

Abstract

Chemistry is one of the most important branches of science and its knowledge is necessary in the understanding of composition, properties and behavior changes of matter that form the environment around us. Chemistry is highly important in modern societies because of its requirement as a prerequisite to the study of many other science oriented courses such as medicine, engineering and pharmacy. Due to the significance of chemistry, there is need for students to be academically prepared at secondary school level for higher level pursuits. Chemistry as a subject in Kenya is introduced to learners at secondary school level. The purpose of the study was to explore the relevance of secondary school chemistry instruction in preparation of students pursuing chemistry at university level. The study sought to determine whether secondary school background, learning environmental experiences and pedagogical experiences are in accordant to preparation of students pursuing chemistry at the higher level. The study employed descriptive research design and data was obtained using questionnaire. The subjects of study were second year students taking chemistry courses as a main subject. The research was carried out in selected universities in Kenya. Descriptive statistics such as frequencies and percentages were used for data analysis. Results indicated that students find secondary school chemistry relevant in the courses they are pursuing but proper coverage of syllabus, more practicals and more projects would make it more relevant and appropriate. The findings of the study may provide insight to chemistry educators to refocus student preparation in secondary schools and equip them with knowledge and skills necessary to help them solve problems in everyday life rather than passing exams and fitting in prestigious careers.