

5E Inquiry-Based Teaching Module for Primary School Science Teachers: A Need Analysis.

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- **Abstract:** This needs analysis was conducted to gauge the extent to which a 5E Inquiry-Based Science Teaching Module is required by primary science teachers. A review of the literature indicates that questionnaires were prevalently used to elicit teachers' view on the needs for certain teaching materials such as modules. Accordingly, a questionnaire was developed and it consists of three pre-determined constructs, namely (a) Teacher's knowledge, (b) the Teacher's skill, (c) Teacher's needs (towards a teaching module). The questionnaire has sufficient validity and reliability to be used as a research instrument. The questionnaire was then formatted in an online survey and sent to WhatsApp groups of primary science teachers. After two-week duration, 62 science teachers responded to the online questionnaire. Analysis of the data indicates that the corresponding self-reported means for Teacher's knowledge, Teacher's skills, and Teacher's needs for a teaching module are 3.77, 3.78, and 4.23 respectively. Therefore, the study concluded that while the primary school science teachers self-reported that they have the knowledge and skills on the inquiry-based teaching, they still acknowledged a pressing need for a module on the 5E Inquiry-based Science Teaching. Accordingly, the self-reported science teacher's needs will eventually lead to the development and validation of the 5E Inquiry-based Science Teaching module.
- **Keywords:** 5E Inquiry-based Science, Teaching module, teaching module