perfect negative correlation and if the correlation is +1 then it is considered a perfect positive correlation. The closer the value is to -1 or +1 the stronger the relationship is considered to be.

Table 3: Pairwise Correlations

Variables	(1)	(2)
(1) Girl-child' education	1.000	
(2) The quality of instructional materials	0.270*	1.000

** p<0.01, * p<0.05

The results in table 4 shows that girl's education is positively and significantly correlated to: the quality of instructional materials (r=0.424, p<0.01). This suggests that as the scores in the quality of instructional materials, the scores in girl-child' education increases. Teaching and learning is significantly correlated with the quality of instructional materials (r=0.492, p<0.01).

Regression for predicting girl-child' education

A multivariate regression model was applied to determine the relative importance of each of the three variables of school environmental factors with respect to girl-child' education. Precisely, regression analysis was performed to estimate the amount of increase in girl-child' education that would be predicted by a unit increase in the quality of instructional materials. Before running the linear regression analysis, three assumptions for reliable estimation of parameters were tested namely; normality of residuals, homoscedasticity of residuals and multi-collinearity.

Normality of Residuals

Normality of the residuals was tested using the swilk test which performs the Shapiro-Wilk W-test for normality. The p-value is based on the assumption that the distribution is normal. In table 4.5, it is very small (p>0.05), indicating that we fail to reject that the residual, **r** is normally distributed.

Table 4: Shapiro-Wilk W-test for normal data

Variable	Obs.	W	V	Z	Prob.>z

| r | 120 | 0.991 | 0.821 | -0.671 | 0.671 |

Checking for multi-collinearity

When there is a perfect linear relationship among the predictors, the estimates for a regression model cannot be uniquely computed. The term collinearity implies that two variables are near perfect linear combinations of one another. When more than two variables are involved, it is often called multi-collinearity, although the two terms are often used interchangeably. The primary concern is that as the degree of multi-collinearity increases, the regression model estimates of the coefficients become unstable and the standard errors for the coefficients can get wildly inflated. The VIF was used to test for multi-collinearity. As a rule of thumb, a variable whose VIF values are greater than 10 may merit further investigation. Tolerance, defined as 1/VIF, is used by many researchers to check on the degree of collinearity. A tolerance value lower than 0.1 is comparable to a VIF of 10. It means that the variable could be considered as a linear combination of other independent variables. All of these variables measure of girl-child' education have VIF values less than 10 indicating that these variables are possibly not redundant.

Linear regression for predicting girl-child' education

The linear regression analysis was carried out to establish the degree of effect of constructs of school environmental factors on girl-child' education.

Table 5: Linear regression for predicting girl-child' education

Girl-child' education	Coef.	St. Err.	t-value	p-value	[95% Coef.	Interval]	Sig
The quality of instructional materials	0.11	0.14	0.82	0.417	-0.159	0.382	
Constant	0.90	0.39	2.27	0.025	0.114	1.689	**

*** p<.01, ** p<.05, * p<.1

| Adj. R-squared | 0.205 | | Number of obs. | | 113 | | |

The findings reveal that only teaching and learning processes (p<0.01, $\beta = 0.36$) significantly predicts Girl-child' education. However Jointly, teaching and learning processes, physical facilities, and instructional facilities explain ~21% variation of all the possible factors that are likely to account for girl-child' education in Oyam district (Adj. $R^2 = 0.205$). This indicates that ~21% variability in girl-child' education even after taking a number of predictor variables. The fact that the simultaneous variation of independent variables explains girl-child' education to the extent of 21%, we would expect an increase in 0.36 score in girl-child' education for every unit increase in teaching and learning processes, assuming all other variables in the model are held constant.

The respondents mentioned that pupils had no access to text books as they were not available in their respective schools. One deputy head teacher in charge of academics in a key informant interview disclosed to the researcher that he had even lost hope on improving performance in Primary Leaving Examinations. Each time he presented to the school Head teacher on the need to procure essential text books, the response was always that the school had no money. Meanwhile, whenever there was a meeting for head teachers, subsistence allowance was always available for him.

"Learning in this school entirely depends on the availability of the teacher in class, otherwise in the absence, learning is proved impossible as there are no text books to use for pupils' research," lamented the teacher.

"I find it very difficult to teach comprehension since on average there are only six books for a class of about fifty learners. How do I distribute such a small number of books among so many learners? Or am I expected to write an entire passage on the board? It's quite laborious and time-consuming," he added.

Some respondents added that lack of pupils and teachers' reference books were not available in most subjects. At one school, the respondents said that they were told to source for their own teaching materials either by borrowing from other schools or buy them on their own. They expressed discontent on this as lack of concern for the quality of learning offered in the school by the school authorities. It was further noted that while chalkboards are a key instructional facility, many schools lacked chalkboards, making it difficult for teachers to project whatever they would be teaching. From the interviews, it emerged that some head teachers were concerned about the erratic and insufficient funding of the

institutions, which resulted into delayed implementation of school projects and procurement of school requisites, such as teaching and learning materials. One of the respondents had this to say;

> *My school is operating under difficult conditions financially. As much as we would love to buy the required number of books, science equipment and improve infrastructure, we are incapacitated financially. Our UPE funding does not come at the right time and even when we receive it, it's always insufficient in terms of our requirements as a school.*

The outcomes show that the quality of instructional materials necessary for efficient learning were lacking in majority of the schools in Oyam, a factor that would affect the quality of teaching and thus contribute to poor performance at PLE.

DISCUSSION OF FINDINGS

According to UNESCO estimates, globally, 132 million girl-child are out of school, including 34.3 million of primary school age, 30 million of lower-secondary school age, and 67.4 million of upper-secondary school age. In countries affected by conflict, girl-child are more likely to drop out of school than girl-child living in non-affected countries. And in many countries, among girl-child who do enter primary school, only a small portion will reach and far fewer will complete secondary school (Schrader-King, 2021). Nine of the top 10 most difficult nations for girl-child to be educated are in sub-Saharan Africa. Nearly three-quarters of girl-child in South Sudan do not attend primary school. Nigeria had about 5.5 million girl-child out of school and Ethiopia had more than a million.   In the Central African Republic, there is only one teacher for every 80 students. And in Niger, only 17 per cent of young women are literate (Owen, 2021).

The findings of the study demonstrated that the quality of instructional materials had significant effect on the education of girl-child. This finding is inconsistent with a study conducted by Acen (2012), who discovered in her research on academic performance in Luwero Town Council that the availability of quality of instructional materials has a good link with academic attainment. Suleman, Aslam, and Habib (2015) researched the determinants impacting females' secondary school education in Karak District, Khyber Pakhtunkhwa (Pakistan), and found that a lack of qualified teachers, basic teaching facilities, and suitable and secure arrangements harmed girl-child' education. Bukoye (2019) conducted similar research on the use of instructional materials as strategies for

improving students' academic performance. The findings found that most schools employ insufficient instructional resources, and that the majority of teachers are unaware of the value of using quality of instructional materials while teaching. In public day secondary schools in Kisii County. Mogaka (2019) investigated the availability of critical school facilities and their impact on students' academic progress. The majority of teaching and learning facilities were found to be present in most public day secondary schools in Kisi County, according to the survey. These resources included course texts and set books, as well as basic laboratory equipment, classrooms, and libraries. Adalikwu, (2013) investigated the influence of instructional materials (teaching aids) on students' academic performance in senior secondary school Chemistry in Cross River State and study revealed 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.

CONCLUSION

Basing on the findings, the quality of instructional materials has no significant effect on girl-child' education while teaching and learning processes had significant effect on girl-child' education in Oyam district.

RECOMMENDATIONS

From the findings of this study, it was recommended that:

a. The Ministry of Education should consider the issue of providing instructional materials as a matter of priority if academic performance of both boys and girl-child is to be improved.

b. The school authorities should devise means of ensuring that they have in place some instructional materials. This should be through a number of initiatives such as getting photocopies of some of the key resource books or providing teachers with materials such as Manilla paper, such that they could develop their own instructional materials where applicable.

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