

Certainty of Knowledge and Performance of Physics among Secondary School Students in Tharaka-Nithi County, Kenya

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Abstract

The study aimed to investigate the extent to which students' epistemological beliefs in the dimension of certainty of knowledge acquisition relate to performance in physics. The study used a mixed-methods research approach that included philosophical analysis, a descriptive survey, and a correlational analysis. The sample size comprised 310 form two students, 60 physics teachers, and 20 heads of the science department. Quantitative data was analyzed using descriptive and inferential statistics. Qualitative data was analyzed through a thematic approach. The study revealed a positive correlation between sophisticated beliefs in the certainty of knowledge and performance in physics. The researcher concluded that sophisticated beliefs in certainty of knowledge contribute towards better performance in physics. The study suggests the implementation of strategies aimed at fostering the development and adoption of sophisticated epistemological beliefs in the certainty of knowledge among students to enhance their performance in physics. The outcome of this study can inform educational policymakers, curriculum developers, and teachers in Kenya to design interventions that promote the development of students' epistemological beliefs in certainty of knowledge to stimulate performance in physics.

Keywords: Certainty of knowledge, Epistemological belief, Knowledge acquisition, Physics performance, Secondary school

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1. Introduction

Physics, as a scientific discipline, plays a vital role in advancing understanding of the physical world, fostering logical thinking skills among young individuals, driving technological progress, nurturing scientific attitudes, and addressing societal challenges (Musasia et al., 2016). Out of all the science subjects, physics offers the greatest opportunity for discoveries, because it functions as a bedrock destined for the cognition of primal forces behind scientific inventions (Ugwuanyi et al., 2020). Physics education also aims at enabling the learner to achieve the skills of problem-solving and decision-making. It also offers the learners with a rational inquiry that helps them respond to the extensive and fundamental changes in information, health care and technology for economic development (Zhang et al., 2017). Physics knowledge in addition promotes the accumulation of national wealth that accelerates the development of a country through the sale of technology (KICD, 2017). At tertiary institutions, the training in computer science and engineering courses requires physics as one of the prerequisites subjects. Thus, the hub for the development of any society should be vested in the knowledge of physics because its principles cut across other science subjects.

Regardless of the definite significance of physics in various sectors, many students hold a belief that the subject is problematic and too theoretical (Calmer, 2019). Scholars in Physics education have presented recommendations and suggestions for strategies to boost or eliminate the insight that Physics is a challenging and abstract science. Part of the strategies put in place is the advocacy of the use of exploratory learning strategies and making the subject compulsory in lower grades of secondary school (CEMESTEPA, 2014). Developed countries such as the USA and Germany for a considerable period have directed their attention toward enhancing the performance of science with a key focus on physics (Calmer, 2019). Nevertheless, these countries still experience low enrollment and inadequate performance in physics (Provasnik & Malley, 2019). In Australia, Kennedy et al. (2014) disclosed that the percentage of candidates doing physics was progressively declining year after year. Some factors the researchers identified for the unrelenting decline in the performance of physics in Australia were personal relevance, interest, the abstract nature of physics, and the cultural characteristics of the learners (Provasnik & Malley, 2019). Despite the anticipated advantages and prospects of constructivist education in enhancing science subjects' performance, the teaching of physics in Rwandan schools experiences low student enrollment, subpar academic achievement, and a negative attitude from learners. (Mboniyirivuze et al, 2021). The poor performance indicates the essentiality of inquiry about connection between epistemological beliefs held by the students and physics in performance.

In Kenya, enrollment and achievement in physics across different education tiers are minimal (Murci, 2016). Students also maintain a conviction that physics is uninteresting and entails challenging assignments that are conceptual and hypothetical (Muchai, 2016). Despite the efforts made to promote the significance and advantages

Kenya Secondary School Physics Notes

Roman Wölfel



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