STRATEGIES ADOPTED TO IMPROVE PERFORMANCE OF PHYSICS IN PUBLIC SECONDARY SCHOOLS IN NYAKACH DISTRICT, KISUMU COUNTY, KENYA

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A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT FOR THE AWARD OF BACHELOR OF EDUCATION DEGREE OF MOUNT KENYA UNIVERSITY.

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ABSTRACT

Sciences are subjects that equip learners with manipulative skills that are important for industrial development and hence economic growth. For more than one decade, various education stakeholders have made many attempts to improve performance in physics at the secondary level. For example, the MoEST and government of Japan through Japan international cooperation agency (JICA) came up with SMASSE in 1998 which was meant to improve performance of students in sciences and mathematics through in-service training (INSET) of teachers. Although some studies have shown that more practicals, purchase of textbooks, retraining teachers and remedial classes can enhance performance in sciences, the strategies that can improve performance in physics is not known. The purpose of the study is to find out the strategies that can be adopted to improve the performance of physics in public secondary schools in Nyakach district. The objectives of the study was to; establish the performance trends in physics by gender in Nyakach district, investigate factors contributing to poor performance of physics in Nyakach district and find out the strategies adopted to improve performance in physics. The study is important in the following ways; policy makers advice government on training needs of teachers based on effect of teacher qualification in improving performance in sciences, the data obtained from the study can help the school management to adopt strategies which lead to highest performance achievement in physics, the outcome of the study can make physics teachers to change teaching methods, the study can form a base on which other researchers can develop their studies. A survey design was employed in the study. The study was conducted in Nyakach district, Kisumu County, Kenya. The target population was 50 public secondary schools consisting of 85 physics teachers. Simple random sampling was used to get the sample out of the target population. Data was collected from 17 physics teachers from 17 public secondary schools. Data collection instruments were questionnaires. Questionnaires were used to obtain data from physics teachers. Validity was done by presenting instruments to the experts in the area of education communication and technology in Mount Kenya University for scrutiny. Reliability of the instruments was done using test-retest technique and coefficient determined using Pearson's product moment and coefficient of 0.75 was considered high enough. Pilot study was carried out at one of the secondary schools in Nyakach district. Data collected was organized, interpreted and analyzed using descriptive statistics particularly frequency counts and percentages. The data obtained was subjected to trend analysis and a report made out of it. Presentation was given in charts and histograms.