

## Implementation of Effective Teaching Techniques for Teaching Environment Related Activities at Primary Level

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P. R. D. Chaturika<sup>1(\*)</sup>

<sup>1</sup>*Department of Early Childhood and Primary Education, Faculty of Education, The Open University of Sri Lanka, Sri Lanka*

(\*) E.mail: prcha@ou.ac.lk

Primary education is accepted as a significant period which provides the foundation for the lifelong learning. Thus, Sri Lankan government has taken several initiatives to enhance the quality of primary education. Nevertheless, several empirical studies have emphasized serious issues related to primary education and malpractices of teaching environment related activities (ERA). Therefore, the present study attempted to identify the effective teaching techniques for ERA at primary level, to examine the awareness of effective teaching techniques and to investigate the implementation of techniques in the actual teaching and learning process. A survey research design was implemented for the study. The study was conducted in Gampaha and Anuradhapura educational zones. One hundred and forty four (144) teachers were selected by using the stratified random sampling method. In addition, eight key informants in the field of primary education were selected for the sample. Statistical Package for Social Sciences (SPSS) was applied to analyze numerical data while qualitative data was analyzed descriptively. Teachers, identified field trips, creative activities and use of audio-visual material were identified as the most effective teaching techniques while exercise, experiments, role play and puzzles were specified as moderately effective. Describing, print materials, simulation, demonstration and illustration were identified as least effective teaching techniques. Similar identification emerged from key informants as well. Majority of the teachers have proper awareness of effective teaching techniques irrespective of zonal differences. Teachers have considered the nature of students, the subject and the practicality of those techniques when ranking teaching techniques according to their effectiveness. Majority of teachers had rarely implemented those effective teaching techniques on a regular basis though they have satisfactory level of awareness. Instead of considering the effectiveness of techniques, teachers tried to fulfill the short-term requirements related to the scholarship examination. Accordingly, a significant gap occurred between teachers' awareness and their implementation of effective teaching techniques when teaching ERA at key stage III.

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