

The problem of the study was to find out whether there were any difference and/relationships in science performance and science attitudes between urban and rural standard eight pupils, for selected variables of sex, age, possession of science textbooks and subject preference.

This study was based on a sample of 320 pupils who were selected through systematic random sampling technique. 160 pupils were from 8 urban (Nairobi) primary schools while the other pupils were from 8 rural (Machakos) primary schools.

Data was collected through a Demographic information sheet. The primary school science Achievement Test and Science Attitude Scale. The three instruments were development and validated by the researcher through a pilot study.

The results of the study were analysed by computer and reported in means, standard deviations- test for independent samples and pearsons' product Moment correlation coefficients.

The null hypotheses were rejected if the t-test or Pearsons' product moment correlation coefficients were significant at 0.02 level of confidence.

The findings of the study were as follows:

- i. Urban and rural standard eight pupils have positive attitudes toward science.
- ii. Urban pupils perform better than pupils in science
- iii. The age and sex of urban and rural pupils does not influence their science performance and attitudes towards science.
- iv. A low positive relationship exists between performance and attitudes towards science for urban and rural pupils.
- v. A positive relationship exists between science performance and attitudes towards science for urban and rural pupils when categorised by procession of science textbooks and subject preference (science).

From the above findings, the researcher concluded that attitudes towards science, procession of science textbooks and subject preference (science) have some influence on science performance of standard eight pupils.

Therefore:-

Teachers should make their lessons interesting and relevant to contain the pupil's interest by way of using varied teaching activities so that more pupils prefer science to other schools subjects by developing positive attitudes towards science.

Parents Teachers Associations in collaboration with the school administration should organise self-help projects for purchasing textbooks that can be kept in a school library where pupils can gain access to them.

Each pupil should strive to acquire one textbook since with the high cost of living it is almost impossible for an individual pupil to own all the required textbooks from different pupils. In so doing the pupil gets to read a textbook he/she did not have.

Whether research is required in all regions of Kenya at various stages of the education system and in other school factors and out of school factor so as to conclusively establish the role of these variables on science performance.