

Physical Facilities and Strategies Used by Teachers to Improve Pupils' Performance in Social Studies in Makueni County, Kenya

Makau Mathias Wambua, Catherine Gakii Murungi, Caroline Mutwiri

Abstract

The purpose of this study was to find out the classroom learning environment on lower primary school pupils' performance in social studies in lower primary schools in Kibwezi zone in Makueni County, Kenya. The study aimed at determining the availability and use of physical facilities on pupils' performance in social studies in lower primary schools in Kibwezi zone, Makueni County, Kenya and farther determines the strategies used by teachers to improve pupils' performance in social studies in the same study area. The study was guided by ecological model by Urie Brofenbrenner which focuses on child development within context of systems of relationship that form the child environment into five layers. The study employed descriptive survey design. The independent variable was classroom learning environment while dependent variable was pupils' academic performance in social studies. The study targeted all pupils and teachers in lower primary schools in Kibwezi zone. Purposive sampling was used to select location of the study while stratified random sampling and simple random techniques were used to select categories of schools and lower primary school teachers to be involved in the study. The sample comprised of all lower primary school pupils in the sampled schools. Data was collected using questionnaires and observation schedules. Content validity was used to ensure validity of the instruments. Test- retest method was used to evaluate reliability of the instruments. Data was analyzed using descriptive statistics. Results showed that lower primary school classroom environment in Kibwezi zone were not conducive for pupils to learn Social studies effectively. Availability and use of physical facilities in social studies was below average and pupils scrambled to use the little available resources. Pupils' performance in social studies was below average. It was recommended that parents be sensitized to participate in forums which could help primary schools get funded for teaching/learning materials and facilities such as CDF and county Government. It was also recommended that MOEST/Government should increase the Free Primary education funds to facilitate building and buying of school materials and facilities.

Keywords: Classroom environment, Pupils performance, lower-Primary Schools, conducive classroom, school practice, learning environment, social studies, knowledge, skills, attitude, Kenya, library, resting rooms, playground

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