

TEACHERS' CONCEPTION OF INDIGENOUS KNOWLEDGE IN SCIENCE
CURRICULUM IN THE CONTEXT OF MBERENGWA DISTRICT, ZIMBABWE

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ABSTRACT

This case study explored teachers' conceptions of Indigenous Knowledge (IK) in secondary school science education in Mberengwa district of Zimbabwe. Five purposively sampled science teachers from two schools in Mberengwa District participated in this study. Interviews and document analysis were used to collect data. Data analysis was on-going in the field through a constant comparative technique. Post field data analysis of transcribed interviews and field notes was done through content analysis. Data is presented in narrative form and supported by direct extracts from interview discussions and field notes. The major themes that emerged from the data were that teachers have a limited conception of IK and do not perceive IK as useful science content. Furthermore, it emerged that the teachers' conception and perception of IK is greatly influenced by the covert nature of secondary school science syllabi on IK. This study recommends further research on a wider scale to determine the prevalence of this type of knowledge on IK.

Keywords: Indigenous Knowledge, Conception, Science Curriculum, Science Teachers.
