

**AN INVESTIGATION ON HOW CONCEPTUAL CHANGE AND LITERACY  
AFFECTS STUDENTS' PERFORMANCE. A CASE STUDY IN PUBLIC SECONDARY  
SCHOOLS IN ENDARASHA ZONE – KIENI WEST DISTRICT**

**By**

**NDERITU JOHNSON MWANGI**

**E35S111/03775**

**A RESEARCH PROPOSAL PRESENTED TO THE DEPARTMENT OF EDUCATION  
IN PARTIAL FULFILLMENT FOR THE AWARD OF DEGREE IN BACHELOR OF  
EDUCATION OF Mount Kenya UNIVERSITY.**

**APRIL, 2014**

## ABSTRACT

This research project was to investigate how conceptual change can help secondary school students of Endarasha zone in Kieni West district improve their performance. This study investigated the use of particular conceptual change learning strategies in the Secondary schools. It was drawn upon two over-lapping areas: conceptual change learning and literacy strategies to mediate improvement. The main objective of this study was to investigate to what extent the conceptual change impacts on the performance of students especially in main exams (KCSE). The research employed Piaget's theory of conceptual change which indicates that cognitive conflict is an important factor in conceptual change. The study borrowed from the works of Posner and Hewson who have researched on scientific conception and the role of analogies in promoting conceptual change in science. Simple random sampling procedure was used to pick respondents in the school community. Questionnaires was distributed to the learners who are major target and teachers especially the science teachers. The research also included gathering data from secondary sources such as students exercise books, teachers' notes and exam papers already done by students as continuous assessment tests. The data acquisition involved use of structured questionnaires on a drop and pick as well as personal interviews to allow for in-depth understanding of the subject matter. The study adopted the descriptive design and targets 90 secondary respondents (18 teachers and 72 students). The sample size of the study was ascertained through random sampling method, at 40%, to be 36 respondents to whom structured questionnaires was administered during data collection. The collected data was then analyzed through; percentages and regression method to enable the researcher come up with conclusions and recommendations for the study. The analyzed data was presented in the form of graphs, tables and charts.