

EFFECTS OF INSTRUCTIONAL AIDS ON TEACHING LEARNING PROCESS

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ABSTRACT

This study attempts to investigate what makes a good teaching and learning, for this purpose a sample consisted of seventy students of 9th class was taken. The sample was further divided randomly into two equal groups. One group was called experimental and the other control group. Before starting the experiment pre-test was administered to the students of both the experimental and control group. After it the students of the two selected groups were taught by their respective teachers. Both the groups were exposed to essentially the same experience, except for the method of instruction. The experimental group was taught through use of instructional aids. At the end of the treatment period, the post-test was administered to the students of both the experimental and control group. Research on the effectiveness of learning through instructional aids, indicates that learning is improved when pictures supplement verbal materials, when learners draw their own meaning while studying, and when learners are asked to generate mental pictures while reading or studying.

INTRODUCTION

Although almost all of us went to schools and were "educated" very few of us have any systematic conception of teaching. Teaching has come through poor usage to mean the thing a teacher does while he is in a classroom. Thus it is a misleadingly term. Most of difficulties arise owing to this misleading notion. Teaching is not understood in a proper perspective. For a long time it was believed that teaching and instruction were one and the same, and that teacher is giving instruction imparts knowledge. This conception is not only faulty but also does a lot of damage to the conception and process of teaching.

In the same manner very limited meaning is attached with term learning. Modification of behaviour is called learning. It is generally stated that all learning is modification of behaviour but all modification of behaviour is not learning. For instance, consumption of alcohol may bring about modification in behaviour as well as experience. Modification of behaviour may also be caused by fatigue, exhaustion etc. All modification of behaviour of the nature described above, are not called learning. To put it in a different way, modification of behaviour and experience caused by maturational factors is not learning.

In relation to modification of behavior within classroom the role of instructional aids is considered very limited and that

instructional aids enhance the memory level of the students. In bookish examination the memory is increased through rote learning. While all these are outdated misconception. The present paper is an academic attempt to investigate that teaching is not the name of instruction and to impart knowledge by the teacher and the learning is more than modification of individual behaviour. It will also disclose that for effective teaching learning process the use of instructional aids is the demand of student psychology.

STATEMENT OF THE PROBLEM

Problem under investigation was to discuss teaching learning process and to investigate the effects of instructional aids.

OBJECTIVES OF THE STUDY

- 1- To discuss the term teaching and learning.
- 2- To explore the effects of instructional aids on teaching learning process.

SIGNIFICANCE

Teachers play most important part in any system of education. They are considered the most crucial input to the whole learning process and the function of teaching is the key toward critical process of learning. Yet examining the situation to-day and of the past we find that teachers are also among the neglected public servants in Pakistani society. Teachers are among the least motivated and trained professionals.