

**THE IMPACT OF STUDENTS' POOR PERFORMANCE IN PSYCHICS
SUBJECT IN KENYAN SECONDARY SCHOOLS
A CASE STUDY OF MOGOTIO DISTRICT-KENYA**

BY

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DECLARATION

I do here by declare that this Research Report is my personal work and that it has not been prior submitted in any university for the award of a degree or any other related award.

Signature:

Date:



22.04.2010

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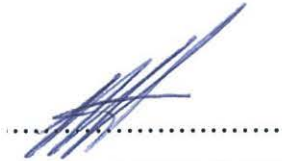
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APPROVAL

This is my Research Report has been submitted for examination with my approval as University Supervisor.

Signature:

Date:



22/04/10

MS. NAKIYINJI SARAH
SUPERVISOR

DEDICATION

I dedicate this Research Report to my wife, and entire family members, friends and most especially to my Dad and Mum for their tireless effort to see me at school and their financial help during my elementary studies.

ACKNOWLEDGEMENTS

I would like to acknowledge my wife, Mercy.

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I finally acknowledge the respondents who got involved in the study.

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LIST OF ACRONYMS

MLA	Mastery Learning Approach
KIE	Kenyan Institute of Education
KNEC	Kenya National Examination Council

ABSTRACT

The major objective was to find out on the impact of students' poor performance in physics subject in Mogotio district.

A total of 60 (sixty) participants, 30 teachers, 10 parents, 15 students and 10 political leaders were involved in the study. The study question was investigated in line with the research questions of the study. The first research question sought to find out the causes of poor performance of physics subject of students. The study discovered that; Poor feeding, Poor teaching techniques, poor teacher-students relations, Poor learning environment, Poor teaching facilities/ learning materials in their success and Poor teacher's qualification on subjects were the factors given by the respondents.

The second research question sought to find out the effects of poor performance of physics subject of students. The study findings revealed that; Poor nutrition and feeding habits in schools, limited provision of school facilities, Creation of poor relations between the school and some parents, less staff development and training opportunities, exposure of students, parents and staff to stressful situations, dropping out some subjects and declined interest in education were the answers given here by the respondents. The third research question sought to find out the solutions of poor performance of physics subject of students. The answers given by respondents to this researcher question therefore as follows; Setting up of education insurance for the poor, encouraging community initiatives in financing schools, award scholarships, waiving duty on learning and teaching materials and employment of parents were the major factors noted by respondents.

Conclusions and recommendations were then made after presenting and interpreting the data.

CHAPTER ONE

INTRODUCTION

1.1 Background

Science is recognized widely as being of great importance internationally both for economic well being of nations and because of the need for scientifically literate citizenry (Fraser & Walberg, 1995). Knowledge of science and technology is therefore a requirement in all countries and all people globally due to the many challenges that are facing them. These challenges include emergences of new drug resistant diseases, effects of genetic experimentation and engineering, ecological impact of modern technology, dangers of nuclear war and explosions and global warming among others (Alsop & Hicks, 2001; Minishi, Muni, Okumu, Mutai, Mwangasha, Omolo & Munyeke, 2004). As a result there are rapid changes taking place in industry, communication, agriculture, and medicine.

Science as an instrument of development plays a dominant role in bringing about these changes by advancing technological development, promoting national wealth, improving health and industrialization (Republic of Kenya, 1999; Validya, 2003). Weham, Dorlin, Snell and Taylor (1984) emphasized that physics is and will remain the fundamental science. This suggests that other sciences depend upon the knowledge obtained through the study of Physics. Physics is therefore an important base in science and technology since it studies the essence of natural phenomena and helps people understand the increasingly technological changing society (Zhaoyao, 2002). Physics as a branch of Science has many applications for example in medicine; where throughout this century advances in Physics and medicine have gone hand in hand. The most fundamental discoveries in Physics have rapidly been exploited by medical community to devise new techniques for diagnosing and treating a variety of illness.

Even in the continuing research necessitated by the challenges posed by diseases as Ebola and HIV/AIDS, the development of high precision equipment employing principles of Physics remain necessary (Minishi et.al, 2004). In information technology, which has reduced the world into a global village through use of satellites and computers the use of principles of Physics has, been very useful. A wide range of application of Physics is used in industrial development for improvement of materials useful to the well being of human race. Furthermore in the entertainment industry Physics has contributed to the refinement of sound and color mixing to create special effects in stage presentations. The study of Physics involves the pursuit of truth, hence it inculcates intellectual honesty, diligence, perseverance and observation in the students (Das, 1985). Physics education therefore enables the learner to acquire problem-solving and decision-making skills that provides ways of thinking and enquiry which help them to respond to widespread and radical changes in industry, health, climatic changes, information technology and economic development. These changes are demanding knowledge of scientific principles in order to tackle them (Kleeves & Aikenhead, 1995; Mohanty, 2003). The teaching of Physics provides the students with understanding, skills and scientific knowledge needed for scientific research, fostering technological and economic growth in the society, where they live thus improving the standards of living (Kenya Institute of Education K.I.E., 2002; Minishi et.al, 2004). Physics education therefore should be a lifelong and recurrent, and not restricted to the stages of secondary school because issues will undoubtedly emerge during the coming decade. Kenya needs to develop through science and technology education, a human resource capacity for rapid industrialization, which will ensure economic growth and sustainable development (Changeiywo, 2001).

Therefore if the Kenya government is to meet her goal of industrialization by the year 2020 (Republic of Kenya, 1996), she should expand science and technology education in order to produce the required human resource.

Although science is essential for industrialization, there has been a decline in academic achievement scores of secondary school students as well as low enrolment in the subjects in Kenya (Kenya National Examination Council KNEC, 2003). Students shun Sciences particularly Physics when given an option and this especially applies to girls (Aduda, 2003). That is, given a choice a student would rather drop Physics in favour of other Science subjects.

1.2 Statement of the problem

Many schools in Kenya have been having poor performance in science subjects and physics in particular. Physics subject is very important because scholars say that it is the back born of science. Many students have poorly performed in physics subject and many scholars have attributed this to many reasons like poor attitude to the subject, poor teaching staff, lack of equipment like the learning resources and lack of emphasis in teaching the subject by the Kenyan ministry of education. Mogotio district schools have equally performed poorly in the subject and given this situation, the researcher picked interest to find out what actually causes this poor performance in the subject, the effects of these and what can be done to deal with this.

.3 Objectives of the study

.3.1 General Objective

To examine the impact of students' poor performance in physics subject in Mogotio District, Mogotio division.

.3.2 Specific Objectives

To find out the causes of poor performance in physics subjects Mogotio district, Mogotio division

(2) To find out the effects of students poor performance in physics subjects in Mogotio District, Mogotio division

(3) To establish the solutions to the poor performance of physics in Mogotio District, Mogotio division.

1.3.3 Research questions

(1) What are the causes of poor performance in physics subjects Mogotio District, Mogotio division?

2) What are the effects of students' poor performance in physics subjects in Mogotio District, Mogotio division?

3) What are the solutions to the poor performance of physics in Mogotio District, Mogotio division?

1.4 Scope of the study

The study covered Mogotio District, Mogotio division. It's intended to cover the causes, the effects, and the solutions of students' poor performance in physics in Mogotio District, Mogotio division.

1.5 Significance of the study

The research will therefore supplement the government's efforts to improve physics education in Kenya's secondary schools.

Curriculum developers will find the study helpful in designing appropriate instructional strategies involving Mastery Learning, which would enhance the learning of Physics.

Physics teachers and education inspectors will identify this as an effective teaching method that would be suitable, to provide favorable learning conditions for all students rather than just for the top fraction of the class.

The revised (2002) secondary school syllabus will accommodate this method since the time allocated for each topic is adequate to enable the learner to acquire mastery of concepts in the subject (K.I.E, 2002).

And teacher educators will find the study useful in developing programs aimed at producing teachers capable of structuring learning environment that can equalize their interaction with students enabling greater learner participation, satisfaction and further academic aspirations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter included looking through earlier research documents, books, journals and papers on related literature with an aim of identifying a problem of concern eventual number of duplication of early research work is done. Apart from going through other related research work. It also involved critically going through other sources or material that is related with the research topic.

2.1 Causes of poor performance in physics subject in Kenyan secondary schools

For a long time, Physics has been mystified as difficult and hence, some schools have not offered it in the last two years of secondary school education. Recent findings show that students who hold negative stereotype images of scientists, science and technology in society are easily discouraged from pursuing scientific disciplines and usually performed poorly in science subjects (Changeiywo, 2000). This situation does not favour Kenya's move towards developing a scientific and technological nation. The concern is that the performance in Physics is poor and the subject is less popular among students in Kenyan secondary schools as compared to other science subjects. The recurrent complain aired every time the National examinations are released is that performance in science is low. Since 2003 the government has been implementing a new curriculum in both primary and secondary schools, and as a new examination format (KNEC, 2005).

This new format makes a deliberate attempt to lure students to take physics (Mwenda & Chesos, 2005). Although the government has done its part the role of the teacher in the classroom is important. The teaching approach that a teacher adopts is one factor that may affect students achievement (Mills, 1991). Therefore use of appropriate teaching method is critical to the successful

teaching and learning of Physics. In an attempt to achieve the objectives of secondary school education and improve on performance various strategies of teaching have been researched in Kenya though in other subjects. Wachanga and Mwangi (2004) found out that cooperative class experiment teaching method facilitated students' chemistry learning. This method also increased student' motivation to learn. The cooperative concept mapping approach teaching method enhanced the teaching of secondary school physics in Gucha district (Orora, Wachanga & Keraro, 2005). A research done in the teaching of agriculture by Kibett and Kathuri (2005) revealed that students who were taught using project based learning out performed their counterparts in regular teaching approach. This study aimed at finding the effects of mastery learning approach (MLA) on achievement in physics. Mastery Learning Approach (MLA) is an instructional method, where students are allowed unlimited opportunities to demonstrate mastery of content taught (Kibler, Cegala, Watson, Barker & Miler, 1981). MLA involves breaking down the subject matter.

1.2 How the Kenyan government has improved performance in physics

subject

In an attempt to achieve the objectives of secondary school education and improve on performance various strategies of teaching have been researched in Kenya though in other subjects. Wachanga and Mwangi (2004) found out that cooperative class experiment teaching method facilitated students' chemistry learning. This method also increased student' motivation to learn. The cooperative concept mapping approach teaching method enhanced the teaching of secondary school physics in Gucha district (Orora, Wachanga & Keraro, 2005). A research done in the teaching of agriculture by Kibett and Kathuri (2005) revealed that students who were taught using project based learning out performed their counterparts in regular teaching approach. This study aimed at finding the effects of mastery learning approach (MLA) on achievement in physics. Mastery Learning Approach (MLA) is an instructional method, where students are allowed unlimited opportunities to demonstrate

mastery of content taught (Kibler, Cegala, Watson, Barker & Miler, 1981). MLA involves breaking down the subject matter to be learned into units of learning, each with its own objectives. The strategy allows students to study material unit after unit until they master it (Dembo, 1994).

Mastery of each unit is shown when the student acquires the set pass mark of a diagnostic test. MLA helps the student to acquire prerequisite skills to move to the next unit. The teacher also is required to do task analysis and state the objectives before designating the activities. MLA can help the teacher to know students area of weakness and correct it thus breaking the cycle of failure. Results from research studies carried out on MLA suggest that MLA yields better retention and transfer of material, yields greater interest and more positive attitudes in various subjects than non Mastery Learning Approaches (Kibler et al, 1981). Other research studies report similar findings (Hon, 1990; Igesa, 2002; Wachanga & Gamba, 2004).

This method of teaching had not been tried out in Physics teaching and learning in Kiambu East Division where performance in the subject has continued to decline. This study aimed at finding out the effects of Mastery Learning approach teaching method in the teaching of Physics in the division. The study was meant to contribute in the understanding of effects of MLA on academic achievement in Physics in this division of Kiambu District in Kenya.

Despite the fact that Physics is an important subject in economic, scientific and technological development most schools have made it optional in Forms three and Four and others do not offer it at all due to students' poor performance in the subject. The mean at KCSE has continued to be low over the years. Often the teacher is blamed for the poor performance among other factors such as availability of teaching facilities and the attitude of the students towards the subject. Teaching methods therefore are a crucial factor that affects the academic achievement of students (Mills, 1991). MLA has the

unique quality of enabling mastery of content by the student through supplementary instruction and corrective activities of small units of the subject matter. MLA also requires the teacher to do task analysis, thereby becoming better prepared to teach the units. The use of MLA in teaching Physics in secondary schools is likely to help improve their academic achievement.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter included the methodology of the study. It entails research design geographical area and population, sampling design, data collection methods and instruments, data analysis and processing limitations of the study.

3.1 Research design

The research used description and analytical research design. These are selected because they are the effective ways of research presentation. It was survey based on quantitative and qualitative data analysis.

3.2 Area and population of the study

The research was conducted in one area that is Mogotio District, Mogotio division which is in the Republic of Kenya. The most spoken languages are Kiswahili and Physics. The respondents consisted of local population especially the adults, opinion leaders. The area has been basically chosen because the researcher is familiar with the area and is able to speak Kiswahili and Physics which are predominantly used for communication within the area chosen.

3.3 Sample procedure

The principle researcher intends to use purposive sampling techniques since it ensures that the only predetermined and chosen respondents are approached, hence getting relevant and correct information. However through this sampling techniques has been chosen, it has a weakness that inadequate information can some times be given because the selected respondents may be less informed on the topic of research.

3.4 Methods of data collection

3.4.1 Instruments

Questionnaires

Self administered questionnaire was used to collect data from respondents and the key information. Self administered questionnaire issued because majority of the respondents are illiterate structured questionnaires were used to collect data from key informants who are educated. The researcher also gave room for probing during interviews to clarify on understanding.

Observation

The researcher observed what was occurring in real life situation in the field and also take records. The researcher observed that activities of the subjects following the observation techniques like structures observation.

Interview

Oral interview was carried out with the local population who are the stakeholders of physics. The researcher shall ask questions and at the sometime fill in the answers.

3.4.2 Sources of data

Mainly two sources were used to get data on the impact of FPE on the development of Mogotio District, Mogotio division-Kenya.

Primary sources

The data was obtained by using the questionnaires, interview and direct observation by the researcher.

Secondary sources

This gave the general information on the causes of poor performance in science subjects and the information was got from text books, magazines and journal.

3.5 Data Processing

The exercise was done by researcher making data ready for analysis and responses inform of answers was classified with respect to the impact of FPE on the development of in Mogotio District, Mogotio division. Data collected was presented according to the set of research questions in the study. It was done during and after data collection.

3.6 Data Analysis

Qualitative data was enriched with quotations and literature reviewed tabulations shall also be used for quantitative data presentation. Recorded information was edited and corded. This is the basis of the analysis which included the observation records.

3.7 Ethical procedure

Before going to the field, I began with getting authorization letter from the director of Institute of open and distance learning. I took it to the respondents and this enabled me (the researcher) attain adequate information from the respondents. During the process of data collection, confirmation were given to the respondents in that the researcher assured the respondents that the reason for the research was for only academic purpose and that no information would be given out outside.

3.8 Limitations of the study

The study was hindered by the following factors;

Refusal of the respondents to effectively respond to the questions was one of the most notable problems that the researcher had to face while conducting the research.

Financial constraints were also seen as another factor that had to limit the study. Transport costs were so high to be met by the researcher and this fully

Contributed to the delay of the research because it was hard for the researcher to continue with the tight budget.

Rudeness and hostility among some respondents were also seen as other limitations of the study in the sense that the researcher found that there were rude and hostile respondents who in the long run turned down the request of the researcher to answer the questions.

Shyness of the respondents was sensed as another limitation of the study.

The researcher was affected by the prevailing weather conditions for example the rain. It is true that the research was conducted during rainy season and it became so hard for the researcher to find the respondents since they were in doors.

However, these problems were overcome by the researcher in the following ways;

Strict adherence to the tight budget was the solution to the problem of lack of finance.

Cumulative talk and convincing of respondents was the way employed by the researcher to overcome the problem of unwilling and shy respondents to answer the questions.

CHAPTER FOUR
FINDINGS, PRESENTATION AND ANALYSIS

1.0 Introduction

The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

1.1 Social Demographic Characteristics

1.1.1 Age of the respondents

Respondents were asked questions related to their age and the results are shown in the table below:

Table 1: Age distribution of respondent

Age group	Frequency	Percentage
below 24	4	6.6
25 - 29	16	26.6
30 - 39	12	20
40 - 49	22	36.6
50 - above	6	10
TOTAL	60	100

Source: Primary data

The figure shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.

1.1.2 Marital Status of the respondents

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the

respondents was obtained by asking them whether they were married, single, widowed or widowers.

Table 2: Marital status of the respondents

Marital Status	Frequency	Percentage
Married	30	50
Single	8	13.3
Widow	16	26.6
Widower	6	10
TOTAL	60	100

Source: primary data

Table 2 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower

1.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

Table 3: Sex of the respondents

Sex	Frequency	Percentage
Female	40	60
Male	20	40
Total	60	100

Source: primary data

Table 3 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 4: Educational level of the respondents

Education levels	Frequency	Percentage
Uneducated	6	10
Primary	14	26.6
Secondary	8	13.3
University	4	6.6
Tertiary	22	36.6
Others	4	6.6
Total	60	100

Source: primary data

Table 4 above shows educational levels of the respondents and it revealed that 10% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 36.6% had tertiary education and 6.6% fell under other levels of education.

4.3: causes of poor performance of students in physics subject

Table 6 causes of students in physics subject

Response	Total	Percentage
Feeding	15	25
Poor Teaching techniques	6	10
Poor teacher-Pupil's relations	13	21.6
Poor learning Environment	5	8.3
Poor teaching facilities / learning	6	10
Poor teachers Qualifications	13	21.6
Total	60	100

Source: primary data

Poor feeding was one among the factors identified contributing to poor performance of academic performance of students in Mogotio District. According to the research, about 25% of the respondents said that hunger and poor diet among pupil's in school in the zone continues to be a threat to the learner's performance. It was noted that the most affected areas are in villages where Mogotio district is part of the villages in Kenya. One of the teachers of secondary three testified that some pupil's once approaches 3:30 they can not pick anything. Feeding was therefore, one of the biggest threats to poor performance of especial needs students in Mogotio district.

Poor teaching techniques where identified as a result of poverty one among other causes of poor performance of education students Mogotio District. According to the source of the respondents, about 10% of the respondents noted that teachers lack teaching techniques especial in essential subjects like mathematics, Physics and others because without such techniques, students can not understand well what the teacher teaches. The technique goes together with

motivating and engaging pupil's to feel liking the subject in all time of teaching. According to the respondents who stressed the point of while teachers of Physics language, it was discovered that the techniques for teaching Physics, dram should be included as the way of remembrance which the teachers lack. Poor teaching techniques where identified as one among other causes of poor performance of special needs students in Mogotio district.

Poor teachers –students relations where noted as one of other causes of poor performance of special needs students in Mogotio district. According to the number of pupils said that once teachers behaviors are not good to them, such behaviors like caning, using vulgar language to pupil's while teaching in class pupil's develop bias on teachers who do that and its so common in Mogotio district. According to research got from the source, 21.6% of the respondents noted that poor teacher-students' relation makes pupil's fail even when pupils misbehave, teachers do not care about them hence poor teachers-pupil's relations affect the performance of special needs students in Mogotio district.

The respondents noted that poor learning environment causes poor academic performance of students in Mogotio district. Poor learning environment is you find schools are located in commercial centers with a lot of noise were pupil's can not be in position to concentrate on their reading. About 8.3% of pupil's when asked about their learning environment, said that the environment is not good for them to study from.

Poor teaching facilities / learning materials where identified as the major causes of poor performance of education students in physics. The respondents noted that 10% of the source said experiencing Poor

facilities at schools and inadequate class rooms, equipment and books are dealing with only one aspect of a larger problem of students in remote areas to exacerbate, according information given, Over a million students drop out of school 'How can we ever motivate parents to send their students to school without books and others stationary facilities?' asked school teacher. Teachers often get blamed for failing to keep students at school, but the real reason has always been poverty and inadequate facilities that causes students to perform poorly in Mogotio District.

Poor teachers' qualification was identified as responsible for poor performance of students in physics subject in Mogotio District. About 21.6% of the respondents noted that Poor Less school staff experiences and less trained teachers who never got enough opportunities in special skills also largely contributor poor performance of students. Majority of them are not qualified as per the school requirements.

The above where the answers given by the respondents on the causes of poor performance in physics subject Mogotio district.

4.2 Effects students poor performance in physics

Table 5: Effects of poor performance in physics

Response	Total	Percentage
Poor nutrition and feeding habits in schools	9	15
Limited provision of school facilities	9	15
Creation of poor relations between the school and some parents.	6	10
Less staff development and training opportunities	16	26.6
Exposure of student’s stressful situations.	3	5
Dropping out some subjects	10	16.6
Declined interest in education	7	11.6
Total	60	100

Source: primary data

Poor nutrition and feeding habits in school were identified as the effects of poverty on the academic performance of education students in Mogotio District. The total percentage of about 15% of the respondents said that Hunger and poor diet among students continue to be a key reason for truancy in many remote villages in Kenya they said that Poor families often do not have enough food at home to provide members with regular meals. Students commonly go to school on an empty stomach, making it difficult for them to concentrate on their lessons or participate in activities, for communities where food security is not assured.

Poor facilities at schools and inadequate class rooms, equipment and books are dealing with only one aspect of a larger problem of students in remote areas to exacerbate, when having the teachers interview, they said that about 15% of students drop out of school ‘How can we ever motivate parents to send their students to school without books and others stationary facilities?’ asked school

teacher. Teachers often get blamed for failing to keep students at school, but the real reason has always been poverty and inadequate facilities that causes students to perform poorly in Mogotio district.

This was among other effects identified by the respondents as effects of poor performance of students in physics subject 10% of respondents noted that The parents who sent their students to school without payment of school fees and other materials makes students to be hated by staffs at school and the hate rate my result into poor performance of such students and parents may also develop hatred with the school because not allowing their students to concentrate at school this result from poverty because families can not be able to facilitate their students to school and Poor time management especially when learning is interrupted as students are sent for fees in some schools.

Less school staff experiences and less trained teachers was noted that by the respondents that teachers because of poverty, they might have not go enough opportunities in special skills also largely contributor poor performance of students in physics subject. According to the information got, 26.6% from the source, they said that majority of them are not qualified as per the school requirements. Especially who's trained in science subjects and mathematics and other teaching skills especially whose teaching primary levels, students may not understand such teachers and is not necessary the problem of students but the problem of teachers not acquiring good skill they said that because of poverty to their continuation to attain a certain level of education hence this was identified as effects of poverty to education students in Mogotio district of Kenya

The respondents noted that 5% of the students may not perform well because of poverty causes stress and in many times students do not keep up with their school work. They did not get along with their teachers and/or other students. They may have had disciplinary problems at home with their parents. A great

portion of dropout students are suspended at one time another. Frequently absent students also make them more likely to perform poorly. The tendency of believe that they have no control over their lives.

Dropping out some subjects was found as one among the effect of poor performance of students in physics subject. The respondents noted that dropping were as result of poor performance in physics subject where by students do not have the desire to continue with such subjects that require them to buy text books or strain them to study.

The respondents found out that one of the effects of students' poor performance in physics subject was loss of interest in the subject. The decline was identified as lack of resources by the parents to pay fees for certain requirements, like feeding fee at school, some text books; pupil's working long distance to reach school. Research found out that 11.6% of pupils decline interest in education not because but they are forced to so.

4.4 Solutions to students' poor performance in physics subject

Table: 7 Solutions to students' poor performance in physics subject

Response	Total	Percentage
Setting up of education insurance for the poor	15	25
Encouraging community initiatives in financing of Schools.	12	20
Scholarships	10	16.6
Waiving duty on learning and teaching materials	8	13.3
Employment of parents	15	25
Total	60	100

Source: primary data

Setting up education insurance for the poor was identified as one among the solution of poor performance of students in physics subject in Mogotio District of Kenya. According to the information given, 25% of the respondents noted that poor students do not perform well in their final exams due to financial constraints that come from their families. Setting up education insurance means that students during the time difficulty, they will still be assisted to complete their studies to those affected by fees problems and other school needs, hence solution identified by the respondents of Mogotio District of Kenya.

Encouraging community initiatives in financing schools was one of the solutions advanced by the respondents as the solution to students' poor performance in physics subject in Mogotio district. From the findings shows that when the community involve in financing schools, such community initiatives include soliciting building fund money to pay some teachers who are

not on payrolls, buying books to stock school libraries. Mobilizing money for pupils meals at school, contributing for school van to enhance transport for their students to school. The findings show that 20% of the respondents brought the idea of the communities financing part of school needs.

The respondents found out that students from poor families may have the desire to study and they can perform well but the biggest problem was that their parents may not be able to afford the school needs as required to enable students to continue with their education. Research found out those giving scholarships to the poor increases pupils performance of pupils with special needs education. This normally happens in private schools because free school in Kenya may have got their problems in teaching since it is owned by the government and teachers may not be well motivated by the government as concerned to payment issues. About 16.6% of the respondents noted that students from poor families don't perform well because they are dense but they lack money to enable them to continue studying. Some teachers interviewed said giving scholarships will increase enrolment and good performance of students with education in Mogotio district.

The respondents noted that waiving duty on learning and teaching materials were found out one of the solutions to poor performance of students in physics in Mogotio district. The findings show that 13.3% of the respondents said that school materials should be lowered so that the school managements may afford to purchase them such school materials includes text books, chalks, black boards, furniture's and other requirements. The duty on learning was also identified by lowering the fees structures to give the opportunity even the low income earners to afford as noted by the respondents from Mogotio district.

Employment of unemployed parents by the government or self employment as found out as the solutions to students' poor performance in physics subject. The findings show that 25% of the respondents said that poor performance in

physics subject is caused family unemployment were the parents have nothing to do and they are jobless that results parents not to afford meeting the children's requirements at school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter was concerned with the summary of the study, conclusion and recommendation.

5.1 Summary of the study

The major objective was to find out on the impact of students' poor performance in physics subject in Mogotio district.

A total of 60 (sixty) participants, 30 teachers, 10 parents, 15 students and 10 political leaders were involved in the study. The study question was investigated in line with the research questions of the study.

The first research question sought to find out the causes of poor performance of physics subject of students. The study discovered that; Poor feeding, Poor teaching techniques, poor teacher-students relations, Poor learning environment, Poor teaching facilities/ learning materials in their access and Poor teacher's qualification on subjects were the factors given by the respondents.

The second research question sought to find out the effects of poor performance of physics subject of students. The study findings revealed that; Poor nutrition and feeding habits in schools, limited provision of school facilities, Creation of poor relations between the school and some parents, less staff development and training opportunities, exposure of students, parents and staff to stressful situations, dropping out some subjects and declined interest in education were the answers given here by the respondents.

The third research question sought to find out the solutions of poor performance of physics subject of students. The answers given by respondents to this

researcher question therefore as follows; Setting up of education insurance for the poor, encouraging community initiatives in financing schools, award Scholarships, waiving duty on learning and teaching materials and employment of parents were the major factors noted by respondents.

Conclusions and recommendations were then made after presenting and interpreting the data.

5.2 CONCLUSION

The conclusion was made in line with the various themes of the study and was based on the findings of the study. The first research question sought to find out the causes of poor performance of physics subject of education learners. The study discovered that; Poor feeding, Poor teaching techniques, Poor teacher-pupil's relations, Poor learning environment, Poor teaching facilities/ learning materials in their success and Poor teacher's qualification on subjects were the factors given by the respondents.

The second research question sought to find out the effects of poverty to the performance of physics subject of education students. The study findings revealed that; Poor nutrition and feeding habits in schools, Limited provision of school facilities, Creation of poor relations between the school and some parents, Less staff development and training opportunities, Exposure of students, parents and staff to stressful situations, Dropping out some subjects and Declined interest in education were the answers given here by the respondents.

The third research question sought to find out the solutions of poverty to the performance of physics subject of education students. The answers given by respondents to this researcher question therefore as follows; Setting up of education insurance for the poor, Encouraging community initiatives in

financing Schools, Award Scholarships, Waiving duty on learning and teaching materials and Employment of parents Were the major factors noted by respondents.

5.3 RECOMMENDATIONS

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following recommendations in an attempt address the poor performance of physics subject in Mogotio District. The following recommendations were therefore advanced by the researcher.

The government should provide all the facilities needed to enhance good performance of special needs education learners. It was found that the government only provides fees to the students but it does not provide other necessities to the students like the text books, play materials among others yet these resources are needed. The government is therefore recommended here to take a central role to provide these necessities to the students so as the students can also know that the education rendered to them is of free cost other than providing some things and omitting others or leaving others to be provided by the school heads.

International community should donate school materials to the students. This recommendation comes in after the researcher found out that there are many of the parents and even schools are so poor to provide instructional materials and yet these instructional materials are needed for the support of children's education in early childhood education centers. The general community is therefore called upon to give a hand in the provision of instructional materials that are already posing a threat to the education of their students.

There should be educational resources available for good strategic environment even which includes ground, school building, human resources and the community. They are resources that are formally used to enhance learning in

an educational programmed recommended in a specific curriculum. The ground refers to the location of the school and its surrounding such as near the road, town, village, hills and buildings. These have an impact on quality of teaching and learning experience. The school building comprises of all the physical structures elected on the ground or the site where learning activities and experiences take place. A well organized, good looking and well kept school stimulates the sensory responses of the learner enhancing learning as the learner interacts with the stimulating situations or objects within the site.

Human resources should be considered such as, teacher, caretakers and the resource persons invited to facilitate learning in schools. Parents are the key resource persons in the effective learning of their children. Positive teacher/learner / parent interactions makes the learning a shared responsibility and increases children's trust and confidence in the teacher, hence leading to good performance of physics for education students effectively.

3.4 Areas for further research

Research has to be investigated on why poverty is detrimentally affects of performance of physics subject as a cognitive, motor, and social-emotional development. There are few national statistics on the development of young students in developing countries.

The research has to be done on people living in absolute poverty to use as indicators of poor development on the academic performance of physics subject of education learners.

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APPENDICES
APPENDIX I
QUESTIONNAIRE

I, Lagat Kirwa Amos student of Kampala International University pursuing a Bachelor Degree of Education, kindly request you to answer these questions in utmost faith that would really help me successfully finish my course as a partial fulfillment of the Award of a Bachelor Degree of Education (BED). I therefore affirm that this information is purely for the academic purpose and can also be used to help the implementers of free primary school education.

SECTION A

Instruction: Tick **where possible)**

1. Sex
- a) Male (b) Female
2. Age bracket
- a) 20 - 25 (b) 25 - 30
- c) 30 - 35 (d) 35 - 40
- e) 40 - 50 (f) 50 - 70
3. Marital status
- a) Married (b) Single
- c) Widower (d) Widow
4. Religion
- a) Catholic (b) Protestant

(c) Muslim (d) other (specify)

5. Educational Level

(a) None (b) Primary

(c) Secondary (d) Post Secondary

SECTION B

5. Do you have children who do physics?

(a) Yes (b) No

7. Do you pay any money for your children in physics coaching?

a) Yes (b) No

3. Have you ever paid fees at all to your children?

a) Yes (b) No

c) If yes or no, how did you feel?

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. Have you ever benefited from physics?

i) Yes (b) No

) If yes, state the benefits

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SECTION C

10. What do you think are the causes of students' poor performance in physics subject in Mogotio district?

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11. What do you think are the effects in students' poor performance in physics subject in Mogotio district?

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12. What do you think the people in your area can do reduce students' poor performance in physics subject in Mogotio district?

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END
Thank You

APPENDIX II

BUDGET:

ITEM	AMOUNT IN KSHS
TRANSPORT	1,500.00
TYPING PAPERS	300.00
FULL SCAPS	300.00
TYPESETTING & PRINTING	2,000.00
STATIONERY	200.00
INTERNET	350.00
BINDING	200.00
TOTAL	5,000.00