

**BARRIERS TO EFFECTIVE SCIENCE TEACHING AND LEARNING IN SECONDARY
SCHOOLS IN GRADE TWELVE**

By

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ABSTRACT

BARRIERS TO EFFECTIVE SCIENCE TEACHING AND LEARNING IN SECONDARY SCHOOLS IN GRADE TWELVE

This study investigates the barriers to the effective teaching and learning of Science in Secondary schools. Several aspects in Secondary schools constitute to barriers that affect the effectiveness of Science teaching. The literature review covered aspects that are essential for effective Science teaching and learning in secondary schools. Sibasa circuit Secondary schools formed the bases of the study as Science pass rate for the past four years is on a free fall. The empirical investigation was conducted using individual interviews and questionnaires. Individual interviews with Secondary school principals in Sibasa circuit of Limpopo Province were conducted whilst educators and learners responded to questionnaires.

The findings revealed the following:

- Barriers to effective Science teaching and learning contribute to poor Science results in Sibasa Secondary Schools especially in grade twelve.
- All secondary schools in Sibasa Circuit have similar problems of lack of educational resources which in turn is causing ineffectiveness in Science teaching and learning.
- Adequate educational resources can promote effective Science teaching and learning in schools.

This study is concluded by making recommendations aimed at solving the identified problems of barriers to effective Science teaching and learning in Sibasa circuit Secondary Schools of Vhembe District in Limpopo Province.