



The Role Of Teaching Aids In Increasing The Level Of Perception Among Learners -A Field Study In Some Schools In The City Of Laghouat

Atallah BENYAHIA Ammar Thaliji University of Laghouat (Algeria) a.benyahia@lagh-univ.dz,

Ahmad BENHORMA Higher School of Teachers Talib Abderrahmane Laghouat (Algeria)
a.benhorma@ens-lagh.dz

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Abstract:

The current study aimed at identifying the role of teaching aids in increasing the level of perception among learners, in addition to determining the reality of using them in the primary education cycle. This study was conducted in some primary schools in the city of Laghouat, where the descriptive exploratory approach and the observation network were used.

The field study concluded that the use of teaching aids has an effective role in raising the level of perception among learners, as it increases the level of comprehension and retention. It was also noted through observation that there is a shortage in the use of teaching aids and a lack of perception of their importance.

Keywords : Teaching aids, Perception, Primary cycle.

1- Introduction:

The role of teaching aids is extremely significant and even necessary, as learning cannot be better without them. That's why there are many studies that support their importance and relationship to different types of education. However, their absence or the lack of understanding of their importance by teachers is one of the negative factors that affects academic achievement. Besides, teaching aids are of utmost importance, especially in the primary education cycle. To achieve a high level of perception of different learning outcomes, it is closely linked to the extent of use of teaching aids.

2- Problematic :

Learning and teaching are important elements in the educational system, with the goal of achieving high levels of learning that have positive impacts on various fields and sectors in the state and society. However, we observe in the level of educational outputs, which reflects in many cases a weakness in the academic performance level.", whether in primary, middle or

secondary education. Furthermore, we are often surprised by the level of learners, especially during oral exams, when they reflect a lack of retention and comprehension, indicating the absence of perception of those concepts and teachings, as this raises questions about the reasons for this issue. We find specialists from inspectors, professors, and guidance counselors involved through analyzing the study results of the students, in order to understand the factors leading to poor academic performance, whether related to the study materials or overall results, or related to the results of official exams. We find that the reasons are many and varied and may affect the study curriculum, the teacher's level of knowledge and pedagogical formation, and may be due to other factors related to the educational environment and the conditions surrounding the learning process.

Perception is a cognitive mental process that is significant for the learner to reach a good level of understanding and retention of what he learns from the content of academic courses. In order to achieve this, in addition to the teacher and curriculum, we also find among the basic things related to the educational environment, educational means, as these are also referred to as teaching aids, which are considered as a basic aspect of learning. Perhaps one of the reasons for the decline in academic achievement is the lack of availability or perception of the importance of teaching aids by teachers.

Educational research conducted in different countries has shown that teaching aids are specific means of teaching different subjects and can help in providing better education to students of different mental levels, ages, and can also save effort and time for the teacher. Additionally, they play an important role in increasing the learners' level of perception and enhancing the level of education if the aid is used in accordance with the curriculum.

Given the importance of the topic, based on what has been stated, this study was conducted to identify the reality and role of teaching aids in primary cycle in the state of Algiers. The study aims to answer the following questions:

Question 1: Do teaching aids play a role in increasing learners' level of perception in primary cycle ?

Question 2: What is the extent of the use of teaching aids in some primary schools in the state of Algiers?

3- Study objectives :

This study aims to identify the role and importance of teaching aids in enhancing learners' perception in primary education.

This study also aims to determine the extent of the use of teaching aids in some primary schools in the state of Algiers.

4- Study importance :

The importance of this study lies in the following:

- Highlighting the importance of teaching aids for teachers and their role in increasing the level of perception among students in primary education. It also promotes their importance for

parents and those responsible for education, as neglecting them weakens the educational process for learners in terms of academic achievement, not just in terms of memorizing , but also in understanding and retention.

- Emphasizing the importance of teaching aids for those responsible for education and training, by providing them with quality and adequate educational institutions, and forming them in the field of their use.

5: Previous Studies:

There have been many studies on the role of teaching aids in education and teaching, and in different environments some of them were selected for their relevance to the current study subject. Besides, the previous studies have greatly contributed to the elaboration of a comprehensive perspective for the present research study. As the researcher benefited from them in defining the study objectives, choosing the sample, and determining the appropriate research tool. Through these studies, the researcher was able to establish the use of appropriate study tools and refine the current research questions. Moreover, a review of the previous studies and the researcher's knowledge boundary indicates that there are numerous studies that have tackled teaching aids in education, including:

The study of **(Rajam, 2016)** aimed at identifying the reality of using teaching aids in teaching Arabic language in primary cycle and its relationship with stimulating class communication. The study found that there was dissatisfaction with the available teaching aids in their institutions, as they do not like to rely solely on explanation and memorization **(Rajam, 2016, p. 173)**.

As for the study of **(Allen, 2017)** about the teachers' attitudes in some primary schools towards the use of teaching aids and modern technology showed that there was a general acceptance of teaching aids, with both genders showing positive attitudes towards general and especially modern teaching aids. The study also indicated that teachers with long experience had more positive attitudes towards them than those with short experiences. **(Allen, 2017, p. 288)**

The study of **(Qamareddine and Abdul Hamid, 2005)** aimed to identify whether the content delivered using multimedia meets the requirements of the curriculum and the effectiveness of the application of the multimedia system in the learning process, as well as the attitudes of learners towards the use of multimedia in education. As this feedback helps university lecturers to improve or change the multimedia they use. Therefore, the results showed that the content delivered using these multimedia was substantial, and its application and use was also significant. Additionally, learners showed acceptance and a high interest in these media, as they felt that its implementation in education made lessons more enjoyable, helped them increase understanding, made education more engaging and motivating, especially in the use of video, which assisted them increase attention and focus. **(Abu Fasha, 2008, p. 56)**.

The study of **(M. Al-Kilani and N. Thabit, 2011)** aimed to determine the importance of teaching aids in mathematics class from the perspective of the learners themselves, the study sample consisted of 235 learners from the study community composed of secondary education learners in Palestinian government schools. Besides, the descriptive analytical methodology was used, to achieve the objectives of the study, a questionnaire was used and its validity and reliability were confirmed. Furthermore, the study found the following results: a high degree of importance of teaching aids from the perspective of the learners, as well as there was no statistically significant difference according to the variable of gender. **(Al-Koni, 2019, p. 101)**

6- Procedural concepts of the study variables:

Teaching aids:

Teaching aids are operationally defined as a set of devices, tools, and materials used by the teacher to improve the teaching and learning process with the goal of clarifying meanings and explaining ideas to the learner.

Perception:

Perception is operationally defined as the psychological process that contributes to understanding the meanings and implications of things, people, and situations that an individual interacts with by organizing sensory stimuli related to them, as well as interpreting, and formulating them into meaningful words.

Primary cycle :

It is a mandatory stage of primary education that starts from the first year of primary education to the fifth year of primary education.

7- Teaching aids:

7.1. Teaching aids definition :

(Zitoun Hassan, 2001) defines teaching aids as "a set of attitudes, resources, teaching devices, and individuals who are employed within the strategic educational procedures in order to facilitate the teaching and learning process, which makes it easier to achieve the teaching objectives in the end." **(Zitoun, 2001, p.393).**

Whereas **(Hasani, 2000)** defines them as: "any means that intervenes to help the teacher in achieving the educational and pedagogical objectives while dealing directly with the material on one side and with the learner on the other side." **(Hasani, 2000, p.152).**

(Abdul Hafid Salama, 2001) defines it as a collection of devices, tools, and materials used by the teacher to improve the teaching and learning process, with the aim of clarifying meanings and explaining ideas in the minds of learners. It is also known as an educational media that is used to create a teaching process **(Salama, 2000, p. 13).**

In another definition, it is everything that the teacher or learner uses from educational devices or tools and others inside or outside the classroom to convey specific experiences in a way that increases the effectiveness of both the teaching and learning processes (**Rabia, 2021, p. 368**).

7.2. Teaching aids types :

Visual aids: are all the teaching aids and materials used by the teacher that address the sense of sight in the learner and facilitate the understanding of the contents of the study material. Some refer to them as visual education.

Auditory aids: are the educational tools and materials used by the teacher that address the sense of hearing in the learner to acquire educational experiences that are heard and this is known as auditory education (**Sabri, 2009, p. 38**).

7.3. Teaching aids characteristics:

Teaching aids have distinguishing features, as they differ according to their characteristics, the way they are used, and employing this method must be appropriate for the learner to reach the desired goals. Among these characteristics, we mention the following:

Excitement: The presence of excitement in the media is a crucial factor for its success. The purpose of the media is to facilitate learning in general, and having an element of excitement makes this process easier. This is the responsibility of the designer and the producer. Furthermore, excitement also attracts the learner's attention and encourages them to interact well and eliminates boredom in the classroom.

Appropriateness: This refers to the method which is suitable for the learner's linguistic, cognitive, emotional, and physical level. It means being appropriate for the learner's language, previous experiences, emotional and physical maturity. (**Salama, 2000, p.74**)

7.4. The importance of teaching aids and their benefits in the educational learning process:

The importance of teaching aids is represented by the functions they perform during teaching, as follows:

- Teaching aids play a vital role in arousing the motivation of learners towards the subject matter they are acquiring. They also give the subject matter a lively character, which increases the learners' interest in the educational context. Furthermore, the method has a role in increasing the concentration of learners' attention and keeping boredom away. On the other hand, it is a catalyst for learners to search, investigate, and be curious about topics related to the lesson.
- Teaching aids contribute to facilitating the understanding of abstract meanings for learners by clarifying those concepts, moving them from the intangible to the tangible.
- Teaching aids provide events and experiences from the past. They provide experiences that can only be presented using teaching aids, such as the production of the atomic bomb.
- Teaching aids help to develop learners' ability to observe, criticize, compare, analyze, describe and interpret things and situations, they also increase their desire for self-knowledge, as each

didactic has its importance in relation to its function in learning and teaching, such as films and tapes.

- The importance of teaching aids and their unique function in dealing with individual differences.
- Teaching aids can be used in all cycles of education for all learners of different mental levels.
- The use of teaching aids works to enrich the classroom situation, as it is used for entertainment and education, such as school theatre.
- Work to provide sensory experiences that are the basis for the formation of correct perceptions of what the learner listens to and what he reads of spoken or written words, because the teacher may have to use language symbols instead of direct experiences that may not be available to learners.
- The learner will be more attentive and focused if the topic is presented through a movie or a stereoscopic model.
- Learners' effectiveness, self-activity, and positive participation in the educational process increase, as learners search, collect information, and conduct experiments.
- Assisting to speed up the teaching-learning process, as the use of teaching aids saves time.
- Teaching aids give learners strong information and impressions, which makes learning more stable and lasting impact.
- Helping to clarify and sequence ideas and experiences and their interdependence. When the stages of proving one of the seeds are presented by bringing samples, this gives students the opportunity to compare effectively between the different stages and realize the most subtle changes.
- Remembering the teaching aids used by the teacher helps to present experiences to the students in a variety of ways according to their preparations and tendencies. **(Abu Fasha, 2008, p. 24)**

7.5. Selection and use of teaching aids criteria: There are some criteria and principles that should be taken into consideration when using aids, including:

- The teacher should be knowledgeable about the types of teaching aid that serve the subject they teach, and the way to use them and their educational benefits.
- The teacher should be convinced of the importance of the teaching aid and what he does.
- The teaching aid should have a clear educational value in terms of time, effort, and money.
- It should have a strong connection to the specified target to be achieved.
- It should be appropriate for the learners' mental abilities.
- It should be distinguished by ease, clarity, and accuracy. **(Boufadjouai and others, 2021, p. 710)"**

8-Perception:

8.1. Perception definition: is defined as a child's ability to regulate sensory inputs received through different senses and process them cognitively within the framework of previous

experiences and knowledge, and giving them different cognitive meanings and implications. **(Salim, 2013, p. 65)**

Perception is also defined as the reception of stimuli, their interpretation, and giving them meanings and concepts that the human uses in choosing the appropriate behavior. **(Awad, 2013, p. 125)**

It is also defined as the interpretation of sensory information, as perception is the process of constructing and giving meaning to what has been received through the sensory organs. It is a fundamental function that the human brain performs. **(Khosawnah, 2016, p.76)**

8.2. The three basic stages of the perceptual process are:

8.2.1. The occurrence of sensory stimulation: This stage is what activates and stimulates the sensory organs in the human body, such as sight, hearing, smell, taste, touch, and the response to stimuli is clearly influenced by its psychosocial experiences.

8.2.2. Regulation of sensory stimuli: This stage involves the regulation and classification of stimuli and incentives from the external world. The stimuli are classified as independent units, taking into account the meanings and implications shared between human and natural incentives in the external world.

8.2.3. Interpretation of Sensory Stimulation: This means that our experiences, needs, and expectations control the way we interpret the information we receive, and each of us adds a large part of our personal structure to these messages. **(Suleiman, 2010, p. 199)**

8.3. Factors influencing Perception: Perception is a complex process that involves multiple internal and external factors. The self-factors refer to the perceived person himself, and among these factors are the following:

8.3.1. Subjective internal factors:

- **The factor of memory or familiarity:** a person perceives the things he has previously experienced easier than things he has not experienced before. You see this round thing on your table and know that it is an orange that has a specific color, taste and texture without touching or tasting it, due to your previous experience with it.

- **The physical and psychological state of the perceiving person:** Our perception of the external world is affected by our physical and psychological state at the time of perception. Morphy conducted an experiment in which a group of children were deprived of food and shown several images through a dark glass plate, and were asked to interpret these things. They said they were food, and their perception increased as the hunger increased.

- **Beliefs and attitudes of the individual:** These are also factors that affect the perception process.

- **Individual sensory disorder:** Error in perception can be attributed to the disorder of the individual's senses itself, such as weakness of vision, color blindness, shortsightedness, and

other diseases that affect the perception process. These conditions can be treated by treating the sense organs or using medical glasses or hearing aids.

• **Mental disturbance:** This is also a factor that affects an individual in perception. **(Sabis, 2002, p.152)**

8.3.2. External Factors: relate to stimuli, including:

• **Law of convergence:** This law states that it is easier to perceive things that are close in time and space, as they are perceived as separate entities unlike distant things.

• **Law of similarity:** Things that are similar in shape, weight, or direction are perceived as a whole.

• **The Law of continuity:** Things that are not connected, such as straight lines, are perceived as formulas. If a child looks at a highway that is divided into paths by broken lines, he sees these lines from afar as complete straight lines.

• **The Law of closure:** Where the missing things are perceived as complete, the circle that is missing a part we perceive as a complete circle. The Gestaltists believe that the missing things or incomplete parts cause a kind of tension in the child and that this tension remains only by completing the form. **(Khasawneh, 2016, p. 77, 78)**

9- Method and Tools:

9-1- Study Methodology:

The scientific methodology of research is considered a systematic way to verify the results of research scientifically, making the human mind reach the truth of his ideas. Research methodologies vary according to the nature and subject of the study that the researcher wants to reach or reveal, as in this study the appropriate methodology is the exploratory descriptive approach.

The descriptive-exploratory approach reveals the reality of the studied phenomenon and is defined as a set of research procedures aimed at identifying and evaluating relevant topics in a specific field, determining research problems, clarifying their aspects and the concepts included in them to provide sufficient information about them. **(Al-Rashidi, 2000, p. 55)**

This study is shown through the revelation of the importance and role of teaching aids in increasing the level of perception among primary school learners.

9.2. The delimitations of the study were as follows:

- **Spatial delimitations:** Some primary schools in the city of Laghouat
- **Temporal delimitations:** This study was conducted in its applied part from the month of January 2022 to the end of March 2022.
- **Human delimitations:** The primary school learners in the city of Laghouat.

9-3- Study Sample:

The study sample consisted of 05 primary schools, which were selected randomly from among the primary schools in the state of Lagouat

9-4- Study Tool: Observation Network

Observation network is another tool used, and in this context, it records some precise behaviors as long as the goal is to measure the phenomena. (Morris, 2004, p. 272)

<p><u>Observation place:</u></p> <ul style="list-style-type: none"> ▪ School:..... ▪ Section:..... ▪ Activity: <p><u>Observation time:</u></p> <ul style="list-style-type: none"> ▪ from to..... <p><u>Observed position:</u></p> <ul style="list-style-type: none"> ▪ Teaching aid type: ▪ teaching aid quality: ▪ The extent of being able to use the teaching aid: ▪ The effect of using teaching aids on learning (perception) 							
The role of teaching aids in increasing the level of perception among learners							
N°	Activity	Teaching aids used	There are	noThere are	The quality of the used teaching aid	The extent of being able to use the used teaching aid	The effect of using teaching aids on learning (perception)
01							
02							
03							
04							
05							

Steps of Applying Study Tool:

After obtaining approval from the Education Directorate of Laghouat state to conduct this research, I contacted the directors of the primary schools where the members of the basic research sample are located, and informed them of the research topic as well as the implementation procedures. Then, I started them at four educational levels represented by: second, third, fourth, and fifth grades. Besides, observation was made of the use of teaching aids in the teaching process for various educational activities and their role in enhancing learners' level of perception, through five sessions.

10- Discussion and interpretation of study results:

We interpret and discuss what has been concluded from the results by answering the study questions.

10.1. Discussion and Interpretation of the First Question:

To answer the first question, which states:

Do teaching aids play a role in increasing the degree of perception among learners in the primary cycle ?

The results obtained are in line with all the studies that have addressed the role of teaching aids in the field of education, such as the study by **(Qamareddine and Abdul Hamid 2005)** which aimed to determine whether the content delivered using multimedia meets the requirements of the curriculum and the effectiveness of the implementation of multimedia systems in the educational process, as well as learners' attitudes towards using them. The results showed that the content delivered using these tools was substantial, in addition to the positive attitudes towards using teaching aids. Similarly, a study by **(Al Kilani and Thabit 2011)** aimed to identify the importance of using teaching aids in a mathematics class from the perspective of the learners themselves. The results showed a high degree of importance of teaching aids. from the learners' point of view.

Through the results of classes for different levels and institutions and in various activities, and this after applying the observation network, it has become clear that the level of perception and retention of learners is closely and firmly linked to the quality, use, and diversity of teaching aids. This has been observed as the teacher strives to use appropriate teaching aids and makes better use of them, which has a significant impact on increasing the level of perception (understanding and retention) of learners, as shown both through oral responses and practical applications. However, if the teacher is neglectful in this aspect , ignores the proper use of teaching aids and is not concerned about their important role, as this has been noticed through the observation network, which results in a decrease in the level of perception. Additionally, teaching aids are considered to be a motivator and attract learners to learning.

The teaching aids strengthen the perception process by focusing the senses on them because they are stimuli that have a large and prominent size, and in a stereoscopic and large sensory image with clear features and characteristics that make their perception easy and in a positive way, which helps better assimilation and understanding.

The teaching aids are closely related to three basic axes: the teacher who uses them, the learner who benefits from them, and the educational situation that enriches and increases its effectiveness and thus contributes to achieving its goals. Accordingly, the good teaching aid is not only specific or illustrative, but rather it is part of the educational curriculum and the focus of the educational activity. As well as an essential element of the educational process. **(Ramzi, 2009, p. 41)**

10.2. Discussion and interpretation of the second question results:

To answer the second question, which states:

What is the extent of using teaching aids in some primary schools in the state of Laghouat?

The results reached are consistent with many studies, including the study of **(Rajam, 2016)**, which aimed to identify the reality of the use of teaching aids in teaching Arabic in the primary education cycle and its relationship to stimulating classroom communication. The study concluded that there is dissatisfaction with the teaching aids available in their institutions, and that they do not like relying on verbal explanations.

Furthermore, it agrees with the study **(Allen)** about the attitudes of teachers in some primary schools towards the use of modern teaching and technological aids, as the results of the study showed that there is a general acceptance with regard to the use of teaching aids, and both sexes showed positive attitudes towards them in general and modern ones in particular. The study also indicated that teachers who had long experience had more positive attitudes towards teaching aids than those who had short experience.

The teachers have positive attitudes towards the use of teaching aids and realize their importance, however there are many obstacles that prevent their use, this is what was actually observed through the observation network.

11- Conclusion:

The study results are summarized as follows:

- Teaching aids are very necessary in the learning process and are even considered imperative if we want to achieve outstanding learning. The perception process is also related to the extent to which teaching aids are used optimally and thus achieving a good academic level.
- Through observation, there is a shortage of teaching aids, especially good ones, as teachers need training in this field, besides, there are many obstacles that prevent their use.

Based on the results reached, which demonstrate the importance of teaching aids and their role in increasing the level of perception among primary school learners, the following suggestions can be given:

- Highlighting the importance of teaching aids in learning as a means of enhancing learners' perception level.
- Ensuring the provision of teaching aids that are consistent with the study curriculum.
- The necessity of training teachers in all educational cycles on the use of various types of teaching aids.
- The importance of holding meetings to discuss the importance of teaching aids.
- Emphasizing the quality of the teaching aids.

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