

**DETERMINANTS OF THE PERFORMANCE OF PHYSICS IN
SECONDARY SCHOOLS IN GUCHA DISTRICT, KENYA.**

BY:

OMARIBA DOROTHY MOKE

E37S110P04750

**A RESEARCH REPORT SUBMITTED TO DEPARTMENT OF
CURRICULUM AND INSTRUCTIONS IN PARTIAL
FULFILMENT OF THE REQUIREMENTS OF AWARD OF
BACHELOR OF EDUCATION OF MOUNT KENYA
UNIVERSITY.**

August, 2013.

ABSTRACT

Performance of Physics in Secondary schools in Kenya has not been inspiring, it has been affected by situation that can be either favourable or not depending on various factors such as noise level, accuracy of information intended, its clarity, mode of its presentation and so on. The study found out that, among the many other factors affecting performance in physics for instance, attitude towards the subject plays an important role in determining whether a learner opts for physics or not. The resource for teaching physics affects its performance and enrolment as well. The study investigated the relationship between enrolment in physics subject and its performance and concluded that improvement in physics performance is likely to attract higher enrolment. For this to happen, teachers and administrators need to provide appropriate environment for learning. The instruments used in the research were questionnaires for both students and teachers. An interview was conducted to the heads of physics and/or science departments to give more weight to the items in the questionnaires. An observation guide was also used to see the various instructional methods and resources used by teachers of physics in the sampled schools. Data was analysed mainly using descriptive methods such as percentages, means and frequencies. Inferential data analysis was finally done. The study ended with several recommendations which can aid relevant sections to work towards improving enrolment and performance in secondary schools in relation to the identified theoretical framework.