

This research project was conducted in fifteen selected secondary schools in Kisii district. The purpose of the study was making an attempt to find out some information concerning some problems and difficulties physics teachers encounter while trying to effectively teach the 8-4-4- physics syllabus in their schools. Some of the issues investigated were the availability and appropriateness of the physics text books used in the schools, the teachers and their teaching strategies, the physical facilities like laboratories, libraries and classrooms, the school administrations and the district inspectorate.

Since this study was on a contemporary undertaking, the researcher thought it appropriate to carryout a simple "survey type" of research involving physics teachers, headteachers, district education officer, district inspector of schools and other relevant people from the district.

The research instruments used in this study comprised a teacher questionnaire for forms I and II physics teachers, an interview with the district education officer, and the district inspector of schools (science) a researchers' observation list and informal discussions with headteachers, teachers, parents and other relevant people in the district.

The study revealed that, though the teachers found their learners very enthusiastic and of positive attitude towards physics, they (learners) had some difficulties in mathematics, sciences and English language concepts right from the primary level. In addition, most of the sample schools very much lack teaching resources like suitable physics textbooks, support books, laboratory and project materials, and physical facilities. On the other hand, a majority of the sample teachers selected their teaching strategies haphazardly. The cause for these was that, (i) some headteachers were unco-operative in supplying the essential basic materials for teaching, (ii) the supervision and the 8-4-4 in-service programs in physics were not very effective, (iii) the time allocation was inadequate for covering the wide physics syllabus.

In light of some of the above named problems, the researcher felt they greatly hampered the effectiveness implementation and teaching of physics on the basis of the emphasis and stress, and aims of the 8-4-4- physical sciences physics course. Thus the researcher came out with some recommendations on how some of the problems could be overcome. These concludes establishment of science resources centers, a call for various leaders (like district commissioner, district education officer and his officials, politicians and KANU officials) to work much more closely with schools but without interfering with school affairs in a destructive manner, and a call for more intensive management and administrative courses for headteachers and inspectors of schools.