

Teaching Aids as a Determinants of Academic Performance of Pupils in Oluyole Local Government Area, Oyo State

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Abstract

The purpose of the study was to assess the effect of teaching aids on academic performance of the pupils in some primary schools in Oluyole Local Government of Oyo State. The study examined relationship between teaching aids and performance of pupils in the schools. The study employed qualitative and quantitative approaches. Three research questionnaire and two null hypotheses guided the study. The hypotheses were raised to guide the study and tested to ascertain the effects of teaching on academic performance of the pupils. The research instruments used for assessment of the students' performance were interviews of social study teachers, observations of students in classrooms and questionnaire. To ensure content, validity of research instrument, the questionnaire items were subjected to validation. Descriptive and inferential statistics such as simple percentages, frequency counts and regression analysis were used to analyse the data collected during the research project. The study findings showed that teaching aids contribute a lot to students' academic performance in public primary schools in Oluyole Local Government Area. In fact, teaching aids is an important determinant of academic performance of school pupils in a school setting.

The researcher recommended that the Ministry of Education (SUBEB) and other stake holders should get the teachers the different types of teaching and learning aids for effective teaching and making learning permanent and interesting.

Keywords: Teaching Aids, Primary School, Pupils' performance.

Introduction

Instructional materials are visual and audio visual aids. They are aids or materials, concrete and non-concrete which the teacher uses in his or her lesson to promote teaching activities. Instructional materials play a very important role in the teaching and learning process. They enhance the memory level of the students. Oral teaching cannot be the key to

successful pedagogy. Olumorin, Yusuff, Ajidagba and Jekayinfa (2010) observed that instructional materials help teachers to teach conveniently and the learners to learn easily without any problem.

According to Abolade (2009), the advantages of the instructional material are that they are cheaper to produce, useful in teaching large number of students at a time, encourage learners to pay proper attention and enhance their interest. The use of teaching aids materials can enhance the learning achievement of the learners Aginna-Obu (2005) submitted that instructional materials of all kind appeal to the sense organs during teaching and learning. Experience in situation prepares a person to respond to similar situation in future. Use of instructional materials can appeal to the individual's attention by creating interest goal that will help the learners achieve direct effort. Teacher's problem of motivation is essentially one of arraying situation with instructional materials in which the learners will see goals he want to attain.

However, a common goal the teacher carries wherever he is to make lessons presentation vitally fresh, stimulating and testing for their students. Riveire (2006) noted that improvisation is a valuable teaching tool. This will help the teacher to individualize the learning method as well as the content and also working according to the student's need. This goal can be reached most effectively through the use of teaching aids.

The need to emphasise on the use and importance of instructional materials in any learning and teaching environment cannot be underestimated. For any learning to take place; the teacher has to make use of these materials that would enable him to teach effectively.

Equipment and other teaching aids or materials, to some extent, determine the method the teacher uses in teaching the pupils. It is generally agreed by both teachers and school administrators that apart from the chalkboard and textbooks which are often available for the teacher to use, there are other materials that aid or are capable of complementing the teacher's effort in teaching /learning process. Abdul Raheem (2014) submitted that improvisation of locally-made teaching aids could assist to improve quality of graduates turn out from schools and standard of education generally.

Isola (2010) described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learner. Despite the fact that instructional materials are essential tools that can make learning practical and knowledge-acquisition easier, they are not readily available in schools leading to low level of performance of learner in government examinations (Abdul Raheem 2014)

Academic performance represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school

The use of teaching aids in teaching and learning in primary schools today is not absolutely new. What is new is the technological equipment that has been introduced recently into teaching and learning process. With the evolving technology and the new communication media, efforts are on the increase in the application of instructional aids to learning a development that has proven to be beneficiary to learners.

Many teachers are not knowledgeable or find it difficult to use instructional material when teaching because of lack of training on its application for effective use and dissemination of knowledge. Some teachers do not have the required instructional materials for teaching; hence, teachers have to improvise the instructional material to be used.

It is virtually important that teachers keep in mind the purpose for which instructional materials are used. Teachers must know when to use a film to clarify important concepts rather than explaining it in textbooks, when to use discussion alone, when to embark on a field trip with the showing and discussion of a related film strip, when to assign outside viewing of television programme of self-study of a programmed film strip or when to have the class produce diagrams of flannel board illustrations as part of summarizing oral report on one aspect of class work.

According to Nnatia and Anaekwe (2006) instruction or teaching aids are the equipment and materials, which the teachers can use to enhance the realization of the instructional objective. Teaching aids are veritable channels through which instructions can be imparted in the classroom. Ike and Okoye, (2002).

Statement of the Problem

The use of teaching aids in our primary schools face some problems most of which revolve round the method or system of using the materials.

Among these teaching problems of using instructional materials in our primary schools, are an issue of shortage of personnel, inadequate textbooks, lack of teaching aids and lack of adequate experts to handle them very well.

Therefore, teachers not adequately trained on the use of instructional materials mishandle them and could not make good use of teaching aids. As a result, such teachers are doing more harm than good to pupils' ability to have a better understanding during teaching / learning process. With a view of putting the discipline in the proper perspective, this study therefore attempts to investigate the contribution of teaching aids in pupils' academic performance in primary schools in Oluyole local government.

Research Question

What are the problems facing teachers in using teaching aids in the classroom?

Hypothesis

There will be no significant performance difference between pupils taught with teaching aids and those who were not taught in the primary schools in Oluyole Local Government of Oyo State.

Methodology

The research design adopted for this study was the descriptive survey design. The population of the study consisted of all the public primary schools in Oluyole Local Government Area of Oyo-State. .

The "hat and draw" approach of the simple random sampling technique was adopted. The five (5) schools used as samples were arranged alphabetically.

The size was considered appropriate as this could reduce sampling error and enable generation of results to cover the whole local government area.

To gather the data for this study, a carefully structured questionnaire to elicit the necessary information that will help determine whether instructional materials exercised any effect on pupils academic performance in primary schools of Oluyole Local Government Area of Oyo State was designed. The questionnaire consisted of parts A and B, Part A contained bio-data information while part B contained Twenty (20) questions which respondents were expected to respond by ticking either agreed or disagreed according to the extent of which the statement appealed to them. Academic performance was measured using a 30-question Teacher-made Achievement Test.

Test-retest method of ensuring reliability of instruments was adopted to ensure reliability of the instrument used for the study. This was done by administering a sample of the instrument a group of people in Ibadan North Local Government who share same characteristics with the actual population of the study. The final instrument had a reliability coefficient of 0.81 using Cronbach Coefficient which indicated high reliability.

The raw scores were added together and analyzed using multiple regression analysis.

Results

Research Question: What are the problems facing teachers in using teaching Aids in teaching and learning process?

Table I: Problems facing the usage of instructional materials in primary schools

Schools	Lack Supply	%	Problem of care & storage
School I	20	50%	35
School II	30	75%	15
School III	10	25%	10
School IV	25	62.5%	20
School V	5	12.5%	25

As table I show, all respondents agreed that there is a problem in the supply, storage and the level of improvisation by teachers. The percentage of supply by the Government is the highest percentage.

Hypothesis: There will be no significant performance difference between pupils taught with teaching aids and those who were not taught in the primary schools in Oluyole Local Government of Oyo State.

Table.2 T-Test analysis showing the difference in the average academic performance of pupils with and without teaching aids.

Variable	N	X	SD	DF	t-cal	t-crit
Academic performance of pupils with teaching aids	80	12.75	2.03	12	8.90	1.96
Academic performance of pupils without teaching aids	51	11.69	0.74			0.05

Table 2 above shows that the calculated value of 8.90 is greater than t-critical value of 1.96 at 5% level significance. Therefore, we reject the null hypothesis which says that, there will be no significant relationship between teaching aids and academics performance among the pupils in Oluyole local governments of Oyo State.

It means, there exists a significant difference in average academic performance of learning with teaching Aids and, pupils learning without teaching Aids.

Discussion of Findings

It was hypothesized in this study that there will be no significant relationship between teaching aids and academics performance among the pupils in Oluyole Local Government Area of Oyo State. This hypothesis is rejected because the result in table 4 revealed a significant relationship teaching aids and academics performance among the pupils in Oluyole local government Area of Oyo State. This connotes that the achievement of pupils in school subject has links with the instructional materials teachers use in the classroom and how well these teaching aids are put to use. In the present study, pupils who were taught without teaching aids recorded a lower academic performance. The probable reason for this finding might be that the pupils could concretize the learning content because for their maturational level, 'seeing believes', so learning was not well-facilitated, there was little or no retention, and

learning was not made permanent. Instructional materials/teaching help drive the teacher's points home, pupils are fascinated, and become more interested in the learning materials, these help the overall academic performance in school subjects. The finding of this study is in line with that of Ntasiobi Francisca & Iheanyi (2014) which confirmed that instructional materials facilitate the pupils' academic performance. The authors submitted that performance is enhanced when teachers use different types of instructional materials when teaching all subjects. Similarly, Nwike and Onyejebu (2013), Olayinka (2016) and Nsa, Ikot and Udo (2013) also confirmed significant differences in the academic performance of pupils taught with instructional materials/.teaching aids, and the pupils taught without teaching aids. Interestingly, these studies were carried out in different regions of the country even though they were all carried out in Nigeria.

Conclusion

This study examined the effect of teaching aids on academic performance in Oluyole Local Government area of Oyo state. The Study employed descriptive survey research design in which the use of questionnaire was adopted to gather information from the students in the sampled schools in the study local Government. Also, 80 respondents were sampled out to respond to the designed instrument. Three research questions and two hypotheses were tested at 5% level of significance. The findings of the study revealed that there will be significant relationship between teaching aids and academic performance among the pupils of Oluyole Local Government of Oyo State.

Based on the data collected and analyzed, it was found out that there is a significant and positive relationship between teaching aids and academic performance of the primary school pupils of Oluyole Local Government of Oyo State. It was revealed that there are other factors responsible for poor application of teaching aids in Primary schools. Some of them are learning without teaching aids which affect the level of understanding. The teacher needs improvisation where there is no teaching aid.

Government should improve on the adequate supply of teaching aid.

Recommendations

Based on the findings and conclusion of this study: The following recommendations were made that:

- i. Teacher should endeavour to use relevant and appropriate teaching aids because it does not only promote better teaching and learning but also arouses the interest of learners maximally.
- ii. Teacher should try as much as possible to supplement Government effort of providing teaching aids by making charts on their own.
- iii. Schools head teachers should provide a place for storage of teaching aids and all classes with teaching aids should be under lock at the close of everyday's work.
- iv. School administrators and teachers should endeavour to attend seminars, and/workshops staged by educational agencies on the effective use of teaching aids.
- v. Primary schools should be ICT literate for proper use of modern day instructional materials.
- vi. Government should monitor instructional aids so that they are not converted into another use.

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