

**ATTITUDE TOWARDS SCIENCE SUBJECTS IN SECONDARY SCHOOLS AND  
ITS IMPACT IN PERFORMANCE IN KITETA DIVISION MAKUENI COUNTY**

**BY**

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

This study was conducted to examine the relationship of attitude of secondary school students towards science with the achievement in the subjects of Physics, Chemistry, Biology and Mathematics. TOSRA was used to measure students' attitude towards science and data was collected from five secondary schools. Simple correlation ( $r$ ), Multiple regression analyses ( $R$ ) and standardized regression coefficients ( $\beta$ ) were used to investigate the relationships between attitude towards science and achievement in science, NB. attitude towards science has significant positive relationship with the achievement of science students at secondary level. In this study, the researcher sought to provide foundations for new studies in the field of attitude towards science and also study how certain factors i.e. individual factors, school factors and social-economic factors, gender, ethnicity, ability, socioeconomic status, school size, school type (single-sex/co-educational), school type (independent/local authority), school type (religious denomination), grouping practices (i.e. setting by ability), geographical setting, qualifications of teaching staff, school status (degree of autonomy of school management), gender ratio of staff and urbanity influence attitude towards science subjects and student achievement in science subjects in secondary schools. The study was also purposed to help researchers, science and advocators and parents for enhancement of student attitude towards and getting higher achievement in science subjects. The researcher made use of a structured questionnaire, interview schedules and observations to collect data. **Statistical Techniques for Data Analysis (STDA)** were employed i.e.: Simple correlation analysis was used to describe the bivariate relationships between each individual achievement scale and each individual attitude scale. Multiple regression analyses was used to investigate the multivariate relationships between each achievement scale with the set of four attitude scales as a whole. The standardized regression coefficients (regression weights) is also examined to interpret the significant multiple correlation. The researcher sought to answer the following questions; does students' attitude towards science subjects affect their performance? How attitudes can be enhanced to improve performance in science subjects in secondary schools and how teachers, parents and other related scientists attitude towards science affect student achievement and choice of science subjects in secondary schools.