



COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF PSYCHOLOGY PRACTICES AND CHALLENGES OF
INSTRUCTIONAL MATERIALS UTILIZATION IN EARLY CHILDHOOD
EDUCATION, FACTOR AFFECTING THIS USE AND STRATEGIES TO
COPE WITH CHALLENGES THE CASE OF HULA WOREDA, SIDAMA
REGIONAL STATE.

BY:

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ACRONYMS/ABBREVIATIONS

ECCE	Early Childhood Care and Education
FGD	Focus Group Discussion
ICT	Information Commination Technology
IM	Instructional media

ABSTRACT

Instructional materials utilization in early childhood care and education, factor affecting this use and strategies to cope with challenges the case of hula woreda, sidama regional state. A descriptive cross-sectional survey design was used. From the total of 32 government preschools found in Hula Woreda, 22 early childhood care and education were selected by stratified random sampling technique. The total sample size of the study was 141, participants whom 44 were teachers, 22 were department heads, 22 were pedagogical center facilitators, 9 were cluster supervisors and 44 were school principals. Data collection tools were focus group discussions with cluster supervisors, interviews with school principals and department heads, and questionnaires for pedagogical center facilitators and teachers. In addition to the above data collection tools, document analysis was also conducted. The data analysis was carried out by Microsoft excell and SPSS version 24. whereas qualitative data were analyzed through thematic approach and narration. The analysis of the data revealed that extent of utilizing instructional materials was found to below level, and to teachers attitudes in utilizing instructional materials was found to be low commitment, low encouragement, low attention towards using instructional materials, backward handling and low follow up from school. The major challenges affecting the practice of utilization of instructional materials by teachers include lack of awareness, skills, training , motivation, and support from school leaders. Therefore, the issue under discussion needs to be instructional materials proved through training, community sensitization, coordination, motivation, experience sharing, and maintaining adequate resources are recommended for the betterment.

Key Words: *Challenges, Childhood ,Education, Practice, preschool*

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Early childhood instruction could be a type of education that considers a child's physical, cognitive, and social development, as well as his or her needs, desires, and style of learning. The children also sing and recite poems, which make strides in their speech and memory. Early childhood care and education refers to the instruction given to children usually aged 5-6 years to get them ready for formal primary education (Nyirenda, 2005). In preschool, the students are expected to learn pre-reading abilities, pre-writing abilities, and counting skills (Trivedi *et al.*, 2022)

Castle (2000) underscored that the instructional materials importance of preschool education as to give children the opportunity to learn to play together, to share toys, to utilize their hands, feet, and eyes, to gain self-confidence, to learn how to keep clean, how to dress and how to utilize their bodies. To provide an effective simulative environment within the process of teaching and learning, many factors such as children's readiness, classroom environment, teaching methods, assessments, and teaching aids make an instructional materials impact. Among diverse factors, teaching aids make a direct instructional materials impact on both teaching and learning (Rajapaksha and Chaturika, 2015).

Instructional materials play a significant role in the success of the teaching-learning process. Dahar, et al. (2011). It also characterized as a variety of materials in any format which influences the student's learning and the teachers' teaching. It may include real objects; models, charts, pictures, instructional materials provided or commercially produced Onasanya, S. A. (2004). For the teachers, instructional materials are critical to aid the teacher in the successful delivery of the lessons. Person obtain much of their information by use of their senses (Jones & Teevan, 2007). According to Mwololo (2009) the sense of taste accounts for 1%, touch 1½%, smell 3½%, hearing 11%, and sight 83% of the overall learning. Most learners engage in the sense of sight in communicating and gaining learning experiences. It is recommended that teachers need to engage the use of instructional materials during teaching as these will prompt learners to use their eyes during instruction. Su and Cheng (2015) proposes that teachers should stimulate learner's sense of attention to what can be seen. Concurring at Salomon (2012) students learn best when allowed to manipulate and interact with instructional materials and Learners acquire a greater portion of their knowledge by way of exploration

According to Onditi (2018) instructional materials have some characteristic advantages in education contexts. Teachers are given appealing stages for delivering knowledge and understanding of instruction since they increase the level of interest in learning, Wilson, *et al* (1999) . They allow for individual study and reference, which stimulates the learner's interest and curiosity about learning. Furthermore, using instructional materials makes it easier for the teacher to present complex subjects and make teaching and learning easier and less stressful in general, Wambui (2013) . They are equally instructional materials important accelerators for the learners' social and intellectual development. It is the teachers' preschool obligation to successfully communicate the lesson to the students. And also, it is a common goal for them to ensure that the presentation of the lesson is stimulating, engaging, and motivating for the learners. To reach this goal, teachers need to employ varied and suitable instructional materials that would help meet the individual needs of the learners Onditi (2018).

As Piaget's theory, "merely having instructional materials does not ensure effective teaching; the instructional resources must be suitably selected and employed to make teaching and participation effective." The teacher then employs these materials to effectively deliver the lesson while adhering to the teacher's teaching approaches and strategies. The effective use of instructional resources in the classroom can assist students to become more engaged in the lesson (Wambui, 2013).

According to MoEVT (2005) suggestion some of the instructional materials for preschool education be used during the teaching and learning process which include: flashcards, pictures, calendars, toothbrushes, real objects, coins, natural products, balls, videotape, soap, musical instruments example drums, sticks, flute, whistles, papers, and others. Within the pre-school preparation process of children, instructional materials play important roles in teaching this age group. Since it is well understood that, children learn better by seeing and doing, instructional materials also serve as teaching and learning aid comparatively better in performance. A few of these instructional materials are made up of plastic, paper, wood, metals, clay, etc. The needed characteristics of the materials that have to be used include being dependable, durability, versatility, pliability, and bleaching properties MoEVT (2005). According to Solomon H. (2019), the major constraints to utilize instructional materials were low encouragement, lack of commitment, low attention, lack of time, lack of interest, lack of facilitate and lack of material resource

The utilization of educational materials is essential in the preschool curriculum and It carries a lot of weight when it comes to successful teaching and learning Yıldırım, et al. (2017). Teaching basic concepts relies primarily on the use of instructional materials, which help young learners understand concepts and ideas by making them more clear, easy to recall, and understandable. As a result, the preschool classroom is meant to be a place where children can learn a variety of things thanks to the teacher's various materials and instructional tools (Gallahue & Donnelly, 2007). Thungu (2008) who claims that instructional materials fit the needs of all students, meet topic requirements, and make the teaching-learning process easier.

Furthermore, preschool learning environments must cater to the formation of common interest areas such as blocks, toys and games, art, library, discovery, sand and water, music and movement, cooking, and computers, which are indicated as vital aids in learning. Aguna-Obu (2005) viewed it as a concrete or physical object which provides sound, visual or both to the sense organs during teaching and learning. Instructional materials will therefore include all forms of information carriers that can be used to promote and encourage effective teaching and learning activities. More and more teachers are faced with the problem of having very limited teaching resources in their classrooms (Dodge *et al.*, 2010).

According to Amare (2003:96) stated, "in light of the present observed roles played by the teaching media, it is at least to be outdated to call it teaching media.

In the local setting, many classrooms are experiencing a lack of instructional materials, a large proportion of classrooms lack the required instructional tools, facilities, and equipment to help students learn more effectively. Teachers in some public schools, for example, complaint about a lack of sufficient instructional materials. Teachers are hampered by a lack of support and training in the creation and efficient use of instructional resources for teaching. This has an instructional materials impact on both teachers' and students' performance. There are few studies in the local setting that detail the educational materials accessible in preschool classrooms and the difficulties instructors face in using them. Moreover, few studies specifically attempt to discover what types of instructional resources are required in preschool classrooms that meet the demands of teachers in public schools. This study aims to assessing the instructional materials utilization in early childhood education, factor affecting this use and strategies to cope with challenges the case of hula woreda, sidama regional state”

The research of this area also comes from the need for better practices and utilization of educational materials since the arrangement of quality education mostly depends on the quality and standards of these materials. This encourages the researcher to focus on this topic and conduct a research to recommend what should be done in the area of practice and challenges of instructional materials utilization in Hula woreda preschool. Therefore the current study was focus on the practice and challenges of teachers in the utilization of instructional materials Early Childhood education in the selected twenty two preschools in Hula Woreda.

1.2. Statement of the Problem

The major aim of education is to bring about social and mental change in children personality Shaffer, *et al.* (2008). This every increasing social demand for education has led to the perpetual extension of education services. This extension is not simply limited to increase the number of educational personal and extension of education system Franz, N. (2007). When appropriately used with students, instructional materials can provide variety of ways to help students to be more productive/became more engaged in instructional activities and learn more effectively (Kaya, 2015).

Edoze (2010) claims that effective and efficient instructional materials functions instructional materials prove performance, result in a significant decrease in total media costs, and instructional materials improve the quality of education.

Azikiwe (2007:98) an instructional materials portant criterion for selection and use of resource materials is availability of the needed materials. Before the teacher decides on materials to use, s/he must be certain that they are available as well as accessible to him/her and the learners, through in instructional materials provisation every teacher to develop him/herself of the skills for instructional materials provisation of instructional materials. Ekwueme and Igwe (2001) asserted that it is the teacher's task to provide experiences which support, stimulate and structure children's learning to bring about a progression and understanding appropriate to the child's needs and abilities. It is therefore very instructional materials portant for the teacher to use teaching materials/aids to make teaching and learning meaningful. Ekpo (2004) declared that instructional materials are often used to compensate for the inadequacies of the sense organs or to reinforce the capacity of the dominant organs. They must be relevant for the realization of effective learning and the intentions of the curriculum.

Ethiopia's current curriculum emphasizes active learning and teaching methods, therefore teachers are required to use these methods in the classroom. According to Ethiopia's Education and Training Policy of 1994, the emphasis in the educational system was placed on developing students' capacity for problem-solving while emphasizing the practical application of scientific knowledge.

The utilization of instructional materials in early childhood teachers makes learning interesting. This is because it helps the teacher clarify abstract concepts to the young children who are in their formative years. The use of various instructional materials makes the learning process more effective because it builds greater understanding, reinforcement, and retention of the subject matter. However, the studies show that preschool school teachers exhibit low utilization of instructional materials during teaching-learning process (Achola *et al.*, 2016). Bolicks (2003) adds that there is a strong relationship between teaching with the utilization of instructional materials and active learning. Similarly, Newby et al (2006) adds instructional materials are one of the systems designed for such a purpose to enhance, facilitate and make teaching-learning easy, lively, and concrete principal requirements of today's education are practice oriented, day-to-day use of classroom knowledge and maximization of independent learning (MoE, 2014).

According to Bilici et al. (2013) examined the utilization of technological and pedagogical materials and their effects on the students' performance. But the study did not included the challenges of the teacher's experience in using instructional materials in preschools. Another survey conducted in Kenya on the instructional materials impact of teachers' characteristics in the utilization of instructional resources during teaching-learning process in how a significant relationship between teachers' attitudes and levels of utilization of instructional materials in Preschools Waigera, et.al. (2020). But, the study did not included the extent of instructional materials utilization in preschools and factors that influence the use of instructional materials (Taiwan, 2018). Studies conducted in Ethiopia show that teachers possess little understanding of pedagogical principles about teaching very young children (Tirussew et al., 2009) and all preschools lack appropriate teaching methods to meet desired quality criteria in ECCE (Haile and Mohammed, 2017; Rahel, 2014). Assefa (2014) also found a similar result saying that using different teaching methods which are appropriate to children was one of the greatest challenges faced by the pre-school teachers. Bruce (2011) about the preschool teaching method stated that children could not learn without real, direct and first-hand experiences

The studies conducted in Halaba Special Woreda and Gedio Zone have reported that, there were insufficient instructional materials in pre-primary schools (Salomon, 2012; Abdo & Semela, 2010).

They did not include the strategies that teachers use to minimize the challenges of utilizing instructional media.

Studies conducted in Hararghe Zone, a special area in eastern Oromia, have reported practices and challenges of instructional materials utilization in government secondary schools in Haramaya Woreda, but these studies were not focused on preprimary schools. Lack of positive attitude of teachers, low attention and levels in the utilization of instructional resources, Low extent of instructional media utilization in preschools and factors that influence the use of instructional media, little understanding of pedagogical principles about teaching very young children, Lack of commitment for using different teaching methods and instructional media which are appropriate to children was one of the greatest challenges faced by the pre-school teachers, Lack of strategies to minimize the challenges of using instructional media

According to the statistics center of the Hula woreda education office, the majority of preschool teachers do not practice or use instructional materials. So the problem existed and decreased students' performances. Although earlier studies evaluated the availability, instructional materials portance, roles, and assessment in terms of the concept of instructional materials in schools across a variety of subjects, none of them looked into the practices and challenges of the utilization of instructional materials in preschool in the Hula woreda. The researcher's personal experience as a woreda education office witness many problems associated with practices and challenges in the utilization of instructional materials. For instance, inappropriate usage of instructional materials in classrooms. Therefore, based on the above research gaps, researcher was interested in assessing the instructional materials utilization in early childhood education, factor affecting this use and strategies to cope with challenges the case of hula woreda, sidama regional state”

1.3 Research questions

Based on the above facts, this study seeks to address the following research questions:

- To what extent instructional materials are being utilized in Hula Woreda preschool teachers?

- What challenges do the teachers experience in use of instructional materials in the preschool?
- What is the factors that affect practices of preschools teachers towards instructional materials utilization in their lessons?
- What are the strategies that teachers use to minimize the challenges of instructional materials utilization in Hula woreda preschools?

1.4. Objectives of the Study

1.4.1.General Objective

The overall objective of this study, to investigate the practcies and challenges of instructional materials utilization in early childhood educations, factor affecting this use and strategies to cope with challenges the case of Hula woreda, sidama regional state

1.4.2.Specific objectives

- To analyze the extent instructional materials are being utilized in Hula Woreda preschool teachers
- To identify the challenges do the teachers experience in use of instructional materials in the preschool
- To assess the factors that affect practices of preschools teachers towards instructional materials utilization in their lessons
- Assess the strategies that teachers use to minimize the challenges of using instructional materials in the study area.

1.5 Operational Definition.

Challenge– Difficulty in using a variety of instructional resources in every lesson in their routine activities in the Hula woreda preschool. . . .

Practicing-a form of work-integrated learning that is described as a period of time when students are working in the relevant lessson to receive spefic materials in training in order to apply theory in practices in the Hula woreda preschool. . . .

Communicating-a close and important relationship between communication and the teaching-learning process, transversal to the modalities of face-to-face and remote teaching in the Hula woreda preschool.

Managing- basically implements some managerial functions covering: (1) planning; (2) organizing; (3) actuating; (4) controlling or evaluating. It is started with the planning, i.e. the activities of teachers in composing lesson plan in the Hula woreda. .

Promoting learning -engagement through active learning.Active learning is an mediated instructional material and approach in which students actively participate in the learning in the Hula woreda preschool.

Utilization: a thorough or systematic process by which a facilitator or teacher develop and deliver media effectively in the Hula woreda preschool. .

Instructional media – refers to media that are used by the teachers in the teaching and learning process of in the Hula woreda preschool. .

1.6 Significance of the study

This study will be beneficial to students, teachers, and guardians and to the government. The findings of this study subjects will help the students realize how instructional materials important the use of instructional materials is to their understanding of all school subjects, especially in the core. To parents and guardians, this study is of great instructional materials importance because it will help them to appreciate the instructional materials importance of the use of instructional materials to aid their children’s understanding in all the subjects they are taught. This will motive them to join hands with the school authorities to provide all the necessary instructional materials needed to be used in the preschool classroom. Furthermore, the government and education policy makers will benefit from this study because it will help them to understand the place of instructional materials in terms of pedagogical practice and the need for their production locally. This will make them provide all the necessary instructional materials for use in the preschools and motive the teachers who engage in the production of instructional materials financially.

1.7 Delimitation of the Study

The scope of this study conducted with in 2014 E.C upto 2015 E.C and attempted to cover

some selected government preschools in Hula Woreda. In Hula Woreda, there are 32 preschools. So it is too huge to include all preschools as a population of study. Therefore, the private preschools were not included because a larger number of preschools were available in the study area . However, to make the study specific and manageable, the researcher preferred to include only government preschools that were available in Hula Woreda.

The scope of the study was focused on the practices and challenges of teachers' utilization of instructional materials in Hula Woreda, with particular emphasis on selected preschools..

1.8 Limitations of the study

Due to this fact the researcher has found it difficult to conduct the study in the way as it was intended. To refer to some of problems encountered during the study: unwillingness of some teachers to fill questionnaires in a given time and unwillingness of some principals and supervisors for interview questions due to their own work load. However, the researcher has tried to alleviate over these problems as much as possible and taken actions this research work to complete. The action has taken to complete this research were tell phoning with school principals to fill questionnaires, teachers and put collected questionnaires with them and supervisors give paid attention the researcher, to arrive school site postponed time researcher used motor cycle and the researcher should be free from any emotion with new expectation chapter and continued research work in strength.

CHAPTER TWO: LITERATURE REVIEW

1. Introduction

This chapter presents the different thoughts from a perusal of different theories and advocates of diverse experts related to the topic under study. Also, few empirical studies which are more significant to practices and challenges of the utilization of instructional materials have been reviewed and displayed exactly to identify the gap for further direction.

Moreover, this literature review falls into four main ideas: the primary ideas indicate the concepts of instructional materials based on the work of Zhang (2006), the second portion talks about the teacher's utilization of instructional materials based on the work of Sukmahidayanti (2015), Alssen (2012), Aota (1995), Begi (2007), Clark & Weibe (2001) the third part focused on the attitude, beliefs, and self-efficiency of teachers utilization of directions material and coordinates innovation based on the work of Chen (2010) the fourth ideas focused on the factors in which influences teachers utilization of instructional materials.

2.1. Basic Concepts and Definitions

2.1.1. Instructional materials

Instructional materials are any kind of aids that assist in the teaching and learning activities, which include reference books, counting equipment like blocks, stones or beads, natural displays models, charts, pictures, play materials, games, audiovisual equipment (Umuhoza & Uworwabayeho, 2021). The teacher's work as a communicator, model, and identification figure can be supported by wise use of a variety of devices that expand the experience, clarify it and give it personal significance (Opara & Oguzor, 2011). Instructional materials are didactic materials which are supposed to make learning and teaching possible. They are the collections and selection of resources from available resources which are applied and integrated into a systematic process of teaching and learning to make learning effective (Amuseghan, 2007). Ikerionwu (2000) define instructional materials as objects or devices, which help the teacher to make a lesson more understandable to the learner. Learners tend to understand easily different concepts if instructional materials are used. Instructional materials, therefore, are concrete or physical objects which provide sound, visual, or both to the sense organs during teaching whereby many students tend to participate practically in the teaching and learning process.

Effiong and Igiri (2015) instructional materials are those things that promote the effectiveness of instruction during teaching and learning process. The use of teaching materials according to him makes teaching real and concrete and is one of the significant developments in the field of teaching, in this present century. They asserts use of instructional material that helps the teachers to achieve effectively and makes teaching easy for the learner to understand the lesson very practical and lively.

Instructional materials when properly used help to make ideas and concepts clear. They can raise learning from verbalization to true understanding and also make learning more vivid. The researcher observed that a teacher that uses teaching aid to deliver his or her lesson will cover more facts at short intervals than one who uses only oral speeches for lesson delivery.” So when instructional materials are used, students can see and conceptualize what is being taught much easier than nothing is used when teaching materials are not used (Koparan, 2017). Instructional materials are materials or tools locally made or instructional materials imported that could make tremendous enhancement of lesson instructional materials impact if intelligently used. In most cases, many learners have the difficulty in understanding certain concepts as a result of their level of cognitive operation. It is against this background that Jean Piaget postulated human beings to be classified along with sensory-motor, pre-operational, concrete, and abstract cognitive levels of instructional materials (Oladejo *et al.*, 2011). According to Agina-Obu (2005), are real or physical objects that provide sound, visual, or both to the sense organs during instruction. Learning becomes more meaningful as a result, and the presentation of concepts becomes more engaging and intriguing to the pupils.

According to Onditi (2018), the well-planned use of instructional materials in lessons can help to eliminate repetitiveness and dullness within the presentation of the lesson. He went on to say that, in addition to ensuring that students have a thorough comprehension of the subject, such materials should make the course engaging to students, capturing their attention and motivating them to study and participate. Within the teaching-learning process, instructional materials serve a variety of roles.

Brown (2000) briefs on the role of teaching aids are as follows:

- “ They guarantee superior maintenance, subsequently making learning more lasting.
- They offer assistance to overcome the restricted classroom by making the blocked off available.
- They give a common encounter upon which late learning can be created.
- They fortify and spur students to learn.

They energize interest, particularly on the off chance that understudies can control materials used.”

2.1.2 Teaching-Learning Materials in ECCE

Montessori defends the idea that children should be enabled to learn on their own in a set environment where they choose their own materials. The learning environment is set by the teacher in organizing the materials from simple to complex. Teachers should be good observers and only intervene when the child requires guidance. Children ought to be helped to understand the order, harmony, and beauty of the nature and they should be pleased with it. As Morrison (2011), shows that learning involve activities, materials, and opportunities for exploration and interaction. UNESCO (2010) states that for effective interaction between children and teachers/ caregivers with instructional materials, and overall support. Indoor materials and equipment are an integral part of the effective implementation of ECCE. These materials and equipment contribute its lion’s share in attracting and getting the attention of children for long period. It also makes the teaching learning process more concrete, suitable and easily understandable. More particularly, locally produced instructional materials are very vital in creating different mental maps and conceptual understandings (Chowdhury& Choudhury 2002). Regarding the negative impact of narrow classrooms and absence of appropriate teaching materials, Bruce (2011) stated that children could not learn without real, direct, and first-hand experiences. There will be ample age-appropriate materials that the child can use in a variety of ways. Learning grows out of the child’s direct actions with the materials. Locally available materials and the local environment are used for active learning (OEB, 2012). Similarly, the OEB (2012) recommended that different activity centers for languages, science, social science, mathematics, and aesthetics that are expected to be equipped with a variety of materials &equipment that have a capacity to provide wide opportunities for children to actively involving in the program

2.1.2.1 In-door teaching and learning materials

Labuschagne (2015) stated that teachers should pay attention to properly setting up the classroom with the help of a comprehensive and detailed plan of how the classroom can best be arranged. These arrangements aim at providing an environment with adequate space free movement and easy access to toys and learning materials, and serve the purpose of stimulating children to learn. Similarly, the strategic guidelines of the MoE (2010) stated learning environments in preschools should have wide varieties of stimulating play and learning materials that promote not only simple but also higher thought processes like puzzles, riddle and guessing games, stories and fairy tales, visually rich in color, etc. The indoor environment should also be friendly, providing adequate opportunity for interactions among children as well as between children and adults. The classroom is organized to promote interaction and learning. Desks, tables, and workstations are clustered together; work areas have a variety of learning materials to encourage group projects, experiments, and creative activities. In addition, a high-quality kindergarten classroom is one in which children feel at home. Children's work is prominently displayed and they feel a sense of ownership (Morrison, 2011). Similarly, OEB (2012) recommended that different activity centers for languages, science, social science, mathematics, and aesthetics that expected to be equipped with a variety of materials & equipment, which have a capacity to provide wide opportunities for children to actively involving in the program.

2.1.2.2 Out-door teaching and learning materials

Playgrounds were associated primarily with children's physical development. Today, playgrounds are designed to support children's physical, cognitive, and social emotional development. Playground learning centers include opportunities for art activities, nature studies, quiet activities, and dramatic play, construction, gardening, and science activities. MoE (2010) also stated in the strategic document that outdoor play equipment must be well maintained, clean and developmentally appropriate that can provide many opportunities for creativity and development of different skills. Play equipment should also be arranged in an organized manner to allow for accident-free play. Preschools out-door learning environment need to be designed for the whole child. It is therefore possible for teachers to link classroom and outdoor learning experiences. The grouping of outdoor learning centers is also important. As in the classroom, playground learning centers that support active play (e.g., climbing, swinging, running, riding) should be grouped together and separated from less active play areas (e.g., gardening, sandbox, reading, nature study).

Areas should be separated so that one set of activities does not interfere with the other. Playgrounds, like classrooms, should accommodate children with diverse skills and needs. Wide door and gate openings, ramps and oversized paths can be installed to accommodate wheelchairs. Outdoor play, like the rest period, is also sometimes overlooked. Children are not only exercise their large-motor skills, but also have opportunities to develop new insights into their world. Teachers need to monitor and facilitate children's outdoor play, just as they do within the classroom (Mooney, 2013).

Teachers utilization of instructional materials in teaching

According to Kadzera (2006), instructional materials is seen as very instructional materials important to the teaching-learning process. The utilization of instructional materials in teaching stimulates learning since students become more attentive (Ige, 2000). It moreover processes students' interests and enhances their cooperation in-class exercises. Thus it instructional materials improves the teaching process since it promotes performance in classroom circumstances. Proper utilization of instructional materials enhances learning and ensures adequate participation on the part of the students. It may also help the teacher to teach a particular lesson more effectively or to solve a particular problem with ease. In this direction, Clark (2011) outlines four ways by which instructional materials should be utilized these ways:

- Be related to the topic of the lesson.
- Be within the age and maturational level of the learners bold and colorful areas at the pre-school level.
- Preview by the teacher before the actual lesson to ascertain that everything is in order.
- Be accurate in content and acceptable in other places for the same lesson.

Mwalyego, 2014 is also of the same view and had outlined six ways by which instructional materials should be utilized:

- Preview the material,
- Plan; previewing will enable the teacher to plan effectively the method of using the selected media,
- Arrange the materials
- Prepare the class
- Presentation,
- Follow-up activities

Instructional materials when properly used, can supply the concrete basis for conceptual thinking and reduce meaningless word responses of pupils making learning more permanent, have a high degree of interest for the pupils, develop a continuity of learning like in motion pictures, contributing to the meaning of words and hence to vocabulary development, provide experiences not easily obtained by other materials and they contribute to the effect, depth and variety of learning (Mwalyego, 2014)

A study conducted by Begi (2007) revealed that the contrast between pre-school and lower primary school male and female teachers; instructional computer utilize was not critical. Clark and Wiebe (2001) found that there was no critical difference in computer utilization by sex and race. A study also included that male teachers were utilizing computers more than female teachers. This was since male instructors utilized school computers twice as many hours per week as female instructors did (Becker, 2000).

2.1.2. Basic Concepts of Teachers' to Use of instructional materials.

2.1.3.1 Theoretical Background

Agreeing to Chen (2010), the definitions of teachers beliefs and focused on behaviors got to be clarified when performing factor investigates approximately beliefs. In this segment,theresearcher will characterize teachers' beliefs and express their beliefs around educational practices and utilization of instructional materials or instructional innovation. The researchers at that point create clarify teachers' beliefs and innovation utilization.

2.1.2.2 Teacher Beliefs

Teachers' beliefs can be seen as the assumptions that they hold almost to teaching and learning (Pajares, 1992). Individual belief systems create based on experience, and these systems generally contain different, non-independent, and interrelated beliefs rather than having single and disconnected ones. Diverse thinks have shown that the diverse beliefs held by instructors are associated with each other or combine with other beliefs. In addition, there's a complicated relationship between teachers' beliefs and practices and the mechanisms underlying the interactions between them. Teachers' beliefs are such effective powers in teachers' decisions and activities that they have been said to more over instructional materials impact learner accomplishment. In other words, teachers' beliefs are connected to student performance (Timperley, 2005).

In a few cases, academic failure of understudies has been attributed to teachers' expectations of understudies. Now and then instructors hold low expectations of their students, which can become a self-fulfilling prediction because the teacher's behaviors, classroom decisions, and exercises are guided by those beliefs. It has been argued that because they hold low expectations for their students, teachers in low capacity to utilize the instructional materials in classrooms and plan low-quality materials, and display low quality of teaching. Low ability classes tend to receive lower-quality instruction in general (Woolfolk, 2004).

In planning for and interacting with students, teachers are guided by their beliefs about what students need and by their expectations about how students will respond if treated in particular ways. Also, teachers' beliefs about the academic ability of the class or individual students may influence their curricular, instructional materials, or evaluative decisions. Teachers' beliefs about students' potential academic achievement are shaped by their beliefs about the nature of knowledge and the nature of learning and, about our specific interests, their beliefs about the nature of literacy (Valencia *et al.*, 2009).

2.1.4 Actual Practice of teacher utilizing instructional materials

Regarding teachers' actual classroom practice, their lessons seemed to exhibit both learner-centered and teacher-centered characteristics. This showed that teachers can exhibit opposing practice. The Traditional practice was more frequent than Communicative potentially Constructivist practice. Studies also found that although teachers tended to be eclectic in their teaching, Traditional practice was more frequent than Communicative practice and most of the lessons were teacher-fronted with explicit forms of focused instruction in which the language syllabus and the course book are structured around language forms and one of the principles of the course is learning these forms (Kaymakamoglu, 2018).

Their real classroom teaching has shown a mixture of learner-centered and teacher-centered educating. The teachers' reasons for these disparities were expressed as learner characteristics, practical classroom realities (large classes, mixed capacity classes, classroom culture, work culture, and the curriculum), management issues, and proper practices and utilizing the instructional materials in their teaching-learning process (Kaymakamoglu, 2018).

2.1.5 Teacher's Beliefs about Self-Efficacy and Technology Integration

Teachers' beliefs about educational innovations can be seen as their feelings about teaching and learning forms with the usage of educational innovations. There are also diverse opinions about the relationship between teachers' beliefs and practices concerning innovation, with the studies reviewed below demonstrating that teachers' beliefs can apply positive or negative instructional materials impacts on their practices, or be irrelevant to them. Instructors who hold positive attitudes toward computer simulations tend to join technology in their instruction (Everset al., 2012). Similarly, Chien et al. (2018) recommended that teachers' beliefs have a positive instructional materials impact on their practices related to innovations.

Self-Efficacy: is a variable that can influence many teacher behaviors and practices in the classroom. In one of the earliest studies of teachers' beliefs and the use of technology. Teachers' beliefs are a significant factor in their success at integrating technology and self-efficacy beliefs are instructional materials important, and a measurable, component of the beliefs that influence technology integration (Holzberger *et al.*, 2013).

Technological pedagogical content knowledge: Knowledge of how to develop appropriate and context-specific teaching strategies to teach within an academic discipline by integrating technology in the teaching and learning process through understanding the relationship between technology, pedagogy, and content (Pamuk, 2012)

Teacher Behaviors

Teacher's effectiveness by looking primarily at personality structures of teachers such as dictatorship to explain differences within the performance of students taught by different teachers. Teachers need to involve the lack of attention given to teachers' possessed beliefs about and students within the lesson by asking a high number of questions, attitudes to teaching and the subjects they teach, arguing blending higher and lower cognitive order questions according to that these deeper structures are more critical to educating to the subject (but continuously utilizing higher-order questions, including quality than instructional materials immediately observable behaviors and reject the student's interest to select or innovate the new ideas amid practices almost the different educating learning materials (Muijs & Reynolds, 2002).

2.1.3.5 Teacher’s knowledge, skills and attitude towards in the utilization of Instructional materials

Subject (also sometimes referred to as conceptual) Knowledge is the systematic understanding of the fundamental principles and the interrelation between different pieces of information regarding a topic. On the other hand, Procedural Knowledge is “the knowledge of the steps required to attain various goals. In other terms, subject knowledge is “what” you know, whereas procedural knowledge is “how” you apply that knowledge to accomplish a task. For example, understanding Darwin’s theory of evolution is an example of conceptual knowledge, whereas the knowledge of genome sequencing techniques in tracing the evolution of species is an example of a procedural knowledge (Metzler & Woessmann, 2012).

Content knowledge: The acquisition and comprehension of realities, facts, or standards related to academic content areas that are instructed at various levels of the education system or a professional field of studies such as school counseling, special education, educational assessment, reading, or educational leadership.

Pedagogical content knowledge: A center piece of content knowledge for instruction that incorporates: core works out of educating, such as making sense of what students know; picking and guiding portrayals of thoughts; evaluating, choosing, and adjusting textbooks; settling on alternative techniques, and analyzing the subject area knowledge and understanding involved in these activities

2.2 Factors influencing the use of instructional materials

Some of the factors which appeared to influence the use of instructional materials are tutor motivation, availability of instructional materials, and attitude towards instructional materials discussed as follow.

2.2.1 Teachers Professional Development in Preschools

The knowledge, skills, and practices of early childhood educators are important factors in determining how much a young child learns and how prepared a child is for entry into school (Howes, 1995 as cited in Abdulhayi, 2018). In light of the current policy context, early childhood educators are being asked to have a complex understanding of child development and early education issues and provide rich, meaningful educational experiences for all children and families in their care.

2.2.2 Lack of Training and adequacy of pre-school teachers

Pre-school teachers play a critical role in the development of children. There is general agreement today that teachers of young children need to be involved in all areas of child's development (Social, emotional, intellectual and physical) (Feeney et al, 1987 cited in Yalew 2011). Similarly, Chowdhury and Choudhury (2002) explain that the role of pre-school teachers and other care givers influence the development of children more than any specific curriculum or educational methodology and they are also responsible for immediate, face to face care (physical and psychological) of the children. Wood Field (2004) stressed the fact that preschool teachers need to have knowledge and understanding of: All aspects of children development including theories and approaches to learning; How to combine and apply pedagogical knowledge and understanding; Multisensory learning and teaching approaches for young children; and Safety issues and application in practice. In general, the training of pre-school teachers is critical for the pre-school program implementation. Because it is what goes to the training institution of preschool teachers that is particular in classroom that finally affects children's learning in preschools (Yalew, 2011).

Teachers in Preschool need properly organized micro-teaching lessons, workshops, and seminars with several presenters for the hands-on experiences. The mandate of this study is to find out the factor's level of utilization of instructional materials. The initial training on the use of instructional materials in the classrooms increased teachers instructional skills and assisted them in meeting their own individual learning goals, teachers were also responsible for attending any additional technology workshops or seminars provided by the district or any organization. The study contends that the more confident teachers feel about using technology (Ivers, 2002).

2.2.3 Inadequate Teaching and Learning Resources

Although resources or facilities are determinant factors for the quality preschool program, what is observed in the Ethiopian preschools is inadequate as different research results have demonstrated. For example, Haile & Mohammed (2017) found that insufficient classroom space, age inappropriate chairs and unavailability of outdoor playing materials are problems. Unavailability and lack of safe playgrounds and materials, child-sized tables, chairs and shelves, classroom space per child, separate restrooms for the children and child-sized toilets (Assefa, 2014; Astatke & Kassaw, 2017; Tirussew et al., 2009) are found problematic. Also, the absence of clean, well-ventilated and well-lit classrooms (Astatke & Kassaw, 2017) was a challenge. Similarly, Offenheiser & Holcombe (2003)

approved that many ECCE centers lack adequate teaching and learning resources and facilities suitable for ECCE in their learning environment. These include lack of properly ventilated classrooms, furniture suitable for children, kitchen, safe clean water, playground, toilets and play material. This implies that teachers do not have adequate teaching and learning resources to enable them to implement effectively the ECCE Curriculum. These affect the implementation of ECCE Curriculum negatively. Inaccessible physical learning environment, inaccessibility of indoor-outdoor materials (Astatke & Kassaw, 2017; Rahel, 2014) and lack of equipment for children with disabilities, unavailability and the high cost of educational materials, lack of standardized classroom space and absence of recreation areas (Astatke & Kassaw, 2017; Rahel, 2014) were observed as challenges. Thus, no meaningful teaching and learning can take place without provision of adequate resource materials. This means that for the officially designed curriculum to be fully implemented as planned, the government or ministry of education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. The central government needs to provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an enabling environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation (Park, 2008). Therefore, teaching and learning materials should be convenient to children's need in variance aspects such as they have to be relevant to preschool's curriculum, policy and programs based on the standards and recreational needs of children. Materials should encourage the understanding of children; hence they have important contributions to multicultural societies of diverse cultural, linguistic groups, people with disabilities and minority groups. This can help to create respectful and mutual relations with others. Materials must also motivate children and educators to examine their attitudes and behaviors to comprehend their duties, responsibilities, rights, and privileges in society. Moreover, the teaching materials should have to be appropriate to children's age, emotional, intellectual, social, and cultural development. Furthermore, the material's representativeness has to be a range in views of all issues. The availability of instructional materials encourages its usage. For technology to be exploited in an environment, it must first exist. This means that if college tutors are to use instructional materials in their teaching, then the resources should be made available in the college environment. Further reports that lack of instructional materials resources is one of the reasons contributing to minimal use of instructional technology in teachers training. This was also confirmed by different studies in

an earlier study in Ethiopia which noted the lack of required instructional materials resources is one of the reasons for teachers limited use of instructional materials. When instructional materials is available and the management is committed to instructional materials implementation, change effects can be seen. This would exhibit the administration's commitment and hence facilitate the change process making it easily acceptable by the subordinates (Kadzera, 2006).

2.2.4 Teaching experience

The number of teachers' years of teaching experience influences the use of instructional materials. In a study on how personal familiarity with instructional materials influences its instructional materials implementation, found that "acquisition of computer skills is neither smooth nor linear; it takes time and aspiration". The more experienced a teacher is with any instructional materials the more he/she will appreciate it and instructional materials implement it in his/her field. The authors assert that the factor could be attributed to recent graduation from teachers training and exposure to instructional materials than their senior colleagues. The current study set to establish whether the use of instructional materials during training of preprimary school teachers has any influence on their utilization of instructional materials (Barnard, 2007).

2.2.5 Teachers Motivation

Teachers motivation refers to the application of certain measures that tend to energize the tutor in the workplace and which in turn encourage the use of instructional materials. Motivators are the factors that energize workers to perform to achieve set objectives. For instance how interesting it is, how many opportunities does it avail for success, how much does it yield to recognition and promotion of the worker (Hamid & Younus, 2021).

In a survey to establish how many teachers prefer to remain in the teaching profession, instructional materials require additional time to learn and to prepare them for use in the classroom. Since the successful performance of a preschool teacher trainee is the result of various factors, this study investigated whether the tutors receive motivation to enhance sourcing, production, use, and storage of instructional materials, intended to promote the performance of teachers in preschool teacher colleges. Motivators are the factors that energize workers to perform in arrange to attain set objectives. For instance how interesting it is, how many opportunities does it avail for success, how much does it yield to recognition and promotion of the worker (Hamid & Younus, 2021).

2.2.6 Attitude towards Instructional Materials

According to Yaghi (2018) in a survey to establish the role of the computer in schools, he confirmed that well-trained teachers tend to be more comfortable and efficient with instructional materials while poorly trained teachers may model bad experiences that could cause negative attitudes towards instructional materials among students. Teachers in preschools need properly organized micro-teaching lessons, workshops, and seminars with several presenters for hands-on experiences.

2.2.7 Attitude change towards utilization of instructional materials

According to Hope (1997), the use of instructional materials by teachers would have to appreciate the instructional materials importance of media themselves and the students. This appreciation and desire to use instructional materials calls for teachers to change the attitude towards the use of instructional materials positive values towards instructional materials by the change agents. This change is a process of transforming people's knowledge, behavior, and attitude about the value of embracing something more beneficial. To embrace the use of instructional materials in teacher teaching, preschool tutors would have to appreciate the instructional materials importance of these media to themselves and the students. This appreciation and desire to start using instructional materials calls for teachers change of attitude towards the use of instructional materials. Positive attitude and values towards instructional materials by the change agents who are the preschool teacher would influence their use of instructional materials in their preschool teacher teaching (Hope, 1997). Weller (1996) viewed this change as a process of transforming people's knowledge, behavior, and attitude about the value of embracing something more beneficial. Onasanya (2008) observes that this change of attitude and behavior from the teachers would be beneficial to the learners.

The attitude of preschool teachers towards instructional materials would influence them directly to prepare and use them. The innovative teachers would spend time to prepare and use instructional materials in their instruction while those with a negative attitude towards instructional materials might not make any effort to prepare and use the instructional materials during instruction (Begi, 2007; Kadzera, 2006)

Challenges in the Utilization of instructional materials the problems that hinder the effective use of instructional materials in schools includes shortage of the required instructional materials, teachers

attitude, lack of effective leadership in utilization of instructional materials, shortage of finance, poor institution facility management and lack of appropriate training of instructional materials.

2.3. Strategies that could enhance the utilization of instructional materials

As Flick, J. (2012), recommended since teachers reported limitation of planning time, ways to make media resources known to teachers should be put in place so that they do not have to keep searching for them. This called for equipping them with skills that are acquired during training and refresher courses. The study will conclude that some instructional materials important strategies that should promote the use of media for instruction in high school during classes included the provision of appropriate resources, ease of use of instructional materials, and accessibility of the instructional materials. The management of institutions should find ways to engage teachers in the selection and development of media resources because this ensures the learning outcomes are regarded. Further, an equal effort need to be made to provide more resources in the classrooms like computers and other electronics technology to support teachers' utilization of motion media.

A similar view was held by Abdo and Semela (2010) in a study on instruction media use in primary schools in Gedeo zone, Ethiopia who recommended that management should provide media resources to teachers because they do not have time to search them on their own.

2.4. Summary of Reviewed Literature an instructional materials implications

Instructional materials is utilized in teaching to make learning interesting and instructional materials improve the quality of teaching among other benefits. The reviewed literature shows the types of instructional materials used in the instruction which include chalkboards, flip charts, computers, slides, real objects, and print media. This study will conduct on the practices and challenges of teachers' utilization of instructional materials in early childhood care and education the mandate of this study will be to fill this gap. Secondly, several factors appear to influence the use of instructional materials in other levels of learning like the availability of instructional materials, attitude toward instructional materials, access to instructional materials, motivation, teacher training, teachers' teaching experiences, time, and technical support.

This study will set to establish whether some of these factors influenced instructional materials utilization by teachers in preschool. It is also with in the mandate of this study to establish the types of instructional materials available for use in preschool colleges and how they are utilized in the

teaching and learning process by tutors. The extent to which the utilization of instructional materials, availability of instructional materials, and teacher's attitude to instructional materials predicted preschool teachers' use of instructional materials in instruction also is investigated.

It was also with in the mandate of this study to establish the types of instructional materials available for use in primary school teachers and how they are utilized in the teaching and learning process by teachers. The extent to which the utilization of instructional materials, availability of instructional materials, and teachers' attitude to instructional materials predicted pre-school teachers use of instructional materials in instruction was also be investigated.

Conceptual Framework of the Study

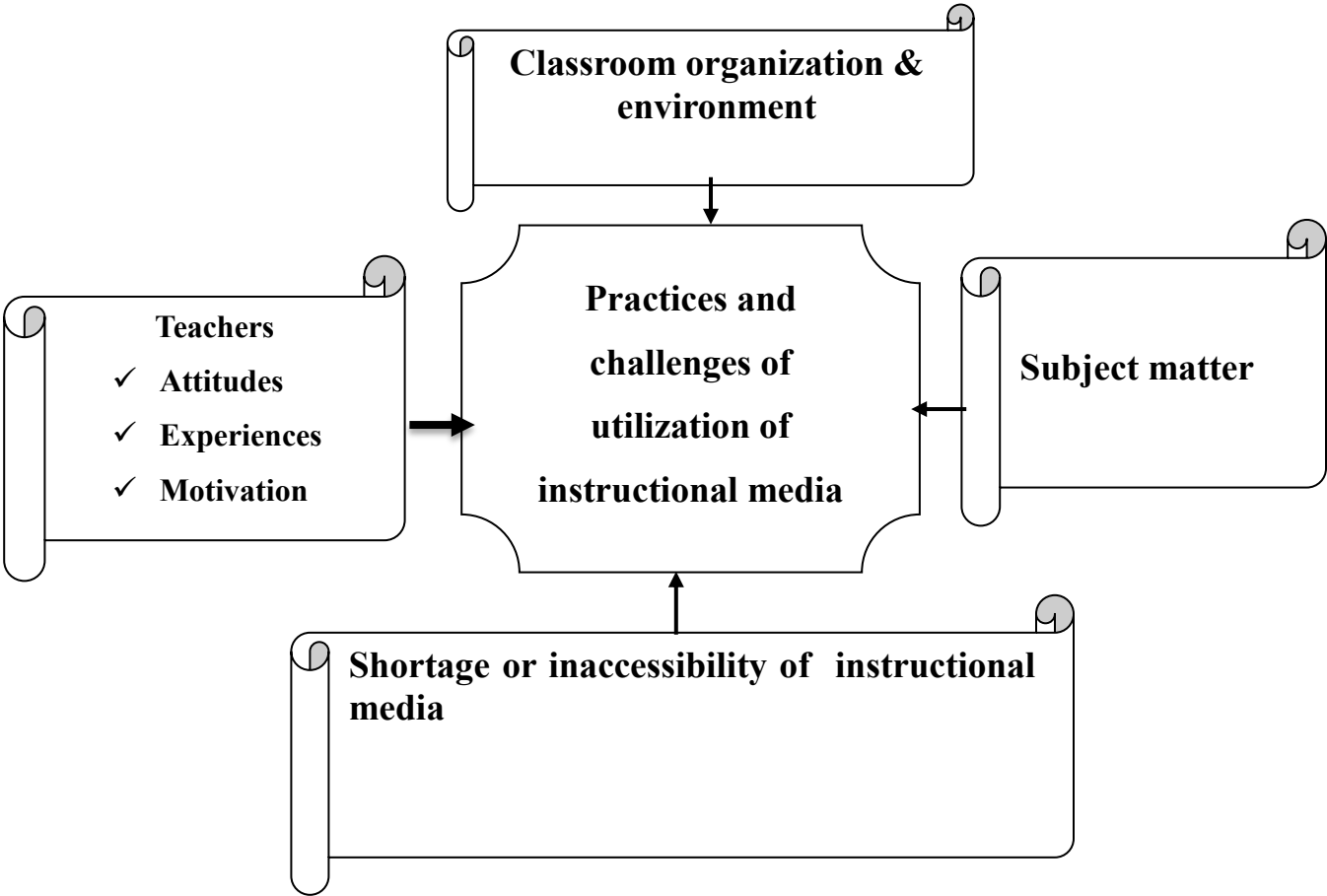


Figure 1: Conceptual Framework

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Description of Study Area

This study was conducted in Sidama region. Sidama region is recently established region among 10 Ethiopia regions. It is established on 18 June 2020 from the Southern Nations, Nationalities and peoples Region and transformation of the Sidama Zone after a 97.7% vote in favor of increased autonomy in the 2019 Sidama Referendum. It is found in southern parts of Ethiopia. It is named for the Sidama people, whose homeland is in the region. Sidama region is bordered by the Oromia Region majority part except for a short stretch in the middle where it shares a border with Gedeo zone and on the West by the Bilate River, which separates it from Wolayita zone. Hawassa is a town which is the capital of Sidama region. The area of Sidama land is 6583.17 square kilometers. It has a population of around 3.2 million according to data of 2017 Ethiopia; who speak the Cushitic language Sidama (known as SidaamuAfoo).

In Sidama region currently there are 733 primary schools and 95 government's secondary schools. . Currently, the regional state is organized under the 46 Woredas (Hula Woreda Office of organization, 2019). Hula Woreda is among 46 Woredas found in the Sidama region. The Woreda is found in the Sidama region which is bordered by AletaWondo and Bursa woreda within the North, Bona Zuriaworeda within the East, DaraWoreda within the West and Oromiya locale, and Bore Woreda within the South with a distance of 95 kilometers south of Hawassa. Woreda was organized under 27 kebeles with, as it was, one urban kebele within the Woreda town of Hagereselam which was set up by Balcha Aba Nefso in 1909 E.C.

According to the recent Woreda Educational offices report, in Hula Woreda there are 27 pre-schools whth in (both first and second cycle) and 5 pre- schools whith in (only first cycle). The total numbers of school are 32. The total population of the Woreda Educational offices is the number of teachers 64, and the number of students 1600 (Hula Woreda Office of education, 2017). Among them 32 preschool researcher was selected from 22 preschools by simple random sampling techniques researcher was selected from 64 teachers. The researcher was selected 44 teachers by simple random sampling techniques for questionnaires to assess the practices and challenges of teachers' utilization of instructional materials in primary schools.

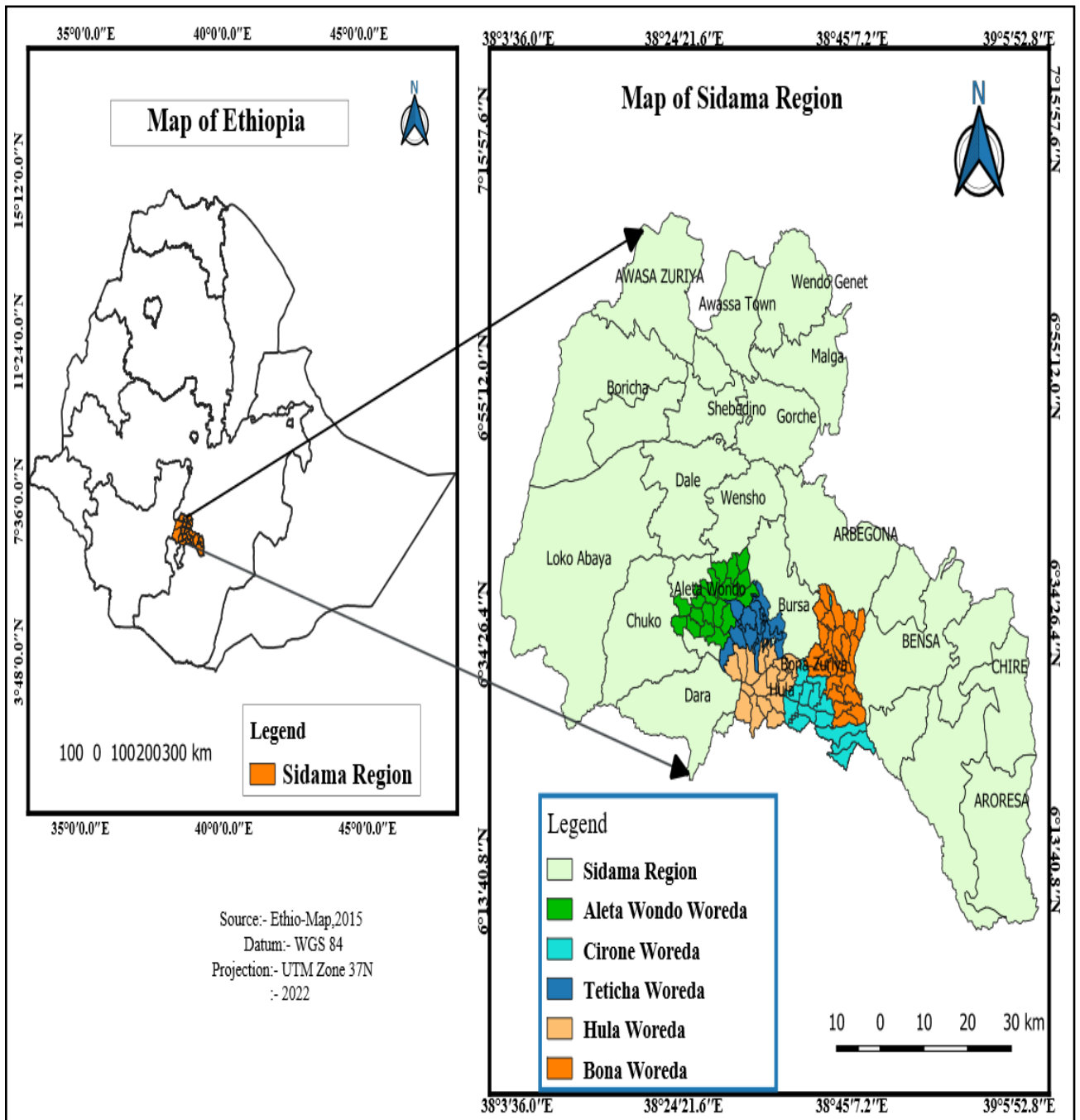


Figure 2. Map of Sidama Region

Source: Sidama Region Finance and Development Bureau

3.2. Research Design

Research design is the plan of action that links philosophical assumptions to specific methods (Creswell and Plano lark, 2007). In this research study researcher used descriptive survey design. The descriptive research design is a design that explains and interprets conditions of the present and examines a phenomenon that is occurring at a specific place and time. It helps to deal with relatively large number of respondents at a particular time. In this research design cross-sectional study involved that different sections belonging to the same group was studied. It helps to achieve the objective of the study and discribe and interpret the prevailing factors that associate with the practices and challenges of teachers utilization of instructional materials in the goverment preschool of Hula woreda

3.3. Research Method

The researcher used mixed research method. The quantitative method involves questionnaires which used to gather information for the study. Close ended questionnaires were prepared and distributed for teachers. The qualitative method also used to personal interviews with supervisor, principals and vice principals. Structured interview was prepared and present as the same way to all interviewees. Therefore, in this study, an explanatory mixed approach involving both quantitative and qualitative form.

3.4. Population of the Study

According to Kothari, (2004) all subjects in any field of inquiry constitute a Universe or Population. Therefore, any concerned bodies which would be involved as key informants in this study are said to be the total population of this study.

The study targeted a population of 32 schools from public pre-schools. This study targeted a total of 186 populations comprising 64 ECCE Teachers and 22 department leader, and 59 principals and vice-principals, 9 cluster supervisors, and 32 pedagogical center facilitators in the preschool of Hula woreda of Sidama Regional State.

3.5. Sources and Types of data

Both primary and secondary data were used to address the objectives and accomplish the research from different sources. Primary data were collectd from principals, teachers, pedagogical center

facilitators, and cluster supervisors the researcher used the key informant. In secondary sources, the researcher reviewed documents, books, journals, and annual pedagogic reports of instruction media and other relevant kinds of literature about the practices and challenges in which teachers' utilization of instructional materials in Hula woreda.

3.6. Sampling Techniques and Sample Size

According to the Cohen, Manion & Morrison, (2013) sampling is the process of obtaining information about an entire population by examining only a part of it. In this research study, the researcher were used both probability and non-probability sampling methods. To get optimum sample size researcher was used the following sampling procedures. In general, there is 32 government preschool in Hula woreda. So, it is too difficult to include the whole 32 government preschools in the study.

Regarding this 69% of preschools of Hula woreda were included in this study. This means out of 32 government's preschools 22 preschools of Hula woreda were selected as the target population for this study by using stratified random sampling method system to get representative sample with the assumption of that all Preschool would have an equal chance of being selected. There were 32 preschools in Hula woreda, out of which 22 preschools were selected by using purposive sampling method. The total sample size of the study participants was 141, from which 44 were teachers, 22 were department heads, 22 were pedagogical center facilitators, 9 were cluster supervisors and 44 were school principals. All the respondents were selected by using simple random sampling method.

Table 3.1. Summary of the total population, Sample size, and sampling technique

	Total Population	Sample	%	Sampling technique	Data gathering tools
Pre-Schools	32	22	69%	Purposive	
Principals	59	44	74.5%	Simple random	Interview
Pedagogical center facilitators	32	22	69 %	Simple random	Questionnaire
Teachers	64	44	69 %	Simple random	Questionnaire
Department leader	22	22	100%	Simple random	Interview and questionnaire
Supervisors	9	9	100%	Simple random	Focus group discussion
Total	186	141	75.8%		

Sources of data; Hula Woreda Educational department 2022. Key N= population, n=number of sample.

3.7. Data Gathering Tools

Collecting information by utilizing diverse instruments leads to the exact research findings. The researcher was utilized questionnaires, semi-structured interviews, focus group discussions, and document analyses in this study. It was accepted that utilizing these instruments is instructional materials imperative to triangulate the data collected and to combine the strengths of each instrument to minimize their weaknesses, (Dawson; 2003).

3.7.1. Questionnaires

Questionnaires were composed of forms that inquire correct questions of all individuals within the sample group, and which respondents can answer at their convenience (Bother et al., 2007). This could be a popular strategy for data collection in education because of the relative ease and cost-effectiveness with which they are developed and managed to large samples.

Questionnaires comprising of both closed-ended and open-ended inquiries structured by the study objectives were used to collect information from teachers and head teachers. Questionnaires are the most preferred instrument of data collection because they are easy to administer hence saving time and enhancing credibility.

Hence, questionnaires were prepared in the English Language with 30 items and administered to all respondents' participants with the supposition that they can understand the language. The questionnaires were consist of two parts. The first part deals with the general background of the participants. The second part is containing the total number of both closed-ended and open-ended question items that pertain to the basic questions of the study. A questionnaire were prepared by the researcher to use close-ended questions for sampled teachers and Pedagogical facilitators to fill the questionnaires because the researcher believe that they are rich in the information required to accomplish the research. Both closed-ended choices 18 and open-ended 12 questions are included in the questionnaire to create an opportunity for respondents to express their feelings freely.

3.7.2. Semi-Structured Interview

According to Cohen, Manion& Morrison, (2013), the interview strategy of collecting data includes the presentation of oral-verbal stimuli and answer in terms of oral-verbal responses and the interviewer asking questions generally in face-to-face contact with the respondents. Therefore, in this study research was used the semi-structured interview to get data from face-to-face contacts with school principals and department heads of those Preschool.

The reason for using a semi-structured interview was its advantage of flexibility in which new questions was forwarded during the interview based on the responses of the interviewee. Interview questions were discussed with the interviewee in 30 interview questions in Sidamic Language to reduce communication barriers and to got more information. The purpose of the interview is to got evidence and to gather more information that may not be easily held by the questionnaires.

3.7.3. Document Analysis

In addition to questionnaires and interviews, the researcher were using the document as secondary sources of data collection and the document analysis is to enrich the information about the issue under study. Pedagogic center records, teachers' portfolios, and all department plan documents was analyzed.

3.7.4. Focus Group Discussion

This instrument was helped to strengthen the information gained through the other sources. FGD is instructional materialsportant in which a small number of participants, guided by a moderator or facilitator, talk about topics of special instructional materials importance to a particular research

issue. The researcher as a facilitator organizes those 22 selected preschools Supervisors to hold Focus group discussions about the strategies that teachers use to minimize the challenges of attaining and using quality instructional materials or not they provide piece of the information. It embraces 9 cluster supervisors, each from selected school and school nearby held discussion together the result would sum up by using a checklist.

3.8. Procedures for data collection

Data collection was gathered and measured based on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The researcher were made in series and direct contact with preschool teachers and school principals would be interviewed to fill out open-ended questions. To ensure high response rates, the researcher was explained each selection of questionnaires to the respondents to ensure that they fully understand the questions before answering. After the questionnaire of the respondents, enough time would be given to the sample respondents.

A pilot study was conducted before the final administration of the questionnaires to all respondents. The pilot test is conducted to check the truthfulness of the instruments to assess whether or not the items enclosed in the instruments enable the researcher to gather relevant and valid information. Also, the purpose of pilot testing is to make the necessary changes to correct confusing questionsmesuares by the Cronbach's Alpha.

3.9. Validity and Reliability of the Instruments

Agreeing with Cohen, Lawrence, and Keith (2005) validity may be a demonstration that a specific instrument measures what it intends to measure. Quantitative data validity can be made strides through, suitably instrumented. If the questions on the questionnaire are adequately covered concepts from those research questions and the objectives of the study, the instrument is considered to have high content validity.

Reliability is the inclination to get the same results if the measure is repeated by utilizing the same subjects under the same conditions (Siniscalco and Auriat, 2012). In the same way, Cohen et al. (2005) contend that for research to be reliable it must illustrate that if it is to be carried out in a similar setting, at that point similar results will be found. With this respect, within the display study, Cronbach's Alpha was utilized to test the reliability of survey items. Both will calculate the coefficients of reliability that should be 0 and 1.

Pilot Testing

The basic purpose of pilot study was assessed whether a questionnaire has been designed in a way that facilitate the collection of the required information from respondents (Sami, 2005). So, that pilot testing was used to test the validity and reliability of the tools and the researcher has a chance to comment on and check its clarity. Basically it helps to identify the anticipated challenges of researcher and respondents alike would encounter or if questionnaire would work really world by trying it out first on a few respondents. Accordingly, the questionnaires prepared and conducted pilot test in Aleta wondo preschool which was not included in the sample study. Pretesting of research instruments was done on 10 teachers, 3 principals and 2 supervisors. Piloting of the instruments ensured clarity and wording of the items. After pilot testing, the reliability of the instruments was calculated by using Cronbach's Alpha measurement to test the reliability of question items. Most literatures show that the test results of 0.7 and above with a pilot testing is reliable item. Thus, items that have a result of less than 0.7 should be modified and restated in such a way that respondents better understand them (Postlethaite, 2005).

Table 3.2. Cronbach's Alpha Coefficient

No	Type of Items	Number of items	Reliability Coefficient
1	Extent of teachers practicing and utilizing instructional materials	10	0.790
2	Challenges of utilization of instructional materials	12	0.877
3	Defining and communicating school management with teachers to promote of teachers	5	0.786
4	Managing curriculum & instructional programs	11	0.845
5	Promoting the school learning climate to utilization of instructional materials	8	0.891
	Over all Reliability Coefficient	46	0.837

Table 3.2, shows the Cronbach's Alpha reliability test results. The result of the pilot tasting was described by using Cronbach alpha. Cronbach's alpha is a good measure of internal consistency of the latent variable and acceptable values are normally above 0.70. However, I can accept values near of 0.60 especially if the factors have only few items. Nunnally, (1978) decide its' value like; (< 0.60 = Unacceptable), (0.60-0.69 = Poor), (0.70-0.79 = Acceptable), (0.80-0.89 = Good), (> 0.89 = Excellent). The Cronbach's alpha's result in this study was (0.837) which is "Good" because of it found between (0.80-0.89). This shows questionnaires' was reliable and acceptable.

3.10. Ethical consideration

Ethical consideration of this study was take place in the following ways. First, researcher was received a formal letter from Jimma University. After getting a formal letter researcher goes to these selected primary schools in Hula woreda to collect data. While reaching each sampled school, researcher was gave a short orientation about the purpose and contents of the study. Then, ask voluntariness and cooperation of the participants.

The researcher provides information that they have a choice regarding whether or not to participate in the research and as they are not being forced to participate. After the researcher is informed about the privacy and confidentiality of participants that have been guaranteed and gets promises for them to never display their personal information to other individuals, a report of the findings will not be revealed without their permission.

3.11. Methods of data analysis

The researcher collected both quantitative and qualitative data from sample respondents, and the data was analyzed based on the mixed sequential explanatory analysis methods because the analysis both quantitatively and qualitatively based on the responses which obtain questionnaires, semi-structure interview, document analysis and Focus Group Discussion. The data was collected through close-ended questions were tallied, tabulated and filled into SPSS version 24 were analyzing by descriptive statistical techniques such as using percentage, frequency, standard deviation.

Qualitative data obtained through open-ended questions, FGD, document review and interviews were analyzed through narration. Accordingly, the respondents reports the basic questions 3&4 of the written notes of the interview are transcribed; categorized and compiled together into the theme and translated into English. The results of open-ended questions, FGD and document analysis were summarized and organized with related categories narration because taking note.

CHAPTER FOUR: DATA ANALAYSIS, PRESENTATION AND INTERPRATATION

4.1. Characteristics of the Respondents

The necessary data was obtained from 22 government preschools found in Hula woredas' in the Sidama Region. Through questionnaires, interview, and focus group discussion and document analysis was carried out to enrich the data. These include, 22 school principals, 22 vice principals, 22 department heads and 22 pedagogical center facilitators. Data was collected from 44 teachers and 22 pedagogical center facilitators through questionnaire, 9 cluster supervisors by Focus Group discussion and 44 selected schools principals and 22 department heads through interview. The questionnaire contained close-ended and a few open-ended questions.

Table 4.. Characteristics of Respondents

Variables	Category	Respondents										Total
		Supervisor		Principals		Teachers		Department head		Pedagogicl center facilitators		
		F	%	F	%	F	%	F	%	F	%	
Gender	Male	7	78%	26	59%	12	27%	14	64%	10	45%	69
	Female	2	22%	18	41%	32	73%	8	36%	12	55%	72
	Total	9	100%	44	100%	44	100%	22	100%	22	100%	141
Age	18-30	-	-	19	43%	21	47%	6	27%	7	32%	53
	31-35	6	66%	13	29%	17	39%	10	45%	8	36%	54
	36-40	2	22%	10	23%	4	9%	5	22%	3	14%	24
	41-45	1	11%	2	5%	-	-	1	5%	4	18%	8
	45 and above	-	-	-	-	-	-	-	-	-	-	
	Total	9	99%	44	99%	44	99%	22	99%	22	100%	141
Level of education	Diploma	2	22%	22	50%	44	100%	22	100%	22	100%	112
	BA/BSc	5	55%	21	48%	-	-	-	-	-	-	26
	MA/MSc	2	22%	1	2%	-	-	-	-	-	-	3
	Total	9	99%	44	100%	44	100%	22	100%	22	100%	141
Service years	5 and below	-	-	7	16%	17	39%	8	36%	7	32%	39
	6-10	4	44%	14	32%	10	23%	9	41%	6	27%	43
	11-15	3	33%	13	30%	8	18%	3	14%	7	32%	34
	16-20	2	22%	6	13%	9	20%	2	9%	2	9%	21
	21 and above		-	4	9%	-	-	-	-	-	-	
	Total		99%	44	100%	44	100%	22	100%	22	100%	141

Item in table 4. row 1 of shows respondents sex category of respondents. Accordingly, 12 (27%) of teachers and 26 (59%) of school principals, 14 (64%) department heads, 7 (78%) of supervisors and 10 (45%) pedagogical facilitators: totally 69 (49%) respondents were Male. While, 32 (73%) of teachers and 18 (41%) of school principals, 12 (55%) pedagogically center facilitators, 2 (22%) of supervisors and 8 (36%) department heads, totally 72 (51%) respondents were Females. This shows that the participation of females in educational leaders especially at government preschools were low. It instructional materials implies that, there was a gender inequality at government preschools.

However, lack of meaningful participation of females in various decision making positions was not in surprise in countries like Ethiopia, her there has been male dominating culture, and when educational opportunities have relatively been accessible to males. Similarly, relate literature, witnessed that participation of females in Ethiopian education had been low resulting in their lower rate of employment which could be due to unreasonable load of household, early marriage and abduction (Emebet, 2003). To this effect, since lack of female participation could result in failing to incorporate their needs in the plans that help address the major issues of entire female population of the potential stakeholders, the woreda education office should work harder to increase their involvement in the each leading activities at various levels.

In the table 4. row 2, the age distribution of respondents were described. Most of cluster supervisors, department heads and pedagogical center facilitators were mainly concentrated under the age group 31-35 years. This age group (31-35) accounts for 6(66%), 17(39%), 13(29%), 8(36%) and only 10(45%) of cluster supervisors, school principals, teachers, department teachers and pedagogical center facilitators respectively. The age group 18-30, comprises more of school principals and teachers. This age group (18-30) accounts for 19(43%) school principals, 21(47%) teachers, 6(27%) department heads and 7(32%) pedagical center facilitators.

This revealed that the majority age distribution of teachers and school leaders respondents were 31-35 years old. This instructional materials implies that, the teachers and school leaders seems to have been occupied by well experienced individuals who could do their best for the practices and utilization of instructional materials for pre-schools; provided that they have had relevant experiences for practices and utilizing instructional materials.

Item table 4. row 3, the education status of respondents were described. Accordingly, 44(100%) of teachers, 22(50%) department heads, 22(100%) of school principals, 22(100%) pedagogically

centered facilitators, totally 110 (78.0%) were diploma holders. In addition to this, 21 (47.7%) of school principals and 5 (55.5%) supervisors totally 26 (22%) were BA or First degree holders. So that, the educational qualifications of the most respondents 112 (79.0%) were diploma, 26 (18%) were BA degree and 3 (3%) were MA holders.

Item table 4. row 4, shows that the total service years of respondents. The total service years of both teachers and school leaders were concentrated under the service years of 11- 15: the group of service year (11-15) comprises 3(33%) of supervisors,13 (30%) of school principals, 8 (18%) of teachers, 3(14%) of department heads and 7(32%) of pedagogically center facilitators. The service years of 6-10 intervals contains 4(29.9%) of supervisors, 14(32.3%) of school principals, 10(23%) of teachers, 9 (41%) of department heads and 6 (27%) of pedagogically center facilitators, totally it accounts 39 (30.6%) of respondents. The service years of 16 and above 2(22.2%) of supervisors, 6(13.6%) of principals, 9(20.4%) of teachers, 2(9%) of department heads and 2(9%) of pedagogically facilitators, totally 21(14.8%). Only 39(27.6%) of teachers were 1-5 years services.

This instructional materials plies that, the selected pre-schools teachers and school leaders have no enough experience to practice and utilization of instructional materials.

As far as the respondents' experience on their current positions are concerned, the table reported that, the service years the interval of 6-10 years. This shows that their long of total year services would tell that they could have no better understandings on the instructional materials in each level.

4.1 To what extent the available instructional materials are used

No	Types of Instructional materials	Level utilization		Frequency	Percentage
		used	Not used		
1	Sand and Sticks and wood	✓		4	1.7
2	Water and Small plants		✓	23	10
3	Models (plants, animals, human body)		✓	22	9.6
4	Drawings and pictures (plants, animals		✓	21	9
5	Flowers and leaves		✓	22	9.6
6	Bottles and bottle tops		✓	20	9
7	Charts (animals, plants, human body		✓	13	8
8	Sinking and floating items (stones and feathers		✓	10	4
9	Calabashes and empty containers	✓		10	4
10	Insects (not harmful one) butterfly	✓		4	2
11	Dramatic, oral plays and games		✓	3	1.3
12	Different types of food we eat	✓		8	3.5
13	Water, sand, charts, plants, realia, models, pictures		✓	23	10
	Total	15.8	84.5		

Table 5 To extent the available instructional materials are used

In Table shows the Level of utilization of Instructional Materials by Preschool teachers in the area of study. The result indicates that teachers in the preschools indicated a 84.5% level of low utilization of instructional material as against 15.5% indication for low utilization. There is therefore, a low level of utilization of instructional material among the teachers; The low level of outside orientation of the teachers in table inhibits utilization of instructional materials because knowledge and experience increases as one explores his environment. Above findings show on the extent of teacher's utilization of instructional materials.

All the preschool had adopted utilization for sand, water, models (plants, animals and human body), drawings, flowers and leaves, bottles and bottle tops, charts, nature corner and sticks. Physical observations confirmed that they were utilized very low in all the sampled schools. This finding implies that teachers in public schools had embraced utilization of instructional materials for teaching in different subject. The utilization of these Instructional materials in schools could be attributed to the fact that majority of the teachers were not well trained with relevant skills and knowledge on utilization.

4.2. The challenges of teachers in utilizing teaching materials appropriately

In this section respondents were requested to rate the attitudes of teachers in practices of instructional materials for preschools of Hula woreda. The quantitative data obtained from them was analyzed by using descriptive statistics (frequency, mean and standard deviation).

Table 6. shows the challenges of teachers in utilizing teaching materials

No	Description item	N	SD	D	U	A	SA	Mean	Av.mean
1	Teachers encouragement is low to words using instructional materials	44	3	6	-	25	10	3.75	3.71
		22	1	4	-	13	4	3.68	
2	Teachers have lack of commitment in using instructional materials	44	-	2	1	11	30	3.77	4.01
		22	1	2	-	6	13	4.27	
3	Teachers didn't give attention to instructional materials	44	-	9	-	20	15	3.93	4.08
		22	-	1	-	14	7	4.23	
4	Teachers interest is very low towards using instructional materials	44	1	2	1	23	17	4.6	4.42
		22	-	-	-	7	15	4.68	
5	Teachers haven't time to use instructional materials	44	8	27	1	5	3	2.25	1.94
		22	14	5	-	3	-	1.64	
6	Teachers always facilitate practices of media	44	20	14	1	5	2	1.91	1.91
		22	10	8	1	2	1	1.91	
7	Teachers haven't material resources to use instructional	44	22	14	1	5	2	1.89	2.08
		22	9	7	-	3	3	2.27	

Key: SD = Strongly Disagree (1.00-1.80), D = Disagree (1.81-2.60), U= undecided (2.61-3.40), A = Agree (3.41- 4.20) and SA= Strongly Agree (4.21-5.00). n= sample size, Av.mean = average mean.

In Table 5. item 1, respondents were requested to show their agreement about teachers' encouragement was low towards using instructional materials. In this regard, the computed mean score of school pedagogical centers is (M = 3.68) and teachers are (M = 3.75). The calculated mean score of both groups was found under (3.41- 4.20).

In Table 5. item 2, respondents were requested to show their agreement about teachers' lack of commitment to using instructional materials. In this regard, the computed mean score of school pedagogical centers was (M =4.27) and teachers were (M = 3.77). The calculated mean score of school pedagogical centers shows strongly agreed about the issues and the mean score of teachers shows that agreed on the issues. The average mean of both groups was found under (3.41-4.20). This indicated respondents relatively agreed up on about teachers have a lack of commitment to using instructional materials.

In support of the above finding, one of the focus FGD participant supervisors expressed that, *“The existing practice of utilization instructional materials for preschools were not successful in child development in case of:- mentality, skills and attitudes. Because of the teachers lack commitments towards utilization of instructional materials.”*

In Table 5. item 3, respondents were requested to show their agreement about teachers didn't give attention to instructional materials. In this regard, the computed mean score of school pedagogical centers was (M = 4.23) and teachers were (M = 3.93). The calculated mean score of both groups was not significant. Because the mean score of pedagogical centers and teachers which shows strong agreement and agreement on the issues as respectively. However, in this case of average mean was 4.08 which was found under (3.41-4.20).

In Table 5. item 4, respondents were requested to show their agreement about teachers' interest was very low in using instructional materials. In this regard, the computed mean score of school pedagogical centers was (M = 4.68) and teachers were (M = 4.6). The calculated average mean score of both groups was found under (4.21 – 5.0).

In Table 5. item 5, respondents were requested to show their agreement about teachers haven't time to use instructional materials. In this regard, the computed mean score of school pedagogical centers was (M = 2.25) and teachers were (M = 1.64). The calculated mean score of both groups was not significant. However, the average mean score is 1.94 which is found under (1.81-2.60). This

indicated respondents relatively disagreed about teachers haven't time to use instructional materials. This means that most school teachers had time to use instructional materials.

In table 4.2 item 6, respondents were requested to show their agreement about teachers always facilitating practices of media. In this regard, the computed mean score of school pedagogical centers was (M=1.91) and teachers were (M = 1.91). The calculated mean score of both groups was found under (1.81-2.60). This indicated respondents relatively disagreed about teachers always facilitating practices of media. This means, the teachers did not always facilitate practices of instructional materials.

In Table 5. item 7, respondents were requested to show their agreement about teachers haven't material resources to use instructional materials. In this regard, the computed mean score of school pedagogical centers is (M=2.27) and teachers are (M = 1.89). The calculated mean score of both groups was found under (1.81-2.60).

In support of the above finding, one of the interview participant's school principals expressed that, "The existing practice of utilization instructional materials for pre-schools was not achieved the desired goal in expected manner; in case of teachers gave less attention towards utilization of instructional materials, have been inadequate participation towards instructional materials."

In addition to this, during strategic planning document review from 2012-2014 E.C, in most preschools the utilization of instructional materials were poor. The teaching and learning methods mostly practices through theoretically rather than practically.

The study revealed that, teachers and pedagogical facilitators do not have attitude difference on utilization of instructional materials, since the level of significance is greater than 0.05

4.3. The major factors that discourage teachers from using instructional materials

Under this section respondents were requested to rate level of their agreement on the followings statements which tell major factors that discourage teachers from using instructional materials in preschool of Hula woreda. The response that obtained from the respondent was analyzed by using descriptive statistics (mean and standard deviation).

Table 7. Factors that discourage teachers from using instructional materials

Description Item	N	SD	D	U	A	SA	Mean	Av. Mean
Teachers don't support each other in using instructional materials	44	4	4	-	30	6	3.68	3.54
	22	3	3	1	12	3	3.41	
The daily plan didn't include instructional materials	44	6	36	-	2	-	1.95	2.06
	22	3	16	-	2	1	2.18	
Teachers' lack of experience in using instructional materials	44	31	10	1	1	1	1.43	1.68
	22	4	17	-	1	-	1.93	
Teachers have not taken relevant training on using instructional materials	44	10	28	-	6	-	2.05	2.02
	22	5	15	-	1	1	2.00	
Teachers are incompetent to help other teachers	44	9	32	1	2	-	1.91	1.54
	22	18	4	-	-	-	1.18	
There is an insufficient allocated budget for the utilization of instructional materials	44	10	27	1	5	2	2.11	2.03
	22	6	14	-	1	1	1.95	
Teachers are against the use of instructional materials	44	33	9	-	1	1	1.36	1.47
	22	14	6	-	1	1	1.59	

Key: SD = Strongly Disagree (1.00-1.80), D =Disagree (1.81-2.60), U= Undecided (2.61-3.40), A= Agree (3.41-4.20) and SA= Strongly Agree (4.21-5.00). n= sample size, Av. mean = average mean.

In Table 6. item 1, respondents were requested to show their agreement about teachers who don't support each other in using instructional materials. In this regard, the computed mean score of school pedagogical centers is (M = 3.41) and teachers are (M = 3.68). The calculated mean score of both groups was found under (3.41-4.20).

In Table 6 item 2, respondents were requested to show their agreement about the daily plan didn't include instructional materials. In this regard, the computed mean score of school pedagogical centers is (M = 2.18) and teachers are (M = 1.95). The calculated mean score of both groups was found (1.81-2.60).

In Table 6 item 3, respondents were requested to show their agreement about teachers' lack of experience in using instructional materials. In this regard, the computed mean score of school pedagogical centers is ($M = 1.91$) and teachers are ($M = 1.43$). The calculated mean score of both groups was not significant. However, the case of average mean is 1.64 which is found under (1.81-2.60).

In Table 6 item 4, respondents were requested to show their agreement about teachers who have not taken relevant training on using instructional materials. In this regard, the computed mean score of school pedagogical centers is ($M = 2.00$) and teachers are ($M = 2.05$). The calculated mean score of both groups was found under (1.81-2.60). In Table 6 item 5, respondents were requested to show their agreement about teachers are incompetent to help other teachers. In this regard, the computed mean score of school pedagogical centers is ($M = 1.18$) and teachers are ($M = 1.91$). The calculated mean score of both groups was not significant. However, the average mean score is 1.54 which is found under (1.81-2.60).

In Table 6 item 5, respondents were requested to show their agreement about there is an insufficient allocated budget for the utilization of instructional materials. In this regard, the computed mean score of school pedagogical centers is ($M=1.95$) and teachers are ($M = 2.11$). The calculated mean score of both groups was found under (1.81-2.60).

In Table 6 item 6, respondents were requested to show their agreement about teachers were against the use of instructional materials. In this regard, the computed mean score of school pedagogical centers is ($M=1.59$) and teachers are ($M = 1.36$). The calculated mean score of both groups was found under (1- 1.80).

In support of the above finding, one focus group discussion informant said that "I haven't participated in the utilization process of instructional materials and no independent guidelines for utilizing instructional materials". And also one interviewee department head has expressed that, "the major reasons that they thought have been resulting in failing to have clear utilization mechanism, lack of knowledge about utilization and instructional materials implement".

The Document Observation Checklist is filled by the researcher during observation

No	Items	Yes	No	F	%
1	There is teachers attendance in pedagogical center.		✓	16	37
2	There is many numbers of teachers borrowed some instructional materials.		✓	12	27
3	There is small number of teachers produce some Instructional materials.		✓	10	23
4	There is insufficient allocated budget for utilization of instructional materials.		✓	6	17

Table 8 Document Observation Checklist is filled by the researcher during observation

Teacher’s attendance at the pedagogic center:

1st Preschool pedagogic center: There was teachers’ attendance in the pedagogic center, but there was small number of teachers’ signature on attendance. There was small number of teachers borrowed, that means from 44 staff members only 16 (37%) teachers used to local available instructional materials the remaining 12 (27%) teachers were not used to local available.

2nd Pre-primary school pedagogical center: According our study from total 44 teachers about only 10(22.7%) were use ideal insterctional media whereas about 6(17%) used local insecrational media

3rd Preschool pedagogic center: There was teachers attendance in pedagogic center, but there was only teachers borrowed some instructional materials. There was insufficient allocated budget of instructional materials. There was small number of teachers produce some instructional materials.

4th Preschool pedagogic center: There teachers attendance in pedagogic center. There was small number of teachers signature, and small number of teachers who used to both Ideal and local aveilelible instructional materials. There was insufficient allocated budget. There was small number of teachers produce and used instructional materials.

As a researcher observed from borrowing format, According our study from total 44 teachers about only 10(22.7%) were use ideal insterctional media whereas about 22(50%) used local insecrational media.

As a researcher observed the staff members have conducted many meeting about utilization of instructional materials. But, almost all teachers are not used instructional materials properly.

4.4. The Strategies that Teachers were used to Minimize the Challenges of Using instructional materials

The Strategies that Teachers were used to Minimize the Challenges of Using instructional materials described based on question and 44 teachers as responded

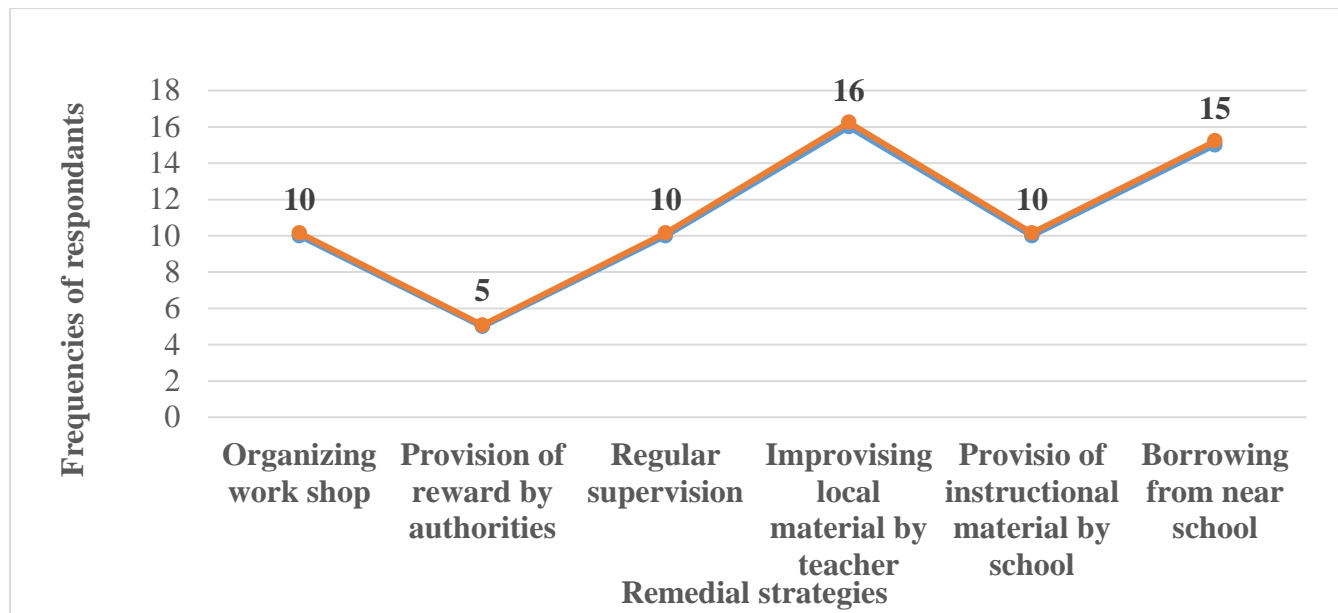


Figure 3. strategies to cope with challenges

The table above shows that 15(32%) of the teachers have been using instructional materials by borrowing from nearby schools to minimize challenges in learning, 10(32%) used their own money to buy instructional materials and 16(24%) used instructional materials improvisation and the remaining teachers agree about the buying only school 10(15) to minimize the challenges in utilization of instructional materials preschools of Hula woreda.

4.7. Discussion of Findings

The main objective of the study was to assess the practices and challenges of teachers’ utilization of instructional materials in Hula Woreda, with particular emphasis on selected primary schools. Thus, the discussion follows along the following lines:

A teacher’s attitudes towards practices and utilization of instructional materials in early childhood development and education in Hula woreda.

The calculated mean score of teachers' encouragement in both groups was 3.41–4.20 when compared with the standard in Table 4.2. Therefore, respondents' agreement about teachers' encouragement was low towards using instructional materials. This indicated that respondents relatively agreed that teachers' encouragement was low towards instructional materials. In support of the above finding, one of the participants in the focused group discussion, the supervisor, expressed that the existing practice of utilizing instructional materials for preschools was not successful in child development in terms of mentality, skills, and attitudes. This study's findings were consistent with a study done on the teachers' lack of commitment toward the utilization of instructional materials in American secondary schools (Hope, 1997).

The computed mean score of school pedagogical centers was ($M = 4.68$) and that of teachers was ($M = 4.6$) toward motivation for the utilization of instructional materials. The calculated average mean score of both groups for work motivation was 4.21–5.0. This shows that both groups lack motivation for the utilization of instructional materials when compared with standard media (Table 4.2). This finding was consistent with a report by Hamid and Younus (2021), who said teachers need recognition and promotion beyond the utilization of instructional materials.

The computed mean score of school pedagogical centers was ($M = 4.27$) and that of teachers was ($M = 3.77$) toward commitment to the utilization of instructional materials. The calculated mean score (3.19–4.1) of school pedagogical centers showed their agreement about teachers' lack of commitment to using instructional materials when compared with the standard in Table 4.2. This change could be taken as a process of transforming people's knowledge, behavior, and attitude about the value of embracing something more beneficial (Hope, 1997).

As indicated in this study, there is a need for motivation by teachers, consistent with the report of Umuhoza and Uworwabayeho (2021), who asserted that there is a need for motivation by teachers if the objectives of teaching are to be attained. This change can be taken as a process of transforming people's knowledge, behavior, and attitude about the value of embracing something more beneficial (Hope, 1997). Onasanya (2008) observes that a change in attitude and behavior from the teachers would be beneficial to the learners. There was a need for adequate support for the teachers both materially and financially, as good results were expected in the preparation of children for primary education. This finding was in agreement with the present findings of the research, which suggested no significant difference in teachers' attitudes

but was not significantly related to their frequency of instructional materials use with regard to the utilization of instructional materials in preschool.

In this study document, the extent of using instructional materials during the class by the teachers was observed. A small number of teachers borrowed, that is, from 44 staff members, only 22 used locally available instructional materials, and the remaining 22 teachers did not use locally available materials. This shows agreement with (Begi, 2007; Kadzera, 2006). Similarly, innovative teachers would spend time preparing and using instructional materials in their instruction, while those with a negative attitude towards instructional materials might not make any effort to prepare and use the instructional materials during instruction (Kadzera, 2006; Begi, 2007).

In support of the above finding, one FGD informant said that “I haven’t participated in the utilization process of instructional materials and no independent guidelines for utilizing instructional materials”. And also one interviewee department head has expressed that, “the major reasons that they thought have been resulting in failing to have clear utilization mechanism, lack of abstract knowledge about utilization and instructional materials supplement”.

In this study, the major factors that discourage teachers from using instructional materials were identified. This indicated respondents relatively agreed that teachers don’t support each other in using instructional materials. This means that most school teachers did not support each other in using instructional materials, according to reports (Ivers, 2002; Barnard, 2007).

This indicated respondents were relatively dissatisfied with the daily plan, which didn’t include instructional materials. This means that the majority of school teachers included instructional materials in their daily lesson plans.

This indicated respondents were relatively divided on teachers' lack of experience using instructional materials. This means that most school teachers have experience using instructional materials. This indicated respondents were relatively disagreeable about teachers' lack of relevant training in using instructional materials. This means that the majority of school teachers have taken relevant training in using instructional materials. This indicated respondents were relatively disagreeable about teachers' competence to help other teachers. This means that most school teachers are competent to help other teachers. This indicated respondents were relatively disagreeable about the lack of a budget allocated for the utilization of instructional materials. This

means there was an insufficient budget allocated for the utilization of instructional materials. The current studies show that the calculated mean score for both groups was under (1.80). This indicated respondents were relatively strongly disagreeing about the teachers' use of instructional materials. This means the teachers were not against the use of instructional materials. Similarly, literature revealed that student achievement was a reason for any educational change; this was inconsistent with the reports of Biegi and Barnard (2007).

Similarly, literature revealed that student achievement is a reason for any educational change. Unfortunately, the process of translating policy into practice is so difficult to achieve. That is why instructional materials implementing instructional materials is challenging for different reasons: stakeholder participation, and the commitment of the school leaders: they lack the ability to design a vision and coordinate the school community so as to lead for the attainment of the goals (MoE, 2007); educational input (due to the lack of commitment of the school community and other stakeholders) is not enough to solve the problems of the school by providing instructional materials and other financial support. This means most preschools have a lot of problems regarding the utilization and instructional materials implementation of instructional materials.

The purpose of this study was to assess respondents' agreement that teachers have not taken relevant training towards using instructional materials. In this regard, the computed mean score of school pedagogical centers is ($M = 2.00$) and that of teachers is ($M = 2.05$). The calculated mean score of both groups was found to be under (1.81-2.60). This indicated respondents were relatively disagreeable about teachers' lack of relevant training in using instructional materials. This means that the majority of school teachers have taken relevant training in using instructional materials.

This finding is consistent with previous studies conducted in other regions of Ethiopia and a recent study among tutors of teacher training colleges in Malawi (Kadzera 2006). Thus, considering the earlier works of Asegedom (1999) and Fanta (1999), who reported infrequent use of instructional materials by school teachers in an Ethiopian context, it can be argued that little attention is going into the integration of instructional technology. Notwithstanding a policy direction for student-centered and problem-solving pedagogies. This finding is in agreement with the results of previous studies (Kadzera, 2006), which reported that teachers need to have instructional technology at their disposal to apply it in classroom teaching and learning. The finding has considerable empirical support from earlier works in Western culture (Dawson & Rakes 2003), as well as a survey study, carried out in northern Ethiopia (Asegedom 1998). In agreement with the assertions of Western

scholars, Asegedom's (1998) study in northern Ethiopian primary schools confirmed that school leadership is critical to facilitating instructional materials use. In the context of the present study, school principals fully control instructional resources, personnel, and finances to procure new materials and equipment. Hence, it can be argued that little can be achieved (and much might be lost) without their endorsement and active support. Therefore, the degree to which a school principal offers or deprives teachers of instructional opportunities.

The findings showed that 18 (40%) of the teachers have been using instructional materials by borrowing from nearby schools to minimize challenges in learning, 16 (36%), used their own money to buy instructional materials, and 10 (24%), used instructional materials improvisation to minimize the challenges in the utilization of instructional materials in preschools of Hula woreda.

These findings were totally dissimilar from those in the literature. While the teachers in Rombo rely on borrowing books and buying their own books, the literature suggests instructional materials provision of instructional materials (Tety, 2016). But, the findings of this study align with some literature in which the creation of instructional materials was low and the teachers were resource-centered (Abodelraheem & Al-Rabane, 2005; Udosen, 2011); and the use of technologies like simulation devices (Ibe-Bassey, 2012). A dissimilar view was held by Abdo and Semela (2010) in a study on instruction media use in primary schools in Gedeo Zone, Ethiopia, who recommended that management should provide media resources to teachers because they do not have time to search for them on their own.

That was why instructional materials implementing instructional materials was challenging by buying only community without teachers' participation and commitment of the school teachers: they lack the ability to design and coordinate the school materials so as to lead for the attainment of the goals (MoE, 2007), educational input (due to the lack of commitment of the school community and other stakeholders are not enough to solve the problems of school by providing instructional materials and other financial supporting. This means most pre-schools have a lot of problems regarding utilizing and instructional materials implementing instructional materials in Hula Woreda preschool.

In this study to minimize the challenges in utilization of instructional materials preschools of Hula woreda and supports strategies that teachers use to minimize the challenges of using instructional materials The shows that 15(32%) of the teachers have been using instructional materials by

borrowing from nearby schools to minimize challenges in learning, 15(27%) used the instructional materials improvisation local materials for teaching by the teachers 16(24%) used and the remaining respondents agree about the buying only school 10(15), This finding similarity with the finding of Kadzera (2006) gave an example of a globe made from clay and articulated by a bamboo, which can be used to illustrate rotation of the earth. instructional materials improvisation here emphasizes the ability to make the item look like and function in the same way as the original material. This helps students to have a true picture of the situation

CHAPTER FIVE : SUMMARY, CONCLUSION AND RECOMANDATION

This chapter deals with the summery, conclusion and recommendations parts of the research. The first part of this chapter presents the summery of the major findings. The second part of the chapter is concerned with the conclusion drawn by the researcher and the third part is about the recommendation made by the researcher.

5.1. Summary

The main purpose of this study was to find challenges facing teachers in practices and utilization of instruction media in public preprimary schools of Hula woreda. The research was guided by the following three main basic questions;

- 1 What is the attitudes of preschools teachers towards instructional materials utilization in their lessons?
- 2 To what extent instructional materials are utilization in Hula Woreda preschools teachers?
- 3 What challenges do the preschool teachers experience in use of instructional materials in the preschool?
- 4 What are the strategies that preschool teachers use to minimize the challenges of instructional materials utilization in Hula woreda preschools?

In this study the researcher used descriptive survey design to find challenges facing teachers in practices and utilization of instruction media in public preprimary schools of Hula woreda. The sources of data was primary and secondary sources. The participants of the study 44 teachers, 9 supervisory, 22 department leader, 44 Principals and 22 Pedagogical center facilitators. Out of 89 items that measured teachers attitudes, commitment, utilization and practices, to minimize the challenges in which discourages the teachers utilization of instructional materials. the questionnaires had been tested its validity and realibility was found range from 0.83 which is good.

Based on the data analyzed the following major major finding were drawn;

5.1.1. Demographic Information of Respondents

The main purpose of this study was to find challenges facing teachers in practices and utilization of instruction media in public preschools of Hula woreda. The study was guided by the following objectives: To analyze the available practices and utilization of instructional materials. To assess

teachers interest in utilizing instructional materials. To analyze teachers attitude in utilizing teaching media appropriately. To find the main challenges that discourages teachers from using instructional materials during the class. To assess what role to teachers and principals play in utilization of instructional media in Hula woreda selected public preschools and make possible recommendations from the finding of the study. The demographic finding of the revealed that; numbers of female school principals, supervisors and teachers were less than male in public preschools of Hula wored. This instructional materials implies that there was gender inequality in teaching and leadership position. The educational background for most of preschools of Hula teachers were Diploma holders and supervisors and principals were first degree holders. And also 44% of supervisors have long year working experiences which may concluded as that they are at the right experiences level to perform the expected activities

5.1.2. The attitudes of teachers in utilizing teaching media appropriately

The study employed descriptive survey research design. To what extent the available instructional materials are utilized: the study found that the available instructional materials like electronic media, charts, pictures, models, local teaching materials, real objects, flip charts, globes, maps, real objects, were used in low extent with Av. mean 3.71%, 4.01%, 4.08%, 4.42%, 1.94%, 1.91%, 2.08%, response rate respectively. Regarding to teachers affected in utilizing teaching media: the study found that teachers unnatural in utilizing teaching media like low encouragement, lack of commitment, low attention, lack of interest, use of time, lack of facilitate, lack of material resource with Av. mean 3.71%, 4.01%, 4.08%, 4.42%, 1.94%, 1.91%, 2.08% response rates respectively.

5.1.3. The major factors that discourage teachers from using instructional materials

Challenges that discourage teachers from using instructional materials during the class: low encouragement, lack of experience, lack of training, lack of commitment, shortage of budget, lack of interest towards instructional materials are challenges according to response of respondents. The roles should be played by teachers and principals to avoid such challenges. The study found that: Enriching teachers' awareness, encouraging teachers, establishing continuous followup system, allocating enough budget, facilitating training program, modernizing handling system are roles to be played by teachers and principals to avoid challenges responded by respondents.

5.1.4. Strategies used by teacher to minimize challenges

The findings of showed that 18(40%) of the teachers have been using instructional materials by borrowing from nearby schools to minimize challenges in learning, 16(36%) used their own money to buy instructional materials and 10(24%) used instructional materials improvisation to minimize the challenges in utilization of instructional materials preschools of Hula woreda.

5.2. CONCLUSION

Based on the above findings the following conclusions were drawn that the result of the study revealed that the extent of utilizing instructional materials were found to be below average. Thus, it was possible to conclude that the practice of utilization instructional materials regarding teachers' were found to be low commitment, low encouragement, low attention to instructional materials, backward handling, and low follow up from school. Therefore, it was possible to conclude that the selected preschools of Hula woreda teachers were not utilizing instructional materials that can enhance the students' performance, engagement in education, and teachers commitment to teaching the students through adequate instructional support in order to achieve the intended goal of education at the preschool level.

Accordingly, The study of the extent of teachers utilization of instructional materials from total 44 teachers about only 10(22.7%) were used ideal instructional media whereas about 22(50%) used local instructional media (fig 2). Almost all teachers do not use instructional materials properly.

There were also various challenges that discourage teachers from using instructional materials in the classroom, including a lack of electronic media, a lack of commitment, a lack of support from the school, a lack of interest on the part of students, and a lack of resources. The pedagogical center, little consideration for instructional material, followed by a lack of knowledge of how to use instructional materials, and a lack of funding were noted as challenges. Therefore, it is possible to draw the conclusion that teachers' and students' interest in using instructional materials was poor.

The majority of teachers have been using instructional materials by borrowing from nearby schools, while some others have used their own money to buy instructional materials. Only a few teachers were involved in instructional materials Improvisation to minimize the challenges in the utilization of instructional materials in preschools of Hula woreda.

5.3 Recommendations of the Study

The following recommendations were forwarded based on the findings of the study:

- The result of the study revealed that the utilization of available instructional materials was low in preschools.
- preschool teachers should intend to bridge theory and practice by providing opportunity for hands-on learning, mouth-on learning with learning materials.
- Evidence from respondents shows teachers' interest towards instructional materials were low. The reason for this, according to the respondents' opinion, was that teachers had low commitment, low encouragement, low attention towards instructional materials, backward handling, and low follow-up from school. Thus, the school administration should motivate and encourage the school teachers to modernize the handling system. They should allow teachers to attend workshops and seminars whenever they are organized and called for.
- The school should work with department heads and teachers to achieve optimal productivity and efficiency in the area of instructional materials utilization. Principals ought to make guidelines and policies in each school accessible and available enough to empower the entire staff with the knowledge, and the Hula Woreda Education Burea Education Office should monitor and support the activities of school leaders to make sure that allocated educational media are properly and timely utilized.
- Role played by teachers and principals should be required to avoid challenges through enhancing and enriching teachers' awareness, encouraging teachers, establishing a continuous follow-up system, allocating enough budget, modernizing handling systems, and playing principals and school administrators.
- The preschool teachers should have to use instructional materials by their own strategies through borrowing from nearby schools, while some others have used their own money to buy instructional materials. Only a few teachers were involved in instructional materials improvisation, regular supervision, and organizing workshops to minimize the challenges in the utilization of instructional materials.
- Therefore, more teachers should be involved instructional materials improvisation to minimize the challenges in the utilization of instructional materials in preschools of Hula woreda.

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APPENDICES
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF PSYCHOLOGY

Questionnaires to be filled by teachers

Dear respondents,

The purpose of this questionnaire is to collect data for the study entitled the Practices and Challenges of Utilization of instructional materials in preschools of Hulla Woreda. Your responses are vital to success the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give, are used only for educational purpose and the information is kept confidential.

Please note the following points before you start filling the questionnaire:

- Do not write your name on the questionnaire
- Provide appropriate responses by using tick () mark to choose one of the selected rating scales.
- Please, give appropriate response for all questions based on your work experience.

Part One: General information and personal data

I. Indicate your response by using tick () in the box provided.

1. School name: _____
2. Sex: Male Female
3. Age: A) below 30 years B) 31-40 years C) greater than 40 years
4. Work experience: 1- 5years 6-10 years 11-15 years 16-20years
21-25years 26-30years 31andabove
5. Educational background: Diploma Firstdegree MAdegree
- 6 Current work position School Vice principal
principal Department head Teacher

Part Two: Questions on Media Application

Teacher's Questionnaire

The questionnaire below aimed at gathering information on the extent to which instructional materials are used during the class by the teachers indicate the appropriate numbers on the scale below

1.VeryLow, 2.Low, 3.Medium, 4.High, 5.VeryHigh

1. To what extent the available instructional materials are used

R. No	Descriptionof items	R				
		VL	L	M	H	VH
		1	2	3	4	5
1	The teachers in using electronics instructional materials like projector, disc cassette etc					
2	The extent of teachers in using charts					
3	The extent of teachers using pictures in Teaching learning process					
4	Extent of teachers in using models					
5	The extent of teachers in using local teaching In structional materials					
6	The extent of teachers to prepare instructional materials with daily lesson plan					
7	The extent of teachers' commitment to use and produce instructional materials					
8	To what extent teachers using real objects					
9	The extent of teachers encouragement to Words instructional materials					
10	The extent of teachers share experience to each other to words using instructional materials					
1	The extent of teachers using flip charts					
12	The extent of teachers in using globs and maps					

- 2. The major factors that discourage teachers from using instructional media?**
1(SD): Strongly Disagree, 2(D): Disagree, 3(U): Undecided , 4(A): Agree, 5(SA): Strongly agree

R.No	Description of items	Ratingscales				
		SD	D	U	A	SA
		1	2	3	4	5
1	Teachers encouragement is low towards using instructional materials.					
2	Teachers have lack of commitment in using instructional materials.					
3	Teachers didn't give attention to instructional materials.					
4	Teachers interest is very low towards using instructional materials.					
5	Teachers haven't time to use instructional materials.					
6	Teachers always facilitate practices of media.					
7	Teachers haven't material resources to use instructional materials.					
8	Teachers don't support each other in using instructional materials.					
9	Daily plan didn't include instructional materials.					
10	Teachers have lack of experience towards using instructional materials					
11	Teachers have not taken relevant training towards using instructional materials.					
12	Teachers are incompetent to help other teachers.					
13	There is insufficient allocated budget for the utilization of instructional materials.					
14	Teachers resist against the use of instructional materials.					

Interview Questions for Principals

Dear respondents, the purpose of this interview is to collect relevant data on the study entitled “Assessment of the Practice and Challenges of Utilization of instructional materials in Government preschools of Hulla Woreda. Your responses are vital for sure that they will not be used for any purpose rather than academic purpose your participation is volunteer based. No need of writing your name. Thank you in advance for your genuine and kindly cooperation.

Part One: General information

1. Sex_____
2. Age_____
3. Academic qualification_____
4. Workexperience_____
- 5 Currentposition _____

Part Two: Guideline questions for the interview

1. How do you evaluate your schools relation to utilization of instructional materials?
2. How do you evaluate the role of teachers in utilization of instructional materials?
3. What are the major challenges that negatively affect utilization of instructional materials in your school?
4. What possible measures should be taken to avoids uch challenges? Please make a detail clarification.
5. What possible measures should be taken to avoid such challenges? Please make a detail clarification.

Document Observation Checklist

The Document Observation Checklist is filled by the researcher during observation

N_o	Items	Yes	No
1	There is teachers attendance in pedagogical center.		
2	There is many numbers of teachers borrowed some instructional materials.		
3	There is small number of teachers produce some Instructional materials.		
4	There is insufficient allocated budget for utilization of instructional materials.		