

ABSTRACT

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To achieve a wide range of educational objectives in schools requires teachers who can use a range of instructional strategies. This study examines the instructional strategies used by a sample of teachers and investigates the effect of Training College experience, In-service training, supervision and other key variables on teachers' knowledge and use of instructional strategies.

The two instruments used to carry out this research were observation and structured interview. The findings suggest that the nature of the work and factors at the level of the class and the school are major determinants of teaching strategies used. This finding is crucial for the formulation of teacher preparation programs and overall policy for teacher education.