

Preparation to teach science in Kenya's primary schools

Sammy M. Mutisya

Abstract

This study determined Primary Teacher Education (PTE) Trainees' perceptions regarding their conceptual understanding of science subject content and Science Process Skills (SPS). The study further determined trainees' opinion regarding teaching of science in primary schools. A descriptive survey research design was used and stratified proportionate random sampling technique was used to select 131 trainees from science and 169 trainees from arts options. The study found out that overall trainees rated their conceptual understanding of science content and SPS to be average. More trainees in the science option than in the arts option rated their conceptual understanding of science content and SPS to be high and further indicated that subject specialization was necessary and only those trainees who specialize in science should teach science in primary school. They also indicated they would opt to teach science during training and after training. Hence trainees specializing in science were more prepared to teach science than trainees specializing in arts subject. The study recommends that subject specialization be abolished in PTE or teachers who specialize in science during training teach science in primary schools.

Keywords: Teacher education, Science teaching, Primary schools, Science Process Skills (SPS), Kenya

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