

A STUDY ON NOT SELECTING ENVIRONMENTAL RELATED ACTIVITIES FOR TEACHER SUPERVISION

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The foundation for science studies at the junior secondary levels is provided by environmental related activities in the primary grades. People can learn how to live in harmony with the natural world and the idea of balance, cultivate good attitudes and values towards the environment, and acquire the behavior needed to address ineffectiveness-related environmental issues. 1.Researching teachers' understanding of environmental-related activities 2. Teachers' past understanding of environmental-related activities 3 studying teachers' belief on selecting Environmental related activities. The sample was chosen from North Central Province's OUSL and NIE regional centers' bachelor's degree programmes in education. A random stratified samples of 20 teachers and 6 master teachers were selected. Every teacher was given a questionnaire. Conducted schedule-based interviews with six teachers and six master teachers. A survey method and qualitative approach were employed. Ninety percent of teacher did not choose environmental-related tasks for the supervision of their teaching practise as their poor self confidence regarding the formation of concepts. In science, 65% of teachers received an ordinary pass at the ordinary level. For their evaluation process, 70% of teachers lack the confidence to teach environmental-related tasks. Teachers of 65% have not enough trust related to the supervisor's knowledge regarding the environmental related activities.75% of teachers choose Environmental related activities with a purpose since they have to choose two subjects out of three. The scope of Environmental related activities curriculum has to be expanded These should be expanded .There should be more time set aside for environmental related Activities. Guidelines for choosing environmental related tasks that require supervision ought to exist. Students conceptual development is impacted by teachers poor concept formulation

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