

ABSTRACT

It is not only the theoretical knowledge, but development of practical knowledge and skills of students are also very much important to achieve the concepts in subject science. However, teachers faced a lot of issues with relate to practical work when engaging in teaching – learning process of science in schools. Therefore the main focus of this research is to study the problems faced by the teachers during the practical classes when teaching science in schools.

The sample of the study was selected from four government schools in Panadura division in Kalutara District, Sri Lanka. The sample consists of hundred participants, including fifty students from four government schools which includes students from national schools as well as provincial schools, four principals, four science subject heads, thirty seven science teachers and five lab assistants.

This study was based on four objectives and it was conducted through the Descriptive Research Method. Questionnaires, interview schedules and other available reports on examination results were used as the data collecting instruments. The data were analyzed through qualitative and quantitative methods and interpreted in tables and in graphs.

The findings revealed that science teachers face a lot of inconvenience due to the lack of scientific equipments in school laboratories and due to the delay and disparity in supplying chemicals that have been granted. The need of removing disparity in supplying resources to school laboratories was highlighted by many science teachers and they emphasized the need of studying on the impact of problems found by the teachers when using science laboratories in teaching learning process of science.

Further more it was revealed that the need of having well equipped laboratories in schools and the proper management of distributing material and resources such as scientific equipment and chemicals and human resources through the involvement of the Ministry of Education.