5th Global Conference on Innovations in Education
12 - 14 November 2026
Nottingham, UK

Experiential Learning: Evaluating Class Room Approaches for Pupils with Learning Difficulties in Nigeria Primary Schools

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Abstract

This study examined the authenticity of experiential learning by evaluating classroom approaches for pupils with learning difficulties in Nigerian primary schools. It adopts the survey method as a research design. The study populations were public primary school teachers. This was considered appropriate because teachers are directly involved with pupils in the classroom. Data were collected through a structured questionnaire and key informant interviews. The data collected were analyzed using frequency counts, percentages, mean, and standard deviation. The findings revealed that teachers considered a learner-centered, differentiated, and activity-based classroom approach more effective in improving pupils' participation, understanding, and learning outcomes of pupils with learning difficulties. However, inadequate teaching resources, insufficient training in inclusive instructional practices, large class size, limited instructional support, and inadequate funding were identified as factors that contributed to the difficulties in improving learning outcomes for pupils with learning difficulties. The study concluded that improving learning outcomes requires not only effective classroom approaches but also adequate provision of experiential instructional resources and teachers' capacity development on innovative teaching/learning in primary schools. The study recommended regular professional development for teachers, improved provision of relevant experiential materials, a manageable number of pupils in a class, and active stakeholders' involvement in inclusive and innovative primary school education.

Keywords: *Capacity, developments, materials, teachers, and innovation.*