

Project Method and Learner Achievement in Physics in Kenyan Secondary Schools

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Abstract

There is a growing demand for the science educators to improve the learning of physics particularly in the developing world due to the critical role it plays in terms of technological advancement. Many approaches and methods are applied with the intention of improving learner achievement in the subject. Methods that promote learner participation have been cited to enhance learner achievement. Project method is one such approach that promotes not only the necessary scientific skills but also the application of the knowledge learnt in solving daily problems. This article presents the findings of a research on the impact of project method on learner achievement in physics in Kenyan public secondary schools. Quasi experimental design was applied. Stratified random sampling was used in selecting eighty four schools from seven provinces in Kenya. Learner achievement was compared using Analysis of Variance (ANOVA). It was realized that use of project method produced better results when compared to traditional methods like discussion and lecture method. The study recommends the use of the project method to supplement other methods of teaching physics. Physics teachers also need to be sensitized on the benefits that accrue as a result of the usage of this method through in-service courses.

Key Words: Physics, Learner Achievement, Project Method.

Full text:

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