

**A STUDY ON THE EFFECTS OF RESOURCES AND FACILITIES ON  
STUDENTS' PERFORMANCE IN CHEMISTRY.**

**A CASE STUDY OF FOUR PUBLIC SECONDARY SCHOOLS IN TULIMANI  
DIVISION, MBOONI WEST DISTRICT.**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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## ABSTRACT

The purpose of this project was to study the effects of facilities and resources on students' performance in chemistry. It was done on selected schools in Tulimani Division. Four schools were selected out of the six schools in the division. The sample comprised of the chemistry teachers, lab technicians and students in the sample schools. They were requested to respond to a questionnaire that was designed to elicit data on the teacher's and lab technician's qualifications, facilities found in schools, availability of resources for teaching chemistry, and how the resources are utilized. Randomly selected students from the sample schools were interviewed separately.

It was discovered that quite a big proportion of the teachers had not been trained to teach chemistry. Most were B.O.G employees comprising of Form 4 leavers. It was also apparent that most of the teachers did not participate in any professional activities.

Only the established schools had adequately equipped laboratories. It was found that most schools had only one laboratory that is used for the three science subjects. These laboratories were found to be inadequately equipped and lacked essential laboratory components. Classrooms in some schools were found to be in a bad state and not properly maintained. Students were congested and sharing desks.

Textbooks and reference materials were discovered to be inadequate, forcing some students to do without a single textbook. The study also revealed that laboratory technicians in most schools were not trained.

The data collected indicated that there was a relationship between performance in chemistry and the availability of adequate facilities and resources. It was revealed that

schools with adequate facilities, resources and trained teachers performed better in chemistry.

The study recommended that untrained teachers should be encouraged to go to participate in professional activities. Schools should also give priority to buildings, equipment, laboratories and the purchase of textbooks as these are crucial factors in improving performance. Untrained laboratory technicians should also receive in-service training to enhance their effectiveness. Since members of the B.O.G are directly involved in the provision of facilities in schools, they should therefore be constituted of educated and enlightened people.