

**TEACHERS PERCEPTION OF THE USE OF TEACHING  
LEARNING AIDS IN SOCIAL STUDIES IN SELECTED  
SCHOOLS OF KAWEMPE DIVISION,  
KAMPALA DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF  
CONTINUING AND DISTANCE STUDIES IN PARTIAL  
FULFILMENT OF THE REQUIREMENT OF THE  
AWARD OF DIPLOMA IN PRIMARY EDUCATION  
OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**SEPTEMBER 2007**

## DECLARATION

I Nayiga Joyce hereby declare that this is my entirely original work and has never been submitted to any other university or higher institution of learning for any award or certification.

Signed Nayiga Joyce  
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Date 29/10/07

## APPROVAL

This study report resulting from the researcher's effort in the area of **"Perceptions of teachers on the use of teaching/learning aids in social studies instruction"** was carried out under my supervision and is now ready for submission to the Academic Board of Kampala International University, for the award of a Diploma in primary Education.

Signed   
TALIGOOOLA DEBORAH NABUSETA

Date 29/10/07

## **DEDICATION**

I dedicate this work to my beloved husband Mr. Mukisa Deo Johnson who stood by me in prayer and the constant love he showed me while pursuing this Diploma.

Secondly my children Daphine, Davis and Divine for their patience and encouragement and my fellow student teachers who dared to share with me during discussions.

## **ACKNOWLEDGEMENT**

I am grateful to Kampala International University which offered me admission for this course. I extend my sincere appreciation to all those lecturers of the university who assisted me in one way or another for successful completion of the course.

Special recognition goes to my supervisor Mrs. TALIGoola DEBORAH whose tireless advice made this research a success.

My heartfelt gratitude goes to my beloved husband, Deo, children, Davis, Daphine, Devine for their patience and financial support they offered me during the study.

I thank my fellow DPE students especially Maxey, Daphra, Julian, Peter for their contributions towards the completion of the course.

I thank the head teacher, staff and pupils of various schools I visited for their devotion and assistance offered to me during the time of collecting data.

Finally I wish to thank very much Ms. Katushabe Innocent for her excellent typing services.

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## DEFINITION OF TERMS

**Instructional materials.** Anything from which something can be made for delivering information to learners.

**Effect.** A change produced by an action or a course; a result or outcome

**Performance.** An act of performing a play, a concert or some other entertainment.

**Social studies.** Is the study of man and his activities in relation to environment.

**Methods.** A way of doing something; use alternative.

**Approach.** Is a way of dealing with something or a way of doing something.

**Communication.** Is the sending or receiving of messages

**Multi-sensory approach.** Use of variety of instructional materials and methods of teaching to facilitate learning

## **ABSTRACT**

This study assessed the Teacher's perceptions of the use of teaching learning aids in social studies, in selected schools of Kawempe division. The study set out to explore the different perceptions which teachers held about. The concept of teaching learning aids, their importance, how to select and make an appropriate teaching learning aid and how to use them effectively and the problems encountered when using them.

Using Random sampling 30 social studies teachers were selected from various schools in Kawempe division for the study. Using a questionnaire and focus group, discussion, teachers described teaching learning aids, divided then into major types and gave examples of each type. They also cited the importance's of using teaching learning aids and named the challenges they meet in acquiring and using teaching learning aids. Findings were presented qualitatively according to the major themes of the study.

Teachers had conflicting perceptions of the meaning, examples of teaching aids. A great percentage however agreed that it was important to use teaching learning aids, although some found difficulty in using hem. They expressed their challenges in the use of teaching learning aids during instruction which ranged from lack of logistic support, time consuming, low morale due to poor pay, insufficient understanding of the meaning of teaching learning aids. In depth in service and pre-service training was recommended.

Government to recruit and deploy head teachers in both public and privately owned primary schools and to facilitate schools with teaching/learning aids.

# **CHAPTER ONE**

## **BACKGROUND TO THE STUDY**

### **1.0 Introduction**

Major concerns have been expressed about the way instruction of social studies is being carried out in primary schools in Uganda. This is because of the observed poor performance of most schools country wide.

The major impediments to effective teaching of the subjects range from the overwhelming subject content which cannot be covered within the expected time; the dynamic nature of facts and concepts being studied and most serious the lack of adequate teachers with sound knowledge and instructional approaches to the subject.

It has been reported that most social studies teachers have a tendency of rushing through the curriculum content so as to complete the work load, prompting many of them to ignore the use of instructional materials to reinforce their concepts and facts. What they are not aware of is the advantage of instructional materials that would otherwise simplify their work and therefore enable them to complete the syllabus in the expected time scope. They are not also aware that teaching is made real with the use of instructional materials.

The government of Uganda through the Education White Paper took that initiative to restructure the study of social studies with the intention of achieving its aims of preparing the children for National Unity; and to instill in them societal values.

These recommendations were translated into policy guidelines by the ministry of Education. Many teaching learning materials have been formulated and distributed to schools to aid teachers in the teaching exercise. The

implementation how however been fairly successful. What there is the problem with the teacher's use of instructional materials? Is it the poor training of teachers? Are they willing to teach but they are unsure of the way to do it?

Quite evident is that the social studies teachers hold varying and conflicting perceptions on the use of instructional materialize in teaching. This study is therefore intended to assess the perception of teachers in the use of instructional materials in the teaching and learning of social studies.

### **1.1 Geographic location of Kawempe division**

The researcher chose Kawempe division because it had a good number of schools and it was also being affected by the problem of poor performance in social studies. Kawempe is situated in the North of Kampala District.

### **1.2 Statement of the problem**

The use of instructional materials when teaching social studies in primary schools has been named as one of the causes of poor performance in the subject (monitor, 2006). Teachers have tended to ignore the guidelines of developing appropriate teaching learning aids and concentrated on the use of text books. They are pre-occupied with the rushing to complete the syllabus, in order to prepare their learners to pass examination as it is in today's trend of Education. Such a preparation is not adequate for a child who is to exist and function in tomorrows society. Learners are now a reading school and particularly social studies, a subject which is used to be enjoyable children will not learn societal values, co-existence, moral and actual values and may never acquire that spirit of national Unity with this type of teaching without practical support.

### **1.3 Purpose of the study**

The purpose of this study is to assess the perceptions of teachers on the use of teaching/learning aids in the teaching of social studies.

### **1.4 Objectives**

The following objectives guided the study:

- To establish what teachers knew about teaching/learning aids.
- To find out whether teachers know about the importance of using teaching/learning aids.
- To find out whether teachers can construct and use appropriate teaching/learning aids.
- To identify the challenges teachers face in acquiring and using teaching/learning aids.

### **1.5 Research questions**

The following questions were asked at the initial stage of the research undertaking:

1. What do teachers know about teaching/learning materials?
2. What factors do teachers know the factors to consider when selecting constructing of teaching learning materials?
3. What problems do teachers encounter when teaching social studies and are required to use teaching/learning aids?

### **1.6 Significance of the study**

The findings of this study will help in the following ways;

- Change the teachers attitude towards the use of instructional materials
- Equip them with knowledge and skills of constructing instructional materials

- These findings would not only benefit the Kawempe teachers but all teachers nation wide.
- The curriculum development centre can use these findings for its activities
- This study if successful will enable the researcher to be awarded a diploma in primary Education as it is one of the requirements for the course.

### **1.7 Scope of the study**

The researcher assessed the perceptions of teachers on the use of Instructional materials in the teaching of social studies in selected primary schools of Kawempe division. The following were investigated what teachers know about instructional materials; whether the teachers are aware of how to construct an appropriate teaching learning aid and what problems teachers face when using teaching /learning aids. The study begin in February 2007 and ended in July 2007.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **1.0 Introduction**

This chapter reviewed the literature of other scholars which was related to the research topic.

#### **2.1 Perception**

Perception or receiving refers to the process whereby sensory stimulation is translated in organized experience. The experience is the joint product of the stimulation and of the process itself (Robert P. Gwin, 1990).

Perception is composed of six processes namely receiving, selecting, interpreting, checking and reacting to the stimuli. These processes are influenced by the receiver and the situation. Focus has however been put on the interpretation process and the factors influencing it. One of them is the stereotyping.

Stereotyping is a tendency for a persons perception of another to be influenced by the social group to which the other belongs (David Crystal, 1990).

Quite evident from the above is what may be happening to the teachers. The researcher does some stereotypic tendencies in teachers who have strayed from their normal way of instruction to teaching in order to pass examinations no matter what it costs.

Our inability to understand others and issues accurately is probably the most fundamental barrier to choosing the right thing. Choice and decision making demands an individual or a group of people to assess and compare the respective competencies of a person and advantages of issues. But people's



views are highly personalized and receive the world differently. Our limited perceptual ability is obviously a stumbling block to the objective and rational decision making.

This can be applied to what is happening in field of teaching social studies. The teachers decision of avoiding the use of instructional materials has been after them assessing the advantages of passing exams in order to match the trend. But this limited perceptual ability is now a stumbling block to he objective of Teaching/learning of social studies.

Moorhead and Griffin commented that "if everyone perceived everything the same way, things would be a lot simpler".

## **2.2 The general considerations of instructional materials**

Joseph Ngaroga (1996) described instructional materials as any resource or material a teacher uses while conducting a lesson, learning exercise. He added that it helps in the reinforcement of concepts.

The instructional materials range from books, teachers guide, magazines, journals, worker books, drawing, charts, cartoons and maps. There are also practical resources such as clay objects, ground maps, and junk materials.

These teaching learning resources have been classified into three sub-groups namely:

Visual resources

Audio resources

Audio visual resources (Wambuzi, 1996), (Ngaroga, 1997)

The visual resources involve the use of the sight sence. The teachers make use of them for the learners to observe. Visual-audio resources make the learners to

use both the sight and hearing senses. The audio resources are used by teachers in class so that the learners can hear them (Wambuzi, 1996).

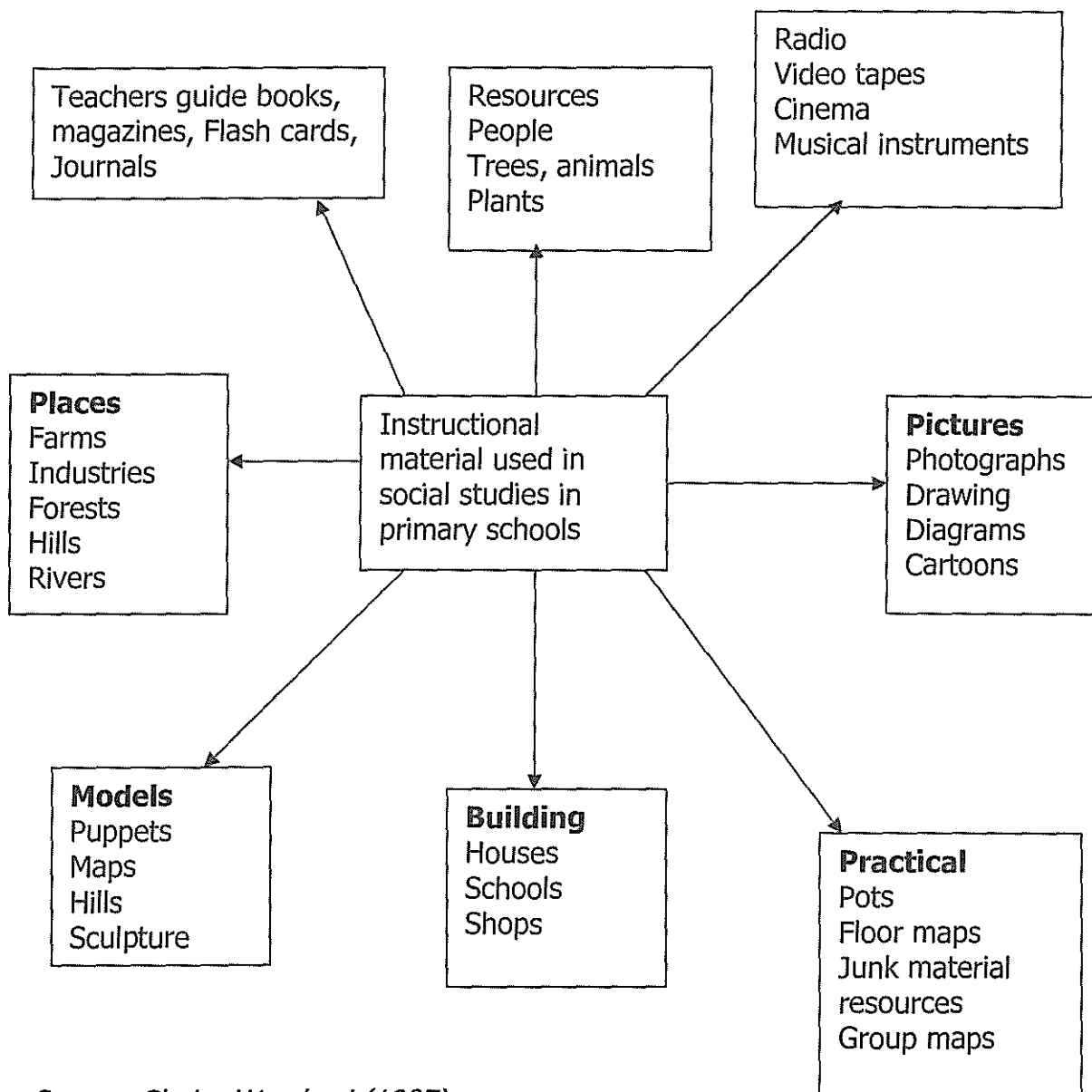
It has been observed by Educationalists that children learn more by doing and remember the following:

- 10% of what is read
- 20% of what is heard
- 30% of what is read and heard
- 50% of what is seen, read and heard
- 70% of what is seen, heard, read, said and participated in

The key therefore to effective teaching is to help pupils to focus attention on the task. Children are said to learn better greater, faster and remember more and derive enjoyment from actively participating in what they are doing (Lecturers notes).

Teachers are therefore encouraged to come up with those teaching learning resources that will help the children use all their senses and if possible they should be involved in the making of teaching/learning materials.

### 2.3 Gladys Wambuzi 1997 summarized the teaching/learning resources as follows:



*Source: Gladys Wambuzi (1997)*

The above information is vital for every teacher teaching social studies in Ugandan schools; because it is a discipline that addresses concrete facts and concepts. It would be easier for the child to learn from his/her environment. Teaching is also made simple since the children are observing other than being forced to learn some abstracts. The question raised at this point is that are

teachers really away of the foregoing guidelines and their importance. When making or selecting the teaching/learning materials do they involve the learners?

## **2.4 Selecting of teaching learning resources**

Oso Yuko Willis (2000) when advising on the consideration of selecting teaching/learning materials, he suggested that the following be considered:

- The content of a social studies lesson to be taught, it its a lot then more resources are needed.
- The size of the class will also influence the number of resources and the type to be used.
- Suitability and level of learners. He advised the teachers to establish whether the resource is suitable for the particular group in terms of age and environmental or historical background.
- He also advised teachers to look at the availability of the resource whether it is found in the environment. He warned never to plan for a resource which is not available.
- He also talked of the purpose for which it is going to be used
- He included many such as validity, climate, simplicity, objectives of the lesson and political climate.
- He however stressed the training of the teachers and learner involvement (Oso, 2000).

But are teachers really aware of the above considerations. They could be aware but other factors could come in such as the economic status and location of the school. As already stated are the leaders teaching social studies qualified professional teachers.

## **2.5 Importance of teaching/learning resources**

Ngaroga (1997) highlighted the following importances of teaching/learning resources.

- Forming a focal point and attract attention.
- Arouse interest and promote desire to learn
- Supplement description and help to explain work and processes.
- Stimulate the learner's imagination
- Give an accurate impression of the concept for example maps
- Illustrate relationships
- Promote retention and memory
- Help to consolidate what has been learned
- Help save time
- Help to bring distant ideas
- Encourage creativity since learners are at sometimes involved (Ngaroga, 1997).

Farrant (1982) explained that charts and pictures serve different purposes in teaching. He describes pictures as materials that help to illustrate and bring a sense of reality to what is taught. According to him charts contain the lesson itself.

Grant (1978) argued that teachers should give children as many experiences as possible with real objects which they can see and move about with to help them to understand meanings behind figures and sums.

Castle (1965) appealed to teachers that visual aids to learning are especially important in Africa because few children can travel far from their homes to see the real world about which they learn.

## **2.6 Problems encountered during the use of teaching learning resources when teaching social studies**

Osso 2000 highlighted some problems as follows:-

He talked of the cost effectiveness. Some were too costly for the teachers or schools to afford.

The government talked of the dynamic nature of concepts being taught in schools. That what is true today will not be applicable year after. This put the validity of teaching/learning resources at stake.

Joseph C. Oonyu (2003) also talked about lack of adequate teachers with sound knowledge and instructional approaches.

The government had also expressed great concern about the examination oriented curriculum, which did not permit the whole teaching/Learning exercise to provide the necessary cognitive and practical support to the learners. This made teachers ignore the use of teaching/Learning resources to save time.

All the above citations gave an over view of the meaning of teaching/learning resources, the general considerations when constructing them and the justification of using them during the teaching/learning exercise. The concern however was whether indeed all the above information was known by the social studies teachers. If all the teachers perceived the use of teaching/learning aids in the same way as the above writers then life would be easier. The task therefore was to assess the teacher's perception on the use of teaching learning resources in the teaching of social studies in primary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The chapter illustrates the methods in which the study was carried out. It describes the design, population, sample, data collection and analysis procedures.

#### **3.1 Research design**

A survey was carried out to assess the teachers perceptions on the use of teaching/learning resources in primary schools.

#### **3.2 Organization of the survey**

##### **3.2.1 Survey area**

The area under study was Kawempe division situated in Kampala district. The division is bordered by Nakawa central division and Wakiso district. Kawempe division was chosen because it provides reliable information about the topic under study.

##### **3.2.2 Types of data gathered**

Two types of data were gathered namely primary data from the respondents and newspaper and secondary data from text books, government reports, Education White Paper.

#### **3.3 Data collection**

##### **3.3.1 Instrumentation**

A questionnaire was constructed to gather information on the teacher's perception of the use of teaching learning resources. It was given to teachers from different schools.

The none interactive nature and other limitations of the questionnaire led to the organization of teachers into three focus interviews with each group having ten participants purposively selected from various interest groups including male and

female teachers, long-serving teachers and heads of departments. Questions were asked on the participant's perceptions of the use teaching/learning resources to teach social studies, information was written down.

### **3.3.2 Procedure**

The researcher drafted a questionnaire and an interview guide. Then obtained an introductory letter from the Director institute of continuing and distance studies which she took to head teachers of the sample schools. A interview guide was also constructed.

### **3.3.3 Sampling procedure**

30 social studies teachers were randomly selected from primary schools in Kawempe. Each primary school in Kawempe is expected to have an social studies teacher.

### **3.4 Data analysis**

Qualitative data was gathered and the questions were assigned variable labels. The coded responses were entered and saved in an Excel file. The data was subsequently analyzed using the statistical package for social scientists. Descriptive and infernal statistics were derived.

### **3.5 Limitation to the study**

- Time almost failed the completion of the study
- Poor attitude of the social studies teachers who had expected some money from the research.
- Poor whether conditions prolonged the research exercise.



## **CHAPTER FOUR**

### **PRESENTATION OF THE BACKGROUND CHARACTERISTICS, ANALYSIS, DISCUSSION AND RECOMMENDATIONS**

#### **4.0 Introduction**

The purpose of this research was to assess the teacher's perception of the use of teaching learning resources. The study was guided by the following objectives;

- To establish what the social studies teacher know about teaching/learning materials.
- To find out whether the teachers know the importance of teaching/learning materials.
- Find out if the teachers can construct and use appropriate teaching materials.
- To identify the challenges teachers face in acquiring and using of teaching/learning aids.

The following questions had to be answered during the analysis of the collected data.

- What do teachers know about teaching/learning materials?
- Do the teachers know how to choose acquire and develop appropriate teaching learning materials?
- Do the teachers know the importance's of using teaching learning materials?
- What challenges do teachers face when selecting, constructing and using of teaching learning aids?

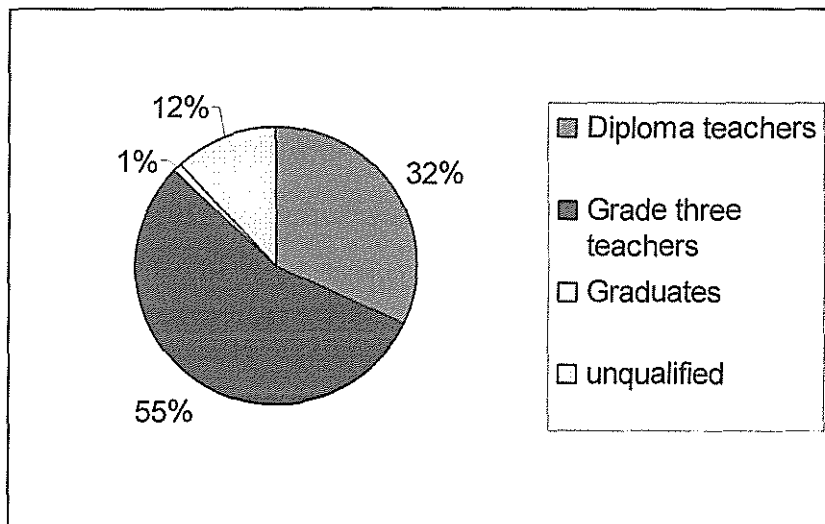
The following section presents the background characteristics of the respondents

## 4.1 Knowledge of teaching learning materials

### 4.1.1 Teachers qualification

In order to find out more about the social studies teachers knowledge it had to be established whether these teachers had undergone any form of training. An item was constructed to inquire about their qualification.

**Figure 1: Shows the percentage distribution of respondents according to their qualification**



Out of the 30 respondents interviewed, 55% of them were Grade three teachers, 32% were grade five teachers, 12% were unqualified and 1% were graduates. This implies that majority of the teachers were professionals but the highest percentage of Grade three showed that they knew only the basics of the teaching/learning materials. This therefore expressed a need for such teachers to go for upgrading. The 12% of the unqualified teachers exhibited a potential danger to the teaching/Learning approaches of social studies.

### 4.1.2 Teacher's experience and the use of teaching learning Aids

The researcher also wanted to find out whether teachers have that experience to enable them use teaching learning material

**Table 1: shows the distribution of respondents according to teaching experience**

Teaching experience	Frequency	%
Over 10 years	5	17
3 – 9	18	60
2 years and below	7	23
Total	30	100

Basing on the above findings majority of social studies teachers had a reasonable teaching experience because they had completed a two years probation period. This was a good sign of their being knowledgeable of the concept instructional material. But why then was that they were unable to effectively and inappropriately use teaching learning materials.

#### **4.1.3 Teachers Perceptions of meaning of instructional materials**

When teachers were asked to describe the term responses were graded according to the quality of definition they gave.

**Table 2: shows the percentage distribution of respondents according to the meaning of teaching learning material.**

Quality of meaning	Frequency	Percentage
Good	13	43
Fair	09	30
Poor	08	25
	30	100

The findings showed that majority of the teachers had a fair explanation of teaching learning material, while of them were good at describing the term. However 8 of them had poor explanations. This shows that the quality of training

was not very good. Secondly the 08 respondents who knew very little represent those who have not yet gone to teacher training colleges.

#### **4.1.4 Types of Teaching Learning Materials**

To establish whether indeed the teachers had in-depth knowledge of teaching learning resources they were asked to mention the major types of teaching learning materials and give examples of each major type.

**Table 3: Shows the distribution of respondents according to quality of responses about types and examples of teaching/learning resources.**

<b>Knowledge of types and examples</b>	<b>Frequency</b>	<b>Percentage</b>
Good	08	26%
Fair	12	40%
Poor	19	33%
Total	30	100

Findings show that 40% of the teachers fairly understood the types and the examples of Teaching/Learning resources. 33% did not understand the types and examples properly, and only 26% had a good understanding of the teaching/learning resources. This clearly reflects that majority of teachers can not adequately and appropriately use the Teaching/Learning resources which they do not understand.

## **4.2 Perceptions held by teachers about the importance of using teaching learning aids**

The research sought to establish the teacher's perception on the importance of teaching/learning resources. The table below shows the perception of the importance of teaching/learning materials.

**Table 4: shows the percentage distribution of respondents according to their perception on the importance of teaching/learning resources.**

Are teaching/learning materials important	Frequency	Percentage
Agreed	25	83%
Disagreed	-	0%
Not sure	5	17%
Total	30	100%

Evident from table 4, majority of the teachers agreed it was important to use teaching /learning resources, none disagreed but 17% of them were not sure. 83% was a high percentage but the problem lay in their low understanding of the teaching/learning aids. This indicates that the teachers liked to used the teaching/learning resources but their problem was insufficient knowledge about them. The 17% represented the unprofessional teachers.

### **4.2.1 Perceptions of benefits of using teaching/learning resources in social studies.**

Since the highest number had agreed that it was important to use teaching/learning resources, the researcher wanted to establish the values attached to the use of teaching/learning resources.

Some of the expected responses included simplify teaching, learning, saving time, making learning real, distant things closer to children.

**Table 5: Shows the distribution of respondents according to their perception of the value benefits of using teaching/learning resources.**

<b>Resources</b>	<b>Frequency</b>	<b>Percentage</b>
Bring distant concepts near to the learners	07/30	23%
Making learning real	28/30	93%
Making learning easy	26/30	86%
Making learning interesting	27/20	90%
Promoting retention and memory	14/30	46%
Making teaching easy	18/30	64%
Average	20	68%

Findings of table 7 show that over 80% of the respondents are aware that teaching learning resources make learning real, and interesting. 50% of them were aware of the value of making learning easy. 45% of them knew that it promoted retention. But only 23% were aware of the teaching learning resources playing a role of bringing distant ideas closer to the learners. Quite evident is that 68% of the total number of respondents know most of the importances. Then why cant they put emphasis on the use of these teaching learning materials?

#### **4.2.2 Logical support in the acquisition, construction and use of teaching resource**

An attempt was made to establish further whether the schools facilitated the acquisition of and the construction and use of teaching learning material

**Table 6: shows the distribution of respondents according to their responses about the level of facilitation by schools in the use of teaching learning materials**

<b>School facilitation of teachers in the use of teaching learning resources</b>	<b>Frequency</b>	<b>%</b>
Agree	23	76
Disagree	7	24
Total	30	100

70% of the teacher agreed that they were being facilitated by their respective school administrators. The remaining number shows that some schools lack financial resources to acquire relevant and appropriate teaching learning materials.

#### **4.3 Teachers perceptions of how to select, construct and use teaching learning**

##### **4.3.1 Capability of teachers to make suitable teaching learning aids**

The researcher wanted to establish whether the teachers were capable of using the environment to construct and use it for teaching social studies.

**Table 7: presents the distribution of respondents according to their capability of developing teaching/learning aids.**

Response on how to use	Frequency	%
Yes	24	80
No	6	20
Total	30	100

Over 80% said they were able to develop them and even improvise where necessary 20% refused. This represents the unqualified teachers in the field plus those others who received inadequate training.

It was also discovered that most teachers did not involve the learners in the making of teaching learning aids.

##### **4.3.2 Perception of why teachers don't use teaching learning aids**

The teachers were asked why some of them divided the use of teaching/learning materials.

**Table 8: Show the distribution of teachers by perception of why they do not use teaching/Learning aids.**

Responses on why teachers don't use teaching learning aids	Frequency out of 30	%
Not available	13/30	43
Time consuming	05/30	16
Not effective	02/30	7
Learners have text book and therefore it	07/30	23
It is not necessary	01/30	3
Laziness of teachers	14/30	46
Some teachers don't know how to use them	13/30	43

43% of the teachers suggested the teaching/learning materials were not available. This shows that either schools do not provide the teaching/learning materials or the teachers themselves lack the knowledge and skills to utilize their environment to acquire materials and make teaching/learning resources. 46% of the teachers perceived that some teachers do not use teaching/learning resources because they were lazy. 43% of the teachers agreed that they do not know how to use them properly so they get discouraged.

16% believed it was time consuming to use teaching/learning aids. This could be explained linked to the examination oriented curriculum which is putting on them pressure. 7% of the respondents believed the use of Teaching/learning aids was not effective at all. 3% of them believed it was not necessary. Findings from the above table indeed show the conflicting perceptions about the use of teaching/learning aids.

#### **4.4 Challenges of using teaching/learning resources and solutions**

##### **4.4.1 Problems facing the teachers in the use of teaching/learning resources**

Due to limited time the researcher asked the respondents to meet in Makerere University primary school for a focus group discussion. One Saturday was set aside for the activity. The teachers were to be divided into 3 groups, but due to



low turn up two groups were formed. This was intended for the teachers to interact as they when using instructional materials during social studies lesson.

**The focus group discussion yielded the following findings**

1. Teachers are overloaded with too much work. They did not get time to construct these Teaching/learning resources.
2. The use of appropriate teaching/learning aids was not possible because some of them were very costly to afford.
3. One group complained about the laziness of some administrators who do not their requests seriously.
4. Both groups expressed concern about the overloaded social studies syllabus which prompts them to rush through the facts and concepts.
5. Both groups talked about the climatic hindrances which make some teachers to omit the use of certain teaching/learning resources.
6. One group suggested that some teachers do not have the artistic skills to adequately draw good maps and diagrams.
7. Both teachers groups expressed their dissatisfaction about teacher pupil ratio and their remuneration. They said they could not waste much of their time and energy working for "peanuts" (as one group termed it).
8. Both groups talked of unqualified teachers in the system and blamed the ministry and school administrators for not facilitating them.

Basing on the above contribution from teachers it is evident that are facing problems because they do not have relevant and deeper knowledge of the use of instructional materials, but the administration has its part of the blame.

**4.4.2 The teachers gave the following suggestions for improving the use of teaching resources.**

Strengthening of the in-service and pre service programmes. With emphasis laid on the improvement of teachers understanding of the goals and principles of using teaching learning resources.

Teachers advocated for the organization of social studies workshops at least twice a year.

Teachers advised the ministry to recruit school administrators who are teachers by profession particularly in private schools.

Teachers urged the ministry of education to constantly and adequately provide teaching/learning materials to all schools both privately and publicly owned schools. This was because all children belong to the system and are going to sit the same national examinations.

Teachers also suggest that the ministry of education sends inspectors to schools to monitor the use of teaching/learning aids in social studies lessons.

#### **4.5 Discussion**

This study showed that despite policy guidelines on the teaching and learning materials, instruction of social studies continues to face numerous constraints. These include: insufficient understanding of the concept of teaching/learning aids and their acquisition and use.

Teachers believe it is too much work for them to construct the teaching/learning aids yet they have an overwhelming workload. According to them they are doing much for little pay.

Despite however of the unclear perceptions that teachers had on the use of teaching/learning resources, they were of view that it could contribute immensely towards better instruction and performance in social studies. Social

studies is the subject which instills positive changes in peoples values and behavior and natiatialism.

### **Insufficient understanding of the concept of teaching/learning aids.**

The study revealed that teachers were incompetent in the use of teaching/learning aids due to limited understanding of the concepts, ideas and approaches to teaching. This lack of confidence hindered their ability to assess the pedagogical soundness of some of the idea. This situation exists because the teacher training exercise and other assistance are minimal and very few teaching materials are available to aid teachers.

Teachers also expressed dissatisfaction with the ministry claiming they lacked basic materials and this could be the reason to why they do not use Teaching/learning aids, other reasons included negative attitudes towards practical, the overcrowded curricula.

Yakobi (1981) in Oonyu (2003) agrees that field trips and other outdoor activities are difficult to implement and are often expensive. As a result teachers and administrators often see them as disruptions to the normal school programmes. He further acknowledges that many teachers do not feel confident enough to lead outdoor activities since they lack background knowledge as well as training in field techniques. Although transport expenses incurred during field trips may be high, many other outdoor activities could easily be carried out. As suggested by Schwabb (1976) in Oonyu (2003) teachers can encourage stimulating inquire among learners through a series of simple outdoor activities.

### **4.6 Recommendations**

The strengthening of both pre-service and in service teacher education programmes to adequately equip the teachers both from college and in the field with necessary knowledge and skills in teaching social studies.

Ministry of education should recruit and deploy qualified head teachers in both private and public primary schools.

Let the ministry of education and school authorities organize sand which causes for the teachers in the field in order to deeply thoroughly teach goals and principles of social studies, instructional strategies and teaching resources.

Monitoring of the teaching of social studies must be done by the Inspector of schools to establish whether the teachers are using Teaching/Learning aids during instruction.

#### **4.7 Future research**

Inadequate use of instructional materials is just one factor hindering good performance in social studies. It is advisable a research be undertaken about all factors influencing poor performance in social studies.

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## APPENDICES

### Appendix I: Questionnaire

Names of teacher .....

Qualification .....

Name of school.....

1. What do you understand by the term teaching/learning aids

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2. What are the three major types of teaching/learning aids?

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3. Give examples of each major type of teaching/learning aids.

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4. Is it advisable to use teaching/learning aids when teaching social studies?

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5. Name five good things about using teaching/learning aids.

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6. What type of teaching/learning aids do teachers commonly use during the teaching of social studies?

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7. Do schools provide teaching/learning aids to teacher?

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8. In case the school administration fails to provide. What do you do as a teacher?

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9. How often do you use teaching/learning aids during social studies instruction?

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10. Have you ever attended any social studies seminar or workshops?

Yes ☐ No ☐

11. If yes who organized it?

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12. How often are these workshops/seminars organized?

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13.It has been reported that the poor performance in social studies nation wide is due of teaching learning aids. Comment on the statement

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14.What are some problems facing the teaching of social studies in primary schools.

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15.Do you involve your learners in the making of teaching/learning aids?

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## **Appendix II: Questions for the focus group discussion**

Explain the problems facing the use of teaching/learning aids in primary schools

Write solution to the above problems.