

Primary Teacher Trainees Preparedness to Teach Science: A Gender Perspective

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Abstract

The purpose of this study was to determine Primary Teacher Education (PTE) Trainees' perceptions regarding their preparedness to teach science in primary schools. A descriptive survey research design was used and stratified proportionate random sampling techniques used to select 177 males and 172 females. The study found out that more male trainee than female trainees had studied the three science subjects in secondary schools. Overall more male trainees than female trainees expressed high level of conceptual understanding of science subject content and SPS. More male trainee than female trainees further indicated they were ready to teach science during teaching practice and after training. The study recommends that science tutors to use SPS approach in teaching of PTE science, PTE to ensure trainees have high mastery of science subject content and SPS and to provide a gender-appropriate training to demystify gender differences in performance in science and promote gender equity in science education. The study further recommends that affirmative action be used in subject specialization selection to ensure gender parity in science education. Finally Kenya National Examination Council to include practical science examination measuring competency to teach science.

Key words: Science Process Skills and Science Content, Inquiry Based science Education

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