

Implementation of the Science Curriculum of the Colleges of Education: Successes and Challenges

Authors : Cecilia Boakye, Joseph Ghartey Ampiah

Abstract : In this study, we present a case study in which we explored how the 2007 science curriculum of the colleges of education in Ghana was implemented at W College of Education. Purposive sampling was used to select 13 participants, comprising 2 tutors and 6 teacher trainees from W College of Education and, 5 newly qualified Junior High School (JHS) science teachers who were products of W College. Interviews, observations and content analysis were used to collect data. Using the deductive and inductive analytic approaches, the findings showed that although upgraded laboratories have provided for teaching authentic science at W College of Education, they are rather used to accommodate large classes at the expense of practical activities. The teaching and learning methods used by the tutors do not mirror effectively the objectives of the 2007 science curriculum of the colleges of education. There are challenges such as: (a) lack/inadequate equipment and materials, (b) time constraint, and (c) an examination- oriented curriculum that influence the implementation of the curriculum. Some of the suggestions that were made are that: (a) equipment and materials should be supplied to the colleges to facilitate the proper implementation of the curriculum, and (b) class sizes should be reduced to provide enough room for practical activities.

Keywords : class size, teaching, curriculum implementation, examination-oriented curriculum, teaching and time-constraint

Conference Title : ICTE 2016 : International Conference on Teacher Education

Conference Location : Kuala Lumpur, Malaysia

Conference Dates : August 18-19, 2016