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**TEACHERS' ATTITUDE ON STUDENTS' KENYA CERTIFICATE OF SECONDARY
EDUCATION PERFORMANCE IN BIOLOGY IN PUBLIC SECONDARY SCHOOLS IN
NYANDARUA NORTH DISTRICT**

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ABSTRACT

Positive teachers' attitude and consequent effective use of learning strategies can greatly improve learners' performance. In Nyandarua North District in Kenya, most public secondary schools have continuously posted declined results in Biology subject in the Kenya Certificate of Secondary Education (KCSE) examination. For the last five years most public schools have attained a mean of between 1.5909 and 6.3647 out of the possible 12.00. Some schools have registered negative 2 points drop. This poor performance has been blamed on factors like poor teaching methods but no empirical study has been done on the link between teachers' attitude and performance of Biology subject. The study intends to investigate the influence of Biology teachers' attitude towards academic achievement in Biology subject, to explore the effect of teachers' attitude on academic achievement of learners in public secondary schools in Nyandarua North District. The study had a limitation of reluctance of some teachers to give information. The study will be guided by Ajzen's theory of planned behaviour, an extension of a theory of reasoned action (Ajzen 1991). The study highlights the role of biology in the national development in economics and agricultural industries as well as medical treatment and research. The population of the study will consist of 30 Biology teachers, 22 head of departments and 22 principals in the Nyandarua North District. Simple random sampling technique will be used to select a sample of 50 teachers. Descriptive survey and correlational study designs will be adopted for the study. Data will be collected through questionnaires and indirect observations. The data will be analysed using MS Excel 2007 and tabulated accordingly. Conclusions and subsequent recommendations will be made. The researcher hopes the findings of the study will help education policy makers to identify and motivate attitudes associated with good performance. The study revealed that biology teachers lack confidence about the subject content, commitment towards learning, resistance to curricular and methodological innovations. Also teaching attitudes affect negatively the teaching learning process.

The researcher recommends that the government should facilitate teachers to further their education for better mastery of the subject content and the ministry of education should enhance proper use of ASEI PDSI in teaching and learning process.