

KAT

**FACTORS THAT CONTRIBUTE TOWARDS STUDENT'S POOR
PERFORMANCE IN MATHEMATICS IN KENYA CERTIFICATE OF
SECONDARY EXAMINATION OF SELECTED SCHOOLS IN UASIN-GISHU
WEST DISTRICT**



BY



OLE CHOKY M. ABRAHAM

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF PHILOSOPHY IN MATHEMATICS EDUCATION**

**DEPARTMENT OF CURRICULUM INSTRUCTION AND EDUCATIONAL
MEDIA
MOI UNIVERSITY**

NOVEMBER 2011

**T his is donated to
MOI UNIVERSITY
by
MOI UNIVERSITY**



ABSTRACT

This was a study of factors that contribute towards students' poor performance in Mathematics in the Kenya Certificate of Secondary Examination [KCSE]. The research specifically investigated the attitudes of students towards Mathematics, the effect of instructional methods towards the subject, and the availability, and use of learning resources. A descriptive survey design was adopted. Data was collected by use of questionnaires. The sample for the study comprised 300 students and 40 teachers drawn from 15 secondary schools in Uasin Gishu West District. Stratified sampling was used to categorize schools into boys, girls and mixed. Simple random sampling was then used to select 15 schools from 32 secondary schools in the district. At school level, the researcher applied simple random sampling technique to select 20 students who filled the questionnaire. The data collected were analyzed by use of descriptive and inferential statistics. For descriptive statistics, percentages and frequencies were used while the chi-square was used for inferential statistics. The study showed that students in Uasin Gishu West District had positive attitude towards Mathematics and that there was significant relationship between students' attitude and performance. Also, there was significant relationship between teaching methods, teaching and learning resources and students' performance. From the findings, some recommendations were suggested. Positive attitudes should be fostered among all the students. All stakeholders should strive to provide the needed resources for Mathematics learning.