

UNIVERSITY OF EDUCATION, WINNEBA

**CHALLENGES KINDERGARTEN TEACHERS FACE IN THE
IMPLEMENTATION OF THE NEW KINDERGARTEN
CURRICULUM IN THE AGONA EAST DISTRICT**



MASTER OF PHILOSOPHY

2022

UNIVERSITY OF EDUCATION, WINNEBA

**CHALLENGES KINDERGARTEN TEACHERS FACE IN THE
IMPLEMENTATION OF THE NEW KINDERGARTEN CURRICULUM IN
THE AGONA EAST DISTRICT**



**DANIEL AGBOSU
(8180190029)**

**A Thesis in the Department of Early Childhood Education,
Faculty of Educational Studies, submitted
to the School of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Early Childhood Education)
in the University of Education, Winneba**

NOVEMBER, 2022

DECLARATION

Student's Declaration

I, Daniel Agbosu do hereby declare that this thesis, with the exception of quotations and references contained in published and unpublished works, all of which have been duly identified and acknowledged, is entirely my original work, and that neither has it been submitted in part nor in whole for another degree elsewhere.

Signature:

Date:



Supervisor's Declaration

I hereby declare the preparation and presentation of this thesis were supervised by me in accordance with the guidance on supervision of thesis laid down by the University of Education, Winneba.

Name: Dr. Hans Kweku Wiabo Baffoe

Signature:

Date:

DEDICATION

To my lovely son, Benedict Agbosu.



ACKNOWLEDGMENTS

The completion of this work has been through the significant contribution of the following people who I am eternally grateful to. My sincere gratitude goes to my university supervisor, Dr. Hans Kweku Wiabo Baffoe for his guidance, encouragement and positive criticism. My outmost appreciation goes to the entire Department of Early Childhood Department for their continued assistance throughout the course of my study.

My gratitude goes to my parents Mr. and Mrs. Agbosu for their financial, and spiritual support. To my friend Stella Matilda for being the push and shoulder to lean on that I needed to come this far. Great gratitude goes to my son Benedict Mawuena for his patience with me throughout this study. I also appreciate the contribution of all respondents that took part in this study.

Above all I thank God so much for the good health, strength and providence that kept me going throughout this study

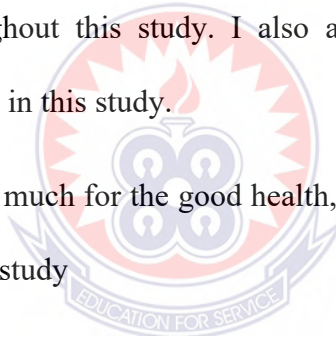


TABLE OF CONTENTS

Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURE	x
ABBREVIATIONS	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Overview	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	10
1.4 Objectives of the Study	10
1.5 Research Questions	10
1.6 Significance of the Study	11
1.7 Delimitations of the Study	11
1.8 Limitations of the Study	12
1.9 Organisation of the Study	13
CHAPTER TWO: REVIEW OF RELATED LITERATURE	14
2.0 Overview	14
2.1 Curriculum as a Concept	14
2.2 Concepts of Curriculum Implementation	16
2.3 Theoretical Framework for the Study	18

2.4	Some Models of Curriculum Implementation	25
2.5	School Resources and Curriculum Implementation	31
2.6	Teacher Preparedness in Curriculum Implementation	33
2.7	Challenges faced by KG Teachers in the Implementation of the KG Curriculum	37
2.9	Empirical Review	42
2.10	Early Childhood Education in Ghana	45
2.11	Review of the new KG Curriculum	46
2.12	Summary of Literature Review	50
CHAPTER THREE: METHODOLOGY		51
3.0	Overview	51
3.1	Research Paradigm	51
3.2	Research Approach	53
3.3	Research Design	54
3.4	Population of the Study	55
3.5	Study Area	56
3.6	Sample and Sampling Techniques	57
3.7	Data Collection Instruments	58
3.9	Validity of the Research Instruments	61
3.10	Reliability of the Research Instruments	63
3.11	Trustworthiness Criteria (Validation of Interview Guide)	63
3.12	Data Collection Procedures	65
3.13	Data Analysis	66
3.14	Ethical Considerations	68
3.15	Summary of Chapter Three	69



CHAPTER FOUR: RESULTS AND DISCUSSION	70
4.0 Overview	70
4.1 The Results	70
4.2 Results from Research Questions	73
4.3 Discussion of the Results	100
4.4 Chapter Summary	116
CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS	117
5.0 Overview	117
5.1 Research Question	117
5.2 Summary of the Study	118
5.3 Key Findings	120
5.4 Conclusion	120
5.5 Recommendations	122
5.6 Suggestions for Future Research	123
REFERENCES	124
APPENDICES	137
APPENDIX A: Questionnaire for KG Teachers	137
APPENDIX B: Interview Guide	142
APPENDIX C: Introductory Letter	144
APPENDIX D: Introductory Letter	145



LIST OF TABLES

Table

1:	Demographics of respondents	71
2:	School resources available for the implementation of the new KG curriculum	74
3:	Teacher preparation for the implementation of the new KG curriculum	82
4:	Challenges teachers faced in the implementation of the new KG curriculum	90
5:	Support systems that could be put in place to ensure effective implementation of the new KG curriculum	95



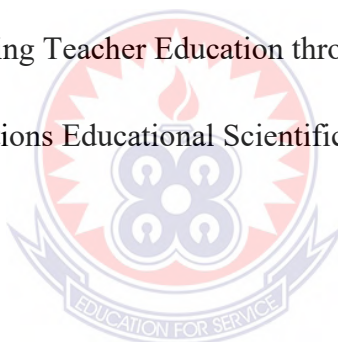
LIST OF FIGURE

Figures	Page
1: The construct adapted from Rogan and Grayson's (2003) theory of curriculum implementation theory	22



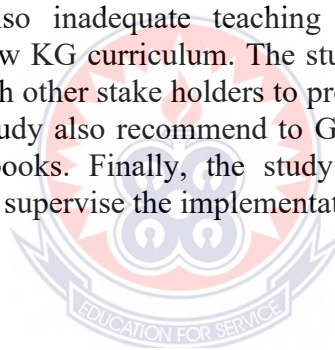
ABBREVIATIONS

GES	Ghana Education Service
ICT	Information and Communication Technology
KG	Kindergarten
MOE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
PD	Professional Development
PLC	Professional Learning Community
TLRs	Teaching Learning Resources
T-TEL	Transforming Teacher Education through Learning
UNESCO	United Nations Educational Scientific and Cultural Organisation



ABSTRACT

This study investigated challenges kindergarten face in the implementation of the new kindergarten curriculum in the Agona East District. The study focused on school resources, teacher preparedness, challenges and the way forward for the implementation of the new KG curriculum in the Agona East District. The study adopted convergent mixed method design and was guided by Rogan and Grayson's theory of curriculum implementation for developing countries. Both quantitative and qualitative data were collected. Quantitative data were gathered through a questionnaire from 127 teachers and headteachers at the public Kindergartens in the District. Qualitative data were gathered through interviews from 5 headteachers who were also part of the quantitative phase data collection. The quantitative data was analysed using descriptive statistics with the help of SPSS version 20, and the qualitative data were analysed thematically. Findings from the research revealed that there was an inadequate resources for the implementation of the curriculum. Also, in-service training was organised for teachers before the implementation of the new KG curriculum, the new KG curriculum is not overloaded and the KG schools have received copies of the new curriculum. However, there were several challenges bedevilling the implementation of the new KG curriculum. Prominent among them are that most of the schools do not have suitable classrooms and textbooks for the new curriculum. There is also inadequate teaching and learning resources for the implementation of the new KG curriculum. The study recommended to communities in the district to liaise with other stake holders to provide KG centres with appropriate classroom blocks. The study also recommend to Ghana Education Service to supply KG centres with text books. Finally, the study recommend to the Ministry of Education to monitor and supervise the implementation of the new KG curriculum.



CHAPTER ONE

INTRODUCTION

1.0 Overview

The chapter is organized in sub-sections comprising; background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations, limitation, definition of terms and organization of the study.

1.1 Background to the Study

Since the start of the twenty-first century, there has been an increase globally in emphasizing the importance of preschool years and supporting children's readiness for school. There is a call for action to change the world, and world leaders have pledged for the collective action to implement Sustainable Development Goals (SDGs). Among the SDGs, there is Goal 4 that seeks to "ensure inclusive and equitable quality education and promote life-long learning opportunities for all" United Nations General Assembly (UN, 2015). Goal 4 stands out specifically for education. Importantly, education is positioned at the heart of development and is essential for the success of all proposed SDGs (UNESCO, 2016). Therefore, education sectors in Ghana have embarked upon the road to implement the Sustainable Development Goal 4 (SDG4), to acquaint learners with the knowledge and skills relevant for the pursuit of global development. This pursuit does not exclude early childhood education.

Early childhood forms the foundation of education of the child in major countries across the world and the need to develop children holistically (Ntumi, 2016). The term, early childhood education refers to the education of a child from birth to eight

years old Miles & Browne cited in (Shakeel & Aslam, 2019). Grotewell and Burton (2008), explained that this range of age is between zero and eight years old. The paramount importance of the early years is widely acclaimed in various international documents and developmental goals such as the UN Convention on the Right of the Child, African Charter on the Rights and Welfare of the Child, Sustainable Development Goals (SDGs) and Education for All (EFA) goals among others (Akinrotimi & Olowe, 2016).

A curriculum is an instrument in education, and it is a foundation of any educational system. Studies have shown that making education meaningful and relevant to society, depends on how the curriculum is developed and implemented (Chinyani, 2013; Abudu & Mensah, 2016). Curricula are changed to reflect shifting trends in education, training, and the labour market. Curriculum development is an important component of educational improvement. As a result, this process needs to be effectively managed for it to be successful and for the new curriculum to be relevant to the target groups. Effective engagement, development, implementation, and management of curriculum change are critical in curriculum reforms. In curriculum development, the issue of implementation is one of the critical and important concepts in that it is the means of accomplishing the demand of the educational objectives (Marsh & Willis, 2007).

The new curriculum for Ghana's Kindergarten, *dubbed* "curriculum for change and sustainable development" is a standards-based curriculum using an integrated thematic curriculum model. At the heart of this new KG curriculum is the acquisition of skills in the 4Rs: Reading, wRiting, aRithmetic and cReativity by all learners. The curriculum envisages that graduates from the KG school system should become

functional citizens and life-long learners (NaCCA, MoE, 2019). The curriculum aimed at developing literate individuals, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens.

Literature is quite explicit on the reasons most curriculum reforms or innovations did not live up to expectations. Failure of these reforms or innovations most often occurred at the implementation stage of the curriculum reform or innovation.

Various curriculum implementation theories indicated that various factors contribute to a successful implementation of the school curriculum and the KG curriculum is no exception (Fullan, 1991).

In a study conducted by Fullan (1991), on curriculum implementation, the findings revealed that conditions that affect effective curriculum implementation include adequate use of teaching and learning resources, effective teacher preparation, effective school management system, as well as effective learners' participation and adequate parental support.

Fullan, again, produced a list of factors affecting curriculum implementation and suggested that the process could be analyzed in terms of characteristics of the curriculum innovation or change, characteristics of the school, characteristics of the school district, and characteristics external to the school system.

A study conducted by Macphail (2015), in Scotland revealed that the implementation of Physical Education curriculum failed because of a lack in the provision of the resources such as textbooks.

In another study conducted by Chishom (2005), two years before the new curriculum dubbed 'C2005' had run its course, a revised version of the C2005 was announced. The Ministerial Review Committee proffered the following as implementation challenges as reasons for the curriculum review: a curriculum and design, complexity of language, lack of alignment between curriculum and assessment policy, inadequate orientation; training and development of teachers; learning support materials with variable quality, often unavailable and not sufficient used; policy overload and limited transfer of learning to the classroom; shortage of personnel and resources to implement and support C2005 and inadequate recognition of curriculum as a core business of education department. The review committee recommended that first, a revised curriculum structure supported by changes in teachers' orientation and training, learning support materials and also, special attention should be paid to the implementation and regular monitoring and review to address the challenges.

Cheung and Weng (2012), were of the view that curriculum reform in Hong Kong was facing key obstacles and challenges that are common in many other countries at the implementation stage. They cited teachers' heavy workload, learning diversity in class and teachers' inadequate understanding of the curriculum as factors serving as challenges to effective curriculum implementation in Hong Kong.

Ghanney's (2011), concern is that the poor academic performance of the Basic School pupils as a result of these implementation problems affects the transition rate from Junior High School to Senior High School.

Yakubu (2000), identified value conflict, power conflict, psychological conflict and practical conflict as factors serving as barriers to effective implementation of a given curriculum. Etsey (2007) added that teacher qualification, motivation, non-

availability of teaching/learning materials, supervision, lateness and absenteeism on the part of pupils are strong factors influencing the implementation of the basic school curriculum. It appears these challenges are not different from what is going in education sector in Ghana.

Etsey (2007), in their study conducted in Ghana found that large class size makes the teachers' work difficult and retards their progress, attitude to work, management and administrative issues, as well as uncondusive school environment and lack of parental support to education. Therefore, the implementation of the new KG curriculum needs to be investigated to address any teething challenges that are likely to have an adverse effect on the curriculum goals.

1.2 Statement of the Problem

Given the pivotal role that educators play in ensuring curriculum delivery, those charged with leading the implementation at the school level have been faced with many dilemmas, conflicts and tension regarding the implementation of curriculum change (Yin, Lee & Wang, 2014).

Fullan (2001), identifies three sequential phases for effective curriculum development, namely initiation, implementation and adoption. He further asserts that after the initiation of a new curriculum, policymakers quickly rush to its adoption without emphasis on how the innovation is going to be implemented. This ignorance during the implementation phase creates even more of a gap in the successful implementation of innovation.

Onyeachu (2008), intimated that irrespective of how well a curriculum of any subject is planned, designed and documented, its implementation is important because

problems of most programmes arise at the implementation stage. Thus, the success or failure of a planned curriculum is dependent on how the implementation problems are tackled and how the process succeeds. This is why Rogan and Grayson (2003), lamented that the developing countries are replete with examples of well-intention and well-designed curriculum reforms programme that have failed to take root.

Anderson, as cited in Anderson (2017), has argued that the success of any educational programme depends on the implementation. Park and Sung (2013), posited that educators do not feel well equipped to implement the new curriculum. If educators feel that they are not well equipped to innovate, their approach to implementing a new curriculum is fraught with perpetual problems. According to Asebiomo (2009), no matter how well formulated a curriculum maybe, its effective implementation is a sine qua non toward achieving the desired goals of education. This is because the problem of most programmes arises at the implementation level. Acknowledging this, Mkpa (2005), remarked that it is at the implementation stage that many excellent curricula plans and other educational policies are marred. Even in some cases where attempts at ensuring actual operation, curricula have not yielded satisfying and recommendable dividends, hence the dissatisfaction of parents and significant others with poor performance in the educational system which is characterized by crises and with curricula, marked by abysmal failure.

Studies conducted by Anderson (2017) and Etsey (2007), on the implementation of the 2007 curriculum in Ghana revealed unconducive school environment, management and administrative issues, teacher qualification, non-availability of teaching/learning materials, supervision, lateness and absenteeism on the part of learners, power conflict, value conflict, psychological conflict and practical conflict as

some of the factors militating against the effective implementation of the curriculum. However, their studies did not focus on early childhood curriculum implementation.

Erden (2010), investigated the challenges preschool teachers encounter in curriculum implementation in Ankara. The study sought to find out whether these challenges differ to teachers' level of education, the department they graduated from, their teaching experience and level of in-service training. However, the study fails to investigate the school resources available to these schools.

Oludele, Abuovbo and Abosede (2015), conducted a study on an evaluation of early childhood curriculum implementation in Osun State, Nigeria. Their study sought to investigate the quality of the personnel involved in the implementation of ECE curriculum, find out the adequacy of the teaching and learning facilities and also, compare the expected curriculum with the observed curriculum. However, their study focused on both public and private KG and fails to investigate teacher preparedness ahead of the curriculum implementation.

Ntumi (2016), also, conducted a similar study on the implementation of early childhood curriculum in Cape Coast Metropolis. His study focused on the challenges facing the implementation of the early childhood curriculum. However, his study did not focus on teacher preparation ahead of the curriculum implementation and school resources available for the implementation of the curriculum. Meanwhile, Fehintola (2011) and Ghanney (2007), have argued that curriculum implementation problems affect learners' academic performance. This means that the aims and the objectives of the new KG curriculum which seek to turn out graduates who are good problem solvers, able to think creatively and have both confidence and competence to

participate fully in the Ghanaian society as responsible local and global citizens can be hampered if the curriculum is not well implemented (NaCCA, MoE, 2019).

Also, Wang's (2006), contention has been that the factors affecting curriculum implementation are resource support, teaching methods, teaching experiences, language proficiency and professional development needs of the teachers as a predictor of teacher's implementation. Wang's contention is also contending with the new KG curriculum implementation in the Agona East District.

According to Penny, Ward, Read and Bines (2008), the government of Uganda failed to implement their new educational programme called the Education strategic investment plan (ESIP) of 1998 because the government did not have adequate teaching and learning resources, sufficient training of educators and limited budget support for the curriculum implementation. What Wang (2006) and Penny et al. (2008) said is not different from what is happening at Agona East District.

In November 2021, the national president of National Association of Graduate Teachers is on record to have said during radio discussing on City FM that years after the implementation of the per-tertiary curriculum, the ministry of education have not supply basic schools with textbooks and other learning materials. This he said, was impacting negatively on pre-tertiary curriculum implementation hence, the quality of basic education delivery in the country. What the national president had said was not different from the situation in Agona East District.

In July 2019, the district Director of Education of Agona East is on record to have said, during the closing ceremony of the implementation of the new curriculum at Nsaba the district capital of Agona East, that how well teachers put the knowledge

acquired through the training will go a long way in the implementation of the new curriculum.

Tamakloe (1992), stated that for a successful implementation of curriculum to take place, certain requirements and conditions should be fulfilled. Thus, there is the need to have a short-time measure to run an in-service training programme for incumbent teachers and also a long-term one to redesign the pre-service teacher programme in order that newly trained teachers are equipped with the requisite knowledge and skills for an effective implementation of the programme. However, if the above requirements and others mentioned earlier are not met, then, the aims and the objectives of the KG curriculum as the aspiration for the KG child in the Agona East District to have a solid kindergarten educational foundation cannot be achieved. The situation therefore need urgent attention to improve on learners' academic performance to avert the poor implementation of the new KG curriculum.

In an interaction with some KG teachers during a visit to some KG centres in Agona East, it was revealed that in-service was organised as well as supply of some curriculum documents. When some KG teachers in the district were asked, how the in-service training and the school resources available were helping in the implementation, a lot of issues came out which needs further investigations.

Yanik cited in Anderson (2017), revealed that studies on curriculum implementation are restricted in their scope and purpose. There is, therefore, the need to widen this scope and purpose regarding the studies on curriculum implementation by investigating implementation of the new KG curriculum in Agona East District: prospects challenges and the way forward. This study was, therefore, proposed to fill

this gap created in the literature concerning the implementation of the new KG curriculum in the Agona East District.

1.3 Purpose of the Study

The purpose of the study was to investigate the implementation of the new KG curriculum, to establish the prospects challenges and the way forward in Agona East District.

1.4 Objectives of the Study

The objectives of the study were to:

1. identify the school resources available for effective implementation of the new KG curriculum in the Agona East District.
2. examine the KG teacher preparedness towards the implementation of the new KG curriculum in the Agona East District.
3. assess the challenges KG teachers face in the implementation of the new KG curriculum in the Agona East District.
4. explore the support systems that could be put in place to ensure effective implementation of the new KG curriculum in the Agona East District.

1.5 Research Questions

The following research questions were formulated to guide the study:

1. What school resources are available for the effective implementation of the new KG curriculum in the Agona East District?
2. How prepared are the KG teachers in the implementation of the new KG curriculum in the Agona East District?

3. What are the challenges do KG teachers face in the implementation of the new KG curriculum in the Agona East District?
4. What are the support systems that could be put in place to ensure effective implementation of the new KG curriculum in the Agona East District?

1.6 Significance of the Study

1. The findings of the study would help the teachers in the district to adopt strategies that will improve learners' performance when implementing a new curriculum.
2. The findings of the study would bring to light challenges affecting KG centres in the district for communities to support KG centres with the needed resources.
3. It would be beneficial as Non-Governmental Organisations and International donors would invest in KG education by providing them with educational resources.
4. The study will also help Ghana Education Service to periodically plan an in-service training program for teachers to fully equip them for curriculum implementation.
5. Finally, the outcome of the study would be of great benefit to individuals, students, institutions and organisations that would like to do further studies on a similar or related topic in Ghana and elsewhere.

1.7 Delimitations of the Study

Creswell (2014) defined delimitation as "how the study will be narrowed in scope" (p. 106). According to McMillan and Schumacher (2001), delimitations of a study are those characteristics that arise from limitations in the scope of the study defining the

boundaries of the study. This study covered issues regarding the implementation of the new KG curriculum in the Agona East District of the Central Region. In the first place, the study was delimited to only KG teachers and headteachers in selected public KG centres in the Agona East District. The reason is that these respondents have the needed information, skills and competence to respond to the questionnaire items and the interview. Again, the study was delimited to 5 out of 7 circuits in the Agona East District. Finally, the study was delimited to the following variables: the school resources available to the implementation, teacher preparedness for the implementation, challenges confronting the implementation of the new KG curriculum and the way forward.

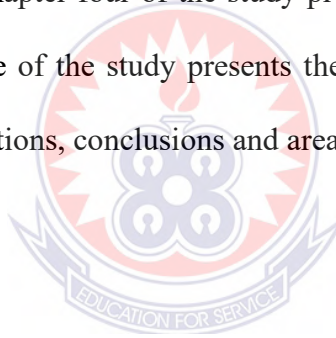
1.8 Limitations of the Study

Limitations are matters and occurrences that are out of the researcher's control and limit the outcome of a study and conclusions drawn (Simon & Goes, 2013). These may include the instruments, the sample, the analysis, the nature of self-report, limited funding, choice of research design and other factors (Siddiqui, 2010). The limitations of this study included the following:

1. The sample. Private schools should have been included to reveal a general picture of how they are implementing the new KG curriculum. This was not done as the study task would have been too enormous to be accomplished within the time frame.
2. The data: school supervisors and parents should have been included in the study to get comprehensive information on the challenges at the school level. This was also not done

1.9 Organisation of the Study

The study is presented in five chapters. Chapter one is the introduction which entails the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, delimitations, limitations of the study and definition of terms. Chapter two of this study explores the literature review in line with the objectives of the study. It also explores the theoretical framework for the study. Chapter three of this study focuses on the methodology. This comprises the introduction, research paradigm, research design, target population, sample size and sampling procedure, data collection method, validity and reliability of the research instruments, methods of data analysis, and ethical considerations. Chapter four of the study presents the study findings and data presentation. Chapter five of the study presents the summary of the study, findings, discussions, recommendations, conclusions and areas suggestions for further studies.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

Hammond and Wellington (2012), stated that reviewing literature help researchers to establish an overview of what has already been studied in the field or area under the intention of the investigation. This chapter comprised the theory of the study and reviews the literature related to the study. The literature was reviewed under the following sub-headings;

1. Curriculum as Concept
3. Concept of Curriculum Implementation
4. Theoretical Framework for the research study
5. Some Models of Curriculum Implementation
6. How School Resources Influence Curriculum Implementation
7. Teacher factor in curriculum implementation
8. Challenges faced by KG Teachers in the Implementation of the KG Curriculum
9. Empirical Review
10. Early Childhood Education in Ghana
11. Review of the new (2019) KG curriculum
12. Summary of the chapter

2.1 Curriculum as a Concept

The word curriculum is derived from the Latin word 'currere' which means 'run' and it signifies a 'run-away' or a course which one runs to reach a goal. There are many

definitions of curriculum. Because of this, the concept of curriculum is sometimes characterised as fragmentary, elusive and confusing. The traditional points of view of curriculum in the early years of the 20th century held the concept of curriculum as a body of subjects or subject matter prepared by the teachers for the students to learn. It was synonymous with the course of study and syllabus.

The progressive points of view of curriculum, on the other hand, is listing of schools' subjects, syllabi, course of study, and list of courses or specific discipline do not make a curriculum. It can only be called a curriculum if the written materials are attained by the learner. Broadly speaking, a curriculum is defined as the total learning experiences of the individual. This definition is anchored on John Dewey's definition of experience and education. He believed that reflective thinking is a means that unifies curricular elements. Thought is not derived from action but tested by application.

Anwuka (2011) is of the view that the numerous competing definitions of the curriculum indicate that their common element is that curriculum has to do with planning the activities and the environment of the learner. He explains curriculum as the planned and organized set of formal educational and/or training intensions focused on the acquisition of pre-specified competencies. The competencies reflect the elements of the learners' culture, which when imbibed by the learners make them functional citizens of their society.

According to Taylor (1967), curriculum means all the learning which is planned or guided by the school, whether it is carried in groups or individually, inside or outside the school. Kerr (1968) of different view says, Curriculum means all the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school. Ivowi (2009), defined curriculum as a

systematic organization of a set of intentions about learning experiences for certain learners in certain justifiable arrangement of sequence and resources. This definition is shared by Izuagba (2009) defined curriculum as: The planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience under the auspices of the school for the learner's continuous and willful growth and personal social competence.

Tyler (1957), states that the curriculum is the learning experience that is planned and directed by the school to attain its educational goal. From the various definitions and concepts presented, it is clear that curriculum is a dynamic process.

2.2 Concepts of Curriculum Implementation

Mezieobi (1993), conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea, or policy into effect. Hence, curriculum implementation includes the provision of organised assistance to staff (teachers) to ensure that the newly developed curriculum and the most powerful instructional strategies are delivered at the classroom levels. According to the University of Zimbabwe (1995), curriculum implementation involves how educators select and mix the different aspects of knowledge contained in the curriculum document or syllabus. Implementation occurs when the educators-constructed syllabus, the educators' personality, teaching and learning resources and the teaching atmosphere are interrelated with learners. Curriculum implementation is therefore how the planned or official designed course of study is translated by the educator into syllabus, scheme of learning and lessons to be taught to the learners.

Afangideh (2009), has described the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. Implementation

takes place as the learner acquires the intended experiences, knowledge, skills, idea and attitudes that are aimed at enabling the same learner to function effectively in a society. Therefore, putting the curriculum into operation requires an implementing agent. Stenhouse (1975), identified the teacher as the agent in the curriculum implementation. She argued that implementation is how the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice.

Curriculum implementation, therefore, can be referred to as how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. The implementation, as an essential part of curriculum development, brings into existence the anticipated changes. The changes can occur in several ways. The two most obvious ways are:

1. Slow change: this occurs for instance, when we incorporate minor adjustments in the course schedule, when we add some books to the library or when we update the unit plan, etc. is a slow change.
2. Rapid change: this happens as a result of new knowledge or social trends influencing the curriculum, such as computers education being introduced in the curriculum, etc.

The term curriculum implementation had been defined in different ways by different scholars Curriculum implementation is the key aspect of the curriculum, because no matter how well a curriculum of any level of education is planned and documented, implementation is indispensable. Garba (2004), viewed curriculum implementation as a process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. It is the task of translating the curriculum

document into the operating curriculum by the combined efforts of the students, teachers and others concerned (Modibbo, 2008).

Zumwalt as cited in Owusu Akwesi (2014), asserted that curriculum implementation is the practical application of theory into practice in a way that the eventual outcome is evidenced through the learners' performances in and outside the classroom. When teachers deliver both the curriculum contents and instructional strategies in the way and manner they were designed to be delivered, curriculum implementation is said to have occurred. However, the ability and effectiveness of the teacher to carry out curriculum implementation depend to a large extent on some variables like knowledge/experience qualification, availability of resources and motivational issues among others. Onyeachu (2008), viewed curriculum implementation as a process of putting all that has been planned as a curriculum document into practice in the classroom through the combined effort of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment.

These definitions imply that curriculum implementation involves the real and practical application of theory into practice in such a manner that the overt outcome is noticed through the performance of learners in the classroom at the KG level. Therefore, curriculum implementation can be viewed as a translation of what has already been planned and documented theoretically into practical terms for use in schools.

2.3 Theoretical Framework for the Study

According to Abend (2008), theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing

knowledge within the limits of critical bounding assumptions. A theoretical framework is a structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. The theoretical framework connects the researcher to existing knowledge. Using theoretical frameworks strengthens research as it helps to make strong connections between the current study and what has been developed already.

Vinz (2015), observes that a theoretical framework provides the scientific justification for an investigation. In this regard, this study does not stand in isolation. It derives its support from a theory. Rogan and Grayson's (2003), theory of curriculum implementation for developing countries was used to guide the study. The constructs of the theory of curriculum implementation, according to Rogan and Grayson (2003), are Profile implementation, Capacity to support innovation, and Support from outside agencies. These constructs share three important characteristics:

1. They can be measured using indicators,
2. They are narrow enough to encompass several related factors and
3. They are narrow enough to include one main idea. The unit of analysis for the theory of curriculum implementation is the learning environment.

In South Africa for example, the theory has been used to determine the extent to which the 2005 Physical Science curriculum could be successfully implemented. Also, Anderson (2017), uses the theory to investigate 'the learner factor on the implementation of the Basic school curriculum'. Rogan and Grayson claimed that implementation is often neglected as the emphasis falls on the adoption of the

changes. The proponents of the theory detailed the constructs underpinning this theory as follows:

2.3.1 Profile of implementation

The construct profile of implementation refers to what transpires in the classroom. It is based on an assumption that there are as many ways of implementing a curriculum as educators are teaching it. The profile of implementation offers numerous alternatives that curriculum planners at the school level can follow to determine where they are, to discover their strengths and to make progress by building from their strengths. In this way, they have the choice to select a route to follow in working towards meaningful implementation of the new curriculum within the context and capacity of their schools. Therefore, the implementation of the new curriculum becomes a long-term, ongoing process where teachers determine the beginning of the implementation and the pace at which they are prepared to go (Rogan & Grayson, 2003). This theory supports developmental planning in the sense that it allows different members of the school community to take part in drawing up a plan to implement change in a manner that is suitable and practicable within the context and culture of a particular school (Hargreaves & Hopkins, 2004).

2.3.2 Capacity to support innovation

Rogan and Grayson (2003, p.1186), explained the construct 'capacity to support innovation' as an attempt to understand the aspects that either support or hamper the implementation of new ideas and the practices in a school setting. This construct assumes that the extent to which schools are capable of implementing a particular innovation will never be the same. Thus, the implementation of a new curriculum will certainly differ from school to school given the individualised context of each school

in relation to resources available, teacher factor, ecology of the school and what have you.

The capacity to support innovation construct is further divided into four sub-constructs: physical resources, refer to such assets as Basic buildings (classrooms, offices, toilets, laboratories, textbooks, etc). Teacher factors include teacher qualifications, their background, training and level and confidence, and their teaching commitments. Learner factors include a supportive home environment and learner's proficiency in the language of instructions, while the school ecology and management pertain to the commitment by everybody to make the school work and the strong leadership role of the principal. These four factors present a clear picture of the school's capacity to innovate (Rogan & Grayson, 2003). For the purpose of this study, I deliberately excluded the management part of the sub-construct school ethos and management and learner factor because the focus of the study is on educators.

2.3.3 Support from outside agencies

In this study, outside agencies are defined as organisation outside the school that works together with the school to support innovation such as government departments, donors, Non-Governmental Organisations (NGOs) and teacher unions. According to Rogan and Grayson (2003, p.1192), "the focus of this construct is on the design of the support rather than the effect". It deals with the level of support and pressures various organisations exert on the school to facilitate change. The type of support given may either be material or non-material. Material support includes physical resources, whereas non-material support is usually provided in the form of the professional development of educators (Rogan & Grayson). The professional development of educators is further divided into two sub-themes. The first is in-

service training (INSET) with its emphasis on the implementation of change rather than just providing information and a greater sense of teacher ownership of the process. The sub-theme has to do with the extent and duration of the support.

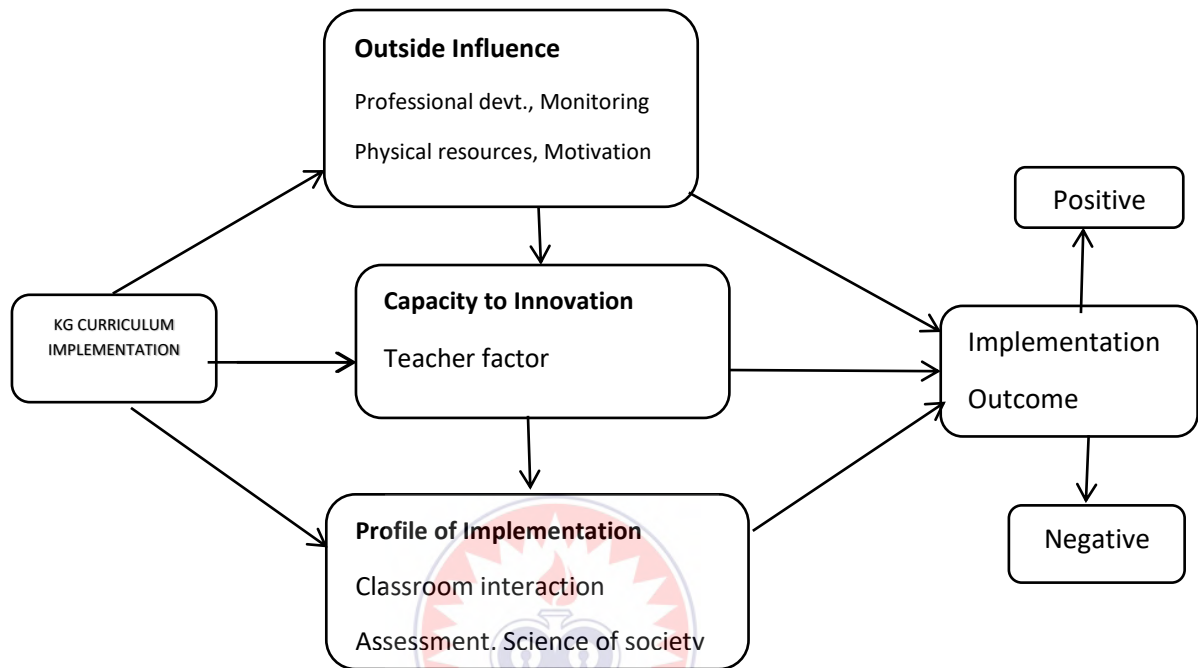


Figure 1: The construct adapted from Rogan and Grayson's (2003) theory of curriculum implementation theory

2.3.4 Relevance of the theory to the study

Profile of Implementation. The dimensions of the Profile of Implementation are the nature of the classroom interaction (what the teacher does and what the pupils do), use and nature of practical work concerned, incorporation of the subject of study in society, elements, and assessment practices. All the units stated under the Profile of Implementation is not different from what is spelt out in the new KG curriculum. The curriculum encourages setting up of different learning centres for learners to engage in active work and to interact with the materials, among themselves as well as teacher.

The curriculum also incorporates of all subjects stated in the new curriculum into themes which the construct stated as science in society and the use of authentic assessment.

In the context of the new KG curriculum, KG teachers are encouraged to implement the planned programme to the letter (Fidelity Approach), add to the planned programme (Mutual Adaptation) and in certain areas like the creativity, teach their own content deemed important in some instances (Curriculum Enactment) Thus, the implementation perspectives proposed by Rogan and Grayson's (2003) theory are exactly what is practiced in KG centres in Ghana. Hence, there is a need to adopt the theory to investigate the implementation of the new KG curriculum.

Capacity to support innovation: Rogan and Grayson (2003) opined that this construct is an attempt to understand and elaborate on the factors that are able to support, or hinder, the implementation of new ideas and practices in a system such as KG centres. Possible indications of the Capacity to Support construct are: physical resources, teacher factors, learner factors and the school ecology and management. Physical resources are certainly one major factor that influences capacity. Poor resources and conditions can negatively affect both teacher and learner output.

Teachers' own background, training and level of confidence is another factor that affects their commitment to teaching. Their lack of subject matter knowledge and the extent to which they will embrace innovation are also major problems of successful implementation. Rogan and Grayson (2003), intimate that the teacher and learner factors have the most direct bearing on the classroom as a unit of analysis; and physical resources such as what is in the classroom (or whether there is a classroom at all) and aspects of the school ecology such as whether classes take place, also

influence what will take place at the classroom level. It should be recognized that not all schools have the capacity to implement a given innovation to the same extent. Physical resources in schools, teacher quality and pupil-teacher ratio, are not the same; and therefore, would influence the implementation of the standard-based curriculum being used in the country. The capacity to support innovation construct is relevant to the current study as KG schools in the Agona East differ in their capacity to implement the new KG curriculum.

Support from outside agencies. Rogan and Grayson (2003), stated that these agencies include organizations outside the school such as departments of education that interact with a school in order to facilitate innovation (the implementation of a new curriculum). In developing countries, educational innovation is often sponsored and funded by countries in the developed world. There are two forms of support to schools, according to this construct: namely, material and non-material. Material support is divided into two categories, the provision of physical resources such as buildings, books, hands-on learning materials, and direct support to learners on the other hand, which might include school feeding programmes and safe, quiet places to study outside of classroom time. Non-material support is most commonly provided in the form of professional development and obvious way in which outside agencies try to bring about changes in schools.

This dimension has two sub-themes. The first is the underlying purpose or focus of the professional development while the second was the extent and duration of the support. The support from outside agencies construct is also relevant to the current study as KG centres in the Agona are funded and supported from the community, the missions, NGOs, the government, and the donor agencies. As these resources are

almost always inadequate for the KG centres to effectively implement curriculum, therefore, implementation suffers.

Rogan and Grayson (2003), argued that implementation proposition will be most likely to succeed when there is alignment between the three constructs and the primary level of the system. They, however, lament that the developing world is replete with examples of well-intentioned, well-designed curriculum reform programmes that have failed to take root.

2.4 Some Models of Curriculum Implementation

Implementing a curriculum implies bringing about change, and any change that is attempted in a user system involves movement in some predetermined direction (Cobbold, 1999). According to Fullan and Pomfret (1977), curriculum change consists of five components. These are changes in subject matter or materials, organisational structure, role and/or behaviour, knowledge and understanding, and value internalization. The subject matter component refers to the content of the curriculum that teachers are expected to acquire on their own, or in cooperation with peers. Organisational structure refers to the formal arrangement and physical conditions. The components here do not pertain to changes in users but changes in the conditions under which users interact. The third component refers to the habits that members who are directly involved in putting innovation to practice are expected to acquire. The fourth component is the knowledge and understanding that users have about things like philosophy, objectives, subject matter, and role relationships in the innovation. Finally, value internalization is the users' commitment to implementing the various components of the innovation. To determine if any change has occurred in any or all of the components described above, one of three models of the

implementation process discussed in the research literature may be used. These are the fidelity model, adaptation model and enactment model. The three models are based on different assumptions about curriculum knowledge, curriculum change and the role of the teacher.

2.4.1 The fidelity model

The initial and most extensively documented model to curriculum implementation is the fidelity model. It investigates the degree of faithful implementation of the curriculum, and the criterion for success is the faithful use of the curriculum as intended by the developers or sponsors of the programme (Snyder, Bolin & Zumwalt, 1992). That is to say, when programme developers prescribe a fidelity approach to implementation, they intend to measure the extent to which actual use of the curriculum corresponds with its intended use.

Minor changes introduced by the implementers might be tolerated but the emphasis is clearly on ensuring that practice concurs with the intentions of the designer (Cobbold, 1999). He makes the pertinent observation that the fidelity perspective to implementation seems highly optimistic about achieving predetermined goals through the use of systematic, rational processes. This is consistent with the observation by Leithwood that developers tend to view the programme "as a relatively complete solution to a clearly defined problem in the school or school system" cited in (Cobbold, 1999, p. 30).

Consequently, implementers are encouraged to focus their attention on the new programme and its prescriptions and to trust that "faithful" implementation will solve the problem. The assumption that emerges from this is that implementation is a non-problematic phenomenon that occurs without hindrance provided people understand

the value of innovation and readily follow its prescribed practices. Because curricula are not always faithfully implemented, adequate training before implementation and support and monitoring during implementation have become standard features of this approach.

Several assumptions underlie the fidelity perspective. First is the assumption that curriculum knowledge is created outside the classroom by the experts who design and develop the curriculum. The second assumption is that curriculum change is a rational, systematic, linear process that can be better administered the more we know about the factors that either facilitate or hinder the smooth operation of the process. Thirdly, the teacher is regarded as a consumer who should follow the directions and implement the curriculum as the experts have designed it. As someone who impart of the curriculum to learners, the teacher's role becomes crucial to the success of the curriculum (Cobbold, 1999). Sympathizers of the fidelity orientation are likely to see the curriculum as a static thing (document) a textbook or a syllabus. This is what Snyder et al. (1992) imply when they state that from a fidelity point of view, "A curriculum is something concrete – something that can be pointed to – something that a teacher can implement and something that can be evaluated to see if its goals have been accomplished" (p.427).

2.4.2 The adaptation model

The adaptation approach, also called the mutually adaptive or evolutionary approach, rests on the assumption that the exact nature of implementation cannot and/or should not be pre-specified but rather should evolve as different groups of users decide what is best and most appropriate for their situation (Fullan, 1991). Adaptation may be conceptualized as a continuum with different points located along with it. One end of

the continuum is where minor adjustments to the curriculum may be envisaged. The other end of the continuum is where users make all sorts of modifications to suit their interests. This is the point of evolutionary changes. Between these two polar ends is mutual adaptation. Here an external idea or innovation influences what users do while users more or less equally transform the idea for their situation. This is the central feature of most curricula implementation. It allows for adjustments and revision in needs, interests and skills of participants and institutions as well as in programme goals and methods in the light of the institutional context, organisational patterns, as well as beliefs about knowledge and professional ideology (Cobbold, 1999).

It would appear that mutual adaptation grants a measure of deserved respect both to the developers and the implementers of a programme and therefore makes the two groups meet on equal terms. Thus, there is some measure of negotiation and flexibility on the part of both designers and practitioners. Adaptation also is premised on ethical and moral grounds because it permits some self-direction for implementers while recognising the legitimate role of policymakers in setting educational goals. The thrust of the adaptation perspective, according to Cobbold (1999, p. 32), is that "every effort should be made to ensure that a programme is reasonably well developed at the very beginning but a room should be allowed for reasonable modifications to be made to fit the programme effectively into the local context."

The mutual adaptation model makes some assumptions about curriculum knowledge, change and the role of the teacher. Curriculum knowledge is thought to reside in the outside expert who develops the curriculum to be adapted by teachers to the local context. Change is seen as a more unpredictable, less linear process at the end of which is an active consumer; this process of change needs to be understood to help

explain what happens to the curriculum. The role of the teacher in this regard is to shape the curriculum to meet the demands of the local situation (Synder et al., 1992).

Research indicates that some degree of adaptation is inevitable in any successful implementation. In this connection, it makes good sense to agree with the many authors (e.g. Hall & Locks, 1981) who think that the extent of adaptation that can be allowed should be clarified: "How much and in what way teachers are free to vary the programme should be determined by someone and communicated early in the in-service process" (Hall & Locks, cited in Snyder et al., 1992, p. 408).

2.4.3 The enactment model

Enactment orientation to implementation describes how the curriculum is shaped through the evolving constructs of teachers and students (Snyder et al., 1992). It is concerned with describing how the curriculum is experienced by the participants as well as how it is shaped as it gets acted. Specifically, the enactment model asks questions such as:

1. What are the enacted experiences of teachers and students and how do they create them?
2. What effect do outside factors have on the curriculum as enacted?
3. What are the effects on students of the curriculum as actually enacted?

(Snyder et al., 1992, p. 418) Unsurprisingly, the curriculum is viewed as the educational experience by the student and the teacher. The externally designed curriculum materials and programmed instruction strategies at the heart of the fidelity and mutual adaptation perspective are seen as resources for teachers and students to use as they engage in the ongoing process of teaching and learning in the classroom. It

is teachers and students who create the enacted curriculum and give meaning to it. They are creators rather than recipients of curriculum knowledge (Cobbold, 1999). The advocates of enactment see curriculum knowledge as a personal construct that must answer to both personal and external standards. The assumptions about curriculum knowledge, change and the role of the teacher underlying the enactment model are stated by Snyder et al. (1992) thus: Curriculum knowledge is a personal construct that must reflect personal and external standards. Change is a development process for both teachers and students, rather than an only change in observable behaviour.

The role of the teacher is that of a curriculum developer who grows ever more competent with his or her students in constructing positive educational experiences (p. 418). As Cobbold (1999), rightly points out, it is not just content and materials which must change. More importantly, thinking, feelings, beliefs, assumptions and practices must change. The teacher's role is integral to the curriculum process for there could be no curriculum without the teachers and students giving form to it in the classroom. The foregoing paragraphs have described three models of curriculum implementation, their different assumptions and their focuses.

The fidelity model assumes that if the planned curriculum designed by experts is carried out by teachers, the curriculum is regarded as implemented successfully. The mutual adaptation approach assumes that implementation is an evolving process and the needs and interests of different stakeholders would change at different stages of the implementation.

The enactment perspective focuses on the experiences gained by teachers and students during implementation rather than the curriculum materials and strategies. Its major

concern is the effects on students when the curriculum is implemented. The conditions under which each model should be applied continue to engage the attention of curriculum researchers. Berman cited in Cobbold, (1999, p. 35), offered a part of the solution when he suggested that fidelity approaches are more appropriate under conditions where there are clear and agreed-upon goals, well-designed programmes and minor focused changes. On the other hand, adaptive approaches appear to be more effective in situations where there are conflicts over goals, incomplete development and major changes.

Cobbold (1999), examined the relative merits and demerits of the three models. He reasoned that programmes designed with a fidelity mode of implementation in view tend to be clearer, more specific and easier to assess. But they also may be inappropriate for all or some situations and/or lead to rejection by individuals and groups who do not wish to use the particular version being advocated, especially in decentralised educational systems. Adaptive-oriented programmes also have the advantage of allowing for more individual choice, and development suited to a variety of situations, but they more often than not create uncertainty about what should be done. From a research point of view, therefore, such programmes are difficult to assess since they differ from situation to situation.

2.5 School Resources and Curriculum Implementation

There are several challenges in curriculum implementation. The biggest problem could be the curriculum been implemented without the needed resources available or where the resources are available, it is inadequate. Mkandawire (2010), observed that among the challenges choking curriculum implementation were lack of funding, inadequate teaching and learning materials, inadequate numbers of qualified teachers,

unavailability of school facilities and equipment like classrooms, libraries, resource centres, offices, desks, school halls and other facilities.

Aneke (2015), stated that instructional material makes the subject matter more real, helps to enhance the learners' imagination, helps to prevent misconceptions and also makes learning more interesting. The issue of poor teaching, infrastructural facilities, laboratories, equipment and workshop is still hindering curriculum development and implementation. Many schools lack the required learning infrastructure such as libraries, workshops, laboratories that can enhance quality education. This assertion is not different from that of Obanya (2004), who posited that for efficiency, schools require instructional materials for day-to-day work and that schools devoid of these materials cannot operate successfully. Obanya added that inadequate provision of instructional materials affects school activities negatively. Hence, there is a need for adequate provision of tools, machines, equipment, books, curriculum modules, wall charts, flashcards, and picture cards amongst others.

A good condition of school buildings and components support the enhancement in teaching and learning progress in the school (Mc Koy et al., 2008). Supporting. Olokor (2006), noted that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment. However, there are not enough funds to sustain some good materials developed in recent times. Appreciating the importance of facilities, Mc Koy et al. (2008) opined that school facilities are the operational inputs of every instructional programme. The school is like a manufacturing organisation where plants and equipment must be in a top operational shape to produce results.

Similarly, Ivowi (2004), noted that to ensure that curriculum is effectively implemented, infrastructural facilities, equipment, tools and materials must be provided in adequate quantities. From the discussion above it can be noted that school resources play a vital role when it comes to curriculum implementation. Lack or inadequate of these resources hamper the new effect that most innovation try to achieve.

2.6 Teacher Preparedness in Curriculum Implementation

Successful implementation of a new curriculum is not simply a matter of teachers understanding and responding to goals formulated by policymakers or educational researchers. Furthermore, most school leaders do not supervise their workers (teachers) adequately to ensure effective curriculum implementation. Faubert (2012), maintained that implementation occurs at the school and classroom level, which are the learning sites where educators operate. They are the ultimate implementers of all curriculum reforms.

For a successful implementation of any new curriculum, teachers have to reconsider the beliefs and values underlying their classroom practice (Aikenhead, 2006). Observing the importance of involving teachers in decision making and planning of curriculum, Obinna (2007, p.8), reported that, "no government policy on education can be realised if it does not, first of all, perceive the problems and opportunities before initiating decision-making process". The teacher is in the best position and most qualified resource person to be consulted.

Mkpa (1987, p.345), emphatically remarked that, "as a most important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process". Obinna (2007), found out that in most cases, teachers are

deliberately neglected when major decisions on education and matters concerning their welfare are taken. This situation has and negative consequences on curriculum implementation. This is, therefore, an implementation issue that needs to be looked into.

Anwuka (2011) is of the view that the numerous competing definitions of the curriculum indicate that their common element is that curriculum has to do with planning the activities and the environment of the learner. He explains curriculum as the planned and organized set of formal educational and/or training intensions focused on the acquisition of pre-specified competencies. The competencies reflect the elements of the learners' culture, which when imbibed by the learners make them functional citizens of their society.

According to Taylor (1967), curriculum means all the learning which is planned or guided by the school, whether it is carried in groups or individually, inside or outside the school. Kerr (1968) of different view says, Curriculum means all the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school. Ivowi (2009), defined curriculum as a systematic organization of a set of intentions about learning experiences for certain learners in certain justiable arrangement of sequence and resources. This definition is shared by Izuagba (2009) defined curriculum as: The planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience under the auspices of the school for the learner's continuous and willful growth and personal social competence.

Erden (2010), also opined that since teachers are the principal agents who translate all the theoretical educational information in the curriculum into real classroom

practices, there is, therefore, the need to get trained and qualified teachers to implement the curriculum in every community. In line with this, Park, cited in Erden (2010), indicated that teachers' understanding of the curricula is crucial for apt adaptation and implementation. This is because if teachers can figure out what the curriculum's philosophy and theoretical framework are in detail, they will be able to successfully implement such a new curriculum. It is argued that the best-designed programme in education will fail to have the intended impact and results if it is not properly implemented.

A poor condition of service for curriculum implementers is another challenge. In the same vein, poor salaries, no housing and generally poor conditions of service also demoralize the teachers who may resort to going into private commercial enterprises to supplement meagre salaries. If various education policies and programmes are to be effectively implemented, teachers ought to be adequately trained and motivated.

Quality of teaching staff to meet the expectations of pupils and the society is another impediment. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. A sufficient supply of trained teachers is, therefore, needed if the implementation of the curriculum is to be effective. In Ghana, however, learning institutions have been for a long time experiencing a shortage of teaching staff and the rural areas are the most affected since teachers shun those areas. Teacher- pupil ratio is too high and, in some cases, untrained teachers are involved. When a school does not have enough teachers, the few that are there are overstretched/overloaded, hence they are overworked which in turn affects their capacity to teach effectively. In the case of high schools, for example, where there is

specialization in terms of teaching subjects, some subjects are not offered in certain schools even though they appear in the curriculum because trained teachers in those subjects are not available. Such hindrances are also the most affected KG centres.

Okello and Kagoire (1996, p.125) were of the view that "the quality of education of a country largely depends on the quality of teachers." In other words, the quality of education is as good as the quality of teachers. If the quality of teachers is poor, the quality of education will be poor. What this means, therefore, is that the quality of teachers will determine the effectiveness of curriculum implementation. The education system needs adequately trained and motivated teachers to succeed in its programme but the Ghanaian education system lacks such teachers. For instance, the intended curriculum includes content for learners with special needs but trained personnel to handle such learners are inadequate. Hence, in some cases, they end up being taught by untrained teachers. In other instances, some teachers fail to perform effectively despite being fully qualified. This is because they are either not well-educated or trained but demoralized. While the ill-trained teachers lack subject matter, the well-trained teachers fail to implement the curriculum out of frustration because he has not been given the material resources needed for the professional discharge of his duties (Kelly, 1999).

Some are also of the view that teachers who are the implementers of the curriculum are not involved in any educational curriculum reforms and are, therefore, taken back when new concepts are introduced into the curriculum for students to be taught such concepts. Some teachers also do not have adequate knowledge in some of the topics in the new KG curriculum and are, therefore, demoralized to teach them whenever

they are to teach such topics to the students making it difficult for the students to get the skills needed to meet the demands of the 21st-century scientific community.

Flores (2004), believes that teacher training and education programmes do not respond adequately to the changing nature of teaching. Most teacher training is offered as short-term programmes involving several hours or days of workshops with limited follow-up activities (Parks & Sung, 2013). On contrary, Cheung and Wong (2012) argued that although adequate training should be offered to educators by having them attend professional training, they feel that it is not the number of professional development programmes that matters, but rather the quality of the programme in helping educators to address the challenges they come across (Rogan & Grayson, 2003).

Gorozidi and Papaioannou (2014) asserted that the effectiveness of school reform initiatives depends on the quality of teachers and teachers' motivation to participate in training. Their study pointed to the fact that currently, teachers do not receive adequate training that meets the requirements of the school curriculum the teachers were implementing.

2.7 Challenges faced by KG Teachers in the Implementation of the KG

Curriculum

According to Azzi-Lessing (2009), in education, infrastructure provides bases for the rest. Once the deficiencies related to infrastructure occur, this may trigger other problems as well. In the study of Aktan and Comert cited in Ntumi (2016), one of the sources of problems relating to preschool curriculum implementation is facilities available in the school. According to the study conducted by Gundogan cited in Ntumi (2016) in-service training that school administrators organised is not enough to

abreast preschool teachers with the current trend of the early childhood curriculum. According to the study, it was revealed that the type of in-service training preschool teachers receives is not from the field of early childhood education. Thus, the in-service training that teachers participated in might not be supportive for them in finding answers for their questions on curriculum implementation.

Cisneros-Chernour, Cisneros and Moreno (2000) in their study revealed that KG teachers had a problem in implementing the KG curriculum because parents superficially believe in early childhood education as a playing ground for the children not as a learning setting and this attitude of parents resulted in obstacles between the school and home collaboration. According to Reid et al. cited in Ntumi (2016) teaching experience of KG teachers can also be problematic in implementing the curriculum practically.

The Non-motivation of teachers affects their performance. When teachers' salaries, allowances and other entitlements are not given to them, they cannot implement the content of the curriculum. Ipaye (2012), argued that the prime motive of men going into a career is to obtain the resources to meet their psychological needs and support family among others. Unfortunately, teachers' monthly take-home salaries and allowances are very poor and unattractive, and as such cannot sustain them in the face of the rising cost of living. One can deduce from the above statement that motivation is a key factor in the performance of a task. Once teachers are not motivated or well-motivated, to perform their core duty as curriculum implementers, their attitude will go a long way to affect the realisation of curriculum goals and aspirations.

Generally, regarding challenges of implementing preschool curriculum Bredekamp and Copple (1997), mentioned that child based, family-based and neighbourhood,

community and school-based problems are Basic problems to implement Kindergarten Curriculum as planned.

2.8 Support systems that could be put in place to ensure effective implementation of the new KG Curriculum.

2.8.1 Motivation

As for teacher motivation, Sinclair (2008) defined it in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' (2008). Okumbe (1998), see it as '... that process which starts with a physiological to psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive. This implies that motivation is an activity that managers do to employees in an attempt to boost their productivity in an organization. Motivated employees exert extra effort to perform a given task than those who are less motivated.

The effectiveness and efficiency of implementation of learning process depends on numerous support services. These services should be designed on the basis of requirements of the learning process. The study by Karugu cited in Kagema (2018), shows that teachers are motivated to stay in job if physical socio-economic and security dimensions associated with conditions of work is satisfactory. Karugu, again asserted that to curb what he called 'dissatisfactions among teachers' then, there must be provisions of proper salaries, good working conditions, food, supervision, teaching materials and overtime payments. Capel (2018), teachers experience a variety of discrete positive and negative

emotions such as enjoyment, pride, anxiety, anger, shame, and boredom, that are assumed to be important not only for their teaching quality, but also for students' outcomes. In Kagema (2018), study on teacher motivation he concluded that teachers as employees need to be motivated by the management through pay, praise, promotion, transfer, training and development in order to improve their performance. Teachers are employees who need to be well motivated to improve their performance.

2.8.2 Teacher professional development

The key to getting teachers committed to an innovation is to enhance their knowledge of the programme. This means teachers need be trained and workshops have to be organized for professional development. Unfortunately, in any curriculum implementation process not all teachers will have the benefit of such exposure. There are just too many teachers and insufficient funds. The most common approach is to have one-day workshops given by experts.

Implementation involves change which requires effort and will produce a certain amount of anxiety and to minimize these, it is useful to organize implementation into manageable events and to set achievable goals.

Professional Development offerings are key for supporting teachers in new initiatives (Smit & du Toit cited in Kagema, 2018). One benefit of PD includes teachers' increased comfort and skill levels for implementing new curricula. Relevant and effective PD has been found to promote confidence and a greater understanding of objectives (Lia, 2016). For example, if teachers perceive themselves as being unprepared or unfamiliar with a curriculum, then these beliefs will influence how they respond to and teach the curriculum (Bautista, Ng, Múñez & Bull 2016). Teachers

become more likely to implement curricula with fidelity when they feel well prepared through PD and develop the knowledge and awareness required for effective implementation (Cetin, 2016). Supporting the need for PD and for understanding the concerns connected to a new curriculum implementation, Bandura's (1977), social learning theory emphasizes the importance of monitoring and modelling behaviours, attitudes, and emotional responses for a desired result.

2.8.3 Physical resources

The place of physical resources in education cannot under estimate. All KG schools need to have at least the basic requirements to meet curriculum needs. These resources not limited to but include school building, furniture, books, and ICT facilities, play materials, In addition to that, KG teachers should be encouraged to develop their own teaching and learning resources in order to develop collaborative working relations and implement the new curriculum to the latter. Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments (University of Zimbabwe, 1995).

Maduagwu (2019), there are strong indications that the school facilities needed for effective execution of school are inadequate, and in some places, they are totally absent. For example, in some communities, the school buildings are dilapidated, some de-roofed for years, and others in a state of total neglect. Some of these schools are yet to receive government attention. The absence of classrooms for effective teaching and learning presupposes the absence of other facilities such as libraries, instructional materials such as text books, audio-visual aids and so on.

2.9 Empirical Review

Erden (2010), investigated the challenges preschool teachers encounter in curriculum implementation in Ankara. The purpose of the study was to find out whether challenges differ to teachers' level of education, the department they graduated from, the type of school they are working in, their teaching experience and level of in-service training. Quantitative and qualitative data were collected. The quantitative data were gathered through a questionnaire from 223 Preschool Teachers teaching in public and private KG in Ankara while the qualitative data were gathered through interviews with a group of participants drawn from the 223 teachers. The quantitative data was analysed using One-way repeated measures of ANOVA and multivariate analysis of variance (MANOVA), and the qualitative data were subjected to content analysis.

Erden's (2010), findings were that there were problems related to physical facilities such as small classroom environment, crowded classrooms and lack of resting time which makes teachers exhausted during the implementation. There was also the problem of daily evaluation as that created too much workload for the teachers. In addition, the study identified inadequate resources in the mathematics activities and lack of Science centres for scientific experiments, necessary permission for making field trips as there were bureaucratic obstacles as well as parents' negative attitudes toward field trips and that discouraged preschool teachers in implementing the curriculum. Finally, lack of parental involvement in curriculum implementation as parents exhibited a negative attitude toward early childhood education.

Erden's study is similar to the current study but while Erden used ANOVA and multivariate analysis of variance (MANOVA) for quantitative data analysis, the

current study used descriptive statistics – percentages, frequency and mean for quantitative data analysis.

Oludele et al. (2015), also conducted a study on the topic "An evaluation of the implementation of early childhood education curriculum in Osun State, Nigeria". Research hypotheses and research questions were raised. The study adopted a survey research design. Questionnaires, observation and checklists were used to collect data. Both public and private schools were involved in the study. Out of the 30 local government areas and Ife East Area office, only 5 local government areas were randomly selected for the study. Both descriptive and inferential statistical tools were used to analyse the data collected.

The finding was that early childhood centres in Nigeria (Osun State) do not have trained quality teachers for ECE also, teaching and learning resources were inadequate and that many schools do not even have the recommended national curriculum. The study recommends among others that early childhood education as a course should be introduced at the colleges of education in the country. Frequent supervision of these centres should be carried out by the agencies or inspectorate at every level to ensure adequate compliance with expected national and international standards.

Oludele et al. study is relevant to the study because both studies focused on the implementation of the KG curriculum. However, Oludele et al. the study focused on both private and public schools while the current study focused on public schools only. Again, their study used three different tools for data collection which were questionnaire, observation and checklist while the current study used questionnaire and interview for data collection.

Also, a study conducted by Ntumi (2016), in Cape Coast Municipality. The purpose of the study was to examine the "challenges that preschool teachers encounter in the implementation of the early childhood curriculum; exploring teaching methods employed by preschool teachers in the Cape Coast Metropolis". The study employed a descriptive survey as the research design. A convenient sample was used to sample 62 preschool teachers from a total of 45 pre-schools in the Cape Coast Metropolis. The instruments used for data collection from the respondents were structured questionnaires whose validity and reliability was obtained through a pilot study that revealed alpha reliability coefficient of 0.76 and 0.73 respectively.

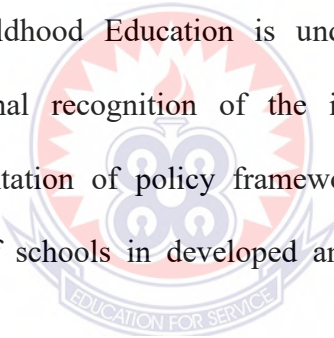
The findings of the study revealed that preschool teachers are faced with a lot of challenges in implementing the early childhood curriculum. Notable ones among them were that most preschool teachers do not understand the early childhood curriculum, preschool teachers do not have enough teaching and learning materials to help them implement the Early childhood curriculum, parents do not involve themselves in their wards education therefore it makes it difficult for preschool to do the work alone. It was also revealed that teachers, teaching and learning materials are the main factors that influence the implementation of the early childhood curriculum.

Ntumi (2016), recommended that private proprietors and government authorities overseeing the preschool program should organise frequent in-service training for both teachers and parents concerning the early childhood education curriculum. This can help to abreast parents and teachers concerning the importance of early childhood curriculum and its impact on the children. The relevance of Ntumi's study to the current study is that both studies focussed on the implementation of the KG

curriculum. However, Ntumi's use only questionnaire for data collection while this study uses both questionnaires and interviews for data collection.

2.10 Early Childhood Education in Ghana

Early Childhood Education has been in the education system in Ghana since 1843 when the Basel Mission attached Kindergartens (KGs) to some of their primary schools in the then Gold Coast, now Ghana. The Education Act of 1961 placed all private schools including Early Childhood Education under the Ministry of Education. According to Organisation for Economic and Cooperation Development (OECD) report (2013), the issue of quality education in Early Childhood Education (ECE) has become a matter of significant concern and debate in many countries (Duhn, 2012). The field of Early Childhood Education is undergoing rapid development, as evidenced by international recognition of the importance of Early Childhood Education, the implementation of policy frameworks, and substantial funding to improve the provision of schools in developed and developing countries (OECD, 2013).



Ghana as a country has come up with strategies and policies on Early Childhood Education to help improve the quality of education, the latest of which is the Ghana Education School Programme to Scale-up Quality Kindergarten Education in Ghana since 2012. The programme recognised the role of the teacher in quality education as it explicitly states that 'regardless of limited resources and inadequate infrastructure, the right teacher can transform the kindergarten class and learning outcomes of the children in his/her care. The right teacher understands the specific needs of early childhood learners, who is confident in child-centred pedagogies and child-initiated learning, as well as the learning objectives to be achieved. Teacher quality is,

therefore, crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular (Pandey, Goyal & Sundararaman, 2011). These indicate that for any educational system to thrive and realise its goals, the role of teachers has to be supreme and if so the identity of the teacher is crucial.

Recent trends in early childhood education value constructivist and child-centred practices in early childhood (Spodek & Saracho, 2003). These trends lead teachers to adopt more constructivist and child-centred practices in early childhood education. To meet this curricular change, teachers need to conceptualize and employ constructivist instructional approaches during teaching.

The National Council for Curriculum and Assessment NaCCA (2019) and the National Council for Tertiary Education (NCTE) through the support of the Transforming Teacher Education and Learning (T-TEL) programme, are leading comprehensive curricula reforms for KG and have indicated that challenges, such as high teacher absenteeism, frequent loss of instructional time, poor instructional quality, poor management, and inadequate textbooks were major problems that teachers face in their day-to-day activities in the classroom (T-Tel, 2015).

2.11 Review of the new KG Curriculum

The new curriculum for Ghana's KG, *dubbed* "curriculum for change and sustainable development" is a standards-based curriculum using an integrated thematic curriculum model. At the heart of this new KG curriculum is the acquisition of skills in the 4Rs: Reading, wRiting, aRithmetic and cReativity by all learners. The curriculum envisages that graduates from the school system should become functional citizens and life-long learners (NaCCA, MoE, 2019).

The curriculum is aimed at developing literate individuals, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens. The overriding aim for the integrated thematic curriculum is to promote early literacy and numeracy as well as the requisite social skills that equip young learners with effective foundational language, literacy and numeracy (NaCCA, MoE, 2019).

2.11.1 The rationale and the philosophy

The rationale of the new KG curriculum is to provide learning through play and use of creative teaching and learning approaches. A positive learning experience to learners at this level so that they are ready for school. The KG curriculum is informed by three main philosophical ideas, namely, Brain research, Developmental theory and Social Constructivism (NaCCA, MoE, 2019). According to Vygotsky (1978), constructivism is a theoretical framework that refers to the fact that when guided by the instructor or facilitator, students can gradually improved their performances both inside the classroom and outside. Jean (2019) posits that teaching and learning are meaningfully influenced and guided by Brain-based and learning theories relevant to teaching and classroom practices.

Furthermore, the curriculum relies on social constructivist philosophical notions which emphasized that, learners learn better when they are actively involved in their own learning. Thus, learning is a social and interactive process where learners learn better when they interact and share ideas with adults and other knowledgeable peers around them. This statement confirmed that the new KG curriculum in Ghana is rooted in modernist approaches to education as opposed to academic work that should be central to play and creative activities.

2.11.2 Learning philosophy

The learning philosophy of the KG curriculum is based on developmental theories of learning which affirms that learners go through distinct and unique stages in their development as they move through their early years (Piaget, 1970). The teaching philosophy suggested integrated approaches and play methods to be used alongside inquiry and discovery in delivering the early childhood curriculum. This supported the findings of Akyeampong (2017) and Osei (2006), who both raised concern that the "traditional" approaches to education are used to promote academic growth in African countries (e.g., rote instruction and memorization) may be developmentally inappropriate for young children. These practices are in contrast to "modernist" approaches to early education (child-centred, activity- and play-based approaches) that address social skills and the unique needs of very young children (Hirsh-Pasek, 2009).

2.11.3 Learning environment

The curriculum encouraged the creation of a rich literate environment in each classroom to encourage the young learners to reflect, think, create, find out things for themselves, satisfy their curiosity; ask questions, criticize, solve problems; observe, view information critically, and assimilate new knowledge. In addition, KG learners will be provided with materials and opportunities at different centres or corners of the classroom to explore and independently carry out activities to help them achieve curriculum objectives in all areas (NaCCA, MoE 2019). Inclusive and differentiated learning strategies will be used to connect learning to the abilities of all learners including learners with special needs.

2.11.4 Instructional outcome

Central to instructional expectations are the 5Cs, which are key attributes that need to be developed in all kindergarten learners. These are self-Confidence, Communication, Cooperation, Curiosity and Concentration. The core competencies the curriculum described as a body of skills that teachers at all levels should seek to develop in their learners. These are Critical thinking and Problem solving, Creativity and Innovation, Communication and Collaboration, Cultural identity and Global Citizenship, Personal Development and Leadership and Digital Literacy. This will help the learner to develop the three integral learning domains that should be the basis for instruction and assessment. These are Knowledge, Understanding and Application, Language Skills, Attitudes and Values.

2.11.5 The scope and sequence of the KG curriculum

The KG curriculum has four basic disciplines/learning areas have been seamlessly integrated into thematic units to cover the whole year: these are Language and Literacy, Numeracy, Creative Arts, and Our World and our People (NaCCA, MoE, 2019). (Our world and our people is a new subject area which integrates different disciplines such as Science, Agriculture Science, Geography, History and Citizenship, Religion).

2.11.6 Assessment

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. The curriculum suggested that assessment is used to promote the learning of the KG child. It also acknowledges the importance of both formative and summative assessments. Thus, assessment for learning is used to monitor learners' progress and achievement which

occurs throughout the learning process. Assessment for learning which to seek and interpret evidence of the use of authentic assessment methods (observation, checklist, running records, portfolios, etc) and assessment of learning which seek to describe the level learners have attained in the learning over a period of time (NaCCA, MoE, 2019)

2.12 Summary of Literature Review

A new KG curriculum has been introduced in 2019 into the Pre-tertiary level of the Ghana education system. It should be noted that without adequate teacher training of the KG and resourcing the centres, the implementation of the curriculum faces innumerable challenges. The theoretical framework for the study spelled out how resources and teachers as a factor have an overarching effect on curriculum implementation. Model of curriculum implementation shows that they are different way in which adopted curriculum can be implemented. A review of related empirical studies on curriculum implementation shows that earlier researchers have focused on the other factors with little is given to adequate teacher training and school resources hence this study filled that gap.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents the methodology of the study. It focuses on the research paradigm, research approach, research design, description of the study area, the population of the study as well as the sample and sampling procedures used. It also describes the research instruments used, pre-testing of the research instruments, validity and reliability of the research instruments the details of the data collection and data analysis procedures employed, ethical consideration and summary of the chapter.

3.1 Research Paradigm

Research endeavours to understand the world in which we live. There are different angles from which we try to understand the world around us which entails the search for knowledge and truth. The nature of research is often influenced by a researcher's worldview. According to Creswell and Plano-Clark (2007), every research needs a foundation, and that this foundation whether explicit or implicit, is found in the "world view" or philosophical framework chosen by the researcher. Humans have developed unique philosophies of how they interpret, create and search for knowledge and the truth. Thus, a study is built around a certain philosophy or paradigm.

Murkheji and Albon (2015) cited Bogdan and Biklen's (1998) definition of a paradigm as a loose collection of logically related assumptions, concepts and propositions that orient thinking and research. Willis (2007: p8), considered a paradigm as "a comprehensive belief system, world view, or framework that guides

research and practice in a field". According to Khan (2014:298), "a paradigm is a structure or a set of suppositions and ideas that provide a pathway to see what the world looks like when its scientific aspect is related to its assumptions".

To Guba and Lincoln (1994, p.107): a paradigm may be viewed as a set of Basic beliefs (or metaphysics) that deals with ultimate or first principles. It represents a world view that defines, for its holder, the nature of the world, the individual's place in it, and the range of possible relationships to that world and its parts, for example, cosmologies and theologies do.

The explanation of a paradigm from Guba and Lincoln implies that a paradigm simply presents the Basic truth which cannot be argued against no matter how good an argument maybe because it is based on faith.

For the purpose of this study, the pragmatic paradigm was considered more relevant to the study. The pragmatic paradigm in its simplest term implies that the overall research approach is that of mixing data collection procedures and analysis within the research process (Creswell & Plano-Clark, 2007). Pragmatism seeks to debunk concepts such as truth and reality and focuses instead on what works as the truth regarding the research questions to be investigated (Tashakkori & Teddlie, 2003). Based on the nature of the research problem (challenges kindergarten face in the implementation of the new kindergarten curriculum in the Agona East District) justifies using the pragmatist world view (mixed methods). This is because, the pragmatic paradigm is most suitable in situations where complex and pluralistic social contexts demand analysis that is informed by multiple and diverse perspectives (Teddlie & Tashakkori, 2003).

3.2 Research Approach

The study adopted mixed method approach. According to Kusi (2012), researchers are free to choose between qualitative, quantitative and mixed method for their study. This indicates that there are three different kinds of research methods available for a researcher to choose for a problem under study. These are qualitative, quantitative and mixed method. Undoubtedly, the selected method should be appropriate for the design of the study. To help gain wider an in-depth understanding of the “Challenges kindergarten teachers face in the implementation of the new Kindergarten Curriculum in the Agona East District” and get detailed results of the study, the mixed method (quantitative and qualitative) was used for data collection and analysis. This method is most appropriate and suitable for the study since questionnaires and interviews were the major instruments used for data collection. This method was necessary because a neither quantitative nor qualitative method is sufficient by themselves to deal with the problem sufficiently.

Creswell (2014), posited that researchers who are new to this approach most often think of it as just a combination of quantitative and qualitative data. Though this might be true to some extent, he added that in the mixed method design, a researcher separately collects quantitative and qualitative data, analyses them separately, and then compares the results to see if it agrees with each other to a given phenomenon (Creswell, 2014).

The mixed method approach allows triangulation of both qualitative and quantitative research strategies to elicit relevant information from the research participants (Cohen, Manion & Morrison, 2000; Creswell, 2009). Using the mixed method research approach for a study provides strengths that offset the weakness of both

quantitative and qualitative research approaches and provides more comprehensive evidence for studying a research problem than either quantitative or a qualitative research approach alone (Creswell, 2009).

3.3 Research Design

This study employed the convergent design of mixed methods (previously referred to as concurrent triangulation approach [Creswell & Plano Clark, 2011]), which is the combination of methodologies in a study of the same phenomenon (Denzin & Lincoln 2008). By employing the convergent design to mixed methods, data was collected using quantitative and qualitative at the same time and integrated this information when interpreting and discussing the results for the purposes of convergence, divergence, or some combination. Attention was given to the quantitative data (Creswell & Plano Clark, 2011).

The convergent mixed methods design has an initial quantitative phase followed by a qualitative phase. Thus, a researcher first collects and analyses the quantitative data. The design sought to gather more quantitative data and supported it with qualitative data to gather more reliable and valid results (Bernard, 2002).

The first phase of the study involved quantitative description of school resources available for curriculum implementation of the new KG curriculum, teacher preparedness towards the implementation of the new KG curriculum, challenges teachers faced in the implementation of the new KG curriculum, and the support system that could be put in place to ensure effective implementation of the new KG curriculum.

The quantitative result was then followed by an in-depth qualitative study that explained the initial quantitative results as significant results, outlier results, or surprising results (Creswell & Plano-Clack, 2007). This begins with quantitatively; the study placed much emphasis on the quantitative methods than the qualitative methods.

3.4 Population of the Study

Research is usually defined by its population. Lim and Ting (2012), defined a population as a complete group that shares a common set of characteristics. Sidhu (2014) elaborated that population is an aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. Polit and Hungler (1999) also referred to a population as an aggregate or totality of all the objects, subjects, or members that conform to a set of specifications. From these definitions, one crucial aspect worth noting is that of characteristics of a population. Thus, the group of objects or people from which a researcher selects a sample should have similar characteristics so that the researcher can draw conclusions that represent that group.

The population for the study comprised all the public KG centres in the Agona East District. According to 2019/2020 statistics from the Agona East GES Directorate, the district has 69 public KG centres with a total population of 161 KG teachers excluding National Service Personnel and National Corps Personnel. The district is sub-divided into 7 circuits which are Duakwa 'A', Duakwa 'B', Asafo, Mankrong 'A', Mankrong 'B', Kwanyaku and Nsaba.

The target population of the study comprised KG 1 and 2 teachers and the headteachers in the district. The total population of KG 1 and KG 2 teachers in the district is 161 teachers while that of headteachers is 69.

The accessible population of teachers and headteachers for the study is 127. This consists of all the KG 1 and 2 teachers and headteachers in 5 out of the 7 circuits in the district. This number was used for the quantitative phase of the study. Again, out of 69 headteachers, 5 of them were selected for the qualitative phase of the study.

3.5 Study Area

This study was conducted at the public Basic schools in the Agona East District of the Central Region of Ghana. The district was selected as the study area because it was seen as a better option in terms of access and availability of relevant data. The district is uniquely situated among four other districts. Bordered on the north is Birim Central District, on the south is Gomoa East District, on the east is Awutu Senya West District and on the west is Agona West District. The district has seven (7) educational circuits which are well spread out among rural and urban communities. Agona East District can boast of one hundred and seventeen (177) early childhood centres, one hundred and eighteen (118) primary schools which are public and private. The pupil-teacher ratio in the district stands at 27 and 27 for KG and the primary respectively. The socio-economic activities of the people in Agona East District include public servants, small and medium scale business owners and farmers. Most teachers who teach in the early childhood settings are professional teachers holding different certificates namely; Diploma certificates and Bachelor's Degree. The researcher is a teacher who teaches in the district and was able to build trust and confidence in the population.

3.6 Sample and Sampling Techniques

According to Krejcie and Morgan (2006), appropriate sample size depends on the purpose of the research and the variability of population characteristics. As my research is pragmatic and based on its quantitative strand, simple random sampling (lottery method) was used to select circuits for the quantitative phase while purposive sampling was used to select headteachers for qualitative data collection. The Sample Size Determination Table of a Given Population by Krejcie and Morgan (2006), was used as a guide to select the sample size. According to Krejcie and Morgan, a population of 160 people, 113 can be used. The district has 69 KG centres with a teacher population of 161. From the above population, 48 KG centres having 118 teachers teaching at the KG 1 and 2 and 9 headteacher were sampled. This sample size of 127 was used for the quantitative data collection.

Purposive sampling was used to select 9 headteachers who have more than five years of working experience as a headteacher and have participated in the in-service training organised ahead of the implementation of the new curriculum were selected. Out of total number of 9 who responded to the questionnaire, 5 of them were selected for the second phase of the data collection. It was meant to complement the data received from the questionnaires. The choice of sampling emerged from Cohen, Manion, and Morrison (2007), who stressed that purposive sampling is used to get access to knowledgeable participants. In purposive sampling, the sample or elements are selected based on their unique characteristics or expertise related to the study.

According to (Patton, 2003, p. 2430), the goal of purposive sampling is to select cases that are likely to be "information-rich" to the purpose of the study. One advantage of

this sampling is that it is free of classification error, and it requires minimum advanced knowledge of the population.

In all, a total of 127 respondents (KG teachers and headteachers) were sampled as respondents for the study. This was because all the respondents had all the characteristics to be included in the study to enhance the generalization of the findings.

3.7 Data Collection Instruments

No single data collection instrument is completely adequate to solve a research problem because each technique contributes in a unique way to empirical reality (Denzin, 2012). In this regard, two different instruments that involve qualitative and quantitative data collection were used to obtain the necessary data to address the research questions. These were questionnaires and an interview guide.

3.7.1 Questionnaire

The questionnaire was used as the instrument in collecting quantitative data for the first phase of the study because it is used to generate a large amount of data from large samples over a short period (Nwana, 1992). Questionnaires are also suitable to collect information on the perception, attitude, knowledge, practices and experiences of people (Gall & Borg, 2007). Questionnaire items were developed following the guidelines given by Oppenheim (1992) and Wisker (2001). This instrument was chosen because it has been used many times for research purposes and has been proven effective for studies on attitude, knowledge and experiences (Jude-York 1991). Questionnaire has numerous advantages associated with its usage. Best and Khan (2008), suggested that questionnaire is used when factual information is desired and so to get factual information, it was chosen for the data collection.

Closed-ended questionnaire was designed to help obtain the information from the teachers who were sampled for the study. The scores ranged for the respondents ticked their desired response regarding their view on "Challenges KG teachers face in the implementation of the new KG Curriculum in the Agona East District"

According to Cohen et al. (2007), closed-end questions are quick to compile and straightforward to code and do not discriminate unduly based on how articulated the respondents are.

The questionnaire was structured into five main sections. Section A sought the demographic data of the teachers, Section B sought school resources available for effective implementation of the new KG curriculum, Section C explored teacher preparedness towards the implementation of the new KG curriculum. Section D focused on challenges KG teachers faced in the implementation of the curriculum and Section E was on support systems that could be put in place to ensure effective implementation of the new KG curriculum. The respondents were expected to respond to all the items on the questionnaire. Options were provided for the respondents to choose from. Items 1-4 varies in options while 5-36 in the questions are five-point likert scale type of questions.

3.7.2 Interview

In the second phase of the data collection, a semi-structured interview guide was used as a data collecting instrument. These questions asked were guided by the research questions and on the outcome of the questionnaires results. Creswell (2014), stated that the interviewer could ask a specific questions to stimulate this information. An interview was suitable in this study because it helped the researcher to gain more insights into how KG teachers are implementing the new curriculum from the

headteachers that confirmed teachers' answers. The interview guide is a set of topical areas and questions that the researcher brings to the interview (Hesse-Biber & Leavy 2011). The interview for headteachers consisted of four major questions. Section A sought information on school resources available for effective implementation of the new KG curriculum while Section B sought information on teacher preparedness towards the implementation of the new KG curriculum. Section C and Section D sought information on challenges teachers faced in implementing the new KG curriculum and support systems in place to ensure effective implementation of the new KG curriculum respectively.

Although the interview is guided by specific questions, Hesse-Biber and Leavy highlighted that semi-structured interviews grant freedom to participants to express what interests them and what of their importance. This data collection tool was useful as the researcher had detected feelings and values that might not have been discovered using other methods. For interview schedules, Creswell (2014) recommended 3-5 interviewees while O'Leary (2004), also suggested a range of eight and fifteen interviewees. Based on these, the interviews were conducted on 5 headteachers.

3.8 Pilot Study

The researcher piloted the questionnaires and the interview guide in 3 public KG centers in the Agona East District with similar characteristic as the study area. The pilot-testing of the instruments was done at Amanful Methodist KG Centre, Duakwa Islamic KG and Duakwa Presby "A" KG Centre. This involved 5 KG teachers and 3 headteachers. The researcher personally visited the school and administered the instruments. These samples were not included in the final sample. The purpose of the pilot study was to enable me to test the reliability and validity of the questionnaires

and the interview guide. The pilot study enabled me to reconstruct the instruments to ensure that they included items that adequately measure the variables of the study.

The pilot study was also conducted to find out if the instructions in the instrument were understandable and adequate enough without ambiguities or any verbosity to enable respondents complete the instrument accurately. Cohen, Manion, and Morrison (2007) suggested that pre-testing does help to check for clarity of items, instructions and layout of the entire instrument. Getting feedback from the respondents was one of the major responses which could guide in constructing a good questionnaire and the interview guide.

Additionally, pilot study fosters the elimination of ambiguities or difficulties in wording. The pilot study was conducted to determine whether questionnaires and the interview would be understood by the sample to be surveyed. The pilot study offers the researcher an idea of improving or modifying the instruments (Cohen, Manion & Morrison, 2008). After the pilot study, the results were analysed and unclear statements and rewording of some of the items were removed.

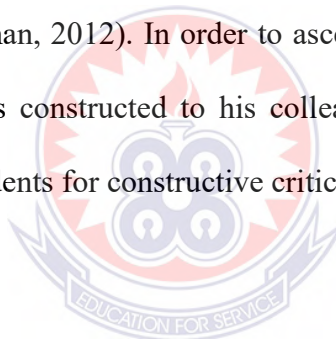
3.9 Validity of the Research Instruments

Validity is concerned with accuracy of measurement. It is defined as accuracy with which a method measures what is deliberate to measure (Gibson & O'Connor 2003). Kothari (2007), pointed out that validity measures the accuracy of the instruments in obtaining the anticipated data which can meet the objectives of the study. It is also a means of ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. The purpose of validity is to ascertain the degree the measure is accurate for specific purpose (Agyedu, Donkor & Obeng, 2011). In addition, to suppress threats to validity, the

researcher distance himself from subjectivity, this is to say the researcher has been conscious of self-criticism to avoid the researcher's experience from influencing data.

3.9.1 Face validity

Face validity is a measure of how representative a research project is 'at face value,' and whether it appears to be a good project. Face validity refers to the appearance of validity to test users, examiners, and especially and the examinees. Bryman (2012), opined that face validity might be established by asking other people whether the measure seems to be getting at the concept that is the focus of attention. In other words, people, possibly those with experience or expertise in a field, might be asked to act as judges to determine whether on the face of it the measure seems to reflect the concept concerned (Bryman, 2012). In order to ascertain face validity, the researcher presented the instruments constructed to his colleague Master of Philosophy Early Childhood Education students for constructive criticisms.



3.9.2 Content validity

Content validity is the extent that a research instrument covers the content that it is intended to measure. It also refers to whether an instrument provides adequate coverage of a topic. Expert opinions, literature searches, and pretesting of open-ended questions help to establish content validity (Wilkinson & Stattonf 1991). Creswell (2009), stated, it is the extent to which the questions on the instrument and the scores from these questions represent all possible questions that could be asked about the content or skill. In checking the content validity of the instruments, the drafted questionnaire and the interview guide were given to the researcher's supervisor at the University of Education, Winneba for consideration since the supervisor is an expert in curriculum studies.

3.10 Reliability of the Research Instruments

Reliability is an attribute of research that measures the consistency of data or research findings. This means such findings would be the same had the study been conducted somewhere else where there are similar respondent characteristics. VanDerStoep and Johnson (2008), define reliability as the extent to which a measure yields the same scores across different times, groups of people, or versions of the instrument. Cronbach's alpha was adopted to determine the reliability of the questionnaire. An overall correlation coefficient of 0.748 was obtained. For instance, Bastick and Matalon (2004), recommended 0.75 as the minimum acceptable alpha level, while Nunnally and Bernstein (1994) and supported by Streiner (2003), suggested a minimum of 0.70. In all cases, the obtained alpha value in this study was about the same with the values recommended. This study attained reliability coefficient of 0.748 through a pilot-testing of the instruments.

3.11 Trustworthiness Criteria (Validation of Interview Guide)

Speziale, Streubert and Carpenter, (2011), describe trustworthiness as establishing the validity and reliability of qualitative research. Qualitative research is trustworthy when it accurately represents the experiences of the study respondents. Guba's model for establishing trustworthiness of qualitative research was used because it is well developed conceptually and has been extensively used by qualitative researchers. His four criteria were used to measure the trustworthiness of data: credibility, dependability, transferability and confirmability

3.11.1 Credibility

The researcher used probes to elicit detailed data. Also, questioning was used by the researcher so as to return to matters previously raised by participants and extracted

related data through rephrased questions. Again, the researcher gave interview questions to her supervisor to scrutinize. The feedback provided by the supervisor offered a clear understanding for the researcher to refine the interview questions. Furthermore, audio recordings were made during the interview schedule and later played to participants after the interview to confirm the information they have shared.

3.11.2 Dependability

In addressing the issue of dependability, the necessary techniques were employed to show that, if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained. To this and the researcher provided methodology employed in the study and sufficient information about the participants.

3.11.3 Transferability

Transferability is the extent to which the findings from one study can be applied to another (Shenton, 2004). The researcher ensured that sufficient information about the areas in which the fieldwork were carried out and the participants was provided to enable the reader to make a transfer in related study. The researcher, therefore, provided enough information about the study area for example, location, and socio-economic activities which this work was carried out.

3.11.4 Confirmability

The researcher took steps to help ensure that the study's findings were the results of the experiences and ideas of participants rather than the characteristics and preferences of the researcher. The role of triangulation in promoting such confirmability must again be emphasised, in this context the researcher triangulated

the data to reduce the effect of investigator biasness. To this end, both quantitative and qualitative data were collected.

3.12 Data Collection Procedures

Reference to the objectives set for the study, data was collected quantitatively and qualitatively on teachers and headteachers from selected schools in the Agona East District. Before embarking on the study, permission was sought to carry out this research. A letter from University of Education, Winneba Graduate School was presented to the District Director of Education in the Agona East District to secure a research permit in order to get into KG centre under her jurisdiction for the field data collection. Letter from the district director was used to enter all the sampled centres included in the study. For the quantitative data collection, the researcher briefed teachers and headteachers on the purpose and objectives of the study after permission were granted from the headteachers. After briefing, the researcher distributed questionnaires to KG teachers. In most cases, questionnaires were distributed to teachers and were collected after some few days. However, communities with one KG centre, questionnaires were distributed and collected on same day. The completed questionnaires were collected by the researcher where they were immediately checked for any accidental omissions.

A semi-structured interview guide was employed on the selected interviewees (headteachers). In each case, the researcher informed them about the purpose and the objectives of the interview before the interview commenced. Responses for this section were recorded before the participants. Each section of the interview process lasted for a about of 25 minutes per headteacher. In all these processes, the researcher employed personal observations to establish the veracity and relations between the

responses given and what was happening on the grounds as far as curriculum implementation was concerned.

3.13 Data Analysis

According to Todd (2011), mixed methods research involved collecting both quantitative and qualitative data using different instruments. In this study, both quantitative and qualitative data were analysed separately due to the different nature of the data collected. Before the data was analysed, they were edited. Concerning quantitative data, some respondents ticked one box twice and left the next box following it vertically for the next question, empty. These errors were corrected. With the qualitative data, even though the interviewees expressed themselves well in the English Language, a few of the responses had to be re-phrased as the interviewees did not properly state them. These corrections were also made. After the editing, the quantitative data were coded. With all categorical data, the first response item was coded 1 and the other response was coded 2. For instance, 1 for male and 2 for female. Questions that have three or more responses were coded 1 for the first response, 2 for the second response and 3 for the third response and so on.

The likert scale responses were coded 1 for Strongly Disagree, 2 for Disagree, 3 for Undecided, 4 for Agree, and 5 for Strongly Agree. The quantitative data of this research was collected and presented using descriptive statistics such as frequencies, percentages, standard deviation and mean with the help of SPSS Windows version 20. Thus, SPSS was used to analyse the responses from the questionnaire to generate a descriptive picture of data obtained on the various themes (Johnson & Christensen, 2012).

For easy analysis and discussion of the quantitative data, the likert scale results were merged. For example, strongly agreed and agreed were merged. Same was strongly disagreed and disagreed. Jaggi cited in Anderson (2017), argued that descriptive statistics gives numerical and graphic procedures for summarizing data collected clearly and understandably. It also help to simplify large amounts of data sensibly and reduce lots of data into a simple summary. Thus, descriptive statistics help to present data in a more meaningful way which allows for simple interpretation of the data.

According to Statsoft (2011), the mean and the standard deviation are the most often used descriptive statistics. These central tendencies were used because of their relevance to the answering of the research questions. The mean and the standard deviation were, therefore, calculated for each of the questionnaire items. In conclusion, any questionnaire item with a mean score that is more than the overall mean implied that that questionnaire item is influencing the implementation of the new KG curriculum in the Agona East District.

With the qualitative data, Cohen et al. (2000) hold the view that qualitative data analysis involves organising, accounting for and explaining the data, in short, making sense of the data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities the same authors continued to raise an important aspect in that there is no single or particular way of conducting qualitative data analysis and presenting it, but how one does it should adhere to the fitness of purpose. Fitness of purpose means that the researcher has the discretion to determine the type of analysis to be carried out, for example, to describe, to interpret, to explore etc.

Qualitative data of this work was analysed using the actual words of the participants. Thus, verbatim quotations from respondents were used to support the findings. This was done after I transcribed interview notes and audio recordings into text. Their statements were grouped into meaningful statements, as themes and categories emerged in line with my research questions. Finally, the data was interpreted in direct quotes and the summary of researcher's finding. For the purposes of anonymity, the respondents were named as: H1, H2, H3, H4 and H5.

According to Braun and Clarke (2006), thematic analysis follows six basic steps.

1. Familiarizing with the data through thoroughly reading the transcriptions. This helps the researcher to have in mind what exactly is in the data.
2. Generation of initial codes. Putting labels or descriptions on a list of ideas developed from the transcription as already read by the researcher.
3. Searching for themes. Related codes are organized under different themes.
4. Reviewing the themes. The themes developed are reviewed for their relevance and legitimacy of being called themes.
5. Defining and naming themes developed. Defining the overall content of the themes and the message it carries in it before producing a report
6. Producing a report. Researcher is already satisfied with the themes developed.

3.14 Ethical Considerations

Official approvals were obtained from all relevant offices required to conduct the study. The researcher collected an introductory letter from the Head of the Department of Early Childhood Education of the University of Education, Winneba which was used to solicit permission from the district director of education of Agona East to visit selected schools under her jurisdiction. Letter from the District Education

Office was used to solicit permission from headteachers of the schools to conduct the research. Permissions were granted verbally and the headteachers introduced me to the concerned teachers.

In the course of the introduction, the researcher gave a brief overview of the study, addressed any worries that teachers had about the study, and solicited their permission to participate in the study. Gaining informed approval from participants is a vital process in ethical research practice. Significantly, participants are well informed about the research, its purpose, benefits, and risks and what is expected of them in the research process even before they can give their consent (Reaves, 1992). The participants were assured of their confidentiality before the data collection tools were administered to them.

3.15 Summary of Chapter Three

This study sought to find out the implementation of the new KG curriculum in the Agona East District to establish the prospects challenges and the way forward. The chapter discussed the method that formed the basis of the data collection procedures and how data collected was discussed. The study considered ethics, validity and reliability.

Even though both quantitative and qualitative data were used in data collection, the quantity of data collected through the quantitative approach was more than that of the qualitative approach. Thus, the qualitative questions were designed to elicit data to triangulate the quantitative data. Creswell, Plano- Clark, Gutmann and Hanson (2003), have argued that in such instances, there is unequal evidence within the study, as the two methods are unequal in their priority.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter presents the results and discussion of the data analysed. The responses to the items in the questionnaire were coded and analysed using Statistical Product for Service Solution (SPSS). The data were quantified and transformed into percentages, presented in Tables and given interpretation with relevant literature. The findings of the study were presented in this chapter based on the data collected from the respondents as per the research questions. The sample for this study consisted of KG teachers and headteachers from selected 48 KG centres in the Agona East District through simple random sampling and purposive sampling. The sample size for the study was 127. In analysing the results, the researcher has divided this chapter into two parts: The first part presents the demographic data of the respondents while the second part also presents analysis of the research questions.

4.1 The Results

4.1.1 Respondents demographics

The demographic data of the respondents such as sex, years of teaching KG, teacher status and their qualification were analysed. This information was used to enable the researcher to establish the type of participants involved in the study.

Table 1 presents the sex, years teaching KG, teacher status and their qualification of who participated in the study and their corresponding percentages.

Table 1: Demographics of respondents

Sex	Frequency	Percentage
Male	18	14.2
Female	109	85.8
Total	127	100
Years of Teaching KG		
Below 5 years	37	29.1
5-10 years	54	42.5
11-20 years	28	22.0
21 years and above	8	6.3
Total	127	100
Teacher Status		
Professional	106	85.5
Non-Professional	21	16.5
Total	127	100
Academic Qualification		
Diploma	79	62.3
Bachelors' Degree	34	26.7
Others	14	11.0
Total	127	100

Source: Fieldwork data (2021).

From the data in Table 1, 18 (14.2%) males and 109 (85.8%) constituted the respondents for the study. The implication is that there were more females than their males counterparts at the KG level.

Data from Table 1 also show that 37 (29.1%) of the respondents have less than 5 years of working experience teaching KG and 54 (42.5%) of the respondents have between 5-10 years of working experience. Twenty-eight (22%) of the respondents have between 11-20 working experience teaching KG while 8 (6.3%) of the respondents have more than 21 years of working experience teaching at the KG level. This finding suggests that the majority of the teachers have more than five years of

working experience. “Experience is considered as best teacher” if this statement could be considered as true, then, most teachers at the KG were experienced teachers who will use their experiences to implement the new curriculum better. Akinsolu (2010), advocated that experienced teachers need to be retained in schools if higher productivity is to be obtained because learners achieve more from these teachers.

The results from the data also show that 106 (85.5%) were professional teachers while 21 representing 16.5% are non-professional teachers. This analysis implies that there were more professional teachers at the KG centres than non-professional teachers. Therefore, the KG teachers are in a better position to implement the new curriculum better since they have professional competence to do so.

The data again shows that 79 (62%) of the respondents were Diploma holders, 34 (26.7%) of the respondents were Degree holders while 14 (11%) of them held other forms of qualifications. What this means is that a greater proportion of teachers who were involved in the study were qualified teachers. What this means is that the respondents have basic knowledge to understand the content and apply relevant methodology in the classroom. Many research findings have established that teachers' teaching qualification is positively correlated with the learning outcome. Abe and Adu (2014), found that teachers' qualifications contributed to the improvement of students' scores in their academic performance.

4.2 Results from Research Questions

4.2.1 Research Question 1

What school resources are available for effective implementation of the new KG curriculum in the Agona East District?

Research question one sought to identify school resources that are available for effective implementation of the new KG curriculum in the Agona East District. Data collected in answer to this research question have been presented in Table 2. The respondents responded to a 5-point Likert scale to express their views on whether they strongly agree, agree, disagree, or strongly disagree to the preferences provided. In the Table, SD = Strongly Disagree was coded 1, D = Disagree was coded 2, U = Undecided was coded 3, A = Agree was coded 4, SA = Strongly Agree was coded 5, T = Total, % = Percentage, M = Mean, and SDv = Standard Deviation. For the purpose of easy presentation and analyses of the data, the Likert scales were merged as indicated above. For the purposes of anonymity, the respondents were named as: H1, H2, H3, H4 and H5.

Table 2: School resources available for the implementation of the new KG curriculum

School Resources	% of SD	% of D	% of U	% of A	% of SA	% of T	M	SDv
1. The school has suitable classroom block(s)	45(36.2)	37(29.1)	8(6.3)	24(18.9)	13(10.2)	127(100)	2.39	1.39
2. The classroom has enough tables and chairs	24(18.9)	49(38.6)	-(-)	39(30.7)	15(11.8)	127(100)	2.78	1.37
3. The tables and chairs are child-friendly	26(53)	53(41.7)	4(3.1)	26(20.5)	18(14.2)	127(100)	2.65	1.38
4. The classrooms are child spacious for learners	48(38.4)	39(30.9)	3(2.4)	23(18.4)	14(11.2)	127(100)	2.39	1.44
5. The school has text books for learners	64(50.4)	48(37.8)	1(0.8)	9(7.1)	5(3.9)	127(100)	1.76	1.05
6. The school has manipulation materials	49(38.6)	38(29.9)	5(3.9)	21(16.5)	14(11)	127(100)	2.31	1.42
7. The classroom has wall chart and pictures	14(11.0)	23(18.1)	6(4.7)	36(28.3)	48(39.8)	127(100)	3.64	1.42
8. The school has outdoor play material	31(24.4)	67(52.8)	-(-)	21(16.5)	8(6.3)	127(100)	2.28	1.19
9. The classroom has varied learning centres accessible to learners	25(19.7)	41(32.3)	4(3.1)	31(24.4)	26(20.5)	127(99.9)	3.06	2.23
10. The school has copies of the new KG curriculum	4(3.1)	9(7.1)	1(0.8)	72(62)	41(32.2)	127(100)	4.08	0.95
11. The school has copies of teachers' guide	35(27.6)	62(48.8)	3(2.4)	19(15)	8(6.3)	127(100)	2.24	1.20
12. The school has ICT facility for teaching	33(26.0)	68(53.5)	-(-)	16(12.6)	10(7.9)	127(100)	2.23	1.19
Grand mean							2.26	

Source: Field data, 2021

Table 2 data revealed that 82 (65.3%) of the respondents either strongly disagreed or disagreed that their school has suitable classroom block for teaching and learning while 37 (31.1%) strongly agreed or agreed that they have suitable classroom block for learning. Eight (6.3%) of the respondents were undecided. The total valid of the entries were 127 (100%). The mean score is 2.39 while the standard deviation is 1.39. Both the quantitative and the qualitative data attest collected to the finding that most

classroom blocks are not suitable learning. Some of the respondents were presented below.

One of them said H1:

“Our KG has a lot of problems even more than the primary and the JHS. As you can see this is a wooden structure which is not fully covered up to the top. The teaching and learning is disorganised when weather is bad. The classroom floor also needs to be fixed”

Another H4 also said:

“I don't think the KG block is appropriate even though it is a completed building, with doors and windows in place, the classroom is most of the time warm making it uncomfortable for both the teachers and the learners”

Another retorted, H3:

“We don't have the appropriate building. As the headteacher of this school, I am not happy seeing the children under this structure. The same classroom is the sleeping place for goats and sheep when we close from school. We cannot leave anything in the classroom when school closed. I wish the authorities can do something about it”

Another responded, H5:

“No, we don't have a good classroom block for the kids, am still working with the PTA and other people to resolve the problem. The structure we are using now is a temporal structure for KG 1 and 2”

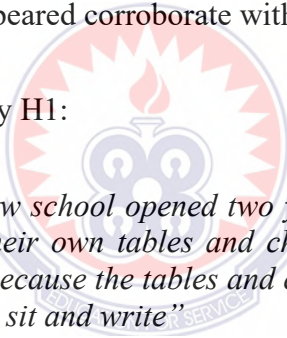
The analysis suggests that most KG centres do not have suitable classroom blocks for learning. The situation was however few respondents agreed their school have suitable classroom block. The implication is that KG centres have difficulty learning in their classrooms.

A follow-up question to ascertain whether the centres have adequate tables and chairs, 73 (57.5%) of the respondents either strongly disagreed or disagreed that their centres have an adequate number of tables and chairs for learners but 54 (42.5%) either strongly agreed or agreed that their classrooms have the adequate number of chairs for

learners. None of the respondents was undecided. The total valid of the entries were 127 (100%). The mean score and standard deviation were 2.78 and 1.37 respectively. No qualitative data was collected to agree or disagree with the quantitative data. This finding is that the KG centres do not have an adequate number of tables and chairs for learners.

Also, data from Table 2 show that 79 (62.2%) of the respondents either strongly disagreed or disagreed that the tables and chairs are child-friendly while 44 (34.7%) of them either strongly agreed or agreed that the chairs and tables are child-friendly. The mean score and standard deviation were 2.65 and 1.382 respectively. Four (3.1%) of them were undecided. The total valid of the entries were 127 (100%). The qualitative data gathered appeared corroborate with the quantitative data.

One of them have this to say H1:



“This school is a new school opened two years ago... learners in this school came with their own tables and chairs, so, you don't have to expect equal sizes. Because the tables and chairs are not appropriate it is affecting how they sit and write”

Another also responded H5:

“I don't think the tables and chairs we have are appropriate. We have long tables and long benches and a few chairs that the children use. Because these were not enough, some of the learners also came with their own plastic chairs and that is what we are managing for now”

There seems to be different view as one of the respondents said, H2.

“Well, in my view the tables and chairs in the KG classroom is appropriate. The tables and the chairs we are using I think is comfortable for them”

The finding here is that the tables and chairs that were in the KG centres were not child-friendly to the learners.

The quantitative data also indicated that out of 127 (100%), 87 (69.9%) of the respondents disagreed that the KG classroom is spacious for the learners. When the interviewees were asked to express their views how spacious are their classrooms and how it is affecting teaching and learning, the response were not different from the quantitative result gathered. Out of five respondents four of them were of the view that their classroom space is inadequate. This is what the respondents said H2:

“Our KG have isn’t a very large class and the space for them to pack their items is not even available. Our number keeps on increasing every year. Because there is space we cannot create the learning centres”

H3 also said:

“No, no, no, sir, we have over 45 children in one classroom. The classroom is too small for the children, you cannot easily move among them when they are in class. It is difficult for their teacher go closer to them when sharing items in class”

Another also said (H4)

“We have a very large class for the learner and there is enough space in the class”

The data in Table 2 again show that 112 (88.2%) of the respondents strongly disagreed or disagreed that learners have textbooks covering the new KG curriculum. Even though 1(0.8%) was undecided, 14 (11%) either agreed or strongly agreed that learners have books covering the various themes specified in the curriculum. The total valid of the entries were 127 (100%) with a mean score of 2.31 and a standard deviation of 1.42. The data show that the learners do not have textbooks covering the various themes specified in the new KG curriculum. Qualitative collected on this item confirmed the quantitative data. All the five respondents attest that the learners do not textbook covering the curriculum. When the headteachers were asked, “what learning materials do your school received to implement the new KG curriculum?” The finding shows that apart from the new KG curriculum, Starter Pack for teachers and

the curriculum framework in some cases, the schools did not receive any learning material to support the implementation of the new KG curriculum. This was the view of one of the respondents H1:

“We received some copies of the curriculum and later the education office called us again for more copies...and this time they added the curriculum framework to it...yes, these were the things that we received. The curriculum is new to all of us so, without the textbook, it is affecting how the teachers are teaching”

Another retorted H5:

“Apart from the curriculum, what again did we receive? Nothing my brother. No textbook, no activity book, nothing for the children to use. Sir, we are doing what we can”

Another one said H2:

“Yes, our school received the new KG curriculum, I didn't know when the textbooks and other learning materials will be coming. Because the books are not there, teaching and learning is difficult for both the learners and the teachers”

A follow-up question to find out if the schools have manipulative materials for learners yielded the following results: 87 (68.5%) of the respondents either strongly disagreed or disagreed while 35 (27.5%) of the respondents either strongly agreed or agreed that the learners have manipulative materials. Five (3.9%) of the respondents were undecided. The total valid entries were 127 (100%) with a mean score of 2.31 and a standard deviation of 1.42. No qualitative data was collected in congruence to the quantitative data. The finding is that the KG centres do not have manipulative materials. This finding does not augur well for effective curriculum implementation. This is because children at this stage cannot learn without manipulative materials.

Moreover, data from Table 2 show that 37 (29.1%) of the respondents either strongly disagreed or disagreed that the classroom have wall charts and pictures while 84 (68.1%) either strongly agreed or agreed that the classroom has wall charts and

pictures. The total valid entries were 127 (100%) with a mean score of 3.64 and a standard deviation of 1.42. No qualitative data was collected to agree or disagree with the quantitative data. The finding is that the KG centres have wall charts and pictures in their classrooms.

Again, the in Table 2 to found out the availability of outdoor play materials the school has, the data reveal that out of 127 (100%) respondents, 29 (22.8%) either strongly agreed or agreed that they have outdoor play materials while 98 (77.2%) of the respondents either strongly disagreed or disagreed on the availability of outdoor play materials. The mean score was 2.28 while the standard deviation was 1.19. Qualitative data confirmed the quantitative data. All the respondent disagreed that their centre have outdoor play equipment. The implication is that learners do not engage in any meaningful play activity during break period.

Roblyer cited in Samuel (2019), advocated that early years classrooms should be divided into different learning centres. The data available from Table 2 show that 66 (52.0%) of the respondents either strongly disagreed or disagreed that they have learning centres for the learners. But 57 (44.9%) of the respondent either strongly agreed or agreed that learning centres are available in the classroom. Out of total valid entries of 127 (100%), 4 (3.1%) of the respondents were undecided. The mean and the standard deviation were 3.06 and 2.23 respectively. The views of the qualitative disagree with the finding of the quantitative data as all the respondents stated that their centre have at least two learning centres. What could account for this may be the fact that the learning centres created is not in use. The finding is that on average, KG centres have learning centres. The implication is that the learning centres in the KG classroom aid in teaching and learning.

Finally, on the availability of school resources, data from Table 2 show that out of total valid entries of 127 (100%) of the respondents, 101 (79.5%) of them either strongly disagreed or disagreed that their centre has an ICT facility for learners while 26 (20.5%) of the respondents either strongly agreed or agreed that their centre has ICT facility. The mean and the standard deviation were 2.23 and 1.19 respectively. None of the respondents was undecided. The qualitative data corroborate with the finding of the quantitative data. When the respondents were asked, “what ICT tool is available at your KG centre and how is your KG using ICT for teaching and learning? These were their responses:

One of the said H2:

“Eeeeh Sir, we do not even have electricity and you are mentioning the ICT facility. No, we don’t have. My teachers are not using ICT for teaching even though it is stated in the new curriculum. Yes without using ICT it will affect them but what do we do?”

Another also said H4:

“For now, we do not have any ICT facility in the school. We wish we could have one. I do not know how teachers are going to teach it. The curriculum is still new so let’s see what the authorities will come up with”

Another also commented H3:

“No, this school, where are we going to get it? We don’t have. We need support from government if we are to use ICT in teaching. I don’t think our PTA can even do that. The school is in need of resources”

This suggest KG centre do not have ICT facility. The implication is that the KG centres in the Agona East District do not have ICT facilities to facilitate the teaching and the learning process at the various learning centres.

4.2.2 Research question 2

How prepared are the KG teachers in the implementation of the new KG curriculum in the Agona East District?

Research question two had the primary intent of identifying the extent of teacher preparedness on the implementation of the KG curriculum. Data collected to answer this research question have been presented in Table 3. The respondents responded to a 5-point likert scale to express their views on whether they agree or disagree with the preferences provided. In the Table, SD = Strongly Disagree was coded 1, D = Disagree was coded 2, U = Undecided was coded 3, A = Agree was coded 4, SA = Strongly Agree was coded 5, T = Total, % = Percentage, M = Mean, and SDv = Standard Deviation. For the purpose of easy presentation and analyses of the data, the likert scales were merged.



Table 3: Teacher preparation for the implementation of the new KG curriculum

Teacher Preparation	% of SD	% of D	% of U	% of A	% of SA	% of T	M	SDv
1. I have received training for the implementation of the new KG curriculum	7(5.5)	3(2.4)	-(-)	34(27.4)	83(65.4)	127(100)	4.43	1.04
2. I have read and understood the curriculum framework	66(52)	39(30.7)	5(3.9)	11(8.7)	6(4.7)	127(100)	1.83	1.15
3. I deliver lesson with teaching and learning resources	18(14.2)	25(19.2)	2(1.6)	35(27.6)	47(37)	127(100)	3.54	1.50
4. I rely on e-learning resources to prepare for teaching	54(42.5)	30(23.6)	2(1.8)	28(22)	13(10.2)	127(100)	2.34	1.47
5. I have set-up my classroom to conform to the curriculum	29(22.8)	42(33.1)	1(0.8)	33(26)	22(17.3)	127(100)	2.82	1.48
6. I make provision for learners with special needs	24(18.9)	33(36)	6(4.8)	34(26.8)	30(23.6)	127(100)	2.96	1.66
7. I inform the headteacher and the parents of learners with special needs	8(6.3)	28(22)	4(3.1)	58(45.7)	29(22.9)	127(100)	3.57	1.24
8. I use play-base teaching method in teaching the learners	11(8.9)	15(11.8)	1(0.8)	65(51)	35(27.6)	127(100)	3.77	1.22
9. I use ICT as a pedagogical tool	36(28.3)	66(52)	-(-)	17(13.4)	8(6.3)	127(100)	2.17	1.17
10. I use portfolio as an assessment tool	12(9.4)	49(38.6)	3(2.4)	47(37)	16(12.6)	127(100)	3.05	1.28
11. I participate in school-based or cluster-based PLC meeting	5(3.9)	13(10.2)	2(1.6)	69(54.3)	38(29.9)	127(100)	3.96	1.04
Grand mean							3.13	

Source: Field data, 2021

From Table 3 the data show that 10 (7.9%) of the respondents either strongly disagreed or disagreed that they have received any in-service training for the implementation of the new KG curriculum. One hundred and seventeen (92.8%) of the respondents either strongly agreed or agreed that they have received in-service training for the implementation of the new KG curriculum. With total valid entries of 127 (100%), 2 (1.6%) were undecided. The mean score was 4.43 and the standard

deviation was 1.036. Qualitative data also confirmed that KG teachers in the Agona East District have participated in the in-service training programme. However, the headteachers have a conflicting views on the in-service training. When herespondentd were asked to express their views on the training program, this is what they have said H1:

“We attended the training. I don’t think my teachers are challenged by the training but if they want to organise another training that will be fine, we will attend but that is not a major problem to us. What we need is the needed materials to put the training into use”

Another said H2:

“Yes, all the teachers in my school attended the in-service training. I think the teachers were rushed through the in-service training. We spent about a week on the entire curriculum that we are going to teach in a year. I think the time allocated for training of the teachers wasn’t enough”

Another also retorted H3:

“This school, all the KG teachers were at the training. Yes, the training was okay. My teachers are teaching all the time. I have not received any complaint from my teachers about the training. To me, the training is enough”

Another headteacher also said, H4:

“We all part of the in-service organised for the new curriculum. Sir, I don't think the training was adequate. The time used for the training was too short. My teachers are still having challenges with the lesson plan preparation. This should have been checked and corrected before we start teaching”

Another also said H5:

“Yes, we attended the training. I don't think the training was enough, the challenge we are having with the curriculum is so many. Some of the things in the curriculum is difficult for them to teach”

The finding is that the KG teachers have received in-service training for the implementation of the new KG curriculum. Wang, cited in Anderson (2017), wrote that to ensure successful implementation and continuity of any curriculum innovation in the classroom, in-service training and provision of ongoing support and professional development are inevitable.

Still, on the issue of teacher preparedness, 43 (33.4%) of the respondents either strongly disagreed or disagreed that they prepare adequate teaching and learning resources to aid teaching and learning, 82 (64.6%) of the respondents either strongly agreed or agreed that they prepare adequate teaching and learning resources. Out of total valid entries of 127 (100%), 2 (1.6) of them were undecided. The mean score was 3.54 and the standard deviation was 1.50. The finding from the qualitative data confirmed the quantitative data. All the respondents. Commenting on the preparation of TLMs all the respondents agreed that their teachers prepare materials to aid teaching. H1 said:



“Yes, they prepare, though not all the time”

Another also said H3:

“We prepare TLM’s when there are resource available but, for some time that is done”

This analysis suggests that the teachers prepare teaching and learning resources to aid teaching and learning.

Also, data from Table 3 indicate that 84 (66.1%) of the respondents either strongly disagreed or disagreed on the view that they rely on e-learning resources as a source of information for their teaching. While 2 (1.6%) of them were undecided, 41 (30.2%) of the respondents either strongly agreed or agreed to the statement that they rely on

e-learning resources as a source of information to teach the learners. The mean score was 2.34 and the standard deviation is 1.47. No qualitative data was collected to support or disagree with the quantitative data. The finding was that majority of the teachers do not rely on e-learning resources as a source of information for their teaching. This does not augur well for effective implementation since not all available information learners need is detailed in the curriculum.

The data also shows that out of 127 (100%) valid entries, 64 (50.4%) of the respondents either strongly disagreed or disagreed that provisions are made for learners with special needs while 6 (4.8%) of them were undecided, 57 (44.9%) of the respondents either strongly agreed or agreed that in implementing the new KG curriculum, provisions are made for learners with special needs. The mean score is 2.96 while the standard deviation is 1.66. The qualitative data however disagree with to the quantitative. When the interviewees were asked to express their views on provision for learners with special needs these were some of their responses. H4 said:

“I am not always with them in the classroom so, I cannot tell but they are helping all the learners. But, I think my teachers make provision for both weak and brilliant pupils”

Through the interview responses, H3 acknowledged that:

“We don't organise separate or extra classes for learners who have difficulty with learning, but their teacher best to help them”

Another also said, H5:

“Children learn best when there are books and other learning materials to help them. These things are not there so, how do we help such learners. My teachers are doing what they can.”

From the interviews one could deduced that provision is not made for the learners with special needs even though 44.9% the quantitative indicated such. The

implication is that some of the learners lagging behind in the implementation of the new KG curriculum and those learners performing far above average were not receive any help.

Whereas 36 (28.3%) of the respondents either strongly disagreed or disagreed that they do not inform their headteachers and parents whose children have special needs, 77 (68.6%) of the respondents either strongly agreed or agreed that they do inform them. Six (4.3%) of the respondents were undecided. The mean and standard deviation were 3.57 and 1.24 respectively. Total valid entries were 127. No qualitative data was collected but the quantitative data suggest that the teachers inform headteachers and parents whose learners have special needs about the health problem of such learners.

On the use of play as pedagogy, the data reveals that 90 (78.6%) of the respondents either strongly agreed or agreed that they use play as a pedagogy in teaching, 26 (20.7%) of the respondents either strongly disagreed or disagreed on the use of play as a pedagogy. The mean score is 3.77 and the standard deviation were 1.22. The total valid entries were 127 (100%). The qualitative data gathered on this item confirmed the quantitative by the respondents. When the interviewees were asked to comment on teaching methodologies and assessment procedures used by teachers in their respective school, these were some of their comments.

One of the respondent said; H2:

“As for teaching, my teachers use different methods in teaching the learners as for that I can assure you. I cannot say much about all the assessment unless I asked them because I'm not always with them in their classrooms”

Another headteacher also has this to say, H5:

“Yes, the teachers at KG use play and other teaching methods to teach them. They are practicing what they learned and what the curriculum says they should do”

This analysis suggests that the teachers use play as pedagogy as demanded by the new curriculum. Children learn best through play, therefore, using play to teach them is welcome news for effective implementation of the new KG curriculum (NaCCA, MoE, 2019).

A follow-up question on the use of ICT as a pedagogical tool yielded the data which show that 102 (80.2%) of the respondents either strongly disagreed or disagreed on the use of ICT in their teaching while 25 (19.7%) of the respondents either strongly agreed or agreed to the statement. The mean and the standard deviation were 2.17 and 1.17 respectively. The total valid entries were 127. The analysis suggests that ICT is not used as a pedagogical tool. No qualitative data was collected to agree or disagree with the quantitative data. The earlier interview response indicated KG centres in the District do not have ICT facility. The implication is that ICT as a pedagogical tool prescribed in the KG curriculum is not used by the teachers. This does not support the implementation of the standard-based curriculum in the Agona East District.

Again, the data in Table 3 reveal that 61 (46.0%) of the respondents either strongly disagreed or agreed on the use of portfolio as an assessment tool while 63 (49.6%) of the respondents either strongly agreed or agreed to the use of portfolio as an assessment tool. Three of the respondents were undecided. The mean and the standard deviation were 3.05 and 1.28 respectively. The total valid entries were 127 (100%). The data suggest that on average, a number of teachers do not use the assessment

method specified in the curriculum. The qualitative data collected on this item confirmed same.

One of the respondent said; H2.

“As for teaching, my teachers use different methods in teaching the learners as for that I can assure you. I cannot say much about all the assessment unless I asked them because I'm not always with them in their classrooms”

Another headteacher said, H3:

“This time, teachers are building a portfolio for the children no more exercise books all the time. So, they pack their work into my clear bag or so. The problem is how to get different folder for the learners ... some of the parents are not be ready to provide their children with the bags”

Finally, on teacher preparedness, data show that 18 (14.1%) of the respondents either strongly disagreed or disagreed with the statement that they participated in school-based or cluster-based PLC meetings but 107 (84.2%) of the respondents either strongly agreed or agreed. Two (1.6%) of them were undecided. The total valid entries were 127 (100%) with a mean score of 3.96 and a standard deviation of 1.04. The data suggest that KG teachers in the Agona East District participate in school-based or cluster-based PLC meetings. When the interviewees were asked to give their views on the observation of the PLC meetings in their schools and how beneficial is it to the implementation of the new KG curriculum, all the respondents agreed PLC is good is helping them. These were some of their comments:

One of them also said, H2:

“Yes, we have PLC and my KG teachers do not meet alone. They joined our sister school for the meeting and it's helping us a lot. You know, when they meet, they share ideas on the difficult things that they are facing and how to solve them. I think it's good”

Another one commented that H3:

“Yes, we observe the PLC meetings every week on Wednesdays. It's helping my teachers to be equipped with effective teaching skills. They deliberate on pertinent issues on implementation, especially those who don't have early childhood background”

Another also said H3:

“Yes. It is helping a lot. This is because some of the challenge's teachers encountered were discussed and solutions were found to some of them. Through the PLC meetings, we were able to bring out our problems and find solutions to some of them with the help of other teachers who understands them better”

This finding indicated effective KG curriculum implementation in the Agona East District.

4.2.3 Research Question 3

What are the challenges teachers face in the implementation of the new KG curriculum in the Agona East District?

Research question three sought to unravel the challenges the teachers face in the implementation of the new KG curriculum. Data collected in answer to this research question have been presented in Table 4. The respondents responded to a 5-point likert scale to express their views on whether they agree or disagree with the preferences provided. In the Table, SD = Strongly Disagree was coded 1, D = Disagree was coded 2, U = Undecided was coded 3, A = Agree was coded 4, SA = Strongly Agree was coded 5, T = Total, % = Percentage, M = Mean, and SDv = Standard Deviation. For the purpose of easy presentation and analyses of the data, the Likert scales were merged.

Table 4: Challenges teachers faced in the implementation of the new KG curriculum

Challenges	% of SD	% of D	% of U	% of A	% of SA	% of T	M	SDv
1. Inadequate in-service training on the curriculum	12(9.4)	36(28.3)	3(2.4)	52(40.9)	24(18.9)	127(100)	2.69	1.32
2. The new curriculum is overloaded	56(44.1)	37(29.1)	7(5.5)	18(14.2)	9(7.1)	127(100)	2.11	1.31
3. Inadequate teaching and learning resources for the implementation	11(8.7)	14(11)	5(3.9)	67(52.8)	30(23.6)	127(100)	4.01	1.34
4. I am not clear about some portions of the new KG curriculum	28(22)	63(49)	4(3.1)	21(16.5)	11(8.9)	127(100)	2.40	1.24
5. I have challenges using the assessment tools	21(16.5)	47(37)	3(2.4)	43(33.9)	13(10.2)	127(100)	2.84	1.33
Grand mean							2.81	

Source: Field data, 2021

The data in Table 4 reveal that 76 (59.8%) of the respondents either strongly agreed or agreed the in-service training organised for the implementation of the curriculum was inadequate while 48 (37.7%) of the respondents either strongly disagreed or disagreed that the in-service training organised for the implementation of the curriculum was inadequate. Three (2.4%) of the respondents hold undecided view. The total entries were 127 (100%), the mean score is 2.69 and the standard deviation is 1.371. No qualitative data was collected to agree or disagree with the quantitative data. The qualitative data gathered as discussed earlier agrees with the quantitative data. The finding is that the in-service training organised for the implementation of the curriculum was inadequate. In-service is mostly organised to equip the participants for new assignments, tasks, or skills. In a situation where the in-service is poorly organised, the intended outcome is likely not achievable.

Again, the data in Table 4 show that 93 (73.2%) of the respondents either strongly disagree or disagree that the current KG curriculum which is under implementation is

loaded. Whereas 7 (5.5%) of them hold undecided views, 27 (21.3%) of the respondents either strongly agreed or agreed to the statement. The mean score is 2.11 and the standard deviation is 1.31. The total entries were 127(100%). Four out of five respondents agreed the curriculum is not over loaded while one of them have different view.

One of them said, H1.

“I don't think so. Because the number of the subjects has now been reduced. The KG is doing less subjects now compared to the old curriculum”

Another headteacher also said, H2.

“In my view, it is not overloaded. This is because teachers are still more work to do”

Another also remarked H3.

“No, it is not overloaded”

However, one of them took a contrary view and said,

Another also said, H5.

“Yes, it is overloaded. You can say the subjects are now reduced but teachers are still more work to do in the classroom”

This suggests that the KG teachers do not think the new curriculum is overloaded. An over-loaded curriculum makes it difficult for teachers to complete the curriculum on record time. This creates gaps in learners' learning. This finding disagree with literature.

Still on the challenges facing the implementation, of the new curriculum, 25 (19.7%) of the respondents either strongly disagreed or disagreed that inadequate teaching and learning resources are a challenge to the implementation of the KG curriculum; 97 (76.4%) holds the view that inadequate teaching and learning resources are a

challenge to the implementation of the new KG curriculum. Five (3.9%) were undecided, the mean score is 4.01 and the standard deviation is 1.34. the total valid entries were 127 (100). The qualitative data corroborate with the quantitative data. When the question was asked, what complain do you received from you teachers as a challenge to the curriculum implementation?

One of the headteacher responded, H4:

“The challenge we have here is the insufficient teaching and learning materials, there are no textbooks to use, no manipulative materials for teacher to use”

Another retorted. H1:

“Hmmm, our challenges are many and I don't know where to start... there are no textbooks for the curriculum and that is one of the major problems. The children are too many in the class. We need more tables and chairs and reading materials for the children”

Another headteacher also responded, H1:

“The challenge we have with the curriculum has to do with the teaching and learning resources and text books that are not available. It is making it difficult for my teachers to teach”

H5 also have this to say:

“The major complain I received from my teachers has to do with books for the teachers and the learners. Also, anytime the officers come for inspection, they expect them to follow the curriculum strictly and that is very difficult for my teachers to do this is because the materials are not there”

The finding suggests that inadequate teaching and learning resources are a challenge to teachers to effectively implement the new KG curriculum in the Agona East District. Young children in most cases have not fully developed concepts; therefore, they cannot reason in abstract (Piaget, 1970). Teaching such learners without teaching and learning resources would make learning a complex task for their comprehension.

A follow-up question as to whether some portions of the curriculum are clear to the teachers or not, 91 (71.6%) of the respondents either strongly disagreed or disagreed that the new KG curriculum is not clear to them while 32 (28.4%) them either strongly agreed or agreed that some portions of the KG curriculum are not clear to them. Four (3.1%) of the respondents were undecided. The mean score is 2.40 while the standard deviation is 1.243. No qualitative was collected to agree or disagree with the quantitative data. The finding from the quantitative data suggests that the KG teachers are very clear with the new KG curriculum. Fullan (1991) believed that false clarity can inhibit the success of implementation. He asserted that false clarity occurs when teachers interpret curriculum materials in an oversimplified way.

Finally, on the challenges, the respondents were asked to express their views on the prescribed assessment tools. While 68 (53.5%) of the respondents either strongly disagreed or disagreed that they have a challenge with the assessment tool used to assess the learners. Three (2.4%) of the respondents were undecided, 56 (44.1%) of them either strongly agreed or agreed that they have challenges with the use of assessment tools specified in the new KG curriculum. The mean score is 2.84 and the standard deviation is 1.33. The total entries were 127 (100%). The qualitative data is not in consistence with the quantitative data. What could account for this may be headteachers not having detailed information about the assessment used in their KG centres.

One of them said H2:

“I have not received any complaint about assessment practices so, I don't think is a challenge to them”

Another also responded H3:

“I have one teacher for each KG class and I don't think one teacher do all that the curriculum says they should do. But conducting assessment will not be a problem since they are the same people doing the teaching”

Another also retorted, H4:

“I don't think the assessment is a problem to them”

4. 2.4 Research Question Four

What are the support systems that could be put in place to ensure effective implementation of the new KG curriculum in the Agona East District?

The last research question aimed at ascertaining support systems that could be put in place to ensure effective implementation of the new KG curriculum. Data collected in answer to this research question have been presented in Table 5. The respondents responded to a 5-point likert scale to express their views on whether they agree or disagree with the preferences provided. In the Table, SD = Strongly Disagree was coded 1, D = Disagree was coded 2, U = Undecided was coded 3, A = Agree was coded 4, SA = Strongly Agree was coded 5, T = Total, M = Mean, and SDv = Standard Deviation. For the purpose of easy presentation and analyses of the data, the likert scales were merged.

Table 5: Support systems that could be put in place to ensure effective implementation of the new KG curriculum

Support systems	% of SD	% of D	% of U	% of A	% of SA	% of T	M	SDv	
1. Effective monitoring and supervision of the curriculum implementation	11(8.7)	15(11.8)	1(0.8)	65(51.2)	35(27.6)	127(100)	3.77	1.22	
2. Regular in-service training of KG teachers	23(18.4)	32(25.5)	6(4.7)	55(43.3)	13(10.2)	127(100)	3.29	1.55	
3. Effective use of PLC period by KG teachers	13(10.2)	32(25.2)	1(0.8)	58(45.7)	23(18.1)	127(100)	3.36	1.31	
4. Adequate motivation of teachers	13(10.2)	24(18.9)	6(4.6)	30(23.6)	54(42.4)	127(100)	3.74	1.58	
5. Adequate provision of teaching and learning resources	5(39)	14(11.0)	3(2.4)	59(46.5)	46(36.2)	127(100)	4.00	1.09	
Grand mean								3.63	

Source: Field data, 2021

From Table 5, the data show that out of total valid entries of 127(100%), 100 (78.6%) of the respondents either strongly agreed or agreed to the statement that effective monitoring of the KG curriculum implementation can lead to effective implementation while 26 (20.7%) of the respondents either strongly disagreed or disagreed and 1 (0.8%) was undecided. The mean score is 3.77 and the standard deviation is 1.22. The qualitative data corroborate with the quantitative data. When the interviewees were asked whether monitoring and supervision of the curriculum implementation could serve as support system to improve upon the implementation, these were some of their responses:

One of them said H1:

“I agreed that supervision of the curriculum should not be left to the school headteachers alone. People should also come from the district, regional and the national level and help to supervise the implementation. Because when they come, it will also help them to identify our problems at the school level”

Another also have this to say H2:

“Yes, I agreed the curriculum implementation should be supervised. It is good, because it will make the teachers to sit-up do their work”

Another also said H4:

“I think the curriculum implementation should be supervised and also monitored. We (headteachers) are always with them (teachers) so they take us for granted but if another person is also coming it will make the teacher do their work well”

Another headteacher also have this to say H5;

“Yes, I agreed the KG curriculum implementation should be supervised. Supervision make all of us to do the work... where you have a challenge, it is corrected and you move on”

When the interviewees were asked if motivation can serve as support system to improve upon the curriculum implementation, the following were some of their responses:

This is what (H4) said:

“Yes, we need motivation as teachers. When you consider the work we are doing and the salary we take it doesn't matched. Yes motivation should come and support us”

Another also have this to say H5:

“Oh, motivation is good. I believe teachers can do better when they are well motivated”

The finding is that effective monitoring and supervision of curriculum implementation could ensure effective implementation of the new KG curriculum in the Agona East District.

Out of total valid entries of 127 (100), 37 (30.9 %) of the respondents either strongly disagreed or disagreed with the statement that adequate teacher motivation is a necessary ingredient to effectively implement the curriculum, 84 (66%) of the respondents either strongly agreed or agreed to the statement. Six (4.6%) of them were undecided. The mean score is 3.74 and the standard deviation is 1.58. The qualitative data collected validate the earlier quantitative data. One of the respondents H4 said:

“Yes, we need motivation as teachers. When you consider the work we are doing and the salary we take it doesn't matched. ... it is very important”

H5 also confirmed and said:

“Oh, motivation is good. I believe teachers can do better when they are well motivate”.

The data suggests that adequate teacher motivation could ensure the effective implementation of the new KG curriculum.

The data in Table 5 also reveal that 68 (53.5%) of the respondents either strongly agreed or agreed that regular in-service training could be a support system to improve the implementation, while 55 (33.9%) of the respondents either strongly disagreed or disagreed on regular in-service training as a support system to improve curriculum implementation. Out of 127 (100%) valid entries, 6 (4.7%) were undecided. The mean score is 3.29 and the standard deviation is 1.54. The qualitative data collected on this item confirm the quantitative data. From the interviews, it is very clear that all the interviewees indicated that in-service training of teachers will boost their capacity to improve on the implementation. When the interviewees were asked, will in-service improve the implementation, these were their responses:

One of the headteacher has this to say H2:

“Yes, I belief continuous in-service training of teachers is good. Nobody can say he or she is perfect in teaching so, as this training are organised teachers learn more and more”

Another also responded H5:

“Yes, I agreed there should be continues in-service training that will support the KG teachers in their quest to improve on their teaching”

The finding is that in-service training support effective curriculum implementation. The implication is that organising regular in-service will help to improve the curriculum implementation by the teachers.

A follow-up question on how the use of PLC period could serve as a support system to improve the implementation of the new KG curriculum yielded the results that 81 (63.8%) of the respondents either strongly agreed or agreed on the use of PLC meetings while 45 (35.7%) of the respondents either strongly disagreed or disagreed on the use of PLC as a support system to help improve the implementation of the new KG curriculum. One (0.8%) of the respondents was undecided. The mean and the standard deviation are 3.36 and 1.31 respectively. The total valid entries were 127 (100%). All the 5 interviewees agreed PLC is good and encouraging participation will go a long way to improve teaching and learning.

One of them said H1:

“I think we have to continue observing PLC it is actually helping my teachers”

Another also said H2:

“Yes. I think we have to continues, because, as I always tell my teachers PLC is the game changer”

Another also retorted H4:

“Yes, PLC is good and we have to keep it. I don’t think the education office is going to organise any in-service for teachers. So, we have to use the PLC to solve the difficulties we have with the curriculum”

The finding is that PLC meeting can improve curriculum implementation. The implication is that the KG teachers support the idea behind PLC as a support system to improve the implementation of the KG curriculum in the Agona East District.

Finally, data in Table 5 again reveal that out of 127 (100%) valid entries, 105 (82.7%) of the respondents either strongly agreed or agreed that adequate provision of TLRs will support the implementation of the new KG curriculum. While 3 (2.4%) of the respondents were undecided, 19 (14.9%) of the respondents either strongly disagreed or disagreed. The mean score is 4.00 and the standard deviation is 1.09.

The interview data collected confirmed the quantitative. From the interviews, all the respondents agreed that provision of educational resources are paramount in curriculum implementation. These were some of the views of the respondents.

One of them responded H1:

“To do everything in this school, you need resources and the government have come to our aid, this classroom block is not the best for our children...Ghana Education Service have to supplied us with textbooks and that that is what we need for now, how can we be teaching without the textbooks? It doesn't help, it is not helping the children”

Another also said, H3:

“The curriculum is new to all of us. The government needs to supply us with textbooks for us to use the textbooks are very important”

Another headteacher also retorted; H4

...“I wish our infrastructure problem can be solve within the shortest time. This is a small community and it will be difficult for them to provide us with appropriate school building. We need the intervention of an NGO or the government to support us with school blocks”

This finding is that adequate provision of TLRs will support teachers to implement the KG curriculum. Unavailability of these needed resources make it very challenging to implement the ideals of the new KG curriculum.

The general finding of this variable is that a support system needs to be put in place as an implementation strategy to encourage KG teachers to improve upon the KG curriculum implementation in the Agona East District.

4.3 Discussion of the Results

This section of the chapter presents the discussion of the result and the interpretation of the findings to the research questions designed to guide the study.

4.3.1 Characteristics of the respondents

The information gathered on the sex of the respondents shows that there were more female teachers in the KG centres in the Agona East District than males. This finding confirms a study conducted by Abdulai (2013) that there is much credence to the position that child upbringing and care is one that women by their nature are good at, hence a re-affirmation of female dominance in the early childhood education sector.

When the participants were asked to indicate number of years teaching at the KG level, the findings show that majority of the respondents have more than five years working experience teaching at that level. This augur well for the curriculum implementation as these teachers bring their experience to bear implementing the curriculum

On the professional status of the respondents, the findings show that there were more professional teachers than non-professional teachers in the Agona East District. This implies that teachers who teach at the KG level have gone through professional training, therefore, will bring their professional competencies to bear and implement the curriculum better. Many research findings have established that teachers' teaching qualification is positively correlated with the learning outcome. Abe and Adu (2014), found that teachers' qualifications contributed to the improvement of students' scores in their academic performance.

The final item on the demographic data was the academic qualification of the respondents. The findings show that majority of respondents had Diploma or Degree qualification. This suggests that these qualifications put the respondents in a better position to easily understand the content, methodology and assessment practices outlined in the curriculum to use and implement with ease.

The first variable discussed on the challenges kindergarten face in the implementation of the new kindergarten curriculum in the Agona East District was the availability of school resources.

4.3.2 “What school resources are available for the effective implementation of the new KG curriculum in the Agona East District?”

The question was designed to help ascertain the suitability of the KG blocks, the availability of teaching and learning resources, furniture, equipment and the availability of appropriate facilities that have a great influence on curriculum implementation (Ntumi, 2016). The findings from the data collected on this question was that majority of the respondents were of the view that KG blocks were not suitable for effective teaching and learning. This could negatively affect learning

since the classroom which serves as learning environment is not conducive for learning.

When the respondents were again asked about how child-friendly or suitable the tables and the chairs were to the learners, the finding indicated that significant number of the centres do not child-size tables. This will negatively affect classroom arrangement as KG learners were expected to sit around a circular table for group work interactions and even the posture of the learners hence their handwriting as well.

The analysis and the finding shows that significant number of the respondents indicated their centre do not have spacious classrooms for effective teaching and learning to take place. (Kafata 2016; Erden 2010) in their study found that challenges in the implementation of the curriculum in schools included congested classrooms and limited physical facilities. Overbaugh cited in Ali and Ajibola (2015), said that the relationship of the physical environment to teachers' professionalism, revealed that physical environment or facilities affect teachers in their performance. She further mentioned that the most important environmental features which affect teachers' performance are classrooms, furniture and class equipment.

Aneke (2015), stated that instructional materials make the subject matter more real, help to enhance the learners' imagination, helps to prevent misconceptions and also make learning more interesting. The findings of the availability of learners' textbooks revealed that majority of the respondents were of the view that KG centres do not have any textbooks or learners' activity books to aid effective teaching and learning. This suggests that the non-availability of textbooks and other reading materials could hamper effective teaching and learning. The finding is in line with Eloff and Kgwete's

(2007), claim that the lack of school resources, such as books and physical structures hamper the success of implementing a new curriculum.

A positive revelation on the availability of school resources for curriculum implementation shows that most of the KG centres have some manipulative materials for learners as well as wall charts and pictures. Manipulative are important learning resources in KG classrooms since it help to develop their fine muscles and improves communication among the learners. However, available data also shows that majority of the respondents were of the view that their centres do not have any form of outdoor equipment for learners. The new KG curriculum require learners to engage in outdoor activities for the development of both gross and fine motor as the rationale for the Kindergarten Curriculum is to provide learning through play (NaCCA, MoE 2019).

Further investigation into the availability of school resources for the implementation of the new curriculum and three other issues yielded the following findings: less than half of the respondents were of the view that their classroom has learning centres that were accessible to learners as a requirement of the new KG curriculum. This suggests that learning can take place in few classroom with or without the teacher facilitating the teaching-learning process since these centres were accessible to learners. However, more than half of the respondents who could not provide such learning centres may be doing great disservice to progress children' learning. This does not support the new KG implementation of the curriculum in the District. Vygotsky cited in Samuel (2019), has stated that an interesting physical environment and classroom setting gives freedom to children to play and learn on their own and thereby progress in their learning.

Also, the findings from the data collected shows that almost all the centres have copies of the new KG curriculum. In addition, greater majority of the respondents also responded that their school has copies of the Starter Pack (teachers' guide). This finding suggests that the teachers have access to content materials that will guide them to teach what is intended to be taught to learners. Thus, the curriculum contains the content of the subject matter which the learner is expected to acquire under the guidance of a facilitator.

According to Ijioma cited in Ali and Ajibola (2015), a poor socio-economic condition in most developing countries of the world has compelled the governments and institutions to show little concern for the application of ICT in education. They continued that many schools cannot afford to buy or have access to computers even where computers are available. The findings show that greater proportion of the respondents disagreed their centre has any form of ICT facility. This finding suggests that most of the KG centres in the Agona East District do not have ICT tools or incorporate any form of ICT into the teaching and learning process thereby denying learners learning through ICT. Meanwhile the curriculum stated that interesting and child-friendly digital and ICT programs and software will be integrated in the learning process to give a hands-on practice for learners to experience the use of technologies (NaCCA, MoE 2019). The finding also confirms what Abdulai (2013), noted that notwithstanding the interest, understanding, and appreciation of the place of ICT in early childhood education, there remains a lot of work to be done as a nation in the direction of benefiting from ICT usage especially in the educational development of the early child. Again, he stated that challenges are manifesting in the lack of equipment, non-use of certain basic gadgets and tools.

The general finding on the availability of resources in the KG centres in the Agona East District was that there were inadequate resources such as school building, suitable table and chair, textbooks, play materials and ICT tools for the effective implementation of the new KG curriculum. The findings agreed with the assertion made by Ntumi (2016), those facilities in the pre-schools do not facilitate the implementation of the early childhood curriculum. Similarly, Wanjohi (2014) reported that in most schools especially in developing countries, there were no adequate educational facilities. These ranged from lack of adequate reading materials to desks and classrooms among others. He also mentioned that the implementation of free education in most African countries had led to an increased number of learners in the learning institutions which led to the decrement in the available resources in the schools. Again, the finding corroborates that of UNESCO (1994), which pointed out that material resources include funding, classroom resources such as books, computers and availability of programmes for learners in most Sub-Saharan Africa are in short supply. The findings were likely to defeat the general aim of the new KG curriculum which stated that the “graduates from the school system should become functional citizens in the 4Rs and life-long learners. They should be digital literates, critical thinkers and problem solvers” (NaCCA, MoE 2019, p. iv).

The second variable on the implementation of the new KG curriculum in the Agona East District investigated in this study was teacher preparedness for the new KG curriculum implementation.

4.3.3 “How prepared are the KG teachers in the implementation of the new KG curriculum in the Agona East District?”

This question was designed to ascertain the level of the teacher preparedness for the implementation of the new KG curriculum. The findings were discussed as follows:

The respondents were to express their views on whether an in-service programme was organised to train KG teachers for the implementation of the new curriculum. The findings shown that most the respondents received an in-service training as part of their preparation for the curriculum implementation. Donkor and Banki (2017), were of the view that in-service training helps people to become qualified and proficient in doing their jobs. In-service training is classified as the key tool for upgrading and updating the knowledge and skills of employees and the modeling and reorientation of their attitude, so that they can be more effective, efficient and productive in the performance of their job (Eghonmwan) cited in (Maclean, 2018). Wanjohi (2014), also disclosed that teacher training was equally important in the teaching and learning process. Cheung and Wong (2012), argued that although adequate training should be offered to educators by having them attend professional training, they feel that it is not the number of professional development programmes that matters, but rather the quality of the programme in helping educators to address the challenges they come across.

The findings of teachers' preparation also shows that almost all the teachers have not read the curriculum framework document. The finding is that KG teachers have not read the curriculum framework document attached to the KG curriculum. The implication is that because teachers have not read the framework attached to the new curriculum, they might not have full knowledge of the original intent of the curriculum planners. This finding supported the assertion made by Ntumi (2016), that

most preschool teachers do not understand the early childhood curriculum. This can have consequences on how teachers approach the curriculum implementation.

Another issue in connection with the teachers' preparation investigated by this study is teacher preparation of teaching-learning resources. Even though the curriculum admonishes teachers to prepare and make use of child- friendly instructional materials that actively engage learners with different learning abilities and enhance their understanding (NaCCA, MoE 2019). The finding shows that a little over half of teachers prepare teaching and learning resources and use them in teaching. However, few of the respondents were of the view that teaching and learning resources were not prepared for teaching. This finding does not support effective curriculum implementation. This is because Omabe (2006), asserted that instructional materials are central in the teaching and learning because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Enukeha and Umorem (2004), affirmed that instructional materials facilitate learning of abstract concepts by helping to concretise ideas and stimulate learners' imagination. The finding also, defeated the statement made by NaCCA, MoE (2019) that schools should plan and organise a stimulating environment and print rich learning materials that support learners' physical, emotional, social and intellectual development.

The world is now considered a global village, and the use of electronic media is a powerful resource for teaching and learning. However, the findings show that more than half of the respondents either strongly disagreed or disagreed that they do not use e-learning resources for teaching and learning. This finding suggests that the teachers do not rely on other sources of information apart from what is suggested in the curriculum. This means that the KG teachers in Agona East District were using the fidelity approach to implement the curriculum.

The classroom environment is now considered as the third teacher to the learner (Samuel, 2019). The findings on setting up classroom environment according to the new curriculum reveals that majority of the respondents either strongly disagreed or disagreed with the statement that their classroom has been set up accordingly. The finding is that most of the classrooms do not have well-equipped learning centres. This development does not help effective implementation of the curriculum as learners do not have the freedom to learn on their own. Meanwhile, the curriculum stated that a rich literate environment should be created in each classroom to encourage the young learners to reflect, think, create, find out things for themselves and satisfy their curiosity (NaCCA, MoE 2019). In addition, learners will be provided with materials and opportunities at different centres or corners of the classroom to explore and to independently carry out activities to help them achieve curriculum objectives in all areas (NaCCA, MoE 2019). Montessori (1949) added that the ECE environment classroom should provide learners with the opportunity to work individually and in small groups.

The curriculum identifies the individual difference and differences in a child's development and affirms that the differences would not be seen as deficit or weakness, but rather rich and appropriate developmental experiences to help learners bridged home and school experiences (NaCCA, MoE, 2019). The findings on learners with special needs show that most of respondents disagreed that they make provision for learners with special needs. This finding suggests some of the learners in KG who were academically weak or brilliant learners who needed additional support from their teachers were not attended to. The finding is worrying and not does not support effective curriculum implementation. The Pre-tertiary Curriculum encourages “Differentiation by Support” which involves the teacher providing targeted support to

learners who were performing below or above expected standards but at risk of not reaching the expected level of learning outcome. (NaCCA, MoE, 2019). Sharma, Chari and Chunawala (2017), found that teachers' under-preparedness to deal with inclusive classrooms was a major concern raised by teachers' having experiences with students with special needs. The KG curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process, which will contribute to the full development of the learning potentials of every learner (NaCCA, MoE, 2019).

The KG curriculum encourages the use of information communication technologies for teaching and learning as teaching and learning material (NaCCA, MoE, 2019). A follow-up question to find out if ICT was also used as a pedagogical tool in teaching indicated that majority of the teachers disagreed with the use of any form of ICT as a pedagogical tool in teaching. The finding was that the learners were denied modern methods of teaching and learning as in this technological dispensation. Grimus cited in Acquah (2012) argued that the teaching and learning of ICT at the Basic level of education prepares learners to face future development based on a proper understanding of issues and 21st-century demands. Moreover, ICT can motivate pupils in their learning by bringing variety into the lessons, and at the same time, sustaining the teacher's interest in teaching (Grimus cited in Acquah, 2012). Therefore, there is a growing demand on countries and educational institutions to utilise ICT to teach skills and knowledge that learners need for the 21st-century challenges.

According to NaCCA, MoE (2019) the rationale for the Kindergarten Curriculum is to provide through play and use of creative learning and teaching approaches a positive learning experience to learners at this level so that they are ready for school. When

this study ascertained whether the respondents use play as a teaching methodology or not, the findings show that majority of the respondents indicated that play was used as a teaching methodology in their classroom. This finding suggests the most participatory method for child learning is adopted in the KG classrooms in the Agona East District. This promotes the implementation of the KG curriculum.

The respondents also expressed their views on assessment tool used to measure learning, the finding shows that less than half of the KG teachers agreed to the use of portfolios as assessment tools. The implication is that more teachers were not using the authentic assessment tool specified in the new KG curriculum. What could account for this may be large class size or limited knowledge of assessment tools used at the KG level. Khaira and Yambo (2005), argued that authentic assessments should resemble meaningful performance in real-world contexts' and should involve real-life tasks with multiple solutions for the students.

Finally, on teacher preparation for the curriculum implementation of the new KG curriculum, an issue of PLC meetings was also investigated. The finding shows that greater majority of the respondents either strongly agreed or agreed to have participated in PLC meetings organised on school-based or cluster-based. The finding is that the KG teachers in Agona East District organise the weekly PLC meeting. The meetings serve as a platform for teacher professional development where teachers meet and deliberate on challenges they encounter during curriculum implementation in their classroom and how to overcome them. Success stories, material preparation, peer coaching just to mention a few were discussed. This finding supports the assertion made by Rogan and Grayson (2003), that in-service training (INSET) emphasis the implementation of change rather than just providing information and a greater sense of teacher ownership of the process.

The third variable on the implementation of the new KG curriculum investigated in this study was the challenges the KG teachers were facing in implementing the curriculum in the Agona East District.

4.3.4 “What are the challenges teachers face in the implementation of the new KG curriculum in the Agona East District?”

This question was designed to ascertain the challenges the KG teachers in the Agona East were facing in the implementation of their curriculum. The outcome of the findings on this research question were discussed as follows:

To begin with, the respondents were to express their views on the in-service training organised for teachers ahead of the curriculum implementation. The finding shows that only a few of the respondents either strongly disagreed or disagreed the in-service was inadequate. However, majority of respondents either strongly agreed or agreed the training was inadequate. The finding is that the in-service training for the curriculum implementation was inadequate. The implication is that the teachers who were dissatisfied with the training might be having challenges implementing the new curriculum to the latter. Erden (2010) observed that since teachers are the principal agents who translate all the theoretical educational information in the curriculum into real classroom practices, there is, therefore, the need to get trained and qualified teachers to implement the curriculum in every community.

A follow-up question to find out if the new curriculum is overloaded, majority of the respondents disagreed that the new curriculum is overloaded. This finding suggests that the new curriculum is not over overloaded. This finding contradicts the work of Aboagye and Yawson (2020) and Erden (2010), who both posited that teachers accepted the fact that the new curriculum contains a lot of workload. The implication

is that teachers at the KG centres will have ample time to take learners through all the contents outlined in the new KG curriculum and the curriculum will be completed within the stipulated time framed. However, the earlier findings indicated that KG teachers do not make provision for learners with special need

Still, on the challenges, the teachers gave their responses on how teaching and learning resources is influencing the implementation. The findings revealed that majority of the teachers agreed that there were inadequate teaching and learning resources available for the implementation of the new KG curriculum. This finding suggests teachers do not have teaching and learning resources to implement the new KG curriculum. The finding agreed with Kelly (1999), that while the ill-trained teachers lack subject matter, the well-trained teachers fail to implement the curriculum out of frustration because they have not been given the material resources needed for the professional discharge of their duties. The implication is that teaching and learning might not be effective in most cases because learners at this stage learn by doing with materials and cannot reason in abstract. However, findings indicated that KG teachers prepare TLMs and also indicated that the learners have few manipulative materials at the centres. The availability of the above could complement the inadequate resources for the implementation of the KG new curriculum.

The respondents were also expressed their views on whether parents support their wards by providing them basic learning materials. The findings shows that most of the respondents agreed parents do not providing their wards with basic learning materials. The finding suggests the learners lack basic learning materials and might not fully participate in the teaching and learning process. This statement agrees with the finding of Cisneros, et al, cited in Ntumi (2016), that preschool teachers had a problem in implementing the early childhood curriculum because parents superficial

believe in early childhood education as a playing ground for the children not as a learning setting, therefore, do not give them adequate support (Erden 2010).

Fullan (2007), warned teachers are likely to "misinterpret and misunderstand some aspect of the purpose or practice of something that is new to them" (p. 199). When the respondents were asked to express their views on clarity of the contents of the curriculum, the findings shows that majority disagree that some portions of the curriculum were not clear to them. However, few who agreed that some portion is not clear to them should not be overlooked. Even though the finding suggests that majority of the respondents have clarity of the contents. This finding agrees with the assertion of Park, cited in Erden (2010), who indicated that teachers' understanding of the curricula is crucial for apt adaptation and implementation. Wang (2006), also added that teachers' understanding of innovation is essential in curriculum policy and implementation. Rogan and Grayson (2003), also, added that not all schools have the capacity to implement a given innovation to the same extent. The implication is that the small number of respondents who form a quarter of the respondents were likely to ignore some areas of the curriculum or interpret the curriculum wrongly.

Finally, on the challenges respondents face in implementing the new KG curriculum, the finding shows that half of the teachers disagreed they have a challenge with the assessment practices specified in the curriculum while the other half agreed to they have challenges. The finding suggests there were a significant number of KG teachers were not be adhering to the KG assessment practices outlined in the new KG curriculum. According to UNICEF (2011), "Ghanaian Early Childhood Policy paid a little attention given to the assessment practices in the early childhood curriculum implementation" (p.67). Meanwhile, the new curriculum specified that multiple informal assessment methods should be employed to gather data about learners'

ability to guide teaching and learning and to provide feedback to both learners and parents (NaCCA, MoE, 2019).

4.3.5 “What are the support systems that could be put in place to ensure effective implementation of the new KG curriculum in the Agona East District?”

The findings from the data collected on the support system indicated that majority of the teachers agreed to effective monitoring of the curriculum while few of them did not. The finding suggests that monitoring and supervision is very important especially when implementing a new KG curriculum.

A follow-up question to enquire from the respondents their view on regular in-service training of teachers could serve as a support system to put in place to ensure effective implementation, the findings show that most supported the idea. The finding suggest that in-service training could improve the implementation of new curriculum. The implication is that most of the respondents were interested in learning the best and innovative ways to interpret the curriculum to the learners.

Enhancement of teacher professional development is also fundamental to the successful implementation of curricular innovation. The findings again show that the larger number of the respondents was of the view that effective use of PLC periods could serve as a support system to improve the implementation. However some of the respondents who disagreed should be encouraged to participate in PLC. This is because general acceptance of professional development as essential to successful curriculum implementation, reviews of professional development research have consistently pointed out the inadequacy and ineffectiveness of such programme Spillane, cited in (Minjeong & Youl-Kwan 2013). Guskey (2002), however,

contended that it is not professional development per se, but the experience of successful implementation that changes teachers' attitudes and beliefs.

Motivational factors are important to intrinsically encourage the individuals in the work they do as they enable them to perform better at work (Aboagye & Yawson, 2020). When the respondents were asked to express their views on teacher motivation as a support system to improve teacher motivation, the findings show that the greater portion of the respondents agreed that teacher motivation is a key factor for curriculum implementation. The finding was that motivation is an important ingredient to get teachers more committed to the implementation. According to NaCCA, MoE (2019), teachers matter in the development and delivery of the standards-based curriculum. Therefore, we (government) will continue to support them on this journey that we have started together to put learning at the centre of what we do best; teach! Ali and Ajibola (2015), have argued that non-motivation of teachers affects their performance and that when teachers' salaries, allowances and other entitlements are not given to them, they cannot implement the content of the curriculum. Snyder et al. (1992), also, added that for effective implementation to take place, relevance should be added to need; and that it refers to the need as perceived by implementers.

Finally, on the support system that could be put in place, the findings show that majority of the respondents agreed adequate provision of teaching and learning resources could serve as a support system to improve implementation. This finding suggests that the KG teachers need teaching and learning resources to effectively implement the curriculum. Ntumy (2016), has stated that the MOE should supply schools with adequate resource materials such as textbooks, teaching aids, and

stationery to enable teachers and learners to play their role satisfactorily in the curriculum implementation process.

4.4 Chapter Summary

This chapter deals with the analysis of the data collected through the questionnaires and the interviews. Statistical tables were displayed indicating frequencies, total mean and standard deviation of how the respondents responded to the five-point Likert scale. Thematic content analysis of some of the interview data were also displayed to support or disagree with the quantitative data collected.

The finding of the study was also discussed in details and were supported with the relevant literature. It was unveiled in the study that school resources play a vital role in the implementation of a curriculum. The availability or otherwise of these resources influence how curriculum was implemented. The finding of the study revealed there was inadequate resources for the implementation. It is however refreshing to note that teachers were trained as part of the implementation preparation. Measures were also put place for teacher continuous professional development to address some challenges with the implementation at the school level. Even though the findings of the study indicated the curriculum documents were made available before the implementation, the findings also indicated that textbooks a vital material in curriculum implantation were not available, hampering effective implementation.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents the summary and conclusions recommendations based on the research findings in this study. The conclusions presented in this chapter were based on information obtained from the participants in selected schools.

5.1 Research Question

5.1.1 Research Question 1

"What school resources are available for effective implementation of the new KG curriculum in the Agona East District?"

This question was designed to help ascertain the available school resources for the implementation of the new KG curriculum. The results show there is a general problem of suitable classroom blocks for most KG centres in the Agona East District. Qualitative data also collected on this variable also confirmed same.

5.1.2 Research Question 2

"How prepared are the KG teachers in the implementation of the new KG curriculum in the Agona East District?"

This question was designed to ascertain the level of teacher preparedness for the implementation of the new KG curriculum. The results show that the KG teachers in the Agona East District have received an in-service training as part of their preparation for curriculum implementation. The qualitative data, in addition, confirm that teachers that KG teachers in the District have received in-service as part of

implementation preparation. However, results suggest that the in-service received was in-adequate for the implementation of the new KG curriculum.

5.1.3 Research Question 3

“What are the challenges KG teachers face in the implementation of the KG curriculum in the Agona East District?”

This question was designed to determine the challenges KG teachers are facing in the implementing of the new KG curriculum. The qualitative data confirmed the quantitative result that the challenges facing the KG teachers in the curriculum implementation are lack of textbooks, learners’ activity books and other teaching and learning resources.

5.1.4 Research Question 4

“What are the support systems that could be put in place to ensure effective implementation of the new KG curriculum in the Agona East District?”

This question was designed to find out from the respondents what support system can be put in place for the curriculum to be effectively implemented. Both quantitative data and qualitative data confirmed that adequate monitoring and supervision of the new KG curriculum serves as support system for effective implementation of the new KG curriculum in the Agona East District.

5.2 Summary of the Study

The purpose of the study was to investigate the implementation of the new KG curriculum, to establish the prospects challenges and the way forward in Agona East District. This became necessary for two reasons two major reasons: 1) There is an unsatisfactory curriculum implementation outcome of the KG curriculum (Ntumy

2016), and 2) There is inadequate empirical work on implementation on the KG curriculum in the Agona East District. These are a threat to successful curriculum implementation, as no curriculum implementation can go on without establishing the prospects challenges and the way forward (Adentwi, 2000).

The following research questions were formulated to guide the study:

1. What school resources are available for the effective implementation of the KG curriculum in the Agona East District?
2. How prepared are the KG teachers in the implementation of the new KG curriculum in the Agona East District?
3. What are the challenges teachers face in the implementation of the KG curriculum in the Agona East District?
4. What are the support systems that could be put in place to ensure effective implementation of the new KG curriculum in the Agona East District?

To investigate the implementation of the new KG school curriculum, the study adopted explanatory sequential mixed method research design. The population for this study comprised all public basic KG in the Agona East District. The sample size used for this study was 127. This consists of KG teachers and headteachers in the sampled schools. Simple random sampling (lottery method) and purposive sampling techniques were used to select the sample.

Questionnaires and a semi-structured interview guide were the instruments used for the data collection. The instruments for this study were pre-tested in 3 different schools outside the target population for the study. The KG teachers and headteachers were asked to respond to the questionnaires while some headteachers were selected to respond to an interview.

Descriptive statistics such as frequencies and percentages, standard deviation and means were used to analyse the quantitative data. As for the qualitative data, they were presented in text using the actual words of the participants.

5.3 Key Findings

The following were the key findings of the study based on the research questions:

1. The finding shows there were general problem of suitable blocks for most KG centres in the Agona East District. Qualitative data also collected on this variable also confirmed same.
2. The finding again show that the KG teachers in the Agona East District had received in-service training as part of their preparation for curriculum implementation. The qualitative data, in addition, confirm that teachers that KG teachers in the District had received in-service as part of implementation preparation.
3. The qualitative data confirmed the quantitative findings that the challenges facing the KG teachers in the curriculum implementation were lack of textbooks, teachers' guide and other teaching and learning resources.
4. Both quantitative data and qualitative data confirmed that adequate monitoring and supervision of the new KG curriculum serves as support system for effective implementation of the new KG curriculum in the Agona East District.

5.4 Conclusion

The challenges that confront the implementation of the new KG curriculum are not different from those documented in the general curriculum implementation literature.

The hindering factor frequently mentioned was the unavailability or inadequacy of

requisite resources (Oludele et al., 2015; Cobbold, 1999; Ntumi, 2016). This might suggest that we probably have not paid adequate attention to the practical imperatives of the phenomenon of curriculum implementation and have, therefore, not given enough practical expression to the things that matters.

The following are some of the important conclusions that can be drawn from the study.

1. The study established that most KG centres do not have suitable classroom blocks that are conducive for effective implementation of the new KG curriculum.
2. It is also evidenced in the study that in-service training was organised for both teachers and headteachers as part of the teacher preparation for the implementation of the new KG curriculum. However, the in-service training has not fully equipped the KG teachers to implement the curriculum. This was evidenced in their inability to use the authentic assessment specified in the curriculum.
3. The study established that even though the KG curriculum have been provided, other curriculum materials such as text books and learners' activity books are not available for effective implementation of the new KG curriculum.
4. It is also evidence in the study that for the realisation of the rational and the aims of the new KG curriculum, monitoring and supervision of the implementation should be a support system put in place to improve on the implementation.

5.5 Recommendations

Based on the outcome of the study, the following recommendations are made:

1. The findings of the study revealed that unsuitable classroom blocks were an impediment to the curriculum implementation in the District. The study recommend to the communities in the Agona East District to liaise with other stakeholders in education to provide appropriate classroom blocks for KG pupils.
2. The study also found that an in-service was organized as part of teacher preparation for the curriculum implementation. The study, therefore, recommend to Agona East District education directorate to continue organising an in-service training for KG teachers at least once in a year to build on their content and pedagogical knowledge.
3. In addition, the findings of the study revealed that teaching and learning resources such as learners' textbook was a challenge to the curriculum implementation in the Agona East District. The study recommend to Ghana Education service to supply KG centres with KG Text books and other relevant teaching and learning resources.
4. Finally, the study recommend to ministry of education and its relevant agencies to monitor and supervise the implementation of the new KG curriculum.

5.6 Suggestions for Future Research

1. This study was conducted in only public KG in Agona East District. It is suggested that future research should consider conducting it in private KG centres to find out whether the same outcome would emerged.
2. Again, I would like to suggest that future studies be conducted with qualitative data collection with interviews including teachers, parents and school supervisors.
3. In addition, future research like this should investigate the intended and taught curriculum in the implementation of the new KG curriculum.



REFERENCES

- Abdulai, A. (2013). The place of information and communication technology (ICT) in early childhood education in the Winneba municipality of Ghana. *Journal of Educational Research and Reviews*, 1(2).
- Abdulai, A. (2016). Men in Ghana's early childhood education program. *Education Research Journal*, 6(2), 42 - 48
- Abe, T. O., & Adu, E. I. (2014). The effect of teachers' qualifications on students' performance in mathematics. *Sky Journal of Educational Research*, 2(1), 010-014.
- Abe, T. O., & Adu, E. I. (2014). The effect of teachers' qualifications on students' performance in mathematics. *Sky Journal of Educational Research*, 2(1), 010-014.
- Abend, G. (2008). The meaning of 'theory'. *Sociological Theory*, 26(2), 173-199.
- Aboagye, E., & Yawson, J. A. (2020) Teachers' perception of the new educational curriculum in Ghana. *African Educational Research Journal*, 8(1), 6-12
- Abudu, A. M., & Mensah, M. A. (2016). *Basic school teachers' perceptions about curriculum design in Ghana*.
- Acquah, B. Y. S. (2012). Status of implementation of the ICT curriculum in Ghanaian basic schools. *Journal of Arts and Humanities*, 1(3), 27-37.
- Adentwi, K. I. (2000). *Curriculum development. An introduction*. Kumasi, Ghana: Skies Printing Works.
- Afangideh, M. E. (2009). Curriculum implementation at the basic education level. Curriculum Organization of Nigeria: *Curriculum Theory and Practice*, 168-179.
- Agyedu, G. O., Donkor, F. & Obeng, S. (2011). *Teach yourself research methods*. Kumasi, Ghana: University of Education, Winneba.
- Aikenhead, G. S. (2006). *Science education for everyday life: Evidence-based practice*. New York: Teachers College Press.
- Akinrotimi, A. A., Olowe, P. K. (2016). Challenges in implementation of early childhood education in Nigeria: The way forward. *Journal of Education and Practice*, 7(7), 71-85.

- Akinsolu, A. O. (2010). Teachers and Students' Academic Performance in Nigerian Secondary Schools: Implications for Planning. *Florida Journal of Educational Administration & Policy*, 3(2), 86-103.
- Akyeampong, K. (2017). Teacher educators' practice and vision of good teaching in teacher education reform context in Ghana. *Educational Researcher*, 46(4), 194–203. <https://doi.org/10.3102/0013189x17711907>.
- Ali, A. A., & Ajibola, A. L. (2015) Issues and Prospects of Effective Implementation of New Secondary School Curriculum in Nigeria. *Journal of Education and Practice*, 6(34).
- Amedahe, F. K. (2002). *Fundamentals of educational research methods*. Mimeograph, UCC, Cape Coast.
- Anderson, H. K. (2017). *The learner factor on the implementation of the basic school curriculum*. Doctorate degree thesis submitted to the Institute of Education, University of Cape Coast, Cape Coast.
- Anderson, H. K. (2002). *The implementation of the music and dance programme in basic schools*. The case of the Awutu, Effutu, Senya District of the Central Region. Unpublished master's Thesis. University of Cape Coast, Cape Coast, Ghana.
- Aneke, C. U. (2015). Assessment of instructional methods adopted by teachers of agricultural science in secondary schools for enhanced skill acquisition for self-reliance in Enugu State, Nigeria. *British Journal of Education*, 3(11), 97-206.
- Anwuka, A. G. (2001). *Curriculum development for responsive education in the world countries (Theoretical Foundations)* (pp. 10-23). Owerri, Nigeria: Cape Publication.
- Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh, A. 2010. *Introduction to research in education* (8th ed.). USA: Wadsworth, Cengage Learning
- Asebiomo, A. M. (2009). Teacher assessment of integrated Science Curriculum in Federal Capital Territory Abuja for effective implementation. *Journal of Curriculum Studies*, 16(2), 123-181.
- Azzi-Lessing, L. (2009). *Quality support infrastructure in early childhood: Still (mostly) missing*. Retrieved April 25, 2015 from <http://ecrp.uiuc.edu/v11n1/azzi.html>
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191

- Bastick, T., & Matalon, B. A. (2004). *Research: New and practical approaches*. Kingston, Jamaica: Chalkboard Press,
- Bautista, A., Ng, S. C., Múñez, D., & Bull, R. (2016). Learning areas for holistic education: Kindergarten teachers' curriculum priorities, professional development needs, and beliefs. *International Journal of Child Care and Education Policy*, 10(1), 1-18.
- Bernard, R. H. (2002). *Research methods in anthropology qualitative and quantitative approaches* (3rd ed.). New York: Alta Mira.
- Best, W. J., & Kahn, J. V. (2008). *Research in education* (10th ed). India: Prentice Hall of India Private Limited
- Borg, W. R., Gall, J. P., & Gall, M. D., (1999). *Applying educational research: A practical guide*. London UK: Longman Publishing Group.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Breedekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education.
- Bryman, A. (2012), *Social research methods*, (4th ed.). New York: Oxford University Press.
- Capel, S. A. (2018). A longitudinal study of burnout in teachers. *British Journal of Educational Psychology*, 61, 36-45.
- Carl, A. (2005). The " voice of the teacher" in curriculum development: A voice crying in the wilderness? *South African Journal of Education*, 25(4), 223-228.
- Cetin, N. I. (2016). Effects of a teacher professional development program on science teachers' views about using computers in teaching and learning. *International journal of Environmental and Science Education*, 11(15), 8026-8039.
- Cheung, A. C., & Wong, P. M. (2012). Factors affecting the implementation of curriculum reform in Hong Kong: Key findings from a large-scale survey study. *International Journal of Educational Management*.
- Chinyani, H. (2013). Exploring the feasibility of school-based curriculum development in Zimbabwe. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 128-134
- Chisholm, L. (2003). The state of curriculum reform in South Africa: The issue of Curriculum 2005. *State of the Nation: South Africa*, 268-289.

- Cisneros- Chernour, E. J., Cisneros, A. A., & Moreno, R. P. (2000). *Curriculum reform in Mexico: kindergarten teachers' challenges and dilemmas*. Paper presented at the Lilian Katz Symposium: Champaign, 1999.
- Cobbold, C. (1999). *Implementation of the social studies programme in teacher training colleges in Ghana: An evaluation*. Unpublished Masters Thesis, University of Cape Coast.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education*. London, U K: Routledge Falmer.
- Cohen, L., Manion, L., & Morrison, K. (2007) *Research Methods in Education* (6th edition) New York: Routledge.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative & mixed methods approaches* (3rd ed.). Los Angeles, U S A: Sage Publications Inc.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Creswell, J. W. (2007). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano-Clark, V. L. (2007). *Designing and conducting mixed methods research*. Amazon: Sage Publication.
- Creswell, J. W., Plano- Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research design. In Tashakkori, A. & Teddlie, C. (Eds.). *Handbook of mixed methods in social and behavioural research* (pp. 209 – 240), Thousand Oaks, CA: Sage
- Creswell, J. W. (2012). Planning, conducting and evaluating quantitative and qualitative research (4th ed.) *Educational research*, Merrill, NJ: Upper Saddle River.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, 6(2), 80-88.
- Donkor, A. K., & Banki, R. D. (2017). Assessing the Impact of In-service Training Programmes on Basic School Teachers of Chiana in the Kassena Nankana West District of Ghana. *Journal of Education and Human Development*, 6(4), 64-76.
- Duhn, I. (2012). Making 'place' for ecological sustainability in early childhood education. *Environmental Education Research*, 18(1), 19-29.

- Eloff, I., & Kgwete, L. K. (2007). South African teachers' voices on support in inclusive education. *Childhood Education*, 83(6), 351-355.
- Erden, E. (2010). *Problems that preschool teachers face in the curriculum implementation* (Master's thesis, Middle East Technical University).
- Esu, A.E.O., Enuokoha, O.I.T., & Umorem, G. U. (2004). *Curriculum development in Nigeria for colleges and universities*. Owerri: Whyte and Whyte Publishers.
- Etsey, Y. K. A. (2007). The challenge of low academic achievement in rural junior secondary schools in Ghana. The case of Shama Sub-metro in the Western Region. In Amenumey, D. E. K. (Eds). *Challenges of Education in Ghana in the 21st century*. (pp. 120-153. Accra, Ghana: Woeli Publishing Services.
- Faubert, B. (2012). *A literature review of school practices to overcome school failure*.
- Fehintola, J. O. (2011). Predicting SSSCEs performance from JSSCE results. *African Journal*, 27-35.
- Flores, M.A. (2004). The early years of teaching. Issue of learning, development and change. In Flores M. A. (Eds.). *Curriculum theory, educational technology, teaching method*. Institute of education, Braga Portugal.
- Fraenkel, J. R., & Wallen, N. (2000). *How to design and evaluate research in education* (4th ed.). New York: McGraw-Hill.
- Frimpong, S. O. (2019). The Classroom Physical Environment as a “Third Teacher” For an Early Childhood Education Provision in the Ga-West Municipality of Ghana. *PEOPLE: International Journal of Social Sciences*, 4(3), 1339-1360.
- Fukkink, R. G., & Lont, A. (2007). “Does training matter? A meta-analysis and Review of caregiver training studies.” *Early Childhood Research Quarterly*, 22, 294–311.
- Fullan, M. (1991). *The new meaning of educational change* (2nd ed.). New York: Teachers College Press.
- Fullan, M. (2001). *The new meaning of educational change*. Toronto: Irwin
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York: Teachers College Press
- Fullan, M. G. & Pomfret, A. (1977). Research in curriculum instruction and implementation”. *Review of Educational Research*, 47(2), 335-397.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8. utg.). AE Burvikovs, Red.) USA: Pearson.

- Garba, M. (2004). The critical role of educational resources on curriculum implementation. *Curriculum Implementation and Professionalizing Teaching in Nigeria*. Lagos: Central Education Services.
- Ghanney, R. A. (2007). Effects of home environment on parental attitudes towards the educational attainment of primary school pupils in Winneba township, Ghana. *International Journal of Educational Research*, 3(2), 259-266.
- Ghanney, R. A. (2011). The effects of trading activities on pupil's academic achievement: A case study of Kasoa Ofankor. *International Journal of Basic Education*, 2, 89-97.
- Gibson, N., & O'Connor, H. (2003). A step-by-step guide to qualitative data analysis. *A Journal of Aboriginal and Indigenous Community Health*, 1(1), 62-90
- Gorozidi, G. & Papaioannou, A. G. (2014). Teachers' motivation to participate in training and to implement innovations. *Journal of Teaching and Teacher Education*, 39, 1-11.
- Grotewell, P. G., & Burton, Y. R. (2008). *Early childhood education: Issues and developments*. USA: New York.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of Qualitative Research*, 2(163-194), 105.
- Guskey, T.R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- Hammond, M., & Wellington, J. (2012). *Research methods: The key concepts*. New York: Routledge.
- Hargreaves, D. H., & Hopkins, D. (2004). *Empowered school*. A&C Black.
- Hesse-Biber, S. N., & Leavy, P. (2011). Focus group interviews. *The practice of qualitative research*, (pp. 163-192).
- Hirsh-Pasek, K. (2009). *A mandate for playful learning in preschool: Applying the scientific evidence*. Oxford: Oxford University Press.
- Ipaye, B. (2012). Teachers' apathy to teaching in searchlight on secondary education in Nigeria. *A handbook*.
- Ivowi, U. M. O. (2004). Curriculum implementation: Implication for school administration. *Curriculum Implementation and Professionalizing Teaching in Nigeria*. Lagos: Untral Educational Services.

- Ivowi, U. M. O. (2009). Definition or meaning of curriculum. In Ivowi, U. M.O Nwufo, K., Nwagbara, C, Nzewi, U. M., Offorma, G. C. *Curriculum Diversification in Nigeria* (pp. 1-16). Ibadan: CON.
- Izuagba A. C. (2009) Woman in politics and development. *Sokoto Educational Review*, 1(1), 247-259
- Jean, P. H. (2019). Brain-based and learning theories: Application of theories in the classroom. *European Journal of Education Studies*.
- Johnson, B. & Christensen, L. B. (2012). *Educational research: quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks: Sage.
- Jude-York, D. A. (1991). *Organizational learning climate, self-directed learners, and performance at work* (Doctoral dissertation, The Fielding Institute).
- Kafata, K. (2016). An investigation into the impact of teaching in local languages on pupils and teachers (Advantages, Challenges, Opportunities, Etc) in selected primary schools in Kitwe District of the Copperbelt province of Zambia. *International journal of Scientific & Technology Research*, 5(8), 10-16.
- Kagama, J. (2018). The school curriculum and its influence on teacher motivation in curriculum implementation in Kenya. *Journal of Culture and Values in Education*, 1(1), 9-25.
- Kelly, J. M. (1999). *The development of education in Zambia*. Lusaka: Image publishers Limited.
- Kerr, J. F. (1968). *Changing the curriculum*. London: University Of London Press.
- Khaira, H.G. & Yambo, D. (2005). *The practicality of authentic assessment*. Paper presented at the first international conference on enhancing teaching and learning through assessment. The HongKong Polytechnic University, June 2001.
- Khan, M. A. (2014). Reconstruction of economics based on the paradigm of tawhid: Present challenges and future prospects. *Journal of Islamic Economics, Banking and Finance*, 113(3250), 1-22.
- Kothari, C.R., (2007). *Research methodology: Methods and techniques*. New Delhi: New Age International Ltd.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Accra-New Town: Emmpong Press.

- Lia, M. (2016). Using an observation coaching checklist to provide feedback to teachers. *Journal of Catholic Education*, 20(1), 311-323.
- Lim, W. M., & Ting, D. H. (2012). Healthcare marketing: Contemporary salient issues and future research directions. *International Journal of Healthcare Management*, 5(1), 3-11.
- Locks, J. H. (1984). *The effects of graded/non-graded study guides on student achievement in home economics*. University of Wyoming.
- MacLean, J. (2018). Teachers as agents of change in curricular reform: The position of dance revisited. *Sport, Education and Society*, 23(6), 563-577.
- MacPhail, A. (2015). International perspectives on the implementation of standards. *Journal of Standards based Physical Education Curriculum Development*, 21-36.
- Maduagwu, S. N. (Ed.) (2006). *Universal Basic Education: The Basic Facts*. Owerri; Springfield Publisher
- Marsh, C.J. & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues*. Ohio: Pearson Education Ltd
- McKoy, D., Vincent, J. M., & Makarewicz, C. (2008). Integrating infrastructure planning. *The Role of Schools*, (33), 18–26.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction*. New York: Longman.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass Publishers.
- Mertens, D. M. (2010). Philosophy in mixed methods teaching: The transformative paradigm as illustration. *International Journal of Multiple Research Approaches*, 4(1), 9-18.
- Mezieobi, K. A. (1993). *Social studies curriculum*. Owerri Whyte and Whyte.
- Minjeong P. & Youl-Kwan S. (2013) Teachers' perceptions of the recent curriculum reforms and their implementation: what can we learn from the case of Korean elementary teachers? *Asia Pacific Journal of Education*, 33(1), 15-33.
- Mkandawire, S. (2010). Challenges of curriculum implementation in learning institutions. Available at: <https://sitwe.wordpress.com/2010/12/03/challenges-of-curriculum-implementation-in-learning-institutions> Accessed 26/02/2020].
- Mkpa, M. A. (1987). *Curriculum development and implementation*. Totan publishers.

- Mkpa, M. A. (2005). Challenges of implementing the school curriculum in Nigeria, *Journal of Curriculum Studies* 12(1), 9-17
- Montessori, M. (1949). *Absorbent mind*. London: Clio Press Ltd.
- Mukherji, P., & Albon, D. (2015). *Research Methods in Early Childhood: An Introductory Guide*. London: SAGE.
- NaCCA, Ministry of Education. (2019). *Kindergarten Curriculum (KG 1&2)*. Accra, Ghana: Ministry of Education
- Ntumi, S. (2016), Challenges preschool teachers face in the implementation of the early childhood curriculum in the Cape Coast Metropolis. *Journal of Education and Practice* 7(1), 2-11.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory*. (3rd ed.). New York: McGraw-Hill,
- Nwana, O. C. (1992). *Introduction to educational research*. Ibadan. Nigeria: Heinemann.
- Obanya, P. (2004). *The dilemma of education in Africa*. Ibadan, Nigeria: Heinemann Educational books Plc.
- Obinna, I.P. (2007).The role of effective teaching is curriculum implementation in Nigerian. *Journal of Curriculum Studies of Young Children* 14(2), 65-71.
- OECD. (2013). *Education outlook in Finland*. Available at: www.oecd.org/edu/EDU Accessed 4/04/2021
- Okello, V., & Kagoire, M. A. (1996). *Makerere university curriculum module*. Kampala: Bezatel Design Studies.
- Okumbe, J. A. O. (1998). *Educational management: Theory and practice*. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United.
- O'Leary, Z. (2004). *The essential guide to doing research*. London, U K: Sage.
- Olorok, N. (2006). *Supervision and School Administration, in dynamics of educational administration and management*. Awka: Meks Publishing Company.
- Oludele, O. J., Abuovbo, I. V., & Abosedo. O. O. (2015). An evaluation of the implementation of early childhood education curriculum in Osun State: *Journal of Education and Practice*, 6(4) 212-328.

- Omabe, C. C. (2006). *Instructional materials for social studies education in Nigeria*. Abakaliki: Willy Rose and Apple seed publishers.
- Onwuegbuzie, A. J. & Combs, J. P. (2011). Data analysis in mixed research: *A primer*. *International Journal of Education*, 3(1), 1-10.
- Onyeachu, J. A. E. (2008). Curriculum implementation at the primary education level. Challenges for the 21st century. *Multidisciplinary Journal of Research Development*, 10(1), 38-49
- Oppenheim, A. N. (1992) *Questionnaire design, interviewing and attitude measurement*. London: Pinter Publishers.
- Osei, G. M. (2006). Teachers in Ghana: Issues of training, remuneration and effectiveness. *International Journal of Educational Development*, 26(1), 38–51. <https://doi.org/10.1016/j.ijedudev.2005.07.015>
- Owusu Akwesi, A. (2014). *Impact of teachers' acquaintance on fidelity implementation: Views of senior high school French teachers in Ghana*.
- Pandey, P., Goyal, S., & Sundararaman, V. (2011). *Does information improve school accountability? Results of a large randomized trial*.
- Park, M., & Sung, Y. K. (2013). Teachers' perceptions of the recent curriculum reforms and their implementation: what can we learn from the case of Korean elementary teachers? *Asia Pacific Journal of Education*, 33(1), 15-33.
- Patton, M. Q. (2003). Units of analysis and purposeful sampling. *Qualitative Research and Evaluation Methods*, 228-246.
- Penny, A., Ward, M., Read, T., & Bines, H. (2008). Education sector reform: The Ugandan experience. *International Journal of Educational Development*, 28(3), 268-285.
- Piaget, J. (1970). *Science of education and the psychology of the child*. Trans. D. Coltman.
- Polit, D.F., & Hungler, B.P. (1999). *Nursing research: Principles and methods* (6th ed.). Philadelphia: J.B. Lippincott
- Reaves, C. C. (1992). *Quantitative research for the behavioral sciences*. John Wiley & Sons.
- Rogan, J. M. and Grayson, D. J. (2003). Towards a theory of curriculum implementation with particular reference to science education in developing countries. *International Journal of Science Education*, 25(10), 1171- 1204.

- Samuel, O. F., (2019). The classroom physical environment as a “Third Teacher” for an early childhood education provision in the Ga-West Municipality of Ghana. *PEOPLE: International Journal of Social Sciences*, 4(3), 1339-1360.
- Shakeel, N. & Aslam, A. (2019). Challenges primary school teachers face in implementation of early childhood education: Teachers’ perception. *Journal of Early Childhood Care and Education*, 3, 13-26
- Sharma, A., Chari, D., & Chunawala, S. (2017). Exploring teachers’ attitudes towards inclusive education in Indian context using ‘type of disability’ lens. *International Journal of Technology and Inclusive Education*, 6(2), 1134-1142.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75.
- Shores, J. H., Smith, B. O., & Stanley, W. O. (1957). *Fundamentals of curriculum development*. New York: WorldBook.
- Siddiqui, M. (2010). *The research proposal, elements of research proposal*. Retrieved from www.slideshare.net/guest349908/the-research on March 16, 2021.
- Sidhu, K. S. (2014). *Methodology of research in education*. New Delhi: Sterling Publishers.
- Simon, M. K. & Goes, J. (2013). *Dissertation and scholarly research: Recipes for success*. Settle, WA, Dissertation success, LLC.
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36, 79–104.
- Snyder, J., Bolin, F. & Zumwalt, K. (1992). “Curriculum implementation”. In P. W. Jackson (Eds.). *Handbook of research on curriculum*. New York: Macmillan, 402-433
- Speziale, H. S., Streubert, H. J., & Carpenter, D. R. (2011). *Qualitative research in nursing: Advancing the humanistic imperative*. Lippincott Williams & Wilkins.
- Spodek, B., & Saracho, O. N. (2003). “On the shoulders of giants”: Exploring the traditions of early childhood education. *Early Childhood Education Journal*, 31(1), 3
- Statsoft, J. (2011). *Electronic statistics textbook*. Retrieved from <http://www.statsoft.com/textbook> on February 12, 2016.
- Stenhouse, L. (1975). The teacher as researcher. In *of Brints Reuder, E835, Open*.

- Streiner, D. L. (2003). Starting at the beginning: an introduction to coefficient alpha and internal consistency. *Journal of Personality Assessment*, 80(1), 99-103.
- Tamakloe, E. K. (1992). Curriculum evaluation, implementation and innovation. In Abosi, C. O. & Amissah, J. B. (Eds). *Introduction to education in Ghana* (pp. 161-183). Accra, Ghana. Sedco Publishing Limited.
- Tashakkori, A. & Teddlie, C. (2003). *Handbook of mixed methods in social and behavioural research*, Thousand Oaks, CA: Sage
- Taylor, P. H. (1967). Purpose and Structure in the Curriculum. *Educational Review*, 19(3), 159-172.
- Todd, R. W. (2011). Mixed methods data analysis. Graduate seminar in English Language studies. Retrieved from <http://arts.kmutt.ac.th/crs/research/mmda.ppt> on January 28, 2021.
- T-TEL Ghana. (2015). *Mid-Inception Report*. Government of Ghana/Department for International Development. Accra 2020.
- Tyler, R. W. (1957). The curriculum-then and now. *The Elementary School Journal*, 57(7), 364-374.
- UNESCO. (1994). *The Salamanca Statement and framework for action on special needs education*. Paris: UNESCO
- UNESCO. (2016). *Training tools for curriculum development: Reaching out to all learners: A resource pack for supporting inclusive education*. Geneva: IBE-UNESCO.
- UNICEF. (2011). *UNICEF Annual Report 2010*. Ghana UNICEF.
- United Nations. (2015). *The Millennium Development Goals Report 2015*. New York: United Nations.
- University of Zimbabwe. (1995). *Curriculum implementation, change and innovation*. (Module EA 3AD 303). Harare: Centre for Distance Education, University of Zimbabwe.
- VanDerStoep, S. W., & Johnson. D. D. (2008). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco: Jossey-Bass.
- Vinz, S. (2015). The theoretical framework of a thesis: What and how? Available at: <https://www.scribbr.com/thesis/the-theoretical-framework-of-a-thesis-what-and-how/>

- Vygotsky, L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.
- Wang, H. (2006). *An implementation study of the English as a foreign language curriculum policies in the Chinese Tertiary context*. Published Doctoral thesis, Queens University, Kingston, Ontario.
- Wang, W., & Lam, A. S. (2009). The English language curriculum for senior secondary school in China. *RELC Journal*, 40(1), 65-82.
- Wanjohi, A. M. (2014). The plight of youth in the 21st century: key issues and interventions in a developing economy's perspective. *African Research Journal of Education and Social Sciences*, 1(1), 45-76
- Wilkinson, I. M., & Strattonf, P. (1991). The reliability and validity of a system for family assessment. *Journal of Family Therapy*, 13(1), 73-94.
- Willis, 2007. *World views, paradigms, and the practice of social science research. Foundations of qualitative research*. Available at Retrieved from: http://www.sagepub.com/sites/default/files/upm-binaries/13885_Chapter1.pdf [Accessed 19/03/2021]
- Wisker, G. (2001). *The postgraduate research handbook*. UK: Palgrave.
- Yakubu, J. M. (2000). *Principles of curriculum design*. Accra: Ghana University Press.
- Yin, H., Lee, J. C. K., & Wang, W. (2014). Dilemmas of leading national curriculum reform in a global era: A Chinese perspective. *Educational Management Administration & Leadership*, 42(2), 293-311.

APPENDICES

APPENDIX A

Questionnaire for KG Teachers

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

QUESTIONNAIRE ON IMPLEMENTATION OF THE NEW KINDERGARTEN CURRICULUM PROSPECTS, CHALLENGES AND THE WAY FORWARD

Dear Respondent

This questionnaire is designed to collect data from KG teachers that will help in a research on the implementation of the new Kindergarten Curriculum. You are, therefore, chosen to be part of this research. Thank you in advance for your cooperation.

Section A: Background Information

Please, respond to all the items below by putting a tick (✓) in the appropriate space provided

- 1) Sex: a. Male b. Female
- 2) Years of teaching KG a. Below 5 years b. 5-10 years c. 11- 20 year d. 21years and above
- 3) Professional status a. Professional b. Non-professional
- 4) Indicate your current academic qualification a. Diploma/HND b. First degree d. Others, please specify

SECTION B: SCHOOL RESOURCES AVAILABLE FOR EFFECTIVE IMPLEMENTATION OF THE NEW KG CURRICULUM.

This part of the questionnaire focuses on the school resources available for effective implementation of the new KG curriculum under investigation. Based on the concept of each item, please select the option that directly represents your opinion on school resources available for effective implementation of the new KG curriculum. Using the scale where; 1=Strongly Disagree (SD); 2=Disagree (D) 3=Undecided (U); 4=Agree (A); and 5=Strongly Agree (SA), indicated by ticking the appropriate responses

Statement	Response				
	SA	A	U	D	SD
5. The school has suitable classroom block(s)					
6. The Classrooms have enough tables and chairs					
7. The tables and chairs are child-friendly					
8. The classrooms are spacious are for the learners					
9. The school has text books for the learners					
10. The school has manipulative materials					
11. The classrooms have wall charts and pictures					
12. The school has outdoor play materials					
13. The school has a copy of the new KG curriculum					
14. The school has Starter Pack on the New KG Curriculum					
15. The school has ICT facilities for teaching					

SECTION C: TEACHER PREPAREDNESS TOWARDS THE IMPLEMENTATION OF THE NEW KG CURRICULUM.

This part of the questionnaire focuses on the teacher preparedness towards the implementation of the new KG curriculum. Based on the concept of each item, please select the option that directly represents your opinion on teacher preparedness towards the implementation of the new KG curriculum. Using the scale where; 1=Strongly

Disagree (SD); 2=Disagree (D) 3= Undecided (U); 4=Agree (A); and 5=Strongly Agree (SA), indicated by ticking the appropriate responses

Statement	Response				
	SA	A	U	D	SD
16. I have received an in-service training for implementation of new KG curriculum					
17. I read and understood the new KG curriculum framework					
18. I prepare teaching and learning resources to implement the new KG curriculum					
19. I rely on e-learning resources to prepare for teaching the new KG curriculum					
20. I set-up my classroom to conform to the curriculum					
21. I make provision for learners with special need					
22. I use relevant play-base method in teaching					
23. I use ICT as a pedagogical tool					
24. I use checklist, running record and portfolio as assessment tool					
25. I participate in school- base or cluster base PLC meeting					

SECTION D: CHALLENGES TEACHERS FACED IN THE IMPLEMENTATION OF THE NEW KG CURRICULUM.

This part of the questionnaire focuses on challenges teachers face in the implementation of the new KG curriculum. Based on the concept of each item, please select the option that directly represents your opinion on challenges teachers face in the implementation of the new KG curriculum. Using the scale where; 1=Strongly

Disagree (SD); 2=Disagree (D) 3= Undecided (U); 4=Agree (A); and 5=Strongly Agree (SA), indicated by ticking the appropriate responses

Statement	Response				
	SA	A	U	D	SD
26. Inadequate in- service training					
27. The new curriculum is overloaded					
28. Inadequate teaching learning resources					
29. Some aspects of the new curriculum are difficult to implement					
30. I am not clear about some portions of the new KG curriculum					
31 I have a challenge using portfolio, running record, checklist observation as assessment tools					

SECTION E: SUPPORT SYSTEMS THAT COULD BE PUT IN PLACE TO ENSURE EFFECTIVE IMPLEMENTATION OF THE NEW KG CURRICULUM.

This part of the questionnaire focuses on support systems that could be put in place to ensure effective implementation of the new KG curriculum. Based on the concept of each item, please select the option that directly represents your opinion on support systems that could be put in place to ensure effective implementation of the new KG curriculum.

Using the scale where; 1=Strongly Disagree (SD); 2=Disagree (D) 3= Undecided (U); 4=Agree (A); and 5=Strongly Agree (SA), indicated by ticking the appropriate responses.\

Statement	Response				
	SA	A	U	D	SD
32 Adequate provision of teaching learning resources					
33. Effective monitoring of the curriculum implementation					
34. Regular in-service training of KG teachers					
35. Effective use of professional learning community periods (PLC)					
36. Adequate motivation of KG teachers					



APPENDIX B

Interview Guide

IMPLEMENTATION OF THE NEW KINDERGARTEN CURRICULUM PROSPECTS, CHALLENGES AND THE WAY FORWARD

Section A

1. School resources available for effective implementation of the new KG curriculum

- a. In your view does the KG centre has suitable classroom blocks? If so why?
- b. Do the classrooms have enough tables and chairs that is child-friendly?
- c. Are the classrooms spacious for learners? If so, how does it affect teaching and learning?
- d. Does your school store, library and rest room for the kg?
- e. What curriculum did your school received for the curriculum implementation?
- f. Do the classrooms have wall charts, pictures and outdoor play materials?
- g. Does the school have ICT tools for teaching and learning?

Section B

2. Teacher preparedness towards the implementation of the new KG curriculum

- a. Did all your kg teachers attended the in-service training for the new curriculum?
- b. Is the in-service training adequate for teachers to implement the curriculum?
How?
- c. How do you support your teachers to implement the curriculum?

- d. Do you observe Professional Learning Community (PLC) period? If so how beneficial it is to your school?
- e. How well do your teachers prepare to teach the learners at the centre?

Section C

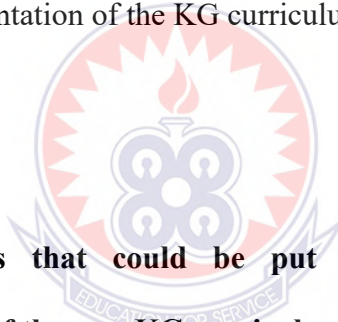
3. **Challenges teachers face in the implementation of new KG curriculum**

- a. In your view do you think the new KG Curriculum is overloaded?
- b. What do you observe as a challenge to implementation of the new KG Curriculum?
- c. What complains do you also receive from your teachers as a challenge to effective implementation of the KG curriculum?

Section D

4. **Support systems that could be put in place to ensure effective implementation of the new KG curriculum.**

- a. How could the new KG curriculum implementation be effectively improved in your view?



APPENDIX C

Introductory Letter



UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION
P. O. Box 25, Winneba, Ghana ece@uew.edu.gh
+233 (020) 2041072

FES/DECE/S.6

30th April, 2021

The Director,
Ghana Education Service,
Agona East District Education Service,
Nsaba

Dear Sir/Madam

INTRODUCTORY LETTER

I write to introduce to you **Mr. Daniel Agbosu** with index number **8180190029** who is M.Phil student in the above department. He was admitted in 2018/2019 academic year and has successfully completed his course work and is to embark on his thesis on the topic: *“Implementation of new kindergarten curriculum: Prospects, challenges and the way forward.”*

Mr. Daniel Agbosu is to collect data for his thesis, and I would be most grateful if he could be given the needed assistance.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Yawfa Dzakadzie'.

Yawfa Dzakadzie, Ph. D
Ag. Head of Department



APPENDIX D

Introductory Letter

GHANA EDUCATION SERVICE

In case of reply the number and the
Date of this letter should be quoted

My Ref: GES/CR/NSB/CL/Vol.3/135/286

Your Ref
EMAIL: agona_easteduinfo@yahoo.com



District Education Office
Post Office Box NP 17
Agona East-Nsaba

8th July, 2021.

INTRODUCTORY LETTER

MR. DANIEL AGBOSU

INDEX NO.: 8180190029

Management of Agona East Education Directorate introduces to you **Mr. Daniel Agbosu**, an M. Phil student at the University of Education, Winneba.

He is requesting from your office to collect data for his thesis on the topic: "**Implementation of new Kindergarten Curriculum: Prospects, challenges and the way forward**".

The District Directorate would be grateful if he could be given the needed assistance.

Thank you for your co-operation.



VIDA AMOAH MINTAH (MS.)
DISTRICT DIRECTOR OF EDUCATION
AGONA EAST-NSABA

MR. DANIEL AGBOSU
UNIVERSITY OF EDUCATION
WINNEBA

Cc:

- All Basic School Heads
- C/S
- File

