This study surveyed problems faced by teachers in teaching primary science in Kahawa zone of Mathare division in Nairobi province.

Ten City Education Primary Schools were used in the study. Primary school science teachers completed a questionnaire, which was the main research instrument. The data collected was reported and analysed using descriptive statistics. The research identified the following as the major primary science teaching problems:

(1) Problems related to finance -

(a) General lack of proper and adequate science teaching and learning resources such as science apparatus, materials and science textbooks.

(b) Inability to organize science class visits to industries and factories.

(c) Lack of adequate and safe storage facilities for preserving science materials and pupil's project work products.

(2) Difficulties in teaching science to pupils of different abilities

(3) Pupils being unable to effectively communicate in English language, which was the medium of instruction.

Other problems identified included:

(1) Preparation before teaching including writing schemes of work and stating of objectives during lesson planning.

(2) Diversifying class activities.

(3) Difficulties in obtaining modern information on scientific developments.

(4) Teachers not being regularly visited by primary school science inspectors.

(5) Parents being reluctant to buy materials for science teaching and learning.

Among the recommendations put forward in this study to solve most of the identified problems included:

(1) Introducing subject specialization in primary school Teacher Training Colleges.

(2) Making teacher training focuses on preparation of science schemes of work, identification and stating of lesson objectives and diversification of science teaching activities.