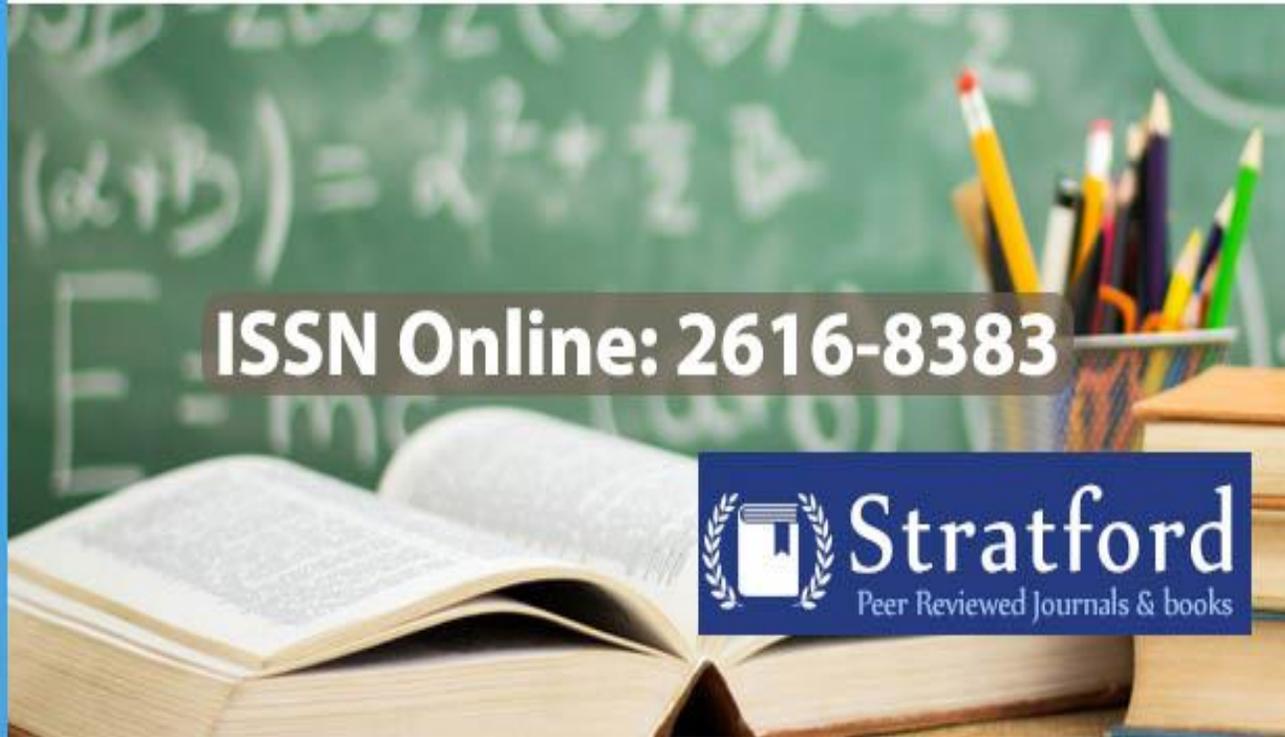


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The relationship between instructional materials usage in teaching and learning outcome in history subject within secondary schools in Rwanda

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Abstract

The effective usage of instructional materials plays a significant role in promotion of teaching and learning outcomes. The usage of relevant material stimulates students to become more attentive and motivated in classroom setting. The purpose of this study was therefore to find out the relationship between instructional materials and learning outcomes. The study employed correlation research design. The target population was 621 respondents out of which 244 were used as the sample size. Simple random and purposive sampling techniques were used in the study to obtain the sample size. Questionnaire, interview guide and desk review was used data collection instruments. SPSS was used in data management. The findings revealed that visual aids are used at moderate level at which 49.9% strongly agreed that instructional materials used are pre-determined 47.2% strongly agreed that teaching methods are well prescribed in the lesson planning. The study indicated that a big number of students got the grades lying in division IV and Division U (Unclassified). The study found that 81% of the respondents agreed that students participated in history lesson and 70.0% agreed that students understood history. Results also revealed that holding instructional material usage constant to a constant zero, attendance from Monday to Friday would be at .116 for lesson plan. An increase in instructional material usage stimulates adequate ratio by a factor of 0.11 standardized significance at learning process. The study recommended that the government should allocate sufficient budget that would be given to ameliorate libraries in secondary schools and laboratories. The government should find resource centers to facilitate teaching staff borrow instructional materials which cannot not available in secondary schools. Further, the government should conduct workshops, conferences and meeting to stimulate their skills on using instructional materials. School principals should follow up their teaching staff to be sure with the availability of instructional materials are effectively applied. The community should encourage parental involvement in providing instructional material usage in secondary schools in order to enhance learning outcomes.

Keywords: *Instructional materials, Teaching and learning outcomes and usage of instructional materials.*

1.0 Introduction

Educational teaching or learning forms the basis for acquiring basic skills and knowledge to children in order to contribute to socio-economic development of any society (Tebabal & Kahssay, 2011). According to Onche (2014), the ultimate goal of education is to overcome ignorance and inequality for attaining basic needs. However, secondary schools education contributes more both to personal or community development. According to Adunola (2011), the attainment of academic objective by student is one of the most important measurements of quality of education. In this respect, academic completion is explained by the learning outcomes of students in tests, exams offered by their educators or in national examinations. Onweh and Akpan (2014) observed that learning outcomes of students in secondary schools is both efficiency and welfare of children and the country in general. In Philippine Education System (PES), history is the core subject in secondary school levels. Teaching of history have become mandatory throughout the country as to prepare the younger generation in dealing with the past legacy (Daso, 2013). The national achievement test (NAT) is a standard of testing students and learners in Philippine aims to determine learning outcomes, strengths and weaknesses in history at the end of every academic school year.

Based on the NAT 2012 result, on the average, the fourth year students gained an MPS of 46.37 for history which implied a decreased learning outcomes when compared with the previous year (47.82% in 2006 and 50.70% in 2005). On the other hand, there is an insignificant development of student learning outcomes in terms of history. From an average rating of 39.49% in 2005, it increased into 40.53% in 2012. Despite the government initiatives in improving the learning outcomes of Filipino students in five key areas, most specially in history, the NAT results still revealed that the students' learning outcomes still did not reach the seventy-five percent (75%) standard learning outcomes rating on the said examination. The students 'under achievement in social sciences and history are not just a concern for a particular school but have also become the national concern over the years (Ebuwa, 2010).

Komba and Mwandangi (2015) stated that there a positive correlation between instructional material usage and learning outcomes for students in secondary schools owing to the effect teachers have on academic success of their children. This comes from the capacity of teacher to implement and execute national educational policies and regulations through intensive interactions with students and by providing skills, contents, subject, culture and values in the teaching and learning process through instructional strategies. Levstik and Barton (2015) demonstrated that teacher adopted instructional materials in teachers that allege their working conditions relying on belief, faith, personal choice and code of conduct. In addition, Lewin et al., (2011) showed when instructional materials in teaching are inappropriate, the learning outcomes for student is worsened and goes at low level of success. The level of student success or failure will be determined by instructional materials in teaching.

In Nigeria, Save the Children (2015), reported that the history teachers adopted to deliver the subject based on the traditional teaching approach which permits them to teach a huge quantity of content they have planned to teach. This traditional model was very known by these teachers. However, the aforementioned traditional approach was criticized by educational practitioners in social science subjects due to its incompetence to influence children to adopt different learning alternatives, and submissive nature it establishes within the class. However, alternative approaches

have been adopted including those that create active environmental learning condition with the class and preconizing interaction between teachers and students.

Therefore, learning objectives and target offer a window of selecting subject content topic. These objectives provide the direction for making choice about materials and processes to be adopted in the process of delivering the subject. These objectives provide standards and guidelines for monitoring and evaluations related to teaching and learning practices (Save the Children, 2015). Ludlow (2011) confirmed that adequate learning strategies encourage student academic success in secondary schools. They have conducted this research with the intention to know whether learning strategies contribute to the expected results for students in Secondary Schools. According to Orlich *et al.*, (2010), nine instructional materials used in teaching were identified. These instructional materials include any tools a teacher uses in his classroom to help foster learning. Various instructional materials exist but some of the most commonly adopted are related to traditional resources, graphic organizers and teacher-made resources.

In light to the above materials, some of adequate teaching materials include: textbooks, audio-visual aids, technological devices, and flip charts, markers, scheme of work and lesson plan. For this perspective, there is a need to adopt appropriate materials that are adequate based on objectives predetermined by the teachers. In light to the above consideration, there is a question about the impact of instructional materials usage on learning outcomes (Paulo, 2014). The present study examined instructional materials usage and learning outcomes in Rwanda.

1.1 Statement of the Problem

Previous studies specified that students in secondary school in history subjects are risk of academic failure (Levstik & Barton, 2015). In fact, low grades (Maloy & LaRoche, 2010), high absenteeism (Komba & Mwandangi, 2015), poor comprehension (Ludlow, 2011), poor class participation (Lukindo, 2016) are indicators of poor learning outcomes in history teaching subject. Learning outcomes in history subjects in public secondary schools Rusizi District have been poor. According to the national secondary school examination result analysis by Rusizi District Office the last five years (2016-2019) out of 1,340 candidates for history subjects, only 49 history candidates, compared to 174 candidates in sciences subjects qualified for direct entry to University from the district 2016. In 2017, 69 history candidates and 222 candidates in sciences subjects qualified out of 1,480 candidates. In the year, 62 history candidates and 241 candidates in sciences subjects out 1,594 qualified for direct entry to the university from the district. In 2018, 82 history candidates and 207 candidates in sciences subjects out of 1,620 candidates from the district qualified to join the university (Rusizi District, 2019).

However, differences in learning outcomes were linked with instructional material used in teaching history subjects (Tebabal & Kahssay, 2011). A study of Ayeni (2011), observed that any instructional materials in teaching must be appropriate, Adunola (2011), confirmed a need of adopting different learning strategies. These are textbooks (Lewin, *et al.*, 2011), Audio-visual aids (Lukindo, 2016), technological devices (Martell, 2011). All these studies were conducted outside of Rwanda and did not focus on the effectiveness of these strategies in improving learning outcomes in history subjects. In light to this backdrop, this backdrop, this study sought to examine the contribution of instructional materials usage on learning outcomes in history subjects: a case of public secondary schools of Rusizi district, Rwanda.

1.3 Objective of the Paper

The objective of this paper was to establish the relationship between instructional materials usage in teaching and learning outcome in history subject within secondary schools in Rusizi District.

2.0 Literature Review

2.1 Instructional Materials Usage in Teaching History

Adeyemi (2010) asserts that innovative usage of different media enhances the chance that students will acquire more, remember the best what they have acquired and ameliorate their learning outcomes related to the knowledge they have learnt. The quality of education the learner obtain has direct importance to the adequacy of instructional materials. Philius and Philius and Wanjobi (2011) conducted a research in western province of Kenya on the success factors of Kenyan Certificate of secondary schools education in mathematics and noted that schools teaching and learning materials like textbooks, visual aids, and libraries or computer laboratories are vital to learning outcomes national primary school leaving examinations.

2.2 Type of Instructional Materials

Various use of media tools lead to the high chance that learners will have more, acquire the best of what they are learning and improving their academic success on knowledge that they have acquired. The quality of education the students obtain has direct role to the availability of poor instructional materials. Philius and Wanjobi (2011) conducted a research in western province of Kenya on the learning outcomes factors of Kenyan certificate of secondary education in mathematics and noted that schools teaching and learning materials. A scale for the ways and degree of material appropriation: offloading, adopting and improvising. The scale on the degree of shared authority between teachers and instructional materials usage. According to Berhane (2014), any decision to use curricular materials in specific way may be seen in terms of teacher's objectives and value of specific resources. Also owing to dynamic nature of teaching, it is possible for adopting and improvising in a single class. The value of Brown's framework as a tool in characterizing the nature of a teacher's interaction in a given resource, but it did not assess the learning outcomes of this interaction. According to Adunola (2011), this type of materials usage is common when teaching staff are not familiar with the context adopted for in the materials or when they are not familiar with the materials themselves. Examples of offloading contains logical pedagogical decisions such as using readymade materials with one group of students while other employed learning stations in classroom. Furthermore, teachers may offload materials they may see as written and linked with their own expectations, curriculum standards and the expectations of their learners.

The adoption occurs when teaching staff members use certain elements of materials but also play a significant role to their own design elements. This is utilized to estimate for the contextual elements like learner's expectation and classroom challenges as well as to better align instructional materials in learning objectives. Teacher's can also apply materials to involve students in student centered rather than teacher instruction or vice versa (Chang, 2010). Contrary to perpetual from offloading is improvising. In this regards, appropriation, teaching staff member are pertinent designers of learning activities. That is, he or she may consider an idea from a published resources, but emanating instruction and class action while assisting the general objectives of the resources, many represent a complete departure from written materials themselves. Usually from a chance for learning that is beyond the written materials, an improvisation is usually deliberate (Fisher & Frey, 2010) and may be earlier designed before instruction or appear during instruction as element

of the dynamic correlation between the designed and implemented curriculum (Hightower, et al., 2011).

2.3 Students Learning Outcomes in History Subjects

Learning outcomes takes into consideration the following elements: the capability to learn and remember evidences and information regarding what pupils have learnt, ability to learn adequately and look evidences and course contents fitting together and larger patterns of skills and knowledge and being able to reason for themselves regarding the facts and to be able to exchange and disseminate acquired information (Alabi, 2011). According to Daso (2013), learning outcomes is the degree of success accomplished by pupils through a set of resources from motivational to discipline factors. Furthermore, the author contended that learning outcomes is referred to the accomplishment of target and studies by pupils but influenced by different elements that stimulate the degree of adequacy of pupils' educational success. However, according Jeffrey (2014), the recent evidences on the amelioration of education success indicates the existence of three environment factors that affect the relationship of academic success and pupils learning conditions. These influences according to the information includes adequate quality of parents and guardians, appropriate children-care and attainment of the best grade at classroom level. Ludlow (2011) revealed that learning outcomes is how students deal with their studies and responsibilities provided to students by their educators. In addition, the academic learning outcomes refers to the capacity of students to attain the best grade and standard test scores in primary school course content embedded with the curriculum.

2.4 Measurement of Students' Learning Outcomes

The assessment services as the foundation of stimulating students to obtain skills. Learners are stimulated or motivated to learn more purposively when they know that their learning process was assessed and when they relaxed that their efforts and realization are being recognized. Borg (2012) evidenced that assessment is related more basically to decide on the value of learning process as well as the efficiency with which it was implemented. The first is the realization of students in contrast with philosophy and education objectives they are obtaining. The second one is the way in which well curriculum objectives were attained for the level of education. In fact, evaluation is the process of assessing how instructional objectives are achieved by students in secondary schools. Accordingly, assessment of results and teacher judgment were utilized to classify learners. Conclusively decisions were taken concerning learners worth and their future in education system. By this system of classifying students, some are made to feel that they are scarce, wrong and unexpected while others are capable, right and expected (UNESCO, 2011).

Uwazi (2010) described evaluation as the collection and use of information as an important element for rational choice with regards to curriculum which need to be improved, modified or terminated as the case may be. It is a quality control exercise to ensure that resources are used maximally. However, various assessment or measurement tools and techniques may be adopted in evaluating teaching and learning procedures as well as outcomes associated with it. Fafunwa, (2010) determined tools applied in assessing teaching and learning procedure as test, observation, project, questionnaire, interview, checklist and sociometrist model. Fielding (2010) argued that a test is a pertinent aspect of learning process.

The examination of pupils' success when they are meeting with several questions, obstacles, problems and impediments with the purpose to acquire skills, how there are able to use or adequate

of experience and knowledge she or he has acquired (Ludlow, 2011). He stated that evaluating the education achievement of predetermined objectives is done through different stages for different reasons. Rastogi and Malhotra (2013) advanced that students' learning outcomes can be measured through administering achievement test, analyzing stated testing results, using informal surveys to measure academic achievement and look at grade reports.

2.5 Score Obtained in History in secondary schools National Examinations

National examination had contributed to the education development in Africa. Most of countries had three national examinations. These primary six leaving examination, lower secondary school passing examination and the upper secondary school leaving examination (Ololube, 2014). National examination contribute more to the dictation and action of gatekeeping protecting entry into schools, the selection of learners and the provision of assessment of students during completing their studies to enter into other education levels (Nakpodia, 2010). The perennial role of national examination in Sub-Saharan Africa emanate from the provision of specific and clear objective, standards and other requirements for educators and learners, these exams follow up the difference between educational setting, supporting to make sure that all secondary schools provide skills to the same standards (Kotirde & Yunos, 2014). Another pertinence of national examination is found in choosing learners for future studies, they seen to distribute restricted education opportunities in transparency way and fairness. National exams had a certification role (Awour, 2012). Paulo (2014). Most of government did not use national examination, completing studies where assigned to educational institutions themselves to give certificate to the completion of learners (Shoko, 2010).

2.6 Attendance of Students in History Subjects in Secondary Schools

The connection of student absence to learning outcome was usually a topic of concerned schools that do repeat. They had felt that those students are absents for classes for whatever reasons, miss pertinent skills and ability, a fact that may match fix their learning outcome at the end their studies (Makunja, 2015). The curriculum is planned for the accomplishment of syllabus divided into topic per lesson of 40 minutes or more for blocked lessons and other double lesson of 80 minutes. Most in the domain of research in education have specified the correlation with school features such as size, teacher-student ratio, expenses per student and discrepancies between public and private schools and not on learning outcomes (Maloy & LaRoche, 2010).

However, it could not be seen that a learner missed class owing to illness, inability to find school fees, delinquency and suspension, time out on games, and sports or owing to other factors. Political instability and natural disasters like tribal clashes, drought and famine will usually render a child miss school (Martell, 2011). Kenya has gains from universal basic education and I is one the roadmap to achieve education for all. Education at basic level was decreed by the government to be free and obligatory. Children's Act Cap.144 of the laws of Kenya given for every child unhindered access to quality education. This can largely be effective if the learner's enrollment to classes is often enrolled to. Whether students will and in some cases be absent from classes for the real reasons, then the objectives to be required by the learners themselves and other stakeholders comprising the state, will not be achieved. It is thus, crucial that effect of absence on learning outcome be assessed and identified due to students do miss school regularly.

2.7 Students' Comprehension of History in secondary schools

The history is one of the core subjects in secondary schools in Tanzania, it is seen as independent subject at both level of secondary education (Orlich, *et al.*, 2010); Ministry of Education[MINEDUC],2015). In other countries, history is incorporated with other social sciences subjects like civics, geography to form social studies (Paulo, 2014). Recent models in teaching and learning history compromise of history thinking and historical inquiry (Salema & Wambiya, 2016). The historical inquiry denotes a practice of asking questions collecting and assessing relevant fact and information, and attaining conclusions relied on that information (Maloy & LaRoche, 2010). Historical thinking is the process of forming historical skills through critical assessment of historical sources. It includes the process like collaboration, sourcing and contextualization (Tebabal & Kahssay, 2011), both models focus on the importance of the learners in constructing historical knowledge.

Therefore, these models were in line with constructivist of leaning and process. Meanwhile, these are more connected to university students that learners in secondary schools (Hightoweret *et al.*, 2011). Most of studies worldwide had reported that teaching and learning history in schools is influenced by transaction approach of teaching despite focus on learner-centered as advocated by recent education reforms (McCrum, 2013) evidences that the present knowledge of teaching and learning of history in secondary schools is influenced by previous researches carried out in North America and Europe. Therefore, there is death of understanding of history on other parts of the world specifically in African countries. The present studies will attempt to assess teachers' perceptions of teaching and learning history in secondary schools in Tanzania.

2. 8 Challenges that Teachers Face in Accessing Instructional Materials

Schools are constrained by lack of access to adequate materials in teaching history but also waiting public financial support, scarce support from the society through capitation in order to acquire notebooks, textbooks and other materials and examination (Uwazi, 2010). Between 2007 and 2008, funds allocated to schools reduced to 4,189 Rwandan Francs per students (Government of Rwanda, 2010). This become not suitable to by school materials and equipment for effective academic performance. Many secondary schools in rural areas did not acquire ICT devices or tools that may reduce the lack of instructional materials. There an enhanced understanding of the desire of using new models in teaching and learning materials. Currently, there is a general understanding ICT as a crucial element in dispatching skills (Aina, 2013). Many teaching staff who have received training and did not acquire knowledge in the domain of ICT. There are qualified staff, issues comprises of installing, maintaining, operating, networking management and other stakeholders (Komba & Mwandanji, 2015).

Low wage was a remarkable obstacle that teaching staff are facing. Teaching staff such most officials in Tanzania received low salary. This is an impediment to acquire their instructional materials or innovative opinion by inability to enroll for education policies comprise of ICT. Academic and qualification abilities of teaching staff and children were seen to be influenced when classes are interacting (Onche, 2014). Absence of enough knowledge and innovation may challenge them to make a surprise to instructional materials. Decentralized entities and secondary schools were seen to give assets to teaching staffs may utilize them to have accessibility to those materials. Certain local population did not have an enough taxation foundation. Other obstacle that teaching staff encounter in teaching is the lack of suitable rules and policies but also follow

up mechanism for supporting schools to acquire teaching and learning materials follow up, evaluated and inspected with secondary schools to execute efficiently these programs.

2.9 Strategies to Minimize Challenges in Using Quality Instructional Materials

Strategies and policies adopted to reduce obstacles for accessing and utilizing adequate instructional materials in Africa as well as in Rwanda are to improvise those equipment. Komba & Mwandangi (2015) argued that this strategy is related to the source, choice and distribution of adequate materials into education system relying on low standardized equipment for expressive achievement of particular objectives in education. A research carried out by Udosen (2011 and Ibe-Bassey (2012), most new media devices with absence of ICT methods may widen skills of any content subject and enhance instructional materials to preserve the quality of learning outcomes in history. Results concurs with observations of Ludlow (2011) who assessed that adopting ICT equipment's lead to innovative instruments in education sector.

Using ICT is able to reduce obstacles in obtaining instruction materials. UNESCO (2011) indicated that using ICT had the ability to impact quality and adequacy of fundamental education worldwide. The comfort with teaching staff members and learners may collection data from internet on current subject had been able to change equipment and pedagogy. Furthermore, teaching subjects prepared by qualified teachers in any country may be marked accessible to learners from different countries. ICT, internet and www instructional materials may be utilized to enlarge the dissemination of information and raising the accessibility to those materials. A research conducted by Ludlow (2011) argues that ICT is very important in enhancing the accessibility and ameliorating the centrality and quality of education in African and Asian countries. The author evidences that the importance of ICT are to enable the obtaining of skills, providing countries with chances to ameliorate their education system.

3.0 Research Methodology

The study employed correlation research design in order to find out the extent to which the usage instructional materials is associated with learning outcomes especially in history subject. The target population was 621 respondents out of which 244 were used as the sample size. Simple random and purposive sampling techniques were used in the study to obtain the sample size. Questionnaire, interview guide and desk review was used data collection instruments. The data management of this study was maintained by using SPSS version 21.

4.0 Research Findings

The study sought to establish the relationship between instructional materials usage in teaching and learning outcome in history subject within secondary schools in Rusizi District. Therefore, the findings associated with instructional materials and learning outcomes are presented below

4.1 Determination of Instructional Materials Usage in Teaching History subjects

This paper examined the types of instructional materials usage in teaching history subjects. The instructional materials included visual aids materials, audio-visuals aids materials, technological devices, lesson plan and scheme of work. The study results of visual aids materials is as presented in Table 1

Table 1: Visual Aids Materials Usage (n=223)

Visual Aids Materials use	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total	
	%	%	%	%	%	Mean	SD
Wall used for explaining contents	10.7	8.9	8.0	37.5	34.8	2.79	1.04
Textbooks used for clarifying content	12.5	6.2	7.1	25.9	48.2	3.49	1.02
Chats used for explaining content	0.9	8.0	4.5	55.4	31.2	3.03	1.08
Gestures used for making students understand	0.9	4.5	5.4	28.6	60.7	3.00	.98
Pictures and photos used for demonstrated	3.6	5.4	2.6	49.1	39.3	2.58	1.00

The Table1 indicated that visual aids are used at moderate level (=2.98, SD= 1.02). The findings indicated that mixed among respondents (SD=1.02>0.5). This means that teachers when teaching history subject, they use visual aids which may be referred to traditional way of teaching whereby the teachers uses chalk and talk and it has a negative effect on the success of any subject such as history subjects owing to the teaching are transmitted in abstract and the students involvement is not much focused. Information from key informants evidenced that this way of teaching whereby most of respondents interviewed confirmed that teachers utilize the method of lecturing rather than involving students in his/her lesson. Results from the study concurred with the observation of Levstik and Barton (2015), which it was felt that using visual aids supported better teaching and a variety of teaching aids brought about stimulus variation that is important to maintain students attention in teaching process where teachers are facilitators, need various audiovisual aids, to make students understand and develop diverse contents. Komba and Mwandanji (2015) evidenced that chalkboards, lecturers and textbooks continue to dominate instruction almost everywhere. Several descriptive studies of technology used in secondary schools demonstrated that teachers rarely used technology in their classroom routine Lewin, et al., (2011)

The study results of audiovisual aids usage in teaching history subject is as depicted in Table 2

Table 2: Audiovisual Aids Usage in Teaching History Subject

Audiovisual Aids	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total	
	%	%	%	%	%	Mean	SD
Radiobroadcast used for teaching	8.9	4.5	4.5	32.1	50.0	1.58	.54
Recorded lessons used for help in learners	0	0.0	3.6	46.4	38.4	1.51	.73
Recorded sounds used for teaching	18.8	5.4	7.1	23.2	45.5	1.61	.69
Tapes used for listening	4.5	7.1	28.6	41.1	18.8	1.48	.71
Sound dictionaries used for understanding definitions	7.1	6.2	5.4	37.5	43.8	1.67	1.12
Video films used for improving learning	9.8	3.6	1.8	48.2	36.6	1.29	.67

The study demonstrated that using audiovisual aids is low in teaching history as presented in Table 2. This was agreed by 84.8 of respondents when asked on the use of video firms in teaching history to improve on understanding. It was indicated that audio visual aids are at a very low level of usage and teachers refer to them rarely. Evidences from key informant concur with that teachers rarely use instructional materials owing to they face a challenge of time to cover the content and keep on struggling to prepare students for national examination. Therefore the use of teaching materials is taken as time consuming. On other side for key informants their view was also on the moderate use of instructional materials; one head teacher in Rusizi District noticed that “we do not mind about the proper use of using audiovisual materials because our school does not have the materials; what we consider is the coverage of the syllabus.

These findings show a big challenge to all education stakeholders in Rusizi District to take corrective measure for the problem to be handled. The findings are in line with (Martell, 2011) who mentioned that instructional materials are critical ingredient in learning and that the curriculum cannot be easily implemented without them. The findings differ from the scholars like Salema and Wambiya (2016), felt that foreign language learners to audiovisual aids achieved better in vocabulary and understanding than those not exposed to them. With these results all stakeholders of education must work together in order to increase the level of this variable at least to high level of usage. The findings also go in line with Abaas *et al.*, (2012) felt that learners are

learning through the use of charts, figures, pictures, flipcharts, videotaped and other equipment achieved better than their counterparts teaching through the use of traditional lecturing methods.

Table 3: Technological Devices Usage in Teaching History

Technological Devices Usage	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
	%	%	%	%	Mean	SD
Video clips used for watching historical events	49.4	41.9	7.9	0.8	1.01	.67
Projector and power point used for teaching	47.2	41.3	11.1	0.4	1.32	.69
Computer used for doing exercise	85.0	14.2	0.0	0.8	1.04	.43
Internet used for accessing to e-resources and doing assignment	0.0	85.8	12.6	1.6	2.31	.41

According to the results shown in Table 3, 49.9% with a mean of 0.1 and standard deviation of 0.67 strongly disagreed that students watch video clips in lessons, also according to 47.2%, mean of 1.32 and standard deviation of 0.69 strongly disagreed that teachers used projectors and PowerPoint slides in lessons. Teachers did not use computers according to 85% or use internet in the school for lessons according 85.8% who disagree. From the finding, it was found that technological devices was not a strategy since video clips, projectors, computer and internet use were not used in the schools. The instructional material usage most available in these schools is charts and boards. Teachers of the history subjects need charts and boards as the most basic resource could dictate their aviate rate. Therefore, boards and charts are clearly cost effective, more durable and less fragile. Hence, are adopted by teachers. Teachers may have informed selection to select from many types of resources, equipment and materials at their disposal for history subjects learning and teaching (Martell, 2011), then, this may only be possible if these materials are available in their libraries

4.2 Ascertaining the Level of Learning Outcomes in History Subjects

This paper investigated the various learning outcomes of students in secondary schools through improved grades, improved learners' attendance, improved comprehension and improved class participation. The study results of level of learning outcomes in history national examination is as shown in Table 4

Table 4: Level of Learning Outcomes in History National Examination

Scale	2016			2017			2018			2019		
	N	%	Mean									
I	3	4.47		0	0		2	2.98		2	2.98	
II	2	2.98		8	11.94		5	7.46		5	7.46	
III	6	8.95	4.13	5	7.76	4.08	7	10.44	4.14	7	10.44	4.14
IV	27	40.29		21	31.34		21	31.34		21	31.34	
U	29	43.28		33	49.25		32	47.76		32	47.76	

Legend: I=1.00- 1.79 = Excellent; II=1.80 - 2.59 =Very good; III=2.60 - 3.39=Good; IV=3.40 - 4.19= Fair; U=4.20 - 5.00 =Fail

To assess this variable, the researcher used the grading system used by Rwanda Education Board (REB), in classifying students according to their grades got in national exams. Objective 2 of the study is to examine the level of learning outcomes in History National Examination within three years (2011-2013). Findings in Table 4 showed a big number of students got the grades lying in division IV and Division U (Unclassified). The grand mean was ($\bar{x} = 4.12,$) meaning that the level of learning outcomes in History National Examination within three years (2011-2013) was fair. These findings showed a deplorable situation of learning outcomes in History in secondary schools with the program of 9&12YBE in Rusizi District in particular and the whole country in general.

Findings showed also that for the period from 2011-2013 the percentage of the candidates who got the last grade (U) in national Examination respectively 32 (47.76%) 33 (49.25%) and 29.2 (43.28) which make 46.7% at average of candidates who got the last Grade (U) within three consecutive years. These findings are proven by the District Statistics (2011-2013) on the learning outcomes in History subject whereby the report shows the poor learning outcomes in History within Three years 78.4 per cent, 79.8 per cent and 82.5 per cent failed consecutively in History subject. According to these findings, the researcher concluded that the learning outcomes in History subjects are not satisfactory and it is even deplorable because a big number of the responses are in the two last grades. This is a big challenge, and stakeholders in education (authorities, parents, teachers and students) must work hand in hand in order to cope with this problem of poor learning outcomes in History in particular and all subjects in general.

These findings are supported by the key informants in the study who noticed that most of the students in secondary schools especially 9&12YBE schools get poor results in national Exams not because of ignorance but because of lack of interest from teachers to use teaching materials and ineffectiveness of teaching techniques used while teaching. This is in line with some researchers and linguistics like (Okendu (2012) who declared that History as an integral subject in the curriculum, a declining standard of learning outcomes in History at primary and secondary level should worry many teachers and stakeholders in education sector, because when the students join the superior level with poor History subjects they will continue with poor knowledge of the language. There is a need of considerable amount of time to unravel the cause of poor learning

outcomes in History language; there is an urgent need for us to reflect on the causes and possible remedies to avert this situation.

The findings agree also with Ehiane (2014), who mentioned that the high percentage of students who did not succeed history yearly is seen in the low percentage of students that meets the university admission requirements. The situation is so pathetic that all students keep on asking why the level of education had failed to meet the need of the community. Besides the fact that the mass failure of students in public examinations constitutes wastage on investment in secondary education, it emphasis on a big question mark on the quality of secondary education in the country.

Further, the study findings of students’ learning outcomes is summarized in Table 5

Table 5: Students’ Learning Outcomes

Students’ Learning Outcomes	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
	%	%	%	%	Mean	Std.Dev
Class Participation	0.0	0.0	18.9	81.1	3.81	.39
Comprehension of History Subject	1.8	3.2	70.0	24.9	3.18	.57
Regular attendance	15.7	12.4	11.5	60.4	3.17	1.15
Punctuality	0.0	0.0	0.9	99.1	3.99	.10
Completion of Homework	13.4	9.7	64.1	12.9	2.76	.84
Improvement of Grades in history	13.4	15.2	55.8	15.7	2.74	.88

Based on the Finding in Table 5, 81. %, mean (3.81) and standard deviation of 0.39 agreed that students participated in history lesson,70.0%, mean (3.18) and Standard deviation of 0.57 agreed that students understood chemistry, and 60.4%, mean (3.17), and standard deviation of 1.15 agreed that students attended history lesson regularly. Asked whether students went to history class on time, 99.1%, mean (3.99) and standard deviation of 0.10 agreed, 64.1%, mean (2.76), standard deviation of 0.84 agreed that students completed history homework. However, the mean showed that 55.8% disagreed with this and also that history grades improved (mean = 2.74, Standard deviation = 0.88). Low level of learning outcomes in secondary schools in public examination in Oyo state, in the present days render education system impotent to achieve its expected outcomes. The study shows the decrease of the level of achievement in the state of Kano in Nigeria (Zimmerman & Kitsantas, 2014). From the finding, the learning outcomes of students in history as far as class participation, comprehension, regular attendance as well as coming to history class on time was good. The students however did not perform well in completion of homework and their grades did not improve according to the respondents.

The summary of the study results on grades and scores is as depicted in Table 6

Table 6: Grades and Scores

Results for advanced certificate in History	2017						2018						2019					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
GS Gihundwe	14.3	25.1	28.2	17.9	14.3	0	73.5	14.7	5.9	3.0	0.0	0.0	54.8	12.9	10.0	6.5	6.5	9.3
GS Butambamo	17.9	10.7	21.4	25.0	7.1	17.9	2.2	2.2	4.3	23.3	19.6	48.4	2.3	11.6	11.6	9.3	16.3	48.9
GS Sainte Marie Reine Mibirizi	15.2	12.1	21.2	30.3	9.1	12.1	15	22.5	7.5	30.0	10.0	15.0	6.3	22.9	25.0	12.5	20.8	15.5
GS Saint D-Savio Mutongo	22.2	11.1	6.7	31.1	17.8	11.1	12.2	7.3	12.2	22.0	17.0	29.3	15.4	27.0	19.2	3.8	7.7	26.9
GS Islamique Kamembe	8.3	19.4	5.6	11.1	8.3	47.3	4.0	12.0	4.0	8.0	16.0	56.0	3.7	10.3	24.1	20.6	10.3	31.0

According to Rwanda education Board, it was felt that in Rusizi District, secondary schools teachers' history subject obtained respective grades. In this regards, in 2017 at Gihundwe, only 14.3% obtained grade, in 2018 73.5% obtained grade A while 54.8% achieved grade A. Results from GS Butambamo indicated that in 2017. 17.9% had grade A, in 2018 was only 2.2 while in 2019 was 2.3. Information from GS Sainte Marie Reine Mibirizi indicated that 15.2% were able to obtain grade A in 2017, 15% in 2018 and 6.3% in 2019. Moreover, 22.2% of students at GD Saint Savio Mutongo obtained grade A in 2017, 12.2% in 2018 and 15.4 in 2019. Finally, results from GS Islamique Kamembe indicated that in 2017, only 8.3 obtained grade A, 4 % in 2018 while 3.7% of respondents obtained grade A in 2019. Okendu (2012) conducted a research on learning outcomes in secondary schools reveal that the success of students in secondary schools was measured using mocks, homework marks, assignment, school internal exams and continuing assessment tests, and assignment (Wanzare, 2011). From the finding, the students performed well in quiz and group work however the learning outcomes was poor at the end of term.

4.3 Relationship between Instructional Materials Usage and Students Learning Outcomes

The relationship between instructional materials usage and students learning outcomes was established by correlation of participation, lecture and integration of ICT. Results are presented. The findings of the study on the relationship between instructional materials usage and students learning outcomes is shown in Table 7

Table 7: Correlation between Instructional Material Usage and Students Learning outcomes in History subjects

		Improved grades	Attendance from Monday to Friday	Improved comprehension	Improved class participation
Visual aids usage	Pearson Correlation	.592**	.189	.931**	.493**
	Sig.(2-tailed)	.000	.086	.000	
	N	136	136	136	136
Audio-visuals aids usage	Pearson Correlation	.681**	.145	.802**	.518**
	Sig.(2-tailed)	.000	.191	.000	.000
	N	136	136	136	136
Technological devices usage	Pearson Correlation	.370**	.304**	.669**	.360**
	Sig.(2-tailed)	.001	.005	.000	.0000
	N	136	136	136	136

Findings in Table 7 showed that for the majority of variables they are correlation coefficient. However, some of them were found to be correlated where for example a weak and negative relationship is discovered audio-visual aid materials and attendance from Monday to Friday 861, p value. Given that the level of significance for all majority of variables is greater, it is an indicator that most of correlation are not significant explaining the absence of relationship between in service training and learning outcomes indicators within secondary schools in Rusizi District. This study concurs with the findings of Salema, and Wambiya (2016) evidenced a significant correlation between instructional materials and learning outcomes. The correlation assesses the strength and direction of linear relationship between dependent and independent variables. Results of this research concurred with that of Osakwe (2010) who found that teaching strategies such as participatory strategy had positively influenced students' performance. The following table show a regression analysis, through a summary of model, Analysis of variance and regression coefficients.

4.4 Regression analysis between independent variable and Improved grades

The study results in Table 8 provides a model summary between the indicators of independent variable improved grades

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	.736 ^a	.542	.512	.24706

a. Predictors: (Constant), Visual aids materials, Audio-visuals aids materials, Technological devices

Information presented in Table 8 indicated that the value of adjusted R Square was 0.512 and demonstration that there is modification of .542 on improved grades to other schools owing to the modification in independent variable (Visual aids materials, Audio-visuals aids materials, Technological devices).

5.0 Summary of findings and Conclusion

The objective of the study was to examine the relationship between instructional materials and students' learning. The findings showed that for the majority of variables they are not correlated. However some of them were found to be correlated where for example a weak and negative relationship is discovered between observation visits to other schools and attendance from Monday to Friday 861, p value. Given that the level of significance for all majority of variables is greater, it is an indicator that most of correlation are not significant explaining the absence of relationship between in service training and learning outcomes indicators within secondary schools in Rusizi District. This research concur with the findings of Ebuwa (2010), the correlation r assesses strengthen and direction of linear relationship between dependent and independent variables. The study concluded that the instructional material usage is strongly correlated with attendance in classrooms, with the level of comprehension of history subjects, and the general learning outcomes of grade obtained since instructional materials usage with its p value is less than 0.05 in relations with learning outcomes in selected secondary schools teaching history in Rusizi District.

6.0 Recommendations

Based on the study findings, the following recommendations were made;

1. The government should allocate sufficient budget that would be given to ameliorate libraries in secondary schools and laboratories.
2. The government should find resource centers to facilitate teaching staff borrow instructional materials which cannot not available in secondary schools.
3. The government should conduct workshops, conferences and meeting to stimulate their skills on using instructional materials.
4. School principals should make awareness to parental involvement as well as the government on the role of increasing and raising adequate instructional material usage in secondary schools and that high or low learning outcomes of learners would not rely on the content that they obtain in classrooms as well as accessibility to materials for future revision themselves.
5. School principals should follow up their teaching staff to be sure with the availability of instructional materials are effectively applied.

6. Teaching staff members should attempt on the generation of simple aids in order to see what they are discussing about in the lessons.
7. The community should encourage parental involvement in providing instructional material usage in secondary schools in order to enhance learning outcomes.

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