



IMPACT OF REFLECTIVE TEACHING ON PRE-SCHOOL CHILDREN'S PERFORMANCE IN SCIENCE ACTIVITIES IN IVETI DIVISION, KATHIANI SUB-COUNTY, MACHAKOS COUNTY IN KENYA.

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The purpose of this study was to investigate the impact of reflective teaching on pre-schools children's performance in science activities in Iveti division, Machakos County. The study used quasi experimental research design focusing on eight pre-schools, four in the experimental group and the other four (4) in the control group. This study targeted two hundred and seventy (270) pre-school children. The pre-school children were assessed before and after two weeks of teaching. Data were collected using questionnaires (for pre-school teachers and headteachers). Observation schedule was also used. Data were analysed using frequencies, mean scores, standard deviation and t-test based on SPSS software, version 17.0. The study used a two-sample independent t-test to find out whether there was a statistically significant difference in children's performance in science activities between the experimental and control groups. The findings were that children who were taught science activities using reflective teaching in addition to non-reflective teaching performed better than children who were taught science activities using non-reflective teaching approach only ($t(6) = -14.562, p = 0.001$, two tailed). This implies that pre-school children need to be taught science activities that help them reflect back on the learnt information. The teaching of pre-school science activities should be taught using reflective teaching in addition to non-reflective teaching approach. Based on the findings of this research, it is recommended that materials developed for teaching in pre-schools should factor the aspect of reflective teaching. [A policy should be set by the government that encourages teachers to use modern teaching approaches in teaching science like use of reflective teaching. Both pre- and in-service teachers should be trained on reflective teaching in science activities.](#) [1]

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