

Relationship between School Learning Environment and Pupils' Performance in Mathematics in Nairobi County, Kenya

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Abstract

Mathematics for young children lays a foundation of basic concepts and skills on which future learning is built. However, despite the role it plays in an individual and society, in Kenya it has continued to be poorly performed by students in national examinations. The purpose of the study was to explore the relationship between school learning environment and pupils' performance in mathematics. Ecological model by Urie Bronfenbrenner was used to guide the study. The study used descriptive research design. Dependent variable was pupils' performance in mathematics; while independent variable was school learning environment. The target population was standard three pupils and teachers in Dandora Zone, in Nairobi County. Purposive and stratified random sampling techniques were employed to select the sample of the study. Questionnaire, achievement proforma and observation schedules were used to collect data. Quantitative and Qualitative methods were used to analyse data and results presented using tables and text.

Keywords: School learning environment, Pupils, Performance in mathematics

Full text: <https://oapub.org/edu/index.php/ejes/article/view/1596/4226>