
**TEACHING AIDS AND TEACHER PERFORMANCE IN PRIMARY SCHOOLS, A CASE
STUDY OF BUYANJA PRIMARY SCHOOL, HOIMA DISTRICT**

1 Abigaba Peterson, 2 Akampurira Sarah

1, 2 Metropolitan International University

ABSTRACT: *The study aimed at teaching aids and teacher performance in primary schools and it was guided by the following objectives; To analyze the effect of visual teaching aids on teachers' performance at Buyanja primary school, to examine the effect of audio aids on teachers' performance at Buyanja primary school and to assess the relationship between visual-audio aids and 'teachers' performance at Buyanja primary school. A cross sectional survey design was used in the study based on both quantitative and qualitative research approaches, because according to Kotharin (2004) cross sectional research describes an existing relationship between variables. From the findings of the study, 118 (60%) strongly disagreed to the assertion that there was a negative relationship between visual teaching aids and the teachers' performance, 65 (33%) agreed and 10 (5%) were not sure. This therefore affirmed the fact that there was a negative relationship between visual teaching aids and the teachers' performance. Finally, it can also be observed that 147 (75%) of the sample strongly agreed that there was no relationship between visual teaching aids and the teachers' performance, 39 (20%) agreed to the assertion and 10 (5%) disagreed. The researcher recommends all teachers should be facilitated to have all the teaching aids whenever they are teaching.*

Key words: teaching aids, teacher performance and primary schools

Background to the Study

The final a long time of the 20th century really represented a length of distinct research into new tools, fashions and styles of work, whose aim turned into to make certain a more innovative, high great educational method (Racheal et al., 2023). Willpower to progressed conditions for the paintings and schooling of the young has been the selected direction inside the efforts to offer each character with conditions for unhampered development (Pdu et al., 2023). In effect, this technique has aimed to make a contribution to the improvement of society as an entire. If one begins from the fact that the modern-day school should no longer handiest educate, but

also assist and guide a person's improvement, one should look into the concrete equipment that each multi-problem elegance teachers and single concern instructors, but additionally all different individuals immediately managing the schooling of the younger, ought to use in this technique (Anthony, Kazaara, Kazaara, et al., 2023).

To make their pastime extra a hit, both class instructors and unmarried challenge teachers can use numerous teaching aids, which turned into simultaneously serve as assets of understanding and instruments of learning. In present day didactics, teaching aids are defined as didactically formed

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items, merchandise of human work, that are used inside the coaching method as assets of cognition / studying (Moses, 2023). for that reason, they're synonymous with unique resources of understanding used within the teaching technique (Pedagogical Encyclopedia, 1989). In order for tune schooling to be implemented in an unhampered manner, suitable coaching aids need for use within the teaching system (Anthony, Kazaara, & Kazaara, 2023). The maximum commonplace organizations of these aids are: visible teaching aids (textbooks, illustrations, drawings, books, magazines), auditory teaching aids (diverse sound recordings – CDs available with the textbooks or CDs coming from the teacher's personal collection), audiovisual coaching aids (a combination of audio and video substances, DVDs without delay recorded with an aim to paintings as didactic and methodological materials, or DVDs coming from the teacher's very own series), and textual coaching aids (texts as assets of expertise) (Anthony, Kazaara, Kazaara, et al., 2023). Extra coaching aids that are in particular vital in track training are multimedia teaching aids and also cybernetic technology (computers, the internet), which offer for the simultaneous use of various method of conversation: audio and video recordings, textual content, and graphics (Yudaya & Aggrey, 2023). Gaining knowledge of need to be strengthened. college

students should therefore take delivery of rewards. teachers are to reward any desired behaviour in getting to know (Micheal et al., 2023). however, to weaken the undesired behaviour found out, teachers have to apply punishment. In developing the profession of teaching, instructors should observe that developing professionally has a few advantages which includes being capable of assist learners learn (Isaiah & Alex, 2023). Increasing the information base, being rewarded economically and developing/improving their non-public lives. that is to mention teachers plan to increase professionally due to these observable blessings as nicely.

Problem Statement

there may be wide spread consensus that teachers in early infant development sections and primary sections must use teaching aids with a purpose to make certain that the freshmen understand the difficulty. as an example, as a part of their curriculum, teachers are taught the importance of visual aids, audio aids and visible-audio aids (John et al., 2023). although this is virtually and broadly recommended, there is no clear data and is the reason how coaching aids enhance learning and the general trainer performance. This observe is therefore set to study the impact of teaching aids on teacher overall performance.

Objectives of the Study

- To analyze the effect of visual teaching aids on teachers' performance at Buyanja primary school
- To examine the effect of audio aids on teachers' performance at Buyanja primary school

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- To assess the relationship between visual-audio aids and 'teachers' performance at Buyanja primary school

Research Questions

- What is the effect of visual teaching aids on teachers' performance at Buyanja primary school?
- What is the effect of visual-audio aids on teachers' performance at Buyanja primary school?

Methodology

Research Design

According to Kombo and Tromp (2009) a research design is the glue that holds all the elements in research together. A cross sectional survey design was used in the study based on both quantitative and qualitative research approaches, because according to Kotharin (2004) cross sectional research describes an existing relationship between variables. It is also encouraged by Amin (2005) for studies that involve collecting data from a large population. This design is appropriate because it involves analysis of respondents across a wide spectrum; a cross-sectional survey design acts as the best design to decipher the required study findings and also use of qualitative methods helps one yield more information (Vessels &Huitt, 2005).

Population of Study

The population included the 20 teachers and over 300 pupils of Buyanja primary school, totaling 320.

Sample Size

The table developed by Krejcie and Morgan in 1970 (Amin, 2005) for determining sample size was used by the researcher to determine sample size. The number of subjects from each category of respondents was determined using this table.

The sample size was 196 respondents based on Krejcie and Morgan (1970) sampling guidelines. Table1 below shows the summary of the sample size of the respondents and the sampling approaches which was used in the study.

Table 1: Sample size of the respondents

Population category	Access population	Sample size	Sampling techniques
Teachers	30	27	Simple random sampling
Pupils	300	169	Purposive sampling

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Total	320	196	
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Source: Adopted from Krejcie and Morgan (1970), modified by the researcher (2015)

Sampling Techniques

Sampling techniques refer to the procedure a researcher uses to select the needed study sample (Amin, 2005). The researcher was employing simple random sampling and purposive sampling. The simple random sampling refers to a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected, that is, a sample obtained from the population without bias. This produced representative samples of the teachers' population which were homogenous with respect to the characteristics of interest. Teachers' names were captured and written on pieces of paper which were folded, put in a container, and mixed up. A study for a particular purpose. This was therefore used to select 169 pupils in the school out of the 300.

Data Collection Methods

The researcher ensured that both qualitative and quantitative data was collected using survey method. For the qualitative data, the collection methods involved mainly interviews while for the quantitative data, a questionnaire was used.

Questionnaire survey

A set of questionnaires written on paper was administered to the respondents to get information from the respondents concerning the study. They were administered to respondents who were able to read and write; the respondents who possessed the information to answer the questions or items. The respondents recorded their answers within closely defined and provided alternatives. The questionnaires were administered by personally delivering them to teachers of the school

Data Analysis

The term analysis (processing for some researchers) involves a number of closely related operations, which are performed with the purpose of summarizing the data and organizing these in such a manner that they answer the research question(s) or hypotheses if they exist (Amin, 2005). Thus in the process of analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine if real differences exist.

Quantitative Analysis

Quantitative data was analyzed using mean, Pearson Correlation product moment and regression with the help of the Eviews (Nelson et al., 2023). Mean was used to show the level of agreement and disagreement among responses, Pearson Correlation product moment was used to establish the relationship between two variables and regression was used to ascertain the overall relationship between the independent and dependent variables.

Qualitative Analysis

The researcher analyzed the work basing on descriptions made by the respondents using SPSS (Nelson et al., 2022). Qualitative data analysis was presented in a narrative form on the different questions posed to the respondents. The data from interviews of key informants and from open ended questions was analyzed by listing down all respondents' views under each question or category. The tally mark method was then used to group similar views expressed by more than one respondent. Tables were constructed from the totals of tally marks. Then the researcher organized statements and responses to generate useful conclusions and interpretations on the research objectives (Sekaran, 2003).

RESULTS

Table 1 Effect of Visual Teaching Aids on Teachers' Performance

Visual Teaching Aids and Teachers' Performance	Response											
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Visual teaching aids improve audience understanding and memory	98	50	39	20	29	15	29	15	-	-	196	100
Visual teaching aids serve as notes for learners	122	62	65	33	10	5	-	-	-	-	196	100
Visual teaching aids Provide clearer organization of the notes and lesson presentation.	147	75	39	20	-	-	10	5	-	-	196	100
Visual teaching aids facilitate more eye contact	137	70	39	20	-	-	20	10	-	-	196	100

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and motion by the speaker.												
Visual teaching aids contribute to speaker credibility of the teachers	98	50	78	40	-	-	20	10	-	-	196	100

Source: Primary data 2020

From the table 1 above, it can be observed that 98 (50%) of the respondents strongly agreed to the fact that visual teaching aids improve audience understanding and memory, 39 (20%) agreed, 29 (15%) were not sure and 8 (15%) disagreed. It therefore implies that visual teaching aids improve audience understanding and memory. 22 (62%) strongly agreed to the assertion that Visual teaching aids serve as notes for learners, 65 (33%) agreed; while 10 (5%) were not sure. This therefore implies that visual teaching aids serve as notes for learners.

It can also be observed that 147 (75%) of the sample strongly agreed that visual teaching aids Provide clearer organization of the notes and lesson presentation, 39 (20%) agreed to the assertion and 10 (5%) disagreed. This implies that indeed visual teaching aids Provide clearer organization of the notes and lesson presentation since the majority agreed to the assertion.

137 (70%) of the sample strongly agreed that visual teaching aids facilitate more eye contact and motion by the speaker, 39 (20%) agreed to the assertion and 20 (10%) disagreed to the assertion. It can conclusively be stated that visual teaching aids facilitate more eye contact and motion by the speaker.

98 (50%) strongly agreed that visual teaching aids contribute to speaker credibility of the teachers, 78 (40%), 20 (10%) were not sure and 4 (8%) disagreed. It can therefore imply that visual teaching aids contribute to speaker credibility of the teachers

Audio teaching aids and teachers' performance.

Table 2. Showing the effect of audio aids on teachers' performance on teachers' performance

Effect of audio aids on teachers' performance on teachers' performance	Response											
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Audio teaching aids help to make learning process more effective and	147	75	49	25	-	-	-	-	-	-	196	100

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conceptual.												
Audio teaching aids help to grab the attention of students.	157	80	39	20	-	-	-	-	-	-	196	100
Audio teaching aids build interest and motivation teaching students learning process	176	90	20	10	-	-	-	-	-	-	196	100
Audio teaching aids enhance the energy level of teaching and students' comprehension	186	95	10	5	-	-	-	-	-	-	196	100
Audio teaching aids are even better for over laden classrooms	147	75	49	25	-	-	-	-	-	-	196	100
Audio teaching aids provide students a realistic approach and experience	157	80	39	20	-	-	-	-	-	-	196	100

Source: primary data 2020

Table 2 shows that 147 (75%) of the respondents strongly agreed to the fact that audio teaching aids help to make learning process more effective and conceptual, while 49 (25%) agreed that Buyanja Primary School uses audio teaching aids to help to make learning process more effective and conceptual. None of the respondents disagreed and none was not sure. It implies that audio teaching aids help to make learning process more effective and conceptual. 157 (80%) strongly agreed to the use of audio teaching aids help to grab the attention of students. and 39 (20%) of the respondents agreed and no one disagreed while all the respondents were sure of their respondents (Oromo et al., 2023). This implies that indeed audio teaching aids help to grab the attention of students. 176 (90%) of the respondents strongly agreed to the use of audio teaching aids build interest and motivation teaching students learning process. while 20 (10%) of the respondents agreed to the use of audio teaching aids build interest and motivation teaching students learning process; implying that indeed Audio teaching aids build interest and motivation teaching students learning process. 186 (95%) of the respondents strongly agreed to the use of audio teaching aids are even better for over laden classrooms at Buyanja Primary School while 10 (5%) of the respondents agreed to the use of audio teaching aids are even better for over laden classrooms (Mark et al., 2023).

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Further still, (75%) of the respondents strongly agreed to the fact that audio teaching aids are even better for over laden classrooms, while 49 (25%) agreed that Buyanja Primary School uses Audio teaching aids are even better for over laden classrooms. None of the respondents disagreed and none was not sure. It implies that Audio teaching aids are even better for over laden classrooms. 157 (80%) strongly agreed to the use of audio teaching aids provide students a realistic approach and experience 39 (20%) of the respondents agreed and no one disagreed while all the respondents were sure of their respondents. This implies that indeed audio teaching aids provide students a realistic approach and experience (Damasus et al., 2023).

Relationship between visual teaching aids on the teacher's performance

Table 3 showing the relationship between visual teaching aids on the teacher's performance

Relationship between visual teaching aids on the teacher's performance	Strongly Disagree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
There is a positive relationship between visual teaching aids and the teachers' performance	137	70	39	20	10	5	10	5	-	-	196	100
There is a negative relationship between visual teaching aids and the teachers' performance	-	-	-	-	20	10	118	60	65	33	196	100
There is no relationship between visual teaching aids and the teachers' performance	-	-	-	-	39	20	10	5	147	75	196	100

From the table 3 above, it can be observed that 137 (70%) of the respondents strongly agreed to the fact that there is a positive relationship between visual teaching aids and the teachers' performance of Buyanja Primary School, 39 (20%) agreed, 10 (5%) were not sure and 10 (5%) disagreed. It implies that there is a positive relationship between visual teaching aids and the teachers' performance. 118 (60%) strongly disagreed to the assertion that there is a negative relationship between visual teaching aids and the teachers' performance, 65 (33%) agreed and 10 (5%) were not sure. This therefore affirms the fact that the There is a negative relationship between visual teaching aids and the teachers' performance. Finally, it can also be observed that 147 (75%) of the sample strongly agreed that

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there is no relationship between visual teaching aids and the teachers' performance, 39 (20%) agreed to the assertion and 10 (5%) disagreed. This implies that indeed there is no relationship between visual teaching aids and the teachers' performance since the majority agreed to the assertion.

Conclusions

Finding reveals that there is a positive relationship between visual teaching aids and teachers' performance. The researcher concludes that teachers should incorporate all types of teaching aids to be effective.

Recommendations

The researcher recommends that schools should equip teachers with teaching aids to facilitate learners' comprehension.

The researcher recommends all teachers should be facilitated to have all the teaching aids whenever they are teaching

The researcher recommends that local schools should be supported by government to ensure availability of teaching aids to facilitate teaching.

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