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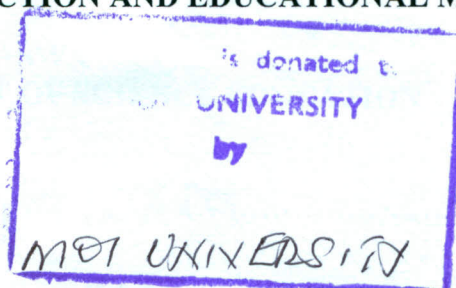
**ASTUDY OF TEACHERS' USE OF SCIENCE PROJECTS AS A METHOD OF
TEACHING CHEMISTRY IN SECONDARY SCHOOLS OF NANDI NORTH
DISTRICT**

BY

ROSE K. CHEPTENG'ET



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ABSTRACT

The purpose of this study was to investigate teachers' use of science projects as a method of teaching Chemistry in secondary schools in Nandi North District, Kenya. The major research objective was to investigate the extent to which chemistry teachers use projects as stipulated in the chemistry syllabus. The study also sought the factors that influence the integration of projects into the learning of chemistry and establish factors that determine the successful implementation of Chemistry projects. The study population comprised of 16 Form three Chemistry teachers and 320 Form three students in 16 selected Secondary schools in Nandi North District. The 48 schools in the District were stratified into boys, girls and mixed schools and simple random sampling approach was used to select 6 boys and 6 girls and 4 mixed schools. In each school 20 students were selected using simple random sampling technique. The study adopted a descriptive design which involved simple random sampling and stratified random sampling technique to get the sample population. The data for this study was collected from primary and secondary sources. The instruments used to collect data were questionnaires and interviews, personal observations and documentary analysis. The research instruments were validated through piloting of questionnaires and interview questions while the reliability of the research instruments was tested using Cronbach Coefficient Alpha to determine the internal consistency of the items. The study was based on Piaget's cognitive theory of learning. Data was analyzed using descriptive and inferential statistics. The results were used in making deductions and generalizations about the whole population. The study established that both teachers and students were in concurrence that Chemistry teachers did not use projects to the extent stipulated in the syllabus. The study also established that there was a highly significant correlation between successful project implementation and students achievement in Chemistry. The findings of the study identified the major factors hindering implementation of Chemistry projects as lack of time due to the congested syllabus, lack of resources and equipment and ill preparation of Chemistry teachers on project teaching. The study recommends that there is need to expose students to practical Chemistry by organizing projects, excursions and fieldtrips/field work as this will enhance students' interest in the subject. The government should also provide the necessary infrastructure and an enabling environment to make science education thrive.