

GHANAIAN JUNIOR HIGH SCHOOL SCIENCE TEACHERS' PRACTICE OF CONTEXTUALISED SCIENCE INSTRUCTION

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ABSTRACT

The study investigated Junior High School (JHS) science teachers' practice of contextualised science instruction. The study employed descriptive survey design with qualitative approaches to collect data. The sample consisted of ten Junior High School science teachers. Classroom observation schedule and semi-structured interview schedule were used to collect qualitative data on teachers' practice of contextualised science instruction. Some key findings that emerged in the study were: The Junior High School science teachers' model for contextualised science instruction reflected mixed teaching methods, a dominant teacher-centred classroom with increased accommodation for learner-centred approaches. A number of implications for contextualised science instruction were made. Recommendations made to the Regional Directorate of the Ghana Education Service included the use of in-service training programmes to improve the JHS science teachers' use of contextualised instructional skills in their science lessons.

Keywords: Contextualised science instruction, Junior High School science, science teachers, contextualization.