

**ANALYSIS IN THE USE OF SCIENTIFIC CALCULATORS IN THE PERFORMANCE
OF MATHEMATICS; A CASE STUDY KATHONZWENI SECONDARY SCHOOL IN
KATHONZWENI ZONE OF MAKUENI SUB-COUNTY**

KANUNA HELLEN MBULA

BEDA/ 000513/1122/06321

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION
MANAGEMENT AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR A DEGREE OF BACHELOR OF EDUCATION (ARTS)
MOUNT KENYA UNIVERSITY**

April 2015

ABSTRACT

Mathematics plays a crucial role in technological development of any country; attainment in the subject determines the rate of adoption of appropriate technology and industrialization. In Kenya mathematics is compulsory in primary and at secondary school level. Use of scientific calculators was introduced in Kenya secondary schools in the year 2005. However its influence on students' attitude towards mathematics has not been established. The purpose of the study was to find out the attitudes of secondary students on the use of the scientific calculators, assess students' gender attitudes towards the use of calculators in learning mathematics, investigate accessibility and frequency use of scientific calculators in learning mathematics and finally to assess the benefits and challenges of using scientific calculators in learning mathematics. Purposive sampling was used to select the respondent of the study. The study used the descriptive survey research design. The research was carried out in Kathonzweni secondary school in Makueni Sub County. The research instrument used in the study Questionnaire and interview. This study was guided by Diffusion of Innovations (DoI) theory which was put forward by Rodgers in 1995 to avoid defeating from the main objective. The target population was 1500 students and 80 teachers in Kathonzweni zone from which one was selected to form the sample size. Kathonzweni secondary school was selected where 5 mathematics teachers and 65 form threes formed the sample size. Data was analyzed by use of SPSS and findings presented by use of tables and graphs.