



Instructional Resource Provision and Teacher Effectiveness in Universal Secondary Education in Uganda

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Abstract

This study was intended to examine the effect of Instructional Resource Provision on Teacher Effectiveness in Universal Secondary Education (USE) in Yumbe District – Uganda. The study adopted a Case Study Design to allow in-depth study. Quantitative and Qualitative research paradigm were engaged. A total of 120 questionnaires were administered to the respondents and all the questionnaires were received back, registering a response rate of 100%. Descriptive statistics were the main technique used to analyze the data generated to produce results. On the over all, the study established that instructional resource provision and use was inadequate and therefore, it contributed to teacher ineffectiveness in USE schools in Yumbe District.

Keywords: Instructional Resource Provision - text books provision, teaching/learning aids provision, instructional time and teacher effectiveness.

Introduction

This study investigated the effect of Instructional Resource Provision and Teacher Effectiveness in Universal Secondary Education Schools in Yumbe District – Uganda. In the study, Instructional Resource Provision was conceptualized in terms of text books provision, teaching/learning aids provision, instructional time, while Teacher Effectiveness refer to the ability of the teacher to execute his duties as expected and produce the desirable results in the school system. To aid the understanding of this study, other key terms and concepts have, operationally been equally defined as per their use in the study. These include motivation, and Universal Secondary Education. Motivation in this study means the process of steering a person's inner drives and actions towards certain goals and committing his energies to achieve the institutional goals or the process of stimulating people to strive willingly towards the achievement of organizational goals (Gupta, 1990). Universal Secondary Education is used in line with Ministry of Education and Sports' definition to refer to the equitable provision of quality free post primary education to all Ugandan students who have successfully completed primary leaving examinations (MOES, 2007). The study presents the background to the study, the problem statement and the objectives; it continues to presents the methodology used to carry out the study, results, conclusion and recommendation.

Background to the Study

Research shows that the link between classroom collections of primary reading books and the early achievement of literacy is also strong. There has been little recent research into school library effectiveness in developing countries simply because very few developing education systems, particularly in sub-Saharan Africa, have functioning school library systems any more. This is demonstrated by World Bank, thus:

“Learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Over the past forty years the importance of adequate Learning and Teaching Materials provision (including textbooks, teachers' guides and supplementary materials) to support educational development and quality upgrading has been recognised by governments throughout the developing world and by most development partners. There is now substantial research evidence which shows that textbooks are one of the most important inputs that have a demonstrable impact on student learning” (The World Bank, *A Chance to Learn*, 2001).

Furthermore, Lewin and Stuart in *“The Multi-Site Teacher Education Research Project”*, goes further to suggest, thus:

“The impact of textbooks is greatest in the poorest countries where teacher quality may be low and where facilities and resources are scarce and generally of poor quality.” (Lewin and Stuart, 2003)

Similarly, it suffices to recognize that at the time when oral instruction still prevailed as the method used to transmit knowledge and instruction, written texts, although then the reserve of a privileged minority of educated people, had already taken on a didactic role. Whatever their nature, such texts had for many centuries served as teaching tools and instructional aids, alongside their function of historical conservation or of leaving tangible and faithful traces of societies and civilisations.

The problem which many countries still have to face today is that of ensuring the provision of school books to their educational system. This is an undertaking which demands considerable resources, given the complexity of the different operations involved in the production and distribution of school books. UNESCO has promoted a series of regional meetings on this theme which have offered the countries directly concerned recommendations on aspects related to costs, management, production planning, and on the distribution of school textbooks. However, besides these very important and decisive aspects, one of the main objectives of educational authorities is to provide textbooks which are adapted to the social and cultural context of their countries and which meet the needs of their educational system (APEID, 1985).

Since education for all was at first introduced in a few countries and then later recognized as a universal right, the generalized use of textbooks has become mandatory in ensuring the effectiveness of instruction and success at school. A

variety of reasons, however, can be offered to explain the rather low achievements of these systems, but from the instructional point of view, three main causes can be suggested: the presence of under-qualified teachers, taught too quickly and badly paid, teacher training colleges being unable to produce enough teachers with a diploma; classes are too large, especially in urban areas, often with fifty, or more, pupils; the lack of instructional materials, and notably textbooks which, when they do exist, are insufficient in number and often not adapted to local needs (Pearce, 1982).

Considerable efforts have been undertaken to improve teacher training in order to enhance the quality of teaching and instruction. But, such efforts have proved to be inadequate when there is a lack of good textbooks to support the teaching-learning process. Educational authorities in most developing countries have now understood that a quantitative and qualitative increase in school textbooks is a decisive factor in improving instruction in school. Provision of textbooks for all pupils at the various levels of instruction is, however, a problem which many countries can only solve progressively, given the density of needs. Priority is accorded practically everywhere to primary education where needs are most urgent. The role of the textbook is not only to facilitate teaching, but also to develop the child's attraction to books and the habit of using them to widen his field of knowledge and seek information (Seguin, 1989).

It is abject to note that the availability of textbooks is often a highly political issue. They are one of the most visible components of government educational provision and their absence is noted by parents. However, when financial resources are scarce, textbooks, teachers' guides and supplementary materials for schools are often the first budget line to be axed. The intention is almost always to re-establish spending a year later when the immediate funding crisis has disappeared but all too often the funding crises are continuous and expenditure on learning and teaching materials becomes sporadic rather than reliable and minimal rather than adequate.

For many years DFID has provided support to LTM provision for education. It has been active in the liberalisation of the book sector in its country programs. It has supported decentralised policies of book selection, ordering and procurement in many of its country programs (e.g. in Uganda, Kenya, Tanzania, Rwanda, Ghana).

Critical to delve in, is instructional time, which may be defined as the number of hours during the school year that educational authorities expect local schools to allocate for the teaching of all required (and optional) curricular subjects as well as other planned school activities. Such administrative expectations or guidelines are typically operationalised in decisions concerning the length of the working school year and, more importantly, in official timetables (or school plans) which list the subjects to be taught at each grade level (or educational cycle) and the mandated number of weekly 'periods' or instructional 'hours' for each subject (Kamens, Meyer and Benavot 1996: 121). In short, policies delineating system wide expectations concerning annual instructional hours are inextricably linked to the official school curriculum and subject-based timetables.

Put simply, instruction is the process in which teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching and assessing student achievement of outcomes, and/or interaction with students who are engaged in classroom learning, self-directed instructional resources, independent study, online education and/or distance education, and/or supervision of student workplace learning.

Accordingly, instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained. Instructional time does not include: teacher convention days, professional development days, parent-teacher interview days, teacher planning days, staff meetings, statutory and school authority-declared holidays, lunch breaks, breaks between classes, recesses, time taken for the registration of students, extracurricular activities.

In February 2007, the Universal Secondary Education (USE) programme was introduced in Uganda to provide quality free education at the secondary level with special focus on the rural poor population. Yumbe District was one of the many districts in Uganda that heavily embraced the programme. Twelve out of eighteen secondary schools were registered to benefit from the programme. Several factors, however, contribute to employee ineffectiveness: Among others, ability of the workers, the effort put in the work and the opportunity available to them to use their abilities and efforts meaningfully (Saleemi, 1997).

It is noted with great concern that teachers in the USE schools appear to be ineffective and less committed to their duties. It is a hunch that instructional resource provision, conceptualized in three dimension could be a challenge the teachers are facing, leading to their ineffectiveness. Thus, this study, particularly is enthused to investigate the effect of text books provision, teaching/learning aids provision, and instructional time on teacher effectiveness in the USE schools in Yumbe District.

Statement of the Problem

To increase access and provide quality free secondary education to Ugandan young population, in 2007, government introduced Universal Secondary Education programme. Twelve out of the eighteen secondary schools in Yumbe District embraced the programme. It is expected that through effective instructional resource provision the teachers in the USE schools would effective, hence, the intended objectives of introducing the programme would be achieved as there would be effective teaching and learning.

To the contrary, teachers in USE schools in the district appear to be ineffective as revealed by inspection findings released to the secondary school head teachers at a meeting convened by the District Education Officer – Yumbe District, on 2nd April 2009 whence Dr. Picho decried the predicaments at a stake holders' conference to release reports on factors affecting performance in primary leaving examinations (PLE) in Yumbe District, (Picho, 2009). This has caused great concern among educational stake holders. Hence, the interest of the study in investigating the effect of instructional resource provision in terms of text books provision, teaching/learning aids provision, instructional time on Teacher Effectiveness in USE schools in Yumbe District.

Objective

This study aimed at investigating the effect of Motivational Teacher Development on Teacher Effectiveness in Universal Secondary Education Schools in Yumbe District.

Methodology

This study was conducted using descriptive, cross-sectional survey design because the researchers intended to use representative sample for the study in order to come up with a generalizable result, as it is also time saving and less expensive. The research adopted both quantitative and qualitative paradigms so as to counteract the limitations associated with either of the approaches and therefore come up with a more valid and reliable and well triangulated findings.

Out of the twelve schools under USE programme in Yumbe District, four of them were selected for the study. Purposive sampling was used to identify and categorize schools so that both government aided and private schools under USE programme are represented in the study and also to ensure that schools considered were from the three locations: rural, peri-urban and urban settings in order to come up with a generalizable results. Purposive sampling was also used to select the District Education Officer (DEO), Inspectors of schools, Head Teachers and their deputies as well as Opinion leaders for interviews because they were considered knowledgeable and capable of providing in-depth information about motivational teacher development and teacher effectiveness in USE schools in the district as in a study conducted on Head Teachers Management Training Programme and their Performance, by Odubaker (2013). These categories of respondents were also purposively sampled for interview because they are few in number. Another reason for purposive sampling was the fact that the researchers had limitations of time and money necessitated limiting respondents to manageable, yet representative numbers. Meanwhile, simple random sampling was used to select respondents among teachers and students because they are many numbers, and also to give every teacher or student an equal chance of being selected.

Of the four schools sampled for the study, two schools were government aided schools and two were private schools. One of the government aided schools was from an urban setting and one from peri-urban setting; while the two private schools were chosen from urban and rural setting each. These different categories of schools from different settings were selected in order to capture diverse experiences from the various schools and settings and come up with a more reliable finding.

For each school sampled, the following categories of respondents were selected to provide information for the study: 01 head teacher and 01 deputy head teacher, 05 teachers and 25 student leaders, since they represent student body. Hence, for the four schools, a total of 08 administrators, 20 teachers and 100 students were sampled. Outside the school settings, respondents consisted were 01 DEO, 02 Inspectors of schools and 03 opinion leaders. These were sampled because they were considered to be key players in USE programme and could therefore provide reliable information required for the study. Overall, the respondents included 08 administrators, 20 teachers, 100 students, 01 DEO, 02 Inspectors of schools and 03 opinion leaders, giving a grand total of 134 respondents who provided information for this study. Given the size of the schools and the methodological triangulation deployed, these were considered representative sample that could provide valid and reliable information.

Table 1: Category of respondents, sample size and the sampling techniques used

<i>Category</i>	<i>Sample size</i>	<i>Sampling technique</i>
<i>DEO</i>	01	Purposive sampling
<i>School Inspectors</i>	02	Purposive sampling
<i>Opinion leaders</i>	03	Purposive sampling
<i>Administrators</i>	08	Purposive sampling
<i>Teachers</i>	20	Simple random sampling
<i>Students</i>	100	Simple random sampling
Total	134	

Four research data collection methods were used to solicit information. These included Questionnaires, Interviews, Documentary analysis and Observation. Questionnaires were used to solicit information from the teachers and students because they are many in number and because of the nature of the study which required both quantitative and qualitative data. Interview was to solicit information from the DEO, Inspectors of Schools, Opinion leaders and school administrators because they are few in number and being knowledgeable, were capable of providing in-depth information on the issue under investigation. To provide secondary sources of data the researchers sought and analyzed information from teachers' personal files, school budgets, school development plans and work plans, school financial records and staff meeting minutes, thus, documentary analysis. Observation tool was particularly used to solicit observable information that helped in triangulating the quantitative data.

Validity of research instruments were ensured by subjecting the instruments to the scrutiny of research experts, whose recommendation was used to refine the instruments developed, in order to capture the expected data as recommended by (Amin, 2005). Furthermore, validity of research instruments was ensured by subjecting the instruments to rating by two experts and the Content Validity Index (CVI) was then computed using the formulae:

$$CVI = \frac{\text{Agreed items by both judges as being suitable}}{\text{Total number of items being judged}}$$

<i>Rater</i>	<i>Relevant items</i>	<i>Not relevant items</i>	<i>Total</i>
<i>Rater 1</i>	20	03	23
<i>Rater 2</i>	18	04	22
Total	38	07	45

$$CVI = \frac{38}{45} = 0.8444$$

The CVI was 0.8444, which was greater than the 0.7 recommended validity for an instrument. Hence, the questionnaire was considered valid for the study.

To ensure reliability of the research instruments, they were piloted among similar category of respondents in Koboko District to determine the consistency of the instrument. The instruments were subjected to reliability test by research experts and finally, the reliability was also determined by computing the CVI as in the case of validity. A CVI of 0.822 was obtained. Since this was above the acceptable range, the instrument was considered reliable.

Simple descriptive statistics and frequencies and percentiles analyses were used to for quantitative data. Meanwhile, all qualitative data obtained through semi-structured and open-ended questionnaires, interviews, documentary analysis and observation were categorized, interpreted and analyzed under their respective themes in order to corroborate findings obtained through quantitative data analysis technique.

Results

Effect of Instructional Resource Provision on Teacher Effectiveness in USE schools in Yumbe District

This section presents data on the effect of instructional resource provision on teacher effectiveness in USE schools in Yumbe District. Data presentation in tables is followed by interpretation and analysis of the data. Table 3 shows distribution of responses on text books provision and teacher effectiveness in USE schools in Yumbe District.

Table 3: Responses on text books provision and teacher effectiveness

<i>Text books provision</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<i>vote for text books exists</i>	29 (24.2%)	29 (24.2%)	34 (28.3%)	28 (23.3%)	120 (100%)
<i>Relevant text books provided</i>	33 (27.5%)	30 (25.0%)	33 (27.5%)	24 (20.0%)	120 (100%)
<i>Teachers have access to text books</i>	19 (15.8%)	31 (25.8%)	41 (34.2%)	29 (24.2%)	120 (100%)
<i>Teachers effectively use textbooks.</i>	17 (14.2%)	17 (14.2%)	45 (37.5%)	41 (34.2%)	120 (100%)

Table 3 shows that 58(48.4%) of the respondents disagreed that the schools have vote for text books provision, while 62(51.6%) agreed that the schools have vote for text books provision. The same table shows that 63(52.5%) of the respondents disagreed that the schools provide relevant textbooks for both students and teachers, while 57(47.5%) agreed that relevant textbooks are provided. On whether teachers have access to adequate text books, the results show that 50(41.6%) disagreed that teachers have access to adequate text books, while 70(58.4%) agreed that teachers have access to adequate text books for teaching and learning. Further more, the table reveals that 34(28.4%) of the respondents disagreed that teachers effectively use text books, while 86(71.7%) agreed that teachers effectively use text books. This means that on average, schools have votes for textbooks provision and teachers have access to and effectively use text books. However, the text books are inadequate for both students and teachers. Table 4 presents data on the distribution of responses on teaching/learning aids provision and teacher effectiveness in USE schools in Yumbe District.

Table 4: Responses on teaching/learning aids provision and teacher effectiveness

<i>Teaching/Learning aids</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<i>Vote for teaching/learning aids exist</i>	19 (15.8%)	32 (26.7%)	47 (39.2%)	22 (18.3%)	120 (100%)
<i>Administration ensures adequate teaching aids.</i>	7 (5.8%)	26 (21.7%)	55 (45.8%)	32 (26.7%)	120 (100%)
<i>Teachers improvise teaching aids</i>	14 (11.7%)	22 (18.3%)	58 (48.3%)	26 (21.7%)	120 (100%)
<i>Teachers easily access teaching aids</i>	18 (15.0%)	29 (24.2%)	44 (36.7%)	29 (24.2%)	120 (100%)
<i>Teachers use teaching aids during lessons.</i>	18 (15.0%)	23 (19.2%)	36 (30.0%)	43 (35.8%)	120 (100%)

Table 4 reveals that 51(42.5%) of respondents disagreed that the schools have vote for teaching/learning aids provision, while 69(57.5%) agreed that the schools have vote for teaching/learning aids provision. The table also shows that 33(27.7%) of the respondents disagreed that the school administration ensure adequate provision of teaching/learning aids, while 87(72.5%) of the respondents agreed that the school administration ensures adequate provision of teaching/learning aids. The results further show that 36(30%) of the respondents disagreed that teachers improvise teaching learning aids to supplement what the schools provide and 84(70%) of respondents agreed that teachers improvise teaching aids to supplement what the schools provide. The table also reveals that 47(39.2%) of respondents disagreed that teachers easily access teaching/learning aids when needed, but 73(60.9%) of the respondents agreed that teachers easily access teaching aids. The results further reveal that 41(34.2%) of the respondents disagreed that teachers use teaching aids during lessons, mean while 79(65.8%) of the respondents agreed that teachers use teaching aids during lessons. These results imply that generally the schools have votes for teaching/learning aids provision and the

administrators ensure adequate provision of teaching/learning aids. It further implies that teachers have easy access to teaching/learning aids when needed, and where the school fails to provide, they improvise and generally, the teachers use teaching aids during lessons. Data on the distribution of responses on instructional time and teacher effectiveness in USE schools in Yumbe District is presented in table 5 as shown next.

Table 5: Responses on instructional time and teacher effectiveness

<i>Instructional time</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<i>Timetable for lessons exist.</i>	7 (5.8%)	2 (1.7%)	24 (20.0%)	87 (72.5%)	120 (100%)
<i>Teachers observe time for lessons.</i>	5 (4.2%)	11 (9.2%)	49 (40.8%)	55 (45.8%)	120 (100%)
<i>Teachers start classes quickly.</i>	6 (5.0%)	24 (20.0%)	51 (42.5%)	39 (32.5%)	120 (100%)
<i>Teachers are regular in school</i>	10 (8.3%)	12 (10.0%)	48 (40.0%)	50 (41.7%)	120 (100%)
<i>No interference with lesson time.</i>	10 (8.3%)	15 (12.5%)	56 (46.7%)	39 (32.5%)	120 (100%)
<i>Teachers organize for the day.</i>	10 (8.3%)	12 (10.0%)	54 (45.0%)	44 (36.7%)	120 (100%)

Table 5 shows that only 9(7.5%) of the respondents disagreed that the schools have fixed time table for lessons, while 111(92.5%) of them maintained that the schools have fixed time table for lessons. The results also reveal that 16(13.4%) of respondents disagreed that teachers observe time for lessons, but 104(86.6%) agreed that teachers observe time for lessons. The same table reveals that 30(25.0%) of respondents disagreed that teachers start classes quickly, while 90(75%) were of the view that teachers get the class started quickly. Further more, the results show that 22(18.3%) respondents disagreed that teachers are regular in schools for their duty, while the majority 98(81.7%) agreed that teachers are regular in schools for duty. The results continue to reveal that 25(20.8%) of the respondents disagreed that the administration ensures no interference with lesson time, and 95(79.2%) agreed that the administration ensures no interference with lesson time. Meanwhile, 22(18.3%) of respondents disagreed that teachers organize for the day, and 98(81.7%) agreed that teachers organize for the day. The result therefore implies that generally the schools have set timetable for lessons and most of the teachers observe time for lessons, getting the classes started quickly; and the school administrators respect time for lessons. The results also imply that majority of the teachers are regular in schools for their duty and organize for the day. Data on instructional resource provision and teacher effectiveness in USE schools in Yumbe District was also collected through interviews and the results are presented below.

Interview Results

Text Books

Interview with the DEO- Yumbe revealed that all USE schools' budget contain vote for text books provision but added that implementation remains a challenge because of high feeding costs and payment of teachers. He observed that schools provide relevant text books mostly for teachers but the books are inadequate. He also pointed out that teachers heavily rely on pamphlets other than text books. The Inspectors of Schools concurred with the DEO that all USE schools have votes for textbooks provision in their budgets monitored by the Ministry of Education and Sports. However, they reported that schools have the likelihood of diverting funds meant for textbooks provision, to address other needs. They observed that text books provided are relevant for both students and teachers, but are inadequate for teaching and learning; and agreed with the DEO that most teachers rely on pamphlets other than textbooks. Opinion leaders pointed out that schools generally have vote for textbooks provision and relevant textbooks are provided for both students and teachers. However, the text books are inadequate for teaching and learning. Like the DEO and Inspectors of Schools, they maintained that most teachers do not use textbooks because they devote limited time for planning and therefore prefer pamphlets. The Head teachers and deputy Head teachers also maintained that generally schools have vote for textbooks provision, but sometimes funds for text books provision are diverted to other priority areas. They noted that relevant text books are provided for both teachers and students. However, they also pointed out that on average teachers prefer pamphlets to text books. This means that generally, schools have votes for textbooks provision and relevant text books are provided for both teachers and students; however, the books provided are inadequate and teachers generally do not use textbooks effectively due to preference for pamphlets.

Teaching/Learning Aids

The DEO reported that USE schools have votes for provision of teaching/learning aids, but noted that provision of teaching-learning aids depends on the availability of funds. He further observed that most teachers lack creativity and do not improvise teaching aids to supplement what the schools provide. He maintained that teachers easily access teaching/learning aids provided by the school when needed; but noted that some teachers are lazy and do not use teaching aids during lessons. The Inspectors of Schools like the DEO maintained that the schools have votes for teaching/learning aids provision but pointed out that provision of teaching aids is often affected by diversion of funds. They noted that most teachers lack creativity and do not improvise teaching aids, but have easy access to those provided by the schools. However, like the DEO, he pointed out that most teachers fail to use teaching aids due to poor lesson preparation. According to opinion leaders, there are votes for teaching/learning aids provision in schools, but often times not followed. They pointed out that teaching aids are inadequately provided due to diversion of funds by the head teachers; and teachers are generally reluctant to improvise teaching aids but easily access those provided by the schools although some teachers do not use them due to laziness in preparation and lack of interest. Reports by the Head Teachers and

Deputy Head teachers confirmed that the schools generally have votes for teaching/learning aids provision and the administration ensures provision of teaching/learning aids. However, teaching aids provision is inadequate due to financial constraints. They also noted that some teachers are neither creative enough to improvise their own teaching aids, nor interested in using teaching aids because it is demanding. On the overall, schools have votes for teaching/learning aids and the school administrations ensure provision of teaching learning aids; but teaching aids provided are inadequate. Besides, many teachers do not improvise teaching aids and some are reluctant to use even those provided.

Instructional Time

On instructional time, the DEO noted that the schools have timetable for lessons, but time for lessons is poorly observed because of the practice of part-timing by many teachers in different schools. He observed that a number of teachers are poor time managers and do not get the classes started quickly. However, most teachers are regular in schools for their duty particularly in private schools where payments are made according to lessons covered. He reported that there is usually no interference with instructional time by administrations and observed that a good number of teachers do not organize for the day.

According to the inspectors of schools, time table for lessons exist in all schools, but many teachers poorly observe time for lessons and many of them do not start the classes quickly because they live away from schools, which makes them to lose a lot of time. However, teachers are regular in schools for their duty, mainly because of piece rate system of payment particularly in the private USE schools. They further observed that school administrations ensure no interference with instructional time; but on average, teachers are not organized due to the practice of part-timing.

Like the DEO and Inspectors of schools, opinion leaders revealed that generally timetable for lessons are available in schools, but a good number of teachers do not observe time for lessons and therefore fail to start classes quickly. They also noted that many teachers are not regular in schools largely due to part-timing. They added that in some schools, administrations respect time for lessons, while in other schools, interferences are noticed. For example in one school, it was reported that students are sent out for casual labor during class hours. They observed that most teachers are not organized for the day as manifested by absence of schemes of work and lesson plan of many teachers.

The Head teachers and deputy head teachers too reported that schools have set timetable for lessons, but the time is poorly observed by many teachers due to absenteeism and late coming. They pointed out that averagely, teachers get the classes started quickly; and many teachers are regular in schools for their duty. The administrations also ensure no interference with instructional time and on average teachers organize for the day.

Therefore as far as instructional time is concerned, schools generally have set timetable for lessons, but many teachers do not observe time for lessons due to part-timing; and on average teachers do not start the classes quickly. Many teachers are regular in schools for their duty and the administration ensures no interference with instructional time. But a good number of teachers are not organized for the day. Data on instructional resource provision was also collected through documentary analysis and the findings are presented below.

Documentary Analysis

The selected schools in the district were visited to cross check information on instructional resource provision, through available documents in the school. Documents observed included the school budgets, list or records of purchased teaching/learning aids, Lesson timetable and receipts for items purchased. The findings were as follows:

School budgets were readily available in all schools visited and each budget had vote for text books and teaching/learning aids provision. In all schools visited, lesson timetables were openly displayed in the staff rooms and notice boards, with lesson time mostly running from 8.00am to 4.00pm. Receipts for purchases of text books were available in some schools, while no receipts were availed for teaching/learning aids purchased. Records of purchased text books were available, but no record existed for teaching aids.

All schools visited had school budgets and lesson time tables. Votes for textbooks and teaching aids existed in the school budgets, but absence of records of purchased teaching aids in many of the schools and lack of receipts for purchased textbooks in some schools suggested that funds for textbooks and teaching aids are often diverted. Data on instructional resource provision was also solicited through observation and the findings are here in presented:

Observation

Observation of instructional resource provision and usage was made in the selected schools. Areas of interest observed included use of teaching aids in class, organization and lesson time management. The following were the findings:

Most lessons in arts subjects were conducted without the use of teaching aids but in most science lessons teaching aids were used; most commonly being diagrams and charts placed in front of the class for all students. Observation also revealed that all teachers entered classes without lesson plans and only a few had their schemes of work while lesson notes were readily available. This suggests that teachers' preparation for lessons is rather inadequate. Regarding lesson time management, it was observed that for most lessons, teachers entered classes at least five to ten minutes later than the allocated time while very few lessons started on time. However, lessons ended on time. Observation, therefore, revealed that teaching aids provision is inadequate and usage is selective. Preparation for lessons is also inadequate and on average, lesson time management is poor.

Discussion

The effect of instructional resource provision on teacher effectiveness in USE schools in Yumbe District was assessed using information captured by the study instruments. The frequencies of responses from the respondents were used to assess the effect of instructional resource provision on teacher effectiveness in USE schools in Yumbe District and the constructs studied to determine instructional resource provision included textbooks, teaching/learning aids and

instructional time. Findings from the quantitative data were corroborated with qualitative findings.

Quantitative results on text books revealed that on average, the schools have votes for text books provision and teachers have access to relevant textbooks. However, text books provided are inadequate for both students and teachers, but generally, teachers use text books (Cf. Table 3). This finding largely agrees with the qualitative finding which showed that generally schools have votes for text books provision, and relevant text books are provided for both students and teachers, but the books are inadequate and most teachers less use text books due to preference for pamphlets. According to Burton and Thaker (1995), an employee will produce high level of work performance if he has proper materials and equipments, in addition to his desire and ability to do the job. This implies that text books inadequacy and limited use by teachers contribute to teacher ineffectiveness in USE schools in Yumbe District, a view which the researcher is in consonance with. It should be equally appreciated that the use of pamphlets is, but a mere engorgement of crammed work. This puts to the quality of education being provided to stake, as rote learning is not learning for life.

On teaching/learning aids provision, quantitative results (Cf. Table 4) revealed that generally, schools have votes for and ensure provision of teaching aids; teachers have access to or improvise teaching aids and generally use them during lessons. This however, does not fully agree with qualitative findings which revealed that much as schools have votes for teaching aids and on average provision of such teaching aids which the teachers have access to, provision of teaching/learning aids is inadequate and most teachers do not improvise or use teaching aids due to laziness and inadequate preparation. This finding was further confirmed through observation which showed that preparation for lessons was inadequate and teaching aids selectively used, mostly in science classes. Perrott (1982), points out that one of the observable indicators of effective classroom teaching is the number of different instructional materials and teaching devices used by the teacher. This is contrary to the findings in USE schools in Yumbe District. Furthermore, the findings are in agreement with Odubuker (2013) in his book entitled *Tutor Instructional Performance and Students' Performance in the Primary Teachers' Colleges in Uganda*, where he found that tutors did not use teaching/learning aids effectively. Similarly, in his inquiry into factors affecting performance of pupils at Primary Leaving Examinations (PLE) in Yumbe District, Odubuker (2009), found out that most teachers do not use teaching/learning aids while teaching.

Kay (1981) observed that children will understand more easily if the teacher uses a working model or a picture of some thing which is out side their experience, than if he/she relies solely on a verbal description of it. Qualitative results through interviews and observation indicate that most teachers in USE schools in Yumbe District do not use working models or pictures of items which are outside students' experiences. This implies that teachers rely heavily on verbal descriptions which can not give proper understanding of concepts. This finding was further confirmed through documentary review which revealed absence of records of purchased teaching/learning aids in most of the schools visited, showing that teaching aids were not given priority.

On instructional time, quantitative findings (Cf. Table 5) showed that majority of respondents were in support that schools have set time table for lessons, teachers observe time for lessons, are regular in schools for their duty and the school administrations do not interfere with time for lessons; implying that instructional time is generally well managed. However, results from observation partly contradict this finding. Much as time table for lessons existed in most schools, the time for lessons was not well managed by teachers, with most lessons starting at least 5 to 10 minutes late. The down time, cumulatively, could grossly affect syllabus coverage in these schools, contributing to poor performance of the learners, which could be described as part of teacher ineffectiveness. This concurs with research findings by Odubuker (2013) which revealed that a slight change in tutor management of instructional time resulted to a significant influence on students' academic achievement in the Primary Teachers' Colleges (PTCs) in North Western Uganda, implying that instructional time management greatly determines the effectiveness of a teacher. Studies on instructional time loss in developing countries has also shown that time is often wasted due to informal school closures, teacher absenteeism, delays, early departures and poor use of class room time, all of which impact on teacher effectiveness (Abadzi, 2009), and have been found characterizing the schools under study.

Conclusion

Findings on instructional resource provision revealed that generally the schools have votes for text books and teaching/learning aids provision, teachers have access to text books and teaching aids, but both text books and teaching aids are inadequate and a good number of teachers are reluctant to use the textbooks and teaching aids due to laziness to prepare for lessons and lack of interest. Instructional time too was not properly been managed by a good number of teachers due to late coming. The study of individual constructs revealed that inadequate text books provision and usage partly explain teacher ineffectiveness in USE schools in the district. A closer look at teaching/learning aids provision showed that inadequate provision of teaching aids coupled with limited use of it by teachers could in part explain teacher ineffectiveness in the schools. Instructional time management by a good number of teachers was also revealed to be poor. Hence, could also contribute to the ineffectiveness of teachers in the schools. On the over all, the study established that instructional resource provision and use was inadequate and therefore, it contributed to teacher ineffectiveness in USE schools in Yumbe District.

Recommendation

In order to improve teacher effectiveness in USE schools in Yumbe District, there is need to step up instructional resource provision by proper planning and allocation of adequate funds at school levels for text books and teaching aids provision so as to ensure effective teaching and learning. Besides, teachers should be supervised on the use of the teaching and learning materials as they seem to indicate negligence in their use.

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