

**THE CAUSES OF POOR PERFORMANCE IN SCIENCE SUBJECTS
IN SECONDARY SCHOOLS, IN IGEMBE SOUTH DISTRICT,
KENYA.**

BY

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**A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
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Abstract

This study was aimed at investigating on causes of poor performance in sciences in Maua division in Igembe District secondary schools. The objective of the study was to find out on why the students fail in sciences and to gain understanding of all the factors that led to poor performance in sciences in the secondary schools in Maua Division of Igembe South District

The study was guided by the following study questions:

What is the level of qualification and teaching experience of science subject teachers?

What is the attitude of the student towards science subject

What is the status of science subject, teaching and learning resources in the schools?

What is the current teaching load of the teachers in sciences department?

What can be done to improve in the performance of science subjects?

The population consisted of 20 secondary schools. But out of these schools only four which were chosen. Three of them are governments' Provincial one school; one was a District secondary schools. Most of these schools draw their students from their immediate neighborhood.

The researcher wrote down the names of all the four schools. This was done on a piece of paper to obtain the sample. The researcher used stratified sampling technique from the above population of 200 and a sample size of 25% was selected. This method was considered advantageous because it ensured inclusion in the sample of the subgroups both males and females which could otherwise be omitted entirely by the other sampling methods because of their small numbers in the population.

From the analysis of the data collected almost all factors have negative effects which contributed towards the poor performance of sciences among secondary schools in Maua division of Igembe South District. Following the findings and conclusion the research recommended that:-

The government to provide learning facilities like books to public schools. Apart from the textbooks the government has also to provide for other learning resources e.g. Three dimensions equipment, science solutions, etc. The government has also to offer supportive funds to enhance better learning.