

**PERCEPTION OF SCIENCE TEACHERS TOWARDS CHEMISTRY  
LABORATORY WORK**

**T. Sakeetharan<sup>1</sup>, A.D.L.C. Perera<sup>2</sup> and T.M.S.S.K. Yatigammana Ekanayake<sup>3\*</sup>**

<sup>1</sup>*Postgraduate Institute of Science, University of Peradeniya, Peradeniya, Sri Lanka*

<sup>2</sup>*Department of Chemistry, Faculty of Science, University of Peradeniya, Peradeniya, Sri Lanka*

<sup>3</sup>*Department of Education, Faculty of Arts, University of Peradeniya, Peradeniya, Sri Lanka*

*\*sakuyatigammana@gmail.com*

The present study aims to reveal “The science teachers’ positive attitudes on the chemistry laboratory work”. This aim has two subsidiary questions: “What are the teachers’ perceptions on Teacher Instruction Manual and Syllabus regarding chemistry laboratory work?” and “What are the teachers’ perceptions on available facilities and methods used in conducting chemistry laboratory practical work?”. The mixed methods approach was used to find out the answers to these questions. The sample consisted of 75 science teachers selected from secondary level, under the purposive sampling techniques to find out their positive attitudes on chemistry practical work. The questionnaire and semi-structured interview schedule were used as research instruments. Closed questions in the survey questionnaire for teachers were used to collect quantitative data. Semi-structured interview schedule and open-ended questions in the questionnaire were used to collect qualitative data. The percentage values for closed questions were obtained, and thematic analysis was conducted to find out answers for the above research questions. About 88% of the teachers in the sample responded “Yes” for the question, “Do you feel that Teacher Instruction Manual needs revisions?”. Further, the percentage values confirmed that covering the chemistry laboratory work in the syllabus was not possible in the allocated time, and the Syllabus failed to make interest in chemistry practical work among the students. The students’ dependence on teachers’ guidance is high for practical work. Semi-structured interview also confirmed the above findings. Therefore, Teacher Instruction Manual and Syllabus should be simplified, and the methods used in conducting laboratory work should be in a productive manner to enhance students’ practical skills.

**Keywords:** Chemistry laboratory, Positive attitudes, Science teachers