

Preparedness and Performances of Teachers in Implementing the Intended Grade 8 Science Curriculum 2012 in Bangladesh

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Abstract:

This study explored the readiness of teachers and their class performances in implementing Grade 8 National science curriculum 2012 in relation to the requirements of that intended curriculum in Bangladesh. Mixed-method research design was employed. The population of this study was the Grade 8 science teachers in Bangladesh. In data collection, 320 teachers were surveyed, 24 teachers were interviewed and 48 teachers class activities were observed around the country. A survey questionnaire, semi-structured interview schedule, and observation checklist were used. Descriptive statistics and inferential statistics were used to analyse the data. For the interview, thematic categories for commonalities were found. The results of the indicated that the initiatives undertaken to enhance teachers' competences were not successful. Teachers were found having serious limitations in understanding the intention Grade 8 Science curriculum and in applying its instructions in the learning process. Lectures was the principal teaching method used in delivering lessons in contrast to the requirements of intended Grade 8 science curriculum. Observations of teaching practice indicated that most of the teachers entered into the classrooms without adequate preparation. Most of the teachers were found to read out from the textbooks. From the findings of the study, the researchers believe that teachers' readiness and schools' preparation should be made before the implementation of a new education program. There should be policy guidelines to develop professionalism among teachers. Training should also be designed and conducted on the basis of teachers' needs.