

Effects Of Teacher's Attitude On The Implementation Of Science In Primary Schools In Kenya

Grace Oyugi

University Maasai Mara,
Nairobi

Abstract: The need for teachers to be motivated and develop positive attitude towards implementation of science in primary school is a necessity. There is need to equip schools with learning resources and facilities to enhance creativity and provide motivations for practical learning this. This enhances positive attitude towards implementation of the science subjects in primary schools with particular emphasis on improving the quality of subject teaching and learning.

There was need to establish the approaches, the available facility, techniques procedures and routine used in the implementation effects on teacher's attitude in the teaching of science as the result indicates negative trend which was an evidence of a problem., it was necessary to investigate on whether teacher's attitude affected the performance of science.

The study looked into the effects of teacher attitude on the implementation of science; it aimed at establishing ways of motivating and developing teacher's positive attitude towards implementation which could aid the teaching of science in primary school.

This paper synthesis the research literature on teachers attitude, it presents the background and justification for approaches that could be applied in teaching of science which could motivate and influence teachers attitude.

I. INTRODUCTION

The world in which we live in today is steeped in science and technology inventions governed by ever increasing discoveries, inventions and innovations. It is through Science that we relate better to the phenomenon which help us understand our world. In order to promote deep conceptual understanding of science, there is need to develop positive attitude and skills at an early age. The attitude is the neural strategy of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to an object and situations with which it is related cooper (2010). There are four major types of the teacher's attitude that affect teaching behavior. They are attitude towards self, towards learners and attitudes towards subject matter. The beliefs that teachers hold influence their behavior in the classrooms. Teachers who have a positive attitude towards a given subjects like the subject and influence the learners even to perform better in the subjects EBLE (2011), The paper looked into the effect of teachers attitude on the teaching of science. It presents the findings and recommendation from the

findings which could lead to teachers developing positive attitude.

II. STATEMENT OF THE PROBLEM

As the schools continue to register negative trend in science performance, there is need to establish whether the teachers attitude could be influencing the performance of science subjects at the primary level, the purpose of the study was to establish the influence of teachers attitude on the implementation of science.

III. LITERATURE REVIEW

Literature review ed from various sources indicated that teachers attitude had strong influence on students attitude which had strong bearing on the achievement. The teachers attitude also determine the teaching and learning of science.

A case conducted by Abel (2010) on the teachers attitude towards teaching of science found out that text books were used extensively in upper primary in every aspect of learning .From the data analysis, non of the text books emphasized on the practical aspect, the study warned the teachers against relying on theoretical learning ignoring the practical aspect. How ever the study did not establish why teachers had the negative attitude toward teaching science.

IV. THEORETICAL UNDERPINNINGS AND CONSTRUCTIVIST APPROACH

The study applied constructivist teaching theory which was relevant to the study as it was rooted to the cognitive theories of Pieget (1800) and Vyotsky. The theory states that people create their own meaning through experiences .It advocates for active learning schemes, assimilation which was applicable to the study. From Vygotsky, we got social constructivism, group work and apprenticeship. The theory embraces discovery method on the learners rather than relying on information from the teacher. This leads to discovery of main ideas by learners leading to deductions from findings .If resources can be made available then the teacher would feel motivated and develops positive attitude towards teaching of science subjects leading to enhancement in achievement of education goals.

CONCEPTUAL FRAMEWORK



Figure 1

The study applied survey design as it is appropriate for capturing the opinion perception and attitude of people and to generalize findings. The study targeted public schools and all the science trained teachers totaling 320 and all head teachers through using stratified random sampling, the targeted population was divided into two zones then random sampling with strict adherence to the law of probability was applied to ensure that each number of the population was selected.

RESPONSE ON THE TEACHERS ATTITUDE TOWARDS IMPLEMENTATION OF SCIENCE

The response from the liker scale were used to determine the teachers attitude towards teaching of science subjects. The

scores indicated in the liker scale ranged from 1-5 from the scale, the majority from the teachers had positive attitude towards teaching of science subject {70%}. From the percentage it was deduced that the majority of teachers used practical teaching where improvisation was applicable and teaching facilities were available in this case they felt motivated.

There was also need for professional development for effective teaching of science and motivation for the science teachers. According to the findings, teachers could be motivated through seminars, invitation of guest speakers appreciation of performance and recognition of individuals through awards of certificate.

V. CONCLUSIONS

Most of the schools lack enough facilities and learning resources to facilitate practical learning of science this leads to theoretical learning which affects the delivery. Most teachers needed in –service courses to update their pedagogical skills in order to lift their attitude towards the subject.

VI. RECOMMENDATION

There was need for motivated talks and rewards to influence teachers attitude towards the subject for effective implementation and provision of professional courses to update the teachers on new techniques.

There was need for in depth study to be conducted to determine whether naturalistic techniques could work.

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