

RESEARCH ARTICLE

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**Visual Learning Resources and Teachers' Effectiveness in Bushenyi-Ishaka Municipality
Government Aided Primary Schools, Bushenyi District**

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Abstract

The study was to assess the relationship between visual learning resources on teachers' effectiveness in government aided primary schools of Bushenyi-Ishaka Municipality, Bushenyi District. The objectives of the study were; i) To determine how visual learning resources are used in government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District, ii) To assess the ways of teachers' effectiveness in government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District and iii) To establish the relationship between visual learning resources and teachers' effectiveness in government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District. The study adopted a correlational research design. The target population for this study were Municipal Education Officer (MEO), Municipal Inspector of Schools (MIS), headteacher and teachers. The sample size was 163, Purposive sampling was used to obtain Municipal Education Officer (MEO), Municipal Inspector of Schools (MIS) and school headteachers. Simple random sampling was used to obtain teachers. The research methods included the questionnaires, interviews and observation methods. The study employed interview guide and observation check list for data collection. Both qualitative and quantitative data analysis methods were used to analyze the data collected. The conclusion of the study on the utilization of visual learning resources in government-aided primary schools highlights their significant role in enhancing teaching effectiveness and learner learning outcomes. Findings indicate that teachers extensively employ visual learning resources such as charts, models, and real objects to improve comprehension, engagement, and interaction among learners. The findings reveal a robust and statistically significant positive correlation between visual learning resources and teachers' effectiveness, with a Spearman's rho correlation coefficient of 0.758 ($p = 0.000$). This indicates that as the availability and use of visual learning resources increase, teachers' effectiveness also improves. Recommendations include conducting comprehensive inventories of existing resources, organizing teacher training workshops, enhancing resource provision, developing evaluation frameworks, offering professional development opportunities, promoting peer collaboration, and ensuring sustained funding and support for educators. These measures aim to optimize the use of visual learning resources in primary school classrooms, fostering dynamic and effective teaching methods that facilitate learner learning.

Key Words: Visual Learning Resources, Teachers' Effectiveness and Government Aided Primary Schools

Background

Visual learning resources were characterized by Greeks and Latin people, especially during early 150 BC when people were taught and learned things practically. Callahan (1988) states that, “Once upon a time when the mankind was young; reading and writing had not been invented, therefore men and women taught their children by means of very simple local visual tools.” It was an important technique which created the quality outcomes in teaching and learning processes, since the learners observed physically and practically on the learning aids related to the lesson or issue.

In a study conducted in USA, Japan and Sweden, findings revealed that visual learning resources were observed as a powerful strategy to bring about effective teaching and learning at all levels of education (Williams, 2018). The school administrators in collaboration with parents solicit for quality and adequate visual learning resources for teachers to use during teaching and learning that occurs throughout their effective utilization during classroom learning (Postlewaithe, 2018).

A study conducted by Balogun (2017) in South Africa, found that science education programmes in government aided primary schools cannot be taught effectively without the existence of equipment for visual learning resources. This is because visual learning resources help teachers to develop problem-solving skills and scientific attitudes.

In Kenya, provision and utilization of visual learning resources is the responsibility of stake holders in education system that includes teachers (National Policy on Education, 2017). The Kenyan government ensures the implementation of the national policy on education by providing visual learning resources and enabling environment for teaching and learning. The Kamunge Report (2017) recommended the establishment of public day government aided primary schools as a way of expanding quality education, despite all these, planning and provision of visual learning resources has remained a challenge in today’s education system with low teachers’ effectiveness over the years.

In Uganda for instance, the government’s efforts to introduce Universal Primary Education in January 1997, teachers use of visual learning resources has not been fully addressed (Malunda, 2018). Teachers have not been equipped with enough visual learning resources in schools that have resulted into poor teacher effectiveness and pupil’s academic performance (Malunda, 2018). This

problem of poor teachers effectiveness and pupils academic performance in government aided

primary schools throughout the country and Bushenyi district in particular, has become a major concern of many parents, leaders and employers, who are interested in the future of these pupils, since primary education forms the basis for higher education for if a pupil has no firm primary education base, the country's final education is likely to be weak and yet it is on education that a country relies for supply of quality manpower to develop, (Cutler 2020). This has motivated the researcher to conduct a study on visual learning resources and teachers' effectiveness in Bushenyi-Ishaka Municipality, Bushenyi District.

Theoretical Background

The study employed constructivism theory by Piaget, (1964). Constructivism is a learning theory that emphasizes the active role of learners in constructing their own understanding and knowledge through interactions with their environment.

Conceptual Background

The researchers defined visual learning resources as the independent variables and visual learning resources as charts, models and real object because these tools are essential for enhancing understanding and retention, particularly in primary education.

Contextual Background

Despite efforts to improve teachers' effectiveness in government-aided primary schools in Bushenyi-Ishaka Municipality, progress has been slow (MEO's Report, 2023). This challenge has motivated the researcher to conduct a study on the impact of visual learning resources on teachers' effectiveness in Bushenyi-Ishaka Municipality, Bushenyi District.

Problem Statement

Teachers in primary education system are expected to enhance the teaching and learning process by making it more engaging, practical, realistic, and appealing (Abdu-Raheem, 2017). However, a report from Bushenyi-Ishaka Municipal Education Officer reveals that in government aided primary schools, 41% of teachers lack lesson preparation and demonstrate poor control over their classes and ineffective lesson presentation during the teaching and learning processes (MEO Report, 2023).

Although school administrators have made efforts to supervise teachers' lesson preparation, class control and lesson presentation, only 67% of teachers are deemed effective in these areas while the remaining 33% are ineffective (District Inspector of Schools, 2022). Failure to address

teachers' ineffectiveness in teaching and learning may lead to significant difficulties for learners to realize their full learning potential hence half-baked (Ross, 2015). Scholars such as Ssenyonga (2017) and Nakabugo (2019) underscored the importance of visual learning resources like charts, diagrams, and multimedia in enhancing learner engagement and comprehension in classrooms. Despite these insights, there remains a notable gap between the potential benefits of visual resources and teachers' effectiveness in the teaching practices due to challenges such as limited access to technology and inadequate teacher training (Kyeyune & Malinga, 2020). This gap hinders optimal learning outcomes and underscores the need for targeted interventions to support teachers' effectiveness in leveraging visual learning resources more effectively in educational settings.

Therefore, a study was conducted on visual learning resources on teachers' effectiveness in government aided primary schools within Bushenyi-Ishaka Municipality, Bushenyi district.

Purpose of the Study

The study assessed the relationship between visual learning resources on teachers' effectiveness in government aided primary schools of Bushenyi-Ishaka Municipality, Bushenyi District.

Objectives of the Study

The objectives of the study were;

- i. To assess the level of how visual learning resources are used in government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District.
- ii. To examine the level of teachers' effectiveness in government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District.
- iii. To establish the relationship between visual learning resources and teachers' effectiveness in government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District.

Research Questions

The study was guided by the following research questions.

- i. What is the level of how visual learning resources are used in government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District?
- ii. What is the level of teachers' effectiveness in government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District?

Hypothesis

H₀: There is no relationship between visual learning resources and teachers' effectiveness in Government aided primary schools in Bushenyi-Ishaka Municipality, Bushenyi District.

Literature Review

The level of how Visual learning Resources are used in Government aided primary schools.

Visual learning resources play a crucial role in teaching and learning across all educational levels, as they serve as fundamental tools alongside textbooks and other resources. In their absence or inadequacy, educators are often compelled to present subjects in an abstract manner, resulting in a dry and unexciting learning experience (Eshiwani, 2014). Various visual learning resources such as textbooks, charts, diagrams, maps, as well as audiovisual and electronic resources like radios, tape recorders, televisions, and projectors significantly contribute to creating a more engaging and captivating learning environment (Atkinson, 2017). Moreover, the impact of visual learning resources on the effectiveness of teachers in facilitating learner learning has been well-documented (Sahrira, 2013).

According to Corkroft (2017), government aided primary schools employ visual learning resources, such as professional teachers' guides and additional textbooks, to enhance the teaching process. These learning aids play a crucial role in facilitating concept comprehension, improving information processing efficiency, focusing on learners' interests, and bridging the gap between abstract ideas and concrete examples. Walberg et al (2018) further emphasize that learners learn best when they have access to a stimulating learning environment equipped with abundant resources. Scopes (2013) argues that the absence of visual learning resources can limit the implementation of certain teaching strategies and methods, while the scarcity of resources may necessitate a structured group plan. Therefore, the availability of visual learning resources in government aided primary schools plays a vital role in achieving educational goals and objectives through active learner engagement. However, there remains a research gap in exploring the specific impact of visual learning resources on teachers' effectiveness in government aided primary schools of Bushenyi – Ishaka municipality.

Research has shown that schools with teachers who incorporate more visual learning resources tend to outperform schools with teachers who do not. This finding supports the previous study conducted by Babayomi (2019), which found that government schools generally perform better due to the availability of high-quality teaching and learning resources. However, there

remains a research gap in terms of identifying the most effective visual learning resources and strategies that could be employed in different educational settings to maximize their impact on teachers' effectiveness.

The existing empirical review reveals that most of the literature pertaining to visual learning resources has predominantly originated from developed countries. However, there remains a considerable research gap in terms of similar investigations conducted within developing countries, including Uganda (Garrett, 2018). Given the paramount significance of visual learning resources as a fundamental component in the educational process, this study aims to bridge this gap by identifying and exploring various types of visual learning resources that can enhance teachers' effectiveness.

The level of Teachers' effectiveness in Government aided primary schools

The recognition of the importance of teachers' effectiveness dates to 1990 when the World Conference on Education for All in Thailand brought together 150 organizations to endorse the universalization of primary education and enhancement of teachers' qualifications by the end of the decade (Corkroft, 2017). However, a decade later in 2000, the international community reconvened in Dakar and acknowledged that many countries were still far from achieving teachers' effectiveness (Jean-Claude, 2020). Resolutions from the meeting reaffirmed their dedication to this cause and outlined specific measurable education objectives, including improved supervision, provision of free and compulsory learning resources, promotion of learning and life skills for both youth and adults, and a 50 percent increase in adult literacy (Jean-Claude, 2020). Despite these efforts, a research gap remains in understanding how to effectively bridge the gap between the ideal of visual learning resources' and teachers' effectiveness in government aided primary schools.

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youth and adults, and a 50 percent increase in adult literacy (Jean-Claude, 2020). Despite these efforts, a research gap remains in understanding how to effectively bridge the divide between the ideal of teachers' effectiveness and its practical implementation.

Several studies have emphasized the importance of teacher monitoring and supervision in promoting learners' academic achievement. Anderson (2019) revealed that teachers who actively engage in checking learners' work and providing individual assistance to address learning difficulties tend to have learners who exhibit higher levels of achievement. Similarly, Oni (2017) emphasized that the quality of education relies heavily on the qualities of the available teachers, highlighting their significant role in the learning environment. Edward (2019) conducted research indicating that improvements in school conditions positively correlated with an average increase of 5.45 percentage points in learners' standardized achievement scores. Additionally, the Saginaw Schools Project in Canada observed a relationship between pupils' achievement and the quality of building facilities. Considering these findings, it is evident that teacher quality and school conditions significantly impact learners' academic outcomes. However, despite these studies, there remains a research gap regarding visual learning resources and teachers' effectiveness government aided primary schools.

Teachers face different challenges at work in terms of preparing lessons, class control and lesson presentations that researchers have not identified, and this motivates the researcher to carry out this study.

The relationship between visual learning resources and teachers' Effectiveness in Government aided primary schools

The Saginaw Schools Project in Canada, led by Claus et al. (2018), aimed to explore the correlation between Teachers' effectiveness and building facilities. This research project was driven by the belief that schools could influence and regulate various factors that contribute to effective learning. To enhance educational outcomes, the Saginaw Public Schools initiated a grassroots initiative involving 31 schools. Lorton et al. (2019) further emphasized the significance of creating a conducive learning environment by stating that learners' learning experiences are most fulfilling when the physical resources surrounding them adequately meet their needs and are effectively utilized. Adding to this body of research, Walberg et al. (2018) reported that children's learning is optimized when they can actively explore an environment that is abundant in

appropriate resources. Despite these valuable insights, there remains a research gap in

understanding the specific aspects of visual learning resources that directly impact Teachers' effectiveness and learner learning outcomes.

Several studies have examined the link between visual learning resources and teacher effectiveness. For example, Likoko et al. (2018) investigated the sufficiency of visual learning resources and physical facilities and their impact on the quality of teacher training in colleges in Bungoma. Similarly, Williams (2018) explored the relationship between learning resources and teachers' effectiveness in government aided primary schools in Ndaragwa district. Overall, these studies found that higher-performing schools tend to have more visual learning resources than low-performing schools, and that there are significant disparities in resource availability between the two. Unfortunately, many institutions of learning face challenges such as inadequate facilities and visual learning resources, which can negatively impact the quality of graduates produced. However, a research gap exists regarding the specific types of visual learning resources that are most effective in enhancing teacher effectiveness, and how these resources can be integrated into classroom teaching to maximize their impact.

In a study conducted by Sahrira (2013), it was found that there exists a significant positive relationship between the presence of visual learning resources and the effectiveness of teachers. The research revealed that schools with abundant resources exhibited better performance compared to those with limited resources. These findings align with the study conducted by Babayomi (2018), which also emphasized the impact of teaching and learning resources on school performance. Sahrira (2013) further identified a scarcity of visual learning resources in public schools, highlighting the dire situation where these schools lack the necessary tools for effective learning. Consequently, the absence of basic visual learning resources poses a significant research gap, as it inhibits the potential for optimal learning experiences within the classroom and makes teachers ineffective.

In a study conducted by Sahrira (2013), a compelling and statistically significant correlation was found between visual learning resources and the effectiveness of teachers. The research indicated that schools with a greater abundance of resources displayed superior performance compared to schools with limited resources. This finding aligns with a study by Babayomi (2019), which emphasized that schools equipped with sufficient and accessible teaching and learning resources tend to outperform public schools. However, despite these noteworthy

findings, there remains a research gap in understanding the specific factors within visual learning resources that contribute to teachers' effectiveness, necessitating further investigation.

According to Hallack (2018), successful learning experiences rely on a sufficient quantity and quality of physical resources. The presence of unappealing school buildings, overcrowded classrooms, lack of playgrounds, and unattractive surroundings can hamper teachers' effectiveness. It is widely recognized that the availability and suitability of educational resources significantly contribute to effective teaching and learning. Hallack (2018) emphasized that academic achievement is influenced by the availability, relevance, and adequacy of educational resources, while inadequate school infrastructure and unpleasant surroundings can negatively impact teachers' effectiveness. Additionally, Williams (2018) found that learners who had access to multiple textbooks performed nearly three times better academically compared to those without any textbooks. Despite these findings, there remains a research gap regarding the specific strategies and interventions needed to address resource inadequacy and create conducive learning environments.

Methodology

Research Design

This study adopted a correlational research design since it was used to investigate relationships between Visual learning resources and Teacher effectiveness. Correlational research design adopted both qualitative and quantitative data from objective one and two to determine whether a relationship existed, In this study the correlational research design helped the researcher not manipulate variables but instead observe and measure naturally occurring variables as they naturally co-occur in the study on visual learning resources and teachers' effectiveness in government aided primary schools.

Target Population

Population is the complete set of individuals, events, or objects that are of interest to the researcher and are intended to be investigated. It serves as a foundation from which the sample or subjects for the study was selected (Bryman, 2004). The target population for this study was from 25 government aided primary schools. Municipal Education Officer (MEO) who is responsible for implementing education policies and programs in education sector at the local level, Municipal

Inspector of Schools (MIS) who ensures that educational institutions maintain high standards of

teaching and learning. 25 headteacher who ensures that teaching methods, assessments, and resources align with educational objectives and standards and 175 teachers and these were one teacher per class (P1-P7) in 25 schools since they are responsible for educational content delivery and learning facilitation in government aided primary schools.

Sample Size

Category	Population	Sample size	Sampling technique
Municipal Education Officer (MEO)	1	1	Purposive sampling
Municipal Inspector of Schools (MIS)	1	1	Purposive sampling
Head teachers	25	24	Purposive sampling
Teachers (P1-P7)	175	120	Simple random sampling
Total	202	146	

Data collection methods

The research methods included the questionnaires, interviews and observation methods.

Questionnaire

The study used questionnaire method which were administered to Teachers from primary one to primary seven from each government aided primary school. Since questionnaires are advantageous in terms of economy, lack of interviewer bias, and the possibility of anonymity (Kidler, 1981). The researcher based on the advantages to apply questionnaire method to teachers.

Interview method

The research interview method is a qualitative research technique used to collect data and gather insights from respondents through face to face conversation. It involves a structured or semi-structured interview between a researcher and an individual or a group of participants. The primary purpose of research interviews is to explore and understand participants' perspectives, experiences, opinions, and knowledge on a specific topic of interest. The study used interview method to obtain information from Headteachers, Municipal Education Officer (MEO) and Municipal Inspector of Schools (MIS).

Observation method

Observation methods are techniques used in research and data collection to gather information about a particular phenomenon or subject by directly observing it. The researcher observed the visual learning resources that teachers used.

Data Analysis

Qualitative data analysis is a method used to interpret and make sense of non-numerical data, such as text, images, audios, and videos. It involves systematically organizing, categorizing, and analyzing the data to identify patterns, themes, and relationships. Data from interviews on objective 1 and 2 was coded into specific categories to facilitate organization and condensation of the research data into manageable summaries and conclusions.

Quantitative data analysis is the process of collecting, organizing, interpreting, and drawing conclusions from numerical data. It involves using statistical techniques to analyze data and uncover patterns, relationships, and trends within the dataset.

Quantitative data obtained by questionnaires was analyzed using descriptive statistics. Statistical Package for Social Sciences (SPSS) version 20.0 was used to analyze the objective three that was to determine the relationship between visual learning resources and teachers' effectiveness using the spearman's rho co-efficient and the level of significance at 0.01.

Presentation, Analysis and Interpretation of Findings

Objective 1: The Level of how visual learning resources are used in government aided primary schools

Statement		SA	A	NS	D	SD	Mean
Charts are regularly used in my classroom to explain new concepts.	F %	21 16.8	35 32.6	47 43.2	9 4.2	7 3.2	3.10
The school provides sufficient charts for use during lessons.	F %	26 23.2	44 41.1	3 1.1	13 4.2	33 30.5	3.21
I frequently use models to demonstrate abstract ideas in class.	F %	10 6.3	55 51.6	26 23.2	8 2.1	20 16.8	2.03
Models help learners grasp difficult concepts more easily.	F %	16 13.7	48 41.1	8 4.2	12 8.4	35 32.6	2.79
The availability of models in the school supports effective teaching.	F %	22 17.9	35 30.5	7 2.1	20 16.8	35 32.6	2.55
I often use real objects during lessons to make learning more practical.	F %	25 18.9	42 38.9	36 33.7	7 3.2	9 7.4	3.03

The use of real objects in teaching increases learner engagement.	F	30	23	32	25	9	3.10
	%	23.2	17.9	27.4	24.2	7.4	
Average							2.83

Source: Field data 2024

The average mean across all items is 2.83, suggesting that while visual learning resources are moderately used, there is potential for greater utilization and effectiveness, especially in the provision and use of models.

Objective 2: The level of teachers' effectiveness in government aided primary schools

Statement		SA	A	NS	D	SD	Mean
I make lesson plans regularly that match with schemes of work	F	28	52	24	6	9	3.16
	%	24.2	47.4	20.0	2.1	6.3	
I use correct formats to lesson plan	F	28	50	16	14	11	2.47
	%	23.2	46.3	10.5	10.5	9.5	
I interact freely with learners	F	38	40	20	10	11	3.35
	%	31.9	33.6	16.8	8.4	9.2	
I give adequate and relevant activities to learners	F	55	38	16	5	5	3.68
	%	51.6	33.7	10.5	2.1	2.1	
I make records of work	F	47	35	16	17	4	2.84
	%	43.2	30.5	10.5	13.7	2.1	
I provide appropriate feedback to learners	F	48	38	17	9	7	3.23
	%	44.2	33.7	11.6	6.3	4.2	
I attend to individual differentness to learners	F	36,1	19.3	25.2	7.6	14	2.63
	%	38.9	17.9	27.4	5.3	11.8	
I arrange classroom according to learning areas	F	28	30	32	17	12	2.24
	%	23.2	25.3	27.4	13.7	10.5	
Average mean							2.95

Source: Field data 2024

The substantial proportion of neutral 26 (27.4%) and disagreement 23 (24.2%) responses highlights potential inconsistencies or limitations in classroom arrangement practices,

necessitating further exploration and potential interventions to create more conducive learning environments.

Objective 3: The relationship between visual learning resources and teachers' effectiveness in government aided primary schools

Correlations

			Visual learning resources	Teachers effectiveness
Spearman's rho	Visual learning resources	Correlation Coefficient	1.000	.758**
		Sig. (2-tailed)	.	.000
		N	119	119
	Teachers effectiveness	Correlation Coefficient	.758**	1.000
		Sig. (2-tailed)	.000	.
		N	119	119

** . Correlation is significant at the 0.01 level (2-tailed).

The findings in Table 4.8 indicate a strong positive correlation between visual learning resources and teachers' effectiveness in government-aided primary schools, as shown by the Spearman's rho correlation coefficient of 0.758. This relationship was statistically significant at the 0.01 level ($p = 0.000$), meaning there is less than 1% probability that this result occurred by chance. With 119 respondents, the data suggests that as the availability and use of visual learning resources increase, teachers' effectiveness also improves, highlighting the importance of such resources in enhancing teaching performance.

Conclusion

Objective 1: The level of how visual learning resources are used in government-aided primary schools

Findings revealed that visual learning resources, including charts, models, and real objects, are widely utilized by teachers in these schools. These resources are employed not only to enhance comprehension but also to stimulate engagement and interaction among learners. Teachers leverage visual learning resources to bridge the gap between abstract concepts and concrete understanding, thereby creating a more dynamic and effective learning environment.

Objective 2: The level of teachers' effectiveness in government-aided primary schools

Findings on teachers' effectiveness in government-aided primary schools highlighted the

pivotal role played by visual learning resources. Teachers who incorporate these resources tend to

foster greater engagement, participation, and comprehension among learners. The use of visual learning resources enables teachers to deliver content with clarity and captivation, thereby enhancing their effectiveness in facilitating learning experiences.

Objective 3: The relationship between visual learning resources and teachers' effectiveness in government-aided primary schools

The study examined a positive relationship between visual learning resources and teachers' effectiveness in government-aided primary schools. The utilization of visual learning resources correlated with improved teaching practices, including enhanced lesson preparation, classroom management, and content delivery. Teachers who effectively integrate visual learning resources into their pedagogical approaches demonstrate greater effectiveness in facilitating learner learning outcomes.

The study confirms a strong positive correlation between visual learning resources and teachers' effectiveness in government-aided primary schools, with a statistically significant Spearman's rho correlation coefficient of 0.758. However, it highlights the need for further research to explore specific strategies and interventions to bridge resource gaps and optimize the impact of visual learning resources on teaching performance, particularly in areas like Bushenyi Ishaka Municipality.

Recommendations to the study

The recommendations were based the findings of the study objectives.

Objective 1: The level of how visual learning resources are used in government-aided primary schools

Teacher Training Workshops: Organize workshops or training sessions for teachers to familiarize them with effective methods of utilizing visual learning resources in the classroom. This could include strategies for integrating visual learning resources into lesson plans and maximizing their impact on learner learning.

Resource Enhancement: Identify areas where there are gaps or deficiencies in visual learning resources and work towards enhancing resource provision. This could involve seeking donations, applying for grants, or collaborating with local organizations to procure additional resources.

Objective 2: The level of teachers' effectiveness in government-aided primary schools

Teacher Evaluation Framework: Develop a comprehensive framework for evaluating teacher effectiveness, taking into account factors such as classroom management, lesson planning, learner engagement, and use of instructional resources, including visual learning resources.

Professional Development Opportunities: Offer professional development opportunities for teachers to enhance their pedagogical skills and effectiveness in the classroom. This could include workshops, seminars, and ongoing mentoring programs.

Peer Collaboration and Feedback: Encourage peer collaboration and feedback among teachers within the district. Establishing platforms for teachers to share best practices, provide support, and receive constructive feedback can contribute to continuous improvement in teaching effectiveness.

Objective 3: The relationship between visual learning resources and teachers' effectiveness in government-aided primary schools

Invest in Diverse Visual Learning Resources: Given the highly significant positive correlation between the presence and utilization of visual learning resources and teachers' effectiveness, it's imperative to invest in a diverse range of visual learning resources for primary school classrooms. This investment should prioritize resources that cater to different learning styles and subjects to ensure comprehensive support for educators.

Integrate Visual learning resources into Teaching Practices: Schools and educational institutions should actively encourage the integration of visual learning resources into teaching practices. Professional development programs should focus on training teachers in effectively utilizing visual resources to enhance instruction and engage learners. This integration can lead to more dynamic and effective teaching methods that promote better comprehension and retention among learners.

Continued Support and Funding: The robust correlation underscores the need for continued investment and support in providing educators with access to visual learning resources. Governments, educational authorities, and stakeholders should allocate sufficient funding and resources to ensure that primary school teachers have the necessary tools and support to effectively incorporate visual learning resources into their teaching practices. This ongoing support is essential for sustaining and enhancing the positive impact of visual learning resources on teaching effectiveness and learner learning outcomes.

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