In Kenya and the world at large, it is important that every teacher's subject attain good grades in the national examinations. This is why every teacher must work extra hard to see that every student has attained a better grade individually.

Many teachers however, did not work as expected in their respective workstations. The purpose of this study is to assess the factors that influenced performance of science subjects in secondary schools in Kenya certificate of secondary examinations in Bomet district a case of Sotik Constituency.

There were three hundred and forty fourteen (314) Teachers Science Commission teachers, teaching in twenty-two Public Secondary schools. This project assessed the factors influencing performance in the areas of teaching facilities, training and experience, student's characteristics, workload of science teachers, parents teachers' associations and government support.

The target population were science teachers particularly those teaching in Sotik Constituency. There were three divisions in this constituency. Sotik, Mutarakwa and Ndanai divisions. Sotik division had the largest population of schools and teachers. There were eleven (11) public secondary schools. Mutarakwa division had a population of seventy eight (78) teachers teaching in seven (7) public secondary schools. Ndanai had the least population of fifty seven (57) teachers in four (4) secondary schools.

A sample population of two (2) teachers from the target population from every public secondary school was taken. These were the head teacher of a secondary school and a senior science teacher, which will represent 14.01%. The research was collect data using questionnaire method. Questions were both open and closed ended. The beneficiaries of the project will be the top level management of schools, students, teachers, the Ministry of Education, researchers and publishers. It was be analyzed using descriptive statistics in form of tables, pie charts and bar charts.