

## EFFECT OF INSTRUCTIONAL MATERIALS ON LEARNER PARTICIPATION IN BUSINESS STUDIES CLASSROOM. (A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN NDOLA) (Paper ID:CFP/1292/2019)

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### ABSTRACT

Instructional material is essential in efficient lesson delivery because it reinforces active participation by the learners. Participation involves working with a partner or in a small group and brainstorming in order to create a stimulating learning environment. The role of instructional materials is to glue information into learners' mind as what is seen is understood more than what is heard. During the formative years, learners add increasing qualities of knowledge to what is already learnt through explorations as they grow and expand horizon on the quality of content mastered. To widen mastery of concepts, rich leaning environment which is filled with a variety of instructional materials tend to foster faster acquisition of requisite skills for sustained learning and development. Such an environment should be enticing learners to observe, actively participate, make choices and experiment which in the process results in acquisition of additional knowledge.

The purpose of the study was to determine the effectiveness of use of instructional materials on learners' participation in Business Studies lesson in primary school in Ndola District Zambia.

The objective of this study was to establish importance of grouping of learners on participation in Business Studies classroom, to study the extent to which availability and adequacy<sup>^</sup> improve learners' participation and to determine the effect of management of records on the improvement in

learners' participation in Business Studies classroom. The study reviewed literature on effectiveness of instructional materials on participation in Business Studies classroom. This study was guided by experiential learning theory. This theory was propounded by Kolb (2016). Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning Beatty (2015). The study involved a descriptive survey research design where qualitative data was collected. The design was non-experimental soliciting information from teachers on the instructional materials they use in teaching pupils in the pre-school. This study used stratified sampling since the population embraces a number of distinct categories of teachers' qualifications. The data collected was qualitative since the techniques and measures to be used do not produce discrete numerical data Mugenda (2016). Mostly, in qualitative research techniques, the data are in the form of words rather than numbers and these words are often grouped into categories. According to Mugenda and Mugenda (2013), qualitative research is advantageous in that it permits the research to go beyond the statistical results usually reported in quantitative research. Knowledge generated by qualitative research is significant in its own right Adelman (2014). The study found that instructional materials are not effectively used in the study area due to large of number of learners per class, lack of enough compound in primary education schools, lack of learner's confidence, language barrier, teachers' negative attitude, lack of professional skills and domestic violence.

## CHAPTER ONE 1.0 INTRODUCTION

This chapter begins with the introduction of the background of the study, followed by statement of the problem, purpose of the study, objectives and concludes with definition of terms.

### 1.1 Background of the Study

Instructional material is essential in efficient lesson delivery because it reinforces active participation by the learners. Participation involves working with a partner, or in a small group, and brainstorming in order to create a stimulating learning environment (Cooke, 2016 :112). Participation in Primary Education involves use of different mechanisms for the public to express opinions and ideally exert influence regarding political, economic, management or other social decision. Participation is affected by the appropriate and relevancy of instructional materials used, such as containers, kites, textbooks, strings and blackboard (Armstein, 2016). For examples, a teacher uses textbooks to get information needed and explains concept using the chalkboard on the blackboard; learners use water in containers and blow it using straws to produce bubbles (Primary schools handbook, 2016). Blowing water to produce bubbles shows learners that there is presence of air in water and this enables them gain the skills of observation.

According to Obanya (2016), instructional materials are didactic materials things which are supposed to make learning and teaching possible. While in views of Abdullahi (2016), they are materials or tools locally made or imported that could make tremendous improvement of a lesson if intelligently used. In the same vein, Isola (2017), referred instructional materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. In support of these views, Agina (2015), describe instructional materials as concrete or physical objects which provide sound, visual or both to the sense organs during teaching.

The components to success in participation include availability and adequacy of IM Pre-school handbook (2016). In participation the teacher should ensure that materials to be used are enough for a particular Business Studies lesson by ensuring she/he has lesson plan before the lesson. According to Sasson (2015), the quantity of materials depends on the number of learners using them, organization of the materials, group arrangement, time management, and records management. Ensuring availability and adequacy of instructional materials, the Business Studies lesson should be learner's centered instead of teachers centered and therefore motivate learners. This is because all of them will be involved in participation using the available

instructional materials instead of listening to the teacher explain in class. For example, Adequacy of instructional materials means that the teacher should ensure that materials to be used for a particular Business Studies class are enough depending on the number of learners using them (Jacinta, 2017).

According to Primary school's handbook (2016), teacher need to group learners according to their different abilities so that they can assist one another. The teacher will also need to be guided by the lesson plan, where less time should be used on introduction and conclusion while most of the time should be left to learners to do the task at hand. In participation in a Business Studies lesson, instructional materials can be used for the learners to experience air by being engaged in activities such as flying balloons and kites. Use of straws to blow soapy water helps produce bubbles, and these bubbles enable the learners to realize that there is air in water. These activities boost participation by involving all the learners during a Business Studies lesson (Primary schools handbook, 2015).

Wales (2015) was of the opinion that the use of instructional materials would make discovered facts glue firmly in the memory of learners. Instructional materials make them enjoy participating in Business Studies lessons and even make them repeat the activity during their

free time. This enables the learners to keep the idea in their long-term memory. According to Savoury (2003), a well-planned use of instructional materials in lessons should do much to banish apathy. In addition, he said that selection of instructional materials which are related to the basic activity of a lesson helps in in-depth understanding of such a lesson by the learners, in that it makes the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn and participate. Participation helps teachers to discover their learners' potential, to realize their talents and raise their self-esteem. In turn this can help them to question their boundaries and explore issues, voice aspirations, identify needs and facilitate their learning and personal development (Clark, 2017).

The right of the child to quality education is at the centre stage of every nation. This is so because education is perceived as a right in itself and as a means of promoting peace and respect for everyone. Education is also seen as a means of fostering peace, democracy and economic growth as well as improving health and reducing poverty. At the international front, education has been recognised by the United Nations Universal Declaration of Human Rights of 1948 as a basic right for every child in its article 26 (1). Furthermore, the World Conference on Education for All was held in Jomtien, Thailand, from 5<sup>th</sup> to 9<sup>th</sup> March

2014, where countries re-affirmed the declaration of human rights of 1948 (UNESCO, 2013). The call for 'Education for All' (EFA) was the focus of the conference. The delegates adopted the 'World Declaration on Education for All' and a 'Framework for Action'. In December 1993, the United Nations Resolution adopted the United Nations Standard Rules on Equalisation of Opportunities for Persons with Disabilities which urges states to ensure that the education of persons with disabilities is an integral part of the education system. The Salamanca statement of 2015 further re-affirmed the commitment to education for all and recognised the necessity and urgency of providing for children, youths and adults with special educational needs within the regular education system.

The relevance of business Studies education to humanity and economic growth cannot be overemphasized considering its developmental incentives in the well-being of an individual and promotion of economic activities. The acquisition of skills through Commercial Studies education to a large extent creates self-employment and job opportunities for members of a society. Business Studies education could take the form of technical education, business education, computer application, fine and applied arts amongst others. Business Studies is not just skill acquisition for acquisition sake; it is an acquisition of skills and ideas for the sake

of creating employment for ones' self and also for others (Garba, 2017). It also includes the development based on creativity. According to Okoro in Tiamiyu (2017), the primary aim of entrepreneurial skill is to prepare individuals for employment in recognized occupations namely Agriculture, Home Economics, Business studies and Technical Education.

According to Sasson (2009), motivation is a term that refers to a process that elicits, controls, and sustains certain behaviors. Motivation is a group of phenomena which affect the nature of an individual's behavior, the strength of the behavior, and the persistence of the behavior. Motivation enables learners to willingly participate using instructional materials in Business Studies lessons. According to Groodland (2001), in the USA primary schools' classrooms are normally divided into smaller sections called schools. There are basic seven Schools namely Art, Blocks, Dramatic play, Business Studies, Library, Manipulative and Music (Tina Teacher, 2008). Some areas like for dramatic play and blocks require larger space while areas such as manipulative and library require a quieter atmosphere for learning.

Education is a fundamental human right which every child is entitled to Constitution of Zambia (2016). It is critical to our development as individuals and as societies. It helps pave the

way for a successful and productive future Children's Act, The government through the Ministry of General Education (M.O.E) fund primary schools with only one percent of the schools' annual budget. This amount cannot cater for buying adequate instructional materials and paying teachers. Considering the significant role played by instructional materials in participation in Business Studies lessons, teachers are forced to improvise different instructional materials from the localities. According to TCZ database (2015), the government does not employ teachers, and therefore the burden is left to the parents and the society. This makes some parents unable to take their children to pre-school and wait until the age of primary school which is free.

## 1.2.0 Statement of Problem

According to Samson (2017) a problem is an existing negative state of events that avoid in attaining the set goals. In this study, the existing problem in Primary Education schools in Ndola is lack of effective use of instructional materials during participation in Business Studies lesson. Instructional materials play a vital role in participation in a Business Studies lesson. They form a focal point and attract attention, arouse interest and promote a desire to learn, supplement description and help to explain

words and processes, give an accurate impression of the concept, illustrate relationships, promote retention and memory, help to consolidate what has been learned, help to save teaching time, make learner to have self-esteem, learners get motivated and have the idea of sharing in participation in Business Studies lesson (Kothari, 2016). The issue of concern in this study is the effect of instructional materials on the general participation in Business Studies lesson in public primary schools in Ndola District.

## 1.2.1 Purpose of the Study

The purpose of this study is to determine the effectiveness of use of instructional materials on learner participation in Business Studies lesson in primary schools in Ndola District of Zambia.

## 1.3.0 Objectives of the study

The study was guided by the following objectives:

1.3.1 To identify why instructional materials are not effectively used in the classroom during participation in Business Studies lessons.

1.3.2 To establish the importance of grouping of learners on participation in Business Studies lessons.

1.3.3 To verify the extent to which availability and adequacy of instructional materials improve pupils' participation in Business Studies lessons.

### 1.3.2 Research Questions

1.3.2.1 Why instructional materials are not effectively used in Primary School during participation.

1.3.2.2 What are the advantages of grouping learners in Business Studies lesson during participation?

1.3.2.3 To what extent will the availability and adequacy of instructional materials improve pupils' participation?

### 1.4.0 Significance of the Study

The study findings will enable the stakeholders realize the importance of instructional materials in participation in Business Studies lesson activities. The trainee teachers will be guided by the study findings to choose the most efficient instructional materials in Business Studies classroom activities. Also guided by the study, the parents will be able to choose

primary schools with the best instructional materials. The findings of the study will also form a basis for further research on the role played by instructional materials on participation in primary schools Business Studies classroom.

### 1.5 Limitations of the Study

The main limitation of the study arises from the fear of teachers which affected the filling of the questionnaires. The teachers feared that the information they gave in the questionnaire about participation in Business Studies classroom may threaten their job security. However, the researcher assured them that the information will be treated with confidentiality and will be used for the purpose of the research only.

### 1.6 Ethical Considerations

The researcher sought permission from the Ministry of General Education (MOE) before collecting data. The researcher also went through the heads of institutions sampled before interacting with the teachers. Consultations were further made with the teachers concerned on what lessons the researcher would observe. Good rapport was established with all the respondents to ensure that they honestly responded to the questions.



They were assured that all information given would be treated with utmost confidentiality. Lastly, the researcher disseminated information gathered during educational forums and seminars

## 1.7 Definition of terms

### **Participation in Business Studies classroom:**

Participation involves working with a partner, or in a small group, and brainstorming.

**Instructional Resources:** They are didactic material things which are supposed to make learning and teaching possible. They can also be defined as materials or tools locally made or imported that could make tremendous improvement of a lesson if intelligently used

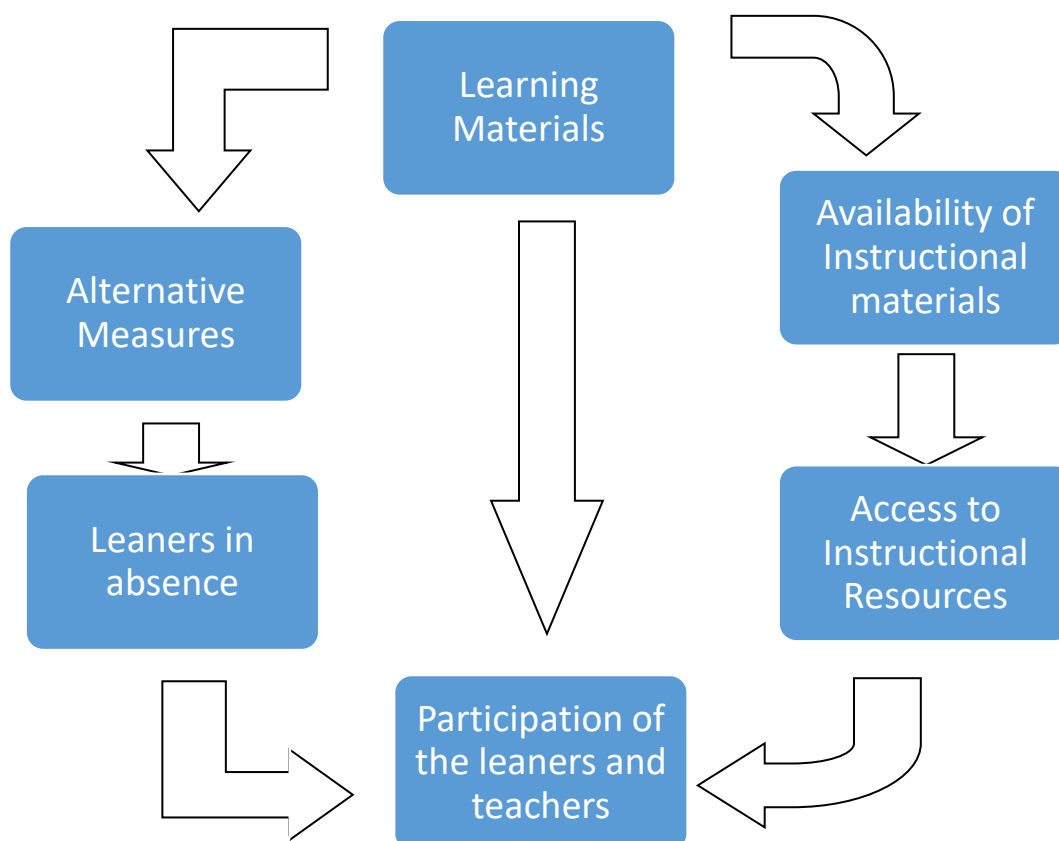
## 1.8 Theoretical framework

This study was guided by experiential learning theory. This theory was propounded by Kolb

(2016). Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning (Beatty, 2015). The process can begin at any of the stages and is continuous, that is there is no limit to the number of cycles you can make in a learning situation. In participation in Business Studies activity, learners begin from a step and then continue to the end of the activity. This theory asserts that without reflection we would simply continue to repeat our mistakes. This theory found that learners learn using instructional materials in steps with the likelihood of developing one mode of learning more than another. The characteristics of this theory are through concrete experience, through observation and reflection, through abstract conceptualization and through active experimentation. For example, for learner to experience air in water, they observed bubbles from soapy water after they blow using instructional materials like straws.

## 1.9 Conceptual framework of the study

A model of the Conceptual Framework for this study is as shown below



## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Overview

This section reviews literature on what has been observed about the importance of grouping learners on participation in Business Studies activities and the extent to which availability and adequacy of instructional materials improve pupils' participation in Business Studies lesson. It further reviews the effect of

management of records on the improvement in pupils' participation in Business Studies lesson. The section contains theoretical basis of the study and the conceptual framework.

#### Instructional Materials in Primary Schools

According to Joyce (2016), during the primary schools and kindergarten years, learners add to what they have learned in the early explorations as learners expands. The environment plays a



critical role, the richer the environment the more concrete opportunities there are for learners to learn by interacting with instructional materials. Teacher's role is to create an environment that invites learners to observe, to be active, make choices and to experiment (Judy, 2016). He further states that instructional materials are tools used for teaching and learning hence supports the teacher in delivery of knowledge or helps to emphasize specific knowledge. According to Thungu (2016), Instructional Materials (IM) meets the needs of learners, fulfill the requirements of the subjects and facilitate the teaching and learning process. Piaget (2015) states that merely using instructional materials does not guarantee effective teaching. To make teaching and participation effective, the instructional materials must be appropriately selected and used. Primary Education teachers must, therefore become familiar with the types of instructional materials if greater value is to be derived from their use. He further states that the primary function of instructional materials as a communication device is to serve as a more concrete reference to meaning than spoken or written word. According to Mwangi (2017), in the teaching learning process, instructional materials serves functions of enhancing retention which makes learning more permanent. Equally, they stimulate and sustain interest in learning by providing first-hand

experience with the realities of the physical and social environment.

It is necessary to note that instructional materials are important catalysts of social re-engineering and change in learners. It is obvious that effective instructions cannot be well accomplished without the use of instructional materials. The reason is not far-fetched: advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. Such technological breakthroughs as networked and non-networked; projected and non-projected; visual, auditory, audio-visual electronic materials are important landmarks in knowledge transfer. With them both teaching and learning become very pleasant experiences.

## GLOBAL PERSPECTIVES

### 2.2 Use of instructional materials in Primary Education

According to Feshbach (2016), the M.O.E and the culture in England and Israel employ primary school supervisors, construct class rooms and equip classrooms with a variety of

instructional materials. In addition, each primary school teacher is provided with a budget for the purchase of instructional materials. Goodland (2015) reports that some parts of USA adopted the Montessori Method while others used college laboratory primary schools. One common feature about the two was the need for abundant instructional materials. Cass (2017) conducted a research with 400 primary school teachers in London on their role in schools to provide the child with a live day where he can be living, learning and growing all the time. From the primary school teacher's responses, they all agreed that the children benefit, greatly from the active methods found in the child centered teaching methods. Teachers responded that children have the opportunity to develop at their own rate, gain confidence independence and prepared for all round development.

Usuala (2016) undertook a study entitled "Education Technology in Africa." In his study, he reiterated the effectiveness of instructional materials in primary school in Africa, for instance containers, straws and kites. He also expressed the recognition of the importance of these instructional aids by a number of African countries. This led to the establishment of educational technology schools in a number of African countries.

Allen and Hart (2015) states that besides using touching materials the teacher must ensure that variety of the same are available in class for effective teaching and learning. They say that the materials and equipment presented in early childhood setting should be chosen to provide many and varied opportunities for learners to practice and master familiar skills through a variety of materials. Hainich (2015) further support the subject by saying that the primary function of visual aids as a communication device is to serve as more concrete referent to meaning than spoken or written word. They therefore conclude that visual aid is more clearly and easily understood than verbal messages.

## **2.17 Modification of Teaching and Learning Materials**

Students with learning disabilities, sometimes require modifications of materials. For example, the number of problems for seat work can be reduced. If a learner works at a pace much lower than his classmates, he should be allowed to solve fewer problems if at all he is getting them right. If a learner experiences difficulty with division, why not use error analysis, that is, pinpoint what he/she is procedurally causing the same error to occur in several problems. Another type of modification is to change the response mode of the questions. For example, the teacher can change the usual

way of teaching spelling tests, that is, pronouncing words orally and having students write them by introducing the use of cloze procedure where the teacher deletes selected letters which must then be filled in by learners.

## 2.18 Collaboration

According to Friend and Cook (2016), collaboration is an interactive process which enables people with diverse expertise to generate creative solutions to mutually defined problems. It involves direct interventions that characterize many types of processes and it is based on ongoing participation of more individuals committed to working with each other to achieve a common goal. Through collaboration, two or more individuals interact in a supportive manner that benefits each member, as well as the people they are supporting.

## 2.23 Choosing and Using Instructional Resources

What issues should I consider when selecting instructional materials?

How can I use electronic resources to enhance student learning?

How can I help my students use textbooks more effectively?

A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment. There are many pressures for educators to match the audiovisual stimuli of television, computers, and electronic games with which students are experienced. The speed of personal computers and the ease of authoring systems permit instructors to design and customize computer-based audiovisual presentations and to develop computer-based assignments for their students. The tremendous increases in rates of information transfer, access to the Internet, and posting of materials on the World Wide Web give instructors and students an almost limitless supply of resource material. In addition, the ease of electronic communications between an instructor and students, and among students, provides new opportunities for sharing questions, answers, and discussions during a course. At the same time, there remains a major role for student use of textbooks and for instructional use of demonstrations, films, videos, slides, and overhead transparencies.

Carefully scripted presentations and activities run the risk of emphasizing teacher delivery rather than student learning. Carefully planned and prepared instructional resources sometimes tempt instructors to race ahead and to cover more. The rapid-fire presentations combined with audiovisual overload can tempt students to

remain intellectually passive. One way to avoid this is to intersperse activities which assess student understanding and encourage reflection and critical thinking. Another possibility is to reduce the pace of the class session, by pausing periodically to invite questions.

Instructional resources usually fall into one of two categories: student-centered and teacher centered. In the student-centered model, instructional resources can be used for tutorials, problem solving, discovery, and review. In the teacher-centered model, resources are used for presentations of supplementary or primary material in the classroom as described in some examples in Chapter 2. Information technology can also be used for communication and for information retrieval.

### 2.3 Textbook use in teaching and learning

The mode of teaching so common today—the lecture-text-exam approach—is an artifact of centuries of European education. The professor's main role before the wide availability of the printing press was to lecture on information obtained from a rare copy of an often-ancient book. Despite the fears of the faculty at the University of Salamanca during the sixteenth century, the textbook rapidly became a useful supplement to the class lecture rather than its replacement. Today a textbook is available for almost every college science class.

As McKeachie (2015) notes, “. . . my years of experience in attempting to assess teaching effectiveness have led me to think that the textbook, more than any other element of the course, determines student learning.”

#### 2.3.1 Advantages and Disadvantages of Using Textbooks

Books are a highly portable form of information and can be accessed when, where, and at whatever rate and level of detail the reader desires. Research indicates that, for many people, visual processing (i.e., reading) is faster than auditory processing (i.e., listening to lectures), making textbooks a very effective resource (McKeachie, 2015). Reading can be done slowly, accompanied by extensive note taking, or it can be done rapidly, by skimming and skipping. There are advantages to both styles, and you may find it useful to discuss their merits with your students.

#### 2.3.2 Issues to Consider When Selecting Instructional Resources

What is the effect of the resources, methodologies, and technologies on student learning?

How are students using them?

What are students learning from them?

Which students are using them?

How and to what extent are students using optional resources?

One important aspect of any science class is helping the student to make sense of the mass of information and ideas in a field. This can be done by showing students how to arrange information in a meaningful hierarchy of related major and minor concepts. Well-chosen textbooks help students understand how information and ideas can be organized.

Textbooks have several major limitations. Although a well-written book can engage and hold student interest, it is not inherently interactive. However, if students are encouraged to ask questions while they read, seek answers within the text, and identify other sources to explore ideas not contained in the text, they will become active readers and gain the maximum benefit from their textbook. In order to meet the needs of a broad audience, texts are often so thick that they overwhelm students seeking key information. Texts are often forced to rely on historical or dated examples, and they rarely give a sense of the discovery aspects and disorganization of information facing modern researchers.

### **2.3.3 Changes in Textbook Style and Content**

Science textbooks have evolved considerably from the descriptive and historical approaches common before World War II. Today's texts are far more sophisticated, less historical, and

contain more facts than in the past, with complex language and terminology (Bailar, 2016). Illustrations and mathematical expressions are more common. Emphasis has shifted toward principles and theory. Modern texts attempt to deal with issues of process as well as matters of fact or content. They are replete with essays, sidebars, diagrams, illustrations, worked examples, and problems and questions at many different levels. One result of these changes is that the average book length has increased two to four times in the past several decades.

In response to the need for quality science textbooks for all students, not just science majors, some authors are returning to descriptive and historical approaches. Generally, books for science literacy courses describe important ideas and discoveries, present a limited number of fundamental concepts, and emphasize the links among different facts and principles. Others (e.g., Trefil and Hazen, 2017) take an interdisciplinary approach, by covering a range of science disciplines in a coherent, connected manner.

### **2.3.4 Textbooks and Effective Learning**

Research on the effectiveness of textbooks has focused on two general areas: text structure and layout. The study of text structure has focused

on how the reader builds cognitive representations from text. Recent work categorizes the structure of science text as either a proof-first or a principle-first organization (Dee-Lucas and Larkin, 2017). The proof-first organization develops a proof or argument that builds to a conclusion, usually in the form of a fundamental concept, principle, or law. In principle-first organization, a concept or principle is stated explicitly, and then the evidence needed to support it is presented. The prevalence of the proof-first structure in contemporary textbooks may be due to the fact that most college science textbooks are written by scientists with little formal training in education. They present science the way it is practiced by experts. However, studies by Dee-Lucas and Larkin (2016) indicate that the principle-first structure is more effective for long-term retention and understanding by novice readers.

Layout and illustrations are important predictors of a text's effectiveness. One of the most effective types of illustration, especially for students with low verbal aptitude, is a simple multicolor line drawing (Dwyer, 2016; Holliday et al., 2017) although more visually appealing, and more prevalent in the current textbook market, realistic drawings or photographs are less effective at enhancing student learning. The organization of

information on a page also affects student learning (Wendt, 2017).

### **2.3.5 How to Choose and Use an Appropriate Textbook**

Before selecting a text, it is important to know what books are currently on the market. Colleagues who teach the same or a similar course (in your department or at other institutions) are good sources of ideas and information. Your campus bookstore's textbook manager can provide the name and phone number for textbook sales representatives from many different companies. Science education publications (see Appendix B) carry advertisements from major publishers, and some feature a book review section or annual book buyer's guide. Professional society meetings also provide a chance to talk to publishers and see their new textbooks. Many companies will supply review copies to potential textbook adopters, in return for information about the course in which it might be used.

There are a number of factors to consider when selecting a textbook. To be of greatest value to students, the objectives of a textbook must be consistent with those of the course. Authors often try to meet particular objectives in their books, and these may differ among the choices.



Skim the preface to see whether you share the author's approach to the subject.

## AFRICAN PERSPECTIVES

### 2.6 Types of Instructional Materials

Bawa N., (2016) define Instructional materials refer to anything a teacher uses in teaching and learning situation from small stones, pieces of papers, small sticks, a sample of a leaf, chalkboard, maps, charts, radio, television, computers. Meanwhile, According to Olayinka, (2016), the importance of instructional materials in the development of learners' intellectual abilities and attainment of teaching/learning objectives cannot be over-emphasized. The students taught with instructional materials have excellent achievement scores compared with those taught without any material. It was also noted in the study that there is no significant interaction effect of treatment and gender on students' achievement in Social Studies. While, according to Aina, (2017) instructional materials are very important because what students hear can easily be forgotten but what they see cannot be easily forgotten and last longer in their memory. On the other hand, in his study Okobia (2017), pointed out that educational attainment depends a lot on the quality of teaching. The lack of instructional materials and resources for the implementation

of Social Studies curriculum in the junior secondary schools in the Edo State of Nigeria. Most instructors do not use instructional materials to instruct. The deficiency of necessary instructional materials and resources reduces the students to mere passive participants in the scholarship process.

Therefore, there is an erosion of enthusiasm in the instruction/learning process by both instructors and pupils. According to Abdu-Raheem and Oluwagbohunmi (2015), improvisation of locally made and unsophisticated instructional materials by instructors, including pre-service teachers will go a long way to standardizing teaching/learning, promote students' performance and improve the quality of education generally. Despite the advantages of improvisation of instructional materials for the teaching and learning of Social Studies, it is a challenge to teachers at all levels of instruction in Nigeria, since most teachers are teaching with irrelevant materials or without any textile. Hence, George and Amadio (2016) improvisation of instructional materials for teaching mathematics is the ability of the mathematics instructors and pupils to produce appropriate, adequate and relevant material resources. There are prerequisite skills that mathematics teachers need for the improvisation of instructional materials. In parliamentary law to effectively produce



instructional materials from locally sourced materials, the instructor must possess adequate skills which are basic. This attainment of skill can be made possible through constant practice and observation of the experts. They also must include the knowledge of the basic rules and elements of the invention. Some of the skills required in the production of instructional materials are making out, closing up, painting, measurement, sorting, and setting up, and mounting of devices. According to Mercado and Ching (2016), educational materials bring more positive than negative implications in their classroom pedagogy as well as their performance towards other educators. It greatly helps them to personalize their teaching strategies because they know the various learning speeds and capacity of their students despite the challenges in developing their own or looking for relevant materials that suit the needs of their learners. Muñoz Oyola, J. E. (2017). According to Ruto, and Ndaloh, (2017) the teachers need to use various and appropriate teaching methods and instructional materials, in order to develop positive attitudes of learners towards the subject. Meanwhile, according to Oladejo, Olosunde, Ojebisi, and Isola, (2011) Instructional materials supplement, clarify, vitalize, emphasize instruction and enhance learning in the process of transmitting knowledge, ideas, skills, and attitude.

This calls for teacher resourcefulness and improvisation on the parts of the Physics teachers. The ability of the teacher to make use of “local” materials in place of “standard” ready-made materials makes lesson more effective and improved students’ achievement. Hence, Ogbondah, L. (2008), it is a fact that classroom learning depends on effective communication, skillful application of the several techniques and materials for learning. When adequate instructional materials are added to suitable methods, efficiency in learning is assured. The maximum impact can be made on learning when an efficient instructor uses the suitable method and appropriate teaching materials. According to Nsa Ikot, and Udo, (2015), the results indicated that students taught practical agriculture using instructional charts, pictures and filmstrips performed significantly better than students taught without instructional materials. In the process of teaching/learning, instructional materials that were used facilitated students understanding by supplementing, clarifying, revitalizing and emphasizing the teacher’s verbal efforts that inadequate use or lack of use of instructional materials in the teaching/learning situation (lecture method) negates the objective of teaching. Hence, according to Muñoz (2010), the strengthening of the cognitive prerequisites mentioned above proved that instructional materials positively

influenced the children's cognitive skills development since the first graders were able to identify, compare, classify, differentiate, analyze pictures, decode and use divergent thinking during the implementation.

## 2.7 Current trends in teaching learning practice

Prior to the last century, teaching was considered as a rigid, formal and stereotyped process of transmitting knowledge. Education was taken as a bipolar process with teachers at the giving end and students at the receiving end. Teachers were considered to be the only source of knowledge, may be through manuscripts or printed materials. Schools were the knowledge shops and teachers are the information managers. Emphasis was laid on rigid discipline, blind memorization and hard reinforcement. Verbalism was enforced and no audio-visual aids or materials were utilized in the field of education. Recently, learning has assumed more importance than teaching. It has been rightly observed by the International Commission on the Development of Education that there has been a change in the learning process which is tending to displace the teaching process. Multimedia systems have to now acquire more significance and educational technology has been popularly used for effectiveness (Karthik, 2016).

The new era makes the educationists to realize that in education 'learning' is now important than 'teaching'. The former is concerned with pupils whereas the latter is concerned with pupils and teachers. The traditional concept of teacher as the only source of knowledge has been changed due to the advancement of science and technology. The traditional classroom with one teacher teaching students was mainly one way of communication is no longer effective in modern times due to dynamic nature of society. The change should be brought in teaching learning situation. So, there is a need to introduce modern teaching learning process through improved means of educational technology (Kumar, 2017).

Teaching methods in recent times have been moved from predominantly teacher oriented and controlled approach to student interactive system. Such a system requires a number of changes in the instructional procedure and the materials used for effective teaching. In a formal education system, the use of audio-visual aids is useful for the classroom teaching. Undoubtedly, the instructional and pedagogical skills of the teacher, and the readiness of the students play significant role to make the classroom teaching effective. In the present period of educational technology, teacher should not depend upon any single method of teaching (Kaur, 2016).

Development in the field of science and technology resulted in an increased availability of teaching materials which are known as audio-visual aids or techniques. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. They are the important landmarks in knowledge transfer. Unfortunately, the employment of audiovisual techniques as an integral part of instructional technology is very limited in India as compared to the Western countries where it is being used extensively with great effect. The limited employment of audio-visual techniques in India may be attributed to the inadequate appreciation of the impacts of the techniques, lack of commitment to improved instructional methods, and lack of support from the authorities. It therefore implies a thorough understanding on the part of the teachers and school authorities towards the relative merits of technological aids and its application to achieve the best result (Natarajan, 2015).

Emma and Ajayi (2017) opined that the application of such technological aids can be facilitated only when teachers understand its applicability and acquire the needed skills for the use of intricate mechanical equipment.

Without the knowledgeable teacher, instructional materials cannot create change and progress in the teaching learning process. It begins to make impact only when the teacher begins to make use of it and allows it to make over its values. Therefore, teachers have to be properly motivated and made interested in the use of such materials. Teachers have to be trained and oriented in the adequate use and maintenance of the materials. It is often found that these devices or media have been hurriedly introduced and used without sufficient planning and forethought.

The audio-visual aid and invention of photography is another application of technology in education. Other methods of recording and reproducing sound were also invented-such as optical recording of sound on the film and the magnetic recording of sound on magnetic tapes and cassettes. The teacher can use them very effectively in the teaching of language, Business Studies and music. The invention of the camera and photographs enabled the teacher to use photographs as aids in teaching. All these are called visual aids to instruction because the teacher uses in the classroom as teaching aids to give common visual experiences to the students (Mohanty, 2016).

## 2.5 Improper Curriculum Implementation and Lack Of eLearning Materials in Secondary Schools

Introduction: Garrison (2015) defines eLearning as “electronically mediated asynchronous and synchronous communication for constructing and confirming knowledge”. eLearning can be considered a natural evolution of distance learning, which has always taken advantage of the latest tools to emerge in the context of technology for structuring education (Sangram et al, 2016). The school and classroom climate of public schools do not encourage the proper and conducive environment for this implementation of eLearning materials to schools. Before we can celebrate the introduction of eLearning at schools in the 21th century, here are my thoughts on the lack of eLearning materials in secondary schools. My emphasis is on the less privileged children.

### ZAMBIA PERSPECTIVES

Zambia, like other countries have developed ways and means of monitoring the quality and standards of their education systems. In most cases, the monitoring process involves supervision by inspection of educational Institutions such as schools, colleges and other aspects of the education systems and the most common outcome of an inspection is a written

report of the inspectors ‘findings. The critical role of inspection as one of the dominant strategies for monitoring and improving the performance of education systems in schools cannot be over emphasized. Standards officers or inspectors contribute towards achieving the government’s overall purpose and its strategic objectives of creating a smarter, healthier, wealthier, fairer and Stronger Zambia (Coleman, 2014).

Educating Our Future (2014), Zambia’s National Policy on Education states that “the role of the inspectorate is to establish, evaluate and promote the highest standards of quality in education provision at all levels including special education units. Inspection is concerned with the improvement of standards and quality of education and should be an integral part of a school improvement program. According to Coleman (2014), in reflecting the practice of inspection by the Office for Standards in Education (OFSTED), Britain, a major purpose of inspection is ‘to collect a range of evidence, match the evidence against statutory set of criteria, arrived at judgments known to the public. Maw (2014), in reflecting on the British Education (schools), Act 1992, noted that the role of inspection in Britain is to monitor the standards quality, efficiency, and ethos of the schools and inform the government and the general public on these matters.

In many countries including Zambia where inspectorial systems of supervision of schools are conducted, the responsibility for inspection lies with the Directorate of Standards and Evaluation. In Zambia, inspection of schools is a function over the years that has been entrusted to the Ministry of General Education in accordance with the provision of the 'Education Act, 2013 and Education Act 2017' which empowers the Minister of Education to promote the education of the people of Zambia. According to these Acts, the management and general control of the school system, in particular, is the responsibility of the Ministry of General Education (Ministry of General Education, 2017). The Education Acts further empowers the Minister of Education to appoint school.

As a signatory to the United Nations Educational and Scientific Organization (UNESCO), Zambia bound herself to achieve Education for All (EFA) goals targeted for 2015, which emphasizes inclusive education and non-discriminatory education practices (UNESCO, 2009). Thus, the country has both signed and ratified the United Nations Convention on the Rights of the Child of 1989 which sets out children's rights in respect of freedom from discrimination and in respect of the representation of their wishes and views and the United Nations Convention on the Rights of Persons with Disabilities of 2006 which calls

on all States Parties to ensure an inclusive education system at all levels.

In Zambia, inclusive education is associated with disabilities and the school. It is one of the several ways in which the Zambian education authorities have sought to enhance citizen rights for children with disabilities. Therefore, most schools in Zambia are now vehicles of inclusive education. The Ministry of Education in Zambia formulated a policy document 'Educating our Future' (MoE, 1996) which clearly spells out the need for inclusive education as strategic for ensuring equality of educational opportunities for children with special needs. The document states that, furthermore, the Ministry of Education (2015) 'Inclusive Schooling Programme' asserts that a school is the delivery point for the country's education policies and curricula including the Inclusive Schooling Programme. It further points out the need for in-service training of teachers and the need to re-structure the teaching course for teachers in order to enable the teachers and would be teachers respond to the curriculum demands especially in an Inclusive set up. Thus, following the policy pronouncement, Educating Our Future Policy (MoE, 1996) and Inclusive Schooling Programme (MoE, 2003) some schools in several districts were adopted as Inclusive Education piloting schools in 2004. Some senior education officials, head teachers and

teachers also underwent sensitization and training in inclusive education. A structure was also put in place to propagate and monitor activities pertaining to inclusive education. Structures were also put in place at ministry headquarters, provincial office, district level, zone level and at the school level. On the other hand, special schools have been maintained for pupils with severe disabilities (MoE, 2011). However, attitudes and perceptions of teachers towards special needs education have not been handled adequately.

Therefore, these educational policies, laws and declarations guide the education provision in Zambia. Thus, three categories of Inclusive Education are noticed in Zambia today; Unit based integration, Resource room-based integration and full inclusion. A unit is a special class attached to the mainstream school which provides for learners with disabilities for part of the school day. Here, children receive specialized teaching from special teachers. At times, children with disabilities can join their peers in certain activities depending on individual's abilities, for example, music, dance and worship. The theory behind a unit is that it facilitates social interaction between the disabled and the non-disabled which in turn enables the disabled to gain valuable experiences and skills necessary in everyday living activities (Mkandawire, Maphele, and Tseeke, 2016). Examples of unit base

integration are Munali Special Unit at Munali Secondary school (Lusaka), Mano Special Unit at Mano Basic School (Copperbelt) and St. Theresa Special Unit at St. Theresa Combined School (Copper belt). The resource room is a specially staffed room to which disabled children enrolled in the regular classroom come at planned intervals as the need arises. Usually, there is need for collaboration between the regular teacher and the special teacher in order to meet the needs of the disabled child. The special teacher complements what the regular teacher gives in his or her class by providing specialized skills, instructions, information and academic remediation necessitated by the disability. Under full inclusion, children with special educational needs are placed in ordinary classes for non-disabled children. Thomas and Loxley (2016) point out that; the philosophy that underpins inclusive schooling emerged from the view point of a democratic society and of truly comprehensive school system; the shift towards protecting children's rights is perhaps the most essential issue within the inclusion debate. It is no longer a question of compulsory education or the children's special needs, but rather the right to participate in common education.

In as much as Educating Our Future promotes inclusive education, placement of children with special educational needs in ordinary schools is done without proper assessment to ascertain the



actual needs of the child and in most cases children with disabilities do not receive the optimum help they need. Most teachers who teach in such schools hardly have basic skills in teaching children with disabilities, (Simui, 2015). Therefore, this disadvantages children with special educational needs from acquiring quality education.

The FNDP will place emphasis on improvement of quality, while still regarding increase in access as a priority for early childhood care, development and education, upper basic, high school, vocational training and tertiary education. In this regard, reforms in curriculum development; syllabus design; professional teacher enhancement; making the learner environment more productive and conducive to the learning and welfare of the learner; and attainment of educational standards will be among the key reform areas. (Fifth National Development Plan 2006 – 2010)

## 2.8 Instructional Methods

Instructional methods are the basic approach by which the instructor has transferred the knowledge to the students. The preparation of instructional methods depends on the students' age, developmental level, previous knowledge, their needs, subject-matter content, objective of the lesson, the available people, space and

material resources, and physical set up of the classroom (Nisha, 2016).

Reiser and Dempsey (2017) define instructional methods as "the elements included in instruction for the purpose of supporting the achievement of the learning objective". The instructional methods allow learners to draw upon cognitive processes of learning through assisting learners in "paying attention to relevant materials, mentally organizing it into a coherent representation and mentally relating it to prior knowledge". Instructional method includes practice, problems or exercises, negative or positive feedback, visuals, educational games, and simulations. Instructional methods fall into two categories such as teacher-centered approaches and student-centered approaches.

Teacher-centered approaches include instruction where the teacher's role is to present the information that is to be learned and to direct the learning process to students. The teacher identifies the lesson objectives and takes the primary responsibility for guiding the instruction by explanation of the information and modeling. This is followed by student practice. Methods that fall into the teacher-centered approaches include demonstration, lecture, and lecture-recitation, and lesson method, Socratic and tutorial method.



## 2.8.1 Teacher-Centered Approach

A lecture is verbal information by an instructor with little or no response required from the students. The lecture method continues to be an effective method of disseminating information to large groups. It is time-effective and cost-effective. Lecture is usually considered one-way instructional method because most of the information is flowing in one direction from the instructor to the participant. The effectiveness of lecture method depends on instructor's ability to 'stand and deliver' in an interesting way. A good lecture can provide a good learning experience (Sharma, 2017).

Lecture-Recitation: It is one of the instructional methods in which the teacher presents information by telling and explaining and follows up with question and answer sessions at periodical intervals. Questions are used for summarizing the content of the lecture and for helping students consolidate and organize the presented information. The lecture-recitation method is often efficient in terms of time, flexibility, and learning while actively involving students in the lesson. This method is highly adaptable to a large variety of topics and frequently is used as a companion to the lecture method or to the study of a textbook. A hybrid form of the lecture-recitation method, in which questions are interspersed throughout the lecture, has proven to be most popular among

classroom teachers. When proper lecturing is executed and questions are strategically used, this method is an effective and efficient way of teaching content. The teacher must bear in mind that practically every method used in the classroom will involve elements of the lecture of the recitation (Tripathi, 2016).

Lesson Method: The lesson method is interactive in nature. The lesson method involves student participation and gives a good indication of whether the message is being received or not. It may indicate that some areas need to be revised. The instructor should ask questions of the group often, making sure that they are relevant to the topic. The questions must be spread evenly around the group so that all the students are participating. If people are having trouble answering the questions, the instructor must not give them the answer. The question can be redirected. The lesson method involves exactly what its name implies--teaching a lesson; and teaching a lesson involves much more than just presenting information. The lesson method develops more positive attitudes and provides motivation, not only from the instructor's viewpoint but from the viewpoint of the group itself

Learner-centered approaches involve instruction where the teacher is a facilitator (or guide) as the learners construct their own understandings. Our educational system is

generally based on the teacher centered approach in which the individual student has little freedom regarding what he learns and how he learns it. However, it is observed that there is a slow but steady increase in the use of student- centered learning within the traditional system. This trend is certain in making teaching learning process more practicable by making available new and more effective methods and media (Singh, 2015).

Jones (2016) defined the student-centered classroom as a place where needs of students are considered and students are encouraged to participate in the learning process at all times. It is not a place where students make random decisions about what they want to learn. The teacher becomes a member of the team as a participant in the learning process and functions as a facilitator who guides, manages activities and directs. Learner centered approaches assumed that only when students are active participants, learning that takes place will be deep, enduring and enjoyable. Moreover, this would help in transfer of learned concepts and abilities to contexts beyond classroom.

Dupin-Bryant (2015) defines learner centered teaching style as “a style of instruction that is responsive, collaborative, problem centered and democratic in which both students and instructor decide how, what and when learning

occurs”. Learner-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class.

students with behavioral and learning needs responded to it. Results indicated that all teachers believed that their lessons were found more interesting, the children. Learned more, felt more confident, and they learnt to work more closely with their colleagues.

## **CHAPTER THREE 3.0 RESEARCH METHODOLOGY**

### **3.1 Overview**

The issues addressed in research methodology are the research design, target population, sampling procedure and data collection instruments. Validity and reliability are also issues discussed in the research methodology. Lastly, the methodology discusses the procedures of data collection and data analysis.

### **3.2 Research design**

The study involved a descriptive survey research design where qualitative data was collected. The design was non-experimental soliciting information from teachers on the

instructional materials they use in teaching pupils in the pre-school. According to Dalen (2015) the design enables the researcher to collect data to assess current practices for improvement. According to James (2015), descriptive research is used to obtain information concerning the current status of phenomena to describe what exists with respect variables or conditions in a situation. Manion (2015) state that survey studies collect data with the intention of determining the relationships existing between specific events or variables. This study used descriptive survey design to collect and analyze data to determine the relationship between independent variables and dependent variables and further establish the effectiveness use of instructional materials in participation in Business Studies classroom.

The data collected was qualitative since the techniques and measures to be used do not produce discrete numerical data Mugenda (2016). Mostly, in qualitative research techniques, the data are in the form of words rather than numbers and these words are often grouped into categories. According to Mugenda and Mugenda (2013), qualitative research is advantageous in that it permits the research to go beyond the statistical results usually reported in quantitative research. Knowledge generated by qualitative research is significant in its own right Adelman (2014).

The data in this research was mainly primary in nature since this data was collected only for this study or research purpose at hand.

### **3.3 Target population**

Population refers to entire group of individuals, events or objects having common observable characteristics. The target population basically comprised all the primary schools' teachers in Ndola. There are 60 teachers in all public primary schools in Ndola. The zone has 20 diploma holders, 30 with certificate. Data was collected from the sample of these teachers.

### **3.4 Study location**

The research was conducted in the city of Ndola. The choice of the city of Ndola on the other hand was because of convenience. The researcher was based in Ndola.

### **3.5 Sample and sampling procedures**

#### **3.5.1 Sample size**

The sample size for primary data collected using questionnaires was 100. That is 100 questionnaires were distributed to different pupils and teachers who represented various schools within the city of Ndola.

The samples were chosen at random using simple random sampling with a view of getting samples that are as representative as possible.

According to Mugenda and Mugenda (2016) “Generally the sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population”. This study used stratified sampling since the population embraces a number of distinct categories of teacher qualifications.

This helped in including the teachers of all levels of professional qualifications. There are diploma holders, certificates as well as untrained teachers in the study area. Each of these three categories of teacher’s qualifications was sampled as an independent sub-population out of which individual teacher was randomly selected. Using simple random procedure 10 out of 20 diploma teachers, 15 out of 30 certificate holders’ teachers and 5 out of 10 untrained teachers was selected as samples to represent each of the three strata of teacher qualification. According to Lilian (2016), the sample sizes will yield a 5% margin of error and a confidence of 95%. To select the sample, the research wrote on a piece of paper the numbers then cut into pieces and put them in a box for randomly selection of the teachers. For example, for diploma holder, the research wrote number 1 to 20 then randomly selected the 10 teachers who picked number 1 to 10.

## **3.5.2 Research instruments**

### **3.5.2.1 Teachers’ questionnaire**

In this study one of the research instruments was the questionnaire for the teachers. Teachers were used to source information on the effectiveness use of instructional materials on participation in Business Studies lesson. From the questionnaire the teacher answered questions regarding Information on independent valuables such as Availability and adequacy of instructional materials, maintaining of classroom records for example progress records, Classroom time management and Group arrangement was also captured in the teacher’s questionnaire.

### **3.5.2.2 Observation schedule**

The researcher adopted observation schedule. This was done by attending some live lessons in order to witness the routines followed by the teachers in conducting Business Studies lessons. The researcher observed the availability and adequacy of instructional materials and how time is managed while using them during the learner’s participation lesson. The researcher also had the opportunity to observe learners participating in Business Studies classroom. The information in the observation schedule served the purpose of collaborating with information recorded in the teachers’ questionnaire.

### 3.5.3 Validity

Validity shows how accurately the data obtained in the study represent the variables (Mugenda & Mugenda, 2013). In this study, the tools were validated during a pilot study, which took place at St Bonaventure Primary School, Ndola District. One headteacher and 2 teachers who were used in the pilot study helped to clarify the items in the interview schedule and questionnaires. The teachers also advised the researcher to refine the checklist that was to be used by teachers to identify learners with LD. It was flowing without segmentation but after validation, it was categorized into 5 major components. Colleagues and supervisors also went through the instruments and corrected content validity and language clarity. For example, on teacher's questionnaire, questions on collaboration, item number 7, the question was very shallow in achieving objective number 4, which asked whether the head teacher supported collaboration. Part "b" was, therefore, added to that question that required teachers to give their opinions on support they received from the headteachers. Two trained research assistants who were earlier trained by the researcher were subjected to all the tools and asked to answer the questionnaires and respond to the questions in the interview schedule. All instruments were amended as per headteachers, teachers and research assistant's responses. For example, the teachers assisted

the researcher to refine the checklist for identifying learners with LD by putting the characteristics into 5 major components.

### 3.5.4 Reliability

Reliability is a measure of how consistent the results of a test should be to ensure reliability for the tools. The researcher used test-retest method, in this case, it involved administration of the same instruments twice to the same group of sampled subjects in a span of 10 days' time lapse between the first and the second one. Pearson Product Moment Correlation Coefficient was used to establish reliability. Correlation coefficient of 0.75 was considered adequate to judge reliability of the instruments. According to Mugenda and Mugenda (2013), a correlation co-efficient of 0.8 and above indicated strong correlation between measures. The following steps were followed in the test – retest method:

- I. Selection of an appropriate sample group of subjects.
- ii. Administration of the test to the subjects.
- iii. All the initial conditions were kept constant and the test was administered to the same subjects.
- iv. Finally, a correlation of the scores from both testing periods was calculated.

### 3.5.5 Data Collection procedures

The study used descriptive survey design where

data was collected through a questionnaire administered to pre-school teachers and observation which was done by attending some live lessons in order to witness the routines followed by the teachers in conducting Business Studies lessons. Permission to carry out the study was obtained from district education office before the researcher started collecting data. The primary schools' teachers were assured of the confidentiality of the information collected and security of their job.

### 3.6 Data analysis

Data obtained from the field in raw form is difficult to interpret and therefore, such data must be analyzed to give meaning. The collected data from field work through the use of questionnaires, interviews and observation schedule was coded first to enable the analyses. The results were tabulated using tables. The quantitative variables and data from the study was analyzed and processed through the use of Statistical Package software –STATA software. Also, Micro Soft Excel spread sheet was also used.

The responses that came from open ended questions were grouped according to similarities as judged by the researcher. The responses were then captured and analyzed using the statistical software in line with the objectives of the study.

## CHAPTER FOUR 4.0 DATA ANALYSIS AND PRESENTATION

### 4.1 Overview

In this chapter data pertaining to the effectiveness of use of instructional materials on learner participation in Business Studies classroom in primary schools in Ndola District was analyzed and interpreted using tables. The main instrument used to seek information on these questions was a self-administered questionnaire. A total of 30 respondents were sampled. All the sampled respondents responded by completing and returning the questionnaire within the stipulated time making a 100 percent response.

Table 4.1 indicates the number of respondents who filled the questionnaires and returned.

Table 4.1 Response rate

Category	Sam ple	Mal e	Fem ale	Percent (%)
Diploma holder	10	2	8	33
Certificate holder	15	3	12	50
Untrained	5	1	4	17
<b>TOTAL</b>	<b>30</b>	<b>6</b>	<b>24</b>	<b>100%</b>



Out of 30 sampled respondents, 10 were diploma holders, 15 out of 30 certificates holders and 5 out of 30 were untrained. 30 responded, this gives a response rate of 100%.

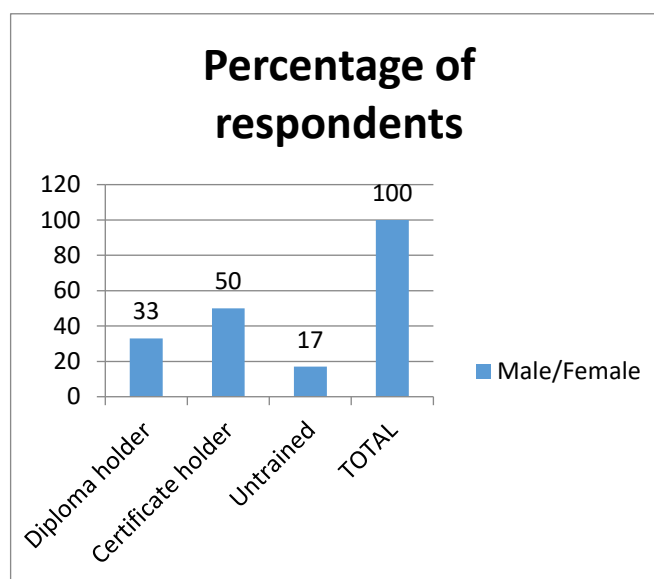


Figure 4.1 Bar chart

## 4.2 Background characteristics of respondents disaggregated by gender

Respondents were asked to indicate their names, age, level of education, the effects of record management in the improvement of learner's participation in Business Studies classroom, types of instructional materials used in the study area, the number of learners per class and the challenges in acquiring instructional materials for participation in Business Studies classroom. The findings of the study were presented in the subsequent sections.

## 4.3 Distribution of respondents' level of Education and experience

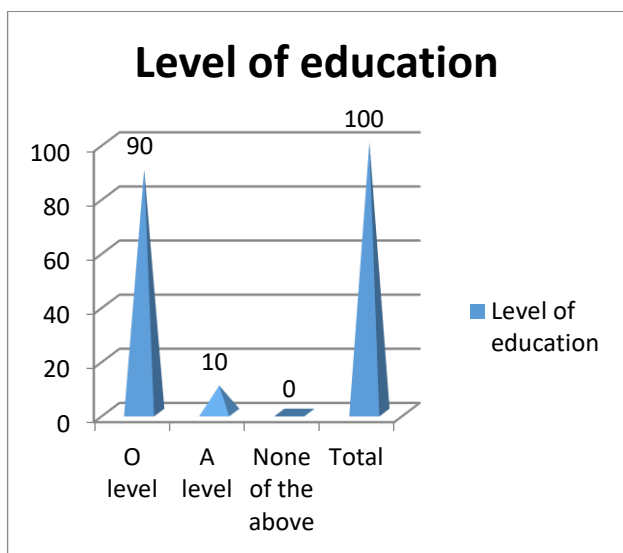
Table 4.2 summarizes the responses of question on distribution of respondents' level of Education and experience. This question sought to find the education level of respondents. Education gives the required skills in our day to day duties. Experience assist teachers to be conversant with the problems encountered during learner's participation in Business Studies classroom. The past experience enable teacher to get solution for the current problem.

Table 4.2 Distribution of respondents' level of education and experience Education level of respondents

Level of education	Response rate	Percentage s (%)
O level	27	90
A level	3	10
None of the above	0	0
Total	30	100

Out of 30 respondents 27 (90%) were of O level while 3 (10%) were of A level. It was an indication that all of the respondents were of O and A level of education.





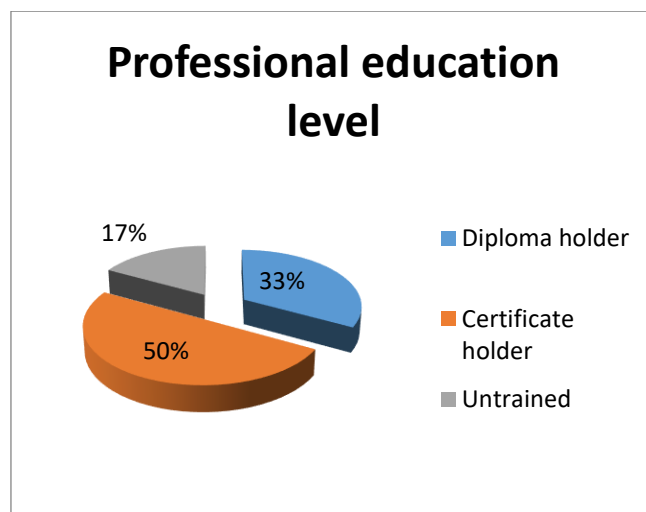
**Figure 4.2 Clustered pyramid chart**

Professional education level of the respondents in Primary Education

Education level	Response rate	Percent (%)
Diploma holder	10	33
Certificate holder	15	50
Untrained	5	17
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Respondents were asked to indicate their professional education and the study established that out of 30 respondents 10 (33%) were diploma holders while 15 (50%) were certificate holders and 5 (17%) were untrained teachers therefore, most of the respondents are

certificate holders followed by diploma holders and few teachers were untrained.



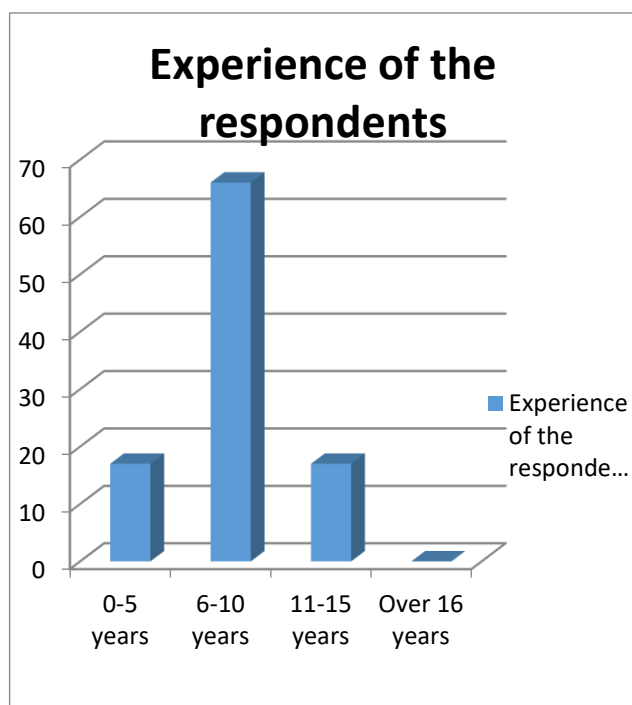
**Figure 4.3 Pie chart**

Experience of the respondents

Experience	Response rate	Percentages (%)
0-5 years	5	17
6-10 years	20	66
11-15 years	5	17
Over 16 years	0	0
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Respondents were asked to indicate their years of experience in handling learners while participating in Business Studies classroom and the study established that out of 30 respondents 5 (17%) have between 0 to 5 years of experience while 20 (66%) have between 6 to

10 years of experience and 5 (17%) have between 11 to 15 years of experience. The results showed that no respondent had above 15 year of experience. Most of the respondents in the study area who participated in the research have over 5 years of experience.



**Figure 4.4 Bar chart**

#### 4.4 Use of Instructional Material and participation in Primary Education Business Studies lessons

Table 4.3 shows response on use of instructional material in Primary Education. The question sought to find out if respondents know the reasons for the use of instructional materials. Instructional materials play a vital

role in participation as a topic can be supported and help learners to glue the information learnt in their mind.

**Table 4.3 Use of Instructional Material in Primary Education**

Responses	Number of Respondents	Percentage (%)
Help the learners to remember important Information	11	37
When properly used, they help gain and hold the attention of the learners	15	50
They can be very useful in supporting a topic	1	3
They clarify the relationships between materials objects and concepts	1	3
Good instructional materials can help solve certain language barrier problem	2	7
<b>Total</b>	<b>30</b>	<b>100</b>

Out of 30 respondents, 15 (50%) indicated that instructional materials help gain and hold the attention of the learners engaging them in the activity given on participation in Business Studies lesson Esther (2015). 11 (37%) respondents indicated that handling the

materials practically glue the information to learners' minds.

Out of 30 respondents, 1 (3%) indicated that instructional materials clarify the relationships between material objects and concepts stating that, if relationships are presented visually, become much easier to comprehend (Lenah, 2016). instructional materials can help teachers to avoid many words to explain sound, object, or function, and instead plays a recording of the sound, shows picture of the object, or presents a diagram of the function. Consequently, the learners learn faster and more accurately, and this saves time in the process (Kirenge, 2016).

Out of 30 respondents 2 (7%) stated that, good instructional materials can help solve certain language barrier problems (Esther, 2015). Consider the continued expansion of technical terminology in everyday usage. This, coupled with culturally diverse backgrounds of today's learners, makes it necessary for teachers to be precise in their choice of terminology. Words or terms used in instructional materials should be carefully selected to convey the same meaning for the learners as they do for the instructor (Nyokabi, 2015). They should provide accurate visual imagined make learning easier for the learners while using instructional materials on participation in Business Studies lessons.

## 4.5 Instructional materials, grouping and participation in Business Studies lesson

Table 4.4 illustrates the results posted by the sampled respondents on grouping of learners, use of instructional materials and participation in Business Studies Class room. The question sought to determine the importance of grouping learners which help learners to grow relating with each other while using instructional materials on participation in Business Studies lesson and therefore assist each other in sharing of ideas, and create friendship which avoid conflict in the absence of the teacher.

**Table 4.4 Grouping of learners, use of instructional materials and participation in Business Studies classroom.**

Importance of grouping Learners	Response rate	Percentage (%)
Collaborative learning involves active learning.	5	17
Learners feel less isolated and alone.	12	40
Depending on the activities, it is possible to divide out components and share workload	3	10
Working successfully in groups assists in development of transferable skills	10	33
<b>Total</b>	<b>30</b>	<b>100%</b>

Out of 30 respondents, 5 (17%) indicated that collaborative learning involves active learning by encouraging sharing of ideas that avoid boredom. According to Jane (2016), when learners get actively involved in the materials deeper learning and understanding usually results. Further 12 out of 30 (40%) respondents indicated that Learners feel less isolated and alone. Learners feel less isolated especially at the beginning of the activity in participation, they have support at the where to start stage Esther (2015). The results in table 4.4 shows that 3 out of 30 (10%) respondents indicate that depending on the activities, components are divided and workloads shared Kimaku (2016). The activity is done much faster and become easier. Less time is used in a certain activity and the learner manages to handle different tasks within a short time Edward (2016). The research shows that a group of 10 (30%) of the respondents indicated that working successfully in groups assists in development of transferable skills Emily (2015).

#### 4.6 Types of grouping of learners during participation in Business Studies lesson

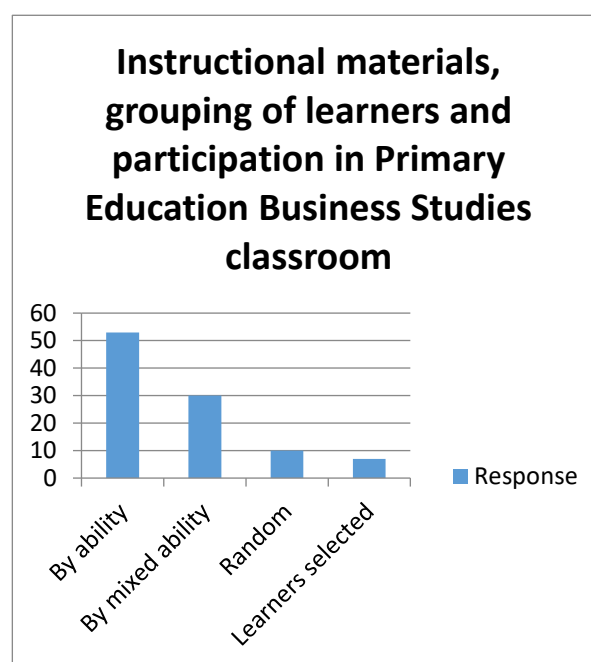
Table 4.5 indicates the summary of response on instructional materials, grouping of learners and participation in Primary Education Business Studies classroom. The question sought to find out if learners are grouped while participating in Business Studies lesson.

Grouping encourage sharing of skills that enable learners to use instructional materials effectively as slow learners gain from quick learners.

**Table 4.5 instructional materials, grouping of learners and participation in Primary Education Business Studies classroom.**

Response	Response rate	Percentages (%)
By ability	16	53
By mixed ability	9	30
Random	3	10
Learners selected	2	7
<b>Total</b>	<b>30</b>	<b>100</b>

**Figure 4.5 Bar chart**



As shown in table 4.5, out of 30 respondents 16 (53%) said that grouping is based on learner's ability stating that, ability or homogeneous grouping combines learners with similar academic needs, allowing teachers to adjust or maintain the pace of instruction according to group progress. According to (Esther, 2015), this provides struggling learners access to additional reinforcement, while high achievers may pursue enrichment activities like independent research. Ability grouping is appropriate during participation Business Studies lesson or after assessments, when there are apparent gaps in learners understanding.

The results show that out of 30 respondents 9 (30 %) indicated that grouping is done by mixed ability stating that mixed ability, or heterogeneous groups, includes learners of all academic backgrounds, abilities, and readiness levels. This ensures diversity and high academic standards for all learners (Edward, 2015), therefore provides faster learners opportunities for skill modeling and peer teaching, while slower learners benefit from exposure to their teammates' higher-level thinking skills. Mixed ability grouping is most appropriate when used in conjunction with other activities that support the needs of individual learners, particularly those who are academically gifted or low ability (Nicholas, 2016).

Out of 30 respondents 2 (7%) said that it is done through learners selected. Learner-selected groups place the responsibility of creating cooperative teams entirely on learners. This method works best in smaller classes with members who know each other well. Teachers may add structure by asking learners to write down names of those they would most like to work with, and organizing them before informal activities like using instructional materials on participation in Business Studies lesson. Learner -selected groups also form effective teams which function to support participation and review with classmates who have missed material due to absence.

The results illustrate that 3 (10%) out of 30 respondents indicated that grouping is done randomly they stated that this method ensures a blend of personality types, abilities, genders and ethnicities, as learners are not grouped using pre-planned criteria. rather, they are organized by birthdays, numbers, favorite animals or shirt colors. As a result, learners do not feel labeled as slow or fast learners on participation in Business Studies lesson, and are free to collaborate without preconceived expectations of their performance. Random grouping is most appropriate for impromptu collaborative work from which learners benefit from exposure to diverse perspectives.

## 4.7 Instructional materials, records management and participation in Business Studies lesson.

Table 4.6 explains the importance of records management in improving pupil's participation. The question sought to find out if teachers manage records for future use.

**Table 4.6 instructional materials, records management and participation in Business Studies lesson**

Response	Response rate	Percentage (%)
Help the teachers to be conversant with the feeble areas of the learners hence strive to enhance it.	10	33
Enable the teacher to group according to abilities hence quick learning through confidence rather than intimidation of slow learners by quick learners	20	67
<b>Total</b>	<b>30</b>	<b>100</b>

Out of 30 respondents, 10 (33%) indicated that

Response	Response rate	Percentages (%)
10 - 30	0	0
31 - 40	7	23
41 – 50	20	67
51 & above	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

records management help teachers to be conversant with the feeble areas of the learners

hence strive to enhance it. Records of performance on participation in Business Studies lesson remind the teacher the weakness and therefore always take relevant instructional materials to assist needy learners. For example, if a learner does not attain a set goal on participation in Business Studies classroom, the teacher uses the record as a reminder of where to start.

Out of 30 respondents 20 (67%) indicated that it assists the teacher to group according to abilities hence quick learning through confidence rather than intimidation of slow learners by quick learners on participation in Business Studies lesson. For example, quick learners are grouped together to challenge each other and share ideas while weak learners can be grouped together for assistance from the teacher.

## 4.8 Number of learners per class

Table 4.7 indicates the number of learners per class in the study area. The study sought to find out the number of learners per class. The number of learners per class is very important in order to ensure that teachers get the right enrollment that is manageable.

**Table 4.7 Number of learners per class, use of instructional materials**

Out of 30 respondents 20 (67%) said they handle over 40 learners in one class while 7

(23%) stated that they have over 30 learners and 3 (10%) stated that they have over 50 learners which is hectic in terms of using the available instructional materials. They stated that they improvise some of the instructional materials in order to cater for the large number of learners in one class. Concentrating on the weak learners individually is another challenge brought by the large number per class.

#### 4.9 Types of IM used and participation in Business Studies classroom

Table 4.8 illustrates types of instructional materials used and participation in Business Studies classroom by activity. The question sought to find out if instructional materials used per activity are relevant in order to achieve the goal set while participating in Business Studies class room.

**Table 4.8 Types of instructional materials used and participation in Business Studies classroom by activity**

Activity	Instructional materials used	Number of the respondents	Percent ages (%)
Experiencing Air	containers, straws and water	21	70

Properties of Matter	stones, leaves, papers and corks	9	30
<b>Total</b>		<b>30</b>	<b>100</b>

The results showed that one of the practiced activities in Business Studies lesson is experiencing air. This was given by 21 (70%) of the respondents who concentrated on giving answers concerning the activity indicating that the instructional materials used in participation are containers, straws and water. Learners are given task of coming up with a container full of soapy water, use straws to blow in order to observe bubbles coming out and therefore gain the knowledge that water has air. Table 4.8 shows that out of 30, 9 (30%) of the respondents indicated that the activity they practice while participating in Business Studies class room is properties of matter indicating that instructional materials used are stones, leaves, papers and corks. The learners put the instructional materials provided inside a container full of water to find out what can float and sink in the water.

#### 4.10 Appropriateness of instructional materials on participation in Primary Education Business Studies lesson.

Table 4.9 shows the response of the sampled respondents on the appropriateness of

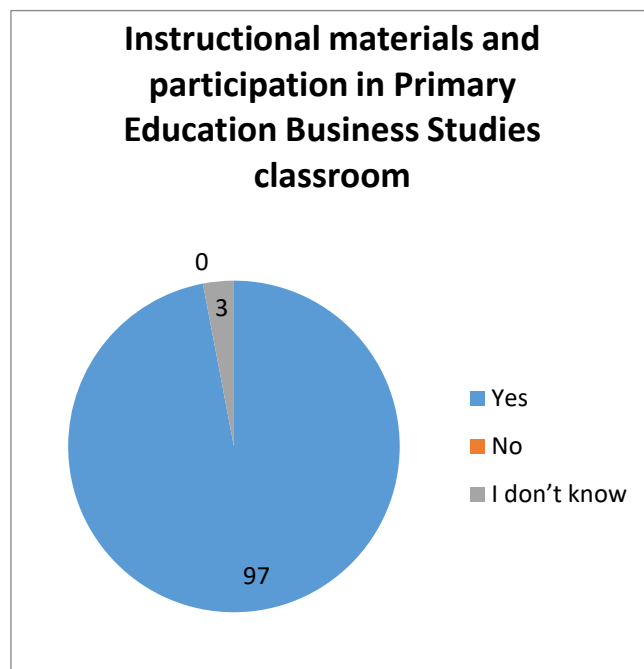


instructional materials on participation in Primary Education Business Studies lesson. The question sought to find out whether instructional materials avoid boredom and make the learners enjoy the lesson enhancing understanding and remembering of crucial information concerning the lesson.

**Table 4.9 instructional materials and participation in Primary Education Business Studies classroom**

Response	Response rate	Percent ages (%)
Yes	29	97
No	0	0
I don't know	1	3
<b>Total</b>	<b>30</b>	<b>100</b>

Out of 30 respondents, 29 (97%) said that learners enjoy using instructional materials while 1 (3%) of the respondent stated that they are yet to realize whether they enjoy or not. According to Esther (2015) learners enjoy using instructional materials as boredom is avoided by ensuring that they are all engaged in a certain activity rather than being seated and listening to the teachers explaining on the blackboard.



**Figure 4.6 Pie chart**

## 4.6 Effectiveness of use of instructional materials

Table 4.10 elaborates on the reasons for ineffective use of instructional materials on participation in Business Studies classrooms. The main objective of the study was to find out the reasons why instructional materials are not effectively used. This was brought up by the issue of learners not achieving the goal at the end of participation in Business Studies classroom.

**Table 4.6 Effectiveness of use of instructional materials**

Response	Response rate	Percentages (%)
Large number of learners per class	5	16
Lack of enough compound for the Schools	5	16
Lack of learner's confidence	2	7
Language barrier	2	7
Teacher's negative attitude	11	37
Lack of professional skills	3	10
Domestic violence	2	7
<b>Total</b>	<b>30</b>	<b>100</b>

Out of 30 respondents, 5 (16%) indicated that the reasons for not using the instructional materials effectively was the large number of learners per class. The Primary Education center consist of learners under 10 years therefore teacher need to concentrate on each to ensure that the desired concept is glued into the mind. This means that if the number of learners is large, the teacher lacks sufficient time to explain to each on how to use the instructional materials during participation in Business

Studies classroom. The large number of learners resulted from the introduction of free primary education.

Lack of enough field for the schools was a reason stated by 5 (16%) of the respondents. The compound set aside for Primary Education schools are very small compared to the number of learners enrolled per class annually. For example, while experiencing moving air by the use of kites, learners do not get enough space to run in order for the kites to be blown by the moving air.

Out of 30 respondents, 2 (7%) indicated that lack of learner's confidence was a reason leading to lack of effective use of instructional materials during participation in Primary Education schools. Some of the learners are shy and fearful while using instructional materials alone during participation which in turn leads to intimidation by others learners. Some of the learners comes from rich families and are not taught how to handle things by their own they always rely on their house helps.

Language barrier was a reason indicated by 2 (7%) of the respondents. Speaking different languages resulted from the intermarriages in the study area make it difficult to progress or to achieve the intended objective. Teachers use English and Zambia Local language while explaining during participation in the study

area due to the fact some learners are half cast been born by parents from different communities hence use Zambia Local language at home, others are brought up from families using mother tongue since their childhood. Teachers find it difficult to communicate to those who are not yet fluent in English and Zambia Local language.

Out of 30 respondents 11 (37%) indicated that teacher's negative attitude was a reason leading to lack of effective use of instructional materials on participation in Business Studies classroom. This was brought up by the issue of lack of teachers' motivation. Primary Education teachers are not employed by government and the amount of money parents pay, do not commensurate with the teachers' workload. This leads to lack of morale in explaining fully while assisting learners during participation in Business Studies classroom.

Domestic violence was a reason indicated by 2 (7%) of the sampled respondents. Sometimes domestic violence separate parents during the night leading to one partner and children encounter sleepless night and, in the morning, children are sent to school hungry and tired. During participation, such learner cannot concentrate and even sleep without completing the assigned task.

Out of 30 respondents, 3 (10%) indicated that lack of professional skills was a reason for lack of effective use of instructional materials. This was evidenced by the fact that 5 respondents were untrained. Lack of these skills deny any teacher the knowledge required in imparting learners on how to handle instructional materials during participation in Business Studies classroom. Professional skills are the specific skills that are required for any person who is working. These skills have to be worked on like going for a diploma course in Primary Education.

#### **4.12 Displaying of instructional materials and participation in Business Studies classroom**

Table 4.11 illustrate on when the teachers display the instructional materials while handling Primary Education learners on participation in Business Studies classroom. The question sought to establish whether teachers explain before the start of the activity since explaining first will give guideline on what to do.

## 4.13 Awareness of Inclusion

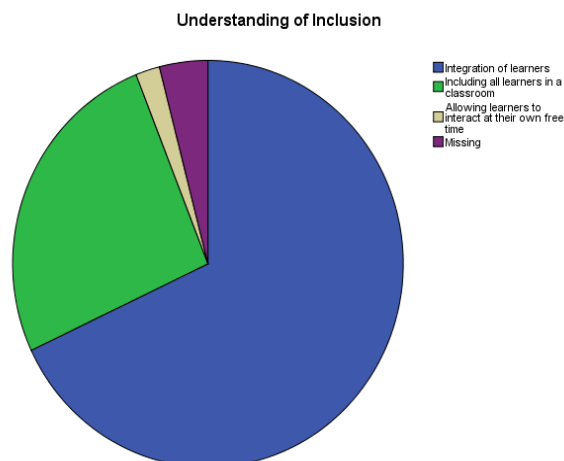
Participants were asked if they had come across the term inclusion and 46 said they had so giving 93.9% while 3 said they had not done so giving 6.1%. However, 1 participant did not respond to this question thus showing a missing response. The table below highlights the findings.

**Table 4 - Awareness of Inclusion of Participants**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	Yes	46	92.0	93.9	93.9
	No	3	6.0	6.1	100.0
	Total	49	98.0	100.0	
<b>Missing</b>	System	1	2.0		
<b>Total</b>		<b>50</b>	<b>100.0</b>		

## 4.14 Understanding of Inclusion

In order to understand the attitudes and perceptions of teacher towards inclusive education, it is important to first define the term inclusion. Participants were asked to indicate what they understood by the term inclusion. The figure below shows their responses.



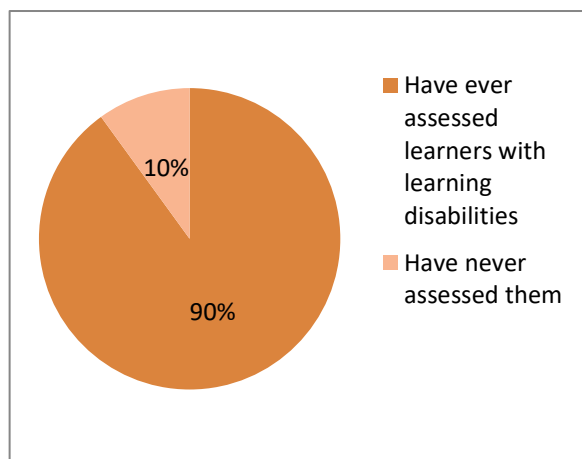
**Figure 4.7**

Figure 7 above shows that the majority 34 (70.8%) defined inclusion as the integration of learners while 13 (27.1%) defined it as including all learners in a classroom and 1 (2.1%) perceived it allowing learners to interact at their own time. The remaining 2 (4%) participants did not respond to this issue.

## 4.15 Classroom Instructional Assessment of Learners with Learning Disabilities

Objective two further sought to establish whether teachers were able to assess learners with LD during classroom instruction. Results are presented in table 4.5.

**Table 4.5: Classroom instructional assessment of learners with learning disabilities**



**Figure 4.8 Pie chart**

Out of the 32 teachers used in the study, table 4.5 above shows that 31(97%), have ever assessed learners with learning disabilities, while only 1(3%) have never assessed them. This assessment is done through individual teacher-made test, observation and an already prepared test. The high percentage of teachers who assess these learners is an indication that learners with learning disabilities are not neglected when it comes to assessment of learners and therefore, teachers are able to establish their weaknesses and remediate using appropriate teaching and learning strategies. Literature reviewed indicated that the closer the connection between the educational assessment and instruction, the more effective the teaching process. (Lerner et al., 2014).

**Figure 4.1: Tools Used for Classroom Instructional Assessment**

Figure 4.1 shows the tools used for classroom instructional assessment by teachers which were teachers made test comprised 13(41%) and already prepared test which are bought by school administration and comprised 6(18%). The study further found that 13(41%) assess learners through observation. It is important that teachers establish the learners' weak areas so that the skills deficit in the learner can be addressed. Interestingly, none of the teachers had kept any observation checklist in class. Pinnel (2015) has argued that teachers need assessment tools that help them become „noticing teachers, it is a matter of knowing what to attend to than a matter of having indefinite amount of time to work on one-on-one. Teachers should assign importance on what they note. Lipson (2016) further says that casual conversations with children can also provide useful assessment information. Further findings

through lesson observation indicated that 80% of the teachers gave immediate feedback while 20% did not. Further findings indicated that 53% of the teachers used assessment results for remediation, 39% used the results to improve teaching strategies among other reasons.

## 4.16 When Learners with Learning Disabilities are Assessed

Teachers were asked to indicate when they assess learners with learning disabilities and results are indicated in figure 4.2.

### When learners are assessed

Out of 32 teachers used in the study, 22(68%) said that they assess them after covering every topic and those who assess them when they do mid-term exams and at the beginning of the term comprised 5(16%) each. This type of assessment is meant to help the teachers make instructional decisions. The teachers' responses agree with literature reviewed because according to Lerner (2016), assessment information obtained can be used to plan ways to help a pupil learn. According to her, the closer the connection between educational assessment and instruction, the more effective the instruction. Further findings by Lipson (2016) indicate that classroom-based assessments are less classroom time-consuming and they allow teachers to examine learners' performance using familiar text forms and tasks, and this enables them to make good instructional decisions. Teachers must come to trust that assessment is a continuous process that takes place within the instructional programme and should be designed to improve teaching.

## Perception of Teachers towards Classroom Instructional Assessment

Table 4.6: Perception of teachers towards classroom instructional assessment

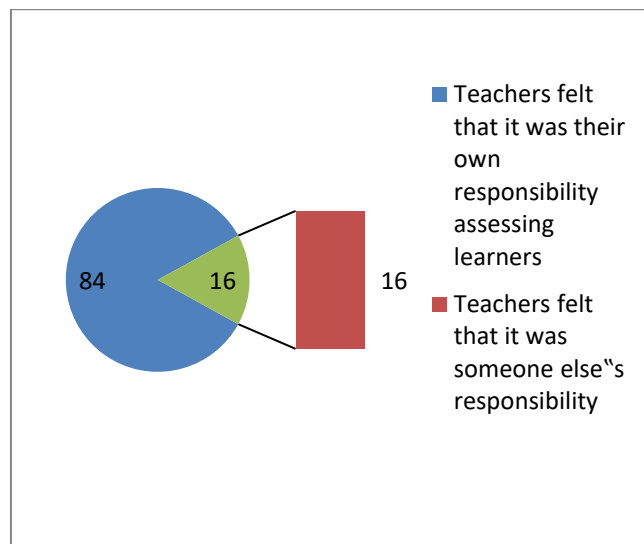


Figure 4.9

Table 4.9 indicates teachers' perception towards assessment which is presented in frequency and percentages. 27(84%) of the teachers felt that it was their own responsibility assessing learners and 5(16%) of the teachers felt that it was someone else's responsibility. This is very encouraging because it is an indication that majority of the teachers handling children with LD have positive attitudes towards the learners and can help them realize their full potential. Further, teachers who view assessment as their own responsibility say that they are able to establish the learner's weaknesses and help



## 4.17 Opinions of Teachers on Classroom Instructional Assessment

**Figure 4.3: Opinions of teachers on**

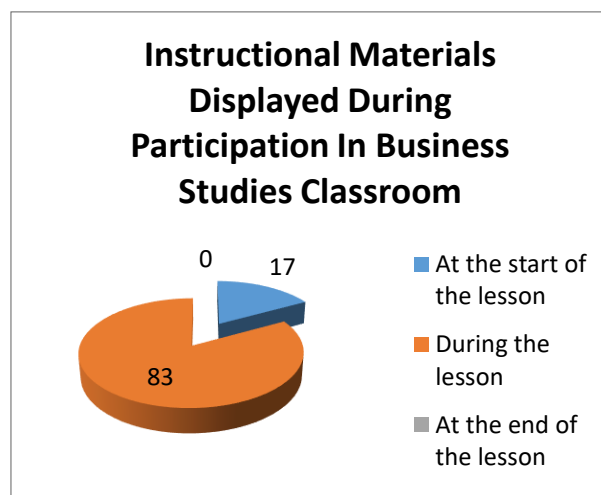
Response	Response rate	(%)
At the start of the lesson	5	17
During the lesson	25	83
At the end of the lesson	0	0
<b>Total</b>	30	100

### classroom instructional assessment

Teachers who view assessment as their own responsibility were further asked to give their own opinions why assessment was their own responsibility and 42 % said that it helps them to know the way forward and the level of coverage. Thirty-five per cent (35%) said that it helps them to know the progress of the children and 19% felt that it is generally their duty to do assessment among other responses. This is summarized in Figure 4.3 above. However, none of the teachers seemed to have knowledge in assessing and evaluating cognitive development (Thinking, reasoning and concept development) assessment on motor development (gross and fine motor skills), assessment (social interactions) and social emotional development assessment (child help skills). This knowledge is very vital when identifying learners with LD for early intervention.

**Table 4.11 instructional materials displayed during participation in Business Studies classroom**

Out of 30 respondents 25 (83%) stated that they display during the lesson while 5 (17%) of the respondents indicated that they display during the lesson. None of the respondents display the instructional materials at the end of the lesson. Displaying of instructional materials should be done either at the start or during the lesson in order to direct learners on how to use them. For example, teacher should explain to the learners on how to use straw to blow in soapy water to experience the presence of air in water before they start using them.



**Figure 4.10 Pie chart**

## **CHAPTER FIVE 5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Overview**

This chapter gives a summary of the study findings. The conclusions of the study are also given as drawn from the summary of the findings. Lastly, the study gives some recommendations.

### **5.2 Summary of findings**

The overall objective of the study was to determine effectiveness of use of instructional materials on learner participation in Business Studies classroom in primary schools in Ndola District. Out of 30 respondents that were sampled, 30 responded. This was a 100 percent response rate.

#### **5.2.1 Effectiveness of use of instructional materials and participation in Business Studies classroom**

The question sought to find out the reasons as to why there was lack of effective use of instructional materials during participation in Business Studies classroom. It was apparent that the 30 respondents sampled, posted different opinions of which, 5 (16%) indicated that the reason for not using the instructional materials effectively was due to large of

number of learners per class. The Primary Education schools consist of learners less than 10 years therefore teacher need to concentrate on each to ensure that the desired concept is glued into the mind. This means that if the number of learners is large, the teacher does not devote sufficient time to each and explain on the usage of instructional materials during participation in Business Studies classroom. The large number of learners was led by the introduction of free primary education.

Further, 5 (16%) out of 30 respondents indicated that lack of enough field for the Primary Education schools was a reason for lack of effective use of instructional materials. The compound set aside for Primary Education schools are very small compared to the number of learners enrolled per class annually. For example, while experiencing moving air by the use of kites, learners do not get enough space to run in order for the kites to be blown by the moving air.

The results showed that out of 30 respondents, 2 (7%) felt that lack of learner's confidence was a reason leading to lack of effective use of instructional materials during participation in Primary Education schools. Some of the learners are shy while handling instructional materials alone during participation. Some of the learners come from rich families and are not

taught how to handle things by their own they always rely on other persons like house helps.

The study found that Language barrier was another hindrance indicated by 2 (7%) of the respondents. Communication barrier resulting from speaking different languages make it difficult to progress or to achieve the desired objective. Teachers use English and Zambia Local language while explaining during participation in the study area due to the fact that some learners are half cast been born by parents from different communities hence use Zambia Local language or English at home, others are brought up from families using mother tongue since their childhood. Teachers find it difficult to communicate to those who are not yet fluent in English and Local language.

The findings showed that teacher's negative attitude was a reason leading to lack of effective use of instructional materials on participation in Business Studies classroom. This was evidenced by 11 (37%) of the sampled respondents. This was brought up by the issue of lack of teachers' motivation. Primary Education teachers are not employed by government and the amount of money parents pay, does not commensurate with the workload. This leads to lack of morale in explaining fully while assisting learners during participation in Business Studies classroom. The study

established that domestic violence was a reason having indicated by 2 (7%) of the sampled respondents. Sometimes domestic violence separate parents during the night leading to one partner and children encounter sleepless night and, in the morning, children are forced to attend school while hungry and tired. During participation, such learner cannot concentrate and even sleep without completing the assigned task.

The results showed that 3 (10%) out of 30 sampled respondents indicated that lack of professional skills was a reason for lack of effective use of instructional materials. This was evidenced by the fact that 5 respondents were untrained. Lack of these skills deny any teacher the knowledge required in imparting learners on how to handle instructional materials during participation in Business Studies classroom. Professional skills are the specific skills that are required for any person who is working. These skills have to be worked on like going for a diploma course in Primary Education.

## **5.2.2 Grouping of learners on participation in Business Studies classroom.**

The study sought to establish the importance of grouping of learners on participation in Business Studies class room. It was apparent that the 30 respondents sampled, posted

different opinions on the importance of grouping of which 5 (17%) indicated that collaborative learning involves active learning, when learners get actively involved in the materials, they are using deeper learning and understanding usually results. Further 12 out of 30 (40%) respondents indicated that Learners feel less isolated and alone. Learners feel less isolated especially at the beginning of the activity in participation, they have support at the 'where to start' stage Esther (2015).

The study found that 3 out of 30 (10%) respondents indicate that depending on the activities, it is possible to divide out components and share workloads thus, do the activity much faster and become easier for them. Less time is used in a certain activity therefore enables the learner to handle different tasks within a short time while a group of 10 (30%) of the respondents indicated that working successfully in groups assists in development of transferable skills.

### **5.2.3 Availability and adequacy of instructional materials in improving pupils' participation in Business Studies classroom in Primary Education schools in Ndola.**

The study sought to determine the extent to which availability and adequacy of instructional materials improve pupils' participation. The study found that 17 (57%)

respondents indicated that availability and adequacy of instructional materials assists a lot in improving pupils' participation in that it exposes learners to the real world of learning. It was also found that availability of instructional materials aids in understanding and retention as what seen is more remembered than what heard as indicated by 13 (43) respondents.

### **5.2.4 The effects of records management in participation in Business Studies classroom**

The study found that records management help the teachers to be conversant with feeble areas of the learners hence strive to enhance it, this was indicated by 10 (33%) of the sampled respondents. The study established that 20 (67%) of respondents indicated that records management enable the teacher to group according to abilities hence quick learning through confidence rather than intimidation of slow learners by quick learners. According to Esther (2015), the teacher refers to the recorded progress report which is crucial in grouping learners in accordance to their abilities.

### **5.2.5 Uses of Instructional Material on learners' participation in Business Studies lesson in Primary Education schools.**

The findings show that a higher percentage of 50 % of the respondents reported that the main reason for use of instructional materials is to help gain and hold the attention of the learners.

Learners are engaged in the activity given on participation. The study further established that 37% indicated that instructional materials help the learners to remember important information stating that handling the materials practically glue the information to their mind, with when properly used, they help gain and hold the attention of the learners, they can be very useful in supporting a topic and that they clarify the relationships between materials objects and concepts

The study also revealed that 1 (3%) indicated that instructional materials are used to clarify the relationships between material objects and concepts stating that, when relationships are presented visually, it become much easier to comprehend. For example, the subsystems within a physical unit are relatively easy to relate to each other through the use of schematics or diagrams. Symbols, graphs, and diagrams can also show relationships of location, size, time, frequency, and value. By symbolizing the factors involved, it is even possible to visualize abstract relationships. Teachers are frequently asked to teach more and more in a smaller time frame. Instructional materials can help them do this. For example, instead of using many words to explain sound, object, or function, the teachers play a recording of the sound, shows picture of the object, or presents a diagram of the function. Consequently, the learners learn faster and

more accurately, and this saves time in the process.

Further the study established that 2 (7%) of the respondents indicated that, good instructional materials can help solve certain language barrier problems. Consider the continued expansion of technical terminology in everyday usage. This, coupled with culturally diverse backgrounds of today's learners, makes it necessary for teachers to be precise in their choice of terminology. Words or terms used in instructional materials should be carefully selected to convey the same meaning for the learners as they do for the instructor (Nyokabi, 2015). They should provide accurate visual imagined make learning easier for the learners while using instructional materials on participation in Business Studies lessons.

## **5.2.6 Grouping of learners during participation in Business Studies lesson in Primary Education schools in Ndola District.**

The findings show that grouping is done as all the respondents indicated how they group the learners during the participation in Business Studies lesson. Majority of the respondents 16 (53%) group learners by ability for which ability or homogeneous grouping combines learners with similar academic needs, allowing teachers to adjust or maintain the pace of instruction according to group progress. This

provides struggling learners access to additional reinforcement, while high achievers may pursue enrichment activities like independent research. Ability grouping is appropriate during breakout sessions or after assessments, when there are apparent gaps in student understanding.

It is also most beneficial in subjects like reading and math where the largest discrepancies exist between academic abilities.

The study established that a simple majority of the respondent 9 (30%) added that they group learners by mixed ability. Mixed ability, or heterogeneous groups, includes learners of all academic backgrounds, abilities, and readiness levels. This ensures diversity and high academic standards for all learners. It provides faster learners opportunities for skill modeling and peer teaching, while slower learners benefit from exposure to their teammates' higher-level thinking skills.

The study revealed that 2 (7%) of the respondents mentioned that they group them through learners selected. Learner-selected groups place the responsibility of creating cooperative teams entirely on learners. This method works best in smaller classes with members who know each other well. Teachers may add structure by asking learners to write down names of those they would most like to

work with, and organizing them before informal activities like using instructional materials on participation in Business Studies lesson. Learner -selected groups also form effective teams which function to support participation and review with classmates who have missed material due to absence (Esther, 2015).

The results illustrate that 3 (10%) out of 30 respondents indicated that grouping is done randomly they stated that this method ensures a blend of personality types, abilities, genders and ethnicities, as learners are not grouped using pre-planned criteria. rather, they are organized by birthdays, numbers, favorite animals or shirt colors. As a result, learners do not feel labeled as slow or fast learners on participation in Business Studies lesson, and are free to collaborate without preconceived expectations of their performance. Random grouping is most appropriate for impromptu collaborative work from which learners benefit from exposure to diverse perspectives (Martin, 2016).

### **5.2.7 Displaying of instructional materials during the lesson in participation in Business Studies classroom**

The finding shows that most of the respondents 25 (83%) display the instructional materials during the lesson. By doing this, they give guideline on how to do the activity by



explaining what is supposed to be done. The findings further show that some of the respondents 5 (17%) display instructional materials at the start of the lesson. The study revealed that none of the respondents display the IM at the end of the lesson.

### 5.3 Conclusions

Following the results of the study, it can therefore be concluded that there was lack of effective use of instructional materials in the area. This was evidenced by the fact that respondents posted different opinions which showed the reasons for this problem as follows:

Large number of learners per class: The Primary Education center consist of learners below 10 years therefore teacher need to concentrate on each other to ensure that the desired concept is glued into the mind. This means that if the number of learners is large, the teacher lacks sufficient time to explain to each on how to use the instructional materials during participation in Business Studies classroom. The large number of learners was as the results of introduction of free primary education by MOE.

Lack of enough playing ground for the schools, the compound set aside for Primary Education schools are very small compared to the number of learners enrolled per class every year. For example, while experiencing moving air by the

use of kites, learners do not get enough space to run in order for the kites to be blown by the moving air.

Lacks of confidence, some of the learners are shy and fearful while using instructional materials alone during participation which in turn leads to intimidation by others. Some of the learners comes from rich families and are not taught how to handle things by their own they always rely on other persons like house helps. Language barrier, barrier to communication resulting from speaking different languages that make difficult to progress or to achieve objective. Teachers use English and Local language while explaining during participation in the study area due to the fact some learners are half cast been born by parents from different communities hence use Local language even to the children, others are brought up from families using mother tongue since their childhood. Teachers find it difficult to communicate to those who are not yet fluent in English and Local language.

Teacher's negative attitude was a reason leading to lack of effective use of instructional materials on participation in Business Studies classroom. This was brought up by the issue of lack of teachers' motivation. Primary Education teachers are not employed by government and the amount of money parents pay, does not commensurate the workload. This leads to lack of morale in explaining fully while assisting

learners during participation in Business Studies classroom. Domestic violence separate parents during the night leading to one partner and children encounter sleepless night and, in the morning, children are forced to attend school while hungry and tired. During participation, such learner cannot concentrate and even sleep without completing the assigned task.

Lack of professional skills was a reason for lack of effectiveness use of instructional materials. This was evidenced by the fact that 5 respondents were untrained. Lack of these skills deny any teacher the knowledge required in imparting learners on how to handle instructional materials during participation in Business Studies classroom. Professional skills are the specific skills that are required for any person who is working. These skills have to be worked on like going for a diploma course in Primary Education.

Following the results of the study it can also be concluded that grouping of learners is very important. This was evident as the respondents indicated that they knew importance of grouping in different ways. The grouping has benefited the learners to some extent of development of transferable skills as indicated by some of the respondents.

The study concluded that availability and adequacy of instructional materials assist a lot

in improving pupil's participation as learners are exposed to the real world of learning and enables them in understanding and retention of information as what is seen is more remembered than what is heard.

Finally, the study concluded that management of records has effects in the improvement of pupils' participation in Business Studies classroom. This was evident as the respondents indicated that records help teachers to be conversant with feeble areas of the learners hence strive to enhance it, they further indicated that records management enable the teacher to group according to abilities hence quick learning through confidence rather than intimidation of slow learners by quick learners.

## 5.4 Recommendations

The study recommends that Primary Education schools be increased in number to cater for the increasing enrollment. The Primary Education center consist of learners below 10 years therefore teacher need to share information on each other to ensure that the information is glued into the mind. This means that if the number of learners is large, the teacher lacks sufficient time to explain to each other on how to use the instructional materials during participation in Business Studies classroom. On the same issue, the study recommended that MOE employ Primary Education teachers in the study area.

The study further recommended that more playing ground be purchased to enable learners be participating fully especially while experiencing moving air by the use of kites as they need to run over a large area so as to note the effect of the moving air. Learners should be encouraged to handle instructional materials even in the absence of teachers to gain confidence. Parents of the learners who are shy should be improvising instructional materials at home and encourage learners to continue practicing what they had learnt.

The study recommended that teachers should ensure that learners with language barrier get information taught in class by the use of language they understand better as English and Local language is introduced slowly by slowly.

Domestic violence was a reason indicated by 2 (7%) of the sampled respondents. The study recommended that affected parents with domestic violence be encouraged to seek some counseling experts on domestic violence to avoid disruption of learning in Primary Education schools in the study area.

Finally, the study recommended that the 5 untrained teachers and those with certificates improve on their professional skills by going for Diploma course in Primary Education as lack of these skills deny any teacher the knowledge required in imparting learners on how to handle instructional materials during participation in Business Studies classroom

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