

AN ASSESSMENT OF PERSONNEL AND INFRASTRUCTURAL READINESS FOR THE IMPLEMENTATION OF THE NEW BASIC SCHOOL SCIENCE CURRICULUM IN THE NORTHERN REGION OF GHANA

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ABSTRACT

This study investigated the personnel and infrastructure readiness for the implementation of the basic science curriculum of the Ghana Education Service. The study adopted the descriptive survey using the mixed-method approach. The population of the study is made up of all basic school science teachers of the Northern region of Ghana. A purposive sampling technique was adopted to sample 150 basic school science teachers for the study and randomly select 10 teachers for the interview. A structured questionnaire and interview guide were used to gather data for the study. This research found that basic school teachers in Ghana's Northern Region meet numerous challenges, including a limited curriculum and inadequate knowledge about the new curriculum. This is coupled with the unavailability of resources to help in the implementation of the curriculum. In general, the findings of this study show that teachers' preparation is moderate, and the material or infrastructure needed for implementation is also lacking for the successful implementation of the new basic science curriculum.

Keywords: Basic Science, Curriculum, Infrastructure, Readiness, Personnel.