

PROPOSED MODULE IN TEACHING PRACTICAL RESEARCH 1

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ABSTRACT

The study summarizes the focus on the challenges faced by senior high school teachers in teaching Practical Research 1, their instructional strategies, and the proposed self-instructional module. It revealed the challenges encountered by teachers, such as their insufficient knowledge and experience in research, difficulties in guiding students through research paper writing due to limited resources, and the necessity for online learning resources.

Instructional strategies employed by teachers primarily involved the use of textbooks and modules, complemented by online resources, presentations, and gadgets for teaching purposes. Most teachers believed these strategies to be appropriate, enhancing student interest and learning.

Teachers identified the need for a wider variety of sample research materials, detailed procedures for research, video lessons, and discussions as essential components in teaching Practical Research 1. They also recommended research guidebooks, school-owned websites, and additional training for teachers handling the subject.

The study's key takeaways included the significance of comprehensive resources for teaching research effectively, the value of diverse instructional materials, and the proposal for a self-instructional module to facilitate independent learning in Practical Research 1.

Overall, the research highlighted the pressing needs of teachers for enhanced resources, strategies, and a comprehensive self-instructional module to effectively teach Practical Research 1 in senior high school.

Keywords: Practical Research 1, Self-Instructional Module, STEM Academic Strand.

INTRODUCTION

Teaching is the process of providing learner's needs (Usarov, 2019), experiences and feelings, and facilitating so that they learn particular things with ease (Safapour, Kermanshachi & Taneja, 2019), and helps a learner to get knowledge (Dill-McFarland, et al., 2021) and improve confidence level all through the life (Farashahi & Tajeddin, 2018).

In this process education is given to learners in different methods such as inquiry-based learning, differentiated instructions, demonstration, laboratory teaching etc. (Berényi & Deutsch, 2018). Effective teaching methods in business higher education: a students' perspective (Cohen Miller, Shamatov & Merrill, 2018).

According to Sadiq (2014; Sadiq & Zamir, 2014). Modular teaching is more

effective in teaching learning process as compared to ordinary teaching methods because in this approach the students learn at their own pace. It is free self-learning style in which immediate reinforcement, feedback is provided to practice exercise, which motivate the students and create interest in them (Ambayon, & Millenes, 2020). Modular approach helps to maximize the chances of student participation in classroom in respect to fulfill the given tasks at the spot (Wang, 2020). So the students feel free to learn in their own style (Castroverde & Acala, 2021). Furthermore, learning process can be more effective if the students experience it through module in order for the students develop knowledge (Sewagegn & Diale, 2021), skills, and values from direct experiences outside a traditional academic setting (Chan, Marasigan & Santander, 2021). Learning experiences encompasses a variety of activities including collaborative learning, internships, service learning, research, and other creative experiences. Thus, a module can stimulate academic inquiry by promoting interdisciplinary learning, community engagement, career development, cultural awareness, leadership, and other intellectual skills that students may adapt.

As prescribes by the Republic Act No. 10355, Department of Education shall adhere to the principle of the K-12 program that the curriculum shall be learner-centered,

developmentally inclusive,
relevant,
and appropriate.

Learner-centered is an approach that puts the needs and interests of the learners at the center of the teaching-learning process. Moreover, it shall be relevant, responsive and research- based. It is based on learning theories, principles, sound research, and studies in teaching and learning dynamics (Sejpal, 2013; Pribadi & Susilana, 2021).

The researcher will be conducting the study because of his experiences encountered as a research teacher. As observed by the researcher, students find research as a tough subject and so therefore there is a need to address a problem in this situation. The researcher believes that a module will help students to facilitate learning in the journey of research writing. Hence, the output of the research will also serve as a preparation to them for college.

RESEARCH METHODOLOGY

The study employed a descriptive qualitative method of research in gathering a straight forward description of a phenomenon. This method was conceived to be appropriate by the researcher because the study needs purely a conversational method and invites opportunities to get details in depth from the participants.

Qualitative descriptive research generates data that describe the ‘who, what, and where of events or experiences’ from a subjective perspective (Kim et al., 2017). A qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired. It is an approach that is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place. Researchers can unashamedly name their research design as qualitative descriptive (Lambert, 2012).

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. It can use a wide variety of research methods to investigate one or more variables.

A qualitative study was used to analyze and interpret the responses of the participants or the primary source of the study. Their responses were analyzed and interpreted to generate data that will identify the pressing needs and challenges in the development of a self-instructional module. The study was

participated by research teachers and coordinators in the Archdiocese of San Fernando Educational System during the academic year 2022- 2023.

ASFES SCHOOL	FREQUENC
Holy Rosary Academy	2
Saint Augustine Academy	3
Holy Trinity School	1
Saint Catherine Academy	2
Immaculate Concepcion Academy	1
Saint Nicholas Academy	1
St. Lucy School	1
St. Andrew's Academy	1
TOTAL	12

Table 1. research teachers and coordinators in the Archdiocese of San Fernando Educational System during the academic year 2022-2023.

The study made use of purposive sampling technique in selecting participants in the senior high school of the Archdiocese of San Fernando Educational System and were deliberately chosen as participants of the study to have a detailed and realistic consensus in getting data as to the development of a self-instructional module in the teaching of practical research 1.

The researcher made use of qualitative data collection through structured interview as tool in gathering data needed in the study. This instrument was employed to achieve the results, anonymity in data collection, a complex, multidimensional, and interdisciplinary problem, lack of consensus and imperfect knowledge, experienced and capable experts, dispersion of experts, no time limitation, and lack of cost-effective method.

Narrative analysis is a genre of analytic frames whereby researcher interprets the opinions told within the context of research shared by the respondents. This technique is a

qualitative approach. Data in qualitative research are not quantified by numbers. This study collected data through semi- structured interview. The researcher asked the assistance of a qualitative research expert for the thematic analysis.

Joffe (2011) made a position that thematic analysis is a method in research that focuses on analyzing patterns in qualitative data. This type of data is tough to interpret because they are not quantifiable by numbers and figures. In doing thematic analysis, it is very important that the researcher have a deep knowledge on thematic analysis.

RESEARCH FINDINGS

Pressing needs and challenges encountered by the Senior High School Teachers in the teaching of Practical Research 1

Participant A: "As a Practical Research 1 teacher, resources that ensure the proper and systematic flow in the teaching are curriculum guide, books, online learning resources, instructional materials and tools like laptop, TV and chalkboards."

Participant B: "In research, technical assistance on both teachers and students part really plays an important part to ensure the quality of teaching and learning process"

Participant C: "In my opinion, having access to the internet, Wi-Fi, and essential gadgets like cellphones, laptops, and netbooks is crucial for successful research work. When these necessities are readily available, I believe most students would find it easier to comprehend the intricacies of their research tasks."

Participant D: "Library materials. As a research teacher, one of the methods for obtaining appropriate resources is to use library materials."

Participant E: "Projector is a great avenue to teach practical research 1 hence my visual learners will definitely appreciate and easily understand the lesson."

Participant F: "More Writing Activities for students to master research writing because

this will enhance their writing technique and narrating the research paper in order the readers can easily understand.”

Participant G: *“The following are the things I believe na kailangan para masigurado na maituturo ang research: Research Guide Book and Curriculum Guide, Enough knowledge about the different processes involved in Research. Activity Plan”*

Participant H: *“Supplementary Materials other than printed books are important enrichment activities that can help my students broaden their knowledge and scope of learning in their research interest”*

Participant I: *“I need reliable sources for the subject and extra time to prepare for teaching it.”*

Participant J: *“I provide my students with necessary template with examples for them to follow. I also discusses to them the fundamentals of doing qualitative research so they will be guided accordingly.”*

Participant K: *“I need varied information, instructional materials such as books/online reference and a knowledgeable experience of teaching PR1/PR2”*

Participant L: *“Further studies in graduate school pursuing postgraduate studies to gain more knowledge about research writing techniques, methodology and processes.”*

Senior High School Teachers needed instructional materials and resources in teaching Practical Research 1.

Participant A: *“The challenges that I encounter in teaching Practical Research 1 are inadequate learning materials for students like books. Books are essential tools in teaching-learning process. Further, books are significant in learning concepts and ideas. And, students would be more interested to learn if they have their own books which is a prevailing problem in public schools. Another problem is that students who don't have access in internet, because in doing*

researches students must use internet in finding RRL and information that they need to. This may also attributed to students who lack gadgets like cellphones and laptops which is also a challenge that teachers face in teaching PR1. Many students don't have the means thus many students struggle in searching information, writing and editing the manuscript.”

Participant B: *“Insufficient resources may challenge the learning. Also, students' lack of background knowledge, prior experience, and exposure to the subject are being encountered.”*

Participant C: *“Sadly, many students lack reading skills and comprehension. Also, most research works are by groups, cooperation from each member may be a struggle.”*

Participant D: *“Skills of students in constructing basic sentences. Students are having difficulty in writing and constructing their thoughts and ideas into words.”*

Participant E: *“Students had no prior knowledge about the basic steps in conducting research. As well as their lack of interest in conducting research. So, as teachers, we should engage them, pique their curiosity, and help them understand why research is important.”*

Participant F: *“The students dont know how to write. They most of the time find it difficult to write in research.”*

Participant G: *“There are two things: Time needed for the students to complete a manuscript and students have limited prior knowledge about Research.”*

Participant H: *“Lack of sufficient teaching materials in the library that students can browse and read anytime or during their research activity.”*

Participant I: *“I do not have enough knowledge about research and the students are not that interested in conducting research. Mastery is also important in teaching. If research was thought of by someone who is*

really involved in and has mastered the art of research. It will have a balance.”

Participant J: “Lack of research orientation among the students specifically qualitative research designs.”

Participant K: “Time management and loaded schedule because of that I cannot focus and monitor from time to time the research outputs of my students.”

Participant L: “Insufficient seminars or trainings in teaching particularly related to research undertaking.”

Instructional strategies employed by the Senior High School Teachers for the subject

Participant A: “The materials I use in teaching PR1 are books, or learning materials like modules and activity sheets. I also use slidetech (ppts), videos, chalk, blackboards and laptops as well.”

Participant B: “I utilize a variety of materials in teaching Practical Research 1, including online sources, books, and sample researches obtained from private individuals.”

Participant C: “In teaching Practical Research 1, I rely on a range of materials such as the PR1 Book, Teacher’s Guide, Curriculum Guide (CG), Most Essential Learning Competencies (MELCs), Modules, and legitimate websites accessed through Google.”

Participant D: “I use reference books and internet materials as key resources.”

Participant E: “Books, module I utilize the following resources for teaching the research subject: books and modules.”
“Ppt and other accomplished PRs”

Participant F: “In teaching Practical Research 1, I rely on the following materials:

I make use of the designated book or module for the course.

The Curriculum Guide serves as a crucial reference to ensure alignment with the prescribed curriculum.”

Participant G: “I use a laptop and

projector to facilitate effective presentations and enhance the learning experience.

An internet connection is essential for accessing online resources and staying updated on relevant information.” **Participant H:** “I use Books”

Participant I: “I usually use PowerPoint presentations. As the teacher, I use powerpoint presentations in addition to the books and modules that the student already owns.”

Participant J: “I incorporate locally developed (school) qualitative research approach template and I used Qualitative Research books”

Participant K: “Book (PR2) Diwa Publishing house, online resources, PowerPoint presentations”

Participant L: “Textbooks provided will be used.”

The perceptions of the Senior High School Teachers on the effectiveness of the instructional strategies and materials used in the teaching of Practical Research 1

Participant A: “These materials are appropriate because students are interested to learn and there is a mastery in learning. Using activity sheets makes students accomplish competencies and these are sort of assessment. Using ICT instructions like slidetech and videos make the learning more convenient and it makes the teaching easier. Also, students are motivated to learn because of these 21st Century materials. Using the blackboard to write concepts and examples is also meaningful and useful as it is one of the irreplaceable learning material that passes the test of times.”

Participant B: “I usually used online sources since they offer up to date information, books give universal ideas, and sample researches serve as the model and guide for students”

Participant C: “If I were to assess them, I think they are indeed pivotal tools to facilitate the complex flow of research work”

Participant D: “Somewhat inadequate. Materials must be kept up to date at all times. Everything in the area of research and

technology brings new approaches to do research in a proper manner.” **Participant E:** “The materials are appropriate.”

Participant F: “These are so appropriate since it's contextualized.”

Participant G: “These materials allow the teacher to deliver the lesson well and to have a smooth and systematic flow of discussion.”

Participant H: “I think the accuracy and appropriateness level of these books is around 75%”

Participant I: “I believe that they are reliable enough since they are uploaded on YouTube.”

Participant J: “I think they are adequate enough especially the templates because the students will be well guided in writing their own research.”

Participant K: “These materials ensure a good teaching-learning habit. The appropriateness of using these materials caters the needs of students.”

Participant L: “They are not adequate and that is why the students cannot get the full understanding of it.”

Proposed self-instructional module in the teaching of Practical Research 1.

Participant A: “The use of Hybridized or just Reinforcement material, this is somehow a sort of enrichment activity or additional activity in a form of digital or printed material.”

Participant B: “A wider variety of sample researches from public and public individuals or organizations that will surely serve as guide and basis for students' learning and understanding of Practical Research.”

Participant C: “Internet has a vast array of teaching materials. Using the internet to teach research could be beneficial, but we must be careful in selecting sites that we use the accredited/approved.”

Participant D: “Sample research and detailed step by step procedure in

conducting research”

Participant E: “Video lessons. The usage of video courses from other research teachers may be beneficial because we each have a unique and particular approach that may benefit the students.”

Participant F: “N/A”

Participant G: “Research Guide Book /Module”

Participant H: “Reading materials like modules and journals.”

Participant I: “Previous studies”

Participant J: “I think the use of a unified template and already approved samples of qualitative researches which can be used by the students as their references and guide can make the students' outputs more of a quality.”

Participant K: “I suggest a school-owned reliable website particularly for research reference to gather data and information.”

Participant L: “new studies or research as their guide in teaching research.”

DISCUSSIONS

Pressing needs and challenges encountered by the Senior High School Teachers in the teaching of Practical Research 1

Presented are the responses of different teachers handling Practical Research 1. The interview result shows that majority of the teachers' insufficient knowledge and experiences in the research were primarily encountered in teaching Practical Research 1. Participant experienced difficulties with the students in writing a research paper. Also, few of the interviewed senior high school teachers mentioned the lack of electronic gadgets such as cell phones, laptops, and projectors, internet access, and insufficient learning materials that is useful and very helpful in teaching the subject. Other challenges faced of the teacher respondents are lack of student interest in Practical Research 1 and time needed by the students to accomplish the research paper and also, for the teachers to prepare the required instructional materials for the subject.

The study conducted by Sariyanto et al., (2015) investigated factors behind writing thesis difficulties faced by students in one of

the universities in Pontianak. The results revealed that some factors contributed to the difficulties that are lack of writing capability, the process of consultation, and psychological factors. The lack of writing capability refers to difficulties organizing the thesis components and presenting data analysis.

The students mentioned that there was no guidebook that deeply helped them overcome the mentioned difficulties. Then, the consultation process became the second factor in which the issues referred to understanding the lecturers' feedback and availability of time for discussion. Meanwhile, the psychological factors were related to self-esteem, anxiety, and motivation in pursuing the thesis writing.

Senior High School Teachers needed instructional materials and resources in teaching Practical Research 1.

Results from question 2 revealed that 50% of the senior high school teachers listed the online learning resources or reliable websites as an additional instructional material in teaching the practical research 1 subject. While other teacher respondents mentioned that sufficient electronic gadgets such as laptops, projectors, WIFI and cellphones can be utilized as instructional tools. Thus, relevant to this, Tasarov et al. (2021) discussed that the urgency of application of technologies and means of distance learning in educational process of higher educational institutions is designated. The growing frequency of using cloud services and electronic textbooks in mobile and distance learning is noted in the study. Books and additional knowledge in teaching practical research 1 marked also with responses from the teacher respondents, further knowledge is essential not only to the teachers but also to the students in order to fully understand the flow of the research work.

In addition, few of the teachers listed the importance of Curriculum Guide and additional activities for the students to become equipped in writing a research paper. Furthermore, least of the senior high school teachers need chalkboards and extra or additional time in preparation to the subject.

Instructional strategies employed by the Senior High School Teachers for the subject

The response of the teacher respondents presents in the data above that most of the interviewed senior high school teachers and noted that the respondents utilizes books in teaching the subject. The used of these text books are important tools for developing students' knowledge as they contain different representation that contribute students learning process. Also, few of teachers stated that they use Modules, Online resources and Power point presentations.

Other strategies employed by the senior high school teachers are Teachers guide, CG and MELCs and, the use of electronic gadgets for teaching such as laptops and projectors, few of them make use of Internet connection (WIFI), Research papers, Videos, Chalk and Boards.

Using books and modules in research teaching can be highly effective in providing structure, guidance, and comprehensive coverage of the subject matter. Some reasons why the use of books and modules can enhance the effectiveness of research teaching is the content coverage where books and modules are designed to cover a wide range of topics and concepts related to research. They provide a systematic and organized approach to teaching the subject, ensuring that students receive a comprehensive understanding of research principles, methodologies, and best practices.

Also, modules offer a structured framework for delivering research instruction. They often present the content in a logical sequence, guiding students through the research process step by step. This sequential approach helps students grasp the foundational concepts before moving on to more complex topics. It also provide clear

explanations, well-written books and modules provide clear explanations of research concepts, theories, and techniques. They break down complex ideas into manageable and understandable components, making it easier for students to comprehend and apply them in their own research projects.

However, it is important to note that books and modules should not be the sole source of instruction. Incorporating interactive and experiential learning activities, hands-on research projects, and incorporating real-world applications are also essential for a comprehensive research teaching approach. The combination of various teaching strategies, including books and modules, can provide a well-rounded and effective learning experience for students.

The perceptions of the Senior High School Teachers on the effectiveness of the instructional strategies and materials used in the teaching of Practical Research 1

Majority of teachers from senior high school expressed a strong belief of appropriateness and adequacy of instructional materials and strategies in guiding the students in the subject. While minority stated that these materials and strategies are still inadequate because other students may not fully understand the practical research 1 subject.

Furthermore, the mentioned strategies and instructional materials employed by the senior high school teachers serve as a model and guide for the students, it also helps the teachers to deliver the lessons smoothly and well. Others said that teaching and learning is more convenient. Also, few stated that students are motivated and increased their interest to learn because of these 21st Century materials that gives universal ideas (8%) and updated information.

Tuimur and Chemwei in 2015 stated that optimal learning takes place when a

diverse range of sensory experiences is incorporated, rather than relying solely on verbal communication. To ensure effective instruction on conflict and conflict resolution, the inclusion of instructional materials is crucial. It is important to diversify these materials beyond the confines of textbooks and atlases, as suggested in the approved book list. Hence, module in teaching practical research will lead in the appropriateness and adequacy of instructional materials and strategies in guiding the students in the subject.

Proposed self-instructional module in the teaching of Practical Research 1.

The teachers from senior high school placed a high degree of importance in a wider variety of sample researches like journal articles from credible sources and with detailed step by step procedures in conducting research proper. Followed by video lessons and discussions, and the used of modules as a guide for students to further understand the Practical Research 1 subject. These teachers also recommend the use of research guide books, school owned website for research, Internet, additional activity in the form of digital or printed material and lastly, additional studies for the teachers handling the said subject.

A self-instructional module can be a valuable tool in teaching Practical Research 1. It allows students to engage in independent learning and progress at their own pace. The module can be designed to provide step-by-step instructions, resources, and activities that guide students through the process of conducting practical research. It can cover various aspects, such as formulating research questions, selecting appropriate research methods, gathering and analyzing data, and drawing conclusions.

By utilizing a self-instructional module, students have the flexibility to explore the content in a self-directed manner. They can revisit concepts, review materials, and clarify their understanding as needed. This approach encourages active learning and promotes

student autonomy and responsibility for their own learning.

Additionally, the module can incorporate interactive elements, such as quizzes, practice exercises, and simulations, to enhance student engagement and reinforce key concepts. It can also include links to additional resources, scholarly articles, or examples of research studies to broaden students' exposure to different research methodologies and approaches.

Overall, a well-designed self-instructional module can serve as a comprehensive and accessible resource for students studying Practical Research 1, enabling them to develop essential research skills and knowledge through independent exploration and practice.

CONCLUSION

1. There is teachers' insufficient knowledge and experience in the research were primarily encountered in teaching Practical Research 1.
2. Participants experienced difficulties with the students in writing a research paper due to lack of resources such as books and modules.
3. Senior high school teachers listed the online learning resources or reliable websites as an additional instructional material in teaching the practical research 1 subject.
4. Senior high school teachers utilize books in teaching the subject. The used of these text books are important tools for developing students' knowledge as they contain different representation that contribute students learning process.
5. There is a strong belief of appropriateness and adequacy of instructional materials and strategies in guiding the students in the subject.
6. The teachers from senior high school placed a high degree of importance in a wider variety of sample researches like journal articles from credible

sources and with detailed step by step procedures in conducting research proper.

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