

This thesis investigated the factors that have been behind the provision of agricultural education in Kenya during both the colonial and postcolonial periods and the constraints in its implementation in primary schools during the same period.

The findings have shown that during the colonial era, agricultural education constituted an important feature of the colonial education policy and practice for the Africans largely because of missionaries, racial considerations, European settlers and philosophy of adaptation in education. That much emphasis on agricultural education notwithstanding it failed to achieve the results for which it was intended because it was resented on political and socio economic grounds.

With independence it was hoped that the curriculum of education would be distanced from agricultural education but on the contrary, agricultural education has again become the cornerstone of the post colonial educational policies mainly because of the problem of school leaver unemployment.

The thesis assessment of agricultural education under the 8-4-4 system of education has indicated that most of the problems that affected the subject during the colonial period are also affecting it under the new system. Success of agricultural programmes in schools will therefore depend on how these constraints that include negative attitudes, the backwash effect of examinations, poor teaching resources, the poor economic prospects in farming a career, and inadequate supervision and guidance from the ministry of education are dealt with.