

**IMPACT OF LEARNING AIDS ON TEACHING OF MATHEMATICS IN SELECTED
PRIMARY SCHOOLS IN NAZIGO SUB -COUNTY LUUKA DISTRICT
DISTRICT, UGANDA**

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DECLARATION

I hereby declare that this dissertation on “impact of learning aids on teaching of Mathematics in selected primary schools in Nazigo Sub -county Luuka District, Uganda” is my original work and has never been submitted for a degree award to any other institution.

Signature.....

Wakulali Isaac

APPROVAL

This dissertation by Isaac Wakulali has been written under my supervision and is now ready for submission with my approval.

Signed.....

Date.....

DR. GEOFFREY BOAZ HIIRE
(Supervisor)

DEDICATION

I would like to dedicate this work to my parents, wife and children for their struggle in raising me up as a morally upright and God fearing person not forgetting my supervisor; Dr. Geoffrey Boaz Hiire who has academically guided me towards achieving this milestone. I also specifically dedicate this work to my wife and children because of whom my patience has been strengthened.

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ABSTRACT

This study sought to determine impact of learning aids on teaching of Mathematics in selected primary schools in Nazigo Sub -county Luuka District, Uganda. The objectives of the study were to establish the impact of visuals resources on academic performance in Mathematics, to determine the impact of graphic materials on academic performance in Mathematics, and to determine the impact of realia objects on academic performance in Mathematics. The study adopted cross-sectional research designs and collected data using a Self-Administered Questionnaire and an interview guide. Data were analysed using both quantitative and qualitative methods. The quantitative data analysis methods were descriptive statistics that included frequencies, percentages and means while qualitative data was analysed using discursive analysis. The findings revealed that visual resources have an impact on academic performance in Mathematics, effective use of graphical illustrations in designing instructional material has been suggested as an important facet of instructional message design, and realia objects are significant in the teaching and learning process. Therefore, it was concluded that visual resources are imperative for pupils' academic performance in Mathematics, graphical illustrations in designing instructional material are necessary for academic performance of pupils in Mathematics, and Use of realia objects is a pre-requisite for academic performance of pupils is Mathematics. It is thus recommended that teachers should put emphasis on the use of visual resources, teachers should endeavour to use graphical illustrations in designing instructional material, and teachers should always use realia objects as a pre-requisite for academic performance of pupils is Mathematics.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Research and scholarly observation reveal that most teachers engage in extreme verbalism, a degree of verbosity that causes boredom with absentmindedness among learners especially in the developing nations. A typical classroom is largely characterised by teacher talk and pupil talk with little or no time for non-verbal communication. Yet, the use of instructional materials in teaching has been advocated as the panacea for improving mastery and understanding (Bassey, Ndiyo & Joshua, 2010). This study sought to establish impact of learning aids on teaching of Mathematics in selected primary schools.

1.2 Background to the Study

Mathematics as the study of numbers and space is heavily symbolic, quantitative and precision-driven. By its nature, Mathematics is spiral and full of both vertical and horizontal integrations, the kind of connectedness that links a lower-order concept with a higher-order concept, such that mastery of the difficult topics is virtually impossible until the related simpler ones have been understood (Bassey et al., 2010). Since the subject is dreaded like a hydrogen bomb, no effort should be spared at reducing Mathematics abstractions and adopting instructional strategies aimed at de-mystifying the discipline through its teaching (Bassey, 2003). Seeing, touching and listening which are characteristics of learning aids provide a gateway to human learning in this 21st century (Bassey et al., 2010). Aramide and Bolarinwe (2010) opine that learning aids have the potential for enhancing students learning. Its role in teaching and learning is one of the most important and widely discussed issues in contemporary education policy. Education in this age has become wide spread and as such, exclusively oral teaching cannot be the key to successful pedagogy.

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