



Quality of Science Teaching in Secondary Schools of North Gondar Zone in Ethiopia

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ABSTRACT This study assessed the quality of teaching in science in North Gondar Zone's Secondary Schools, Ethiopia. Descriptive survey design was used for the study. One hundred and thirty-two science teachers and six hundred and fifty students of eight purposefully selected schools selected through comprehensive and stratified random sampling technique, respectively. Eight school principals were selected through comprehensive sampling and participated in the interviews. To triangulate the data collected through questionnaire and interview, observation lessons were conducted. Quantitative and qualitative analyses depicted that teacher-centered activity predominates in lessons and there is less frequent independent student practical works in lesson, written tests are commonly used assessment strategy in lessons, factors limiting the quality of teaching include insufficient funding of science laboratory facilities, and qualified teachers. Finally, continuous professional development put in place to perform their day-to-day professional task and the management of the schools equip with necessary facilities by generating resources through mobilizing communities.