



Effective Use of Learning Materials and Its Impact on Students' Academic Performance in Secondary Schools in Mpigi District, Uganda

Raymond Kibirige¹
Bernard Lutalo²
Saabavuma Christopher³

¹kibirige.raymond@stud.umu.ac.ug

²blutalo@umu.ac.ug

³csaabavuma@umu.ac.ug

¹<https://orcid.org/0009-0007-6347-5782>

²<https://orcid.org/0000-0002-8136-9007>

³<https://orcid.org/0009-0009-4930-122X>

^{1,2,3}Uganda Martyrs University-Nkozi

Recommended Citation: Kibirige, R., Lutalo, B., & Christopher, S. (2025). Effective use of learning materials and its impact on students' academic performance in secondary schools in Mpigi District, Uganda. *African Quarterly Social Science Review*, 2(1), 123-132. <https://doi.org/10.51867/AQSSR.2.1.10>

ABSTRACT

The purpose of the study was to establish the effective use of learning materials and its impact on the students' academic performance in secondary schools in Mpigi District, Uganda. Based on the systems theory, the study adopted the cross-sectional survey research design. The study involved 72 secondary schools in Mpigi District, whereby 7 secondary schools were purposively sampled to participate in the study because the schools had recommendable learning materials; however, stakeholders complained about their academic performance. The study used purposive sampling technique to select 7 headteachers, 7 directors of studies, 48 teachers, and 66 students to participate in the study. Interviews, focus group discussions, observations, and documentary guides were used for data collection. Qualitative data were analyzed thematically. The study found that learning materials are inadequate in Mpigi secondary schools; however, the few resources are effectively used by teachers. Academic performance in Mpigi secondary schools is below the expectations of the stakeholders. This research concluded that learning materials positively impact the academic performance of students in Mpigi District secondary schools. The study recommended that the government of Uganda should support secondary schools with adequate learning materials to improve learners' academic performance. School administrators should provide teachers with training to enable them to use the available learning materials effectively to help learners achieve better academic performance.

Keywords: Academic Performance, Effective, Learning Materials, Mpigi District, Students, Secondary, Schools, Uganda

I. INTRODUCTION

Education worldwide is perceived by various countries as a path for national development. It is the key that boosts social, economic and political growth of any country (Chazan, 2022). It is able in all capacities to produce a holistic human resources for national growth through integration of appropriate effective use of learning materials that enable persons to obtain knowledge, values and skills vital for creating a just society, India National Education Policy (NEP, 2020).

Education is therefore regarded as a fundamental human right for everybody without discriminating the disabled, indigenous peoples and children in vulnerable situations around the universe. Furthermore, it promotes and expands the child's personality, talents, mental and physical abilities to their fullest potential which is absorbed for the national success, European Union Agency for Fundamental Rights, FRA (2019). It is a milestone in the achieving global targets for sustainable development goal number four of 2030 that emphasizes the equipping of youth and adults with relevant skills including technical and vocational abilities needed in employment, decent jobs and entrepreneurship which unlock the country's economic growth (The Sustainable Development Goals Report, 2023). Quality education for all individuals worldwide can only be achieved by providing quality free secondary education to all students and effective use of learning materials in the teaching process to facilitate learning activities, United Nations Report, (UN, 1999).

In this line, most African countries have recognized education as the essential factor for liberating people from poverty as a result they have adopted a free secondary education policy in which big chunks of money is invested in



the education system with the major objective of attaining a full human potential capable of promoting sustainable life style and development (Gruijters et al., 2023). For example, the government of Botswana aid secondary education including learning materials like textbooks, ICT equipment, library and laboratory facilities with approximately 82% of its educational ministry's budget aiming at improving positively the lives of citizens in the country (Matambo, 2013). According to African Union (AU, 1990) on the rights and welfare of the child, chapter one, article 11 on education, the heads of state and government are encouraged to subsidize secondary education with learning resources and ensure its effective use to enhance the academic performance of learners and elevating lifelong learning opportunities for all people who are determinant in the nation's growth. In the same view, Ordu (2021) emphasized that, the quality of education outcomes especially in the end of term assessments depends on the learning materials utilized in the teaching and learning process. Students skilled effectively with quality instructional materials scores higher academically than their counterparts ineffectively taught with low quality learning materials. Mzinga and Onyango (2021) also confirmed that, effective use of learning materials plays a crucial role in uplifting the education standards of students. Teachers and all instructors in their full capacity need to appropriately use the available learning materials in the teaching and learning process to enable students attain higher academic achievements.

It has been observed in East Africa that insufficient provision of learning materials like textbooks, ICT equipment, teachers and learners' guide hinders effective use of learning materials which affects students from obtaining quality education. In Kenya, insufficient and inadequate provision of learning materials in secondary schools has hardened the teaching and learning process which negatively affected students' academic performance (Olang'o. *et al.*, 2021). With the ambitions of improving educational achievements for learners, Kenya and Tanzania introduced free secondary education in which learning materials were provided in secondary schools with the aim of providing quality and accessible educational for all individuals, this increased enrolment of students which boosted education and enabled the nations acquire skilled persons for sustainable development (Orodho, 2014). In the same vein, Evermeld and Andala (2023) recommended parents in Rwanda to help the private sectors via investing in education through buying instructional resources as critical step towards achieving eminence academic performance for learners. Teachers play a great role in using the available resources effectively making teaching and learning process more meaningful and attractive for students which arouse learners' interest for studying hence attaining better academics for learners. Instructors in their methods of teaching need to integrate effective use of the available learning materials to enable learners achieve excellence academic performance (Shukia, 2020).

The government of Uganda looked at education as a significant factor for eradicating persons from poverty and enlightening individuals towards attaining national sustainable development which is yearned for around the world (MoES, 2017). After the guerilla war of 1986 in Uganda which brought National Resistance Movement (NRM) headed by Yoweri Kaguta Museveni in power, the government of Uganda together with the ministry of education embarked on the program of rebuilding the education system which was greatly affected for example, school infrastructures and learning materials were destroyed in the war. Uganda opted to fund education system with instructional resources as a way of acquiring skilled and trained individuals needed in fighting poverty and strengthening national progress in social, political and economic growth (Irumba, 1995). In an effort of strengthening education system, the constitution of 1995 in Uganda chapter 4, article 30 recommended that quality education is a right for all citizens in order to attain potential individuals with skills which are resourceful for national growth (The Constitution of the Republic of Uganda, 1995). Uganda like other nations in the universe fulfilled the Education for All (EFA) goals and Sustainable Development Goal (SDG) number four that emphasizes quality education for all people by introducing Universal Secondary Education (USE) policy in 2007 which reduced tuition, registration fees and provided learning materials like textbooks, library and laboratory facilities for students to enable all learners access excellence education, this was intended to improve the education system in the country (Lauterbach, 2024). This is also in line with Uganda's Vision 2040 which was approved by the Uganda government's cabinet in 2007 to transform Uganda education system through facilitating secondary education with necessary learning materials like textbooks, charts, teachers and learners' guides to attain a globally competitive human resources with skills, knowledge and attitudes relevant to the development of the country, National Planning Authority (NPA, 2013).

Secondary school education in Uganda is managed basing on the Education policy (Pre-primary, Primary and Post-Primary Act, 2008) that sets the guidelines for running of schools including effective utilization of learning materials with the aim of uplifting the education standards in country, (The Education Pre-primary, Primary and Post primary Act, 2008). Learning materials are influential factors in secondary schools which determine students' academic performance (Okenyi, 2022). On this view, the local government act 1997 chapter 243, empowers Mpigi district education service commission in Uganda to aid and support secondary schools with learning materials because they are crucial in the education system through preparing individuals to become a wholistic persons with skills, values, knowledge and attitudes which enables them to earn a successful living and attain the nations' culture, social and economic development. Mpigi district local government (2020) emphasizes that provision of adequate and



effective use of instructional resources facilitates students' academic achievement and inadequate resources negatively affects learners' scores and education system. Academic performance of students depends on the available learning materials used in the teaching and learning process.

This research is inimitable and enhances the body of knowledge in various ways. Firstly, it seals a gap in the literature by examining the relationship between learning materials and students' academic performance in Secondary Schools in Mpigi district. Second, this paper offers an empirical examination of the relationship between learning materials and students' academic performance. It also generates relevant information towards achieving the 2030 sustainable development goals for quality education. Unlike the previous scholarly works that examined the influence of parents' involvement on students' academic performance, the current study investigates the effective use of learning materials and its impact on the students' academic performance.

1.1 Statement of the Problem

The government of Uganda provided instructional resources such as computers, textbooks, ICT and lab equipment, learners and teachers guide to secondary schools with the aim of strengthening learning materials such as print materials, media devices and graphics as a way of boosting academics in the country. This would help students to attain better performance. However, learners' academic performance is still a challenge. (MoES, 2017). Due to ineffective academic performance of students, Mpigi local government aided secondary schools' learning materials with lab, ICT equipment and textbooks using local government development grant in support aiming at improving the quality of secondary education in Mpigi district (Mpigi District Local Government, 2020). However, the performance of students has reportedly been not meeting the expectations of the stake holders such as school administrators, parents, teachers and learners themselves (Wassaaka, 2019). In addition, students in secondary schools of Mpigi district have continued to fail regardless of the government aid in schools (Mpigi District Education Department, 2020). This prompted the researcher to rescue the situation because its persistence retards government targets and expectations of other stake holders. If this study was not conducted the secondary schools would continue to ineffectively use the learning material resources hence consistence of poor performance among learners. The study conducted on students' academic performance in Mpigi secondary schools by Wassaaka (2019) focused on parents' involvement which is vital for students' academic performance. However, there is a significant aspect that was left out and this is the effective use of learning materials for improved students' academic performance which this study is interested in. Therefore, it is against this background that, the study was set purposely to examine the effective use of learning materials for improved academic performance of secondary students in Mpigi district.

1.2 Research Objectives

The objective of this study;

- i. To establish the effective use of learning materials and its impact on academic performance of students in secondary schools of Mpigi district.
- ii. To assess how effective use of learning materials like textbooks, charts, laboratory facilities, ICT equipment, teachers and learners' guides impacts students' academic performance in secondary schools of Mpigi district.

II. LITERATURE REVIEW

2.1 Theoretical Framework

The study was guided by the Systems Theory. This theory was proposed in 1956 by Ludwig Von Bertalanffy (Bertalanffy, 1956). The principle of system theory focuses on the arrangement and relations between the subsystems which connect them into a whole. Thus, the same concepts and principles of organisation underlie the different learning material elements in a school to improve the students' academic performance. Learning material elements in a school include; print materials such as textbooks, teachers and learners guide, media devices like computers, laptops, calculators and graphics like charts, diagrams and graphs (Barry, 2023).

Systems theory was the best for this study because from its principle, it treats a school as a system where all elements are characterized by a combination of units whose functions as a part are inter-related for specific purpose (Bertalanffy, 1956). Therefore, the system units of schools' learning materials should be structured to enable learners attain better academic performance in classroom exercises, end of term and year assessments. These subsystems in secondary schools are supposed to be effectively used by school administrators, teachers, nonteaching staff, students, parents for their efficient use to improve academic performance.

2.2 Empirical Review

Evermeld and Andala (2023) highlighted that, learning materials are influential resources that facilitate modern teaching and learning pedagogies which determine learners' academic performance in end of term assessments and yielding out quality education for all. Instruction materials are the ways of communication a classroom teacher use to expound a concept during teaching and learning process which simplifies the content for learners. This plays a great role in helping students to easily understand what is taught in the classroom and achieve better academic performance, Amadioha (2009). Similarly, Okenyi (2022) confirmed that, learning materials has a significant impact on students' academic performance. This emphasizes that students end of term assessments results are critical indicators of their educational achievements. In the same line, Adipo (2015) revealed that students become more productive if instructional materials in secondary schools are well used. Quality education with academic performance of learners is achieved through effective use of learning materials. Ineffective utilization and unsatisfactory instruction materials in schools negatively affects learners academic performance. This means that learners trained with appropriate instructional resources performer better than those students taught with poor learning materials.

In the same view, Galle et al. (2020) revealed that, learning materials have an impact on academic performance of learners. In the same accord, Rose and Amadi (2019) concluded that learning materials has positive and significant influences on learners' academic performance. Similarly, Okongo *et al.* (2015) emphasized that, instruction resources have a significant impact on students' academic performance. In addition, Njoroge (2019) confirmed that, learning materials influences students' academic performance. Again, Atieno (2014) also recommended that, schools should put in place adequate learning facilities to help learners perform better academically. This is because learning materials have a significant impact on students' academic performance. In rhyme with Young (2023), adequate learning materials helps teachers to simplify lesson planning which enable students to understand better what is taught in classroom hence boosting academic performance of learners. This implies that, administrators need to put in place learning materials like textbooks, charts, teachers and learners' guides to easy learning process. Therefore, inadequate learning materials negatively affect students' academic performance in secondary schools.

Academic performance is the process of achieving educational and learning goals set by the institution, teachers and students (Lamas, 2015). Also, academic performance is the students' ability to complete educational assignments which is assessed by teachers using objective criteria like grading point average that reveals the educational strength of a learner (Olivier *et al.*, 2019). According to Farooq et al. (2011), there are various factors inside and outside the secondary schools that contribute for the quality of learners' academic performance. Therefore, administrators, teachers and students need to pay extra attention to both factors within and outside schools because they all influence students' academic performance. Gobena (2018) revealed that, family level of education has a significant influence on the students' academic performance; a person from educated family is having greater chances of schooling than an individual from low education background. Farooq et al. (2011) confirmed that, parents' education status has significant effect on a student's academic performance in mathematics and English language. On the other hand, Komaketch (2015), Simuforsa and Rosemary (2016), Balks et al. (2016) and Cespedes *et al.* (2018) found that, there is a positive relationship between students' attendance to school and academic performance, learners who regularly attend school scores good grades than their colleagues who absentees themselves from school. Oghuvbu (2010), and Lukkarienen et al. (2016) emphasized that, there is a positive correlation between class attendance and academic performance of learners. Therefore, it is important for schools to have knowledge about students' attendance and family level of education since it impacts on their academic performance. However, this study focused on the learning materials and students' performance.

Furthermore, the attitude of students towards their learning have been found to have a significant relationship with academic performance, learners with positive attitude towards academics attain higher scores than their counterparts who possess negative attitudes on learning (Kitur & Siano, 2020). Similarly, Awang et al. (2013), Hwang and Son (2021) and Langat (2015) emphasized that, students' attitudes towards learning greatly affects their academic performance, teachers need to talk with students regularly to have a positive feelings towards education in order to get good grades. This was reechoed by Githaiga et al. (2018) who indicated that, students' attitudes impacts their academic performance. However, in their study much emphasis was put on students' attitudes and academic performance of learners without considering learning materials yet it is a factor in attaining students' quality education achievement, which is addressed in this study.

2.3. Conceptual Framework

Figure 1 presents the conceptual framework of the study.

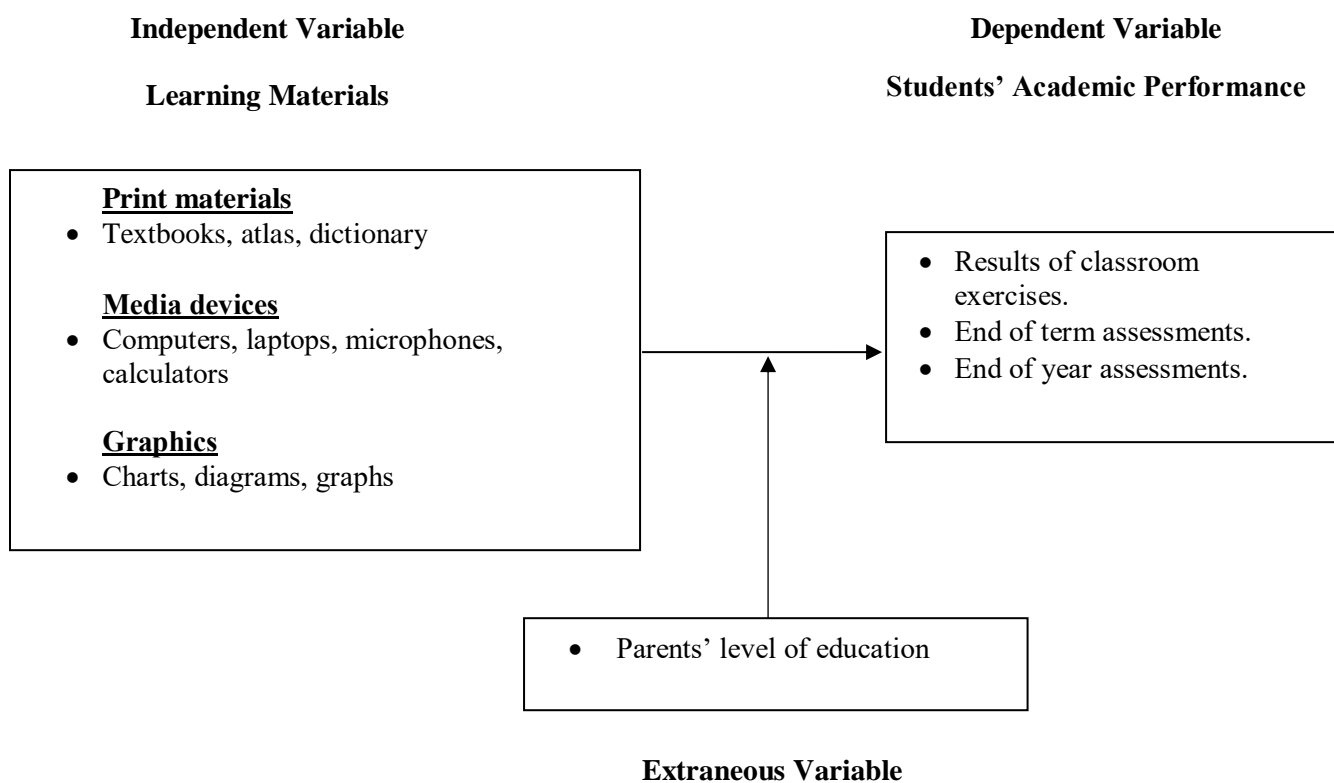


Figure 1
Conceptual Framework about Effective Use of Learning Materials and Academic Performance of Secondary Students

From the Figure 1, the independent variable is learning materials. The dependent variable is academic performance. Parents' level of education is the extraneous variables. The learning materials like print materials, media devices and graphics can affect the academic performance of learners such as classroom exercises, end of term and year assessments (MoES, 2017). Therefore, learning materials if effectively used can improve the academic performance of learners.

Though, it is not only learning materials which influence the academic performance of learners. Other factors, such as extraneous can also be determinant. The extraneous variable is parents' level of education. Parents' level of education affect the academic performance of students, because parents have a direct effect on learners' academic performance (Abeya, 2018). Parents' level of education plays an important role in promoting a health learning environment for improved academic performance of students. However, the researcher did not address these extraneous variables. Other studies, such as Abeya (2018) have addressed them. Even future studies can address them from different perspectives.

III. METHODOLOGY

3.1 Research Design

The study adopted cross-sectional survey research design. This is a type of design in which you collect data from many different individuals at a single point in time (Thomas, 2020). It was used because it enabled the researcher to gather large amount of information from a small sample at the same time (Wang & Cheng, 2020). This design was employed alongside qualitative approach. This approach allowed the collection of non-numeric, detailed, comprehensive data on the topic. Information for the study was gathered from secondary schools in Mpigi district, one school from each of the 7 sub-counties across the district. The inclusion of a school in each sub-county was essential in order to facilitate a comprehensive understanding of effective use of learning materials and its impact on the students' academic performance in Mpigi district. For each sub-county, one school was chosen purposively. Thus, a total of 7 schools were sampled to participate in this study.



3.2 Study Area

This study was conducted in Mpigi district central Uganda, Mpigi district is made up of 7 sub-counties including Kamengo, Kiringente, Mpigi town council, Buwama, Kituntu, Nkozi and Muduuma, Mpigi district is boarded by Wakiso district to the north and east, Kalangala district to the south, Kalungu district to the southwest, Butambala district to the west and Mityana district to the northwest. The district covers an area of 1,207.8 km² (466.3 sq mi). The latitude of Mpigi, Uganda is 0.227353 and the longitude is 32.324924. The town of Mpigi lies approximately 37 kilometers (23 mi) west of Kampala, Uganda's capital largest city. The coordinates of the district are 00° 14N, 32° 20 E, Uganda Bureau of Statistics, (UBOS, 2017). Mpigi district has got 10 government and 62 private secondary schools (Mpigi District Education Department, 2020). The government of Uganda in line with the sustainable development goal number four that calls for quality and equitable education for all, it has improved access to quality education in these schools through providing learning materials with the aim of boosting academic performance of students (MoES, 2015).

3.3 The Scope of the Study

The study was carried out in secondary schools found in Mpigi district central Uganda. These schools were chosen because of their recommendable learning materials that support good performance. However, the administrators, teachers and students complain about the performance of students in these secondary schools. In addition, the study focused on the academic performance of learners for the year 2024 first term assessment.

3.4 Population and Sample

The intended population were 210 including headteachers, directors of studies, teachers and students, however, only 128 of the overall population participated in the research. The study involved 128 participants, consisting of 7 headteachers, 7 director of studies, 48 teachers and 66 students. The headteachers and directors of studies were purposively sampled while teachers and students were chosen depending on the judgment of a researcher. The heads of schools helped to convene teachers and students in their respective schools. These people were also chosen because they gave reliable and dependable information vital for the study.

3.5 Data Collection

The study employed interviews and focus group discussion techniques to generate data. Interviews were conducted with 7 headteachers and 7 directors of studies. Focused group discussions were carried out on 66 students and 48 teachers. Documentary analysis was also carried out on students' end of term 1, 2024 assessments results and teachers' files. In addition, the study also employed observation guides, teachers and students were observed in the teaching and learning process.

3.6 Data Analysis

Qualitative data was analyzed through thematic approaches. Interviews and focused group discussions were all summarized and recorded on the page of paper. The analysis progressed via three core steps; preparing and organizing data, creating themes, and coding. The preparation and organization of data for analysis began in the field. This included reading each summarized recorded interview and focused group session. This empowered the scholar to familiar with the data. This process was followed by a precise transcription of the interview and focus group discussion proceedings which enabled the researcher to generate themes. After creating the themes, the copies were prof-read for coding, which involved connecting the data with the themes created.

IV. FINDINGS & DISCUSSION

4.1 Response Rate

In the interview employed on headteachers, all the 7 headteachers emphasized that learning materials are inadequate in Mpigi secondary schools. However, teachers try their best to use the available learning materials in the learning process. This was echoed by the directors of studies in their interview that however much teachers appropriately use the available instructional resources, the learning materials in schools are few compared to the number of students. In the same view, teachers and students also confirmed in the focused group discussion that learning materials are few in secondary schools though the little available is used by teachers during the lesson periods. Documents like teacher's file reviewed indicated that students' dissatisfactory academic performance primary based on the insufficient learning materials in schools. In addition, under observation guide the study discovered that learning materials in secondary schools of Mpigi district are inadequate which greatly affect the teaching and learning process hence leading to the poor academic performance of learners.



The interview held with the headteachers indicated that the academic performance of students is below the set targets of the school. This was reemphasized by the directors of study in their interview that, students' academic performance is not meeting the goals of the school administrators, teachers and students. This is in line, with teachers view in the focused group discussions who opined that, students' academic performance is below the aims and objectives of school management. Students also confirmed it when they narrated in the focused group discussions that, the academic performance in schools is below the expectations of learners. Documentary analysis especially in end of term 1, 2024 students' assessments results and teachers' files also revealed that students' academic performance was dissatisfying the expectations of the stake holders. Under the observations carried out, the study discovered that, learners' academic performance is below the standards and targets of the school administrators.

Headteachers in their interview agreed that effective use of adequate learning materials positively impacts students' academic performance. This was reechoed by the directors of studies in their interview when they emphasized that learning materials greatly affect the academic performance of students, they added on that schools with adequate instructional resources perform better than institutions with inadequate learning resources. In the focused group discussions teachers and learners revealed that, effective use of adequate leaning materials positively influences students' academic performance. The study portrayed under documentary analysis that; students taught with suitable learning materials perform far better than their counterparts taught with inadequate learning materials. Observation guides also indicated that schools with sufficient and effective use of learning materials scores higher grades than those with limited and ineffective utilization of instructional resources.

4.2 Discussion

From the results of the study, secondary schools in Mpigi district have inadequate learning materials. This was confirmed by the headteachers, directors of studies, teachers and students involved in the study. Therefore, Inadequate learning materials negatively affects students' academic performance. This is in line with the researches carried out by Tety (2016), Abubakar (2020) and Adalikwu and Iorkpilgh, (2013) which emphasized that inadequate learning materials influences students' academic performance. In addition, the study showed that teachers in Mpigi secondary schools use the available learning materials effectively to teach learners which improve on students' academic performance. Olayinka (2016) also confirmed that, effective use of learning materials positively affects learners' academic performance. Therefore, school administrators need to provide adequate and effectively use the available learning materials to help students achieve quality grades in their academics.

The study discovered that, students' academic performance in secondary schools is below the expectations of administrators, teachers and students which affect the set goals of attaining the sustainable development. This was confirmed from the documents analyzed such as students' end of term 1, 2024 assessments results and teachers' files. Similarly, Sekiwa (2020), also confirmed that, poor students' academic performance undermines sustainable growth. Therefore, stakeholders need to join hands to improve on the performance of learners in order to achieve the targets of sustainable development.

The study also found out that, effective use of adequate learning materials positively impacts students' academic performance. This was reemphasized by the head teachers and directors of studies who participated in the study. This is in agreement with the research conducted by Akay (2021) who revealed that, learning materials have an impact on academic performance of learners. Therefore, administrators should ensure effective use of learning materials in secondary schools to improve students' academic performance.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study established the effective use of learning materials and its impact on the students' academic performance in secondary schools in Mpigi district, Uganda.

Based on the findings of this research, the study concluded that learning materials are inadequate in secondary schools in Mpigi district. However, the few available are effectively used by teachers during the teaching and learning periods. The academic performance of students is below the expectations of the stake holders. The study also emphasized that learning materials positively impact students' academic performance in Mpigi secondary schools.

5.2 Recommendations

The study recommended that; the government of Uganda should support secondary schools with adequate learning materials to facilitate students' academic performance. School administrators should also accord teachers with training to enable them use the available learning materials effectively to help learners achieve quality academic performance.



Author contributions: The authors of this article were included in all the stages of this research and all agreed on the results and conclusions.

Funding: The research had no funding resources reported.

Declaration of interest: No conflict of interest is proclaimed by the authors.

Ethical statement: Authors declared that ethical considerations involved requesting consent from the heads of schools. The aim of the study was well explained to headteachers, teachers and students, which they valued. In same line, the researcher established a cordial rapport between the research assistants and respondents. Finally, the academic work referred in the course of writing this article was appropriately quoted in the text and corresponding titles reflected in the reference list.

Data sharing statement: Information backing up the findings and conclusions are accessible upon requesting the concerned author.

REFERENCES

- Abeya, D. (2018). The relationship between parental education and children's academic performance: The case of Gender Tesfa Primary School, Dire Dawa. *Research on Humanities and Social Sciences*, 8(5), 23-26.
- Abubakar, M. B. (2020). Impact of instructional materials on students' academic performance in physics, in Sokoto-Nigeria. *IOP Conference Series: Earth and Environmental Science*, 476, 012071.
- Adaliku, S. A., & Iorkpilgh, I. T. (2013). The influence of instructional materials on academic performance of senior secondary school students in chemistry in Cross River State. *Global Journal of Educational Research*, 12(6), 39-45. <https://dx.doi.org/10.4314/gledr.v12i1.6>
- Adipo, A. J. (2015). Impact of instructional materials on academic achievement in mathematics in public primary schools in Siaya County, Kenya (Master's dissertation, University of Nairobi). <https://doi.org/10.1088/1755-1315/476/1/012071>
- Akay, E. (2021). The use of audio-visual materials in the education of students with hearing loss. *International Education Studies*, 14(7), 1-11.
- Amadioha, S. W. (2009). The importance of instructional materials in our schools: An overview. *New Era Research Journal of Human, Educational and Sustainable Development*, 2(3), 61-63.
- Atieno, A. J. (2014). Influence of teaching and learning resources on students' performance in Kenya Certificate of Secondary Education in free day secondary education in Embakasi District, Kenya (Master's dissertation). University of Nairobi.
- AU. (1990). *African Charter on the Rights and Welfare of the Child*. Addis Ababa, Ethiopia.
- Awang, M. M., Ahmad, R. A., & Bakar, A. J. M. (2013). Students' attitudes and their academic performance in Balks, M., Arsian, G., & Duru, E. (2016). The school absenteeism among high school students: Contributing factors. *Theory and Practice*, 16(6), 1819-1831.
- Barry, G. (2023). *Social Systems Theory*. Britannica. <https://www.britannica.com/topic/systems-theory>
- Bertalanffy, L. V. (1956). A biologist looks at human nature. *Scientific Monthly*, 82(1), 33-41.
- Cespedes, R. C., Vara-Horna, A., Lopez-Odar, D., Santi-Huaranca, I., Diaz-Rosillo, A., & Asencios-Gonzalez, Z. (2018). Absenteeism, presentism and academic performance in students from Peruvian University. *Propositos y Representaciones*, 6(1), 109-133.
- Chazan, B. (2022). *Principles and pedagogies in Jewish education*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-83925-3>
- Evermeld, K., & Andala, H. O. (2023). Instructional materials usage and students' academic performance in selected ordinary level public schools in Gasabo District in Rwanda. *Journal of Education*, 6(2), 53-70. <https://doi.org/10.53819/81018102t5212>
- Farooq, A. H., Chaudry, M., & Shafiq, G. B. (2011). Factors affecting students' quality of academic performance. *Journal of Quality and Technology Management*, 11(11), 1-14.
- FRA (2019). *Fundamental Rights Report 2019*. Luxembourg.
- Galle, S. A., Agahu, I. S., & Riko, T. M. (2020). Impact of instructional materials on students' academic performance in quantitative economics in North-West state colleges of education, Nigeria. *Journal of Research in Humanities and Social Science*, 8(12), 1-10.



- Githaiga, E. W., Muthahi, D., & Mwenda, P. (2018). Influence of students' attitude in mathematics performance among learners in public secondary schools in Kilifi Sub-County, Kenya. *International Journal of Novel Research in Humanity and Social Sciences*, 5(5), 228-238.
- Gobena, G. A. (2018). Family socio-economic status effects on students' academic achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia. *Journal of Teacher Education and Educators*, 7(3), 207-222.
- Grujters, R. J., Abango, M. A., & Casely-Hayford, L. (2023). Secondary school fees abolition in Sub-Saharan Africa: Taking stock of the evidence. *Working Paper* (Version 07/04/2023).
- Hwang, S., & Son, T. (2021). Students' attitude toward mathematics and its relationship with mathematics achievement. *Journal of Education and E-Learning Research*, 8(3), 272-280.
- Irumba, K. A. (1995). The process of education policy formation in Africa: A case of Uganda. *International Institute for Educational Planning*. Paris, France.
- Kitur, J., & Siano, M. (2020). Relationship between personal attitude and academic performance of self-sponsored education students at Africa International University, Kenya. *Elixir International Journal*, 1(45), 54721-54722.
- Komaketch, R. A. (2015). School attendance as a prerequisite for students' performance in universal secondary education schools. *Journal of Social Science for Policy Implications*, 3(1), 33-57.
- Lamas, H. A. (2015). School performance. *Propositos y Representaciones*, 3(1), 313-386. <https://doi.org/10.20511/pyr2015.v3n1.74>
- Langat, A. C. (2015). Favorable attitudes in mathematics: Students' attitudes and their learning and achievement in mathematics: A case study of public secondary schools in Kiambu County, Kenya (Master's dissertation, Kenyatta University).
- Lauterbach, S. (2024). The benefits of private participation in free secondary education: Evidence from education and labor market outcomes in Uganda. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4685132>
- Lukkarienen, A., Koivukungas, P., & Seppala, T. (2016). Relationship between class attendance and student performance. *Procedia-Social and Behavioral Sciences*, 2(28), 341-347.
- Matambo, O. K. (2013). *Budget speech*. Gaborone: Botswana.
- MoES. (2015). *Uganda Education and Statistical Abstract*. Kampala.
- MoES. (2017). *Uganda Education and Statistical Abstract*. Kampala.
- Mpigi District Education Department. (2020). *2020 UCE Ranking as per Percentage of First Grade for Secondary Schools in Mpigi*. Mpigi.
- Mpigi District Local Government. (2020). *Crosscutting Performance Measures. LGPA 2020/21*. Mpigi.
- Mzinga, W., & Onyango, D. O. (2021). The role of instructional materials in learning geography among secondary schools in Busega district, Tanzania. *East African Journal of Education and Social Sciences*, 2(3), 26-36. <https://doi.org/10.46606/eajess2021v02i03.0100> (Accessed 12/05/2024).
- NEP. (2020). *India National Education Policy*. Ministry of human resources development Government of India.
- Njoroge, S. N. (2019). Effects of teaching and learning resources in lower primary school children in the eastern zone of Nakuru municipality, Kenya. *Saudi Journal of Humanities and Social Sciences*, 4(12), 776-782. <https://doi.org/10.36348/sjhss.2019.v04i12.004> (Accessed 11/04/2024).
- NPA. (2013). *Uganda Vision 2040*. Available at: <http://www.npa.go.ug/uganda-vision-2040/> (Accessed 15/3/2023).
- Oghuvbu, E. P. (2010). Attendance and academic performance of students in secondary schools: A correlation approach. *Studies on Home and Community Science*, 4(1), 21-25.
- Okenyi, E. C. (2022). Impact of instructional materials on pupils' academic achievement in social studies in Enugu state, Nigeria. *Contemporary Journal of Education and Development*, 2(6), 1-9.
- Okongo, R. B., Ngao, G., ROP, N. K., & Nyongesa, W. J. (2015). Effect of availability of teaching and learning resources on the implementation of inclusive education in pre-school centers in Nyamira North sub-county, Nyamira County, Kenya. *Journal of Education and Practice*, 6(35), 132-141.
- Olang'o, J., Malechwanz, J., Murage, S., & Amuka, L. (2021). Effects of free day secondary education policy on academic performance of rural public day secondary schools in Kilifi County, Kenya. *Journal of Learning for Development-JL4D*, 8(1), 192-203.
- Olayinka, A. B. (2016). Effects of instructional materials on secondary school students' academic achievement in social studies in Ekiti state, Nigeria. *World Journal of Education*, 6(1), 32-39.
- Olivier, E., Archambault, I., De Clerq, M., & Galand, B. (2019). Student self-efficacy, classroom engagement, and academic achievement: Comparing three theoretical frameworks. *Journal of Youth and Adolescence*, 48(2), 326-340.



- Ordu, U. B. (2021). The role of teaching and learning aids/methods in a changing world. *BCES Conference Books*, 19, 210-216.
- Orodho, J. A. (2014). Policies on free primary and secondary education in East Africa: Are Kenya and Tanzania on course to attain Education for All (EFA) goals by 2015? *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(1), 11-20.
- Rose, O., & Amadi, E. (2019). Utilization of instructional materials and students' academic performance in junior secondary schools in selected local government areas, Rivers State. *International Journal of Innovative Social and Science Education Research*, 7(3), 54-62.
- Sekiwa, D. S. (2020). Investigating the relationship between school attendance and academic performance in universal primary education: The case of Uganda. *African Educational Research Journal*, 8(2), 152-160.
- Shukia, R. (2020). Fee-free basic education policy implementation in Tanzania: A 'phenomenon' worth rethinking. *Huria Journal*, 27(1), 115-138.
- Simuforosa, M., & Rosemary, N. (2016). School non-attendance: A study of its causes among high school students in Masvingo district secondary schools, Zimbabwe. *Journal of Social Science and Humanities Research*, 1(2), 27-48.
- Tety, J. L. (2016). Role of instructional materials in academic performance in community secondary schools in Rombo district. (Master's thesis, University of Tanzania).
- The Constitution of the Republic of Uganda. (1995). *Uganda Constitution*. Ntebbe: Government Printery.
- The Education (Pre-primary, Primary, and Post-primary) Act. (2008). *The Education (Pre-primary, Primary, and Post-primary) Act*. Ntebbe: UPPC, Ntebbe.
- The Sustainable Development Goals Report. (2023). *Implementing the SDG Stimulus*. <https://sdgs.un.org/gedr/gedr2023> (Accessed 18/03/2023).
- Thomas, L. (2020). Cross-sectional study: Definition, uses, and examples. <https://www.scribbr.com> (Accessed 16/04/2024).
- UBOS, (2017). *The National Population and Housing Census 2014-Area Specific Profile Series, Mpigi District, Kampala, Uganda*
- UN. (1999). *Commission on Human Rights Report on the Fifth Session*. New York.
- Wang, X., & Cheng, Z. (2020). Cross-sectional studies: Strengths, weaknesses, and recommendations. *CHEST Journal*, 158(15), 565-571.
- Wassaaka, Y. (2019). Parental involvement and secondary student's academic performance in Mpigi Town Council. (Master's dissertation, Kampala International University).
- Young, R. J. (2023). Benefits of audio-visual technology in modernizing classroom learning. <https://blog.rjyoung.com> (Accessed 12/04/2023).