

**EFFECTS OF UTILIZATION OF SELECTED INSTRUCTIONAL MATERIALS  
ON LEARNERS PERFORMANCE IN FORMATIVE EXAMINATIONS IN  
PRIMARY SCHOOLS IN MUGUNDA ZONE, KIENI WEST  
DISTRICT, KENYA**

**BY**

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## ABSTRACT

The purpose of the study was to investigate the effects of utilization of instructional materials on the learner's performance in formative examination in primary schools in Mugunda Zone, Kieni West District. It was guided by the following objectives: To find out the availability of instructional material in primary schools; To describe the kind of instructional materials being used during teaching and learning in primary schools; To find out how teachers utilize instructional material during teaching and learning in primary schools; To identify the relationship between the instructional materials and the primary school performance in Mugunda Zone in Kieni West District. The study adopted a descriptive study design. The designs were adopted because it enabled the researcher to collect large-scale data in order to make generalizations. The study targeted 18 schools, 100 teachers and 4000 pupils in primary schools in Mugunda Zone. Therefore, the target population was 4100 respondents. Stratified sampling technique was used to group the schools. This was used to form both the public and private school strata. The researcher ensures that both categories of schools in the area of study are represented in the sample size. A total of six schools were sampled for the study. In both schools sampled class six and class seven pupils were selected. Purposive sampling was used to select 10 teachers and random sampling was used to select 20 pupils in each sampled school. A total of one hundred and eighty respondents were sampled for the study. The researcher used the following instrument: questionnaires, check list and observation schedule. The study concluded that, the absence of the instructional resources in most primary schools was the major cause of the poor performance. This is because the use of instructional resources would make discovered facts glued firmly to the memory of pupils. This led to teachers using inadequate instructional materials in classroom that led to poor understanding of the lessons thus poor performance in the examinations. Majority of the teachers were using chalkboard as the main instructional material. Textbooks were also used by teachers with the help of charts to teach learners. Very few schools were using visual aids in teaching of the learners. The poor use of the instructional materials was also another cause of the poor performance in formative examinations.