

THE IMPACT OF INQUIRY-BASED METHOD OF TEACHING ON THE ACADEMIC PERFORMANCE OF PRIMARY EDUCATION STUDENTS OF ATEBUBU COLLEGE OF EDUCATION IN GENERAL CHEMISTRY

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ABSTRACT

This study investigated the impact of inquiry-based method of teaching on general chemistry concepts in the Atebubu College of Education using quasi-experimental and control group design. Primary education students in level 100, consisting of one hundred and fifty-five (155) were used in the study. General Chemistry Performance Test (GCPT) was used to assess the performance of experimental and control groups. The data obtained were analysed using mean, standard deviation and a paired sample t-test at 0.05 level of significance. From the results of the study, the inquiry-based method proved an effective method of teaching, enhancing students' performance than a lecture method. Again, no significant difference was seen in the performance of gender in the experimental group taught by inquiry-based-method of teaching, however, the males of the control group taught by lecture method performed significantly better than their female counterparts. The study, therefore recommends the use of inquiry-based method in the teaching and learning of general chemistry at the Colleges of Education to foster student-teachers the opportunity to solve problem and enhance their performance in chemistry and other related courses.

Keywords: Inquiry-based method, lecture-method, professional knowledge and critical thinking.