



The Use of Local Resources In Teaching

88. Debrabant

Anna Appolynary Ngairo and Getrude Deogratius Makoye

Introduction:

The project on, "Using local and simple resources in the practical teaching of science subjects in primary schools," came to our attention after noting the problem of the small number of students studying science subjects in secondary level. For example, in our own class with a total of **107** students it is only **30** students who are taking science subjects. This made us start investigating why many students do not want to study science. We found that this aversion to science subject starts while the students are in primary level, a fact that made us begin thinking about how we could motivate pupils in primary level to love science because it is where the foundation is built.



Method:

A group of 90 pupils from three schools each with 30 pupils from class six or class seven were chosen randomly and the following questions were given to them.

- Do you like science?
- Do you know the applications of science in daily life?
- Do you do science experiments during science periods?
- Would you like to study science after joining secondary level?
- If you know the application of science list any three applications you can remember.
- If you do experiments during science periods list any three experiments you can remember.



NOTE: The questions were given in Swahili to ensure full understanding of what was being asked. The answering was also in Swahili.

We asked ourselves why do we have 10 pupils in SCHOOL 01, 8 pupils in SCHOOL 02, and 04 pupils in SCHOOL 03 who can not list the applications of science and some of them do not want to study science subjects? We decided to talk to individuals and noted that some of them are not encouraged from home. This was noted when we asked them whether their parents talk to them and encourage them about their studies and especially science subjects.

Results:

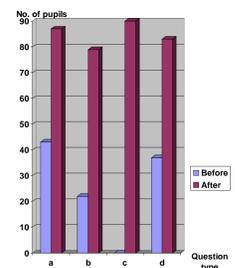
The following is a sample of the questionnaires and how the pupils answered.

This shows that there was a definite difference in the answers before and after the practical teaching. The pupils were more positive than before and were able to competently describe what they had learnt.

PHASE ONE: BEFORE TEACHING.

The following tables show the number of pupils out of 30 pupils in each school and how they answered the questions given to them.

QUESTION TYPE	YES	NO
Do you like science?	17	13
Do you know the applications of science in daily life?	05	25
Do you do science experiments during science periods?	00	30
Would you like to study science after joining secondary level?	17	13



Conclusions

our experiments were highly appreciated as being a real help to the extent that, the Educational Officer of Temeke Municipality is planning to invite our teacher to conduct a seminar with primary school science teachers on how to use these simple and local resources in teaching science subjects. In addition to that she said these resources do not require much cost because they are found in the environments but they can play a very big role in teaching science subjects, and in motivating the pupils to understand and enjoy science.

We here recommend that, the government through the Department of Education should put more effort in ensuring that practical teaching and learning is encouraged and supervised in primary schools and even in secondary schools.

References

- Classroom notes.
- Science books for primary schools (VI and VII)
- Primary schools syllabus.
- Chemistry and Physics text books for secondary schools
- Oxford Dictionary (6th Edition)

Acknowledgments

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