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## EFFECTS OF TEACHING FACILITIES AND LEARNING RESOURCES ON THE PERFORMANCE OF SCIENCE IN PRIMARY SCHOOLS IN KENYA

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### ABSTRACT

*The need for teachers to be equipped with learning resources and facilities to enhance creativity in delivery is essential in the implementation of science as a subject especially in primary section. There is need to establish the approaches, the faculty techniques procedures and routines used in implementation by science teachers, as the result indicates, negative trend which is an evidence of a problem, the study looked into the effects of learning resources and facilities in implementation of science. It aims at developing learning facilities and resources which could aid the teaching of science in primary school. This paper presents the background and justification for approaches that could be applied in teaching of science using the learning facilities and resources. The findings of the study are well stated and recommendations listed.*

### KEYWORDS

teaching facilities, learning resources, primary schools.

### INTRODUCTION

The world which we live in today is steeped in science and technology inventions governed by ever increasing discoveries, inventions and innovations. It is through science that we relate better to the phenomena which helps us to understand our world. In order to promote deep conceptual understanding of science there is need to develop positive attitude and skills at an early age, the teaching and learning should be based on practical learning reasoning and experimental procedures to investigate real life phenomenon. This can only be done when materials are made available. The paper looked into the effect of learning resources on the result. In Kenya, effective teaching is predominantly measured in terms of examination achievement wamahu (2007). Examination is used in selecting, monitoring and placement of students to the next level. It is also used in the evaluation of teachers work on knowledge and skills attained by students. This has led to so many questions on the trend of poor performance in science in Kenya leading to investigation on the availability of facilities and resources applicable during science lesson, as they are essential for practical aspect of the learning.

### STATEMENT OF PROBLEMS

Poor attainment by students in science subjects generally within the school system has been attributed to unsatisfactory teacher performance. The result of performance in science indicated a trend of poor performance for the four years, there was need to establish whether facilities and learning resources were affecting the performance. The purpose of the study was to establish the effect of learning resources and facilities on performance of science.

### LITERATURE REVIEW

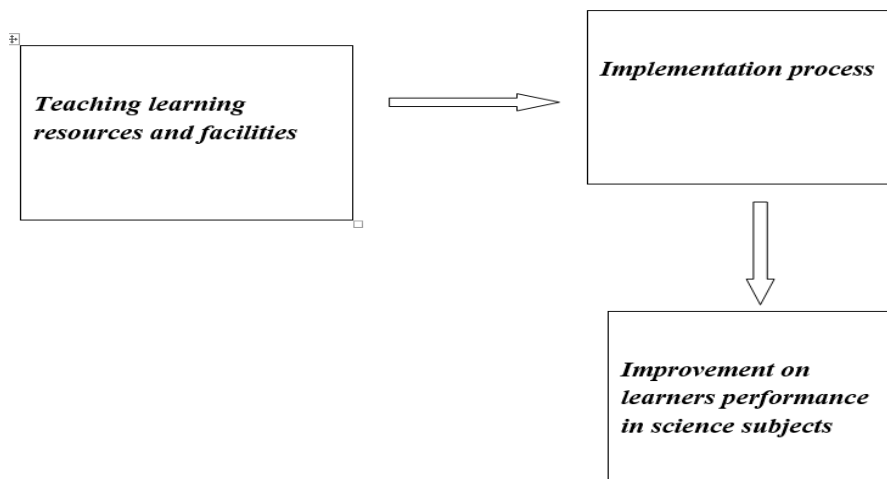
A case conducted by cooper (2011) on the constructivist teaching of science on the evaluation of using of text books found out that textbooks were used extensively in upper primary classrooms delivery in every aspect of learning, from the data analysis. none of the textbooks were distinctively constructivist style the study warn the teachers against relying completely in textbooks. However, the study did not look at other various learning resources which could be applied in teaching of science to enhance practical lessons which this study looked into.

According to SMASSE baseline report (1994), most science lessons were carried out through lecturing method and not child centered methods, the teachers claimed that they lacked facilities and resources for handling practical lessons and reluctant to use a few facilities available. The findings of this study concurred with the findings and went ahead to write on the solution

### THEORETICAL UNDERPINNINGS AND CONSTRUCTIVIST APPROACH

The study applied constructivist teaching theory which was relevant to the study as it was rooted to the cognitive theories of Pieget (1800) and Vyotsky. The theory states that people create their own meaning through experiences. It advocates for active learning schemes, assimilation which was applicable to the study. From Vygotski, we got social constructivism, group work and apprenticeship. The theory embraces discovery method on the learners rather than relying on information from the teacher. This leads to discovery of main ideas by learners leading to deductions from findings. If resources can be made available, then the teacher would feel motivated and develops positive attitude towards teaching of science subjects leading to enhancement in achievement of educational goals.

### CONCEPTUAL FRAMEWORK





The study applied survey design as it is appropriate for capturing the opinion perception and attitudes of people and to generalize findings. The study targeted public schools and all the science trained teachers totaling to 320 and all head teachers through using stratified random sampling, the targeted population was divided into two zones then random sampling with strict adherence to the law of probability was applied to ensure that each number of the population was selected.

Two instruments used were questionnaire for teaching staff and interview guides for head teachers to ensure reliability, test re- test was administered within an interval of two weeks then results were correlated to test the reliability of the research instruments. A pilot test was used to test the content validity of the instruments in the schools which were excluded from the study.

### RESPONSE ON THE FACILITIES AND RESOURCES EQUIPPED IN SCHOOLS

Majority of the participating teachers 56 percent indicated that they were not equipped with facilities and learning resources in their schools while remaining 44% said they were equipped with learning facilities. The view of lack of resources was supported by the head teachers in their response which showed 77% in conclusion from the information gathered, it was concluded that there is need for provision of learning resources to be supplied in schools. It was also revealed from questionnaires that most practical lessons were done when the topics were on plants, insects root and base where the improvisation was applicable.

A big percentage of 34% said that they had neither learning facilities nor resources in their schools which affect practical learning of science leading to poor implementation. 60% of head teachers strongly agreed that facilities are in adequate hindering effective teaching of science leading to poor performance.

This information implies that, there is need for the government and other stakeholders in education sector to create more facilities and provide adequate resources that can be used to improve teaching of science subjects.

### CONCLUSION

The paper has considered issues and implications of facilities and learning resources in regard to teaching and learning process of Science subject.

### RECOMMENDATIONS

It is recommended that teachers should be taken for in servicing to improve on pedagogical skills. The government should recommend ways by which schools could obtain learning resources which could aid teaching of science'. There is need for motivation of science teachers in order to perform effectively.

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