

The Relationship between Teacher Related Factors and Students' Attitudes towards Secondary School Chemistry Subject in Bureti District, Kenya

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Abstract

This paper examines the relationship between teacher-related factors and student's attitudes towards Chemistry subject in secondary schools in Kenya. The paper is based on a study conducted in Bureti District in Kericho County, Kenya. This paper highlights issues on the teaching methods used by chemistry teachers, the teachers' availability to attend to various needs of students on the subject, their use of teaching and learning resources in teaching, teachers' personal levels of skills and knowledge of the subject matter in Chemistry and the impact of students' negative attitude towards Chemistry on teachers' effectiveness. The research designed in the study was descriptive survey. The target population comprised Form Four students in ten selected secondary schools in Bureti District of Rift Valley Province Kenya. Stratified random sampling technique was used to select the study sample. Schools were selected from the following categories: Girls' schools, Boys' schools and Co-educational schools. Simple random sampling was used to select the respondents from Form Four classes as well as a teacher in each school. In all, one hundred and eighty-nine students and ten teachers filled the questionnaires. The data collection instruments were questionnaires based on the Likert scale and document analysis. Data was analyzed descriptively using frequency tables, means and percentages while hypotheses were tested using Analysis of Variance. From the study findings, a number of indicators revealed that there are some factors influencing students' attitudes towards Chemistry, including lack of successful experiences in Chemistry, poor teaching. It was recommended that science teachers' should encourage development of positive self-concept of ability among students. Among other recommendations, the study suggests that guidance and counselling of students in schools should be encouraged, to ensure positive attitudes towards and full participation by girls in, the subject. The findings of this study will be beneficial to the curriculum developers, Kenya Institute of Education as well as Chemistry teachers.

Keywords: Teacher factors, Students attitudes, Secondary School Chemistry Subject, Bureti District, Kenya

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