Factors Affecting the Implementation of Pre-Schools Science Curriculum In Kenya: A Case of Kericho Municipality, Kericho County.

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ABSTRACT

This study investigated factors affecting the implementation of Science curriculum in preschools this study was to assess the extent to which the adequacy of science apparatus and materials affect the implementation of science curriculum in pre-schools. This study adopted descriptive survey design. The objectives of the study included establishing the activities pre-school teachers involved learners in during science lessons and assessing the adequacy of science apparatus and materials in pre-schools. It also sought to establish the extent to which pre-school teachers prepared and used instructional materials. Stratified sampling and random sampling techniques were employed in the study. A sample of 62 pre-school teachers and 50 school administrators were selected from both public and private pre-schools. Questionnaires and observation checklist were used. The study found that the major factors affecting the implementation of science curriculum were; inadequate involvement of learners in carrying out some of the child-centered activities involved in the scientific method of learning, inadequacy of science teaching materials and apparatus, poor storage facilities for keeping teaching and learning resources, and lack of enough science textbooks The findings of the study will be used by pre-school teachers and the school administrators to improve the teaching of science. in pre-schools through involving learners in carrying out science activities, preparation and use of science teaching materials and use of teaching methods which encourage learners to use scientific/inquiry. Based on the research findings of the current study, it was recommended that the Ministry of Education, Science and Technology should consider extending SMASE in-service training programme to pre-school teachers to induct them on the current practices of teaching science. It was recommended that pre-school teachers should embrace the practice of improvisation and make their own science teaching and learning resources using locally available materials and the county government should also consider increasing allocation of funds to pre-schools to enable them purchase science text books and other learning materials.

Keywords: Science curriculum, pre-school, Mathematics and Sciences