

The primary purpose of this study was to identify factors that are currently affecting implementation of GHC in selected Primary Teachers College in Kenya. Problems were investigated with regard to availability and use of teaching learning resources; the nature of the GHC curriculum for Primary Teachers Colleges; preparation given to lecturers in order to handle the programme with ease; attitudes of both lecturers and student teachers towards the new course; use of different methods and assessment procedures as recommended by KIE.

The study was conducted in four Primary Teachers Colleges in Kenya, namely, Highridge, Thogoto, Machakos and Kilimambogo. These are close to one another though they are found in three provinces (Nairobi, Central and Eastern); therefore this would not allow for generalization of findings to all Primary Teachers Colleges in the country. The focus was on the GHC lecturers and students, the major implementers of the new GHC Programme. All the 22 GHC lecturers in the four colleges and 84 students randomly selected from the colleges, the GHC inspector and the senior GHC curriculum colleges, the GHC inspector and the senior GHC curriculum developer at KIE were also used in this study.

The researcher collected the information by use of questionnaire interview schedules and direct observations of GHC lessons in progress.

From the data collected important factors affecting implementation of GHC curriculum in the colleges were revealed. Some of the major findings of the study were:

1. Lack of essential resources such as textbooks for both lecturers and students.
2. Lack of adequate preparation for GHC lecturers to make them handle the new GHC Programme without problems.
3. Under use of the environment as a major teaching/learning resource.
4. Lack of enthusiasm by most of the GHC lecturers in the teaching of the new programme.
5. There is too much of one subject in the GHC syllabus, showing that it is not well balanced.
6. The syllabus is too wide to be covered within the allocated.

No other has yet been undertaken to identify problems facing implementers of GHC curriculum in Primary Teachers Colleges in Kenya. Therefore this study should be seen as an attempt to provide those involved in curriculum development and implementation with useful information on the teaching/learning of GHC in the colleges. Though based on a small area, it was hoped that the findings and recommendations of the study would be applicable in the other Primary Teachers Colleges in the country. It was also hoped that further studies in other areas would be encouraged in order to improve the teaching/learning of GHC not only in the colleges but also in Primary Schools.