

**EFFECTIVENESS OF 5E INSTRUCTIONAL METHOD
IN TEACHING AND LEARNING AGRICULTURE AND
FOOD TECHNOLOGY, G.C.E. (O/L)**

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A competency based curriculum was introduced by the National Institute of Education for the Sri Lankan school system under the 2007 education reforms. This curriculum was student-centered and activity-oriented and the instructional method was based on the 5E model, where, 5E designates five stages Engage, Explore, Explain, Elaborate and Evaluate. However, when implementing the 5E model in the class room, the teachers have to face several problems. The present study was focused to investigate the effectiveness of the 5E system and to examine teachers' attitudes on the system and also to find the difficulties faced by teachers when implementing the 5E system. A survey, using a formal questionnaire, was conducted at Ampara education zone in Ampara district, interviewing 30 teachers of G.C.E. (O/L) Agriculture and Food technology subject. By selecting three G.C.E (O/L) classes from three schools, the relationship between 5E method versus conventional method on students' achievement was investigated. Collected data were analyzed using simple statistics such as means, percentages and frequency tables and *t*-test using SPSS. The study revealed that, the students' achievement was significantly increased ($P \leq 0.05$) by the implementation of the 5E system rather than using the conventional lecture method for the Agriculture and Food technology subject. Approximately 50% of the teachers feel that the 5E is successful as a teaching method. However, several drawbacks still exist such as inadequacy of time allocated and lack of curricular material on the new curriculum. These drawbacks should be addressed in order to utilize the 5E method in the school systems successfully.