

Abstract

The purpose of the study was to investigate factors that affect science teaching in primary schools in Kenya. The study was carried out in Kiambu district, Ndumberi zone, an area with nineteen(19) primary schools. The research was carried out in (2) phases, a pilot study followed by the main study. The pilot study involved nine (9) teachers selected from two (2) schools. The purpose of piloting was to review the survey questionnaire and to gain experience in the preparation for the main study. The sample for the main study consisted of thirty (30) teachers, selected from (10) schools. Ten (10) of the teachers were senior science teachers who responded to all the three (3) selections of the survey questionnaire. The rest (20) teachers responded to section 1 and 2 only. The data collected was reported and analysed using descriptive statistics, mainly averages and percentages. The findings confirmed the existence of certain factors that affected science teaching such as, an acute shortage of apparatus and other teaching materials which compelled teachers to resort to theoretical approaches of teaching science. Further, teachers hardly improvised instructional materials and when they did, the materials were not stored for future use. Also teachers complained of not getting adequate assistance from the local Teachers Advisory Sub-centre. When a new curriculum was introduced, teachers had to cope with late supplies of vital materials like syllabi and inadequate inservice training. However, teachers had a positive opinion towards courses offered in Teacher Training Colleges and would welcome the idea of subject specialization. Owing to the challenges facing science education in primary schools in Kiambu municipality, teachers would welcome solutions to alleviate these problems. Identification of a source of funds and Inservice Education for the science teachers would be some of the relevant steps to take.