

## **Barriers Experienced by Natural Science Teachers in Doing Practical Work in Primary Schools in Gauteng**

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**ABSTRACT** The practical work in science is acknowledged and widely accepted as an important component in the teaching and learning of scientific concepts. However, in South Africa, there are concerns that schools are not conducting enough practical work. The aim of the present paper is to identify the barriers that are experienced by Natural Science teachers in doing practical work. A structured questionnaire was administered to Natural Science teachers in the Gauteng province of South Africa, to identify the barriers that they experienced in doing practical work in Natural Science lessons. Analysis of the data indicated that the main barriers that teachers experienced in doing practical work in Natural Science in primary schools was: a lack of resources and laboratories, time, classroom size and assessment pressures. If the above barriers are overcome, teachers will be able to do practical work effectively, hence improving the performance of learners in Natural Science.