

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

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Ian Thompson



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Resources in Education ,1995-04 *Research in Education* ,1974 *Peace Corps Times* ,1988 *Register of Educational Research in the United Kingdom, 1992-1995* National Foundation For Educational Research,1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research **Maker Education Meets Technology Education** ,2023-09-04 In this book two fields meet Technology Education with its long history and Maker Education a relative new shoot in the educational field Both focus on learning through making and both value agency and motivation of learners The purpose of this book is to understand and analyze the kind of informal and formal educational activities that take place under the umbrella of the Maker Movement and then relate this to the field of Technology Education to uncover what researchers innovators and teachers in this field can learn from the principles ideas and practices that are central to the Maker Movement and vice versa The book contains two types of chapters The first type is case study chapters that span from Mexico China Korea Denmark the Netherlands to Kenya and from primary to tertiary level showing a variety of good practices in maker education including both formal and informal contexts In the subsequent thematic chapters dedicated authors have used the case studies to reflect on themes such as curriculum reform social learning materiality spatial thinking informal versus formal learning as well as the sustainability of learning and relate what is happening in Maker Education with Technology Education to imagine possible futures for Maker Education **Physics Notes for Forums II & III Secondary School** Martha D. Peterson,1983 **Abstracts Journal of the African Studies Centre Leiden** Rijksuniversiteit te Leiden. Afrika-Studiecentrum,1985 *Resources in Education* ,1993 **Teaching and Learning Early Number** Ian Thompson,2008-10-16 This richly varied text offers generous support for every aspect of the teacher s role while constantly reminding us that mathematical activity is not a de contextualised skill that children possess but part of their identity their way of being in the world engaged with the world energetically and playfully trying to make sense of it Mary Jane Drummond formerly of the Faculty of Education University of Cambridge UK Teaching and Learning Early Number is a bestselling guide for all trainee and practising Early Years teachers and classroom assistants It provides an accessible guide to a wide range of research evidence about the teaching and learning of early number Major changes in the primary mathematics curriculum over the last decade such as the National Numeracy Strategy the Primary National Strategy the Early Years Foundation Stage and the Williams Review have greatly influenced the structure of this new edition The book includes A new introductory chapter to set the scene Six further new chapters including Mathematics through play Children s mathematical graphics and Interview based assessment of early number knowledge Six completely re written chapters and

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Annual Summary Kenya. Education Department,1937 Children's Lived Experience of Poverty and Vulnerability in Kenya Elizabeth Ngutuku,2025-01-29 Drawing from ethnographic research this book presents children s lived experience of poverty and vulnerability in Kenya By taking the case of Siaya Kenya which has some of the lowest indicators of child well being the book presents children s complex lived experience from three interlinked everyday spaces of the home the school and support programmes It argues that children s experience is formed at the interstices of material lack historically as well as politically located factors and the complex context of social relations The book is anchored in an innovative methodology of listening softly to children s voice Aimed at fully capturing children s experience listening softly focusses on the different ways that children s voice happen The book challenges scholarship to go beyond multi dimensionality and re imagine children s experience as complex and entangled use methods that are attuned to capturing children s messy experience of poverty and be widely awake in each intervention context to capture the emergent fluid experience of children Presenting a non linear contextual entangled and complex experience of poverty and vulnerability this book will be of interest to scholars and students in the field of Poverty Studies Development Studies Childhood Studies Social Policy Critical studies Human and Child Rights and African Studies *The Kenya Secondary School Heads Association Presentation at the 1999 National Conference in Mombasa* ,1999 British Education Index ,1999 **Vocationalisation of Secondary Education**

Revisited Jon Lauglo,R. Maclean,2006-03-30 The book is a cutting edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work The book provides concrete examples of the vocationalisation of secondary education with particular reference to the situation in Africa The target audience for the book includes policy makers practitioners administrators education planners researchers teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work with particular reference to technical and vocational education and training TVET The book appears in the Springer book series on Technical and Vocational Education and Training Issues Concerns and Prospects and compliments the International Handbook of Technical and Vocational Education and Training and other publications in the International Library of TVET all of which are publications of the UNESCO UNEVOC International Centre for TVET in Bonn Germany **Union Catalog of Serials Currently Received in the Libraries of the University of Wisconsin--Madison** University of Wisconsin--Madison. Libraries,1982 *Education*

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