



# FREQUENCY OF USE OF INSTRUCTIONAL RESOURCES ON EFFECTIVENESS OF TEACHERS OF LITERATURE IN SECONDARY SCHOOLS IN NYAKACH, KISUMU COUNTY, KENYA

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## ABSTRACT

Teacher effectiveness is a predictor of education quality. Research has shown that teachers' interaction with instructional resources and the environment contributes immensely to their effectiveness in the learning process. In Nyakach Sub-County, concerns have been raised on the effectiveness of teachers with regard to the frequency of use of instructional resources. This article therefore, purposed to establish the relationship between the influence of frequency of use of instructional resources and teacher effectiveness. The study is conceptualized on the effect of the interaction between Independent Variable (Instructional resources-frequency of use) and Dependent Variable (Teacher effectiveness). Correlational and descriptive survey designs were adopted; target population was 140 high school teachers teaching Literature and 52 High school principals while the sample was 42 teachers of Literature and 17 principals. Systematic random sampling and purposive sampling techniques were used to select Teachers and principals. Data collection instruments were Classroom Observation Guide (COG), Teacher Questionnaire (TQ) and Head of Institution interview schedule (HOIS). Reliability was established by piloting 10% of the population using test-retest method. Chronbach "s alpha was used to determine instruments' reliability with COG and TQ coefficients being 0.833 and 0.797 respectively thus considered reliable. Face and content validity were ascertained by experts. Analysis was done through descriptive and inferential statistics. These were by means, standard deviations and multiple regressions. Findings indicated that instructional resources were infrequently used and the relationship between frequency of use of instructional resources and teacher effectiveness has a weak positive correlation and was not significant at ( $r=0.06$ ,  $pvalue=0.287>0.05$ ). The study concludes that instructional resources were not frequently used and that frequency of use of instructional resources was not statistically significant in relation to teacher effectiveness. This means that provision of instructional resources should focus more on level of frequency of use, availability, level of relevance and teacher attitude. These findings may be useful to principals, teachers and curriculum developers in making informed decision with regard to the provision and utilization of instructional resources in secondary schools.

**KEYWORDS:** Frequency of use, Instructional resources, Teacher effectiveness, Teaching, Literature

## INTRODUCTION

Globally and locally a teacher remains one of the most important components of the curriculum. As implementers they form the backbone of any country whether developing or developed. The progress and development of a country largely depends on its teachers' community because of their noble and massive contributions in nation building (Dash & Barman, 2016). This notion is strongly supported by Kareem and Ravirot (2014) who stressed that quality of education is determined by teachers. Lavy (2007) posits how there has been greater attention focused on 'increasing teachers effectiveness' from researchers and policymakers. In addition to that, the method deemed by many to be the most helpful in increasing teacher effectiveness is to change compensation methods for teachers.

On the contrary, Hulleman and Barron (2010) argue that „the task of teaching is by far not simple, and the skills required are more „professional than industrial“, which suggests that performance

related pay system would not be as effective as it is believed to be in improving teacher performance. This means that teacher effectiveness goes beyond the external motivation through incentives and many other things.

As indicated by Kalhotra (2014) teaching aids is one of the components of teacher effectiveness, it is important to note that instructional resources are also needed to spice the teaching and learning process. This means that the teacher has to interact with the teaching aids or resources for learning to take place. This is supported by Kadzera (2006) who stresses on availability of instructional resources as stimulators of learning. The same is supported by Romiszowski (1988) who stresses on proper selection of instructional resources which leads to interesting learning and long retention of knowledge. These findings clearly support the notion that the use of instructional resources is paramount and has a role to play in the teaching and learning process.



Lolley (2006) carried out a comparative study of the use of instructional resources by full and part time teachers. The study is concerned with one of the major issues in community/junior college education today: the extensive use of part time teachers as instructors for regular credit courses. One such category was concerned with the use or non-use of instructional resources. The results showed that vocational technical teachers utilize a wide variety of instructional resources and that there was little significant difference in the use of resources by the two groups.

Rakes, Fields and Cox (2006) investigated the relationship between technology use and skills and the use of constructivist instructional practices among teachers in rural schools. Teachers in this study responded to; Moersch's instrument, the Levels of Technology Implementation (LoTi). The LoTi was administered to the fourth and eighth grade teachers in districts to determine if levels of classroom technology use and personal computer use predicted the use of constructivist instructional practices. Results indicate that there is a significant, positive relationship between both level of classroom technology use and personal computer use and the use of constructivist instructional practices, with personal computer use being the strongest predictor.

Bukoye (2018) investigated the utilization of instructional materials as tools for effective academic performance of students and influence of various variables. The study used survey research design method while the sample was 100 respondents from randomly selected from five selected secondary schools. The study used a questionnaire developed by the researcher but restructured by experts to collect data. The reliability was confirmed with the use split half method with 0.63 alpha level of significance got. The questionnaire was started to respondents with assistance of the head teachers. The findings revealed inadequate use of instructional materials in most schools and majority of the teachers did not take cognizance of the importance derived from the use of instructional materials while teaching. Those who adopted the utilization did not use them appropriately.

Omuna, Onchera and Kimutai (2016) explored the availability and use of instructional resources for teaching and learning of English reading skills and examine the correlation between instructional resources and learning of English reading skills. The results indicated that textbooks were the most used instructional resources and instructional resources positively correlated with the learning of English reading skills. It was concluded that teachers do not use a variety of instructional resources when teaching English reading skills.

Waigera, Mweru and Ngige (2020) investigated whether there was a significant relationship between teachers' attitudes and levels of utilization of instructional materials (IM) in PrePrimary Schools in Kenya. The study adopted the Ecological Systems Theory by Urie Bronfenbrenner. The study used a cross-sectional survey research design and data was collected through self-administered questionnaires. Results established that 86.4% of

the teachers had positive attitudes towards the instructional practice. In terms of utilization of instructional materials, the researchers determined that 62.1% of the respondents achieved high levels while 37.9% attained low levels of utilization of instructional materials across the Early Childhood Development Education (ECDE) activity areas. The Chi-Square results revealed that there was a statistically significant relationship between teachers' attitudes and utilization of instructional materials.

Makokha and Wanyonyi (2015) carried out a study in Kenya, to establish the level of training of Kiswahili teachers and their abilities to use instructional resources, types of instructional resources and challenges in the use of instructional resources. The findings of the study indicated that majority of the teachers were experienced as teachers to use instructional resources.

Oryema and Picho (2015) examined the effect of Instructional Resource Provision on Teacher Effectiveness in Universal Secondary Education (USE) and established that instructional resource provision and use was inadequate and therefore, it contributed to teacher ineffectiveness. A study by Kanno and Onyechu (2018) on availability and utilization of instructional resources in teaching Special Needs Children revealed that 40% of the approved resources were availed while 60% of same was not. This implied, inter alia, that effective utilization cannot go beyond 40%.

## PURPOSE OF THE STUDY

The purpose of this study was to assess the influence of frequency of use of instructional resources on teacher effectiveness in selected public secondary schools Nyakach Sub-County, Kisumu County, Kenya.

## RESEARCH HYPOTHESIS

There is no relationship between influence of frequency of use of instructional resources and teacher effectiveness in Literature teaching in secondary schools in Nyakach Sub-county, Kisumu County, Kenya.

## METHODOLOGY

### Research Design

Therefore this study used correlational and descriptive survey research designs. Descriptive Survey is a research design which involves depicting a situation as it exists in details. It entails an investigation of issues as they affect an activity such as pedagogical practice and teacher effectiveness. While correlation was used to establish the relationship or association between two or more variables. In this case frequency of use of instructional resources and teacher effectiveness.

### Population and Sample Size

The study population included teachers, school principals in charge of secondary school in Nyakach Sub-County of Kisumu County. There were 140 teachers and 52 secondary school principals. About teachers' sample, 30% of the 140 teachers using



Memon et. al (2019) formula yielded a total of 42 teachers derived from the 17 selected schools. Based on this, the researcher purposively selected two teachers of literature in English taking form 3 and 4 classes. Altogether, a total of 18 schools and 42 teachers of literature were involved in the study.

### Data Collection

The study used three instruments for data collection namely: Classroom Observation Guide (COG), Teacher Questionnaire (TQ), HOI (Head of Institution) Interview Schedule (HOIS) The (COG) had 4 sections; Section 1-Introduction (maximum 21 marks), section 2 - Presentation (maximum 56 marks), section 3-conclusion (maximum 21 marks) and section 4- Classroom Organization & Management (maximum 2 marks). The tool was modified to accommodate more instructional resources aspects during the instruction, presentation and conclusion of the lesson. Therefore the awarding of scores per section was also modified. The tool was meant to be used during lesson observation to obtain information on the following: Ability to select resources, timing during use, competency in use, ability to determine durability and safety, attractiveness and visibility. Teachers Questionnaire (TQ) The questionnaire for teachers was used to collect data on their gender, experience, academic qualifications and frequency of use of instructional resources. The instrument had a total of five (5) items. The first four items 1-4, dealt with demographic information of the respondents while item 5 was developed into rating scales where responses were elicited on 5-point Likert scale with the following options: 1- very infrequent, 2-infrequent, 3- somewhat frequent, 4- frequent, 5- very frequent. Head of Institution Interview Schedule (HOIS) was used together with other two instruments namely the COG and TQ. The questions were generated from the instruments. It had 8 open-ended questions. It was used to collect data regarding instructional resources and general teaching effectiveness.

### Instrumentation

#### Validity of the Instruments

For the purpose of this study, both the face and content validity of the instruments were ensured. To ensure validity of the instruments, the initial drafts of the instruments were scrutinized by experts in questionnaire and observation guide construction who were required to check for all non-technical flaws in the instruments. Such inputs enhanced a thorough validation in order to ensure that the instruments actually measured what they were intended to measure in relation to the research hypothesis. Based on the suggestions and comments of these experts, the necessary corrections were made before the final version of the instruments were trial tested on a sample of 14 teachers who were not included

in the actual study study sample, in Nyakach sub-county Kisumu County, Kenya.

### Reliability of the Instruments

The reliability consistencies of the Teacher Questionnaire (TQ) and Classroom Observation Guide (COG) were verified through examination of internal consistency of the measures. This was achieved by computing Cronbach's alpha ( $\alpha$ ) coefficients using the Statistical Package for Social Scientists (SPSS) version 24. The decision on instrument reliability was based on Frankel and Wallen's (2000) advice that reliability should be at least 0.70 and above. The classroom observation guide (COG) was at 0.797 while the teachers' questionnaire (TQ) was at 0.833. The construct, content and criterion related validities were found to be adequate.

### Data Collection and Analysis Procedure

The necessary data for this study were obtained from teachers and principals of the selected schools in the sub-county. After collection of data, questionnaire responses without corresponding responses to the classroom observation guide (COG) were discarded. The questionnaires were then collected for safe custody awaiting analysis. The researcher also requested for the opportunity to observe lessons to be taught by the respondents. Each teacher was to be observed in at least three different Literature lessons. The observation and data collection lasted for 1 school term. Data were analyzed using multiple regression at .05 level of significance.

## RESULT AND FINDINGS

As per the Classroom Observation Guide (COG) scores, the teachers were awarded from the observations carried out in class. The tally for the six components observed under introduction, lesson presentation and conclusion were: ability to select resources, timing during use, competency in use, ability to determine durability and safety, attractiveness, visibility and improvisation skills were added the final score given. Therefore those whose tallies were below 50% were considered ineffective, between 50%-74% were effective and finally above 75% were very effective. The classroom observation guide had sections which were scored and the tallies given to understand the level of teacher effectiveness during the teaching of Literature lesson. Observation of the teachers were summed and averaged to yield a single score per case measured on a continuous scale;  $0 \leq R < 50\%$ - ineffective,  $50\% \leq R < 74\%$ - effective and  $75 \leq R < 100\%$ - very effective. The findings are as shown in Table 1

**Table 1. Teacher Effectiveness**

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 50%= Ineffective	2	3.9	4.2	4.2
50 %– 74%= Effective	13	28.5	30.2	34.4
75%-100%= Very effective	27	61.8	65.6	100.0
<b>Total</b>	<b>42</b>	<b>94.2</b>	<b>100.0</b>	

Therefore the findings in Table 1 indicate that out of the 42 respondents majority 27 (65.6%) scored between 75% and 100% as per the Classroom Observation Guide (COG) indicating that they were very effective, 13 (30.2%) scored between 50 and 74 indicating that they were effective while a

paltry 2 (4.2%) scored below 50% indicating that they were not effective.

The study also sought to establish the frequency of use of the instructional resources in the teaching process. The findings are presented in Table 2

**Table 2: Frequency of Use of Instructional Resources**

Instructional Resources	VI F(%)	I F(%)	SF F(%)	F F(%)	VF F(%)	Mean	SD
Charts	08(19.9)	12(7.3)	17(40.8)	04(9.3)	1(1.9)	2.46	.976
Work cards	10(23.8)	26(63.0)	06(13.2)	0(0)	0(0)	1.89	.600
Manuals	04(10.1)	25 (59.6)	11(26.7)	02(3.6)	0(0)	2.24	.676
Guidelines	10(23.5)	11(25.4)	20(49.2)	01(1.9)	0(0)	2.30	.848
Syllabi	13(31.2)	20(46.6)	08(18.6)	01(3.5)	0(0)	1.95	.799
Material development manual	13(30.9)	18(42.8)	10 (24.4)	01(1.9)	0(0)	1.97	.795
Films	07(17.0)	16(37.9)	16(37.9)	03(7.1)	0(0)	2.35	.844
Video cassettes	12(28.3)	21(49.2)	06(14.5)	03(8.0)	0(0)	2.02	.867
Photographs	14(34.1)	19(44.7)	09(21.2)	0(0)	0(0)	1.87	.734
Cassette recorder	04(10.6)	26(61.7)	11(24.4)	01(1.9)	0(0)	2.18	.632
Computer	12(28.9)	19(45.3)	10(23.8)	01(1.9)	0(0)	1.99	.799
Computer software	07(16.7)	21(51.4)	13(29.9)	01(1.9)	0(0)	2.77	.718
<b>Valid N (Listwise)</b>						<b>2.156</b>	<b>.787</b>

**Key: VF= Very Frequent, F= Frequent, SF= Somewhat Frequent, I= Infrequent, VI= Very Infrequent**

The results obtained in the above Table 2, show that teachers indicated that they somewhat frequently used instructional resources for instance computer software which had a mean of (2.77), while the following items were infrequently put into use; charts (2.46), films (2.35), guidelines (2.30), manuals (2.24), cassette recorder (2.18), video cassette (2.02), computer (1.99), material development manual (1.97), syllabi (1.95) work cards (1.89), and finally photographs (1.87) The highest mean was computer software indicating somewhat frequently used while the lowest mean was photographs indicating it was infrequently being put into use.

From the 7<sup>th</sup> column in Table 2, it is noted that individual mean response scores for each of the listed items was above 1.85. For a majority, it was above 2.00 and the mean score for all stood at 2.165. On a scale of 1 to 5 scored from 'very infrequent' to 'very frequent' this means that the ratings in a majority was 'infrequent' implying that respondents agreed the listed items were 'infrequently' used in these schools. The mean rating for all the listed items ( $\mu = 2.156$ ) indicates that on average the listed items were 'infrequently' used. According to standard deviation (SD) as shown in column eight, the response on the level of frequency of use of the listed items – charts was most polarized (SD= 0.976) while response on



level of frequency of use of work cards was least polarized ( $SD=0.600$ ). This implies that the means of the majority of the listed items they were rated 'infrequent' ( $1.85 \leq \mu \leq 2.770$  with mean response of 5 items falling below 2.00, the spread of the responses from the mean for each item was varied. Nevertheless, given the scale, there was minimal spread of responses as all the items within the same range of less than 1.00 point away from the mean. This implies that the level of frequency of use of instructional resources by teachers in these schools was infrequent more or less the same way.

On the same note, frequency of use of instructional resources, according to majority of the Principals we interacted with, they were non-committal whether the teachers in their institutions put them to frequent use. Principal P13 had this to say: "I cannot for sure say that the teachers in our classes usually use instructional resources during their lessons except maybe for the basic ones we can monitor."

However, some of them indicated that they always monitor what their teachers use in the classrooms. Principal P09 had this to say: "I always check on what they use in the classrooms on a weekly basis"

The study went further to establish the relationship between frequency of use of Instructional resources and teacher effectiveness. This was established through regressions of the dependent variable (teacher effectiveness) on the independent (frequency of use instructional resources)

**Model for** Regression of Frequency of use of instructional resources and teacher effectiveness.

$$TE = \beta_0 + \beta_1 F_1 + \varepsilon$$

TE= Teacher effectiveness,  $\beta_0$  = Constant,  $\beta_1$ = Regression coefficient,  $F_1$ = frequency of use of Instructional resources,  $\varepsilon$  = residuals/error.

$\beta_0$ ,  $\beta_1$ , are the coefficients for constant, frequency of use of instructional resources respectively.

(Adapted from Newbold et al, 2007)

A correlation between level of frequency on the use of Instructional Resources and teacher effectiveness. A two tailed Bivariate Pearson correlation was conducted to test the null hypothesis "Frequency of use of instructional resources does not influence teacher effectiveness". The results are shown in Table 3

**Table 3: Correlation between Frequency of use of Instructional Resources and teacher effectiveness**  
Correlations

		Teacher effectiveness assessment	Frequency on the use of Instructional Resources
Teacher effectiveness assessment	Pearson Correlation	1	.060
	Sig. (2-tailed)	42	.287
Frequency on the use of Instructional Resources	Pearson Correlation	.060	1
	Sig. (2-tailed)	.287	42
	N	42	

The Pearson Product-Moment correlation result indicates a weak positive correlation between Frequency on the use of Instructional Resources and teacher effectiveness. However, the analysis also revealed that this relationship is not significant ( $r=0.06$ ,  $p\text{-value}=0.287>0.05$ ).

## DISCUSSION

The results in Table 1 reveals that most of the teachers are qualified and therefore effective are able to select resources, do proper timing during use, have competency in use, have ability to determine durability and safety, attractiveness, visibility and also possess improvisation skills. This findings are in tandem with Manduku (2019) who established that teachers were well qualified but were not using the resources in their teaching. Meaning that they were effective. This study also supports Popoola and Haliso (2009) who noted that teacher effectiveness is the ability of a teacher to instill knowledge and skills in students, as well as positively influencing the learners' behavior

for a better living. On their part, Adeoye and Popoola (2011) link teacher effectiveness to the teacher's knowledge of subject matter, expertise and resourcefulness that enhance students' academic performance.

Results in Table 2 shows that the level of frequency of use of instructional resources by teachers in these schools was infrequent. The finding contradicts the assertion by Lolley (2006) and Akungu (2014) that there was frequent use of instructional resources especially those used in classrooms. However, this study supports Aina (2013) who reported that there was infrequent use of the instructional resources including the improvised ones. This means that the instructional resources available were underutilized or not frequently used. This study is also in tandem with Manduku (2019) who noted that the materials available were not being put into good use, however he went further to stresses that the materials were irrelevant that is why they were not being used.



Results in Table 3 indicates a weak positive correlation between frequency on the use of instructional resources and teacher effective and goes further to reveal that this relationship is not significant. It differs with that of Rakes, Fields and Cox (2006) who established a significant relationship between the level of classroom technology use and personal computer use. This study also contradicts that of Malunda and Abwebembeire (2018) who indicated that availability and utilization of instructional resources significantly contribute to teacher effectiveness. However, the current study concurs with Bukoye (2019) who found that there is no significant difference between males and females with regard to use or not use instructional resources in the teaching and learning process.

### Summary of Findings

The major findings are summarized below:

- i) That teachers of Literature are effective to select resources, do proper timing during use, have competency in use, have ability to determine durability and safety, attractiveness, visibility and also possess material improvisation skills.
- ii) The instructional resources were infrequently used, Out of the 12 items listed, 7 items had a mean below the average mean for all the items, implying that they were not used frequently.
- iii) It was established that the level of frequency of use of instructional resources had weak positive and not statistically significant relationship with teacher effectiveness.

### Recommendation

From the findings of this study, the following recommendations were reached:

- i) Given that the present study is limited to senior secondary schools in Nyakach Sub-County, similar studies could be carried out in other parts of the country to affirm or refute the conclusions reached.
- ii) The need to sensitize the teachers the importance of using instructional resources frequently since it is beneficial to both the learners and the teachers
- iii) The need to organize in-service courses on the importance of using instructional resources frequently.

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DOI: <https://doi.org/10.37284/eajes.2.1.189>