INFLUENCE OF CLASSROOM LEARNING ENVIRONMENT ON LOWER PRIMARY SCHOOL PUPILS’ PERFORMANCE IN SOCIAL STUDIES IN MAKUENI COUNTY, KENYA

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MARCH, 2018
DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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DEDICATION

I dedicate this thesis to my family for supporting me while doing this research.
ACKNOWLEDGEMENT

First and foremost my gratitude goes to my supervisors Dr. Nyakwara Begi and Dr. Catherine Gakii Murungi for their positive critics, motivation and intellectual guidance which saw me through the writing of this research thesis. I also thank my colleagues more sincerely Mr. Julius Kisendi who assisted me through discussion and critiquing my work that helped me update my document.
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ABSTRACT

Social studies play a vital role of equipping pupils with knowledge and skills to help them cope with the present and future. This allows pupils to participate effectively in their world and explain their relationship with the other people in social, economic and political issues. However, despite the role social studies play in society, in Kenya many classrooms learning environment in primary schools is not conducive and pupils’ performance in social studies has been poor. Therefore, the purpose of this study was to find out the influence of 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 was guided by ecological model by Urie Brofenbrenner (1979) which focuses on child development within context of systems of relationship that form the child environment in 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 sampling technique 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 a number of variables in this study were influencing classroom learning environment which contributed to poor performance in social studies in Kibwezi zone. It was recommended that parents be sensitized to participate in forums which could help primary schools get funded for teaching/learning materials and facilities by funding organizations and government agencies such as CDF and county Government. It was also recommended that TSC should employ more qualified teachers to reduce pupil-teacher ratio. More so, the Government should increase the Free Primary School funding to enable schools buy more teaching/learning materials and build more physical facilities.
CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, limitations and delimitation, assumptions, theoretical and conceptual framework. Operational definitions of terms are also described in this chapter.

1.1 Background to the Study

Social studies is important in the lives of young children. It has a great significance of enabling young learners to comprehend, get involved in activities, and making decisions about their surroundings (Jere, 2009). Social studies help students to build relationship with their peers, grownups, schools and to the environment in which they live so as to be equipped with knowledge, skills and understanding of the past (Zhao, 2005). It provides children with skills to effectively solve problem and make decisions. Social studies give skills and make young children to be responsible future grownups who participate locally, nationally, regionally and globally.

Learning environment consists of many factors such as teaching and learning materials such as text books and charts and physical facilities such as classrooms, library, resting rooms, and playground among others. According to Janet, (2008) an effective classroom is attributed to its physical appearance or layout which encourages social and emotional needs of the students and therefore for a primary school teacher to protect the coherence
of her social studies lessons there should be provision of conducive environment with provision of enough instructional teaching learning materials.

Different scholars have defined Social studies differently. According to Jennifer, (2007) social studies is a process of education that gives children an opportunity to interact with other people and the society in their environment. Learning environment is the physical environment in a school setting such as school facilities, equipment’s, school practice such as making facilities available, allocation of staff to teach primary education and strategies to promote participation Bary,(2005). In this research study learning environment is defined as materials and facilities or equipment found in school or areas of study and that which help teachers and pupils to improve the acquisition of social studies knowledge, skills and attitude.

Globally, studies suggest that for social studies to be well performed teachers should build interest of their students in the environment around them. Study on Learning environmental carried by Linda, (2007), suggest that teachers should know the subject matter and then engage students in the learning process through variety of instructional strategies. Social studies subject require meaningful teaching, reflective planning, instructions, and assessment. Okojie, (2005) reported that safe and orderly classroom environment and school facilities were significantly related to student academic performance in Canadian Schools. Adayemi, (2008) noted that small classes and teacher quality improves learning environment.
In Africa, primary schools in Nigeria have been attributed to inadequate instructional materials in social studies (Igu, 2012). He farther states that social studies is an activity based subject and therefore depends on instructional materials utilization for effective teaching. Omabe (2006) asserts that instructional materials are the most important while teaching-learning social studies regardless of efficiency and the effectiveness in lesson delivery by the teacher. Umameh, (2011) Bristol and Van der berg, 2009 in South Africa observed that availability or scarcity of key school resources were linked to better educational outcomes in mathematics. Research done by Hienno, (2005) and Dadzie, (2010) in Ghana explained that uneven sharing of resources in schools and poor educational infrastructures negatively affect the quality of education. Therefore, this study determined how adequacy and use of teaching and learning materials influenced pupils’ academic performance in social studies in Kibwezi Zone lower primary in primary schools.

Makori (2003) points out that there was overcrowding and congested classrooms due to Free Primary Education in Kenya which also brought about shortage of teachers and teaching-learning materials. The report farther states that Kenyan schools are seriously hit by lack of teaching resources and poor physical conditions of classroom spaces. There are big class sizes of more than 80 pupils which a single teacher cannot handle. According to Grant (2007) social studies in lower primary classes should have teachers who are academically prepared to use available resources effectively and efficiently. Learning process may not be effective when teachers are not well trained. Therefore, this study
examined the extent at which teacher-pupil ratio and how class size influenced the pupils’ performance in social studies in lower primary schools in Kibwezi zone.

In Makueni County, Uwezo Kenya (2012) had shown that social studies acquisition by pupils was poor in primary schools. The report indicated that one out of five children in class six to eight was not able to tell the meaning of the colours of the Kenyan flag. Kibwezi zone which is in Makueni County has been performing poorly in social study subject, with most primary schools in the zone scoring below 50% (Makueni County Quality Assurance KCPE Reports, 2012-2016). Therefore, it was important to explore the influence of classroom learning environment on lower primary school pupils’ performances in social studies in Kibwezi Zone because lower primary is the level where young children acquire basic study skills.

1.2 Statement of the Problem

Social study content equips pupils with knowledge, skills, and positive attitudes to help them to become active and responsible citizens. It inculcates critical values in children and develops understanding and appreciation and respect for their culture which helps them to be useful citizens. The subject also provides pupils opportunities to understand and appreciate their environment and how human beings depend on the environment. When children learn social studies they get opportunity to interact with other people in the society in which they live and hence making them useful citizens (Jere, 2009; Zhao, 2005; & Jennifer, 2007).
Social Studies academic performance in Kibwezi zone Makueni County for the past five years has been below average. An average score for a primary school pupil in social study subject tested in both KCPE and the lower primary level is believed to be at least 50%. Majority of primary schools have not or in rare occasions attained an average score.

The studies which have been done in Kenya to establish the causes of poor performance in KCPE examinations appeared to have focused more on other subjects like mathematics, languages and science while social studies had been given very little attention especially in elementary classes. The studies to understand causes of poor performance in KCPE examinations in Kenya and in the county had also focused more on teacher related factors and less on classroom learning environment. This emerging trend is the insight that led to this current study to ascertain to what extend does the classroom learning environment influence academic performance in social studies in lower primary schools and come up with possible solutions that can reverse the same.

Asuga, (2014) carried a study on influence of school learning environment on pupils enrolment in public primary schools, in Kenya Hamis Sub-county and recommended that a study need to be done on influence of school environment on academic performance. This study seeks to fill the gap that exists in classroom which is within the school environment. According to Katana, (2010) public primary schools in rural areas are characterized by lack of adequate teaching and learning materials, poor school buildings, small and overcrowded classrooms among others. Kenya has few empirical studies that have directly examined how classroom environment influences teaching and learning of social studies in lower primary school setting.
1.2.1 Purpose of the Study

The purpose of this study was to find out classroom learning environment on lower primary school pupils’ performance in social studies in Kibwezi Zone, Makueni County Kenya.

1.2.2 Objectives of the Study

This research study was guided by the following four objectives;

i. To determine the influence of availability and use of teaching learning materials on pupils’ performance in social studies in lower Primary schools in Kibwezi Zone.

ii. To find out the influence of teacher - pupil ratio on pupils’ performance in social studies in lower primary schools in Kibwezi Zone.

iii. To find out the influence of availability and use of physical facilities on pupils’ performance in social studies in lower primary schools in Kibwezi zone.

iv. To determine the strategies used by teachers to improve pupils’ performance in social studies in lower primary schools in Kibwezi zone.

1.2.3 Research Questions

This research study was guided by the following questions;

i. How does the availability and use of teaching learning materials influence Pupils performance in social studies in lower primary schools in Kibwezi zone?

ii. How does pupils’ teacher ratio influence pupils’ performance in social studies in lower primary schools in Kibwezi zone?
iii. How does the availability and use of Physical facilities influence pupils’ performance in social studies in Lower primary schools in Kibwezi zone?

iv. What are the strategies used by teachers to improve social studies performance in lower primary Schools in Kibwezi zone?

1.3 Significance of the Study

It is hoped that the findings of this study would assist the Ministry of Education and Kenya as a whole in recognizing that classroom environment has a critical role to play which has a direct influence on pupils’ performance in social studies in lower primary schools.

The findings of this study also would help stakeholders differently:

The study will help CSOs to find out the extent to which social studies is effectively taught in Kenya lower primary schools and indeed provide insight into the extent to which classroom learning environment would improve social studies performance in the same.

The findings of this study may help KICD evaluate the classroom learning environment of lower primary schools into which social studies syllabus content is being implemented and how this influences pupils’ performance in the same subject in Kenya. More so, Social studies teachers who teach lower primary schools would find this study useful. It was aiming at increasing the teachers’ level of awareness and understanding of some of
the issues within classroom learning environment and how they undermine pupils’ performance in social studies and possible intervention of these issues.

School Board of Management would use this study to establish the availability and use of social studies teaching learning materials in their primary schools with an aim of making classroom learning environment conducive. More importantly, the results of this study could be used by TSC County Education Directors to determine the teacher–pupil ratio which could farther help the Government to tackle issues concerning staffing of teachers especially in primary schools and more so those who teach social studies. In general the results of this study aimed at helping all the education stakeholders in the lower primary schools to improve classroom learning environment by using variety of teaching learning materials, facilities, use of adequate qualified teachers and use of variety strategies so as to acquire good performance in social studies.

1.4 Delimitations and Limitation of the Study

They are described in the following sub-sections;

1.4.1 Delimitation of the Study

This research study was delimited to Kibwezi zone in Makueni County in Kenya. The study was delimited to public and private lower primary schools in Kibwezi zone where only teachers and pupils in lower primary were involved in the study. The research objectives were delimited to availability and use of teaching learning materials, availability and use of physical facilities, pupils’ teacher ratio and strategies used by
lower primary school teachers to improve pupils’ performance in social studies. The study was also delimited to classroom learning environment which was the main variable.

1.4.2 Limitation of the Study

The study was constrained by the respondents’ failure to return the questionnaires on time for analysis. However, to mitigate this researcher collected the questionnaires personally from the respondents. Some of the lower primary school teachers were not willing to give information because they thought the researcher was on fact finding mission. This was rectified by assuring the respondents their confidentiality and creating a rapport with them by ensuring they read and signed an informed consent.

1.5 Assumption of the Study

The researcher assumed that pupils in all lower primary schools had the potential of excelling in their social studies despite that they were affected by different Classroom learning environments. It was also assumed that findings in Kibwezi zone could be generalized to larger Makueni County and other Counties in Kenya. The study also assumed that all the participants will be willing and honest in their responses and that classroom learning environment is a reliable variable in pupils’ performance in social studies in lower primary schools.

1.6 Theoretical and Conceptual Frame Work

They are described in the following sub-sections;
1.6.1 Theoretical Framework

This research study adopted the ecological model by Urie Brofenbrenner (1979). The theory was found convenient in this study because it focuses on child development within context of systems of interactions in child environment. This study model has got five layers: Microsystem, Mesosystem, Exosystem, Macrosystem and Chronosystem. This research study focused on learning environment and this theory conveniently explains how various factors from different systems influence pupils’ academic performance in social studies. The ecological theory explains that environment to a child plays major role but the influence varies from culture to culture (Santrock, 2007).

Microsystem in this study is the environment the child lives. This involves the family members, friends, institutions, the community around and teachers. This is the environment where the child has direct social interactions. This study established learning environment and teachers as the direct Microsystems into which lower primary pupils interact so as to acquire good academic grades and test scores in social studies.

Mesosystem is the relationship between the Microsystems in one’s life. The attitude developed by low chance of developing positive attitude towards others such as parents, peers and teachers because one feels rejected. The child may not cooperate with peers and may withdraw from a group of classmates who rejects him/her. Mesosystem setting was found applicable in this study because relationships between pupils, teachers and the teaching learning materials improve learning environment (Janet, 2008).
Exosystem include all links between a social interaction where the individual does not have an active participation and the individual’s immediate context. Change of this pattern causes conflict with the immediate environment. Exosystem was found convenient in this study because teaching learning process in social studies in Kibwezi Zone elementary classes may be influenced by lack of enough teachers due to transfers or deployment of teachers in institutions of higher learning. This study therefore aimed at establishing the influence of teacher -pupil ratio on lower primary pupils’ performance in social studies.

Macrosystem setting is the actual way of life of an individual. It is the interaction and economic status of the person and even his people, poverty, his tribe and where they live (Bronfenbrenner, 1979). Macrosystem was found applicable in this study because Kibwezi zone is found in Kenya which is a developing or a third world country where schools in elementary classes such as lower primary were likely to lack enough facilities and teaching learning materials. This study therefore established the availability of facilities and teaching learning materials and how they influenced pupils’ academic performance in social studies in Kibwezi Zone lower primary schools.

Chronosystem is the way environment affects life events and transitions in one’s life as well as the social historical circumstances and shifts in one’s lifespan (Santrock, 2007).Chronosystem setting was found appropriate for this study because lower primary pupils’ performance in social studies may be influenced by the pattern of learning environment such as teaching strategies and competent teachers. This study focused
chronosystem as pattern in learning environment in finding out the availability of qualified teachers and the strategies they used in teaching social studies in Kibwezi Zone lower primary schools. This research study focused on school learning environment and this theory has shown clearly how different systems of environment influence pupils’ academic performance in social studies.

1.6.2 Conceptual Framework

Several studies suggest that student performance is produced by several inputs in the educational process such as class size, availability of teaching and learning materials and teacher availability among others. Influences of academic performance include the number of teachers in a school, pupils’ enrolment and teacher knowledge on subject matter. The extent to which academic performance is attained depends on how effectively teachers are able to use instructional materials to improve the teaching and learning process. This research study was seeking to investigate if learning environment factors were influencing lower primary pupils’ performance in social studies in Kibwezi Zone primary schools in Kibwezi zone Makueni County. Variables of the study were illustrated in the figure below.
**Key variables**

**Classroom learning environment**
- Teacher-pupil ratio
- Availability and use of teaching-learning materials (textbooks and charts)
- Availability and use of physical facilities (desks, library, classrooms, and playing ground)
- Strategies to improve pupils' performance in social studies

**Study variable**
- Social studies
- Academic Performance

**Intervening variables**
- Pupils motivation
- Teaching experience
- Age
- Home related behavior

**Source:** Researcher 2017

**Figure 1.1: Conceptual Framework for the Study**
The above figure indicates that qualified teachers, pupils’ enrolment, enough teachers, teaching learning materials (course books and charts), school facilities such as desks, library, classrooms and playing ground and use of variety of teaching methods are independent variables that influence performance of social studies which forms the dependent variable. However, teacher attitude, teaching experience, pupils’ motivation, home related factors and Government policies are intervening variables that may influence the school learning environment in teaching learning process.
1.7 Operational Definition of Terms

**Classroom learning environment**: Teaching learning materials, teacher-pupils ratio and facilities in a classroom setting.

**Facilities**: Teaching learning aids such as library, classrooms and play grounds.

**Influence**: It is phenomena that are likely to affect an activity positively or negatively in this study.

**Instructional materials**: Teaching learning resources such as text books and charts that are used by teachers and students during teaching and learning of social studies.

**Performance**: Pupils scores in social studies in Kibwezi Zone end of term examinations.

**Physical facilities**: Infrastructure such as desks, study rooms, play grounds and play fixed equipment at the field.

**School infrastructure**: School equipment and physical facilities used to help in teaching and learning process such as classrooms library, teachers and furniture.

**Teaching-learning materials**: This refers to materials that are used during teaching and learning process such as text books, chalkboard and charts.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this chapter related literature in relation to the topic were discussed. The literature review and the summary of the findings were discussed so as to bring the knowledge gap in this study. This study explained the trend of the pupils’ performance in social studies in Kibwezi Zone lower primary schools. The study farther explained classroom learning environmental factors that contributed to such performance pattern and strategies employed to improve social studies performance in lower primary schools. The literature review was organized as per the objectives of the study and as per the following subtopics:

2.2 Availability of Teaching Learning Materials and Pupils’ Performance in Social Studies

For decades social studies has been ranked among the least liked and poorly performed subjects in schools (Craig, 2006). Uwezo Kenya (2012) has emerged with some facts about general learning that cuts across all subjects learned in public primary schools in Kenya and more so the lower primary school level. The report bears the following facts: Nationally only 1 out of 5 children in classes 6 to 8 are able to tell the meaning of the colours on the Kenyan flag. The report farther states, pupils in class 1-8 enrollments are 64 as compared to 40 pupils recommended by the MOEST. This may affect pupils’ academic performance in elementary classes which is expected to be emulated in higher grades of education to make learners motivated. However, K.C.P.E results for the last
five years since 2013-2016 indicated that social studies had mostly scored less than 50% in most of primary schools in Makueni County. Kibwezi zone was quoted as the most hit. Almost every primary school had been scoring an average of 47.0% in K.C.P.E results drawn from KNEC examination every year. Many educators associated this performance with the classroom learning environment in primary schools. Some of these learning environments were not limited to availability and use of social studies teaching and learning materials. Agwu, (2001) views teaching and learning materials as those apparatus of teaching which may include text books, workbooks, charts, audio visual aids and other relevant things that attract students’ attention and which should be introduced at the appropriate time by the teacher farther his defined teaching learning materials as all materials and equipments used to enhance effective learning.

A Study carried out by Dudeck, (2000) on academic performances in primary schools explains that school teaching and learning material helps good academic practices in classroom. The study state that academic success comes through effective management, training and information where students and teachers are provided with appropriate use of resources. Effective use of teaching-learning materials is critical to learning and many studies support that there is positive relationship between use of instructional materials and performance. Omabe (2006) was of the opinion that the use of teaching and learning materials such as text books help teachers builds literacy connections to social studies topic. This enables student acquire facts and therefore, this research study suggested that instructional materials in education are importance to the teaching of any subject in school curriculum. According to African Education in Focus Journal, (2010) many
primary schools in Africa lack important equipment such as desks, tables, maps, pictures and posters. The journal concludes that success of lesson in classroom depends on how a teacher prepares his lesson and the teaching aids used.

Etsey (2005) states that use of appropriate teaching and learning materials in a teacher’s lesson make the lesson more practical. Farther, he stated that inadequate use of teaching and learning materials may cause low academic performance because inadequate teaching and learning materials in schools make it difficult for the students to understand the lesson.

In West Africa (Isola, 2010) conducted research on instructional materials and academic performance and concluded that material resources have a significance effect on students performance in each of the subjects. Free primary school Education in Malawi (1994), made the enrolment in primary education rise from 1.9 Million to about 3 million pupils. The government solved the problem by recruiting untrained teachers. There resulted larger class size with lack of teacher specialists. The report on education in Kenya on Free Primary Education explains that the year 2003 Kenya observed large classes with limited number of teaching and learning materials and as result teachers could not manage the enrolment.

Kaambakadzanja (2001) state that lack of resources causes in effective lessons. Therefore, the availability and use of learning materials that are adequate motivate and affect the performance of social studies. This study aimed at determining the availability
and use of adequate teaching learning materials and facilities and how this influenced the lower primary pupils’ performance in social studies in Kibwezi Zone primary schools in Kibwezi zone. Despite the government efforts in FPE on provision of teaching learning instructional materials some of the primary schools were still lacking teaching materials in elementary classes such as lower primary schools.

2.3 Teacher Pupil Ratio and Pupils’ Performance in Social studies

According to Williams, (1979) Teacher Pupil Ratio refers to the number of learners enrolled in a given level of education divided by the number of teachers in the system. Class sizes have been identified by researchers as a determinant and a motivating factor for a better academic performance. This study defines class size within conducive classroom learning environment as the one which has manageable enrollment and with which one teacher can effectively teach, mark and corrects pupils’ assignment in time. Too large class sizes without enough teachers might be one of the unfavourable conditions that affect performance in most primary schools. Studies suggest that schools with smaller classes with enough teachers perform better academically than schools with large class size without adequate teachers. Studies carried in Texas and Israel about class size on academic performance in basic education found that small classes with effective teaching produces high scores (Rivkin, 2005). Class size of above 40 has negative effect on teaching and learning on students’ performance (Ezegbe, 2008).

Primary schools as unmanageable by the available teachers. Teacher-pupil ratio in Kenya primary schools is quoted as 1:80. A study carried by UNESCO,(2006) observed that by 2005 an average class size in class one in Kenya was 83. The study farther explained that some class one classrooms had more than 100 pupils a number which one teacher could not manage. Africa has adopted 1:40 teacher–child ratio apart from the more acceptable ratio of 1:25 in the developed world. A study carried by Nanyonjo, (2007) on learning environmental characteristics and how they influenced student performance in Uganda, observed that overcrowding of students, lack of enough teaching materials and high pupil teacher ratio affected performance.

In Kenya studies indicate that the school enrolment in lower primary school classes went higher in the year 2003 and beyond due to inception of F.P.E. This increase in class size has brought trail problem of ineffective class management, poor supervision of assignment and ineffective teaching and personal pupil–teacher contacts. Some of the Government policies such as FPE have been quoted as contributing to teacher-pupil ratio in Kenya primary schools. This study therefore, discussed the teacher-pupil ratio and how it has influenced pupils’ performance in social studies in Kibwezi Zone lower primary schools. More so, this research study looked forward on advising policy makers to come up with clear policies on creating conducive classroom learning environment so as to encourage manageable enrollment and curriculum support programme in lower primary schools.
So as to handle the big classroom enrolment and achieve conducive classroom learning environment in lower primary classes, enough teachers with Professional qualifications and education advancement of same teachers is equally important. This study defines teachers’ professional qualification as the ability of the teacher to deliver the intended curriculum efficiently and effectively in manner that adds value to pupils’ performance in academic performance. In Europe a study carried by Clotfelter, (2007) on influence of teacher qualification on student academic performance explains that highly qualified teachers are able to handle many pupils and they produce greater students’ performance than comparatives less qualified teachers.

Jere, (2009) states that the professional skills of a teacher in class room establish a productive learning environment from the start and professional competency transforms in to high quality of teaching which influences the learning of students. Teachers have much to determine what is taught in the classroom, regardless of the prescribed curriculum content, standards and methods. Therefore, this study suggests that teachers need professional development so as to be able to handle big and challenging pupil enrolment and also to create and handle social studies content efficiently. Grant, (2007) reported that teachers should have both academic and professional skills so as to learn and handle the subjects they teach positively. Study carried by Van den Bergh, (2014) on Teacher qualification and pupils Academic Performance in South Africa states that teachers skills, values and cultural models influence academic performance of pupils and even implementation of educational reforms. The study also states that Technology integration and literacy education depends on teachers skills also.
In Ghana Emma (2011) stated that teaching qualification of a teacher influences student performance and therefore teachers need academic and professional training to help students perform and attain high academic grades. In Uganda Daily Monitor (July 2011) reported that there was a significant relationship between teachers qualification, the enrolment they handled and of which influenced pupils academic performance in the Primary schools in Eastern Uganda. The study recommended that experienced teachers should handle huge classrooms so as to create good classroom learning environment.

Study carried out by (UNESCO 2005) in Bungoma County, Kenya on Teacher qualification and student Performance explains that enough qualified teachers greatly contribute to students performance. Therefore, this study argues that enough and qualified teachers have effective classroom learning environment and influences Lower Primary Pupils performance in Social studies. This study suggest that Teachers who teach social studies in lower primary schools in Kibwezi zone, Makueni County should be academically qualified and experienced so as to be able to improve classroom learning environment in lower primary schools which are overcrowded with pupils.

2.4 Availability and use of Physical Facilities and Pupils Performance in Social studies

Facilities such as library, classrooms and playground are also established as being important factors that influence teaching and learning of social studies. According to Mutai, (2006) availability and use of physical facilities laboratories, classrooms and libraries make classroom learning environment condusive. Dahir & Faize, (2011)
supported the same information and added that inputs such as school facilities make classroom environment very interesting and exciting and encourages more students to join school.

A study on nature of schools and academic performance of public schools carried by Damien, (2010) in Rwanda explained that school buildings must be not only a container or a functional program but also a friendly and attractive. The study also stated that buildings and toilets are some of the basic facilities that impact on academic performance. In a related study on effective use of educational inputs carried by Nanyonjo,(2007) in Uganda lack of facilities was stated as impacting student’s performance in languages. The study also confirmed a strong and positive relationship between quality of school facilities and student performance in mathematics.

In Kenya Lilian, (2015) investigated the classroom environment on pupils academic performance in primary schools in Bungoma Sub county, Kenya and the study pointed out that availability of physical facilities in schools contributed positively to pupil’s performance.

Abubakar (2013) carried out a study or school based factors affecting the KCSE performance of student in Garrisa County. The most influential factors discussed were availability of facilities as a factor that affected performance in KCSE. The study was carried in secondary schools while the current study was done in lower primary schools.
Mbugua, (2012) carried out a study on school based factors in secondary schools. This was to determine what school based factors affect students’ performance in mathematics public day secondary schools. This was a case study of Baringo County, Kenya and results revealed that Performance was better in schools with facilities than those without. Eshiwani (2001) stated that school facilities such as laboratories, playing fields and library positively influenced student’s performance. Zachariah, (2011) carried a study to establish influence of teaching and learning resources for mathematics were available and used in secondary schools in Kenya and found that availability of teaching and learning resources in secondary schools impacted positively on student performance. However, this study targeted physical facilities and how they influenced learning environment in performance of social studies in Kibwezi Zone lower primary school.

2.5 Strategies to Improve Pupils’ Performance in Social studies

Many studies suggest that the subject social studies is one of the least liked in schools (Chiodo, 2004). Therefore, there should be strategies intervening measures for pupils performance in social studies. This study defined strategies as effective methods that are used to improve the effectiveness of delivery service of curriculum content in teaching process. Most of the studies propose that increasing content application to real world situations is a way of promoting the relevancy of school subjects and elevating student interest level (Allazzz, 2004). Studies demonstrate that student should be encouraged to work collaboratively in class hence creating a shared goal. Variety of teaching devices allowing students to move from teacher-centered to student-centered in classrooms should also be used. Despite many problems placed on them, teachers have significant
influence over what and how they teach (Wills & Soundholtz, 2009). Teachers that are using some circular materials can use them differently and afford their students different experiences. The choice of teaching methods that teachers use in teaching depends on many factors such as the level of the class, nature of the topics, pupil’s ability and available facilities in the school, Gumo (2003). Many teachers prefer to teach class as a whole all the time, which may not field the desired educational results. Weak students may not benefit much in a large class of mixed ability.

UNESCO, (2005) indicated that the time students are present in schools and the time actually spent learning specific subjects either in schools or homework positively affects performance. Teaching must combine good mastery of content with methodology to guide students to be in control of media and tools for expression. This study wanted to suggest that teachers should possess command of the subject matter, use of variety instructional materials, variety of instructional methods, reflective planning, instructions and assessment. This study suggested that children should learn through different activities and teaching methods which should be linked to children’s practical experiences in everyday life.

Above all, monitoring of curriculum implementation by education officer and head teachers has been identified as strategies to improve academic performance. Etsey (2005) says supervision is a process of stimulating growth, and means of helping teachers and students. Ndani, (2008) carried a study on impact of community participation on preschool teacher motivation and physical learning environment in Thika District, Kenya.
and found that community participation in Pre-school welfare impacted learning environment positively. This study was investigating if the above mentioned strategies were being used by the lower primary teachers who taught social studies and their effectiveness in teaching learning process of social studies in Kibwezi Zone Kibwezi zone.

2.6 Summary of Literature Reviewed

Various studies conducted by different studies in Kenya and the world revealed that social studies is important in everyone’s life. More so, these studies have revealed that social studies build our foundation of socialization on which future learning is based on. This study discussed a number of factors that contribute to pupils’ potential success in social studies. They include adequate teaching learning materials, pupils’ –teacher ratio, physical facilities, teaching strategies and coverage of syllabus among others. This study intended to find out the classroom learning environment on lower primary pupils’ academic performance in social studies in Kibwezi Zone primary schools in Kibwezi zone. Different studies discuss differently concerning how school learning environment influences pupils’ performance in social studies in Kibwezi Zone primary schools. Even though literature has revealed that various factors influence pupils’ performance in social studies most studies were carried in upper primary schools and even secondary schools. There is no any study on physical facilities, teaching learning materials, pupils’ teacher ratio or strategies on social studies performance that had ever been carried in Kibwezi zone, Makueni County hence the gap in the literature which this study sought to fill.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The methodology used in the study is described in this chapter. It includes: research design, location of the study, population and sampling procedures. Pilot study, instruments, validity and reliability, data collection procedure, data analysis and ethical considerations are also discussed in this chapter.

3.1 Research Design

The design used in this study was descriptive survey research design to investigate the classroom learning environment on pupils’ performance in social studies in lower primary schools in Kibwezi Zone, Makueni County.

A descriptive survey research design was used in this study because according to Mugenda and Mugenda, (2003) such a research design helps the researcher to determine the immediate status of population so as to come up with conclusion about the facts discovered. According to Orodho (2004), descriptive survey design allows the use of instruments like questionnaire which the research used in this study during data collection.

3.2 Variables

The variables of the study were described as follows;
3.2.1 Independent Variable

The independent variables in this study were classroom learning environment which included:

i. **Pupil-Teacher Ratio** which referred to number of pupils handled by one teacher in lower primary school. The recommended is 1:40 as per Ministry of Education guide line (2012). The indicators of this were teachers’ adequacy, class size and qualification of teachers. Measurement scale for these was interval and nominal and the statistical analysis was descriptive.

ii. **Availability and use of teaching learning materials.**

The indicators were: Availability and use of text books, charts, syllabus and chalkboard for facilitating social studies. Social studies measuring scale was pupils’ text book ratio which found out number of children sharing one text book. Charts and syllabus measuring scale were nominal which included observing their availability and use. Chalkboard was measured by observing whether each class had one in the right size and if in good condition. Statistical analysis was used to descriptive the variables.

iii. **Availability and use of physical facilities**

Indicators were number of desks, teachers’ chairs, classrooms, playground and library available and used by respondents. Desks were measured by checking if they were available and met the required standard in the ratio of seating 3:1 in a desk. By observing the size and the height of the desk the researcher determined if the desk was suitable for the pupils’ age. Teachers’ chairs were measured by observing if every teacher in lower primary schools had a place to sit during social studies
preparation. The study investigated if pupils learned in a classroom and whether the room was appropriate for the pupils. Library was measured by observing if it was available and had social studies materials and text books which were used by teachers and pupils in lower primary schools. Descriptive analysis was used to describe the above variables.

iv. Teaching learning strategies:

This variable was indicated by teachers using varied of teaching learning methods while teaching social studies in lower primary schools. The measurement scale for this was interval scale which included observing and listening to teachers as they taught social studies in Kibwezi Zone in their respective classrooms. The researcher used descriptive statistical analysis to describe Strategies used by teachers to teach social studies in lower primary schools.

3.2.2 Dependent Variable

The dependent variable in this research study was pupils’ performance in social studies. The indicators of how pupils in lower primary performed in their end of term zonal examinations was determined by use of results of lower primary classes obtained from zonal education office in Kibwezi zone. Ordinal scale was used to measure pupils’ performance in different subjects that are learned in lower primary schools in Kenya. Descriptive Statistical analysis was used to explain the pupils’ performance in social studies in lower primary schools in Kibwezi zone.
3.3 Location of the Study

The research was carried in Kibwezi Zone, Makueni County, Kenya. Kibwezi zone had three sub-zones namely; Kinyambu, Kalulini and Kibwezi. The zone consisted of both public schools and private schools with different classroom learning environments. Although Makueni County had several educational zones, researcher chose Kibwezi zone as study area. This was contributed by the fact that KCPE results in the zone had been disappointing as compared to other zones. Another reason for selecting Kibwezi Zone was due to the fact that Social studies results in the KCPE for the last nine years had been poor as compared to other subjects (Kibwezi Sub-county KCPE analysis, 2014).

The researcher being a resident teacher in the same area had observed stakeholders discontent on the same performance and hence came with the idea that Classroom learning environment on lower primary school pupils’ performance in social studies could be contributing such performance. This was with support that foundation of reading for future academic success is found with improved learning classroom environment (Guthrie, 2004).
Figure 3.1 a map of Makueni County showing Kibwezi Zone, (adopted from Makueni IEBC, 2015)
3.4 Target Population

The target population of this study was all primary school teachers and lower primary school pupils in Kibwezi zone. The researcher used lower primary school pupils in this study because this is the basic level in which, children’s reading and comprehending skills in social studies is developed. Kibwezi zone had 16 public and 5 private primary schools. The lower primary enrolment in public primary schools was 1006. The enrolments in the private schools in lower primary were 120. The teachers who taught lower primary schools in Kibwezi zone in both public and private were 21 (Kibwezi Education Office, 2015).

3.5 Sampling Technique and Sample Size

According to Orodho & Kombo, (2002) sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Sampling technique is the process into which the sample size was selected. They are described as follows;

3.5.1 Sampling Techniques

(i) Selection of zone and Lower Primary Schools

The research used purposive sampling technique to select Kibwezi Zone. This is because the locals were economically heterogeneous. Furthermore, the area carried schools that were informally settled and others well to do estates. This provided the researcher with respondents from different social backgrounds.
Lower Primary school Pupils were also purposively sampled. This is because lower primary is the start of formal primary schooling and the stepping stone for learning Social studies skills and of which if skipped may cause problems in progressive learning in higher classes or institutions. According to Creswell (2002) purposive sampling is used by researchers to select subjects in their local area so as to understand a phenomenon.

(ii) Selection of schools and Pupils

Stratified random sampling was used to select primary schools in the zone to be involved in the study. According to Kothari, (2004) stratified sampling is used where the population is divided into several sub-populations that are individually more homogeneous than the total population. The sampling method was found appropriate for this study because the local population was stratified in terms of public and private primary schools, boys and girls. 7(30%) of primary schools in the zone were selected to be involved in the study. Gay (1992) spelt that a sample size of 10% to 30% of the total population is representative enough in descriptive research. This ensured that every stratum in the population was appropriately presented in the sample. This research study involved all public and private primary schools in Kibwezi zone. Numbers 1-16 were written on pieces of paper to represent the 16 public primary schools in Kibwezi zone. The researcher picked 5 papers at random to form a sample of public primary schools. The selection of the private primary schools was done in the same manner where at random 2 papers were picked to represent the 5 private primary school in Kibwezi zone. Teachers who taught the 7 sampled lower primary schools were purposively involved in this study.
3.5.2 Sample Size

The sample size used in this study is as shown in table 3.1

Table: 3.1 Sampling Frame for the Study

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>Total Number of schools (100%)</th>
<th>Sample size of schools (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Private</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

There was total population of 21 primary schools in the zone, 7(30%) of the schools, five public and two private were sampled for this study. This was based on Mugenda and Mugenda (2003) suggestion that in descriptive studies any study sample above thirty percent (30%) in a study is representative enough to generate characteristics being observed. In this research study therefore, 30% of the accessible population was found convenient to give valid results. All teachers of the sampled schools who taught in the lower primary participated in the study.

3.6 Research Instruments

Research instruments were administered as follows;
3.6.1 Questionnaire for Lower Primary School Teachers

Questionnaire was used to collect data from teachers who taught social studies in Kibwezi Zone lower primary schools. The questionnaire comprised of two parts, A and B. Part A was used to obtain demographic information of the respondents. Part B contained items that were developed based on research questions.

3.6.2 Observation Guide

An observation guide was used as check list on classroom learning environment. It was used to determine the availability of resources in lower primary schools. It was also used to collect data on teaching learning materials, class enrolment, availability of social studies text books, teachers’ qualification and Pupils performance scores. The researcher also used the lower primary zonal exams to get pupils test scores from sampled schools.

3.7 Pilot Study

The questionnaire and the observation schedule were pre-tested through a pilot study in two schools which were randomly selected from the zone. Pretesting of the instruments helped the researcher to determine difficulties the respondents faced during the actual data collection from the field of study. The information obtained from pilot study was used by the researcher to amend the research instrument to make them more suitable for the study. Schools and teachers who were selected for the piloting were not included in the final study sample because they were having prior information about the study. According to Orodho, (2008) pilot study helps the researcher to improve the research
instrument by ensuring use of proper language and any other factor that may be lacking before the actual data collection.

### 3.7.1 Validity

Instrument validity refers to accuracy, meaningfulness and technical soundness of the research instrument. It is the degree to which instrument measures what is supposed to measure (Mugenda and Mugenda, 1999; Best and Khan, 2003). The researcher focused on contents of this study as per the research questions. According to Kothari (2004) content validity is the agreement among experts that an instrument logically is accurately measuring what it is supposed to measure. This was accomplished in many ways. First, extensive literature on the classroom learning environment on pupils’ performance in social studies in lower primary schools. This made it possible to identify the relevant content areas to be captured in line with the four objectives of this study. Secondly, items in the instruments were prepared in line with objectives of this study. Thirdly, the instruments were piloted; the questionnaires were appraised by the supervisors to evaluate the applicability and appropriateness of the content and adequacy of the instruments. Field test was conducted with a pilot of two schools that were not part of this study where 16 public and 5 private primary schools were involved in Kibwezi zone. The lower primary enrolment in public primary schools was 1006. The enrolments in the private schools in lower primary were 120. The teachers who taught lower primary schools in Kibwezi zone in both public and private were 21 (Kibwezi Education Office, 2015).
3.7.2 Reliability

According to Orodho (2004) reliability is the degree to which empirical indicators gives same results within two or more attempts in a theoretical concept. Kombo and Tromp, (2009) stated that reliability is a measure of how consistent results from given test are. Donald, (2006) asserts that research instruments are expected to yield the same results with repeated trials under similar conditions. Therefore, to support the above definitions, the researcher used test –retest technique in order to test the reliability of the instruments. The same instrument was administered twice to the same study sample after a period of two weeks then the researcher made comparison of round one and two and made necessary amendments. The subjects that were retested were excluded from the final study. So as to test consistency of results as stated by Orodho, (2009) that reliability coefficient of 0.7 makes the instrument to be reliable, the researcher computed the results using SPSS and found out the degree to which there was a consistence response meaning that the instruments were reliable.

3.8 Data Collections Techniques

A permit to conduct the study was obtained from National Commission for Science and Technological Innovation and is Curriculum Support Officer. The researcher visited the sampled schools so as to familiarize with classroom learning environment in lower primary schools in Kibwezi Zone. Teachers were issued with consent forms to indicate their willingness to participate in the study. Data was collected in three stages as follows:
Stage 1: Administration of questionnaire

The questionnaires were issued to teachers in schools. After teachers filled researcher checked for errors before collecting all the questionnaires. This ensured the results were reliable.

Stage 2: Conducting Observation

The research study used observation check list to observe classroom learning environment factors in the sampled primary schools. Pupils’ performance in social studies was obtained from Kibwezi zonal examinations merit lists. The documents that were analysed included end of term exams and their overall mean scores obtained from the sampled lower primary schools. These documents showed pupils’ performance in social studies. Using observation the researcher observed the availability of social studies text books against the class enrolment. This helped the researcher to establish pupil text book ratio and the availability of physical facilities.

3.9 Data Analysis

Data analysis is a process of inspecting, cleaning, transforming and modeling data with the goal of discovering useful information, suggesting conclusion and supporting decision making. Data analysis refers to the process in which raw data is ordered and organized to make it useful information (Mugenda and Mugenda, 1999). Quantitative and qualitative data processing and analysis began with editing questionnaires to minimize errors then coding for the open ended data analysis and then interpretation. The statistical package for social science (SPSS) was used to make descriptive analysis. Percentages
and frequency distribution were displayed automatically reporting on classroom learning environment on pupils’ performance in social studies in lower primary schools in Kibwezi zone. Conclusion and recommendation were based on patterns that arose from the analysis of data. Data was reported by use of tables and the researcher explained the meaning of the captured data using text then made conclusion.

3.10 Logistical and Ethical Consideration

3.10.1 Logistical considerations

The researcher had obtained an introductory letter from Kenyatta University Graduate School and clearance from Kenyatta University Ethics and Review Committee and then obtained research permits from the National Council for Science and Technology. In order to get approval to conduct research in the sampled primary schools, the researcher sought permission from relevant authorities in Makueni county and Kibwezi sub-county. Appointments with the Head teachers of the sampled schools were made by the researcher to notify and request for permission to carry the research study in their schools.

3.10.2 Ethical Considerations

(i) Care and protection of Research participants

The respondents were informed of significance of study and that the researcher allowed them to ask as many questions as possible for clarification. The participants were further assured of privacy and confidentiality and they were identified by use of codes and not names. The teachers were not required to write their names and those of pupils. The
information obtained from the respondents was also kept confidential and was used for the purpose of this study only.

(ii) Informed Consent

The respondents were requested to willingly give consent because their privacy and confidentiality was assured during the research study. Consent for lower primary school pupils to participate in the study was obtained from their parents through the head teacher because they were under age

(iii) Community Considerations

The community here referred to teachers, pupils and lower primary schools in Kibwezi Zone, Makueni County, Kenya. This study finding was to be useful to teachers, pupils and all schools of Makueni County. The findings of this study may also be used to make recommendations to improve pupils’ performance in social studies in Kibwezi Zone Kibwezi zone and the entire country.
CHAPTER FOUR
FINDINGS, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings, interpretation of the results and discussion of the study findings. The results of this study are based on the following objectives that are the guide of this study.

i. To determine the influence of availability and use of teaching learning materials on pupils’ academic performance in social studies in Kibwezi Zone lower primary in primary schools of Kibwezi zone.

ii. To find out the influence of teacher - pupil ratio on pupils’ academic performance in social studies in Kibwezi Zone lower primary in primary schools of Kibwezi zone.

iii. To find out the influence of availability and use of physical facilities on pupils’ performance in social studies.

iv. To determine the strategies used by teachers to improve pupils’ performance in social studies in Kibwezi Zone lower primary in primary schools in Kibwezi zone.

The demographic and descriptive results were as presented in the following sections.

4.1 Demographic Characteristics

In this study, 21 lower primary school teachers were sampled. The three classes in lower primary school classes 1, 2 and 3 were presented by 7 teachers each stream. Out of the 21 teachers, 15 were from public while 6 were from private lower primary schools. The demographic characteristics of the teachers in regard to gender, age, education level and teaching experience have been presented in table 4.1
### Table 4.1 Teacher Demographic Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Description</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>TF</th>
<th>TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>2 29</td>
<td>0 00</td>
<td>3 43</td>
<td>5</td>
<td>23.80</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>5 71</td>
<td>7 10</td>
<td>4 57</td>
<td>16</td>
<td>76.19</td>
</tr>
<tr>
<td>Age</td>
<td>21-30</td>
<td>1 14</td>
<td>0 00</td>
<td>0 00</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>1 14</td>
<td>2 29</td>
<td>3 43</td>
<td>6</td>
<td>28.57</td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td>2 29</td>
<td>2 29</td>
<td>2 29</td>
<td>6</td>
<td>28.57</td>
</tr>
<tr>
<td></td>
<td>51-60</td>
<td>3 43</td>
<td>3 43</td>
<td>2 29</td>
<td>8</td>
<td>38.09</td>
</tr>
<tr>
<td>Educational level</td>
<td>A level</td>
<td>0 00</td>
<td>0 00</td>
<td>1 14</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td></td>
<td>P1</td>
<td>2 29</td>
<td>2 29</td>
<td>3 43</td>
<td>7</td>
<td>33.33</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>5 71</td>
<td>4 57</td>
<td>3 43</td>
<td>12</td>
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<tr>
<td></td>
<td>Degree</td>
<td>0 00</td>
<td>1 14</td>
<td>0 00</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>1-5</td>
<td>1 14</td>
<td>0 00</td>
<td>0 00</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>2 29</td>
<td>2 29</td>
<td>3 43</td>
<td>7</td>
<td>33.33</td>
</tr>
<tr>
<td></td>
<td>Above 11</td>
<td>4 57</td>
<td>5 71</td>
<td>4 57</td>
<td>13</td>
<td>61.90</td>
</tr>
</tbody>
</table>

**KEY**

F=Frequency, P=Percentage, TF=Total Frequency, TP=Total percentage

**TF=21,** *(because lower primary had 21 classrooms from the sample of 7 schools)*

Results in Table 4.1 shows that majority of lower primary school teachers in the zone constituted of 76.19 percent female, while male representative was 23.80 percent. This led to the researcher concluding that lower primary school teaching profession in
Kibwezi zone is dominated by female teachers. This could be explained by the fact that Kibwezi zone is a sub-urban area where most of private schools are found at the core of the urban centre and female teachers whose husbands work in the town prefer them working nearby accessible schools. Results for the teachers age indicated that teachers aged 51-60 dominated the lower primary schools while teachers aged 31-50 took the second cohort. The study concluded that the youthful teachers were not teaching lower primary schools in Kibwezi zone as they were only presented by 4.76%. This scenario could be attributed to the fact that most head teachers prefer aged teachers being caregivers in lower primary schools while the youth who are more energetic and fresh from college teach in upper primary school.

On educational level of teachers, majority of teachers (57.14%) had diploma in education followed by teachers with P1 (33.33%). Teachers with A level and Degree tied at (4.76%). This finding implied that teachers in lower primary schools in the zone were competent to teach social studies because majority had more than requisite qualification for one to teach in primary school which is P1. On teaching experience, findings show that majority of teachers had experience above 11 years of service in teaching lower primary schools. Researcher observed that most of lower the aged serving teachers 38.09 were found teaching lower primary schools in the zone as indicated in table 4.1. Teachers with 6-10 years’ experience also taught lower primary schools in Kibwezi zone and they were 33.33%, while teachers who had an experience of 1-5 years were 4.76%. The researcher attributed the low rate of experience with young teachers who were fresh from
colleges or newly employed who primary school head teachers wanted to teach upper classes.

4.2 Availability and use of Teaching Learning Materials and Pupils Performance in Social studies

The first objective of the study wanted to determine the influence of availability and use of teaching learning materials on pupils’ performance in social studies in lower Primary schools in Kibwezi Zone. It was aiming to answer the question: How does the availability and use of teaching learning materials influence Pupils performance in social studies in lower primary schools in Kibwezi zone?

The question items were geared towards eliciting responses that would indicate how availability and use of teaching and learning resources influenced pupils’ performance in social studies in lower primary schools. To achieve this objective the researcher used questionnaire, observation schedule and determined performance in social studies by using pupils’ academic scores in term three in lower primary schools. Pupils’ performance in social studies in Kibwezi Zone lower primary in their end of term exam was obtained from Curriculum Support Officer. The curriculum Support Officers were found convenient to give out end of term results for lower primary schools. This is because at the end of every term all primary schools in the zone hand over examination results to them for results analysis.
To determine pupils’ performance in social studies in lower primary schools, mean scores were calculated using end of term scores in social studies and the results were presented in table 4.2

Table 4.2 Pupils’ Mean Scores in Social Studies in Lower Primary Schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean score in social studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public schools</td>
<td>Class 1</td>
</tr>
<tr>
<td>1</td>
<td>59.10</td>
</tr>
<tr>
<td>2</td>
<td>60.20</td>
</tr>
<tr>
<td>3</td>
<td>49.54</td>
</tr>
<tr>
<td>4</td>
<td>61.45</td>
</tr>
<tr>
<td>5</td>
<td>58.54</td>
</tr>
<tr>
<td>Private schools</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>82.67</td>
</tr>
<tr>
<td>2</td>
<td>72.45</td>
</tr>
</tbody>
</table>

Table 4.2 shows that pupils’ performance in social studies in lower primary schools was slightly above average in most of public primary schools. However, results for private primary schools were far above those of public primary schools. This variance in performance could be explained by different classroom environmental factors such as teaching learning materials, pupils- teacher ratio, availability of physical facilities and strategies used by lower primary school teachers to improve social studies performance in
lower primary. The availability and use of teaching learning materials was interpreted and the results are presented in table 4.3.

**Table 4.3 Availability and use of teaching learning materials in lower primary**

<table>
<thead>
<tr>
<th>Most important resource for effective teaching in social studies</th>
<th>Available</th>
<th>%</th>
<th>Not available</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course books</td>
<td>3</td>
<td>42.86</td>
<td>4</td>
<td>57.14</td>
</tr>
<tr>
<td>charts</td>
<td>4</td>
<td>57.14</td>
<td>3</td>
<td>42.86</td>
</tr>
<tr>
<td>Syllabus</td>
<td>5</td>
<td>71.43</td>
<td>2</td>
<td>28.57</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>5</td>
<td>71.43</td>
<td>2</td>
<td>28.57</td>
</tr>
<tr>
<td>Pupils exercise books</td>
<td>5</td>
<td>71.43</td>
<td>2</td>
<td>28.57</td>
</tr>
<tr>
<td>Teachers guide</td>
<td>6</td>
<td>85.71</td>
<td>1</td>
<td>14.29</td>
</tr>
</tbody>
</table>

The table shows that only 42.86% of the lower primary schools had social studies course books. Majority of the schools (57.14%) lacked course books. Guloba, (2010) observed text books as teaching aids that improve performance. The above report shows that the available text books did not meet the required standard which is 1:3. This was the reason for low academic performance in social studies in Kibwezi Zone lower primary schools. Ministry of education, (2003) on Task Force on FPE targeted equipping all primary schools with learning materials. According to MOE it was expected that the ratio of course books to pupils was to improve to 1:1 by 2012 (GOK, 2007) due to grants distributed by GOK. Mutai (2006) stated learning is strengthened when there are enough reference materials such as course books and teaching aids. The above teaching resources
were not adequate in Kibwezi zone lower primary schools hence influencing school learning environment which contributed to low performance in social studies.

The current study findings concurred with Deogun (2001) who discovered that a very strong positive significance relationship between instructional resources and academic performance. His study farther states that institutions with more resources perform better than institutions that are less equipped with teaching learning materials. This is not in line with Kibwezi zone which had inadequate course books in lower primary schools.

Concerning the use of teaching aids and pupils performance in social studies it was observed that 51.14% of the lower primary schools had charts while 42.86 lacked the same. Lack of charts in teaching social studies contributed to pupils comprehending many things in social studies. This is against the view of UNESCO (2008) which explains that object well-handled practically impresses itself more firmly in the mind than the object merely seen from a distance. This is also contrary to Maicibi, (2003) who stated that adequate use of charts in teaching make management a success.

On availability of syllabus it was noted that many of lower primary schools had syllabus. The researcher concluded that the schools without syllabus did not teach the right content of social studies because specific objectives and the right content to teach must be derived from the syllabus which was lacking. The study also established that most of the lower primary schools had chalk boards where teachers could write pupils assignment. It was observed that some chalkboards were very small and badly worn out so learners had
difficulties seeing what was written on the board. This study observed 28.57% of lower primary schools lacked chalkboard. However, teachers in these schools used small portable boards where they only pinned play cards while teaching. This was a difficult task because the boards did not have big space to pin all play cards at a go.

Most of pupils in lower primary schools had exercise books for social studies while a small percentage did not have exercise books and therefore, they lacked anywhere to write their homework or teachers’ assignment. By use of exercise books, teachers were able to mark pupils work and correct pupils’ mistakes in social studies. Teachers explained that they had difficulties in evaluating pupils who lacked exercise books.

On availability and use of teachers guide, majority of lower primary schools had adequate of them. Teachers used the guides with the syllabus to derive the required social studies content. Teachers without the social studies guide stated that they were unable to teach the right content. This did not provide a conducive environment for teaching and learning of social studies in classrooms. This was opposed to Mutai (2006) who stated that provision of conducive classrooms can make the subject very interesting. The researcher compared performance of test scores in schools where teaching learning materials were available and where they were not and presented the results in table 4.4.
Table 4.4 Availability and Use of Teaching Learning Materials in Lower Primary and Pupils’ Performance in Social Studies

<table>
<thead>
<tr>
<th>Resource</th>
<th>Schools where materials were available</th>
<th>Mean score in Social studies</th>
<th>Schools without materials</th>
<th>Mean score in Social studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course books</td>
<td>4</td>
<td>60.30</td>
<td>3</td>
<td>50.51</td>
</tr>
<tr>
<td>charts</td>
<td>4</td>
<td>82.67</td>
<td>3</td>
<td>52.45</td>
</tr>
<tr>
<td>Syllabus</td>
<td>5</td>
<td>60.20</td>
<td>2</td>
<td>53.87</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>5</td>
<td>64.32</td>
<td>2</td>
<td>54.67</td>
</tr>
<tr>
<td>Pupils exercise books</td>
<td>5</td>
<td>63.45</td>
<td>2</td>
<td>49.54</td>
</tr>
<tr>
<td>Teachers guide</td>
<td>6</td>
<td>61.45</td>
<td>1</td>
<td>60.20</td>
</tr>
</tbody>
</table>

As it can be seen in the table 4.4 performance was high in schools where course books were available. The researcher also observed that teachers in the same schools were also using supplementary social studies text books other than the course book so as to boost pupils’ performance. The results were also boosted by use of other teaching techniques such as use of remedial as extra time teaching. Schools that did not have charts had low performance. The researcher observed that teachers and pupils in such schools lacked good classrooms with good walls to hung charts. The researcher learned that they were
using other teaching aids such as real objects and exploration of the immediate environment to elevate their social studies performance.

Schools that had syllabus were the majority and they scored high scores as compared to those without. On availability of chalk board schools that had well maintained boards and of good size performed better as compared to those which did not have adequate. Pupils who had adequate exercise books for social studies performed well as compared to those without adequate and whose scores were less than average. Majority of lower primary schools had adequate teachers guide and their performance was higher than those without adequate. This margin of high percentage in many schools could be explained by the fact that teachers had other supplementary textbooks for teaching social studies. Generally, the results of this study imply that test scores in lower primary schools were greatly and positively influenced by availability of teaching learning materials.

The findings of this study are supported by Zachariah, (2011) who sought to find out the adequacy and the extent to which teaching learning resources availability and use affected performance in mathematics in secondary schools in Kenya. The study had found that availability and use of teaching learning materials had positive results among students in mathematics in secondary schools. Likewise, this study sought to find out the availability of teaching learning resources in lower primary schools and it concluded that they had significance in social studies. More so, Lillian, (2015) carried study on classroom environment on pupils’ academic performance in public primary schools in Bungoma South Sub-county. The study found that schools that lacked teaching materials
performed poorly as compared to those which had enough teaching materials hence supporting the findings of this study.

4.3 Teacher Pupil Ratio and Pupils Performance in Social studies

The second objective was to determine how pupil teacher ratio influenced pupils’ performance in social studies in lower primary schools in Kibwezi zone. This aimed at answering the research question: How does pupils’ teacher ratio influence pupils’ performance in social studies in lower primary schools in Kibwezi zone.

The following were results on the pupil-teacher ratio in lower primary schools performance in social studies.

Table: 4.5 Pupils’- Teacher Ratio and Pupils’ Performance in Social Studies in Lower Primary Schools

<table>
<thead>
<tr>
<th>Schools</th>
<th>Pupil-Teacher Ratio</th>
<th>Class 1 Percentage performance</th>
<th>Class 2 Percentage performance</th>
<th>Class 3 Percentage performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1:126</td>
<td>49.54</td>
<td>55.58</td>
<td>54.67</td>
</tr>
<tr>
<td>2</td>
<td>1:40</td>
<td>58.54</td>
<td>64.32</td>
<td>53.87</td>
</tr>
<tr>
<td>3</td>
<td>1:25</td>
<td>72.45</td>
<td>69.64</td>
<td>81.43</td>
</tr>
<tr>
<td>4</td>
<td>1:60</td>
<td>59.10</td>
<td>60.30</td>
<td>50.51</td>
</tr>
<tr>
<td>5</td>
<td>1:24</td>
<td>82.67</td>
<td>76.45</td>
<td>78.78</td>
</tr>
<tr>
<td>6</td>
<td>1:91</td>
<td>61.45</td>
<td>52.45</td>
<td>53.87</td>
</tr>
<tr>
<td>7</td>
<td>1:54</td>
<td>61.45</td>
<td>52.45</td>
<td>53.87</td>
</tr>
</tbody>
</table>

As indicated in table 4.5, majority of the schools 5 out of 7 did not meet the recommended ratio of 1:40 pupils per class. This was 71.43% of the total sampled lower
primary schools. The rest 2 out of 7 schools which was 28.57% met the required recommended pupil teacher ratio of 1:40. The researcher through observation established that the schools that met the requirements were private schools. The study established that schools with high enrolment performed poorly as compared to schools with low enrolment. The study concluded that all public lower primary schools had very high enrolment hence a challenge for public primary school teachers in meeting needs of every pupil in class and this was the reason for low performance in social studies in Kibwezi Zone lower primary schools.

The researcher observed that lower primary schools especially the public schools had high enrolment which one teacher could not control. This statement is supported by Blatchford, (2011) that big enrolment hinders teacher pupil interaction. Farther his study explained that big class size hindered teacher –pupil interaction. The government of Kenya acknowledges that high pupil teacher ratio especially in the highly populated areas was affecting Free Primary Education (Republic of Kenya 2005). This statement is evident in this study because most of the primary schools within Kibwezi zone had many pupils in lower classes and for instance some schools had more than 120 pupils handled by one teacher as indicated in table 4.5. Study carried out by Katunzi, (2004) on the influence of pupils-teacher ratio found that big student enrolment was difficult to handle and manage. Tessa, (2010) carried study on Free Primary Education and how it impacted enrolment Performance and accountability. The study found that free primary education had brought about big enrolment which teachers could not manage hence supporting this study. Kaloki, (2012) carried study on pupil-teacher ratio and its impact on academic
performance in public primary schools in central division Machakos, county, Kenya. The study found that big classroom enrolment impacted pupils’ negatively.

Number of lessons_periods in total a teacher in lower primary schools taught per week was also established The study had revealed that all teachers in all classes in lower primary schools taught equal work load (35 lessons per week). The study also established that teachers with a big work load and with a big enrolment could not cover fully the syllabus thus leading to low social studies performance in lower primary schools. This is supported by UNESCO (2005) that FPE in Kenya was a challenge to teachers. The study observed that the few available teachers were given many subjects to teach and sometimes failed to teach all of them. Maicibi (2003) explained that right quantity and quality of human resources influence other resources so as to realize institutional goals and objectives. This is contrary with this study because all teachers taught 35 periods a week hence they did not have equal enrolment. Katunzi (2004) in their study on significance measure of quality in education observed that ratio 1:40 and below gives quality results in education. This study therefore concluded that high enrolment and big work load contributed to pupils’ poor performance in social studies in Kibwezi Zone lower primary schools in Kibwezi zone.

4.4 Availability and use of Physical Facilities and Pupils Performance in Social studies

The third objective aimed at finding out the influence of availability and use of physical facilities on pupils’ performance in social studies in lower primary schools in Kibwezi
zone. This was in line with answering the question: How does the availability and use of Physical facilities influence pupils’ performance in social studies in Lower primary schools in Kibwezi zone? The physical facilities were: Desks, library, classrooms and playing ground. The availability and use of physical facilities in lower primary schools was determined and results presented in table 4.6

### Table 4.6 Availability and Use of Physical Facilities in Lower Primary Schools

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Adequately available</th>
<th>Fairly available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desks</td>
<td>9</td>
<td>12</td>
<td>00</td>
</tr>
<tr>
<td>Library</td>
<td>5</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Classrooms</td>
<td>15</td>
<td>6</td>
<td>00</td>
</tr>
<tr>
<td>Play ground</td>
<td>5</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

As it can be seen in table 4.6 lower primary schools in Kibwezi zone had 21 sampled classrooms and many of them were lacking important facilities. The researcher observed that many pupils missed desks and chairs and some desks were broken. Pupils were seen squatting on uncomfortable forms as some sat on the floor. The researcher also observed that pupils were not comfortable while in classroom. This was leading to poor concentration which resulted to poor social studies performance. A study carried by World Bank, (1998) on school facilities, states that most rural schools were characterized by missing or broken desks and chairs as well as sanitation facilities which discouraged
schools to perform better. This study agrees with this statement as most of the pupils in lower primary schools in Kibwezi zone did not have enough desks thus some were to sit in turns or squat while in classroom.

On the availability of a School Library and Pupils Performance in Social studies, the researcher observed that library was one of most important resources in lower primary schools. However; there were no primary schools with library in the zone. Materials were stored in deputy head teacher’s office as a common storage or in pupils’ classrooms. The researcher observed that schools library as an important facility for proper storage of documents, course books and place for private studies. The highest number of school did not have any form of library. Most of the libraries were structure prepared by teachers to store material within their classrooms. Pupils were seen carrying out their studies under trees or in the open field because classroom environment was not conducive for learning. For safety of text books pupils had been assigned to carry them on daily basis from and to school. This contributed to lose of many text books and more so, destruction of many text books hence poor performance due to lack of reference materials.

These finding concurred with those of Dahir, (2011) who observed that pupils performance at any point is accumulative function of inputs which are not limited to course books, laboratories, libraries and school building among others, yet primary schools in Kibwezi zone, even lacked stores for the storage of few available teaching learning materials and which this study noted as the likely reason for decreasing academic performance in social studies in Kibwezi Zone.
On availability of classrooms, this study established that big number of lower primary school classrooms were substandard. The researcher observed that some classrooms had earthen floor, lacked windows, doors and had cracked walls. This was not only risk for the teachers and pupils but also contributed to low pupils performance in social studies in Kibwezi Zone lower primary schools. On availability and use of playground, the study established that the schools with play grounds were very few as big number of schools play fields were substandard or not available. The researcher observed that some schools had been established on volcanic rocky foundation where it was impossible to prepare playground. The study concluded that pupils’ holistic development was not well taken care of because children did not interact through play as recommended by ECDE Policy, (2006). Damien, (2010) carried study on the nature of schools and academic performance in public primary schools in Gasobo District, Rwanda and found that schools that lacked facilities performed poorly as compared with those which had enough facilities. This study also established that schools that lacked adequate facilities performed poorly when compared with those with adequate facilities.

4.5 Strategies to Improve Pupils’ Performance in Social studies in lower primary schools

The four objectives was to determine the strategies proposed by teachers to improve classroom learning environment on pupils’ performance in social studies in lower primary schools in Kibwezi zone. This objective aimed at answering the question: What are the strategies used by teachers to improve social studies performance in lower primary Schools in Kibwezi zone?
Suggestions to improve pupils’ academic performance in social studies were given by 21 teachers in 7 sampled lower primary schools and table 4.7 presents the results.

**Table 4.7 Strategies to Improve Availability and Use of Teaching Learning Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase funding from government</td>
<td>14</td>
<td>66.67</td>
</tr>
<tr>
<td>Parents to buy text books</td>
<td>6</td>
<td>28.57</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The frequency in this table indicates that the seven(7) sampled lower primary schools in Kibwezi zone had three(3) streams of classes 1,2 and 3 hence making total number of 21 classrooms each taught by one teacher. Table 4.7 indicates that 14(66.67%) of teachers in lower primary schools in Kibwezi zone thought that in adequate teaching learning materials such as text books and social studies charts could be solved by the government increasing funds given to schools through FPE. A few of the teachers suggested that parents could buy text books to their children and solve the problem. Teachers were also asked to state measures that should be taken so as to improve pupils’ performance in social studies in Kibwezi Zone lower primary schools. This was important because it would help the stakeholders to know the measures that could be taken to help improve pupils’ performances in social studies and the results are presented in table 4.8.
Table 4.8: Measures Related to Availability and Use Physical Facilities and Teaching Learning Resources in Lower Primary Schools

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Frequent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of adequate teaching/ learning materials</td>
<td>10</td>
<td>47.62</td>
</tr>
<tr>
<td>Sensitize parents on value of education and public participation</td>
<td>3</td>
<td>14.29</td>
</tr>
<tr>
<td>Improve physical facilities in schools</td>
<td>5</td>
<td>23.80</td>
</tr>
<tr>
<td>Government to employ more qualified teachers</td>
<td>3</td>
<td>14.29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows that 10(47.62%) of the teachers had observed that provision of adequate teaching/learning materials could improve pupils performance in social studies. Guloba,(2010) carried research on teaching method and availability of teaching resource and how they influenced pupils’ performance and its findings were in support to this study that variety of methods and use of different teaching resources improves student performance.3(14.29%) indicated that sensitizing parents on value of education on public participation could improve academic performance. Public participation would involve parents attending both CDF and County Government rallies to mobilize for resources such as physical facilities and money. 5(23.80%) stated that Government improvement on physical facilities in schools would improve classroom environment hence good pupil’s performance in social studies. 3(14.29%) also observed that if government employed more teachers pupils performance in social studies would improve making learning classroom environment in lower primary schools good.
4.5.2 Measures to be taken to improve pupil’s teacher ratio in lower primary schools

The information to solve the problem of pupils’- teacher ratio was derived from the second objective which aimed at evaluating pupils-teacher ratio in lower primary schools and how it influenced classroom learning environment and pupils’ performance in social studies. The measures related to pupils’ teacher ratio to be taken to improve classroom learning environment and pupils’ performance in social studies were determined and results presented in table 4.9

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government to employ more qualified teachers</td>
<td>10</td>
<td>47.62</td>
</tr>
<tr>
<td>Parents to employ support staff</td>
<td>5</td>
<td>23.81</td>
</tr>
<tr>
<td>Government to improve staffing of teachers</td>
<td>6</td>
<td>28.57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.9 shows that 10(47.62 %) of teachers in lower primary schools stated that problem of pupils-teacher ratio could be solved by GOK employing more qualified teachers. 5(23.80) explained that parents in schools could employ support staff to help teaching social studies. Some teachers 6(28.57) observed that the government could ensure good teacher staffing in primary schools so as to ensure no teachers taught higher enrolment as compared to others. This concurs with Kaburu (2014) who carried study on school environment on pupils’ enrolment in public primary schools Hamisi sub-county,
Kenya and stated that inadequate teachers and other resources impact negatively on pupils’ enrolment.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter covers summary, conclusions as well as recommendations and suggestions for further study. The main objective of the study was to investigate availability and use of teaching learning materials, pupil-teacher ratio, availability and use of physical facilities and strategies used by teachers in teaching social studies in lower primary school in Kibwezi zone. It was the view of the researcher that the classroom learning environment in lower primary schools in Kibwezi zone had been influenced by variables found in the above objectives

5.1 Summary of the Findings

The results show that in most of the lower primary schools, pupils’ performance was slightly above average in public schools but pupils in private schools performed better. The results further revealed that classroom learning environment was not conducive in most of the lower primary schools in Kibwezi zone. This is because most of teaching learning materials were not available and could not be adequately used hence poor performance in social studies in lower primary schools in Kibwezi zone.

On pupil-teacher ratio and pupils’ performance in social studied, results revealed that there was very high enrolment in lower primary schools which teachers could not manage and this contributed negatively to social studies performance. The results also revealed
that the teaching work load was very high in lower primary schools and most teachers could not handle all subjects.

On availability of physical facilities, results revealed that some infrastructure such as desks, library and playground were in adequate. However, some facilities such as classrooms were available but did not meet the required standards.

On strategies to improve social studies performance, teachers stated that social studies test scores could be improved if different stakeholders provided variety of teaching–learning materials, deployed more teachers, improved physical facilities and teachers used variety of teaching strategies. The study also had revealed that teachers were qualified to teach social studies because majority of teachers had acquired diploma and even degree in education apart from P1 course.

5.2 Conclusion

The first objective was to determine the availability and use of teaching/ learning materials on pupils’ academic performance in social studies in Kibwezi Zone lower primary schools. The findings indicated that classroom learning environment in many lower primary schools was being influenced by lack of enough course books. Classrooms in lower primary schools in Kibwezi zone were overcrowded with pupils who shared a social studies course book. Lower primary schools in Kibwezi zone that had few course books performed poorly as compared to those who had and used course books.
The second objective was to find out the influence of teacher-pupil ratio on pupils' academic performance in social studies in lower primary schools in Kibwezi. The findings revealed that lower primary schools in Kibwezi zone had very high enrolment. The implication was that it was difficult for one teacher to control such a big class enrolment. Parents whose economic status was high opted to transfer their children to private schools where the classroom enrolment was low and performance was high.

The third objective was to find out the influence of availability and use of physical facilities on pupils’ performance in social studies and this study found that most schools lacked physical facilities. The results indicated lack of facilities in lower primary influenced the learning environment negatively.

The fourth objective was to determine the strategies used by teachers to improve pupils’ performance in social studies in lower primary schools in Kibwezi Zone. Teachers stated that the problems in lower primary schools could be solved by the government increasing FPE funding to buy enough resources. Teachers also suggested that parents should be sensitized on value of education to assist in improving physical facilities in schools. Teachers also stated that the government should employ more qualified teachers to help the increasing enrolment.

5.3 Recommendations

The following recommendations were suggested by teachers in lower primary schools who were respondents of this study:
5.3.1 Ministry of Education

On availability and use of teaching/learning materials the government should increase the funding to schools so as to cater for the essential teaching/learning aids. This may help to create a generation that is well educated in the future community.

5.3.2 Parents and the Community

On availability and use of physical facilities parents should cost share buying of school materials so as to supplement materials supplied to school through Free Primary Education. The parents should ensure their public participation during County Government rally consensus so as to mobilize school resources. The parents through the school BOM should mobilize school resources from CDF kit so as to build standard school libraries and classes hence improving classroom learning environment.

5.3.3 Teachers Service Commission

As for pupil-teacher ratio the Teachers’ Service Commission needs to employ more teachers to curb shortage of teachers in lower primary schools. Proper balancing of teachers needs to be done where there could be over staffing. This may help to enhance pupil teacher ratio thus improving pupils’ performance.

On teacher qualification the Teachers Service Commission should take the advantage of the many teachers that graduate every year and employ them to improve performance in lower primary schools because they are necessary in improving performance. Moreover,
teaching training institutions should equip every trainee with current knowledge, skills and attitude that can enable them effectively and efficiently perform their duties.

5.3.4 Lower Primary Teachers

On strategies used by teachers to teach social studies, teachers need to use variety of teaching methods that enable them to handle big enrolment such as exploration, discussion and use of immediate environment where they can acquire teaching/learning materials for social studies. This will enable them improve classroom learning environment in lower primary schools hence acquire good performance in social studies.

5.4 Suggestion for Further Research

i. A further study should be done to find out classroom learning environment on upper primary pupils’ performance in social studies in the entire Makueni County because this study used lower primary schools in Kibwezi zone, Makueni county which is a small representative.

ii. The study recommends that farther research on classroom learning environment on Pupils’ Performance In Social studies be carried in the entire Primary School Sector in Kenya and compare the results with this study.

iii. A study should be carried to determine how teacher qualifications influence pupils’ achievement in social studies in lower primary schools.
REFERENCES


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APPENDIX A

LOWER PRIMARY SCHOOL TEACHER’S QUESTIONNAIRE

This questionnaire aims at gathering information that will be essential in trying to evaluate the influence of Classroom learning environment on lower primary school pupils’ performance in social studies. Information provided will be confidential and strictly used for the purpose of this study. You can leave any question blank if you feel uncomfortable in answering it. Please answer the questions appropriately as you fill your consent to participate.

Instructions

Please answer the questions provided in the questionnaire and do not indicate your name.

SECTION A: DEMOGRAPHIC INFORMATION

Kindly tick the relevant box where necessary.

1. Please state your gender
   Male [ ] Female [ ]

2. Please indicate your age blanket.
   21 – 30 [ ] 31 – 40 [ ] 41 – 50 [ ] 51 – 60 [ ]

3. Which class do you teach?
   Class 1 [ ] Class 2 [ ] Class 3 [ ]

4. For how long have you been in the teaching profession?
   1 – 5 years [ ], 6 – 10 years [ ], Above 11 years [ ]

5. (a) Indicate your highest qualification.
   P1 [ ], Diploma [ ], Degree [ ], Others [ ]

(b) Please specify others [ ]
SECTION B: TEACHING AND LEARNING MATERIALS

1. Please indicate the availability and suitability of the following materials in your school.

<table>
<thead>
<tr>
<th>Teaching/learning materials</th>
<th>School with materials</th>
<th>School without materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalk board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils exercise books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers guide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Please indicate the social studies course text book ratio in your class. Tick (√) where appropriate

<table>
<thead>
<tr>
<th></th>
<th>1: 1</th>
<th>1: 2</th>
<th>1: 3</th>
<th>1: 4</th>
<th>1: 5</th>
<th>above 1: 5</th>
</tr>
</thead>
</table>

16. Do you use social studies charts while teaching?

Yes ☐ No ☐

17. Does the school have social studies syllabus?

Yes ☐ No ☐

18. What is the condition of your chalkboard?

Well maintained [ ] Faded [ ] Worn out [ ]

19. (a) How many of your pupils have exercise books for social studies? ☐

(b) How many of your pupils lack exercise books for social studies? ☐ ☐
20. (a) Do you have social studies teachers guide for your class? Yes  No

(b) In case the social studies guide goes lacking, what alternative do you have?

(Please explain) ____________________________________________

SECTION C: TEACHER – PUPIL RATIO

21. In your school how many pupils do you have in your class?  □

22. Indicate the size of your class.

   Spacious  □  Over crowded  □

23. Indicate the pupil teacher ratio in your class ________

SECTION D: PHYSICAL FACILITIES IN SCHOOLS

24. Please indicate the availability of the following facilities in your school for lower primary school

<table>
<thead>
<tr>
<th>Physical facility</th>
<th>Available</th>
<th>Fairly available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play ground</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. What is the condition of the pupils’ desks in your classroom?

   Good condition □  Bad condition □
26. Indicate the desk ratio in your class.

1: 1 □ 1: 2 □ 1: 3 □ 1: 4 □ 1: 5 □
1: Above 5 □

27. How many lessons do you teach per week?

15 – 20 □ 21 – 30 □ 31 – 35 □ 35 and above □

SECTION E: STRATEGIES TO IMPROVE PUPILS’ PERFORMANCE IN SOCIAL STUDIES.

28. In your own opinion what strategies could be used to improve pupils’ performance in social studies?

i. ………………………………………………………………………………………………………

ii. ………………………………………………………………………………………………………

iii. ………………………………………………………………………………………………………

iv. ………………………………………………………………………………………………………

v. ………………………………………………………………………………………………………
**APPENDIX B: OBSERVATION SCHEDULE**

This checklist was used by the researcher to record the items of the study observed.

School code _________________________ Class _____________

The following resources were included in the observation schedule:

<table>
<thead>
<tr>
<th>Teaching/learning materials</th>
<th>Available</th>
<th>Fairly available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course books (1 : 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Syllabus</td>
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<td></td>
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<tr>
<td>Chalkboard</td>
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<td></td>
<td></td>
</tr>
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<td></td>
</tr>
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<td>Teachers guide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms (1 : 40)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play ground</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of teachers in class __________________________________________________________

Number of lessons taught by teacher per week ______________________________________________

Number of pupils per class ______________________________________________________________

Other observation made ________________________________________________________________
APPENDIX III: RESPONDENTS INFORMED CONSENT

My name is Mathias Wambua Makau. I am a Masters student from Kenyatta University. Am conducting a study on “Classroom Learning Environment on Lower Primary Pupils’ Performance in Social studies in Kibwezi Zone Makueni County, Kenya.”

The information will be used by the Ministry of Education and relevant stakeholders to improve the pupils’ academic performance in social studies in Kibwezi Zone lower primary and the entire primary school setting in Kenya.

**Procedures to be followed**

Participation in this study will require that I give you questionnaire and you answer relevant questions concerning teaching and learning of social studies in Kibwezi Zone lower primary. You have the right to refuse participation in this study without any penalties. You will get the same treatment you will have received whether participated or not. Participation in this study is voluntary. You may ask questions related to this study at any time. You may refuse to respond to any question or stop being in the study without any consequences now and in the future.

**Discomforts and risks**

Some of the questions in the questionnaire you may find uncomfortable. You may refuse to answer these questions if you so wish. Answering this questionnaire may take about your ten minutes before you resume your routine services.

**Benefits**

If you participate in this study, you will help fellow teachers and other relevant stakeholders to provide effective learning environment in teaching and learning process. This will help pupils to acquire good results in social studies. You will also learn from the
results of this study what strategies other teachers are using to improve the pupils’ performance in social studies.

**Reward**

If you agree to participate in this study lunch and free writing materials will be provided.

**Confidentiality**

The results of this study will be kept confidential and used for the purpose of this study only. The accessibility of this study will be within the researcher and his supervisors and the findings will be kept at Kenyatta University library.

**Contact information**

If you have any questions you may contact DR. Nyakwara Begi on 0722250188 or DR. Catherine Gakii Murungi on 0725762527 or the Kenyatta University Ethical Review Committee Secretariat on kuerc@ku.ac.ke

**Participants Statement**

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time. I understand that I will get the same care and treatment whether I decide to leave the study or not and my decision will not change the care I will receive from the researcher today or that I will get from any other researcher any other time.

Name of participant………………Signature or thumbprint…………..Date……………….
Researcher’s statement

I, the undersigned, have explained to the volunteer in a language he/she understands the procedures to be followed in the study and the risks and benefits involved.

Name of the researcher…………………………………………………………

Researcher’s signature…………………………Date…………………………
APPENDIX IV: APPROVAL LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School
TO: Makau Mathias Wambua
C/o Early Childhood Studies Dept.

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 14th October, 2015.

You may now proceed with your Data Collection, subject to clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

JULIA GITU
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Nyakwara Begi
   C/o Department of Early Childhood Studies
   Kenyatta University

2. Dr. Catherine Murugi
   C/o Department of Early Childhood Studies
   Kenyatta University

04 NOV 2015
APPENDIX V : AUTHORIZATION LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/CE/23737/2012

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

DATE: 3rd November, 2015

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION MAKAU MATHIAS WAMBUA—REG.
NO.E55/CE/23737/2012

I write to introduce Mr. Makau Mathias Wambua who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Mr. Wambua intends to conduct research for a M.Ed Proposal entitled, "Influence of School Environment on Lower Primary Pupils’ Achievement in Social Studies in Primary Schools in Kibwezi ZONE Makuene County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VI : AUTHORIZATION LETTER FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. NACOSTI/P/16/32992/9411

Date: 30th March, 2016

Mathias Wambua Makau
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of school environment on lower primary pupils achievement in social studies in primary schools in Kibwezi Zone Makuene County, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Makuene County for a period ending 24th March, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Makuene County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makuene County

The County Director of Education
Makuene County.
APPENDIX VII: APPROVAL FROM NACOSTI

[Image of an approval certificate]

THIS IS TO CERTIFY THAT:

MR. MATHIAS WAMBUA MAKAU
of KENYATTU UNIVERSITY, 0-90129
NGWATA, has been permitted to conduct research in Makueni County on the topic: INFLUENCE OF SCHOOL ENVIRONMENT ON LOWER PRIMARY PUPILS ACHIEVEMENT IN SOCIAL STUDIES IN PRIMARY SCHOOLS IN KIBWEZI ZONE MAKENI COUNTY, KENYA for the period ending: 24th March, 2017.

[Signature]

Director General
National Commission for Science, Technology & Innovation

[Image of a signature]