UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

IMPLEMENTATION CHALLENGES OF PRE-TERTIARY EDUCATION CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN THE HO MUNICIPALITY

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DECLARATION

STUDENT'S DECLARATION

I, DEKLU EUGENIA EDEM, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ……

DATE: …… ……

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. FR. DR. FRANCIS K. SAM

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DATE……..

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DEDICATION

I dedicate this work to my children Dotse Osmond Edotom and Dogor Otabil Mawuenam,

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LIST OF ABBREVIATIONS

NaCCA	National Council for Curriculum and Assessment
SISOs	School Improvement Support Officers
UNICEF	United Nations International Children's Emergency Fund
SDGs	Sustainable Development Goals
UNGA	United Nation General Assembly
SPSS	Statistical Package for Social Sciences
NCERT	National Council of Educational Research and Training
ANOVA	Analysis of Variance
UNESCO	United Nations Educational, Scientific and Cultural Organization
GoG	Government of Ghana
MoE	Ministry of Education
GES	Ghana Education Service
PLC	Professional Learning Community

ABSTRACT

Curriculum is a powerful tool used by the school to actualize the educational objectives. There is limited literature on effective implementation of the pre-tertiary education curriculum. Thus, the study explored the implementation challenges of pre-tertiary education curriculum in the public primary schools in Ho municipality in the Volta Region. Convergent parallel design of the mixed method approach (qualitative and quantitative) was utilized. Two hundred and sixty (260) teachers and 4 School Improvement Support Officers (SISOs) were sampled. Multi-stage sampling method was used for this study and it involved three stages. The first stage involved the selection of the circuits in the Ho Municipality. Simple random sampling method specifically lottery method was conducted to select four (4) circuits, in the second stage, a census method was used to select all the 28 public primary schools and 260 teachers, 4 SISOs were purposively selected at the third stage. The main instruments employed in this study were questionnaire, structured interview guide and focus group discussion protocol. Quantitative data was analyzed using SPSS version 23.0. The qualitative data was thematically analyzed to build narrative to support the quantitative results. The study showed that physical facilities and teaching and learning resources are inadequate for effective implementation of pre-tertiary curriculum. The finding showed that the teachers at the various primary schools are prepared for the implementation of the pre-tertiary curriculum. It was evident that unavailability of school facilities, insufficient supply of textbook, limited funding capacities, too much work load for the teacher, and high teacher pupil ratio are the major challenges to the effective implementation of the pre-tertiary education curriculum. The study found a significant difference ($t= 6.835$, $df=215$, $p=0.000$ [$p<0.05$]) between challenges teachers faced and their gender. According to the study, teachers experience differs in respect of the challenges ($F= 475.135$, $p=.000<0.05$). The analysis showed that the

challenges teachers faced differ in respect of their educational level (F=275.835, P<0.05). It was concluded that teachers are faced with numerous challenges in the implementation of the pre-tertiary curriculum. The study recommended that Ho Municipal Education Directorate in collaboration with Ghana Education Service should supply schools with adequate learning resource materials to enable teachers play their roles satisfactorily in the implementation of the pre-tertiary education curriculum

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education as a social system, according to Frimpong (2012) is not 'self-regulatory' but composed by human beings who have the right to decide on their lives. At the beginning of the 21st century, there was a decision to vary the worlds' education system, and leaders of countries decided to take a cooperative action to implement Sustainable Development Goals (SDGs). Among the SDGs, is Goal 4 that seeks to "ensure inclusive and just quality education, and promote womb-to-tomb learning opportunities for all" (United Nation General Assembly UNGA, 2015). Therefore, the right to education has become important in the international community agenda, as right treaties recognized by governments in the pursuit of development and social transformation (United Nations International Children's Emergency Fund, 2007). However, further studies have shown that to make education purposeful and relevant to the society, it depends on how the programme is developed (Abudu & Mensah, 2016).

Education would not turn out quality broad-minded people if the curriculum is not well articulated. Curriculum is a very important part of education (Cheng-Man, 2001). The term 'curriculum' is etymologically derived from the Latin word "curere" which accurately interprets as "race course" (Castle, 1985 as cited in Adentwi and Sarfo, 2011). This image of racetrack continues to be valid these days because learners, during their schooling, still read their programmes of study as a series of hurdles to be conquered (Sarfo & Adentwi, 2011). Even so, Jadhav and Pantakar, (2013), describe curriculum as all the knowledge that is planned or target-hunted by the school, whether or not it is carried out in teams or individually, within or outside the school.

Curriculum can also be defined as a structured document that is designed by curriculum developers to be used as a guide in instructional establishments to direct teaching and learning, so as to provide competent manpower that may contribute to the socio-economic development of a country.

Also, curriculum is not a thing that stops before going into classrooms and curriculum is not a package that stops developing within the classroom setting. It is a never-ending method of creating and varying, that involves numerous parties that embody government, publishers, parents, academics and learners (Cheng-man, 2001). In line with Stenhouse (1975), teacher-initiated curriculum reforms of the 1960's, concerning the teacher's role in curriculum development emerged in Great Britain, and has afterwards unfolded throughout the world; namely, 'the teacher as a researcher'. He argued that curricula were means to assist academics reconstruct their information and pedagogic relations with students in classrooms. As stated by Mouraz, Leite and Fernandes (2013), teachers' role in curriculum proposal may be a broad question that evokes political instructional reforms among European countries. A curriculum, as an aspect of education and a phenomenon, may be traced to the Greaco-Roman era, where sophists and philosophers (e.g. Socrates, Plato and Aristotle) were so much concerned about the purposes of education and what form of knowledge could best help to realize educational outcomes.

The goal of a successful educational programme and thus effective curriculum implementation, should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served (Ntumi, 2016). Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects. The process involves helping the learner acquire knowledge or experience. In Ghana, the National Council for Curriculum and Assessment (NaCCA) of the Ministry of Education is answerable for designing syllabuses for all subjects at

the pre-tertiary education level and putting in curriculum groups for curriculum development (Adentwi and Sarfo, 2011).

It is important to note that, curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (Ntumi, 2016). The relevance and quality of curriculum implementation has been a concern of all stakeholders.

According to United Nations International Children's Emergency Fund (UNICEF) report (2017), there are complaints in effective implementation of curriculum. This has been due to many factors influencing the implementation. Cave and Mulloy (2010) emphasize the adequacy of resources and importance of teacher preparedness in terms of professional records preparation, academic and professional training levels of teachers for effective curriculum implementation. It is widely acknowledged that teachers with required professional preparation provide more developmentally appropriate, nurturing, and responsive care and education experiences for children. Chebet (2016) states that, teachers as key players in children education, have crucial roles to play in curriculum implementation. This may include child guidance and discipline, respecting cultural diversity, adopting the appropriate methods of teaching and learning, encouraging self-dependence etc. (Ntumi, 2016). Since curriculum implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. It is evident in the work of Goodman and Brand (2009) that, as the teachers are social beings and as they are coming from different backgrounds, they bring their experience into their classroom practice to influence the curriculum.

Goodman and Brand (2009) indicate that, teachers who are characterized as motivated, responsible, and organized, and are open to new learning opportunities, are found to be high curriculum implementers compared to teachers describe as unmotivated, and not open to changes. Ochieng (2015) alludes that, implementation of curriculum is hindered by common problems and dilemmas confronting teacher educators in the global knowledge society.

In Ghana, despite all interventions made and the efforts of the government, it is glaring that the implementation of pre-tertiary education curriculum is still affected by many challenges. These challenges relate to professional qualification of teachers, resources, professional development training, staff-child ratio and funding.

Studies have primarily been restricted on the implementation challenges faced by teachers in the classroom (Mouraz et al., 2013). Some few studies have nonetheless, touched on the problems of the pre-tertiary education curriculum. Underrepresented teams, like teachers, have not been detected in the reviewed literature. This is because previous studies have unmarked the examinations of such specialists as respondents. For this reason, the definition of teachers' participation in curriculum implementation has been explored extensively by social scientists. What remains to be explored, however, is the implementation challenges of pre-tertiary education curriculum in the public primary schools within the Ho Municipality in the Volta Region, Ghana.

1.2 Problem Statement

Through data analyzed and conversations with colleague teachers on the pre-tertiary education curriculum, there appears to be several challenges in its implementation process. The teachers have noted the inadequacy of the learning resources and the low level of teacher preparedness towards the implementation of the

pre-tertiary education curriculum in schools in Ghana. Teachers have several roles and responsibilities in the process of curriculum implementation and evaluation, making them key implementers. To make a curriculum participatory, inclusive, applicable and successful, teachers' participation in each section of development should be considered as important (Bhusal, 2015).

McNeill et al. (2016) find that, teachers' beliefs significantly influence their decisions for instruction. However, the study conducted by Makunja (2016), established that teachers faced a variety of challenges which impeded the effective implementation of competence-based curriculum in teaching and learning. Ntumi (2016), in his study revealed that, pre-school teachers are faced with a lot of challenges in implementing the early childhood curriculum. Bhusal (2015) discovers that, the teacher is the key part of designing, developing, implementing, evaluating and managing the curriculum. However, the critical role played by teachers in curriculum development has not been given much attention leaving a void in the literature (Voogt et al, 2016).

A recent annual report of the Ghana Education Service in the Ho Municipality has identified several factors inhibiting the implementation of the competent-based curriculum of the pre-tertiary education which was introduced in 2019 to replace the objective-based curriculum policy (Ho Municipal Education Directorate, 2021), yet detailed attention has not been given to challenges teachers encounter in the curriculum implementation process. This is particularly important because the teacher is a key driver of successful implementation of the curriculum, and hence identifying such challenges and comprehensively addressing them would lead to the attainment of desired educational outcomes. Therefore, this study intends to explore and examine the implementation challenges of pre-tertiary education curriculum by using public primary schools in Ho Municipality in the Volta Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to explore the implementation challenges of pre-tertiary education curriculum in public primary schools in Ho municipality in the Volta Region, Ghana

1.4 Objectives of the study

The specific objectives of the study are to:

1. Determine the adequacy of resources in the implementation of the pre-tertiary education curriculum in the Ho Municipality.
2. Ascertain teacher preparedness towards the implementation of the pre-tertiary curriculum in the Ho Municipality.
3. Determine the challenges teachers encounter in implementing the pre-tertiary curriculum in the Ho Municipality
4. Ascertain whether the challenges teachers face in the implementation of the pre-tertiary curriculum differ in respect of their demographic characteristics.

1.5 Research Questions

The study is guided by the following research questions:

1. How adequate are the resources in the implementation of the pre-tertiary education curriculum in Ho Municipality?
2. How prepared are the teachers towards the implementation of the pre-tertiary education curriculum in Ho Municipality?
3. What are the challenges teachers encounter in implementing the pre-tertiary education curriculum in Ho Municipality?
4. How do the challenges teachers face in the implementation of the pre-tertiary curriculum differ in respect of their demographic characteristics?

1.6 Significance of the Study

This study is significant theoretically, practically and methodologically, and each of these is discussed in this section.

1.6.1 Theoretical Significance

With the increasing relevance of education in the national development agenda in Ghana, the role of pre-tertiary education cannot be overemphasized. That also means teacher preparation and development programmes in teacher training institutions have to embark on a concerted effort to train the trainees to be competent and effective in the classrooms. One aspect of this process will be to expose trainees to curricula that link their training to continuous professional development and engage them in professional learning community in the field of work for lifelong learning. It is expected that the 21st century educators adopt pedagogical approaches that will help prepare learners to cope with expectations of this ever-changing world.

This study will contribute to theoretical literature which can result to much better understanding of the challenges teachers encounter in implementing the pre-tertiary education curriculum.

1.6.2 Practical Significance

An exploration into innovation integration into the pre-tertiary education curriculum in pre-tertiary schools in Ghana will allow investigations into how teachers understand the concept of innovations, and how they incorporate innovations in the training of pupils. This study will serve as a guide to Ministry of Education and the National Teaching Council (NTC), to realize the disparity flanked by the pre-tertiary curriculum and the actual practices, and take necessary action to correct that.

1.6.3 Methodological Significance

This study utilizes the mixed method approach. Therefore, the methodological contribution of the study will be that, the study will give bases for more analysis to future researchers who would wish to research into any other aspect of the Standard-Based Curriculum implementation in Ghana.

This study will suggest a chance to draw findings which can result in a much better understanding of the challenges teachers encounter in implementing the pre-tertiary education curriculum in Ghana. Similarly, the positive establishment of outcomes may inform policy builders for example, Government of Ghana (GoG) and Ministry of Education (MoE) to realize the disparity flanked by curriculum development policy and the actual practices and take necessary action to correct that. Finally, the study will give the bases for more analysis to future researchers who would wish to research into teachers' participation in curriculum planning and implementations.

1.7 Delimitation

The study is confined to issues related to challenges in the pre-tertiary education curriculum implementation in respect of teachers' demographic characteristics in Ho Municipality. The study focused on public primary school teachers and School Improvement Support Officers (SISOs) in Ho Municipality. In terms of content, the study specifically related to the resources involved in the curriculum implementation, preparedness of teachers towards the implementation of the pre-tertiary curriculum, the challenges teachers encounter in implementing the pre-tertiary curriculum and how the challenges differ in respect of the demographic characteristics of teachers.

1.8 Limitation of the Study

The study was not without constraints even though the researcher tried as much as possible to reduce these constraints to the barest minimum and make sure they do not affect the findings of the study. The number of public primary schools selected for the study was limited to 4 circuits in Ho Municipality in the Volta Region of Ghana. In addition, a common constraint of using the questionnaire method for data collection is the difficulty in getting respondents to respond promptly to the questionnaire. Also, the use of Likert-type scale was likely to limit the flow of some vital information for the study as respondents were only limited to the items provided on the question. In addition, it was difficult in getting the school improvement support officers to respond to the issue at hand due to their busy schedule. These weaknesses might have affected the findings of the study. However, the selected schools and teachers were representatives enough to draw conclusions.

1.9 Definition of Terms

Curriculum: The subjects comprising a course of study in a school or college.

Curriculum Development: It is a step by step process used to create positive improvements in courses offered by a school or college.

Curriculum implementation: It is how teachers deliver instruction and assessment through the use of specified learning resources provided in a curriculum.

1.10 Organization of the Study

The study was organized into six chapters, references and appendices. The first chapter is the introduction. It highlights on issues, such as, the background of the study, statement of the problem, purpose of the study, research questions. It further presents the significance of the study, delimitation, limitation, definition of terms and

organization of the study. The second chapter deals with a review of literature relevant to the study. The chapter review views on both theoretical and empirical literature relating to the subject.

Chapter three discusses the methodology for conducting the study. This chapter outlines the methods that were used in the study which includes issues such as study area, philosophical underpinning, research approach, research design, population, sample size and sampling technique, data collection instruments, reliability and validity analysis, and the data analysis procedure. Chapter four focuses on the analysis of the data gathered from the field. Chapter five deals with discussion of results of the study while chapter six covers the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to present a theoretical and empirical review of relevant literature from several secondary sources including books and journal articles to understand the challenges of curriculum implementation at the basic schools. The thematic areas for the review include conceptualization of curriculum and curriculum development, levels of curriculum development and teacher participation in curriculum development. It further reviews the concept curriculum implementation, adequacy of resources in the implementation of curriculum, teacher preparedness towards the implementation of the curriculum, and challenges teachers encounter in implementing curriculum.

2.2 Concept of Curriculum Development

Curriculum is a vital part of education (Cheng-Mans, 2001). It is difficult to come out with one specific definition of curriculum. The word 'curriculum' is etymologically derived from the Latin word "curere" which literally translates as "race course" (Castle, 1985 as cited in Adentwi & Sarfo, 2011). This metaphor of racecourse is still valid today because learners in a school or training institution still view their course or program of study as a series of hurdles or obstacles to be surmounted (Sarfo & Adentwi, 2011). Nonetheless, Jadhav and Pantakar (2013), describe curriculum as all the learning which is planned or guided by the school, whether it is carried out in groups or individually, inside or outside the school. According to UNESCO-IBE (2013), curriculum is the aggregate set of "what, why, how and how well students should learn. Kopwey (2014) argues that the meaning of curriculum has continued to

widen to the extent that a variety of other meanings of the concept were brought in by both the general public and professionals. Chale (2018) also reveals that, curriculum in a broader term is the aggregate set of courses and training programs designed and implemented to address specific needs in an area of specialization taught in a school, college, university or any educational institution. However, curriculum is the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives (Patankar & Jadhav, 2013).

Curriculum development is a complex but dynamic process which tends to lead to many interpretations and perspectives. Adentwi and Sarfo (2011) emphasize the complexity and multidimensionality of curriculum development which identifies and highlights important features of curriculum planning as a cooperative activity of many parties of the education system. According to Bhusal (2015), curriculum development is the process of planning learning opportunities intended to bring about certain desired changes in pupils and the assessment of the extent to which these changes have taken place. Thus, curriculum becomes good when it addresses the needs and interest of learners. Patanker and Jadhav (2013) postulate that, curriculum development is the process of creating planned syllabus, teaching, training and exhibition modes however it is the process of instituting and putting in place precise guidelines of instruction for the curriculum. Nonetheless it involves making basic decisions as to who will partake in the decision-making process and how it will proceed (Adentwi & Sarfo, 2011).

In fact, curriculum development involves all activities of organizing what should be taught, at what time, to whom and by whom (Kihumbe, 2015). Curriculum development involves the selection of objectives, content, learning experiences as well as organizing and evaluating these experiences to determine the extent to which they are effective in achieving stated objectives (Adikira, Okolie & Azikiwe, 2017). Tyler (2000) reveals that, the task of curriculum development among other things is mainly to

include constructing curriculum materials such as the syllabus, text books, and teachers' guides. The construction of the syllabus, textbook and teachers' guides must follow systematic and logical steps and procedures from the beginning to the end. According to Finch (1999), whether an individual or team approach is used, it is important to keep in mind that development consists of several stages, each of which contributes to the overall materials' quality. Although it should take place on a continuous basis, an important following phase, in which teachers can participate in curriculum activity is curriculum evaluation.

Derebssa (2000) suggests that curriculum evaluation should be included at the beginning and at every stage of curriculum development. Evaluation is needed to support the successful development and use of the new programme. Ornstein and Hunkins (2013)

also make an argument more or less from the same stand point. They maintain that, teachers are perhaps, the most obvious professionals who should assume evaluation roles. In some cases, they have worked alone evaluating the curriculum, and in other cases they have been shut off from the evaluation process. Teachers' involvement in curriculum development activity is assumed crucial. Carl (2009) notes that, the teacher must not be mere implementers but development agent who is able to develop, apply, and evaluate the relevant curriculum dynamically and creatively.

Ornstein and Hunkins (2013) indicate that, perhaps the best reason for cooperative evaluation of the curriculum is that such; collective effort allows all unvoiced to get a total curriculum picture. If they collaborate, they can ascertain the programme's effectiveness not only with their own students but also with all types of students. Marew (2000) says that, curriculum improvement is another area in which teachers can be involved, is the development of curriculum materials and pinpoint that, teachers are in the ideal position to advice on the appropriateness, relevance and

feasibility of both teacher guides and pupil texts. According to Finch (1999), curriculum improvement focuses on the five aspects of curriculum materials quality: effectiveness, efficiency, acceptability, practicality and generalizability. However, Marew (2000) says that, the results arrived at and decisions made as a result of piloting facilitate a final revision of the curriculum programme before it is made available for implementation in the schools. The revision will affect the whole curriculum package from the objectives through the syllabus preparation as well as the supportive textbooks and materials.

Marew (2000) affirms that, another area in which teachers are expected to participate in curriculum development process is at the stage of curriculum implementation. According to Marsh (2009), implementation is an initial use phase for varied phases of planned change of curriculum. Curriculum development is a never-ending process, it never stops because one must always aspire to continue improving. Carl (2009) says, curriculum revision and or quality control, therefore, can be employed as part of reviewing the materials as a result of field testing. Finch (1999) and Marew (2000), consider it as constant follow up of the process. Aggarawal (2009) opines that, quality control should be taken into consideration during curriculum implementation. Aggarawal further ascertains that, curriculum must be evaluated from time to time so as to make it in conformity with the changing needs. Finally, teachers are expected not only to participate in the major steps of curriculum development processes, but also in updating and in quality control mechanisms of curricular materials throughout their career endeavour.

2.2.1 Importance of Curriculum Development

Curriculum development process is usually carried out by educators in committees working together. In order for the curriculum development to be successful

and effective, all groups (i.e., teachers, parents, students, administrators, inspectors, etc.) affected by the current curriculum, need to be involved (Hewitt, 2006; Lunenburg & Ornstein, 2008; Ornstein & Hunkins, 2013). While the involvement of school heads, students, inspectors, and the families is very important, the involvement of teachers, who constitute one of the main groups of the curriculum development process, has a considerable impact (Oliva, 2008). Fullan (2001) explains that, teachers play significant role in curriculum development and implementation therefore their involvement in educational reforms and innovations must not be over looked. Carl (2012) on the other hand, posits the necessity of teachers' role and involvement in curriculum development. Literature also reveals the gaps between official, written, planned, intended, formal curriculum and taught, operational, experienced curriculum (Weber, 2011). Mulenga (2015) argues that, teachers are the facilitators of the learners' desirable knowledge, values, skills and attitudes therefore their perceptions, ideas, attitudes and beliefs about curriculum reform play a pivotal part in the approval, reinvention or non-acceptance of a new or revised curriculum hence the affluence of any curriculum is determined by the interpretation of its implementers (Carl, 2012).

According to Oloruntegbe (2011), a curriculum that is developed through the process of involving teachers are more acceptable by them and they will be willing to implement it. Okoth (2016) postulates that, appreciable discussions of various studies on curriculum implementation is that, the fidelity of implementation of curriculum innovations happen if the implementers understand the curriculum requirements. This study hence attempted to investigate the preparedness of teachers towards the implementation of pre-tertiary curriculum in Ghana. However, Alsubaie (2016) states that, curriculum can well be implemented if teachers are involved in the development process but not just implementers. This is because, teachers, according to Alsubaie (2016), better understands the curriculum if they are part of the development process.

Alsubaie (2016) further argues that, teachers form part of the environment that affects curriculum. Therefore, experts in curriculum development must consider the engagement of teachers in the development efforts. He further explains that, successful and meaningful curriculum can be developed if teachers are involved. Alsubaie (2016) reiterates that, if teachers are not involved in curriculum development but is developed by other parties, it will be difficult to understand and be implemented successfully.

A curriculum development offers teachers the ideas and strategies for assessing student progress (Abudu & Mensah, 2016). A student must meet certain academic requirements in order to go to the next level. Without the guidance of a curriculum development, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level, whether that levels involve a high school, college or career (Abudu & Mensah, 2016). According to Jadhav and Patankar (2013), curriculum can help students to achieve some personal control over their learning, to plan their semester, and to manage their time effectively, and describes Active Learning. Students often conceive of learning as the acquisition of correct information, but they may not know what it means to take an active role in the process, beyond rote memorization and recall, students should be given some idea about what they should already know and what skills they should already have before taking the course so they can realistically asses their readiness, sets the course in a broader context for learning (Jadhav & Patankar, 2013).

Eunitah, Chindedza, Makaye and Mapetere (2013) indicate that, school administrators follow a developed curriculum to help students achieve state and national standards of academic performance. Schools can lose public funding if students fall substantially behind peers at higher performing schools. The curriculum development ensures that each school is teaching students relevant material and monitoring the progress of students from all types of backgrounds (Eunitah et al.,

2013). A developed curriculum, informs teachers what skills must be taught at each grade level to ultimately prepare students for postsecondary education or a job. Understanding the big picture helps teachers align the learning objectives of their own curriculum with the school's curriculum. In the absence of a curriculum, teachers would not know whether students are building a solid foundation to support learning at the next level.

According to Maphosal and Mutopa (2012), a curriculum development outlines for students a sequence of courses and tasks that must be successfully completed to master a subject and earn a diploma or degree. Students may be more motivated to study, if they understand why certain subjects are taught in the curriculum. A curriculum development reassures students that, they are on the right track to reaching their goals and honing desired skills (Maphosal & Mutopa, 2012).

2.2.2 Levels of Curriculum Development

Curriculum development can be classified into three parts; macro, intermediate and micro levels (Marsh, 2009). According to Marsh, the Macro level deals with participants who are into general policies, Intermediate participants are into programmes and Micro level participants are those into specific subjects (Marsh, 1999). However, Adentwi and Sarfo (2011), classify curriculum development into International, National, State, School District, School and Classroom levels. Curriculum development at the international level according to them, is indirect and differ from country to country. However, the decision making at this level is done through the United Nations Educational, Scientific and Cultural Organization (UNESCO) with the headquarters at Paris. At the international levels of curriculum development, United Nations organization (UNO), create avenues for curriculum study, research and other educational activities for the states in order to improve on their

education standards. Also, funds are made available, educational resources are provided to countries in need, scholarship granted to individuals to study outside their countries on some educational problems. UNESCO per time, introduces some educational conventions for all United Nations to comply with. The commonwealth on the other hand, play a role in seeing to it that member states increase their educational standards.

The National level of curriculum development on the other hand, is formulated at the central level which is undertaken by legally constituted agencies. In Ghana, for example, legal authority to make educational decisions is vested in the central government (Adentwi & Sarfo, 2011). Decisions on what goes into curriculum is in the hands of National Council for Curriculum and Assessment (NaCCA). They are responsible for the planning of curriculum for schools, providing syllabus and textbooks, teachers hand books, timetables etc. for pre-tertiary institutions. The NaCCA comprises of curriculum development experts, Ministry of Education, school inspectors and advisory committees. The central government therefore, play the role of ensuring and inspecting the smooth execution of curriculum policies and plans. However, at the state level of curriculum development, the regional branches are responsible for receiving and dissemination of curriculum materials to the schools. They also review the prepared curriculum materials and report for further consideration. The bodies at this level are the subject associations such as the Ghana Association of Teachers of English (GATE), Mathematics Association of Ghana (MAG), the Ghana Association of Science Teachers (GAST) etc.

At the school district level, in-service trainings are run to brief teachers on curriculum changes and the way forward in implementing them in the classroom. District associations also make recommendations on the methodology, content and teaching and learning materials for further consideration at the Regional meetings. The school district is also responsible for dissemination of curriculum materials from the

region to the individual schools. The school and classroom level of curriculum development are the pivot of this study. It is noted from some authors that, the school heads and teachers are the key players at this level. The school heads are to monitor the smooth implementation of the curriculum and provide the necessary logistics. According to Sarfo and Adentwi (2011), teachers at this level frame the official curriculum imposed from the central government in their own understanding but must comply with the framework and guidelines that are specified. Teachers at this stage are compelled to teach based on their interpretation of the contents with the available resources found in their environment. Do this actually help in achieving educational goals? It is based on this understanding that this study seeks to investigate teachers' engagement in the pre-tertiary curriculum to find out if it makes impact on their delivery in the classroom.

Chale (2018) stipulates that, reflecting to the practice in the majority of Africa regional countries, it should be appreciated that curriculum Development process was undertaken by the foreign commissions between the pre-independent periods to independence. Embracing nationalist movements by independent sovereignties could not influence much of the traditional exclusion of teachers in curriculum development process due to the serious lack of capacity in education and curriculum departments.

2.2.3 Teacher Participation in Curriculum Development

Teachers' participation in curriculum development is very important and critical to ensure depth of knowledge and ownership of the curriculum to facilitate effective delivery in the classroom (Handler, 2010). Several studies provide evidence of teachers' involvement in curriculum development. For instance, Chale (2018) conducts a study to understand teachers' participation in curriculum development in Mwanza City in Tanzania and found that, teachers were involved at the implementation stage.

The study concluded that, teacher participation in curriculum development is very low because of the utilization of a top-bottom approach. His study provides a less understanding of the participatory role of the teacher throughout the curriculum development process. Carl (2005) in his study reports that, to all 110 teachers teaching a particular subject, 85% were not been involved in curriculum development process. Reporting also that, 63% of teachers are non-informed about the new instruction brought forward in implementation phase. Nevertheless, most of them seem to be reluctant to implement the instructed curriculum (Carl, 2005).

Conversely, another study conducted by Mbarushimana and Allida (2017), reveal a positive stance about teachers' participation in curriculum changes. They are of the view that curriculum change is necessary in education systems and teachers who are the important ingredients in school systems, the influence of their reaction must not be ignored. They also argued that if there will be positive change in curriculum then teachers involvement in the change process is vital. Mbarushimana and Allida further state, "it is teachers that spend more time with students than any other education stakeholder" (p. 1).

However, another study sought to explore curriculum changes and teachers' participation in Technical and Vocational Educational Training School Groupe Scorlaire de l' Education Association pour la Promotion de l' Education au Rwanda with specific interest in significance, preparedness, involvement and implementation. Consequently, it is established that, teachers are highly involved in curriculum change processes and their voices are heard due to the fact that channels to air out their views are appropriate (Chale, 2018). The analysis of the study revealed that, demographic profile does not have influence on teachers' participation in curriculum change processes. By convention, the study did not establish the mode of which teachers participate in curriculum change processes (implementation or planning and

development stages). Based on this, the study is conducted to ascertain whether the challenges teachers encounter in the curriculum implementation differ in respect with their demographic characteristics.

According to Voogt, Pieters and Handelzalts (2016), teacher's participation in curriculum development help in effective implementation and professional development. Voogt et al. (2016) state that, teachers are to be continuously and actively engaged in the learning process, to become effective in curriculum development in order to contribute to their professional development. In addition, they argued that teachers' active engagement in collaborative curriculum design can improve harmonization of the formal and the enacted curriculum and enhance teachers' ownership of the developed curriculum. However, they believe this can only be achieved if teachers themselves identify the need for change and are convinced they can make input that can bring about change.

A study conducted by Bakah (2019) on collaborative curriculum design and its impact on professional development of Polytechnic teachers reveals that, teachers in the Polytechnics improve their knowledge and skills through collaborative curriculum development. However, the study conducted in the Polytechnics setting denies the pre-tertiary school teachers the opportunity to contribute their perspectives to literature. On the other hand, Mouraz, Leite and Fernades (2013) studied "teachers' role in curriculum design in Portuguese schools". The study of Mouraz et al (2013) address the question; "Of what perceptions do teachers have about their role as designers and developers of the curriculum"? A descriptive research design was employed to explore the aims of the study. However, the study showed that, curriculum design policies in Portugal make teacher participation clear but in reality, teachers are only made local participants (Mouraz et al, 2013). This according to Mouraz et al means that teachers engage only in the implementation of the curricular. Furthermore, teachers do not

consider themselves worthy to be participants in the national curriculum design but rather enactment of documented curriculum. However, teachers consider their participation in curriculum design as a result of their professionalism.

The study result of Mouraz et al (2013), identified that Portugal has adopted the legal discourse that recognizes the organization and development of curriculum but the teachers who participated did not consider themselves as true curricular decision-makers. This means that, teachers try as much as possible to deal with the centralized logic of the curriculum and give more value to their actions as agents of the set curriculum than their role as local curricular decision-makers. Meanwhile, the study did not clearly distinguish the opinions of the primary and secondary school teachers' perception about their involvement in curriculum development processes but concluded that, the enactment of a professional identity on the basis of teacher assumption of their role as real curriculum designers is still far from truth. Moraz et al. (2013) are in dilemma as to what extent other countries achieve teacher identity as curriculum designers, hence this study seeks to explore the challenges teachers encounter in the curriculum planning and implementation.

Patanker and Jadhav (2013), are of the view that, curriculum development should be decentralized. Further, teachers should be involved in the process of curriculum framing and preparation of textbooks. However, they argued that curriculum development is a dynamic process, hence the quality of teacher education can be maintained by curriculum of teacher education. This means that, teacher education in curriculum should be framed to enable prospective teachers acquire greater knowledge in curriculum development processes. The study was on the role of teachers in curriculum development for teacher education. They identified three levels of challenges facing teachers in curriculum development thus global/external challenges, internal challenges and challenges specific to Regions. They however

concluded with the justification that, teachers can understand the psychology of learners, teachers are aware of teaching methods and they play the role as evaluators for assessment of students' learning outcome therefore should become planners, researchers, designers programmers etc. The study only reviewed various researches on the curricular and significant roles of teachers but did not establish the adequacy of resources that teachers need in the curriculum implementation processes, therefore this study seeks to go to the ground and solicit views from the teachers themselves.

Alsubaie (2016), suggests that, teacher education programmes should be given serious thought for prospective teachers to study curriculum development. His conclusion was that, curriculum development should be collaborative. Alsbaie (2016) also, identified educational policies as one of the challenges facing teachers. Alsbaie (2016) again reiterates that, constant changing of curriculum de-motivates and frustrate teachers. A study conducted by Aboagye and Yawson (2020), on the topic, "Teachers' perception of the pre-tertiary educational curriculum in Ghana". Their study indicates that, though teachers were in agreement of the pre-tertiary curriculum, certain lapses of the new curriculum could have been avoided if they were to be involved in the planning stage of the curriculum. For instance, they argued that teachers could have pointed out the poor internet connectivity and no electricity in some communities in Ghana when curriculum developers were planning of using ICT as a tool for pedagogy.

Bhusal (2015), conducted a study on teachers' participation in curriculum development process at Nepal in Tanzania. The researcher aimed at seeking answers to the question; "What factors are more responsible to the teachers' participation in curriculum development?" but the main aim of the study, is to investigate not only the question of teacher participation but also what is expected of them when their participation is sought. A qualitative approach was adopted. The study revealed various factors that militate against teachers' participation in the curriculum development. This

among others are academic qualification, Language, Political and Power coercive approach, proximity. What is left therefore to delve into, is the teacher preparedness towards the curriculum implementation process.

Huizinga, Handelzalts, Nieveen, and Voogt (2014), in their study demonstrate that, if teachers are to participate in curriculum development, they need to acquire curriculum design expertise, subject matter knowledge, pedagogical content knowledge and curriculum consistency expertise. According to Huizinga et al (2014), teachers with curriculum design expertise must acquire the knowledge and skills to formulate a problem statement, have idea generation skills, systematic curriculum design skills, formative and summative evaluation skills, curricular decision-making skills and implementation management skills. In furtherance, they elaborate that, teachers' knowledge and skills to keep subject matter knowledge up-to-date and skills to gain insights into learners' subject matter, also form part of the basic requirement for Teacher Design Teams (TDTs). Nonetheless, pedagogical repertoire, material selection skills, ICT selection skills, and knowledge and skills to create both internal and external consistent curricular are the skills necessary to engage in curriculum design processes. However, the study reveals that, teachers have limited knowledge and skills to be able to contribute to curriculum design. Hence, the need for prompt support to TDTs, to help teachers' professional development in the design expertise to foster the enacted design process. The study of Huizinga et al (2014), was conducted on "Teachers' involvement in curriculum design: need for support to enhance teachers' design expertise" with the aim of investigating the needs to support TDTs to becoming curriculum design expertise. This study was conducted in Ghana and the approach was qualitative. It was found out that, teachers hardly consider the usage of existing teacher-made materials but rather sought to adapt materials found online that is suitable for

them to apply in the classroom. This is because they do not have the technical know-how to interpret what already existed.

Abudu and Mensah (2016), also conducted a study on, "Basic school teachers' perceptions about curriculum design in Wa Municipality, Ghana." Abudu and Mensah, (2016) raises their voices on the neglecting importance of teacher participation while that of skills development practitioners was given an upper hand. Regardless of their significance, less communication between the curriculum planners and the school teachers themselves subsist to remain the major barrier. Other barriers mentioned by the study included: the lack of clarity on the role to be played by the teachers; unclear process to follow; under qualification by most teachers (South Africa); and the lack of knowledge about curriculum theory and pedagogy. Teacher's workload, lack of expertise, inadequate funding and lack of information about the curriculum design, review or change, add to the number of challenges that teachers face. Abudu and Mensah, (2016) suggested, in-service training, decentralization of curriculum design to district and school levels and making teachers key stakeholders in curriculum design to enhance their expertise.

2.3 Curriculum Implementation

Implementation is simply the process of putting an agreed plan, decision, proposal, idea or policy into effect (Mezieobi, 1993). Hence curriculum implementation includes the provision of organized assistance to staff (teachers) in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. Curriculum implementation process involves helping the learner acquire knowledge or experience. It is important to note that, curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process, although there

are various factors that also influence curriculum implementation like the resource materials and facilities, the teacher, the school environment, culture and ideology, Instructional supervision and assessment (Chen, 2007; Bennett, 2005).

Implementation takes place as the learner acquires the intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (Chen, 2007). Therefore, putting the curriculum into operation requires an implementing agent. Stenhouse (1975), identifies the teacher as the agent in the curriculum implementation, she argues that, implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice. According to Bennett (2005), curriculum implementation therefore is 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. Curricular implementation is a term that relates to how teachers use curricular materials to give teaching and assess students. Curriculum designs often include instructional recommendations, scripts, lesson plans, and assessment choices that are all connected to a set of objectives. Such designs emphasize uniformity in order to assist instructors in successfully implementing and maintaining the curriculum framework in order to fulfill a variety of objectives (Wiles & Bondi, 2014).

Wiles and Bondi (2014), defines horizontal alignment as similar instructional practices and curriculum use between teachers in the same grade level, and vertical alignment as similarities in instructional practices and fidelity of curriculum implementation between the previous and following grade levels. Having curriculum alignment between the same grades and the preceding and following grades levels offers consistency in supporting learning objectives and expectations designed to promote student preparedness and growth (Tweedie & Kim, 2015). Understanding the

beliefs and concerns of teachers can provide insights into whether curriculum implementation will meet success or failure. McNeill, Katsh-Singer, Gonzalez-Howard and Loper (2016) and Rakes and Dunn (2015), all substantiate this notion by addressing the impact of teachers' beliefs about given objectives in science curricula.

McNeill et al. (2016) find that, teachers' beliefs significantly influence their decisions for instruction. If beliefs play such a vital role, then taking time to learn about teachers' concerns, values, and perceptions should improve the implementation process by proactively addressing these areas (Al-Shabatat, 2014; Rakes & Dunn, 2015). One of McNeill et al.'s (2016) primary recommendations included preparing teachers through Professional Development (PD) and collaborative opportunities; specifically, professional development should make sure that teachers fully understand the objectives and receive time to try the new curriculum with a class to support teacher learning. The need for teacher understanding and efficacy when implementing a new curriculum is apparent, especially considering the impact of these factors on student learning. To ensure that curricular innovations are implemented with fidelity, instructional practices should be aligned to the specific learning goals provided in the curriculum (MacDonald, Barton, Baguley, & Hartwig, 2016; Phillips, Ingrole, Burris, & Tabulda, 2017). Curricular implementation encompasses different components, including the delivery of the curriculum through resources and instructional practices. To implement curricula with fidelity, instructional practices must align with the curriculum as well as support the individual needs of the students (Causarano, 2015). In addition, teacher preparedness for curriculum implementation plays a vital role (McNeill et al., 2016). Causarano (2015), specifically finds this to be true through a study evaluating the quality of mathematics instruction in an urban school and the impact on student-teacher relationships. The findings from their study support the need for teachers to know the curriculum well to strengthen instructional practices. Content

instruction depends on the quality of the explanations the teachers offer (MacDonald, Barton and Hartwig, 2016). MacDonald et al. (2016) reinforce the need for quality instruction and commitment through their recommendation that PD should help teachers deliver the prescribed curriculum.

Afangideh (2009), describes the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. Marsh and Stafford (2018) also highlight three dimensions of curriculum concept. First, they explicit that, curriculum includes not only syllabi or listing of contents, but also a detailed analysis of other elements such as aims and objectives, learning experiences and evaluation as well as recommendations for interrelating them for optimal effect. 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; (i) 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, (ii) 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.

2.3.1 Components of Curriculum Implementation

Curriculum implementation consists of several components; objectives, attitudes, time, needs analysis, classroom activities, learning materials, and assessment. These implementation elements help to clarify various dimensions of the curriculum and consequently enhance its productivity. Practically, proper consideration of each aspect of these constructs exerts a tremendous influence on the richness of the curriculum implementation. Marsh and Stafford (2018) also highlight dimensions of curriculum implementation First, they explicit that curriculum includes not only syllabi

or listing of contents, but also a detailed analysis of other elements such as aims and objectives, time, students and teachers, needs analysis, classroom activities, teaching materials, learning experiences and evaluation as well as recommendations for interrelating them for optimal effect.

2.3.1.1 Objectives

Curriculum usually determines its instructional objectives at the beginning of the course. Objectives are one of the quintessential aspects of any course or program. These objectives should clearly elucidate the language elements or skills which the students might learn during the program (Brown, 1995). In fact, objectives or goals are the ends towards which we try to direct our efforts. In this regard, Richards (2007) contends that, objectives are the goals of a course content which attempt to bring about some changes in learners. Therefore, objectives determine the goals of a program and offer guidelines for students and teachers.

Clearly stating course objectives to teachers enable students to communicate effectively in class during lessons (Hedge, 2002) and to prepare them for their program (Stoller, 2001). Zohrabi (2008) states that, clearly stating objectives of course content to teachers has the following benefits: (1) They save a lot of teachers' time and energy, (2) They help to determine the necessary course materials, (3) They improve the adequacy and effectiveness of the teaching-learning processes, (5) They direct the students' attention, increase their persistence and motivate them, (6) They encourage students to become involved and develop their own learning skills and strategies, (7) They help to develop criteria for evaluating materials and methods and monitoring students' progress. Zohrabi, (2008) affirms that, objectives and goals are not as straightforward as might appear. It is because there are different parties involved in a course of study such as: students, instructors, institution, ministry of education and so

on. Therefore, each stakeholder has his/her own objectives towards curriculum implementation. For instance, students' expectations of the course might be different from the curriculum as a whole. Thus, the students' and instructors' objectives might coincide or be rather distinct. As Breen (2001) puts: "The classroom is the meeting point of various subjective views of language, diverse learning purposes, and different preferences." (p. 129). The point is that some students have clear goals; however, others have vague aims (Harmer, 2002). As Longman and Atkinson (2002) argue, the instructors should help students to develop realistic and achievable goals, make decisions based on those goals and finally reach their goals at the end of the course. Unfortunately, sometimes, teachers are not provided with enough information on their learners' and courses' goals (Tarone & Yule, 1999).

The role of the instructor is to clarify the goals for himself/herself and then negotiate them with the students (Snow & Brinton, 1997). In this way, the instructors can organize the classroom activities in accordance with disparate students' and overall course's objectives (Mercer, 2001). Therefore, syllabus designers should gather detailed information on the course and formulate suitable objectives. The goals of a course might be built around the teaching of language skills (listening, speaking. reading and writing) or their subcomponents (pronunciation, vocabulary and grammar). Some courses might put emphasis on communication and oral skills and give priority to communicative competence. Yet, others might place emphasis on written and reading skills (Richards & Rodgers, 2002). However, it depends on the objectives and goals of the curriculum to determine what should be emphasized and taught.

2.3.1.2 Attitudes

Students' attitudes determine whether or not the curriculum implementation will be effective or not. Mainly, favorable attitudes towards affect teaching and learning of

subject based on the curriculum (Lightbown & Spada, 2003). In fact, motivation for learning is one of the realizations of positive attitudes towards subjects. Therefore, if students have positive attitudes towards the teacher, materials and methods, they will try hard to learn subject taught. However, if they feel hostile towards the language, materials and the teachers, they will hardly achieve any success (Harmer, 2002). Thus, negative attitudes will increase the students' affective filter and hinder subject taught in the classroom. Also, external pressure can bring about negative attitudes towards the teaching and learning during lessons.

Breen (2001) maintains that, students' views about the classroom, their previous experiences of learning and their understanding of the classroom culture can have an important influence on their attitudes towards the subject taught in classroom. In this regard, Lin (2001) argues that, the teachers can hardly know about their students' attitudes because students "hold an ambivalent, want-hate relationship with teaching and learning" (pp.271-2). It goes without saying that teachers can play an important role in forming and maintaining positive attitudes in their students. Therefore, the teachers need to: (1) Encourage the students in positive attitudes, (2) Prepare the students in efficient skills and strategies, (3) Involve the students and make them responsible in their own learning, (4) Create a supportive and pleasant atmosphere to suit various student types, (5) Familiarize the students with the intended culture, - try to know their students and their attitudes, (6) Try to lower the students' anxiety and promote their self-confidence. Meanwhile, the teachers should try to create a harmonious and cooperative classroom environment because for effective implementation of curriculum (Breen, 2001).

2.3.1.3 Time

One of the crucial factors which has tremendous effect on the learners' learning rate is the amount of time spent on teaching-learning activities in the classroom. Certainly, hours of instruction per week and month play an important role in effective implementation of curriculum (Rahimian, 2005). Peacock (2001) believes that the learners' time in the classroom is limited and short. Consequently, the restricted amount of time could damage and decrease the effective implementation of curriculum quality. Therefore, Brinton and Holten (2001) argue that a few weeks of instruction could hardly impact teaching and learning. In this regard, Hedge (2002) states that teachers barely have any time to devote to revision and obtaining feedback from the students. To compensate for the shortness of class time, the students need to manage their time as efficiently as possible. To this end, Blerkom (2003) recommends, "using good time-management skills." (p.51). Also, Longman and Atkinson (2002) argue that if the teachers and learners want to achieve the objectives of the curriculum, there is the need to regulate the time effectively. The students need to learn and develop effective strategies and tools in order to become autonomous. At this juncture, Peacock (2001) emphasizes the importance of the independent study outside the classroom.

Generally, teachers need time to plan and organize coherent courses (Nunan, 1999). The teachers, also, need to regulate and distribute the class time as carefully as possible in order to have enough time for each activity and exercise (Hedge, 2002). On the whole, because of the shortness of time, the teachers should teach those aspects of the language that are urgently needed by the students and are based on the course objectives.

2.3.1.3 Needs Analysis

In order to devise a course and prepare materials and methods based on the curriculum objectives, there is the need to carry out need analysis. As Richards (2007) holds "a sound educational program should be based on an analysis of learner needs." (p.51). Needs analysis is the starting point which is usually done before, during and after the curriculum implementation in order to determine the course's outline, materials and resources. Any instruction should be set up based on the curriculum and should be sensitive to the learners need (Schmitt, 2000). To this end, Flowerdew and Peacock (2001) contend that, needs analysis attempts "to fine-tune the curriculum to the specific needs of the learner." (p.178). Generally, in addition to determining the learners' needs, materials and methods, needs analysis intends to; (1) ascertain the students' objectives and goals, (2) find out what the students need to do in order to learn (learning needs), (3) determine what the students need to do in the target situation (target situation analysis), (4) check the place and its availability of the resources, equipment, materials and facilities (means analysis), (5) establish the students level at the beginning of the program (present situation analysis).

In order to better study the learners' needs, Hutchinson and Waters (1995) subdivide the needs into necessities, lacks and wants. Necessities refer to the requirement of the target setting. In other words, the linguistic elements the learners need to use in the target environment. In this way, the target situation analysis comes to the fore. Determining the necessities of the target situation is one of the aspects of what the learners need to learn. The other more important issue is to know what the learners already know. By determining what the learners have at their disposal, we can identify which of the necessities they lack. Therefore, by studying the gap between the necessities and the lacks we can select and teach the appropriate materials to the learners. The necessities and lacks are the objective points that are determined by the

need analysis. However, the learners themselves have their own wishes and wants. Therefore, any curriculum or syllabus designer should consider the teachers and learners' wants.

2.3.1.4 Classroom Activities

The effective classroom activities and exercises can contribute to learning and make it enjoyable. Students do not learn by absorbing transmitted knowledge but they need to practice and produce meaningful contexts in order to acquire it. Nunan (2001) argues that students are only taught about the language forms and do not learn their functions and consequently cannot use them in meaningful communications. Classroom activities ensures effective implementation of curriculum. The important point is that every learner, teacher, institution is unique and curriculum vary from country to country" (Mercer, 2001, p.243). Therefore, the important task for the teacher is to design exercises which engage different types of students and consider their objectives, and needs as well as wants (Richards, 2007). In order to keep the learners engaged, the teachers need to provide them with a variety of exercises and activities. Also, the teachers should create situations in which the students could do the exercises in the meaningful contexts, rather than just answering them in a mechanical and abstract way.

Johnson and Onwuegbuzie (2004) also emphasize that the teachers need to create situations in which to raise the students' consciousness and make them aware of the subject taught. Harmer (2002) assumes that, the following techniques should be used to present lesson activities; "demonstration, explanation, discovery, accurate reproduction, and immediate creativity and check questions." (pp.154-6). However, Skehan (2008) presumes that, classroom activities can be best carried out through three Ps; Presentation, Practice and Production. That is, the new items are presented to the students. Then, drills are used to practice the new points in a controlled way. Finally, in

the production stage which is free learners through communicative activities. Yet, Mercer (2001) contends that, the traditional way of IRF (Initiation, Response and Feedback) is an appropriate technique of interaction between the students and teacher. Still, the most preferred and fashionable way of performing classroom activities is assigning and conducting tasks (Breen, 2001).

Task-based subject teaching-learning activities are one of the ways in which the teachers can modify their methods to ensure effective implementation of curriculum. Additionally, in order to make the students autonomous learners, the teachers can ask the students to do project work (Hedge, 2002). Essentially, project works are collaborative and group-centered, integrate skills, are learning-centered rather than teacher-oriented, encourage student responsibility, and can be done inside and outside the classroom. Undoubtedly, one of the effective ways of involving all the learners in purposeful activities is the communicative teaching trend. On the whole, communicative teaching nurturing message-focused activities, contributes to learners' freedom, promotes meaningful activities (e.g. tasks and projects), and develops learners' linguistic, pragmatic, discourse and strategic competence. Johnson and Onwuegbuzie (2004) suggest the following activities as some of the instances of communicative language teaching; "role play and simulation, communication games (e.g. board and card games), discussion and debates." (pp.262-3). At this juncture, one of the effective dimensions of classroom teaching is the grouping of the students (Richards, 2001). Teachers need to organize classroom activities in different groups (individual, pair, group and whole class work) in order to meet diverse students' levels and tastes. Clearly, there is no single method that might be presented to be used in the classroom. In fact, Long, (2001) argues that the use of methods may harm rather than help teachers to implement classroom activities.

2.4.1.5 Teaching and Learning Materials

Availability and good teaching and learning materials not only can be taught straightforwardly but also can facilitate learning process. However, Clapham (2001) argues that finding useful materials is difficult and their suitability "cannot be known in advance." (p.99). In this regard, Cunningsworth (1995) recommends selecting the best and most appropriate materials which are available based on the curriculum. Essentially, many teachers either do not have time or are not provided with enough time to develop their own materials based on their students' needs and curriculum (Gatehouse, 2001).

Generally, availability and useful materials have some particular features. Therefore, the teachers need to take heed of the following criteria in selecting materials. All in all, good materials are selected based on the curriculum and students' needs; (i) include a combination of simple, simplified and authentic materials, (ii) offer a balance of exercises, activities, study skills and language skills, (iii) contain a variety of texts, styles, genres for different levels of students, (iv) provide the major source of input and contact with the language, (v) enable students to use language effectively both in spoken and written modes, (vi) use visuals in order to create meaningful contexts, (vii) set up communicative activities reflecting the use of language in realistic situations, (viii) include relevant and interesting topics and texts, (ix) are developed and prepared based on the students' social and cultural values and norms.

As teachers, there is the need to engage students with pertinent and interesting learning materials. Hence, course books are one of the adequate and handy means which mediate between the students and teachers. However, teachers should not depend too much on them. Cunningsworth, (1995) cautions that, "heavy dependence on course books is far from ideal" (p.10) because they limit teachers' creativity and flexibility. Harmer (2002) suggests the use of both course books and "a variety of homegrown

materials based on the curriculum." (p.305). Notwithstanding, good course books offer a consistent syllabus and average control of language, allows teachers and students to prepare in advance, promote students' perception of progress and provide material for revision, provide an organized sequence of items for teaching, provide input, learning experience and provide opportunities for self-evaluation and independent study, serve as a resource for presentation and practice of the curriculum.

2.4.1.6 Assessment

Assessment is an important tool by which teachers can obtain information about the students and their learning process. The teachers should continuously monitor their students' progress in order to ensure that they are making adequate educational progress when it comes to the curriculum implementation (Mercer, 2001). On the other hand, students expect to be assessed and learn about their learning rate and obtain feedback on their progress (Harmer, 2002). Therefore, teachers need to gather enough and adequate information about the learners and, of course, through different procedures. Additionally, the teachers need to carry out assessment in order to ensure that they are doing their job effectively (Johnson & Onwuegbuzie, 2001). In fact, efficient assessment ensures effective implementation of curriculum. Rea-Dickins (2002) makes a distinction between testing and assessment.

Rea-Dickins (2002) believes that assessment is more inclusive than testing. Assessment is continuous and is carried out over an extended period of time. But testing is one of the means within the assessment procedure which only measures the students' attainment of course objectives and materials. Testing is more concerned with the mechanical ways of measuring the structural and knowledge of the students. It reveals nothing about the functional and practical use of what students were taught according to the curriculum. However, assessment tries to gather information on all

aspects of learning and learners according to the curriculum. Assessment can be done not only by means of tests and exams but also through investigating the students' work; reports and comments (by both students and teachers), self- assessment (by students), classroom observation (by teachers) and portfolios (samples of students' written and oral work). Clearly, scores or grades hardly reveal anything about the individual development. Obviously, assessment provide some control over the students, their learning and classroom activities in one way or another. At this juncture, assessment ensures the effectiveness of curriculum implementation.

2.4 Resources involved in Curriculum Implementation

Curriculum resources is a special collection of teaching resources for students to borrow (Zohrabi, 2008). It contains books and other materials on all subjects to help with lesson planning and use whilst working with children in the classroom. Successful curriculum implementation also depends upon the effective utilization of resources in the school and in the community, particularly human resources (Zohrabi, 2008). According to Brindley and Ross (2001), all members of staff can contribute to curriculum implementation in terms of knowledge and experience. Through regular contacts with the children, the teacher can identify the range of knowledge, concepts, skills and attitudes which need to be developed in them. Teachers understanding of the children's learning needs will enable him to see the different parts of the curriculum as an integral whole. Availability of resources contribute to the enrichment of the curriculum implementation.

According to Lochner, Conrad and Graham (2015), parents are also valuable resources of the school. They should be encouraged to participate in curriculum implementation and to follow-up at home on what their children have learnt at school, thus reinforcing their learning. This joint effort between the school and the parents will

contribute much to the education of the children. The effective use of space in the school helps to develop in the children an awareness, understanding and appreciation of their surroundings. Physical constraints can be overcome by careful planning and flexible utilization of teaching bases and common areas (Lochner et al., 2015). Arrangements within the classroom can be varied to suit different teaching purposes. Community resources should be utilized for teaching purposes as well. Appropriate use of these resources will help to enhance the children's understanding of the people around them, their role in society and the relationship between people and their environment (Loflin, 2016). Therefore, facilities available in the community should be used or introduced to the children to enrich their life experiences (Loflin, 2016). A study by Kigwilu and Akala, (2017) present physical facilities and teaching and learning resources as the inputs in the curriculum implementation process.

2.4.1 Physical Facilities Resources

Physical facilities in school setting go a long way to motivate teachers in implementing curriculum (Hallak, 1990). Physical facilities in any school system range from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning (Ayuba & Gatabazi, 2010). A study by Akomolafe and Adesua (2016) show that, most of the physical facilities that are germane to effective learning/academic performance of students appears not to be sufficient in public schools today. Those available seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions. The status of physical facilities especially in public schools today appears to be of great concern to educators. It seems that the provision of these school facilities has dwindled over the years, perhaps due to increase in school enrolment rate which had led to population explosion

in public schools. School physical facilities are essential tools to facilitate and stimulate learning program, and teachers need them in an ideal working environment (Akomolafe & Adesua, 2016).

Ajayi and Ayodele, (2001) emphasize that, the availability of physical facility resources is quite important to achieving effectiveness in instructional delivery and supervision in the school system. They further buttress the fact that non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, and library affect curriculum implementation. Ogunniyi (2012), claims that laboratories play a key role in the teaching and learning of science that is why Adedeji (2008), notes that, these facilities have to be adequate and should be in good condition for schools to function properly. In support of the above, Okunola (2015) says that, well sited school buildings with aesthetic conditions, laboratory and playground often contribute to improved performance in the school system. He also argues that, the availability of school buildings and other plant facilities are very important as they could enhance effective teaching and learning.

Altbach (2008), is of the view that. adequate facilities are essential for curriculum implementation at the primary school level. Also, in support of this, Chandan (2009), claims that for effective teaching to take place in any educational setting there must be provision of adequate and quality physical facilities. Adewunmi (2000), corroborating Chandan's (2009) view, he reveals that, the availability of adequate number of physical facilities had significant influence on curriculum implementation. Further emphasized that adequate number of physical facilities should be supplied to state primary schools. Effective implementation of curriculum hinges on physical facilities that are the ultimate predictors (Yara & Otieno, 2010; Moochi, 2012). Studies show that inadequacy of infrastructure, facilities and equipment affects

curriculum implementation (Hooker et al., 2011; Indoshi, Wagah, & Agak, 2010; Mupinga, et al., 2006).

Ayuba and Gatabazi (2010) link the inadequacy of physical facilities to ineffective curriculum implementation in the institutions. This is echoed in the Taskforce Report (2012) on education which finds that inadequate physical facilities and the insufficient availability of modern equipment in most institutions adversely affects curriculum implementation. The cited studies point to the inadequacy of many facilities in institutions. On the contrary, Simiyu (2009) establishes that Kaiboi Technical Training Institute had adequate facilities – namely workshops, laboratory space and machines. The study found that availability of physical facilities has influence on curriculum implementation. Moreover, Messah and Mucai (2011) posit a positive correlation between the adequacy of an institution and effective implementation of curriculum. Hicks, Kremer, Mbiti and Miguel (2011) study found an inverse relationship between inadequate physical facilities and curriculum implementation. The inverse correlation, though, would emphasise that inadequate finances and inadequate physical facilities ultimately provide fewer opportunities for students to practice with tools and machines, hence negatively impacting student outcomes.

2.4.2 Teaching and Learning Resources

Teaching and Learning resources are reference books, course text books and raw materials for practical sessions that teachers can access to help them do some aspect of their job better as part of the professional development process (Barber & Mourshed, 2007). This is important because the quality of teachers has been highlighted as the most important factor in determining the effectiveness of a school system (Barber & Mourshed, 2007). If teachers have agency in this process, that is they are involved in

and contribute to the design, they are more likely to be able to translate their experiences effectively into the classroom (Schieb & Karabenick, 2011).

Kyriakides and Creemers (2009) posit that, school teaching and learning resources include buildings particularly classrooms with lockable doors for storage of materials, teaching aids like textbooks, visuals aids and other scholastic materials. Farrell (1993) mentions that a teaching and learning resource is any support material available for use by the teacher in the class and a reading material for children. Mintzberg (2009) contends that resources directly utilized in teaching and learning are clearly classrooms and curriculum support resources (i.e. books, stationery materials and equipment, wall pictures, blackboards, audio-visual aids, globes, maps, atlases, concrete objects and classroom environment). Callahan and Clark (2012), UNESCO (1996) and Kabaana (2009) recommend audiovisual materials namely wall pictures, charts diagrams, films tape-recorders, maps, blackboards, projectors, motion pictures, television, radios and video.

National Council of Educational Research and Training (NCERT), (2015) arguments that teaching and learning resource appear in three types. The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials; semi-finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions. Also included in the first group are materials and equipment for students' expeditions and other travel, as well as supplies, instruments, and equipment for production training and for courses in drafting and the representational arts. Among such supplies, instruments, and equipment are wood, metal, plastic, and glass objects, measuring and monitoring instruments and equipment, equipment for the assembling and finishing of

various products, and machines and machine tools. The second type of educational materials, that of representations of actual objects and phenomena.

NCERT (2015) goes on to say that this category includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts). Audiovisual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct observation. Audiovisual materials also acquaint students with early periods of history and with distant places in the world and in space. Such materials elucidate natural and social phenomena and enable students to study the inner world of matter and the internal motion of waves, elementary particles, atoms, molecules, and living cells. The third type of instructional materials, that of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed textbooks (NCERT, 2015). Another type of instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets. Monitoring devices include punched cards and various types of automatic apparatus. Teaching machines include language-laboratory machines, closed-circuit television systems, and computers (NCERT, 2015).

According to Hailu (2011), inadequacy of teaching and learning resources affect the implementation of curriculum. In particular, a lack of standard workshops and

modern instructional materials affects teaching and learning (Bandele & Faremi, 2012). A corollary effect is the low acquisition of practical skills among students due to ineffective instructional delivery (Dasman, 2011). In many developing nations, inadequate teaching resources and outdated equipment hinder effective implementation of curriculum (Maino, 2013). In actual fact, teachers' utilisation of relevant equipment, materials and tools in teaching facilitates learning influence effective implementation of curriculum (Umunadi, 2012). However, instructional materials are inadequate for effective teaching in TVET institutions (Wondaferew, 2012); such institutions may have insufficient equipment and lack specialist rooms for practical teaching (Tshabalala Ncube, 2014). Similarly, in Kenya, inadequacy of teaching and learning resources hinders curriculum implementation (Indoshi, et al., 2010). This inadequacy is expressed in terms of obsolete equipment (Hooker et. al, 2011), shortage of material resources (Indoshi, et al., 2010; Mupinga, et al., 2006) and insufficient time allocation (Indoshi, et al., 2010). Automobile engines, sewing machines, computers, computer software, textbooks, stationery and internet access are among the resources that are most often inadequate or unavailable (Mupinga et al., 2006).

2.5 Teacher preparedness of Curriculum Implementation

Learning new ways of thinking, developing new skills and attitudes is the goal of education. Usually, this is achieved through the training of individuals. Trainers learn skills and information in pre-service training that they use in the classroom, bridging training and teaching. Through the supervision of the tutors, they are able to identify and address difficulties. Systematic in-service training is needed in implementing curriculum. This explains why Darling-Hammond, Wei and Johnson (2012) argue that when curriculum is revised, in-service training should be conducted regularly. As a result, a well-designed and well-implemented teacher training program

is essential. Eidietis and Jewkes (2011) also indicate that, a successful educational change is built on well-implemented program. Programs are a critical ingredient in the successful implementation and institutionalization of change. Harris (2015) argues that curriculum implementation cannot be isolated from the process of teacher education. School teachers transform curricular objectives and content into actual classroom practice.

Harris (2015) affirms that teachers should be provided with appropriate knowledge and skills that help them to effectively contribute in curriculum development operation. As a result, teachers need training and workshops, which are geared toward professional development to be able to contribute to curriculum development. On the other hand, there is an important point to make efficient in involvement teacher in curriculum development that is teachers have to be empowered in the process of curriculum development (Carl, 2009). This means teachers should have improvement and increasing in many points of them, such as experience and autonomy. Thus, teachers play an integral part in the process of developing the curriculum; then students' outcomes.

Vannatta and Fordham (2004) study reveal that, there was inadequacy of in-service training for teachers and inadequacy of related materials for teachers. Teacher training and in-service education are in this regard important components in facilitating the implementation of an innovation. The teachers' direct role as implementation agents dictates that they receive appropriate training. It usually prepares the teachers to deal with emerging challenges in the curriculum implementation and hence makes them competent. Vamos and Zhou (2007) articulate that, the effective curriculum implementation depends significantly on the competence of the teacher, since teachers are the key implementers of the curriculum in place. The way they have been trained, the extent of their specialization and the degree of their personal initiative can have

strong impact on the success of the curriculum implementation. Systematic implementation of a curriculum involves a series of inter-related activities ranging from the determination of objectives, the selection or organization of the content to the consideration of the society and individual needs.

According to Kimosop (2015), pre-service and in-service program, workshops and seminars help prepare all those individuals who are involved in implementation process by enabling them to be conversant with the demands of a new curriculum. Any curriculum cannot succeed without involving teachers who are the key players. Hollins, 2011) says that in-servicing of teachers assists them to understand new approaches geared towards implementation of innovations. It is through in-service that teachers are equipped with knowledge and skills for effective teaching. Otunga (1993) asserts that teachers should be prepared since they are important group of people in curriculum implementation. Teachers therefore deserve an opportunity to express themselves and implement a curriculum that can play a role in the realization of goals of the vision of any country.

Cave and Mulloy (2010) stress the need to prepare teachers to receive and implement curriculum. Teachers have great tasks at different levels including adopting and acquiring new knowledge and skills. This therefore requires them to undertake training in various subjects to successfully implement new curriculum. Teachers require training if they are to handle the early childhood development and education curriculum confidently. Blasé (1999) reveals that, it is necessary to provide education at all levels which requires additional efforts particularly pre-service and in-service of teachers to prepare them for specialized demands of teaching children for proper implementation of new curriculum which is the foundation of learning for other levels. There is need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training

and the need to in-service teachers on emerging issues, such as life skills, guidance and counselling, gender issues, technology among others for them to be equipped with requisite skills to do what the curriculum needs of them. Teachers need to be competent for effective implementation of new curriculum.

Gwen (1993) and Peter (2001) agree that, pre-school teacher's role requires that one undergoes intensive academic preparation including observation and participation in early childhood program. This is essential to provide pre-school teachers with the basis for the delicate responsibility of handling young children. They would also be able to discover the appropriate methods that can be used with pre-school children without unnecessary strain. A study by Njenga and Kabiru in Embu district (2001) find out that, experiences offered by untrained teachers were of much lower quality than those offered by trained. The study further found out that children cared for by untrained teachers were less adequately prepared than those cared for by trained teachers. Consequently, children, cared for by untrained teachers were either repeated or dropped out of classes. According to Zientek and Thompson (2008), a trained pre-school teacher is more important than the curriculum. An untrained pre-school teacher would teach poorly while trained teachers would overcome the deficiencies of any curriculum.

In Ghana, Ntumi (2016) examines the challenges that pre-school teachers encountered in the implementation of the early childhood curriculum; exploring teaching methods employed by pre-schools teachers in the Cape Coast Metropolis. The study indicates that, most pre-school teachers do not understand the early childhood curriculum, pre-school teachers do not have enough teaching and learning materials to help them implement the early childhood curriculum. The study concluded that the teachers are not prepared in the implementation of early childhood curriculum. A study by Shikwesha (2014) in Zambia examines factors affecting the provision of Early

Childhood Education in government primary schools. The study established that there were no guidelines on implementation in government primary schools. According to the study, there are no documents indicating teaching time, teaching was done without curriculum. The study concluded that the teachers are not prepared for the commencement of curriculum implementation.

In Zimbabwe, Mangwaya, Blignaut and Pillay (2016) examined primary schools' state of readiness for the introduction of early childhood education. The study establishes that, while classroom teachers were adequately prepared to implement early childhood curriculum, teachers-in-charge were not. Secondly, school heads received limited induction for the introduction and implementation of curriculum. Manduku et al. (2017) analyze teacher's preparedness, attitudes and implementation of curriculum in Kenya. From the findings, teachers reported that they were well prepared on the implementation of curriculum use. They however noted that the status of available instructional materials, equipment and facilities were inadequate, obsolete, dilapidated and unsuitable for use. Kimosop (2019) assesses teachers' preparedness in the implementation of Early Childhood Education Development Curriculum in Kenya: The research found out that, majority of pre-school teachers in the country were not well prepared in the implementation of early childhood education development curriculum in the country. Teachers need to be involved when the Ministry of Education (MoE) are preparing the curriculum for they are the key implementers. Further, government agencies should provide the guidelines before the implementation of new curriculum for schools to prepare the necessary materials and facilities required and equip the teachers so that they do not use the previous syllabus.

2.6 Challenges Teachers Encounter in Implementing of Curriculum

Teachers' involvement in the curriculum development process is essential in meeting the needs and objectives of an educational institutions (Alsubaie, 2016). The process of curriculum development requires teachers to act and reflect on educational institutions objectives in each stage of the development process. Nevertheless, sometimes this process which teachers are requested to follow is unclear. A study by Ramparsad (2001) pinpoints that, most teachers are not qualified and lack the necessary skills to participate in curriculum development. Their approach of participation in the process is not well defined and very difficult on teachers, so they face many challenges regarding their involvement in curriculum development (Ramparsad, 2001). Alsubaie (2016) reveals that, there should be major advances in teacher development in order for teachers to actively reflect on school needs in each stage of the curriculum development process.

According to Handler (2010), in any curriculum implementation process not all teachers will have the chance to be involved in these processes. Professional development of teachers is as an important factor contributing to the success of curriculum development and implementation. Teachers encounters numerous challenges that prevents them to take part in the curriculum development process. As the teachers wish to take part in the curriculum construction process, they meet certain challenges which limit their want (Mokua, 2010). A critical challenge to teachers' participation in curriculum development is their lack of information about the role they are to play (Ramparsad, 2001). Connelly and Ben-Peretz (1997) mention that, teachers and curriculum developers are unfamiliar with the changed functions they are to perform in this partnership. Ramparsad (2001) states that, though it is important to involve teachers in the curriculum designing process, however, the exact process to

follow in doing so is unclear. This indicates that teachers are not able to participate in curriculum development because their roles are no clearly defined.

According to Sibulwa (1996), it is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation determines the success of curriculum implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less (Sibulwa, 1996). Since manpower in the education sector has increased, the bulk of money allocated to education is absorbed by salaries leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation the of curriculum (Kelly 1996). In the absence of teaching and learning materials, the teaching and learning processes will be hampered and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not. Although there has been effort by the government to cushion the dwindling resources in education, the move has had little impact as most learning institutions are still experiencing liquidity problems. This has had a negative effect on curriculum implementation (Koros, 2008).

Bowers (1991) affirms that, teachers' lack of expertise in curriculum design is in itself a challenge to their participation in the curriculum development. Bowers (1991) provides little consideration of professional knowledge, specifically knowledge of curriculum theory and critical pedagogy, as an underlying reason for the failure of teachers to fulfil meaningful leadership roles supportive of educational reforms and improved student outcomes. This means that the limited knowledge that teachers have tend to serve as an obstacle to their engagement in curriculum design. Furthermore, the huge responsibilities teachers are to execute limit their willingness to take part in curriculum development (Bezzina, 1991; Chinyani, 2013). Bowers (1991) argues that a

teacher's day is filled with preparing lessons, teaching, and grading, making them have little time or energy left for the painstaking effort required to develop new curricula. Chinyani (2013) reported that, teachers in Zimbabwe cited reasons such as heavy teaching loads averaging 36 periods per week for secondary teachers and 11 subjects for primary school teachers, with an average class of 45-60 pupils. This situation limits their ability to take part in any curriculum planning activities since they face time constraint. Bezzina (1991) finds in a study in Sydney that, time constrain was perceived by teachers as barrier to their participation in curriculum design. This is because the teachers undergo stress and there is competing priorities for the time. This suggests that the unavailability of adequate time at the disposal of the teachers serves as a challenge to teachers' participation in curriculum development.

According to Chapman (1990), teachers feel reluctant to take part in curriculum development because they think there is no remuneration for their effort. In this respect, Bowers (1991) indicates that, Jean Young found in his study in Alberta Canada that many of the teachers, especially those doing local committee work, seemed to resent the lack of funds for release time or extra pay for their work, that materials developed would not be used and feeling unappreciated. Ho (2010) reports that, changes not accompanied by incentives or not changing old incentives that are counter-active to the new situation will necessarily produce psychological barriers which can raise serious problems. Again, unavailability of incentives is the cause for the teachers' rejection to take part in the process. Literature shows that the teacher feels not motivated to take part in curriculum design at the national or school level because their efforts are usually massage regularly making it lose its originality. In the view of Elliott (1994), albeit teachers participated in coming out with the original draft orders for each National Curriculum subject area, they have seen the results of their efforts continually modified by ministers. This makes them less interested in participating in the process.

Rotumoi (2005) emphasizes that, unavailability of school facilities and equipment like classrooms, libraries, resource centers, offices, desks, schools' halls and others. The fact that the education sector is under-funded by the government means that the availability and quality or facilities in learning institutions is affected negatively. It has been observed that, in most government schools in Ghana with an exception of the newly built, infrastructure is in a deplorable condition. Cobbold and Boateng (2015) describe the buildings as "dilapidated, unsafe and sometimes unusable." p17. In certain instances, some schools have inadequate classroom accommodation, which gives rise to double or triple shift in order to give all eligible children an opportunity to learn. Meanwhile, some schools, especially in remote areas, have no buildings at all. Furniture is also inadequate in most schools and in some cases the seats and desks are battered or totally absent (Kelly, 1996). However, the face of infrastructure has improved in some schools with the help of donor funding such as 'sector pool'.

Teaching and learning resources available to the teachers are also a challenge. There is limited procurement and supply of these resources in schools. Instructional materials and equipment are all in short supply or may not be available at all – no books or writing material, no chalk, no science apparatus, inadequate or out of-date library (Kelly 1999). Worse still, with population explosion, classrooms are overcrowded and learners are made to share whatever little stocks of material and furniture available. In such situations, teacher effectiveness in hampered and it becomes almost impossible for the teacher to render individual pupil attention because of large numbers of pupils in classes-over enrolment. This kind of situation in institutions of learning will make it very difficult for curriculum implementers to carry out their roles effectively.

Quality and quantity of teaching staff to meet the expectations of pupils and the society is another impediment in the implementation of curriculum (Okello & Kagoire

1996). 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. This implies that success of the curriculum depends on the teachers (Okello & Kagoire 1996). A sufficient supply of trained teachers is therefore, needed if the implementation of the curriculum is to be effective. Learning institutions have been for a long time experiencing a shortage of the 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 (Orora, 1997).

Okello and Kagoire (1996) reveal that, the quality of education of a country largely depends on the quality of teacher. Thus; the quality of education is as good as the quality of teacher. 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 in order 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 is inadequate. Hence, in some cases, they end up being taught by untrained teachers. In other Instances, some teachers fail to perform effectively despite their being fully qualified because they are both not well-educated and trained or they are well-educated and 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). For example, a teacher of English who has no material for comprehension lessons, will abandon the component all together and concentrate on

teaching components such as structure where material is available. Similarly, in the absence of apparatus and chemicals needed for experiments, a science teacher will teach experiments theoretically, denying the learners the practical aspect of the content.

Poor conditions of services for curriculum implementers are another challenge in the implementation of curriculum in basic schools (Orora, 1997). In the same vein, poor salaries, no housing and generally poor conditions of service also demoralize the teachers who may resort to go into private commercial enterprises to supplement meager salaries. If various education policies and programs are to be effectively implemented, teachers ought to be adequately trained and motivated. After pre-service training which provides foundation for professional service, teachers need to keep abreast with new developments in the system through in-service training. Other professional staff such as laboratory technicians and librarians also need to be in-serviced in order to give sound support to the teaching staff in the implementation of the curriculum (Koros, 2008).

According to Sibulwa (1996), poor time management by school administrators and teachers is a challenge in the implementation of curriculum. Curriculum implementation is also hindered by what goes on in learning institutions. Pupils' learning time is mismanaged by administrators and the class teacher. In most schools, a lot of time is taken up by activities such as assemblies, meetings held by visiting government officials, health talks, variety shows held during lesson time, teacher-service programs which last the whole day and learners are either sent away or asked to stay away from school, unplanned holidays such as when a teacher dies, teachers' day, women's day, mother's day and many other unforeseen eventualities that take place at the expense of learners. Sibulwa (1996) further views that, when it comes to classroom time management, the class teacher is the main player. A teacher who is not time conscious is not disciplined and a drawback in as far as curriculum implementation is

concerned. Teacher absenteeism from work for various reasons also costs the pupils learning time. Learner absenteeism from school also deprives the learner of learning time. In addition, the need to devote inordinate amount of time to the management of problems of large classes effectively reduce students' time on the learning task which results in the failure to complete the intended content for the lesson and will necessitate the allocation of more time to the same task (Kelly, 1999). The leadership in schools plays a crucial role in ensuring that the policies formulated in all levels are implemented in schools. According to UNESCO (2004) educational reforms require an effective management. Teachers have a big role to play in evaluating curriculum changes in schools (Shiundu & Omulando, 1992).

It should be noted that there are many factors that have a negative effect on curriculum implementation, it has been observed that, the nation's economy plays a vital role in as far as the implementations of the curriculum is concerned. The availability of all resources required in the education system to facilitate effective teaching and learning processes depend on the resources available. To a larger extent even the learners' well-being in terms of good health and nutrition is also determined by the nation's economy. In view of this, curriculum developers, adopters and implementers should be mindful of destructors such as these and address them adequately in order to minimize the impediments to curriculum implementation in basic schools.

2.7 Theoretical Framework

The theoretical framework is blueprint that guides a study (Grant & Osanloo, 2014). The framework is founded on an existing research theory which represents the hypothesis of a study. A theoretical framework comprises of theoretical principles, structures, and concepts (Grant & Osanloo, 2014). The theoretical framework helps the

researcher not to depart from the limits of established ideas in order to contribute finally to academia and scholarly. This study was guided by Lawrence Stenhouse's Process-Inquiry of curriculum development and implementation. Stenhouse (1975) offers process model as an alternative to the product driven objective model of curriculum development as Freire elucidated as a "banking" concept of education. Stenhouse argued that there are three aspects to the development of curriculum: (1) the curriculum should contain planning aspects: content, sequence, and strategies relevant to teaching content in that sequence; (2) the curriculum should embody methods for the research and evaluation of learner and teacher experiences, and the contexts of delivery; and (3) the curriculum should be open to external scrutiny, so that the curriculum may be justified.

Stenhouse's focus was on curriculum implementation as learner-centric, with an additional focus on the autonomy of the individual teacher in effecting learner development; curriculum should therefore be not overly prescriptive, and have latitude built in so that diverse methodologies and assessments may be used at the educator's discretion (Stenhouse, 1975). Perhaps naturally, process-oriented conceptualisations are popular within education as they privilege the practice of teaching, and place a value on the professional judgement of the educator, while supporting the cognitive development of learners. Stenhouse's process model of curriculum development indicated that curriculum is far from being a simple list of content or a mere outline of methods and objectives.

In curriculum, a vision of knowledge, the role of the educator and a concept of the process of education are all present. In this sense, Stenhouse suggests that the role of teachers is fundamental in the elaboration and implementation of curriculum. Stenhouse's model of curriculum development is strongly linked with the belief that decision-making belongs to individual teacher and that curriculum development is the

province of the local school and such a model allows for a measure of continuous improvement and organic development (Kelly, 2004). The process model is premised upon the belief that curriculum planning should not take an instrumental approach that is either based upon the nature of subject/discipline knowledge, or upon a determination of the behavior a pupil is to exhibit, but rather, more crucially, it should be based on what counts as an educational procedure and the nature of the growth of the pupil. Stenhouse further stated that curriculum should provide empirical study in which there is a guiding principle on which to study and evaluate individual students and teacher progress, guiding as to the feasibility of implementing the curriculum in varying school, context, environment and peer group situation. Curriculum should provide information about the variability of effects of differing context and different pupils and facilitated understanding of the causes of variation (Beane, 2005). The intention behind the process model is the provision of opportunity to develop abilities identified through learning experiences in the classroom settings.

The participation of teacher in the elaboration and development of curriculum is fundamental in deciding what and how to teach. Educators should research and reflect upon their own actions as revealed by Stenhouse (1975). Furthermore, they should do so in agreement with the needs of their students. In doing so, they increase understanding of their own practices in order to change, modify and perfect them. The professional development and perfecting of educators-researches will allow them to be more critical.

2.8 Conceptual Framework

A conceptual framework has been designed to better describe the natural evolution of the researched phenomena (Camp, 2001). It is connected with the concepts, empirical research and significant theories used to promote and systematize

the researchers' knowledge (Peshkin, 1993). Conceptual framework is the researcher's explanation of how the study problem is. The conceptual framework emphasizes why a research subject is worth investigating and why a researcher is hoping to agree and disagree, and how approach is based conceptually. Figure 2.1 shows the conceptual framework of the study.

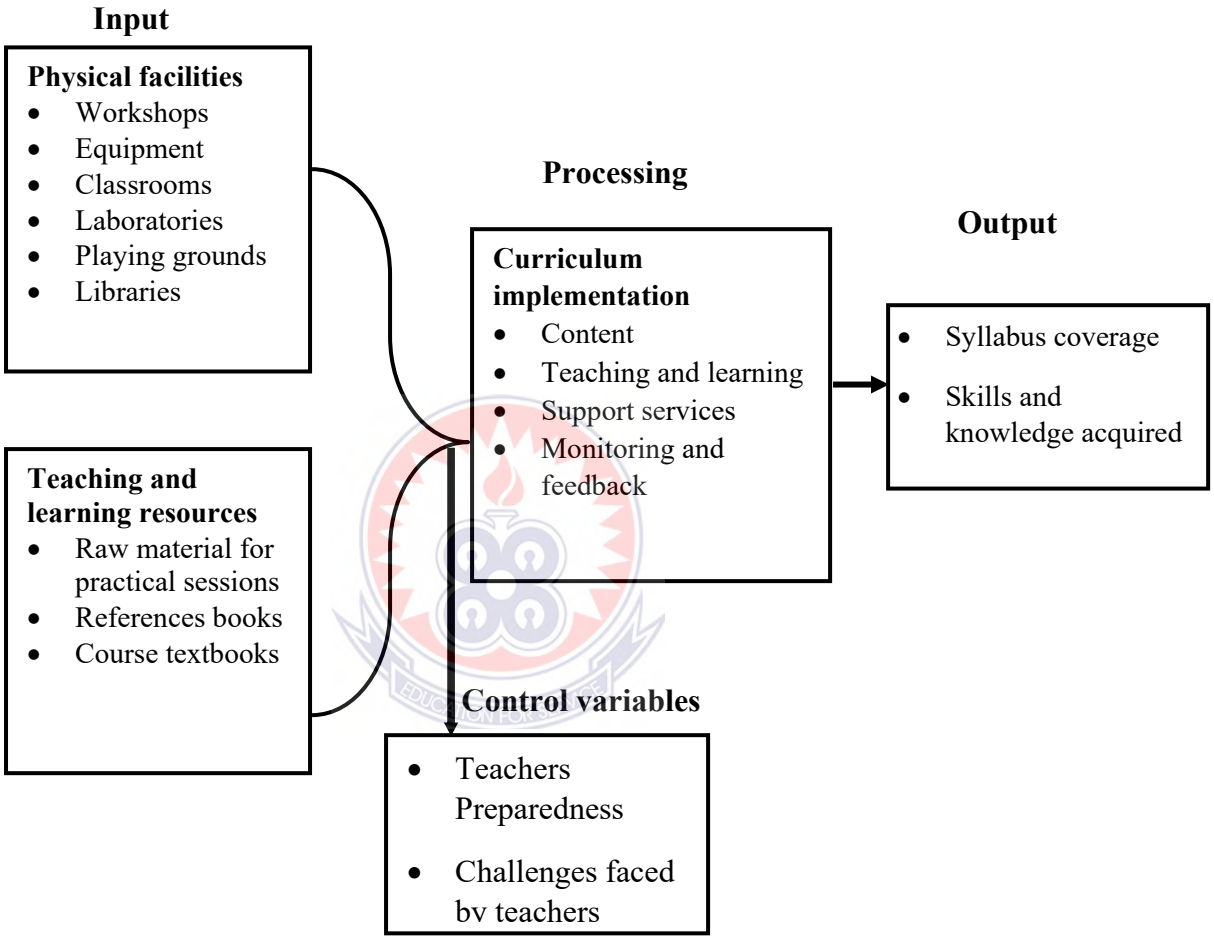

Figure 2.2: Conceptual Framework
Source: Researcher's Field Construction, 2021

The conceptual framework presents physical facilities and teaching and learning resources as the inputs in the curriculum implementation process. The inputs interact with content, teaching and learning process, assessment and support services in order to yield the intended educational outputs namely syllabus coverage, employability skills and life-long skills. Relevant equipment, materials and tools such as workshops laboratories, lecture rooms course and reference texts are required in the teaching and

learning process to yield the intended educational outputs. For instance, the textbooks are useful in development of instructional content and the rooms (workshops, laboratories and lecture rooms) provide supported environment in which learners interact with the content to achieve the intended educational outputs namely syllabus coverage, acquisition of employability skills and life-long skills.

The framework holds that both the physical facilities and the teaching and learning resources mutually act together to influence the quality of curriculum implementation. Further, the framework views curriculum implementation as an interplay of content, teaching and learning process, provision of support services, and monitoring and feedback activities in order to achieve the intended educational outputs (Ebenehi, Rashid, & Bakar, 2016). Implementation of curriculum is hindered by common problems and teachers' preparedness. Teachers encounter numerous challenges that prevents them to implement curriculum effectively. As the teachers wish to take part in the curriculum implementation, they meet certain challenges which limit their want (Mokua, 2010). A critical challenge to teachers' implementation of curriculum, is their lack of information about the role they are to play, absence of teaching and learning materials, unavailability of adequate time, low remuneration, lack of time and demotivation (Mutindi et al., 2016). In addition, teachers' preparedness in terms of professional records preparation, academic and professional training levels of the pre-tertiary teachers is important for effective curriculum implementation. Therefore, the utilization of these physical facilities and teaching and learning resources in the curriculum implementation process eventually determines the kind of outputs of the educational process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the description of methods used in carrying out the study. This chapter, specifically describes, the philosophical underpinning, research design, population, sample and sampling technique of the study, development of research instruments and technique for data analysis. It also deals with the validity and reliability of the instrument. The data collection procedure and method of data analysis were also described.

3.2 Philosophical Overview

In the conduct of research, there is the need for philosophical queries to obtain knowledge to be used (Bryman, 2012). Research approach often emerges from the philosophical assumptions or worldviews underpinning the research process. Studies that often adopt the pragmatist philosophy use mixed methods in addressing the research problems (Creswell, 2009; Heyvaert, Maes, & Onghena, 2011). Since this study used the convergent parallel design of the mixed method approach, the study was based on the pragmatist worldview of research. As noted by Creswell (2009), a pragmatist worldview is one that is concerned with applications and solutions to problems 'using pluralistic approaches to derive knowledge about the problem'. The use of a pluralistic approach often involves mixed methods that draw on both quantitative and qualitative techniques in finding answers.

3.3 Research Approach

Research approach is a systematic and logical procedure for solving a problem with the support of facts (Yin, 2003). Denzin and Lincoln (2000), assert that research approaches may be categorized as qualitative, quantitative and mixed method. The quantitative research method adopts a deductive and objective view, which is characterized by tangible data such as counts, weight, mass, and other physical measures (Fellows & Liu, 2003). Qualitative research on the other hand, adopts the inductive and subjective view of knowledge of the real world. It views individuals or organizations in a holistic manner rather than isolated variables and hypotheses (Phoya, 2012). The qualitative method seeks to explore the meanings, attitudes, values, beliefs of people associate with a phenomenon in order to establish a better understanding, rather than to test to support or disprove a relationship (Boateng, 2014). The third approach as indicated by Denzin and Lincoln (2000); Creswell (2003) is the multi-methodology or mixed methods approach. As the name implies, it is the combination of both quantitative and qualitative approaches (methods) - to collect and analyze data in a particular study (Denzin & Lincoln 2000; Creswell & Clark 2007).

In this study, mixed method approach was adopted. This approach was adopted because it provides the researcher with an in-depth look at contexts, processes and interactions and it makes it possible to obtain a precise measurement of attitudes and outcomes. In addition, this research approach capitalizes on the strengths of both quantitative and qualitative research and offers greater possibilities than a single method approach for responding to decision-maker agenda (Bryman, Becker, & Sempik, 2008). Furthermore, the aim of a mixed methods research approach is not to replace qualitative or quantitative research, but to make use of the strengths of both while minimizing their respective weaknesses in a particular research undertaking and across studies (Johnson & Onwuegbuzie, 2004). Moreover, a mixed method approach

enables a researcher to obtain a more comprehensive understanding of educational phenomena, ranging from simple to complex, particular to general and from internal to external perspectives.

3.4 Research Design

Research design is a set out guidelines that linkup the elements of methodology adopted for a study namely; relating the paradigm to the research strategy and then the strategy to methods for collecting empirical data (Denzin & Lincoln, 2000). It is a plan that guides the researcher in the process of collecting, analyzing and interpreting observations (Nachmias & Nachmias, 1993).

To explore the implementation challenges of pre-tertiary education curriculum in public primary schools in Ho Municipality in the Volta Region, the convergent parallel designed of the mixed method approach (qualitative and quantitative) were deemed appropriate and utilized. This particular approach involves the collection of both quantitative and qualitative data at the same time with the data sets analyzed separately. Here the results are converged and the qualitative responses are employed to support the quantitative results (Creswell, 2014). Bodgan and Biklen (1998) recognize qualitative research as an umbrella term which encompasses several research strategies. In the first place the data collected through sustained contact with people in their own settings. Secondly, the research questions are framed to explore complex phenomena which are concerned with understanding participants' views. Also, the researcher is concerned with the process such as how situations have developed rather than just the final outcome and finally, theories are developed constructively through inductive analysis of data.

3.5 Population of the Study

Population refers to an entire group of elements, individuals, events or objects having common observable characteristics (Mugenda & Mugenda, 2003). Mugenda and Mugenda (2003) further indicate that, a target population is that population to which a researcher wants to generalize the findings of the study. The studied population includes public primary school teachers, and School Improvement Support Officers (SISOs) from Municipal Education Office in the Ho Municipality. The statistic from the Ho Municipal Education Directorates (2021) put the population of primary schools at 88 and 676 teachers in 11 circuits. Also, the population of Municipal Education Officers (SISOs) were estimated at 11 in the Ho Municipality. These categories of respondents were selected because they have better knowledge on the challenges faced by teachers in curriculum implementation and to provide qualitative response to give the study the mixed dimension it required. Table 3.1 gives the detailed population of the study.

Table 3.1 Population of the study

Name of circuit	Number of schools	Number of teachers
Nyive	6	56
Takla	10	51
Ho Housing	6	77
Bankoe	7	46
Deme	7	58
Sokode	7	74
Tokokoe	7	43
Matse	9	47
Klefe/Ziavi	9	55
Ho Dome	8	79
Ho Kpodzi	11	90
Total	88	676

Source: Ho Municipal Education Directorate (2021)

3.6 Sampling Technique and Sample Size

A research sample is a group of people taking part in a given study and about whom information is collected (Imenda & Muyangwa, 2006). Moss (1994) is of the view that, one cannot study everyone everywhere doing everything.

3.6.1 Sampling Technique

Sampling is the process of selecting a portion of the population to represent the entire population in the study (Amedahe, 2004). Sample on the other hand consists of a carefully selected unit of the population for a particular study (Sarantakos, 2005) or is a sub-group of the population that is an ideal representative of the entire population (Kumar, 1999). It is "the representative of the population to the extent that it exhibits the same distribution of characteristics as the population" (Arthur, 2012, p. 111). Best and Kahn (1998) posit that, to study a large population to arrive at generalization would be impracticable, if not impossible.

Multi-stage sampling method was used for this study and it involved three stages. Due to the vastness of the study area Ho Municipality, there was the need to narrow the study area by developing study strata. The first stage involved the selection of the circuits in the Ho Municipality. Simple random sampling method specifically lottery method was conducted to select four (4) circuit, representing 36.4%. According to Gay (1992), a population comprising of 100 subjects and below is a small population and a sample size of 20% is a good representation. He further highlights that a large population is that which has more than 100 subjects, and sample size of 10% is a good representation. During the selection, eleven pieces of paper representing the number of circuits were used and, numbers 1-11 were written on the pieces of paper. These papers were put into a container and shuffle ed, and the researcher picked a piece of paper from the container and recorded the figure. The process of picking was done until each

circuit had a chance of being picked. After the exercise, the four pieces of paper picked and recorded with their corresponding schools were located on the sample frame and used as the sample size for the study.

The second stage involved the selection of primary schools and the teachers. After the selection of the 4 circuits, all the 28 primary schools in the circuits were included in the study. A census sampling is a statistical method that studies all the units or members of a population and was therefore used to select all the 260 teachers from the 28 public primary schools as respondents for the study. The strength of this method is that it helps obtain accurate results as each member is surveyed. Creswell (2012) posits that, census sampling is used in schools to find out respondents' opinions on possible issues. Census technique is unbiased and is totally representative.

Also, purposive sampling technique was used in selecting 4 School Improvement Support Officers and 12 teachers for interview and focused group discussion respectively in Ho Municipality. The purposive sampling was used to focus on particular characteristics of a population that are of interest. This class of respondents have experience in their duties as supervisors and were part in the training of teachers in the pre-tertiary education curriculum. The process of judgment or purposive sampling is based on the assumption that the researcher is able to select elements which represent a 'typical sample' from the appropriate target population. Purposive sampling also referred to as judgmental or selective or subjective sampling is a non-probability sampling that is characterized by a deliberate effort to gain representative samples by including groups or typical areas in a sample (Patton, 1990).

3.6.2 Sample Size

Sample size reflect subset of the entire population of interest to the researcher (Avoke, 2005). The ever-increasing need for a representative statistical sample in

empirical research has created the demand for an effective method of determining sample size therefore a sample size of 260 respondents were selected for the study.

In addition, four (4) SISOs of the circuits in Ho Municipality were purposefully selected for the study because they were sufficient to reach saturation. Because the researcher is interested in those who have experiences relating to the phenomenon under study and can best inform the research questions and enhance understanding of the phenomenon under study (Kruger, 1988). Table 3.2 showed the description of the sample size determined.

Table 3.2 Sample Size of the Study

Circuits	Number of schools	Number of teachers
Ho-Dome	8	79
Deme	7	58
Ho-Housing	6	77
Bankoe	7	46
TOTAL	28	260

Source: Ho Municipal Education Directorate (2021)

3.7 Data Collection Instrument

The study employed questionnaire and structured interview as a data collection instrument and later Focus Group Discussion.

3.7.1 Questionnaire

Questionnaire was used to collect data from teachers in the Ho municipality. Questionnaire is a carefully designed tool, made of questions and sometimes with or without alternatives to choose from. Questionnaires are useful with large sample sizes and research respondents who are usually difficult to contact. It also elicits more candid

and more objective replies suitable for the respondent to check his or her information (Marshal et al., 2011).

The questionnaire for the teachers were divided into three subsections. Section A elicited data on respondents' demographics while Sections B, C and D were made up of questions on the teachers' curriculum implementation. The use of questionnaire promotes the identity or privacy of the respondents and also resources and time which is crucial and adequately saved. It is for this reason that the questionnaire comprising of both open ended and close ended was chosen as a tool for collecting information for this work. The researcher met the teachers face to face at their various schools where the questionnaires were distributed.

3.7.2 Interview

An interview guide was designed for SISOs from Municipal Education Office in Ho Municipality. The interview schedules were conducted to provide the necessary qualitative data. Interviewing, according to Twumasi (2001) is a method of field investigation in which the researcher asks specific questions in his contact with his respondents to find answers to his research problem. The interviews were face-to-face conversations where most of the talking was done by the respondents, thus producing rich descriptive details about the phenomenon. The voices of respondents were recorded on a mobile phone after which it was played for the respondents to listen.

3.7.3 Focus Group Discussion

Focus group discussion is a suitable way to organize people from common backgrounds and experiences to discuss a specific issue of interest (Owen, 2001). The group was guided by the researcher who introduced the issues for discussions and helped the group participate in a lively and natural manner. The reason for choosing

focus group discussion was to allow members of the group to disagree or agree with each other, so that an insight into how the group thinks about the research topic would be established. A total of four (4) ad hoc groups from the 4 circuits was sampled in Ho Municipality in the Volta Region. Each ad hoc group consist of 3 teachers. Some teachers in each circuit were purposively called together to form ad hoc groups for the purpose. In all, twelve (12) respondents were sampled for the focused group discussion.

3.8 Validity and Reliability of the Instrument

Validity and reliability are important aspects of any research. Due to the difference between them, validity and reliability can be addressed in different ways. Their importance was discussed with respect to both qualitative and quantitative data.

3.8.1 Validity

In any research, 'validity' is an important concept to keep in mind. If a research has low validity, it is worthless (Cohen, et al., 2005). The study used content validity technique to assess the validity of the research instruments. This technique is extent to which research instruments measure adequately the topic it is supposed to cover under the study (Kothari, 2004). The technique ensures that the variables, as stated in the objectives, are being measured appropriately. Expert advice was sought from supervisors, and their suggestions were used to make necessary corrections in the instruments. Content validity was ensured through well-constructed items and well-edited statements to suit the level of understanding of the respondents.

3.8.2 Reliability

Reliability is another important measure of sound measurement. Reliability is an important element that determines the quality of the instruments and the measured

results (Muijs, 2004). Best and Kahn (2005) define reliability as the extent that the instrument measures whatever it is measuring consistently. According to Kothari (2004), an instrument is reliable if it produces consistent results. To ensure a high internal consistency in this study, a reliability test was conducted using the Cronbach alpha technique. According to Santos (1999), the Cronbach's Alpha correlation coefficient may be used to describe the reliability of factors from multi-point formulated questionnaires or scales. Santos (1999) further points out that though 0.7 is the most accepted and reliable threshold, above 0.5 is also acceptable. Cronbach's Alpha tests was computed for measuring the adequacy of the resources available for curriculum implementation, challenges teachers encounter in implementing, and teachers' preparedness in the implementation of curriculum development. All items in different constructs were measured on a 5-point Likert-type scale and Cronbach's Alpha for all the constructs was presented. Cronbach's alpha was used to test the reliability of the instrument and it yielded coefficient of 0.711. This coefficient was deemed as high enough to justify the use of the instrument for the study.

3.9 Data Collection Procedure

The researcher obtained an introductory letter from the Department of Educational Leadership, AAMUSTED and Ho Municipal Education Office to carry out the research work in the selected study area. The researcher visited the head teachers of the selected schools and when permission was granted, questionnaires were distributed. The self-administered questionnaires were distributed to the respondents in the study area. The respondents were given one week starting from the day of administering the questionnaire to answer the questionnaire. However, some of the respondents were permitted to complete and deliver their questionnaire on the spot to avoid the response of being misplaced due to their busy schedules.

The researcher prior to the interview established positive rapport with the senior staff of Municipal Education Office in order to obtain the right information from them. The interviews were conducted as and when the interview guide was vetted and approved by the supervisor. During the interview the responses of the participants were recorded using a mobile phone and the researcher noted all the relevant information during the discussions and transcribed them immediately after the discussions.

3.10 Method of Data Analysis

The data collected were summarized and analyzed using both quantitative and qualitative methods. The analysis was conducted guided by the objectives of the study. The quantitative data was analyzed using descriptive statistics such as frequencies, percentages, mean and standard deviation. In addition, t-test and ANOVA analysis was used to test whether the challenges teachers face in curriculum implementation differ in respect of their demographic characteristics. The data collected was coded and the SPSS Version 23.0 was used for the analysis. The qualitative data obtained from the respondents during the interview sessions were analyzed thematically to bring out similarities and differences. The thematic analysis was consistent with interpretivist approach. This approach offers a systematic approach to collecting, organizing and analyzing data from respondents (Creswell, 2009). The three components which occur concurrently throughout the data analysis include “data reduction” and “data display”, which rests mainly on the operations of coding and memoing, and “drawing and verifying” conclusions which assists in developing propositions (Busch et al.,2005).

3.11 Ethical Considerations

Ethical considerations can be specified as one of the most important parts of the research. For this study, the researcher sought for a letter from the Department of

Educational Leadership, AAMUSTED in order to seek permission from the teachers and the senior staff of the officials in the Ho municipal education office. The researcher obtained consent from the research respondents and they willingly agreed to be part of the study. Subsequently, selected respondents were informed about the purpose of the study.

The researcher also informed the respondents that their participation was voluntary and they had the right to withdraw from the study at any stage if they wished to do so without any harm or risk. In order to protect the privacy, respondents were not requested to indicate their names. Moreover, the researcher assured respondents' confidentiality of the data they provided and assured them that, such information was solely going to be used for the purpose of this thesis only.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESULTS

4.1 Introduction

The chapter presents the analysis of field data in relation to the research objectives and research questions.

4.2 Response Rate

The researcher administered 260 questionnaires to the survey teachers and 217 were completed and returned. However, 43 questionnaires were not retrieved and properly completed and as such did not form part of the analysis. Two hundred and seventeen (217) completed questionnaires were therefore analyzed constituting a response rate of 83.5%. However, response rates more than 60.0% have been documented by a number of researchers as an acceptable rate (Punch, 2003; Kheni & Frank, 2015).

4.3 Background Information of Respondents

Issues covered under the background of respondents include the gender, age, academic qualification and teaching experience of teachers. Knowing the background characteristics of respondents was very necessary as that could help in determining the authenticity of the responses and as well as providing the basis to ascertain whether the implementation challenges teachers face differ with respect to the teachers' demographic characteristics. Moreover, the demographic characteristics of the respondents were needed to be used as independent variable or a factor in relation to the t-test and ANOVA to identify exactly where significant differences exist.

4.3.1 Age of Respondents

The responses with regard to the age category of the respondents are presented in Figure 4.1

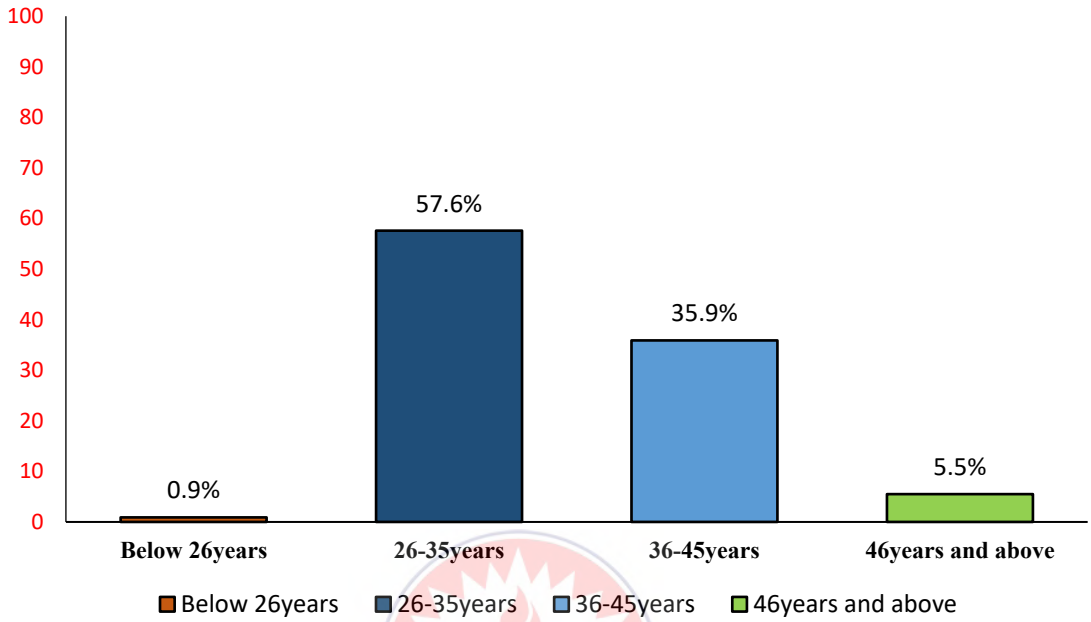

Figure 4.1: Age group of Respondents
Source: Field work, 2021

With regards to age of the respondents, Figure 4.1 clearly shows that the respondents were fairly distributed among the age brackets set out on the questionnaire. The statistics in the Figure 4.1 indicates that 2 respondents representing 0.9% were below 26years; 125 respondents representing 57.6% were between the age's category of 26-35years; 78 respondents representing 35.9% were between the age's category of 36-45years. The remaining 12 respondents constituting 5.5% were 46years and above. From the statistics, it could be inferred that the majority (57.6%) of the teachers from the primary schools captured as respondents in the study were aged between 26-35years.s

4.3.2 Gender of Respondents

The study set to gather information on the gender of the respondents. The gender distribution of the participants is presented in Figure 4.2

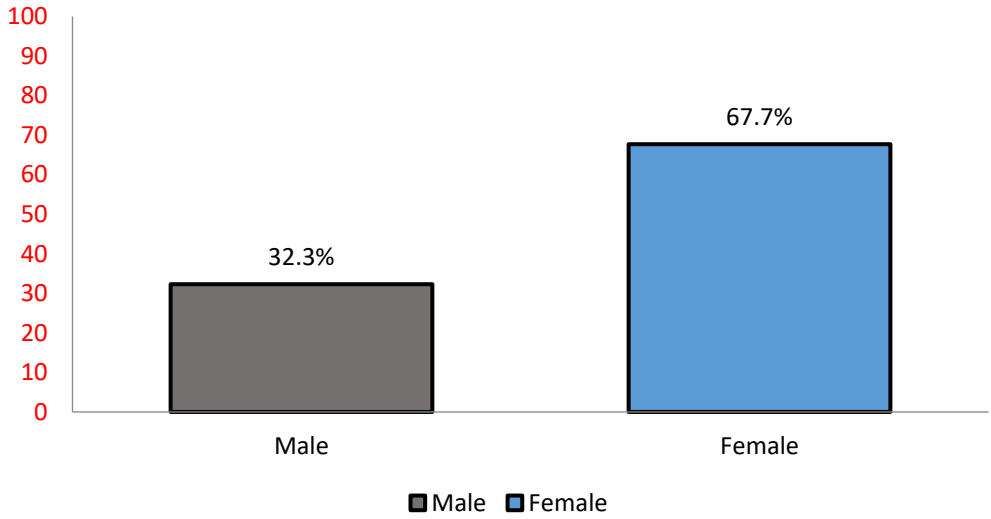

Figure 4.2: Gender of Respondents
Source: Field work, 2021

Statistically, the study shows that majority (n=147) of the teachers constituting 67.7% were females with the remaining 70, representing 32.3% being males as illustrated by Figure 4.2. The implication is that female teachers dominated in primary schools in Ho Municipality and this may be due to the fact that women have patience to handle younger children better than their male counterparts. The findings concur with the study Turasli and Zeteroğlu1 (2014) who mentioned that there are more female basic teachers (57.0%) as compared to males (43.0%). The study by Moor (2010) revealed that no male basic school teachers were present and the preschool teachers participated in the study were all females.

4.3.3 Educational Qualification of Respondents

A section of the questionnaire was designed to capture the educational qualification of the respondents. The educational qualification of the respondents was presented in Figure 4.3.

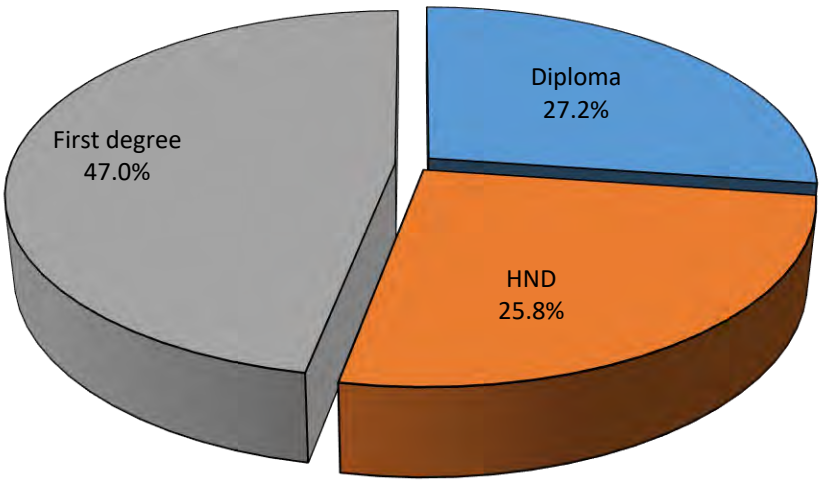

Figure 4.3: Educational Qualification of Respondents

Source: Field Survey, 2021

The study revealed that among the primary school teachers who answered the questionnaires in Ho Municipality, 59 respondents constituting 27.2% hold Diploma (Figure 4.3). The results also revealed that 56 respondents constituting 25.8% hold Higher National Diploma (HND). The study further showed that 102 respondents representing 47.0% hold First degree. The finding showed that majority of the primary school teachers are first degree holders. This gives a higher confidence in the quality of responses, because the study revealed that all the respondents are knowledgeable in their field of work.

4.3.4 Teaching Experience of Respondents

The researcher was interested in finding out the teaching experience of teachers in the implementation of the pre-tertiary education curriculum. The findings are indicated in Figure 4.4

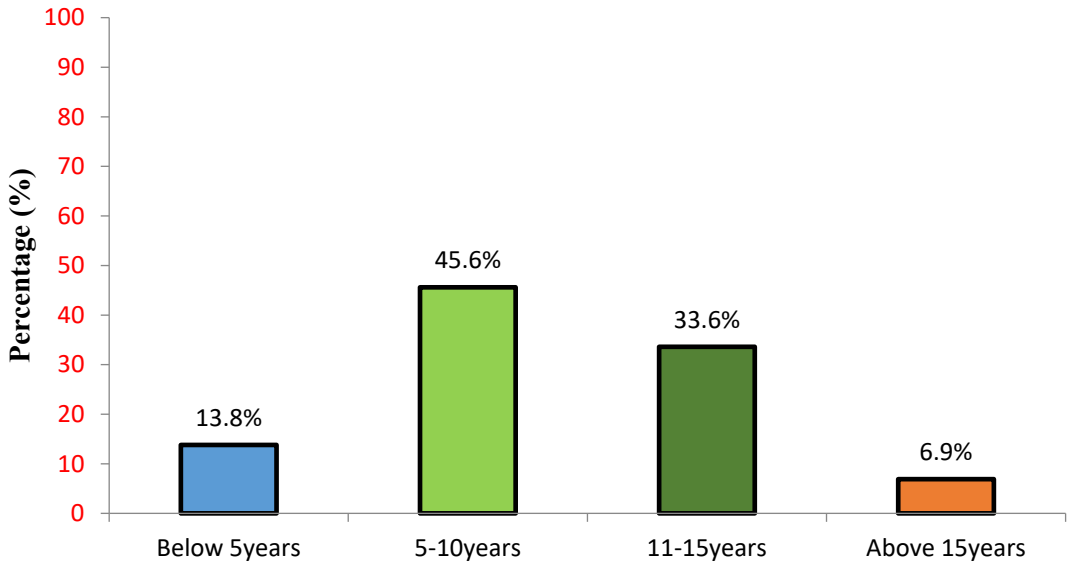

Figure 4.4: Teaching experience of respondents
Source: Field Survey, 2021

As depicted in Figure 4.4, 30 respondents representing 13.8% had taught for below 5 years. In addition, 99 respondents constituting 45.6% had been in the teaching field for 5-10 years. Again, 73 respondents constituting 33.6% had taught for 11-15 years. However, 15 respondents constituting 6.5% had taught for more than 15years. This implies that most of the primary school teachers had been teaching for 6-10years and are experienced and capable of exercising good judgment, and as such the responses provided by them could be relied upon.

4.4 Analysis of Quantitative Data

The analysis of the main data is presented under some themes related to the research questions.

4.4.1 RQ 1 How adequate are the resources in the implementation of the pre-tertiary education curriculum in Ho Municipality?

In addressing research question one, the respondents were asked to indicate their level of agreement to statements on the adequacy of resources in the

implementation of pre-tertiary education curriculum in Ho Municipality. The study used a 5-point Likert type scale ranging from "very inadequate" to "very adequate", in descending order. In addition, the Mean (X), and standard deviation (SD) were computed. The responses are presented in Table 4.1.

Table 4. 1: Responses on adequacy of resource in implementing the pre-tertiary education curriculum

Adequacy of resource	Mean	Std. Dev.	Decision	Rank
Physical facilities (x=2.515)				
Classrooms for teaching and learning	3.35	1.079	Adequate	1st
Classroom spaces	3.01	1.191	Adequate	2nd
Workshops for teaching and learning	2.88	1.150	Inadequate	3rd
Libraries for teaching and learning	2.80	1.455	Inadequate	4th
Playing grounds for students	2.20	0.989	Inadequate	5th
Equipment storage facilities in the school	1.72	1.216	Inadequate	6th
Laboratories to assist teaching and learning	1.65	1.108	Inadequate	7th
Teaching and learning resources (x=2.185)				
Teaching resources such as manilas, dusters, chalk, models	3.46	1.198	Adequate	1st
Computers to assist teaching and learning	2.26	1.323	Inadequate	2nd
Pictures and photographs for teaching and learning	2.25	0.914	Inadequate	3rd
Wall charts for teaching and learning	2.24	1.170	Inadequate	4th
Video tapes for teaching and learning	2.06	1.391	Inadequate	5th
Raw material for practical sessions	2.00	0.900	Inadequate	6th
Course textbooks for teaching and learning	1.91	1.153	Inadequate	7th
An overhead projector for teaching and learning	1.85	1.287	Inadequate	8th
Teachers reference books in the school	1.64	1.159	Inadequate	9th

Note: *< 3.0=Inadequate, ≥ 3.0= Adequate* *Source: Field Survey, 2021*

4.4.2 Physical facilities

From table 4.1, indicators were arranged in the order of strength whereby indicators from 1 to 2 ranked adequate (the means range between 3.01 and 3.35). The respondents revealed that classrooms for teaching and learning are adequate. This

statement reflected a mean of 3.35 and a standard deviation of 1.079. In addition, the respondents agreed that the space for pupils are adequate. This statement attained a mean of 3.01 and a standard deviation of 1.191. On the other hand, 3 and 7 ranked inadequate (the means range between 1.65 and 2.88). The respondents revealed that workshops for teaching and learning are inadequate. This statement had a mean of 2.88 and a standard deviation of 1.150. Also, libraries for teaching and learning were inadequate as affirmed by the respondents. This statement had a mean of 2.80 and a standard deviation of 1.455. However, with a mean of 2.20 and a standard deviation of 0.989, the respondents indicated that playing grounds for students are inadequate. Conversely, the respondents mentioned that equipment storage facilities in the school are inadequate with a mean of 1.72 and a standard deviation of 1.216. Moreover, laboratories to assist teaching and learning are inadequate reflecting a mean of 1.65 and a standard deviation of 1.108.

The results displayed in Table 4.1 indicate that the average mean was 2.515 which means that the level of physical facilities at the various primary schools are inadequate. This finding implies that playing grounds, equipment storage facilities, workshops, libraries, and laboratories for teaching and learning in most primary schools experienced shortages.

4.4.3 Teaching and learning resources

The computation of a mean for each item and its interpretation in appropriate Likert mean range allowed to judge its level. As depicted in Table 4.1, the respondents indicated that teaching and learning resources, such as, manilas, duster, chalk and models are adequate as its means score was 3.46 and a standard deviation of 1.198 was attained. In addition, items 2 to 9 proved not to be inadequate as their means were

between 1.64 and 2.26. With a mean average of 2.26 and a standard deviation of 1.323, the respondents indicated that computers to assist teaching and learning are inadequate. Also, the respondents revealed that pictures and photographs for teaching and learning are inadequate with a mean score of 2.25 and a standard deviation of 0.914. Furthermore, the respondents mentioned that wall charts for teaching and learning are inadequate. This statement reflected a mean of 2.24 and a standard deviation of 1.170. On the other hand, video tapes for teaching and learning were inadequate with a mean of 2.06 and a standard deviation of 1.391.

Moreover, the respondents emphasized that raw materials for practical lessons at the primary schools are inadequate. This statement reflected a mean of 2.00 and a standard deviation of 0.900. However, course textbooks for teaching and learning had a mean of 1.91 and a standard deviation of 1.153, which fell under inadequate category on the Likert scale. With a mean score of 1.85 and a standard deviation of 1.287, the respondents mentioned an overhead projector for teaching and learning are inadequate. Again, the respondents affirmed that Teachers Reference Books in the school are also not adequate. This statement attained a mean of 1.64 and a standard deviation of 1.159.

It became evident that computers, pictures and photographs, wall charts, video tapes, course textbooks, overhead projector, and teachers reference books in the school are inadequate. The implication of this finding is that the teachers hardly use any teaching and learning resources in teaching since these were in grossly inadequate in most primary schools.

4.4.2 RQ 2. How prepared are the teachers towards the implementation of the pre-tertiary education curriculum in Ho Municipality?

This section sought to ascertain teacher preparedness towards the implementation of the per-tertiary education curriculum in Ho Municipality. The study

used a 5-point Likert type scale ranging from "strongly disagree" to "strongly agree", in descending order. In addition, the Mean (X), and standard deviation (SD) were computed. The responses are presented in Table 4.2.

Table 4.2: Responses on teacher preparedness towards curriculum implementation

Teachers preparedness	Mean	Std. Dev.	Decision	Rank
I can evaluate students' work and provide explicit feedback based on the focused standards	4.20	0.540	Agreed	1st
I can use a variety of assessment techniques to explicitly meet the academic needs of the students	4.13	0.618	Agreed	2nd
I receive in-service training on pre-tertiary curriculum implementation	4.12	0.716	Agreed	3rd
I can facilitate class discussions to deepen students' understanding of the standard or skills	4.07	0.441	Agreed	4th
I can create cross-curricular lessons and activities to teach the standards of the pre-tertiary curriculum	4.06	0.447	Agreed	5th
I can transform curricular objectives and content into actual classroom practice	4.06	0.578	Agreed	6th
I attend training and workshops on pre-tertiary curriculum implementation	3.71	1.288	Agreed	7th
I undergo intensive academic preparation including observation and participation in pre-tertiary curriculum implementation	3.66	1.127	Agreed	8th
I can address all learning styles by differentiating the lessons	3.65	0.875	Agreed	9th
I am provided with appropriate knowledge and skills	3.53	0.882	Agreed	10th
I receive induction for the introduction and implementation of the pre-tertiary curriculum	3.51	1.218	Agreed	11th
Overall Mean	**3.51**	**0.793**	**Agreed**	

Note: < *3.0=Disagree,* ≥ *3.0= Agree* *Source: Field Survey, 2021*

To ascertain teacher preparedness towards the implementation of the curriculum, respondents were asked to give their opinion by scoring on items depicted in Table 4.2. Means and standard deviations were computed from their scores and items were ranked in order of strength from the highest to the lowest. In fact, the means indicate that all the items ranked from 1 to 11 are perceived to be very high with the means ranging from 3.51 to 4.20 on the Likert scale. The respondents agreed that they can evaluate students' work and provide explicit feedback based on the focused standards. This statement attained a mean of 4.20 and a standard deviation of 0.540. On the other hand, the respondents agreed that they can use a variety of assessment

techniques to explicitly meet the academic needs of the students. This statement reflected a mean of 4.13 and a standard deviation of 0.618. With a mean score of 4.12 and a standard deviation of 0.716, the respondents agreed that they receive in-service training on the pre-tertiary education curriculum implementation.

Again, the respondents said they can facilitate class discussions to deepen students' understanding of the standard or skills. This statement had a mean score of 4.07 and a standard deviation of 0.441. However, the respondents agreed that they can create cross-curricular lessons and activities to teach the standards of the pre-tertiary education curriculum. A mean score of 4.06 and a standard deviation of 0.447 was attained. In addition, the respondents agreed that they can transform curricular objectives and content into actual classroom practice. This statement had a mean of 4.06 and a standard deviation of 0.578. With reference to the statement that teachers attend training and workshops on pre-tertiary education curriculum implementation, a mean score of 3.71 and a standard deviation of 1.288 was attained.

Furthermore, the respondents agreed that they undergo intensive academic preparation including observation and participation in the pre-tertiary education curriculum. This statement reflected a mean of 3.66 and a standard deviation of 1.127. With a mean score of 3.65 and a standard deviation of 0.875, the respondents mentioned that they can address all learning styles by differentiating the lessons. However, it was evident that the teachers are provided with appropriate knowledge and skills. This reflected a mean of 3.53 and a standard deviation of 0.882. On the issue that the teachers receive induction for the introduction and implementation of the pre-tertiary education curriculum, a mean score of 3.51 and a standard deviation of 1.218 was attained.

The overall computed mean of 3.51 and a standard deviation of 0.793 showed that the teachers at the various primary schools have prepared for the implementation of

the pre-tertiary curriculum. It appeared that the teachers can evaluate students' work and provide explicit feedback based on the focused standards, can also use a variety of assessment techniques to explicitly meet the academic needs of the pupils and have receive in-service training on the pre-tertiary education curriculum implementation.

4.4.3 RQ 3. What are the challenges teachers encounter in implementing the pre-tertiary education curriculum in Ho Municipality?

This section sought to determine the challenges teachers encounter in implementing pre-tertiary education curriculum in Ho Municipality. The study used a 5-point Likert type scale ranging from "strongly disagreed" to "strongly agree", in descending order. In addition, the Mean (X), and standard deviation (SD) were computed. The results are displayed in Table 4.3

Table 4. 3: Responses on challenges in implementing pre-tertiary curriculum

Challenges	Mean	Std. Dev.	Decision	Rank
Unavailability of school facilities like libraries, resource centres, offices, and others	4.18	1.060	Agreed	1st
Insufficient supply of textbook for implementation of the curriculum	4.18	1.346	Agreed	2nd
Limited funding capacities in the educational system	4.06	1.012	Agreed	3rd
Too much work load for the teacher to execute duties	4.00	1.030	Agreed	4th
Teacher pupil ratio is too high and it posed a challenge to curriculum implementation	3.98	1.228	Agreed	5th
Lack of basic materials and equipment for effective teaching and learning	3.91	1.410	Agreed	6th
Lack of current research information on the curriculum	3.85	1.163	Agreed	7th
Frequent changes in basic school syllabus	3.79	.991	Agreed	8th
Poor conditions of services for curriculum implementers	3.60	1.404	Agreed	9th
Lack of motivation for basic school teachers	3.44	1.551	Agreed	10th
Limited knowledge for effective implementation of the curriculum.	2.69	1.335	Disagreed	11th
Learner attitudes affect effective implementation of the curriculum.	2.65	1.305	Disagreed	12th
Lack of in-service courses for pre-tertiary school teachers	2.45	1.224	Disagreed	13th
Poor time management by school administrators and teachers	2.35	1.186	Disagreed	14th

Note: < 3.0=*Disagree,* ≥ 3.0= *Agree* *Source: Field Survey, 2021*

As displayed in Table 4.3, the items were arranged in the order of strength whereby the items from 1 to 10 ranked agreed (the means range between 3.44 and 4.18), 11 to 14 ranked disagreed (the means range between 2.35 and 2.69). The results displayed in Table 2 indicated that the unavailability of school facilities like libraries, resource centres, offices, and others posed a challenge to effective implementation of the pre-tertiary education curriculum. This statement attained a mean of 4.18 and a standard deviation of 1.060. Again, the respondents agreed that Insufficient supply of textbook is a challenge to the implementation of the curriculum. This statement had a mean of 4.18 and a standard deviation of 1.346. However, with a mean of 4.06 and a standard deviation of 1.012, the respondents emphasized that limited funding capacities in the educational system is a challenge to the implementation of the pre-tertiary education curriculum.

In addition, the respondents agreed that too much work load for the teacher to execute duties affect the effective implementation of the pre-tertiary curriculum. This statement had a mean of 4.00 and a standard deviation of 1.030. Again, the respondents mentioned that teacher pupil ratio is too high and it posed a challenge to the pre-tertiary curriculum implementation. This statement had a mean of 3.98 and a standard deviation of 1.228. On whether lack of basic materials and equipment impede effective curriculum implementation, the respondents agreed to the statement with a mean of 3.91 and a standard deviation of 1.410.

Furthermore, on the issue that lack of current research information on the pre-tertiary curriculum impede its effective implementation, the respondents agreed with a mean score of 3.85 and a standard deviation of 1.163. The respondents on the other hand affirmed that frequent changes in the basic school syllabus affects its implementation, a mean score of 3.79 and a standard deviation of 0.991 was attained.

On whether poor conditions of services for curriculum implementers affect the effective curriculum implementation, a corresponding mean of 3.60 and a standard deviation of 1.404 was attained. Again, the respondents agreed that lack of motivation for pre-tertiary school teachers affect the implementation of the pre-tertiary curriculum. This finding had a mean score of 3.44 and a standard deviation of 1.551.

However, the respondents disagreed that limited knowledge affect the effective implementation of the pre-tertiary curriculum. This statement had a mean of 2.69 and a standard deviation of 1.335. Moreover, with a mean of 2.65 and a standard deviation of 1.305, the respondents disagreed that learner attitudes affect effective implementation of the pre-tertiary curriculum. Furthermore, the respondents disagreed to the statement that there is lack of in-service courses for pre-tertiary school teacher. This statement had a mean of 2.45 and a standard deviation of 1.224. Conversely, the respondents disagreed that poor time management by school administrators and teachers affect the implementation of the pre-tertiary curriculum. A mean score of 2.35 and a standard deviation of 1.186 was attained for this statement. All these statements failed to meet the predetermined cut-off point of 3.0.

This finding implies that teachers are faced with numerous challenges in the implementation of the pre-tertiary curriculum. It appeared that unavailability of school facilities, insufficient supply of textbook, limited funding capacities, too much work load for the teacher, and high teacher pupil ratio are the major challenges to the effective implementation of the pre-tertiary education curriculum.

4.4.4 RQ 4. How do the challenges teachers face in curriculum implementation differ with respect to their demographic characteristics?

To answer research question four, an independent sample t-test and ANOVA test were meant to ascertain whether the challenges teachers face in pre-tertiary curriculum implementation differ in respect to teachers' demographic characteristics.

4.4.3.1 Gender difference on challenges faced in implementing curriculum

An independent sample t-test was performed to compare the challenges in implementing the pre-tertiary curriculum means scores of males and females.

Table 4. 4: Independent sample t-test on challenges faced

	Gender of respondents	Descriptive statistics			Independent t-test		
		N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Lack of in-service courses for pre-tertiary school teachers	Male	70	2.69	1.314	2.967	215	.003[b]
	Female	147	2.34	1.167			
Lack of motivation for pre-tertiary school teachers	Male	70	3.29	1.634	1.027	215	.306
	Female	147	3.52	1.510			
Too much work load for the teacher to execute duties	Male	70	3.94	0.899	0.609	215	.543
	Female	147	4.03	1.088			
Frequent changes in basic school syllabus	Male	70	3.31	1.357	5.135	215	.000[b]
	Female	147	4.01	0.652			
Unavailability of school facilities like libraries, resource centres, offices	Male	70	4.36	0.817	1.664	215	.098
	Female	147	4.10	1.151			
Lack of basic materials and equipment for effective teaching and learning	Male	70	3.73	1.503	1.328	215	.186
	Female	147	4.00	1.360			
Lack of current research information on the pre-tertiary curriculum	Male	70	3.93	0.890	0.704	215	.482
	Female	147	3.81	1.273			
Poor time management by school administrators and teachers	Male	70	2.27	1.227	0.283	215	.777
	Female	147	2.41	1.163			
Limited funding capacities in the educational system	Male	70	4.16	0.754	1.023	215	.308
	Female	147	4.01	1.113			
Insufficient supply of textbook implementation of the curriculum	Male	70	3.93	1.591	1.873	215	.062
	Female	147	4.29	1.201			
Limited knowledge for effective implementation of the pre-tertiary curriculum.	Male	70	2.61	1.333	2.595	215	.010[b]
	Female	147	2.72	1.338			
Poor conditions of services for	Male	70	2.89	1.602	5.544	215	.000[b]

curriculum implementers	Female	147	3.95	1.157			
Teacher pupil ratio is too high and it posed a challenge	Male	70	3.73	1.179	2.110	215	.036[b]
	Female	147	4.10	1.237			
Learner attitudes affect effective implementation of the pre-tertiary curriculum.	Male	70	2.50	1.018	3.561	215	.000[b]
	Female	147	2.71	1.419			
Average					**6.835**	**215**	**.000[b]**

Note: [b]p-value is statistically significant at 5% (0.05)
Source: Field Work using SPSS (2021)

As depicted in Table 4.4, a significant difference was found between males and females concerning lack of in-service courses for pre-tertiary school teachers (t= 2.967, df =215, P=.003<0.05). However, a significant difference was found between males and female teachers concerning frequent changes in basic school syllabus (t= 5.135, df =215, P=.000<0.05). In addition, the finding shows that teachers gender differs in respect to their view on limited knowledge for effective implementation of the pre-tertiary curriculum (t= 2.595, df =215, P=.010<0.05), poor conditions of services for curriculum implementers (t= 5.544, df =215, P=.000<0.05), teacher pupil ratio is too high and it posed a challenge (t= 2.110, df =215, P=.036<0.05), and learner attitudes (t= 3.561, df =215, P=.000<0.05) as challenges that affect effective implementation of the pre-tertiary curriculum. The positivity of t-values implies that male teachers agreed to lack of in-service courses for pre-tertiary school teachers as a challenge in implementing the pre-tertiary education curriculum.

The study further shows no significant differences between gender of the respondents and lack of motivation for pre-tertiary school teachers (t= 1.027, df =215, P=.306>0.05), too much work load for the teacher to execute duties (t= 0.609, df =215, P=.543>0.05), unavailability of school facilities like libraries, resource centres, offices (t= 1.328, df =215, P=.186>0.05), lack of basic materials and equipment for effective teaching and learning (t= 0.704, df=215, P=.482>0.05), lack of current research information on the pre-tertiary curriculum (t= 0.609, df=215, P=.543>0.05), poor time management by school administrators and teachers (t= 0.283, df =215, P=.777>0.05),

limited funding capacities in the educational system (t=1.023, df=215, P=.308>0.05), and insufficient supply of textbook implementation of the curriculum (t=1.873, df =215, P=.062>0.05).

However, on whether the mean for challenges teachers face in curriculum implementation differ in respect of their gender difference, there was a significant difference (t= 6.835, df=215, p=0.000 [p<0.05]). This indicates that the difference between the two means (Male and female) shows a significant different from zero at the 5% level of significance. Creswell (2003) emphasizes that, a p-value less than 0.05 indicates significance difference.

4.4.3.2 Teachers Experience on challenges faced in implementing curriculum

A one-way between groups analysis of variance was conducted to explore whether challenges teachers face in implementing curriculum differ with respect to their teaching experience. respondents were divided into four groups according to their teaching working experience. Table 4.5 presents the results emanated from the study

Table 4. 5: ANOVA of strands when grouped by teaching experience of respondents

		Descriptive statistics			One – Way ANOVA[a]	
	Teaching experience	**N**	**Mean**	**Std. Deviation**	**F**	**Sig**
Lack of in-service courses for pre-tertiary school teachers	Below 5years	30	2.27	1.143	18.979	.000[b]
	5-10years	99	2.83	1.294		
	11-15years	73	2.07	1.084		
	Above 15years	15	2.20	0.862		
Lack of motivation for pre-tertiary school teachers	Below 5years	30	2.50	1.526	37.939	.000[b]
	5-10years	99	3.40	1.609		
	11-15years	73	4.38	0.490		
	Above 15years	15	1.00	0.000		
Too much work load for the teacher to execute duties	Below 5years	30	4.00	0.000	5.515	.001[b]
	5-10years	99	3.88	0.982		
	11-15years	73	3.97	1.280		
	Above 15years	15	5.00	0.000		
Frequent changes in basic school syllabus	Below 5years	30	4.00	0.000	10.963	.000[b]
	5-10years	99	3.55	1.206		
	11-15years	73	4.19	0.758		
	Above 15years	15	3.00	0.000		

Unavailability of school facilities like libraries, resource centres, offices, and others	Below 5years	30	4.00	0.000	169.931	.000[b]
	5-10years	99	4.41	0.742		
	11-15years	73	4.60	0.493		
	Above 15years	15	1.00	0.000		
Lack of basic materials and equipment for effective teaching and learning	Below 5years	30	2.50	1.526	62.943	.000[b]
	5-10years	99	3.83	1.278		
	11-15years	73	5.00	0.000		
	Above 15years	15	2.00	0.000		
Lack of current research information on the pre-tertiary curriculum	Below 5years	30	1.50	0.509	159.435	.000[b]
	5-10years	99	4.12	0.848		
	11-15years	73	4.21	0.407		
	Above 15years	15	5.00	0.000		
Poor time management by school administrators and teachers	Below 5years	30	2.23	1.165	4.500	.004[b]
	5-10years	99	2.37	1.298		
	11-15years	73	2.27	0.961		
	Above 15years	15	3.00	1.309		
Limited funding capacities in the educational system	Below 5years	30	2.50	1.526	53.452	.000[b]
	5-10years	99	4.13	0.649		
	11-15years	73	4.40	0.493		
	Above 15years	15	5.00	0.000		
Insufficient supply of textbook implementation of the curriculum	Below 5years	30	4.00	0.000	76.021	.000[b]
	5-10years	99	4.10	1.389		
	11-15years	73	5.00	0.000		
	Above 15years	15	1.00	0.000		
Limited knowledge for effective implementation of the pre-tertiary curriculum.	Below 5years	30	3.13	1.196	16.081	.000[b]
	5-10years	99	2.55	1.402		
	11-15years	73	2.88	1.322		
	Above 15years	15	1.80	0.414		
Poor conditions of services for curriculum implementers	Below 5years	30	4.00	0.000	16.913	.000[b]
	5-10years	99	2.99	1.613		
	11-15years	73	3.99	1.112		
	Above 15years	15	5.00	0.000		
Teacher pupil ratio is too high and it posed a challenge to new curriculum implementation	Below 5years	30	2.50	1.526	28.793	.000[b]
	5-10years	99	3.97	1.092		
	11-15years	73	4.40	0.812		
	Above 15years	15	5.00	0.000		
Learner attitudes affect effective implementation of the new curriculum.	Below 5years	30	2.93	1.285	18.785	.000[b]
	5-10years	99	2.40	1.151		
	11-15years	73	2.73	1.367		
	Above 15years	15	3.27	1.710		
Average					**475.135**	**.000[b]**

Note: [b]p-value is statistically significant at 5% (0.05)
Source: Field Work using SPSS (2021)

As indicated in Table 4.5, ANOVA analysis of the difference between respondents view in different teaching experience and challenges faced in implementing the pre-tertiary curriculum shows that there is a significant difference (F= 475.135, p=.000<0.05). This shows that the teachers experience differs with

respect to lack of in-service courses for pre-tertiary school teachers (F=18.979, p=.000), lack of motivation for pre-tertiary school teachers (F=37.939, p=.000), too much work load for the teacher to execute duties (F=5.515, p=.001), frequent changes in basic school syllabus (F=10.963, p=.000), unavailability of school facilities like libraries, resource centers, offices, and others (F=169.931, p=.000), lack of basic materials and equipment for effective teaching and learning (F=62.943, p=.000), and lack of current research information on curriculum (F=159.435, p=.000).

Furthermore, a significant difference was between teaching experience of the respondents and poor time management by school administrators and teachers (F=4.500, p=.004), limited funding capacities in the educational system (F=53.452, p=.000), insufficient supply of trained teachers in the implementation of the curriculum (F=76.021, p=.000), insufficient supply of textbook (F=76.021, p=.000), and limited knowledge for effective implementation of the pre-tertiary curriculum (F=16.081, p=.000). Again, teaching experience of the respondents differs with respect to poor conditions of services (F=16.913, p=.000), high teacher pupil ratio (F=28.793, p=.000), and learner attitudes (F=18.785, p=.000) as a challenge to curriculum implementation

The finding shows that different groups of teaching experience have different point of view about the challenges faced in implementing the pre-tertiary curriculum. As a result, teaching experience is considerable a matter which has an effect on implementing the curriculum.

4.4.3.3 Educational Qualification on the challenges faced in implementing curriculum

Table 4.6 shows One-Way ANOVA test results on the challenges faced by teachers according to their different educational level.

Table 4. 6: ANOVA of strands when grouped by educational level

	Educational Qualification	N	Descriptive statistics		One – Way ANOVA[a]	
			Mean	Std. Deviation	F	Sig.
Lack of in-service courses for pre-tertiary school teachers	Diploma	59	2.47	1.088	0.303	.739
	HND	56	2.45	1.111		
	First Degree	102	2.44	1.361		
Lack of motivation for pre-tertiary school teachers	Diploma	59	2.97	1.586	6.894	.001[b]
	HND	56	3.23	1.819		
	First Degree	102	3.83	1.259		
Too much work load for the teacher to execute duties	Diploma	59	4.25	0.439	3.276	.040[b]
	HND	56	4.05	1.212		
	First Degree	102	3.83	1.135		
Frequent changes in basic school syllabus	Diploma	59	4.00	0.000	4.245	.016[b]
	HND	56	3.48	0.504		
	First Degree	102	3.83	1.372		
Unavailability of school facilities like libraries, resource centres, offices, and others	Diploma	59	4.24	0.429	24.339	.000[b]
	HND	56	3.45	1.548		
	First Degree	102	4.56	0.739		
Lack of basic materials and equipment for effective teaching and learning	Diploma	59	3.24	1.318	15.565	.000[b]
	HND	56	3.71	1.124		
	First Degree	102	4.41	1.424		
Lack of current research information on the pre-tertiary curriculum	Diploma	59	2.47	1.120	121.031	.000 [b]
	HND	56	4.52	0.504		
	First Degree	102	4.27	0.706		
Poor time management by school administrators and teachers	Diploma	59	2.34	1.183	1.667	.191
	HND	2.52	3.29	1.175		
	First Degree	102	2.29	1.191		
Limited funding capacities in the educational system	Diploma	59	3.24	1.318	35.355	.000[b]
	HND	56	4.27	0.447		
	First Degree	102	4.41	0.736		
Insufficient supply of textbook implementation of the curriculum	Diploma	59	4.00	0.000	3.073	.048[b]
	HND	56	3.93	1.787		
	First Degree	102	4.41	1.424		
Limited knowledge for effective implementation of the pr-tertiary curriculum.	Diploma	59	2.80	1.200	4.470	.013[b]
	HND	56	2.39	1.139		
	First Degree	102	2.78	1.487		
Poor conditions of services for curriculum implementers	Diploma	59	3.98	0.707	5.767	.004[b]
	HND	56	3.80	1.086		
	First Degree	102	3.27	1.753		
Teacher pupil ratio is too high	Diploma	59	2.97	1.586	37.334	.000[b]

and it posed a challenge	HND	56	4.27	0.447		
	First Degree	102	4.41	0.916		
Learner attitudes affect effective implementation of the pre-tertiary curriculum.	Diploma	59	2.80	1.200		
	HND	56	2.82	1.441	8.744	.000[b]
	First Degree	102	2.46	1.272		
Average					**275.835**	**.000[b]**

Note: [b]p-value is statistically significant at 5% (0.05)
Source: Field Work using SPSS (2021)

Inferring from Table 4.6, ANOVA analysis of the differences between respondents view in different education level on the challenges teachers faced in implementing curriculum show a significant value. This means, the challenges faced in implementing curriculum differ in respect of teachers' educational level (F = 275.835, P<0.05).

On the individual items, there was a statistically significant difference at the p < .05 level on lack of motivation for pre-tertiary school teachers (F=6.894, p=.001), too much work load for the teacher to execute duties (F=3.276, p=.040), frequent changes in basic school syllabus (F=4.245, p=.016), unavailability of school facilities like libraries, resource centers, offices, and others (F=24.339, p=.000), lack of basic materials and equipment for effective teaching and learning (F=15.565, p=.000), and lack of current research information on curriculum (F=121.031, p=.000).

Also, there was a statistically significant difference at the p<0.05 level on limited funding capacities in the educational system (F=35.355, p=.000), insufficient supply of trained teachers in the implementation of the curriculum (F=3.073, p=.048), insufficient supply of textbook (F=4.470, p=.013), limited knowledge for effective implementation of the pre-tertiary curriculum (F=16.081, p=.000), poor conditions of services for curriculum implementers (F=5.767, p=.000), too high teacher pupil ratio (F=37.334, p=.000), and learner attitudes (F=8.744, p=.000) as a challenge to curriculum implementation

This implies that there was a statistically significant difference between the means of the teacher education level on the challenges they face in implementing the pre-tertiary education curriculum**.**

4.5 Analysis of Qualitative Data

The researcher interviewed four (4) SISOs and conducted focused group discussion with 12 teachers in the four circuits. The interviews were conducted face-to-face and responses were recorded and later transcribed. For the purpose of anonymity, the interviewees were given pseudonyms. The participants interviewed were named: SUP 1 to SUP 4, and Focus group interview were named: FGI 01 – FGI 04. The interview conducted sought to compliment the questionnaire for the quantitative data.

4.5.1 Socio-demographic Characteristics of Respondents

In all, 4 SISOs were interviewed using the in-depth interview guide. On the socio-demographic characteristics of respondents, more than two thirds 75.0% of the respondents interviewed were males with the remaining 25.0% being females. Concerning the age category of the supervisors, 3(75.0%) were between the age category of 40-50 years. The remaining 1 respondent constituting 25.0% was 51 years and above. With regard to educational status, 75.0% of the SISOs hold masters' degree and 25.0% hold first degree. Lastly, 1(25.0%) of the respondents indicated that they had 10-20 years teaching experience. However, 2(50.0%) of the respondents have 21-31 years, and the remaining 1(25.0%) had been in the teaching field for more than 31 years.

4.5.2 How adequate are the resources in the implementation of pre-tertiary education curriculum in Ghana?

To complement the quantitative data, qualitative data were gathered to find out the adequacy of resources in the implementation of pre-tertiary education curriculum in Ghana. According to the SISOs, the pre-tertiary curriculum is a standard based curriculum to replace the objective based curriculum. The participants affirmed that it is a well-planned curriculum which help the pupils to be trained in skills development and critical thinking in order to function well in global community.

The supervisors in this study spoke about many aspects of adequacy of resources in implementing the pre-tertiary curriculum. As a whole, the SISOs revealed that physical facilities and teaching and learning resources are inadequate. The participants affirmed that many primary schools lacked facilities such as computers, internet facilities, recreation facilities and teaching aids. Some of the viewpoints of the respondents includes:

Physical resources

> *"...effective implementation of the pre-tertiary education curriculum is hampered by explosion of pupils in the classrooms. Classroom space not large enough therefore cause overcrowding and this make teaching and learning not effective..."* [SUP 1, 2021].

> *"...Inadequacy of physical facilities hinders the pre-tertiary curriculum implementation. Workshops, laboratories for practical, libraries and classroom spaces for pupils to be comfortable are issues of concern..."* [SUP 2, 2021]

According to SUP 3:

> *Subject like creative art involves lot of practical but many primary schools have no laboratories and workshops where they can send the pupils to teach the practical aspects of the subject.*

SUP 4 affirmed that

> *The government failed to supply the teachers with resources for implementing the new curriculum… raw materials that teachers can access to help them do some aspect of their job better as part of curriculum implementers are inadequate, classrooms are not spacious enough to accommodate the large number of pupils.*

Teaching and learning resources

> *"…The teachers are still using the old textbooks……after a week training, the teachers were not provided with the needed reference books in the implementation of the curriculum……the availability of teaching and learning resources are very important as they could enhance effective implementation of the new curriculum…"* [SUP 1, 2021].

> *"… Inadequacy of teaching learning resources hinders the implementation of the pre-tertiary curriculum. Computers, textbooks, stationery are among the resources that are most often inadequate or unavailable for the implementation of the curriculum…"* [SUP 2, 2021]

According to SUP 3:

> *There are no adequate resources to support the implementation of the new curriculum. In particular, there is lack of textbooks, computers, wall charts diagrams, and*

> *many others. Successful curriculum implementation depends on the availability of resources in schools.*

SUP 4 stated that:

> *Teaching and learning resources are inadequate for effective implementation of the pre-tertiary curriculum…many primary schools lack the needed reference books for implementing the pre-tertiary curriculum.*

The teachers focused group revealed that they are not provided with the necessary teaching and learning resources for effective implementation of the pre-tertiary curriculum. It was further viewed by the teachers focused group that they are relying on textbooks, teachers' handbook and materials that are old in teaching practical subjects like creative arts. Some section of the teachers focused group indicated that they are provided with teaching and learning resources but they are not enough. According to them, some of the teaching and learning resources available for effective implementation of the pre-tertiary curriculum are in poor condition. Also, those that are in good shape, are not enough for effective teaching and learning. According to them:

> "*…There are no adequate resources to support the implementation of the new curriculum……the inadequacy of teaching and learning resources at the primary schools affect the effective implementation of curriculum. In particular, there is lack of text books, computers, wall pictures, charts diagrams, films tape-recorders, and many others that will help the implementation of the new curriculum*…" [FGI 01, FGI 02, FGI 03, and FGI 04, 2021]

The responses from the teachers focused group discussion indicated that teachers have not been provided with teaching and learning resources for the implementation of pre-tertiary curriculum. The available teaching and learning resources are inadequate. The textbooks and teachers' handbooks available to them are old, and some of the physical facilities like the chairs, storage room and library are in poor condition. The inadequacy of resources in classrooms causes extreme distress on the pupils and teachers. Not only are the pupils and teachers in distress, but they are unable to learn to their fullest potential because they are not being given the proper resources for effective implementation of the pre-tertiary curriculum.

4.5.3 How prepared are the teachers towards the implementation of the pre-tertiary education curriculum in Ghana?

With regard to teacher preparedness towards the implementation of the pre-tertiary education curriculum in Ghana, a total of 3 interviewees representing 75.0% remarked that the teachers are always prepared. They indicated that the teachers have been trained and they have the capacity in implementing the pre-tertiary curriculum. They however noted that the status of available instructional materials, equipment and facilities were inadequate, obsolete, dilapidated and unsuitable for use. Only one participant indicated that the teachers are not well prepared because they have a lot of challenges in stating the competence and even preparing the leaner plans to deliver lessons in the class. The respondents proffered the following the preparedness in the implementation of the new curriculum:

> *"…The teachers do not have any problem…they are always prepared…the teachers just have to be empowered with the necessary teaching and learning resources in the process of implementing the curriculum… they are not well equipped with the learning materials …. the resources pack cannot*

only help in the implementation of the curriculum..." [SUP 1, 2021].

"……The teachers are not prepared for the implementation of the new curriculum ……. for the initial training that introduced them to the new curriculum there has not been any additional refreshers training to shape up their knowledge and skills in ……the teachers approach the new curriculum in their own perspective……" [SUP 2, 2021]

SUP 3 said:

The teachers are always prepared……they are provided with appropriate knowledge and skills that help them to effectively contribute in curriculum implementation……the teachers were trained toward the implementation of the new curriculum.

SUP 4 indicated that

The teachers are available and they are competent……on the other hand, there is an important point to make…The efficient involvement of teachers in curriculum decisions will equip them with requisite skills to do what the curriculum demands from them.

On the same issue, the teachers focused group discussion revealed that teachers received workshop and training on the implementation of the pre-tertiary curriculum. They mentioned that the training received were not enough, it was only one-week training which is not enough for full understanding of the curriculum. The teachers affirmed that, they are prepared for implementing the curriculum, with the knowledge

and research in academics, they are fully prepared for effective implementation of the pre-tertiary curriculum. According to some of the focused group:

> "…*We are more than 60% prepared for implementing the pre-tertiary curriculum, however lack of adequate resources is affecting our preparedness. Across the nation, the teachers are not provided with textbooks, or teachers handbook for implementing the curriculum…we are doing our own research in order to teach the children...the government is not helping matters at all*…." [FGI 02 and FGI 04, 2021]

It appears from the focused group discussion that with the knowledge and skills the teachers possess, they are prepared for the effective implementation of pre-tertiary curriculum. The respondents affirmed that they have in-service training within the educational system that enhances their teaching methodology. According to the teachers they have equipped themselves with new forms of knowledge, new teaching methods and strategies, purpose and scope of a new curriculum. The teachers indicated that they receive professional support from the head teachers of their respective schools and again from the inspectorate personnel who support the teachers through supervisory visits as well as organizing refresher courses, especially when new curriculum innovations are being introduced. "……*With the more experienced teachers, we are prepared……..…we have served a valuable resource centers where teachers meet to update themselves on the latest of preparing teaching materials…it is left with the government to provide the necessary resources…* [FGI 03, 2021].

The researcher is of the view that with the little workshop and training received, experience of some teachers, knowledge and skills acquired, they are prepared for the implementation of the pre-tertiary curriculum. The government of Ghana should provide the guidelines before the implementation of new curriculum, or schools to

prepare the necessary materials and facilities required and equip the teachers so that they do not use the previous syllabus.

4.8.4 What are the challenges teachers face in implementing the pre-tertiary education Curriculum in Ghana?

To better seek in-depth knowledge from the SISOs, they were interviewed regarding the challenges faced in implementing the pre-tertiary education curriculum. All the respondents (100.0%) were unanimous in their views that, there are challenges of unavailability of teaching and learning materials, lack of motivation and policy issues. They further reported that the challenges of effective curriculum implementation are poor condition of service, inadequate teaching and learning resources, lack of in-service courses for the teachers, frequent changes in educational policies and lack of modern technologies. Respondents make a remark:

Lack of modern technology:

> *"…The biggest challenge facing curriculum implementation is teaching and learning resources. There is limited supply of these resources in schools. Instructional materials and equipment such computers, projectors and internet facilities are all in short supply or may not be available at all …"* [SUP 1, 2021].

> *…" the new curriculum spelt out the use of digitals like computers and projectors as instructional materials meanwhile these teaching and learning resources have not been provided to the primary school teachers… we are advancing in technology as a country…"* [SUP 1, 2021].

According to SUP 3:

The world globally, has advanced in technology…teachers are promised laptops to enhance their teaching but as at now primary school teachers are not given laptops meanwhile, they have enrolled in the pre-tertiary education curriculum…they need to research to access some subject contents from the internet.

SUP 4 stated that:

Primary schools in the circuit have no internet facilities therefore teachers are finding it difficult to take the pupils through digital literacy which is one of the courses to be read and update themselves as well.

Inadequate teaching and learning resources:

According to SUP 1

> *Teachers encounters numerous challenges that prevents them to effectively implement the new curriculum……there is lack of physical facilities such as classrooms, laboratories, workshop libraries and sports fields in order to create enabling environment for effective implementation of the new basic school curriculum …*
>
> *… "Teaching and learning resources unavailability to the teachers are major challenge to the implementation of the new curriculum…" …"* [SUP 2, 2021].

SUP 3 indicated that

> *There is limited procurement and supply of these resources in the basic schools. Instructional materials and equipment are all in short supply or may not be available at all – no books or writing material, no chalk, apparatus, inadequate or out of-date library.*

According to SUP4:

*The teaching and learning resources are inadequate for effective implementation of the pre-tertiary curriculum. Computers, textbooks, stationery and internet access are among the resources that are most often inadequate or unavailable for the implementation of the curricul*um.

Continuous changes in educational policies:

…the new curriculum is confusing. there are always new directives concerning how the student should be assessed… SUP 1, 2021].

…governments of Ghana kept on changing education curriculum and this is really confusing teachers…there are always new directives concerning how pupils should be assessed…" SUP 2, 2021].

…" the standard-based curriculum focused on learner centered which is good but frequent changes in curriculum is affecting our educational system…" SUP 3, 2021].

*…the least said about our education the better… the country will not produce the skilled human resources it envisages if we keep changing the education curriculum in this country…"*SUP 4, 2021].

Teacher motivation:

> *"…The teachers are not motivated……some teachers fail to effectively implement the new curriculum despite being fully trained or well-educated…some well-trained teachers fail to implement the curriculum out of frustration because he has not been given the material resources needed for the*

implementation of the new curriculum…" [SUP 3, SUP 2, SUP3, SUP4, 2021]

From the focused group discussion, it appeared that the pre-tertiary curriculum implementation is faced with numerous challenges with problems which include lack of textbooks, large class size, inadequate training and heavy workloads. It is worth noting that, a good number of teachers, find it difficult in managing the curriculum implementation in their respective schools. The teachers focused group mentioned that the implementation of the pre-tertiary education curriculum was a solution to the different issues in the country but also, it came with different problems considering that it created a big change in the entire educational system of the country. According to the teachers, there is lack of preparation and professional development; inadequacy of resources and integration of lessons in the real-life context. From the discussion the following issues emerged:

"……The implementation of the pre-tertiary curriculum is faced with challenges……starting from the deployment and training of teachers at the start of the programme, ensuring the sustainability of the curriculum, teacher motivation and meeting the necessary teaching and learning resources for effective implementation of the curriculum..." [FGI 01, FGI 04, 2021]

As mentioned by the focused group discussion, that the current physical and educational facilities and services of the various public schools in Ghana are insufficient for effective implementation of the pre-tertiary curriculum. There is a great need for schools to improve their physical facilities and educational resources in order to implement the curriculum effectively and efficiently. The financial resource was a major problem for the schools with regard to the implementation of the pre-tertiary curriculum.

In responses to whether the challenges the teachers face differ with respect to their gender, it emerged that the challenges faced by the teachers are the same being male or female, but the study revealed that, the male teachers' pay more attention and attach much importance to the pre-tertiary curriculum challenges than the female teachers. The female teachers do not complain much concerning the challenges faced in the implementation of the pre-tertiary curriculum. From the group discussion, it emerged that the female teachers focus is on the child's holistic development. While female teachers are the right fit at the primary level, in higher classes, male teachers are preferred to better discipline the pupils. Women are naturally equipped with skills to handle junior kids and better understand their emotional need.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter discusses the findings and the results of the study. The discussion specifically relates to the adequacy of resources in the implementation of pre-tertiary curriculum, teacher preparedness towards the implementation of the pre-tertiary curriculum, challenges teachers encounter in implementing pre-tertiary curriculum, and demographic difference on challenges faced in the pre-tertiary curriculum implementation

5.2 Adequacy of resources in the implementation of pre-tertiary curriculum

The results of the study showed that the level of physical facilities, and teaching and learning resources at the various primary schools are inadequate. This finding implies that physical facilities such as playing grounds, equipment storage facilities, workshops, libraries, and laboratories for teaching and learning in most primary schools experienced shortages. Also, teaching and learning resources such as computers, pictures and photographs, wall charts, video tapes, course textbooks, overhead projector, and teachers reference books are hardly used by teachers since these are grossly inadequate in most primary schools. The findings support the comment made by the SISOs that effective implementation of the pre-tertiary curriculum is hampered by unavailability of teaching and learning resources. The teachers are not provided with text books and teaching aids for effective implementation of the pre-tertiary education curriculum.

The responses from the teachers focused group discussion affirmed that teachers have not been provided with teaching and learning resources for the implementation of

pre-tertiary curriculum. The available teaching and learning resources are inadequate. The textbooks and teachers' handbooks available to them are old, and some of the physical facilities like the chairs, storage room and library are in poor condition. The inadequacy of resources in classrooms cause extreme distress on the pupils and teachers. Not only are the pupils and teachers in distress, but they are unable to learn to their fullest potential because they are not being given the proper resources for effective implementation of the pre-tertiary curriculum. From the researcher's observation in classroom and schools in general, there was an indication that many schools lacked facilities such as computers, playing grounds and inadequate teaching aids. In some schools even the number of teachers was not enough, and that led to overloading of the teachers. Again, in some primary schools, there was no clear library apart from small shelves set in teachers' offices or in a small room where students go and borrow some books, but no space for reading in the library.

This finding is in accordance with the study by Nwagwu (2007) that instructional materials are in short supply in many basic schools. The study discovered that text-books and other instructional materials are inadequate. This finding agrees with that of Ajayi and Ayodele (2001) who emphasizes that, the availability of physical facility resources is quite important to achieving effectiveness in instructional delivery and supervision in the school system. They further buttressed that there is non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, and library at the primary schools which affect curriculum implementation.

The result is in line with the study conducted by Ntumi (2016) that many basic schools in the Cape Coast Metropolis do not have enough teaching and learning materials to help implement basic school curriculum. Ntumi (2016) emphasizes that, inadequacy of teaching and learning resources affect the implementation of curriculum.

In particular, a lack of standard workshops and modern instructional materials affects teaching and learning. The finding also buttresses with Maino's (2013) study that many inadequate teaching resources and outdated equipment at the various basic schools hinder effective implementation of curriculum. Maino (2013) further emphasizes that, adequate number of physical facilities and learning resources should be supplied to primary schools. Ademilua (2000), in his study observes that, inadequate provision of school resources has been a major factor of poor students' academic performance. He equally remarked that without physical facilities there would be a continuous decline in students' academic performance.

5.3 Teacher preparedness towards the implementation of the pre-tertiary education curriculum

The findings showed that the teachers at the various primary schools are well prepared for the implementation of the pre-tertiary education curriculum. It appeared that the teachers can evaluate students' work and provide explicit feedback based on the focused standards, can use a variety of assessment techniques to explicitly meet the academic needs of the pupils and have receive in-service training on pre-tertiary curriculum implementation. The view of the teachers agrees with the comments made by the SISOs that the teachers are always prepared. The teachers are provided with appropriate knowledge and skills that help them to effectively contribute in curriculum implementation. According to the SISOs, the teachers were trained towards the implementation of the pre-tertiary education curriculum. On the same issue, the teachers focused group discussion revealed that teachers received workshop and training on the implementation of the pre-tertiary education curriculum. According to the focused group discussion, it became evident that the teachers are prepared for

implementing the curriculum, with the knowledge and research in academics they are fully prepared for effective implementation of the pre-tertiary education curriculum.

This finding is in accordance with that of Cave and Mulloy (2010) who emphasize that, teachers are prepared in terms of academic and professional training levels for effective curriculum implementation. It is widely acknowledged that primary school teachers with required professional preparation provide more developmentally appropriate, nurturing, and responsive care and effective implementation of curriculum. The view of the teachers is in agreement with the study by Shikwesha (2014) that pre-school teachers are always prepared for the effective implementation of curriculum. In pre-service training, teacher trainees acquire skills and knowledge that they utilize in classroom situation, to harmonize the world of training and the actual teaching. In Zimbabwe, Mangwaya et al. (2016) examines primary schools teacher's readiness for the implementation of early childhood curriculum. The study establishes that, teachers were adequately qualified to implement early childhood education.

Chebet (2016) investigates preparedness of pre-school teachers towards the Early Childhood Development and Education curriculum in Bomet Central Sub County, Bomet County. The study found out that most teachers are trained but their level of training is still low, and that qualification levels and experience in the effective implementation of curriculum are very important. Most of the preschool teachers were aware of the current pre-school curriculum and had positive attitudes towards the curriculum. It was noted that resources available were fairly adequate and did not affect teachers' attitudes and preparedness towards the curriculum implementation.

The finding is in contrast with SISO [SUP 2] that teachers are not prepared for the implementation of the pre-tertiary curriculum. SUP 2 indicated for the initial training that introduce them to the pre-tertiary curriculum there has not been any additional refreshers training to shape up their knowledge and skills therefore teachers

approach the pre-tertiary curriculum in their own perspective. The results further agreed with Ntumi's (2016) study that pre-school teachers are not prepared for effective implementation of early childhood curriculum. Ntumi affirmed that most pre-school teachers do not understand the early childhood curriculum, pre-school teachers do not have enough teaching and learning materials to help them implement the Early childhood curriculum. Further, Manduku et al. (2017) analyzes teachers' preparedness, attitudes and use of the instructional resources. The study concludes that, the pre-school teachers are not prepared for curriculum implementation. They however noted that the status of available instructional materials, equipment and facilities were inadequate, obsolete, dilapidated and unsuitable for use.

5.4 Challenges teachers encounter in implementing pre-tertiary education curriculum

On the challenges teachers face in the implementation of the pre-tertiary education curriculum. The finding showed that teachers are faced with numerous challenges in the implementation of the pre-tertiary curriculum. It appeared that unavailability of school facilities, insufficient supply of textbook, limited funding capacities, too much work load for the teacher, and high teacher pupil ratio are the major challenges to the effective implementation of the pre-tertiary curriculum. The findings support the comment of SUP 1 and SUP 2 that:

> "the *biggest challenge facing curriculum implementation is teaching and learning resources. There is limited supply of these resources in schools. Instructional materials and equipment are all in short supply or may not be available at all – no books or writing material, no chalk, no science apparatus. Worse still, with population explosion, classrooms are overcrowded and learners are made to*

share whatever little stocks of material and furniture available"

The finding is also in agreement with the focused group discussion that the pre-tertiary curriculum implementation is faced with numerous challenges with problems which include lack of textbooks, large class size, inadequate training and heavy workloads. It is worth noting that a good number of teachers find it difficult in managing the curriculum implementation in their respective schools. The teachers focused group mentioned that the implementation of the pre-tertiary education curriculum was a solution to the different issues in the country but also, it came with different problems considering that it created a big change in the old curriculum. In the study conducted by İnal, Kandır, and Özbey (2009), reveal that non-availability of teaching and learning materials, limited funding capacities, and too much work load on teachers were also supported as the problems areas that teachers faced during curriculum implementation. In addition to this study, Şıvgın (2005) detects unavailability of adequate time at the disposal of the teachers, unavailability of school facilities and equipment like classrooms, libraries, resource centers, offices, desks and others are the problem areas that pre-school teachers faced in the implementation of curriculum.

One of the problem areas, unavailability of school facilities like libraries, resource centers, offices, detected in this study was supported by the study conducted by Fedoravicius et al. (2004). According to the study, teachers need facilities for a successful curriculum implementation because available teaching resources, and offices are crucial factors that motivates teachers for better implementation. According to Rotumoi (2005), unavailability of school facilities and equipment like classrooms, libraries, resource centers, offices, desks, school halls and others affect effective implementation of curriculum.

Moreover, Teberg (1999) also emphasizes the necessity of basic materials and equipment's for a successful curriculum implementation. For him, teachers without the basic materials and equipment, it is unrealistic to expect them not to have problems in curriculum implementation. In the absence of teaching and learning materials, the teaching and learning processes will be hampered and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not (Koros, 2008).

It is not surprising the teachers agreed to too much work load in executing duties as a challenge in implementing curriculum. According to Sibulwa (1996), work load for the teacher to execute duties is a challenge in the implementation of curriculum. Curriculum implementation is hindered by what goes on in learning institutions. Pupils' learning time is mismanaged by teachers work load in the school. In most schools, a teacher takes a too much time in activities such as assemblies, meetings held by visiting government officials, health talks. The challenging areas faced by the teachers are consisted with İnal et al. (2009); Koros (2008); Rotumoi (2005) that much work load for the teacher to execute duties, lack of in-service courses, lack of basic materials and equipment's for effective teaching and learning, unavailability of school facilities and lack of motivation affect the effective implementation of the pre-school curriculum.

It can be concluded from the findings that teachers are faced with numerous problems in their various schools during teaching and learning. Regarding the problems teachers face, there might be things to be done by the Ghana Education Service (GES) and Ministry of Education (MOE) in primary schools for effective implementation of the pre-tertiary education curriculum. First of all, GES and MOE should take the problems related into consideration and reexamine part of the pre-tertiary curriculum again. The SISOs assigned at the various schools should conduct effective supervision

and inform the GES about the difficulties teacher face in implementing the pre-tertiary education curriculum.

5.4 Demographic Difference on challenge faced in Curriculum Implementation

5.4.1 Gender difference on challenges faced in implementing curriculum

On whether the mean for challenges primary teachers face differ in respect of their gender difference, there was significant difference between the gender of teachers and the challenges they face in curriculum implementation (t= 6.835, df=215, p=0.000 [p<0.05]). The finding supports the view from the focused group discussion that the pre-tertiary curriculum implementation challenges faced by the teachers are the same being male or female, but the male teachers' pay more attention and attach much importance to the challenges than the female teachers. The reason could be that, male teachers by their masculine nature do not have time to bring in more innovative ideas unlike their female counterparts who always find joy in handling little children and hence try their possible best to help mold them by providing the necessary learning resources to aide teaching and learning in their classrooms with their own resources. This is evident in the focus group discussion when some female teachers stated that, they use their own money to purchase practical materials like manilla cards, wall charts, pictures etc.

The finding is in consonance with Grasha (1994) who assesses challenges teachers face in curriculum implementation using the following categories: motivation, in-service training courses and school facilities. The results suggest that male teachers complain more of unavailable school facilities and lack of motivation as a challenge in teaching. A similar study by Singer (1996) investigates teaching challenges of faculty through the use of a survey instrument that asked faculty to assess their own challenges faced during the implementation of curriculum. Factor analysis was used to construct

six scales that represented the paradigms: attitudinal (process involved and motivation) and behavior (student involvement, discipline-centered, management of feedback, and headmaster involvement). Results from the regression analyses indicated that gender was a significant predictor of each of the challenges. Males were more likely than females to face challenges by not being motivated. Moreover, they found that "female teachers were more likely than male to face challenge of students not getting involve in studies, and headmaster involvement" (p.673).

Statham, Richardson, and Cook (1991), find that gender differences persisted even after in-service course, class size, and motivation in a given department. Female teachers spend significantly ($p < 0.05$) greater proportion of time encouraging and allowing students participation than male teachers with all the challenges faced. For example, female teachers spent 4.7% of their time soliciting students' input, whereas male teachers spent only 2.9% because of the challenges faced in teaching. Similarly, male teachers only solicited responses from students 3.7% of the time, whereas female teachers did this 5.1% of the time.

The present finding contradicts with the study by Erden (2010) who examines gender differences in the challenges faced in the implementation of curriculum. For the gender situation, as Box's Test is non-significant, the study further looked at Wilk's Lamda. The Wilk's λ of .96 is non-significant, $F(7, 215) = .98$, $p>.01$, indicating that the perceptions of teachers on the challenges they faced in the curriculum implementation does not change according to the primary school teachers' gender group. As a matter of fact, it cannot conclude that the gender of teachers deals with fewer or more problems during curriculum implementation.

5.4.2 Teachers Experience on challenges faced in implementing curriculum

ANOVA analysis of the difference between respondents view in different teaching experience shows that there is a significant ($F= 475.135$, $p=.000<0.05$). This implies that different groups of teaching experience have different point of view about the challenges faced in implementing the pre-tertiary curriculum. As a result, teaching experience is considerable matter which has an effect on implementing the curriculum. The result is in line with Reid et al. (2008), that teaching experience can be differentiating aspect among teachers in classroom management skills or selecting and using appropriate methods for teaching in their classrooms.

On the study by Turaşlı and Zeteroğlu (2014) a statistically significant relationship was observed between the service length of the teachers in the profession and challenges faced in implementing curriculum ($p<0.05$). According to the study the teachers who stated having encountered problems in relation to curriculum implementation were the inexperienced ones and, on the contrary, the more experienced teachers had encountered less problems. This result indicates that the experienced teachers had more potential in implementing curriculum effectively. Moreover, in the study made by Hyson et al. (2009) to determine the problems which the preschool teachers faced with respect to their teaching experience. According to this, the inexperienced teachers encounter more problems than experienced teachers.

The finding contradicts with the study by Erden (2010). On the study for the teaching experience, as Box's Test was non-significant, the study looked at Wilk's Lamda. The Wilk's λ of .86 was also non-significant, F (35, 890) = .93, $p>.01$, indicating that the perceptions of teachers on the problems they faced during the curriculum implementation does not change according to the preschool teachers' years of experiences.

Moreover, it can be concluded that teachers experience can be the reason in having challenges relating to implementation of the pre-tertiary education curriculum. The teachers, with their teaching experience, may feel comfortable when addressing issues and writing an evaluation about a child. In addition, the curriculum being implemented in schools under control of GES have experience numerous changes. As this is a new aspect both for experienced and inexperienced teachers, this might be one of the reasons why there is a significant difference among teachers in relation to their years of teaching experience.

5.4.3 Educational Qualification on the challenges faced in implementing curriculum

ANOVA analysis of the differences between respondents view in different education level on the challenges teachers face in implementing the pre-tertiary education curriculum show significant values level ($F=275.835$, $P<0.05$). This means, the challenges that teachers face in the curriculum implementation showed significant difference with respect to the teachers' educational level. This may be due to level of education studied. In the study by Berry et al. (2006), it is reviewed that higher levels of teacher education were generally linked with higher classroom quality in elementary and higher levels. It can be concluded that the higher level of education teachers have, the higher quality classrooms with fewer challenges.

In addition, Alva et al. (2007) detects association with higher teacher education level and higher classroom quality in early childhood education. Preschool teachers with less or more education levels are exposed to problems during curriculum implementation as the effective pedagogy is complex and do not depend on one single criteria. The study by Erden (2010) indicates that, the problems that preschool teachers face in the curriculum implementation showed a significant difference with respect to

preschool teachers' educational level. According to the analysis for the educational level, as Box's Test is non-significant, we look at Wilk's Lamda. The Wilk's λ of .90 is non-significant, $F\ (14, 428) = 3.62$, $p<0.01$, indicating that the perceptions of teachers on the problems they faced during the curriculum implementation change according to the preschool teachers' level of education.

Accordingly, the results concerning the problems areas faced by primary teachers during curriculum implementation based on their level of education is consistent with the study by Hyson, Morris and Tomlinson (2009). According to Hyson et al. there may be some other factors that influence the behaviors of teachers with both higher and lower level of education such as lack of physical facilities and administrative support. That is, when a preschool teacher needs help in providing materials, if the school is unwilling to cooperate with finding the necessary materials, this may affect both teachers with higher and lower level of education. Also, if the school administration advocates only the art activities but not the science and math related activities, then teachers with higher and lower level of education may have challenges while implementing those kinds of activities.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter sums up the findings from the study, draws conclusions arising from the study and makes relevant recommendations based on the findings and conclusions.

6.2 General Overview of the Study

It has been observed that curriculum is all the planned learning opportunities offered by the organization to learners and the experiences learners encounter when the curriculum is implemented. Curriculum is a powerful tool used by the school to actualize the educational objectives of the nation. Despite the government's effort, primary education continues to experience many challenges relating to access, equity and quality. There are complaints in effective implementation of the pre-tertiary education curriculum. This has been due to many factors influencing the implementation.

The study explored the implementation challenges of pre-tertiary education curriculum in the primary schools in Ho municipality in the Volta Region. On this, the following specific objectives were developed to achieve the main objectives; to determine the adequacy of resources in the implementation of pre-tertiary curriculum, teacher preparedness towards the implementation of the pre-tertiary curriculum, determine the challenges teachers encounter in implementing pre-tertiary curriculum in Ghana, and ascertain whether the challenges teachers face in pre-tertiary curriculum implementation differ in respect to their demographic characteristics.

The implementation requires conditions: the preparedness of the teachers, the support provided by the management staff; the availability of facilities and equipment; the degree to which members of the school organization are clear and aware about the scope and content of the curriculum; and competencies needed to carry out the process of curriculum implementation.

In order to achieve the objectives of the study, two hundred and sixty (260) teachers and 4 SISOs were sampled. The main instruments employed in this study were questionnaire, structured interview, and focused group discussion. Apart from the demographic characteristics of the respondents, all the other sections of the questionnaire consisted of Likert scale questions on the following scale: 5=strongly agree; 4=agree; 3=uncertain; 2=disagree and 1=strongly disagree. Data collected with the questionnaires were screened, edited and computed into the SPSS for analysis. Tables were used to give a pictorial impression of the results. The data was analyzed manually by grouping them into major themes that emerged. It should be noted that all data were analyzed and presented based on the research objectives.

6.3 Summary of Key Findings

A number of findings were made after a discussion of the responses. They are summarized below;

6.3.1 Adequacy of resources in the implementation of pre-tertiary education curriculum

- The study showed that physical facilities, such as, playing grounds, equipment storage facilities, workshops, libraries, and laboratories for teaching and learning in most primary schools experienced shortages.

- It appeared from the study that teaching and learning resources such as computers, pictures and photographs, wall charts, video tapes, course textbooks, overhead projector, and teachers reference books are hardly used by teachers since these are grossly inadequate in most primary schools.

6.3.2 Teacher preparedness towards the implementation of the pre-tertiary education curriculum

- The finding showed that the teachers at the various primary schools have prepared for the implementation of the pre-tertiary curriculum.
- It appeared that the teachers can evaluate students' work and provide explicit feedback based on the focused standards, can use a variety of assessment techniques to explicitly meet the academic needs of the students and have receive in-service training on pre-tertiary education curriculum implementation.

6.3.3 Challenges teachers encounter in implementing pre-tertiary education curriculum

The study showed that unavailability of school facilities, insufficient supply of textbook, limited funding capacities, too much work load for the teacher, and high teacher pupil ratio are the major challenges to the effective implementation of the pre-tertiary education curriculum.

6.3.4 Demographic Difference on Challenge faced in Curriculum Implementation

- The study found a significant difference ($t= 6.835$, $df=215$, $p=0.000$ [$p<0.05$]) between challenges teachers face and gender of respondents.

- The study found that teachers' experience differs in respect to the challenges faced in implementation of the pre-tertiary education curriculum (F= 475.135, p=.000<0.05).
- ANOVA analysis of the differences between respondents view in different education level on the challenges teachers faced in implementing the pre-tertiary curriculum show significant values (F=275.835, P<0.05).

6.4 Conclusions

Curriculum Implementation is a critical stage in any school curriculum. This stage demands co-ordination of various human and material resources necessary for successful curriculum implementation. The befitting conditions for curriculum implementation requires adequacy of resource, teacher's preparedness, and reliable administrative support to teachers. The study affirmed that the level of physical facilities, and teaching and learning resources at the various primary schools are inadequate for effective implementation of the pre-tertiary education curriculum.

According to the study, the teachers at the various primary schools are prepared for the implementation of the pre-tertiary education curriculum. It was also discovered that, unavailability of school facilities, insufficient supply of textbook, limited funding capacities, too much work load for the teacher, and high teacher pupil ratio are the major challenges to the effective implementation of the pre-tertiary education curriculum. The study concluded that challenges in implementing the pre-tertiary curriculum differ with respect to teachers' demographic characteristics in terms of gender, teaching experience and educational qualification.

6.5 Recommendations

Based on the findings of the study and conclusions drawn from them, the following recommendations are made:

- The Ho Municipal Education Directorate in collaboration with the Ghana Education Service should supply schools with adequate resource materials such as textbooks, teaching aids/ other instructional materials such as classrooms, laboratories in order to enable teachers to play their roles satisfactorily in the implementation of the pre-tertiary education curriculum.
- The Ho Municipal Education Directorate should organize Professional Learning Community (PLC), to train teachers at the schools, cluster and district levels so that periodically teachers' knowledge will be updated for effective implementation of the pre-tertiary education curriculum.
- School Head teachers should design internal mechanisms to motivate teachers in teaching practices and especially on the implementation of the pre-tertiary education curriculum.
- There should be collaboration between curriculum developers (experts) and curriculum implementers (school Heads), and should constantly respond to required innovation as the need arises in Ghana, to bring about goal actualization.

6.6 Suggestion for Further Studies

Further research could be conducted to find out the implications of curriculum implementation challenges on the national economy. A similar study can also be conducted either in different primary schools in an entirely different geographical setting since the current research was carried in Ho Municipality. Finally, it is

suggested that further research be conducted to include the policy makers on the implementation of curriculum.

However, rather than focusing on the many aspects of the problems that teachers faced during curriculum implementation, single problem area can be chosen and investigated deeply. For instance, as lack of basic materials and equipment's for effective teaching and learning, this challenge area can be examined in detail by collecting data from different regions of the country.

In addition to the place of the data collected, this study was limited with the type of the data gathered; first questionnaire was used and then interviews were conducted with the teachers volunteered to participate. Then, in the future studies, observations in real classroom settings might be added to the data to provide in depth analysis

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE FOR TEACHERS

Preamble: The questionnaire is designed to solicit your views on **the implementation challenges of pre-tertiary education curriculum in the public primary schools in Ho Municipality.** The researcher is a student at the University of Education, Winneba and the questionnaires are used to collect field data for her thesis. You are informed that the responses you provide will be used only for academic purposes. I therefore solicit your consent and cooperation to participate in the study. Please in answering the questions, tick (√) where appropriate and state where necessary.

Section A: Demographics Data of Respondents

1. What is your gender?

Male [ ] Female [ ]

2. What is your age bracket?

20 – 25years [ ] 26 – 35years [ ] 36 – 50years [ ] Above 50years [ ]

3. What is your education level?

Diploma [ ] HND [ ] Degree [ ] Masters [ ]

If other specify: …….

4. How long have you been in the teaching field?

Below 5years [ ] 5-10 years [ ] 15-20 years [ ] above 20 years [ ]

Section B: Adequacy of resources in the implementation of curriculum

5. To what extent do you agree or disagree with the availability of teaching and learning materials in the Primary School. Please rate your responses using a scale of 1

to 5: Very Inadequate (1), Inadequate (2), Moderately Adequate (3), Adequate (4), and Very Adequate (5). **Please tick the box which best reflect your view and state briefly where necessary**

S/N	Statements	Scale				
		1	2	3	4	5
	Physical facilities					
1.	Playing grounds for pupils					
2.	Space for pupils sitting					
3.	Workshops for teaching and learning					
4.	Classrooms for teaching and learning					
5.	Libraries for teaching and learning					
6.	Equipment storage facilities in the school					
7.	Laboratories to assist teaching and learning					
	Teaching and learning resources					
8.	Teachers reference books in the school					
9.	Course textbooks for teaching and learning					
10.	Computers to assist teaching and learning					
11.	Wall charts for teaching and learning					
12.	Pictures and photographs in teaching and learning					
13.	An overhead projector for teaching and learning					
14.	Video tapes for teaching and learning					
15.	Teaching resources such as manilas, dusters, chalk, models					
16.	Raw material for practical sessions					

Section C: Teacher preparedness towards the implementation of the curriculum

6. Indicate your preparedness towards the implementation of the new curriculum. Please rate using a scale of 1 to 5 where 1 represents strongly disagree, 2 represents disagree, 3 neutral, 4 represents agree and 5 represents strongly agree. **Please tick the box which best reflect your view and state briefly where necessary**

	Statement	**Scale**				
		1	**2**	**3**	**4**	**5**
1.	I undergo intensive academic preparation including observation and participation in new curriculum implementation					
2.	I receive in-service training on new curriculum implementation					
3.	I attend training and workshops on new curriculum implementation					
4.	I am provided with appropriate knowledge and skills					
5.	I can use a variety of assessment techniques to explicitly meet the academic needs of the students					
6.	I can evaluate students' work and provide explicit feedback based on the focused standards					
7.	I can facilitate class discussions to deepen students' understanding of the standard or skills					
8.	I can address all learning styles by differentiating					

	the lessons					
9.	I can create cross-curricular lessons and activities to teach the standards of the new curriculum					
10.	I receive induction for the introduction and implementation of the new curriculum					
11.	I can transform curricular objectives and content into actual classroom practice.					

Section D: Challenges teachers encounter in implementing curriculum

7. Please indicate the extent to which you agree on the following statements about the challenges teachers face in the implementation curriculum. Please rate using a scale of 1 to 5 where 1 represents strongly disagree, 2 represents disagree, 3 neutral, 4 represents agree and 5 represents strongly agree. *Please tick* [√] *the appropriate box below*.

S/N	**Statement**	**Rating**				
		1	**2**	**3**	**4**	**5**
1	Lack of in-service courses for primary school teachers					
2	Lack of motivation for primary school teachers					
3	Too much work load for the teacher to execute duties					
4.	Frequent changes in primary school syllabus					
5.	Unavailability of school facilities like libraries, resource centres, offices, and others					
6.	Lack of basic materials and equipment for effective					

	teaching and learning					
7.	Lack of current research information on the new curriculum					
8.	Poor time management by school administrators and teachers					
9.	Limited funding capacities in the educational system					
10.	Insufficient supply of textbook for implementation of the curriculum					
11.	Limited knowledge for effective implementation of the new curriculum.					
12.	Poor conditions of services for curriculum implementers					
13.	Teacher pupil ratio is too high and it posed a challenge to new curriculum implementation					
14.	Learner attitudes affect effective implementation of the new curriculum.					

8. If there are any other problems you encounter in the implementation of the pre-tertiary education curriculum, please specify: ……..

……

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……

9. Suggest the ways of improving upon the implementation of the new basic school curriculum to make it achieve its desired goals

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APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

INTERVIEW GUIDE FOR SCHOOL IMPROVEMENT SUPPORT OFFICERS IN HO MUNICIPALITY.

TOPIC: IMPLEMENTATION CHALLENGES OF PRE-TERTIARY EDUCATION CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN THE HO MUNICIPALITY, GHANA.

This interview collects data on the implementation challenges of pre-tertiary education curriculum in the public primary schools in Ho Municipality. Your response is assured of utmost confidentiality since the result will be used only for academic purposes.

Date of interview: ……..……...

Time of interview: ……..…….

Section A: Personal Details of Respondent

Gender: ……..……..

Age: ……...…….

Years of Experience: ……..……..

Academic Qualification: ……

SECTION B

What can you say about the pre-tertiary education curriculum implementation?

……

……

……..…….

What are the expectations of the teachers in the implementation of the pre-tertiary education curriculum?

……

……

……..…….

Are the pre-tertiary schools provided with the needed resources for the implementation of the pre-tertiary education curriculum in Ghana?

Yes [ ] No [ ]

If "Yes" what are the resources provided……

……

……..…….

Do you think there are adequate resources for the effective implementation of the pre-tertiary education curriculum? Please explain:

……

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……..…….

Are the teachers provided with the needed workshop and training for effective implementation of the pre-tertiary education curriculum in Ghana?

……

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……..…….

In your opinion what do you think about teacher's preparedness towards the implementation of the pre-tertiary education curriculum in Ghana?

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……..…….

What challenges do you think teachers face in the implementation of the pre-tertiary education curriculum in primary schools?

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……..……

……..……..……

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How have these challenges affected the effective implementation of the pre-tertiary education curriculum?

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……..……

Suggest the ways of improving upon the implementation of the pre-tertiary education curriculum to make it achieve its desired goals

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APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

INTERVIEW GUIDE FOR TEACHERS IN HO MUNICIPALITY

TOPIC: THE PRE-TERTIARY EDUCATION CURRICULUM AND ITS IMPLEMENTATION CHALLENGES IN PUBLIC PRIMARY SCHOOLS IN THE HO MUNICIPALITY, GHANA.

This interview collects data on pre-tertiary curriculum and its implementation challenges in Ghana. Your response is assured of utmost confidentiality since the result will be used only for academic purposes.

Section A: Personal Details of Respondent

Gender:……..……..

Age: ……...…….

Years of Experience:…….……..

Academic Qualification:……

SECTION B

As a teacher, are you provided with the resources for the implementation of the pre-tertiary education curriculum?

Yes [ ] No [ ]

If "Yes" what are the resources provided……..……

…….……

……..…….…….

Are you provided with adequate resource for the effective implementation of the pre-tertiary education curriculum? Please explain:

……

……

……..…….

Did you receive any workshop and training for effective implementation of the pre-tertiary education curriculum in Ghana?

……

……

……..…….

As a curriculum implementer are you prepared for the implementation of the pre-tertiary education curriculum in Ghana? Explain

…..……

…….……

……..…….

Do you face any challenges in the implementation of the pre-tertiary education curriculum in primary schools?

Yes [ ] No [ ]

If "Yes" what kind of challenges do you face in the implementation of the pre-tertiary education curriculum in primary schools?

……

……..……

……

……

How have these challenges affected the effective implementation of the pre-tertiary education curriculum?

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……

With you own view do you think the challenges you face differ from you other colleague teachers being male or female? Please explain

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……

Suggest the ways of improving upon the implementation of the pre-tertiary education curriculum to make it achieve its desired goals

……

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