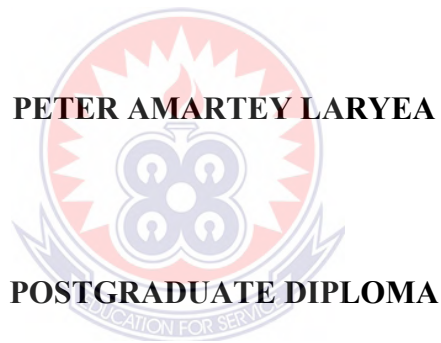


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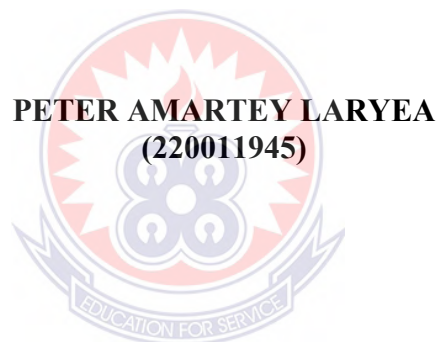
**ASSESSING TEACHERS' PERCEPTIONS, KNOWLEDGE AND  
READINESS FOR THE IMPLEMENTATION OF THE NEW STANDARD  
BASED CURRICULUM IN ABLEKUMA SOUTH MUNICIPALITY IN THE  
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**2023**

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**A dissertation in the Department of Educational Foundations,  
Faculty of Educational Studies submitted to the School of  
Graduate Studies in partial fulfilment  
of the requirements for the award of the degree of  
Post Graduate Diploma  
(Education)  
in the University of Education, Winneba**

**APRIL, 2023**

## DECLARATION

### Student's Declaration

I, Peter Amartey Laryea, declare that this thesis, 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 it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: .....

Date: .....

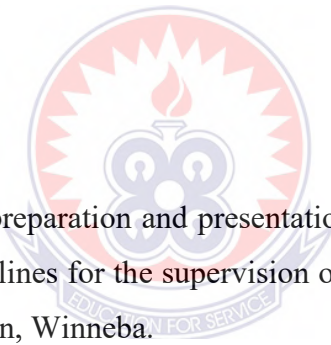
### Supervisor's Declaration

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

Dr. Abigail Mercy Opong Tetteh (Supervisor)

Signature: .....

Date: .....



## **DEDICATION**

To my lovely family.

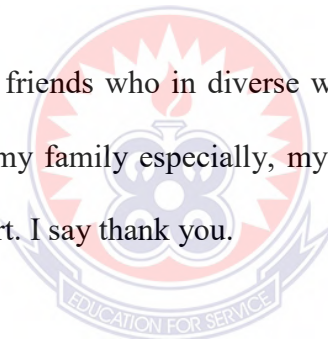


## ACKNOWLEDGEMENTS

I wish to express my profound gratitude to a number of people who in diverse ways contributed to the success of this thesis. In particular, special thanks are due to my principal supervisor, Dr. Abigail Mercy Opong Tetteh who devoted her precious time and energy towards the successful completion of this work.

My sincere thanks also go to my brother and friend Mr. Kwame Anokye for his unflinching support, sacrifices and encouragement throughout this study. I am also grateful to the authorities of the Basic Schools in Ablekuma South Municipal who granted me permission for the studies to be carried out. I also appreciate the vital role of all participants who supplied the information for study.

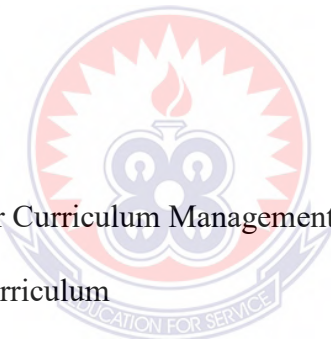
To all my colleagues and friends who in diverse ways contributed to the success of this work, and finally to my family especially, my mum and wife for their prayers, encouragement and support. I say thank you.



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## ABSTRACT

The study sought to investigate teachers' perception, knowledge and readiness for the implementation of the new standard base curriculum in Ablekuma South Municipality of the Greater Accra Region. The study was anchored on the positivist research paradigm and directed by the quantitative approach. The study employed quantitative descriptive survey research design. A sample size of 135 basic school teachers was selected from a population of 210 teachers using a simple multiple sampling techniques comprising purposive and simple random sampling. The study also used questionnaire to collect data from teachers. The reliability coefficient of the questionnaire was 0.81 indicating a good strength on internal consistency. Data were analyzed descriptively using frequencies, percentages and standard deviations. The study findings revealed that, the teachers have good perception about the standard based curriculum. Also, the findings revealed that, teachers are well imbued with adequate knowledge of the new standard curriculum. Finally, the findings from the study showed that teachers are ready to implement the new standard curriculum. Based on these findings, the researcher recommends that policymakers should make more effort to get a consensus from teachers on the importance of curricular changes, effective in-service training and timing of training prior to the initiation and the implementation of future curricular.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

From time immemorial, the goals of education have been to assist educands to acquire the skills of literacy and numeracy and to mould their characters. It is therefore imperative to note, as opined by Quist, Anyagre, Frimpong and Opare (2000), that Education as a concept does not only take place in the school but also in the home, society and our daily lives. Education, thus, refers to the processes by which a society trains or nurtures its young ones to take their place in society.

The term 'curriculum' is historically traced to the Latin word 'curere', which means 'running course' or 'race course'. At present, it is used as a metaphor to describe some notion of a course of events. Since there is no single course of event in the school, the word 'curriculum' has taken on many meanings sometimes it is narrowly defined to imply a subject of study and another time it is broadly described to include every aspect of an educational setup (Jackson, 1992).

Official reports from the Anamuah-Mensah Educational Review Committee (Government of Ghana, 2004) indicates that the implementation of Ghana's education reforms, which began in 1987, brought to the fore many problems in the objectives, content, administration and the management of education. As a result, the nation's new educational system for the youth especially 1<sup>st</sup> and 2<sup>nd</sup> cycles needed reforms to enhance the nation to build a knowledge-based economy for the new generation (Ministry of Education, 2019).

The 2019 educational innovations had no government textbook to support the implementation of the changes effected in the curriculum. However, a list of approved reading materials was given out for teachers (Ministry of Education, 2019).

It is important to pay attention to perception status and address concerns (challenges, feelings and frustrations) teachers express about the ongoing implementation of the new standard based curriculum which is in line with Loucks and Pratt (1979) who asserted that. Paying attention to the perception and concerns of teachers as they begin and continue to implement new curriculum guarantees successful implementation.

## 1.2 Statement of the Problem

The success of curriculum innovation hinges upon the wholehearted acceptance and adoption of the new curriculum by teachers. The efficacy of curriculum innovation is intrinsically tied to the extent of support provided by subject teachers and the availability of high-quality curriculum materials to facilitate the implementation process (Adentwi & Sarfo, 2011). According to Ani-Boi (2009), teachers often harbor concerns about the execution of curriculum reforms that require thorough consideration and attention. While prior research, exemplified by Ani-Boi's investigation into Primary school teachers' concerns regarding the 2007 educational reforms in Ghana (2009) and Kwarteng's examination of the status of Accounting Curriculum Implementation (2009), has delved into factors influencing curriculum implementation, limited attention has been directed towards understanding teachers' perceptions, knowledge, and readiness for the new standard-based curriculum.

Moreover, previous studies conducted in Ghana with the intent of identifying curriculum implementation determinants have predominantly concentrated on

subject-specific factors, occasionally exploring school-related variables. In this context, factors such as teachers' perceptions, knowledge, and readiness have been relatively underemphasized (Asare-Danso, 2011; Ballen & Moles, 1994). Addressing this gap in knowledge constitutes a pivotal objective of this research.

Furthermore, while analogous research endeavors have been carried out in various regions of Ghana (Dowrich, 2008; Apau, 2021; Iddrisu, 2020), none have ventured into the terrain of the Ablekuma South Municipality. Consequently, this research aspires to bridge this geographical gap by investigating teachers' perceptions, knowledge, and readiness for the implementation of the new standard-based curriculum specifically within the confines of the Ablekuma South Municipality in the Greater Accra Region of Ghana

### **1.3 Theoretical Framework**

Herzberg's motivation-hygiene theory from 1964 formed the theoretical framework of the study. Herzberg asserts that “No satisfaction” and “No dissatisfaction” are the opposites of “Satisfaction” and “Dissatisfaction,” respectively. Herzberg divided these job-related elements into two groups: motivational and hygiene-related aspects.

**Hygiene factors-** In order for motivation to exist at work, certain occupational variables, such as hygiene, are necessary. Long-term positive satisfaction is not produced by these. Yet, if these elements are missing or nonexistent at work, it will result in unhappiness. In other words, hygiene considerations are those aspects of a job that, when adequate or reasonable, calm employees and prevent them from becoming unsatisfied. Some aspects of labour are extrinsic. Because they are necessary to prevent unhappiness, hygiene factors are sometimes known as dissatisfiers or maintenance factors. These elements define the working environment

or situation. The aspects of hygiene represented the physiological demands that people wanted and expected to be met.

**Motivational factors-** Herzberg contends that the hygiene considerations cannot be viewed as motivators. Positive satisfaction is produced by the motivating causes. These elements are fundamental to labour. These elements spur workers to deliver exceptional work. They are referred to as satisfiers. There are elements that go into doing the task. These elements provide intrinsic rewards for employees. The motivators represented the psychological requirements that were seen as a bonus. Some motivating elements are:

- Recognition - The employees should be praised and recognized for their accomplishments by the managers.
- The sense of achievement - The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.
- Growth and promotional opportunities - There must be growth and advancement opportunities in an organization to motivate the employees to perform well.
- Responsibility - The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.
- The meaningfulness of the work - The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.



Below figure below depicts Herzberg's motivation-hygiene theory.



Figure 1: Herzberg (1964) motivation-hygiene theory

Herzberg's Motivation-Hygiene Theory (1964) offers valuable insights into the dynamics of curriculum implementation, shedding light on why excluding teachers' input in the process may lead to demotivation and job dissatisfaction. This theory posits that various workplace factors can impact both job satisfaction and dissatisfaction. Herzberg's theory maintains that job satisfaction and dissatisfaction are distinct and separate phenomena. According to the theoretical foundation of this study, teachers who find satisfaction in the collaborative development of the curriculum, grasp its concepts, and align with its underlying perceptions are more likely to perform effectively. Conversely, those teachers who are dissatisfied with the new curriculum's creation are likely to exhibit subpar performance in the workplace. In such cases, the source of frustration can often be traced back to inadequacies in job-related aspects.

Herzberg characterizes contented individuals as motivators and discontented individuals as hygiene factors. The term "hygiene factors" denotes maintenance elements that, while essential to prevent dissatisfaction, do not inherently lead to

satisfaction. Motivational factors, on the other hand, play a crucial role in enhancing performance and naturally inspiring individuals in their work. Conversely, hygiene factors, when absent, can demotivate, but their presence does not necessarily provide motivation. Therefore, these factors are not directly linked to the nature of the work itself.

This theoretical perspective finds support in the work of researchers like Boord (2010), who postulated a significant connection between job satisfaction, teaching improvement, and professional development. In this context, it is imperative for employers, represented by the Department of Education, and employees, namely teachers, to maintain a collaborative and supportive relationship (Ramdan & Naicker, 2011). By implementing motivational techniques and conducting seminars, the Department of Education can positively influence teachers' performance, effectively altering their workplace behavior. This hypothesis is highly relevant because teachers who identify shortcomings in the existing curriculum may become disheartened in their roles, resulting in suboptimal performance or even attrition.

#### **1.4 Purpose of the Study**

The purpose of this study was to investigate perception, knowledge and baseline preparation of Basic school teachers in the Ablekuma South, Greater Accra, Ghana on the ongoing implementation of the new standard based curriculum.

#### **1.5 Research Objectives**

Specifically, the study seeks to;

1. To determine Basic School teachers' perception on the new standard based curriculum in the Ablekuma North Municipality.

2. To investigate the impact of the new standard curriculum on the performance of pupil in the Ablekuma North Municipality.
3. To investigate the quality of teaching after the implementation of the new standard based curriculum in the Ablekuma North Municipality.

### **1.6 Research Questions**

Due to the comprehensive nature of the study, the following research questions guided the study:

1. What are Basic School teachers' perception on the new standard based curriculum in Ablekuma North Municipality?
2. What is the impact of the new standard curriculum on the performance of pupil in Ablekuma North Municipality?
3. What is the quality of teaching after the implementation of the new standard based curriculum in Ablekuma North Municipality?

### **1.7 Significance of the Study**

It is generally acknowledged that teachers do not simply implement educational innovations handed down to them by policy makers, but they interpret, modify, and implement these innovations according to their beliefs, academic background, teaching experience, availability of curriculum materials and the level of knowledge about the new curriculum (Marsh & Willis, 2003).

Basically, the study sought to investigate teachers' perception, knowledge and quality of baseline preparation given on the new standard based curriculum implementation. The findings of this study would provide information on teachers' situation in terms of adequacy and qualifications and their capacity to successfully implement the new curriculum.

Secondly, the results that would be generated from the study could be used by the Ministry of Education and all stakeholders of education when they plan the supply and distribution of curriculum materials in the form of syllabus, student's textbooks, teacher's handbooks and other teaching materials to support effective and successful implementation of the current standard base curriculum.

Finally, this study would be an addition to the existing body of knowledge on teachers' concerns about implementation of the standard base curriculum.

### **1.8 Delimitation of the Study**

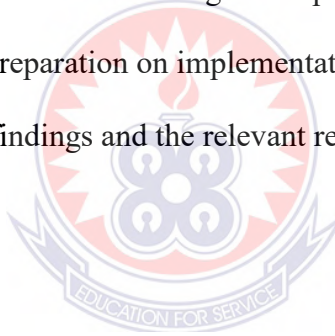
Due to the broad scope of the study, it was only possible to look into Basic School teachers' perception on the new standard based curriculum, the impact of the new standard curriculum on the performance of pupil and the quality of teaching after the implementation of the new standard based curriculum. Geographically, the study is to be conducted in the Ablekuma South, Greater Accra Region of Ghana.

### **1.9 Definition of Terms**

Perception	The belief or conviction about something `an individual holds.
Knowledge	Awareness or familiarity gained by experience of a fact or situation.
Readiness	The state of being fully prepared for something.
Curriculum	The subjects comprising a course of study in a school or college.

### **1.10 Organisation of the Study**

The study is organised into five major chapters. The first chapter encapsulate background of the study on perception status, knowledge and baseline preparation of basic school teachers in Ablekuma south District, statement of the problem, relevant research questions, objective of the study and significance of the study. Chapter two will consist of a brief main purpose of literature review which highlights on concept of education, perception about new curriculum, knowledge about curriculum and preparation for implementation. The chapter three outlines the research design, describes the population, sample and sampling procedure, the instruments for data collection, collection procedure, data analyses procedure and ethical consideration. Chapter four discusses various findings on perception status, knowledge on curriculum and baseline preparation on implementation. And chapter five contains the summary, conclusion on findings and the relevant recommendation.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews relevant literature on teachers' perceptions, knowledge and readiness for the implementation of the new standard based curriculum in Ablekuma South Municipality in the Greater Accra region of Ghana. The chapter is divided into two sections; namely, conceptual review and empirical review. The conceptual review deals with concepts underlying the topic under study such as curriculum concept, responsibilities for teachers in curriculum design, management of curriculum, models/theories of controlling curriculum change, factors inhibiting curriculum change and implementation, role of teachers in curriculum implementation, obstacles to curriculum design participation, concept of curriculum change and curriculum change in Ghana. The empirical review on the other hand re-examines works done by other researchers on teachers' perceptions, knowledge and readiness for the implementation of the new standard based curriculum. Specifically, it reviews the works of Iddrisu (2020), Aboagye and Yawson (2020), Apau (2021) and Owusu-Fordjour, Koomson, Essuman, Annan and Awortwe (2022).

#### **2.1 Conceptual Review**

This section re-examines issues such curriculum concept, responsibilities for teachers in curriculum design, management of curriculum, models/theories of controlling curriculum change, factors inhibiting curriculum change and implementation, role of teachers in curriculum implementation, obstacles to curriculum design participation, concept of curriculum change and curriculum change in Ghana.

### **2.1.1 The Concept of Curriculum**

A curriculum is a strategy for education - learning in which the objectives and subject matter are arranged in a specific order (Walker, 2003). A tangible curriculum frequently reflects such a framework for education. A fundamental question about the curriculum is what objectives and subject matter are valuable to teach because of their importance to students and society. Opinions on the past's legacy and future goals are among the responses to this query (Williamson, 2013). Consequently, curriculum as a topic of study should include discussion of the substantive perspective of curriculum, especially given the current state of the labor market's rapid change and the pace of knowledge generation. Nevertheless, Stenhouse (1975) argues that establishing a view of the connection between curriculum as aim and as reality—rather than simply talking about what has to be taught and learned—is vital for curriculum studies. This indicates that we must comprehend the procedures involved in developing and implementing curricula. We are incredibly curious about the manner in which teachers participate in the processes of formulating and delivering courses.

Stenhouse (1975) claim is still valid today because numerous recent curricular modifications have had underwhelming effects (e.g., Alexander & Flutter, 2009; Haug, 2003; Niederhauser et al., 2018). A deeper knowledge of implementation of sustainability of curriculum improvements is required. The goal of curriculum design, a crucial branch of curriculum study, is to close the implementation and intention gaps. In other words, it is the research into how to really implement curriculum improvements. Curriculum design process in which political aspirations and the reality of many various stakeholders, teachers in particular, are entwined with knowledge about design processes and measures of curriculum excellence. More

academics concur that the process of curriculum design must be viewed as one of systemic transformation (Fullan, 2008; Van den Akker, 2003). From this angle, a curriculum is much more than just a straightforward learning strategy. A social cultural practice, curriculum advances when teachers and other stakeholders actively participate in its design and action research. In the intricate process of curriculum innovative designs, teachers are key participants. As it provides chances for teacher development and fosters a sense of ownership in teachers for the curriculum innovation at stake, teachers' active involvement in curriculum design is a viable way to close the distance of curriculum goals and reality (Penuel, Fishman, Yamaguchi, & Gallagher 2007; Voogt et al., 2011). As a result, curriculum design that supports the efficient and long-lasting execution of curriculum breakthroughs is linked to and highly dependent upon teachers' career development.

### **2.1.2 Responsibilities for teachers in curriculum design**

Visscher-Voerman and Gustafson (2004) identified four paradigms that direct the curriculum design operations based on a thorough examination of the practice of educational design: the instrumental paradigm, the communicative paradigm, the creative paradigm, and the pragmatic paradigm. The pragmatic paradigm, which is the fourth of these paradigms, was born out of the discipline of software development. The first three of these paradigms are based on rational beliefs on curriculum and curriculum design. While all four of these paradigms' basic components of the design process—Analysis, Design, Development, Implementation, and Evaluation (ADDIE)—are different, their particular order and the kinds of design tasks they include are similar (Visscher- Voerman & Gustafson, 2004).



The prescriptive theories are ingrained with the instrumental paradigm. Prescriptive theories address issues such as how to create the most effective courses (Marsh & Willis, 2003). Such theories concentrate on the creation of heuristics that direct an excellent design process. Tyler's method of curriculum creation is a prime illustration (Tyler, 1949). He changed the topic from what learners know to what teachers ought to do. Tyler outlined the four fundamental inquiries that a curriculum designer must address: What is the goal of education, which leads to the preference of goals; How to choose learning activities that encourage the attainment of the goals; How to orchestrate these educational experiences; and How to analyze them on their efficacy. The findings of pupils' tests can also be used to identify needs and predict educational success.

The logical and reasonable Tyler method is applied for both large-scale curriculum design and projects that are started outside of the school, including for curriculum design at the school level. According to Tyler, the teacher was in charge of the means—choosing and planning learning experiences—rather than the ends of the curriculum. An advocate of the rational-linear method, Taba, believed that teachers are responsible for creating an environment that is conducive to learning (Marsh & Willis, 2003). As a first phase in the design process (analysis), professional's curriculum developers that adhere to the operational paradigm frequently put a focus on the demands of the end users, according to Visscher-Voerman and Gustafson's (2004) research (mostly students). The creation of the products was the primary priority of the design and development activities. The chief worry of planners who followed the instrumental approach was how end users (typically learners) used the goods; assessment of the design frequently took place only when the products were

about to be finalized and during integration with users. They believed that teachers mediated the created contents.

The descriptive theories of curriculum design are the foundation of the communicative paradigm (Marsh & Willis, 2003). Descriptive theories focus on how people get to their conclusions and investigate what people actually do when they build curriculum. These theories offer a profound grasp of the intricacy of the design process and are focused with how choices are made during the curriculum design process. A notable illustration of the communicative approach is Walker's (2003) deliberative approach to curriculum design. He examined the decision-making procedures used in significant curriculum designers and discovered that the curriculum design and development procedure is influenced by the personal values and ideas of people engaged. These principles and ideas, according to Walker, must be recognized and made clear. According to him, developing curricula essentially involved discussion between important parties. He suggested starting with a forum for open debate of concepts on the design assignment among all parties involved, with the goal of achieving broad agreement.

Then discussions about specific actions to take and design choices might start. It was easy to move from the ideas forum to the discussion part of the program. Consultations resulted in fundamental choices that influenced the design. Visscher-Voerman and Gustafson (2004) discovered that under a communicative approach, qualified individuals are frequently welcomed as co-designers and that curriculum design is not considered as only the job of designers.

The process of creating meaning on an individual level, frequently based on the knowledge and experience of the expert, is the fundamental beginning point in the

artistic paradigm (Visscher-Voerman & Gustafson, 2004). In short, knowledge learned theory can be regarded to constitute the cornerstone of this paradigm (Greeno, 2011; McKenney et al., 2015). According to this view, social interactions, background, and tradition are the foundations of knowledge. This perspective raises issues about how and why the curriculum has developed as it has, as well as how it might continue to develop (Marsh & Willis, 2003).

The pragmatic paradigm is the last one. This paradigm's primary concern is whether the design actually functions as intended and is valued by the target audience (Visscher-Voerman & Gustafson, 2004). The application of software engineering gave rise to the pragmatic paradigm. Current approaches in curriculum design have been more affected by the pragmatic paradigm as a result of the growing usage of educational technologies in the classroom (e.g., Schmidt & Fulton, 2016; Veletsianos, Beth, Lin, & Russell, 2016). This method's limited focus on analysis and quick turnaround of prototype goods that are summatively assessed by end customers are key features. It is a very iterative process that advances the final design in little steps. At an early stage of the design process, these prototype items offer a tangible visual representation of the innovation that is being produced.

Teachers' expertise in practice makes it crucial to discuss these prototypes with them, and doing so also allows for their active participation in the design process. Cober, Tan, Slotta, So, and Könings (2015) demonstrated how instructors participated in the design process by offering feedback on models, which helped shape the final product.

### **2.1.3 Management of curriculum**

The numerous administrative steps and techniques involved in keeping correct, current information on the available curricula are collectively referred to as

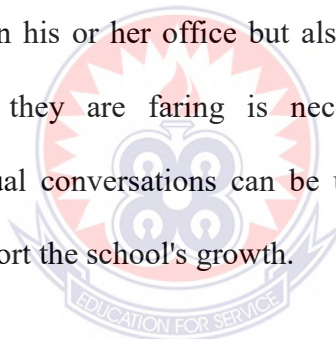
curriculum management 2013 (Kyahurwa, 2013). Curriculum management is referred to as academic leadership, instructional leadership, or administration of the school's fundamental operations, including teaching and learning. It entails ensuring the application of the curriculum memorandum and its implementation. The work that all parties concerned do to successfully execute and achieve the objectives of the curriculum is known as curriculum management. Implementing a curriculum involves more than just adhering to a set of directives or substituting “old” practices with “new” ones; it also involves shaping the curriculum so that it fits into the teacher's way of life (Valero and Skovsmose, 2002).

The implementation of the curriculum in schools is the responsibility of the school principal and the school management team. They must be knowledgeable with the subject matter and teaching strategies for every subject taught in their schools in order to properly manage the curriculum, encourage change, and support teachers. According to Dimba (2001), a curriculum manager's job is to challenge, revise, and adapt the mandated curriculum within the framework of the school's guiding principles in order to fulfill the needs of the students. In order to provide instructional and curriculum leadership, the manager of the curriculum must be well-versed in the curriculum that will need to be managed, as well as in teaching methodologies and approaches.

Teachers in many schools have relatively limited authority over the management and execution of the curriculum (Dimba, 2001). Typically, teachers and schools are excluded from the policy-making process at the national level. Teachers' voices are rarely heard, despite the fact that unions may represent them at the policy level (Smith & Desimone, 2003). Smith and Desimone (2003), further stated that,

government officials make curriculum decisions centrally. This “centre” might include government representatives and subject matter specialists (typically chosen from universities in the case of high school topics). The teacher is increasingly an absent presence in the discourses of education policy, an object rather than a subject of discourse.

In order to achieve significant change outcomes that will positively impact everyone, curriculum management tasks include assessing materials, resolving day-to-day implementation-related issues, and engaging participants in the curriculum change process. Due to their concern of consulting a positional administrator, some teachers would prefer to carry on teaching without implementing a curriculum. A principal who will not just work in his or her office but also have casual conversations with teachers to learn how they are faring is necessary for effective curriculum management. These casual conversations can be used as a benchmark to develop programs that could support the school's growth.



#### **2.1.4 Models/theories of controlling curriculum change**

Models are just patterns that operate as directives for behavior. Increased effectiveness and quality might come from using a model in an activity (Oliva and Gordon, 2013). A number of models, including the well-known Tyler, Taba, and Oliva models, are referenced in relation to curriculum design and operation. In addition to the four models mentioned above, this study also focuses on the models for resolving barriers to change, organizational development, consideration adoption, and systems modeling. These four models are important to the study because, as long as individuals are unaware of the change's objective, changes will typically encounter some initial opposition. Since teachers constitute the study's focus group, it is

important to persuade those who will be impacted by change that their prior knowledge, values, and beliefs matter and that the change is required to improve educational quality. Teachers also need to understand that implementation of new curriculum is a lifelong process; there will always be new tools and approaches to try out. Ethical reinforcement is necessary for any program's effective delivery. Teachers should perceive the change as pertinent to their careers and essential to raising the caliber of their instruction. In order for teachers to feel respected and their grievances factored, investigated, and resolved. The following section goes over the four models.

### **2.1.5 Overcoming-resistance-to-change model**

Overcoming-Resistance-to-Change model is predicated on the idea that a leader's capacity to overcome staff opposition to change will ultimately determine whether or not a planned organizational change succeeds (Dimba, 2001). Curricular implementation requires a principal who is clear on what they intend to accomplish. His or her goals for the school should be obvious. This implies that he or she ought to have a well-thought-out strategy in place.

According to Dimba (2001), if principals are willing to assist in the empowering of teachers, it does not imply that they lose power or influence; rather, educators' emancipation can be seen as a more rigorous professionalization of the teaching profession. An empowered teacher is inherently better able to maximize the potential of students.

## **2.2 Factors Inhibiting Curriculum Change and Implementation**

### **2.2.1 Knowledge and planning**

Sayed and Jansen (2001) made the case that teachers understand educational policies and curricular policy documents on a significant level, therefore their expertise is

essential. Smit (2001) asserts that teachers' actions, attitudes, and feelings about change or policies that propose change have an impact on how policies for educational change are communicated and enacted. The final results depend on how they handle ideas for new educational policies and take action.

Teachers should identify and choose the personal, economic, and material resources needed for success when planning to implement curriculum change (Mafora and Phorabatho, 2013). Curricular reforms are more likely to fail if implementation plans do not take into account the unique environment of schools (Mafora and Phorabatho, 2013). In able to match student learning with the school's vision, teachers are in charge of planning school activities. For curriculum improvement and educational development, expertise, competencies, and attitude are critical.

### **2.2.2 Lack of vision**

In the absence of a clear vision, Kotter (2006) contends, change initiatives can quickly devolve into a long list of difficult, inconsistent, and time-consuming tasks. The biggest error policy makers make when implementing a curriculum change is to get started without first developing a vision for how it will be done, that is, without first creating an implementation strategy with anticipated forecasts. Without a clear vision, a school cannot operate. To keep everyone on track, the vision must be shared with all parties involved. The teachers should collaborate with other teachers to achieve the vision of where they want the school to be in a specific amount of time.

### **2.2.3 Inadequate communication skills**

The teacher should convey not just orally but also via good behavior and attitude toward change (Ngcongo, 2001). To avoid defying decisions made on teaching and learning, teachers in a school should actively participate in decision-making which

can only be achieved through effective communication between policy makers and teachers.

#### **2.2.4 Good leadership skills**

The goal of the teachers should be to foster a positive learning environment. The teacher's first priority should be to improve teaching and learning. The relationship between the teacher and the instructor's/policy maker is influenced by leadership style. The working relationships are impacted by this relationship in turn. Therefore, for things to go well, the policy makers need to get along with the teachers, and the teachers depend on the policy maker to lead and support them as they execute change as proclaimed by Ngocongo (2001).

#### **2.2.5 Teachers' professional development**

Initial teacher education programs cannot equip new teachers with all of the knowledge and abilities they will need during their careers as educators. Every career necessitates ongoing knowledge and skill development (Somers and Sikorova, 2002). No occupation is more so than teaching. According to Kyahurwa (2013), curriculum changes at all levels of education necessitate that teachers broaden their scope of expertise. Professional development is most successful when it is a continuous process with appropriate, well-planned learning programs and individual follow-up through encouraging observation and feedback, staff interaction, and peer mentoring (Kyahurwa, 2013).

There can be no ignoring the importance of instructors. Without a supportive procedure designed to enhance the role of teachers, legislative changes will not ordinarily have the desired impact (Smit, 2001). Any curriculum reform's primary



implementation “tool” is the teacher. For the curriculum to be implemented successfully, they must have sufficient capacity.

Concerns about the clearness of policy, content gaps, and resource limitations are raised in relation to the efficient execution of curricula. Mahomed (2004) asserts that “the more you know, the more detailed you can be about what else you need education on.” It would be challenging for a teacher to pinpoint an area that needs improvement if there is a material deficit.

### **2.2.6 Resources**

Resources are seen to be the most crucial support network since they are so crucial to curriculum administration in schools (Department of Education, 2000). Without the necessary tools to teach it, implementing a curriculum change would be stressful, have serious repercussions, and have a negative impact on the instructors' motivation to carry out the intended curriculum changes (Singh, 2012). Effective curriculum implementation may be hampered by a lack of resources required for teaching and learning. By supplying teachers with the necessary resources, they may concentrate on educating their students instead of searching for resources they don't have (Singh, 2012).

### **2.2.7 Conflict of duties**

According to Sayed and Jansen (2001), a requirement for efficient curriculum administration in schools should be the definition of roles for everyone concerned in curriculum matters. Teachers' frequently struggle to comprehend the role of a curriculum manager and are unsure of the precise nature of instructional leaders. So the positions are stuffed with a range of other related duties that cannot be separated from the overall school function, they are unable to find a balance in them. They play

important roles not only in the educational system but also in society at large. Marsh and Willis (2003) described the teachers' responsibilities as being complex and ambiguous.

### **2.2.8 Teacher attitudes**

The curriculum's success relies on instructors' capacity to comprehend the everyday curriculum changes they encounter (Nsibande, 2002). The instructors are primarily responsible for putting the curriculum policy into practice since they have the power to change meanings in a variety of ways. For this, teachers must possess the necessary expertise, disposition, and love for learning. According to Glatthorn (2000), legislators typically do not take into account the views, attitudes, practices, and interests of teachers when considering curriculum improvements. This impedes implementation because teachers might not be aware of the theoretical underpinnings of curriculum modification. According to Van der Westhuizen (2004), since people differ from one another, so do their methods for adjusting to new circumstances. Some teachers might voluntarily participate in the development of new ideas, while others might find it difficult to adapt to change. This typically occurs when people are forced to shift their beliefs, which are founded in previous practices and traditions.

### **2.3 Support Structures for Curriculum Management and Implementation**

Support structures include those that aid, encourage, and improve how school administrators carry out curriculum activities in a way that enhances teaching and learning. Resources are thought to be the most significant auxiliary structures since they are so crucial to curriculum management in schools. These consist of curriculum knowledge as well as human, financial, and physical resources.

### **2.3.1 Knowledge of the curriculum**

Each team member must be well-versed in skills, competence, and curriculum knowledge in order to fulfill duties related to curriculum management. According to Nsibandé (2002), school principals are unable to assist the instructors since they are ignorant about the curriculum. As a result, teachers neglect to prepare some curriculum-related activities. Nsibandé (2002) contends that poor lesson preparation and lack of teacher confidence are caused by teachers' lack of curricular understanding, specifically their inability to understand the terminology used in Curriculum 2005. So that they can guide instructors and handle challenging curriculum areas, curriculum directors must be skilled in the subject of curriculum implementation.

### **2.3.2 Human resources**

Because people bring their own demands, beliefs, customs, and cultures to the workplace, managing human resources is both crucial and challenging. These particular variations have the power to make or break a school. It is crucial that the principal handle these resources in a way that ensures high-quality instruction and learning. The policy makers of curriculum should provide guidance, oversee teacher absences, and interact with parents in a way that supports curricular objectives in order to ensure the curriculum's efficacy. An experienced educator in a particular learning area works with less-experienced instructors as a mentor (Down, 2011).

### **2.3.3 Role of teachers in curriculum implementation**

The instructor must exercise executive and administrative leadership. In an institution, the teacher should take the lead in promoting curriculum change. Principals, who oversee the curriculum, should concentrate on examining the

materials and resolving issues that instructors face on a daily basis as they carry out the curriculum. It is crucial that the instructor thoroughly plans the actions necessary to accomplish the curricular objectives well in advance. Various obstacles, such as administrative and classroom workloads, prevent teachers from fulfilling their position as curriculum leaders. Most school instructors do a variety of duties relating to their positions in addition to leading the school and overseeing policy implementation. Additionally, they must be classroom teachers; occasionally, this requires them to work with more than one grade and/or subject. If teachers experience difficulties with the curriculum, this might also hinder them from carrying out their obligations (Wahyudin, 2010).

According to Fullan (2001), effective implementation plans will make it clear to implementers how to complete tasks, why they are necessary, who is responsible for completing each action, who will be in charge of overseeing them, and what resources are needed. According to Wahyudin (2010), effective curriculum implementation plans outline the obligations of each role player participating in the program. Plans for curriculum implementation and management are essential for the successful implementation of a new curriculum since they serve as a roadmap that must periodically be checked to determine if things are still moving as expected.

When instructors realize that their opinions are respected, they will be more motivated to work as a team and engage completely. This will not lessen the teacher's leadership abilities. A participative managerial style is crucial, according to Dimba (2001), since this entire school must claim control of the change process even when the headmaster serves as the process's leader. The reinforcement of curriculum

modifications is necessary, and administrators must be on the lookout for any teacher opposition.

Teachers are essential to the paradigm change in curriculum's effectiveness (Down, 2011). More authors of curriculum literature focus more on curriculum creation and less on problems related to actually implementing the developed curriculum. The majority of the material on curriculum change that is now available refers to teachers as change agents who must feel responsible for implementing change in a school. The coordination of curriculum execution in a school is crucially dependent on teachers. Consequently, handling curriculum changes demands well-informed teachers who will guide their staff.

The lifestyles, personalities, and work habits of teachers are impacted by constant curriculum change, and students' learning outcomes are also impacted. According to Dimba (2001), the administrator ought to have an idea of what his school's curriculum should look like. He must be aware of his intended destination for his students. How does he intend to accomplish all of that? For his vision to be effective and fruitful, it must be shared by all of his coworkers. Similarly, Dwon (2011) agrees with the aforementioned scholar in asserting that good teachers have a vision for their schools as a whole and that their participation in realizing that vision is crucial. The purpose must be written so that every task is aimed at achieving the vision, and the vision must be conveyed to families, teachers, and students.

### **2.3.4 Participation of teachers in curriculum design**

Determining fundamental choices regarding who will participate in the curriculum judgement call process and how it will proceed are part of the process of curriculum design (Adentwi, 2005). The teacher is a vital member of the team creating the

curriculum. Depending on if the system is consolidated or school-based, the degree of participation of teachers in the curriculum construction process differs greatly. Teachers participate in this process for a variety of reasons. There is little to no teacher engagement in curriculum creation, according to several research (Carl, 2005). For instance, Carl (2005) discovered in their research that while teachers are frequently involved in the implementation of curriculum reforms, they are infrequently involved in their formulation and the best ways to apply them. In a similar line, Mokuia (2010) found that teachers in some schools lacked motivation to work on curriculum development. Being involved in curriculum creation at all is problematic because instructors are essential to any curriculum's success. This condition shows that some obstacles are preventing them from contributing to the creation of the curriculum.

According to Maphosal and Mutopa (2012), teachers' participation in curriculum development included the chance to improve the current curriculum, increased effectiveness as a teacher, the conviction that their efforts and recommendation are valuable, and the gratification of taking part in decisions that have an impact on their own work. They added that administrators must persuade teachers that their participation in curriculum planning will significantly and positively impact kids' educational progress in order to motivate instructors to do so. More specifically, teachers who work on curriculum creation assist students in recognizing their needs and developing solutions to meet those needs (Maphosal and Mutopa, 2012). According to these authors, instructors may achieve this since they're the ones that interact with students.

## **2.4 Obstacles to Curriculum Design Participation**

When someone attempts to participate in the curriculum development process, they may encounter barriers to participation. The teachers encounter some obstacles that impede their desire to participate in the curriculum development process. They encounter difficulties below. First, lack of knowledge about teachers' roles in curriculum development is a significant impediment to their engagement (Mokua, 2010). In the case of Ramparsad (2001), the author claimed that although it is crucial to involve teachers in the process of developing curricula, the precise steps to take are unclear. This suggests that even if instructors wanted to engage, they might not be able to since the responsibilities they play might not be clear. According to Ramparsad (2001), the majority of teachers in Africa are underqualified, which makes this method to curriculum development particularly demanding on teachers and results in their lack of enthusiasm in participating.

### **2.4.1 Curriculum change**

The adoption of a new educational discourse is one of the challenges of changing the curriculum. In order to ensure that teaching and learning take place effectively, proper curriculum management is essential. According to Dimba (2001), change management comprises a process of bringing about some innovations, new ideas, and ensuring that curricula change is successfully implemented in a company (school). The adoption model is the most effective model for managing curriculum change, according to McNeil (1981) in his book *Models of Curriculum Change*. According to the approach, a facilitator should initially assume a selling role before educating school staff members to train others. This approach states that the principal and senior staff members oversee and assist with issues that develop during the initial implementation period.

#### **2.4.2 Curriculum change in Ghana**

The curriculums of several nations around the world are being changed. Notwithstanding, the majority of non-western countries embraced their curricular from western countries (Dagher & BouJaoude, 2011). According to Dagher and BouJaoude (2011), comparable reforms occurring in western nations have impacted the curriculum development in numerous Arab governments. Bashshur (2009), who argued that the creation of school institutions, curricula, and motivating students to study and adapt the content for a secular population are simply copies of the western system, backed the assertion. As anecdotal evidence reveals, the current curriculum reform in Ghana is an illustration of the impact of the west on the construction of curricula in a diverse region of the world.

The Ghanaian government introduced a new curriculum into the educational system in September 2019. The former curriculum had flaws, such as material excess, restrictions from being objective-based, and a lack of sufficient data from the evaluation system to base teaching and learning on. These flaws were addressed by the new curriculum (Aboagye & Yawson, 2020). In light of this, the new curriculum was specifically designed to boost the teaching of mathematics while enhancing the acquisition of literacy, writing, arithmetic, and thinking skills across the whole primary curriculum. Further, the curriculum was designed to reinstate subjects like Ghanaian history, physical education, and recreation as an essential component of basic education and the growth of critical life skills. The new curriculum also aims to enhance the teaching and learning of French by stressing pedagogy with a focus on equity and inclusion, strengthening the use of Information and communication technology as a teaching instrument, and focusing on learning-centered methodology (GhanaWeb, 2019).



Aboagya and Yawson (2020) assert that Ghana's new curriculum has undergone a comprehensive makeover. While certain topics have made way for others, there has been a significant change in the substance. Likewise, using Information technology as a pedagogical tool has changed teaching methods to be more learner-centered. While many teachers claimed that the new curriculum will indeed yield a creative, mathematically and scientifically minded Ghanaian child who will be able to think clearly and solve a variety of problems facing the nation, others have pointed out numerous bottlenecks that requires urgent rectification. While infrastructure continues to pose the biggest barrier to the curriculum's effective delivery, other difficulties must not be disregarded. For instance, the choice to employ ICT as a pedagogical strategy for the new curriculum does not appear to fit the structure of Ghanaian schools. While some teachers lack access to electricity, others lack access to a communication network. Given that most schools in Ghana have bigger class sizes, a learner-centered approach is greatly hampered by them (Amofah, 2019). According to Hockings (2005), big class sizes hinder student engagement, learning activities, and the teacher's capacity to satisfy the requirements of the students. As a result, certain significant concerns have arisen, such as the failure to take into account the society and culture of Ghanaian students and the absence of teachers who could have brought up problems like inadequate internet access and an electricity supply in the areas. This further reinforces the requirement for pilot testing prior to curriculum implementation. Pilot testing ought to have at the very least assisted in identifying issues and problems that needed to be resolved prior to the introduction of the curriculum (Salamah, 2008). The aforementioned dispute may be a sign that some teachers are dissatisfied with the curriculum, which may have an impact on their motivation.

## 2.5 Empirical Review

This section reviews the works of other researchers that are relevant to the current study. The section specifically reviews the works of Iddrisu (2020), Aboagye and Yawson (2020), Apau (2021) and Owusu-Fordjour, Koomson, Essuman, Annan and Awortwe (2022). This will make it possible for the researcher to connect the findings of this study to those of earlier ones.

Iddrisu (2020), in his study sought to investigate teachers' knowledge and practices of school-based assessment in the Savelugu Municipality of Northern Ghana. The descriptive survey design was adopted for the study. A total of 270 primary school teachers in the Savelugu Municipality were randomly selected for the study. A 44-item questionnaire was the instrument used for data collection. Frequencies, percentages, means, standard deviation, independent t-test and ANOVA were the statistical tools used for the analysis. Findings from the study revealed that primary school teachers' knowledge in SBA was high. Also, primary school teachers confirmed the practice of SBA. Again, the study revealed that primary school teachers in the Savelugu Municipality are confronted with challenges in their quest to practice SBA. The findings indicated that teachers' knowledge and practices in SBA was not influenced by the teachers' years of teaching. The study further concluded that in-service training on SBA had little or no impact on teachers' knowledge in SBA. It was therefore recommended that Ghana Education Service should provide all schools with the adequate SBA guidelines to serve as a guide and references document to ease teachers burden in conducting SBA.

Again, the study conducted by Aboagye and Yawson (2020) examined the perception of teachers of the new educational curriculum in Ghana. Responses from six teachers

interviewed were developed into a questionnaire and posted on the websites of teacher unions via WhatsApp. In all, 74 teachers responded. From the study teachers perceived that the new curriculum is important as it will encourage group work, assist students to get lifelong skills, prepare students for the job market, promote inclusive education, promote gender equality, and considers Ghanaian students' culture and society. The findings further revealed that the current curriculum does not include difficult content for teaching but contains a lot of workloads, lacks teaching and learning materials and includes long class periods. Teachers were also of the view that the government should involve teachers in planning the curriculum, get books and learning materials ready, train teachers in advance and pilot a new curriculum before implementation. In a nutshell, the new curriculum should involve many teachers in planning before implementation.

Additionally, Apau (2021) investigated the concerns of basic school teachers in the Effutu Municipality towards the implementation of the standards-based curriculum. The explanatory sequential design of the mixed-method approach was adopted. The study randomly selected 197 primary school teachers for the quantitative research method, whilst six teachers were purposively sampled for the qualitative phase of the study. The quantitative data were analyzed through means and standard deviation. The qualitative data were analyzed thematically. The study found that the primary highest concern of the basic school teachers was collaboration and their second-highest concern and lowest concern were focusing and management, respectively. The study further found that age and experience statistically predict the stages of concern of the teachers in the implementation of the standard-based curriculum. However, the gender and educational qualifications of the teachers were not statistically significant predictors of their concerns towards the implementation of the

standard-based curriculum. The study recommends that the district training officers should train and sensitize teachers in the various districts to create enabling environments within the different schools for teachers, school authorities and parents to collaborate among themselves in the implementation of the standard-based curriculum.

Finally, Owusu-Fordjour, Koomson, Essuman, Annan and Awortwe (2022) in their study investigated the personnel and infrastructure readiness for the implementation of the basic science curriculum of the Ghana Education Service. The study adopted the descriptive survey using the mixed-method approach. The population of the study is made up of all basic school science teachers of the Northern region of Ghana. A purposive sampling technique was adopted to sample 150 basic school science teachers for the study and randomly select 10 teachers for the interview. A structured questionnaire and interview guide were used to gather data for the study. The study found out that basic school teachers in Ghana's Northern Region meet numerous challenges, including a limited curriculum and inadequate knowledge about the new curriculum. This is coupled with the unavailability of resources to help in the implementation of the curriculum. In general, the findings of the study showed that teachers' preparation is moderate, and the material or infrastructure needed for implementation is also lacking for the successful implementation of the new basic science curriculum.

In conclusion, the above studies were all conducted in different geographical context with different population. Hence, findings from the present study conducted at Ablekuma South Municipality made comparison with the previous findings.

## **2.6 Summary of Literature Review**

Chapter two reviewed concepts and other studies related to teachers' perceptions, knowledge and readiness for the implementation of the new standard based curriculum. Issues such as curriculum concept, responsibilities for teachers in curriculum design, management of curriculum, models/theories of controlling curriculum change, factors inhibiting curriculum change and implementation, role of teachers in curriculum implementation, obstacles to curriculum design participation, concept of curriculum change and curriculum change in Ghana were discussed. Also, works done by Iddrisu (2020), Aboagye and Yawson (2020), Apau (2021) and Owusu-Fordjour, Koomson, Essuman, Annan and Awortwe (2022) were thoroughly examined.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the methods for data collection and discussion of procedures that was followed to conduct the research. It covers research design, study population, sample and sampling procedure, data collection instruments and techniques, sampling techniques and procedure used in collecting data for the study.

#### **3.1 Research Philosophy**

This study was supported by the positivist philosophy. Positivism beliefs in the scientific method of investigation and will be used in the natural world (Scotland, 2012). Positivists believe that different researchers will generate a similar result using the same statistical tools and following the same research process while investigating large samples paving a path for context-independent universal generalization (Wahyuni, 2012). Positivist believes that there exists only one true reality which is apprehendable, identifiable and measurable (Ponterotto, 2015).

Positivists prefer quantitative methods such as social surveys, structured questionnaires and official statistics because these have good reliability and representativeness. Positivism interacts with the world impartially (objectivism) and discover the absolute knowledge about objective reality. In this study, positivism was the guiding research philosophy because of its scientific nature.

#### **3.2 Research Approach**

The study employed quantitative approach. Babbie (2015) defines quantitative research as a strategy that focuses on quantification of data in terms of their collection

and analysis. According to Yilmaz (2013), quantitative research can be defined as a phenomenon based on numerical data that are analyzed statistically. Quantitative research is formal, objective, rigorous, deductive approach, and systematic strategies for generating and refining knowledge to problem solving (Kivunja & Kuyini, 2017). Its designs are either experimental or non-experimental and seek to obtain accurate and reliable measurements (Rahman, 2017). It consists of systematic observation and description of the characteristics or properties of objects or events for the purpose of discovering relationships between an independent (predictor) variable and a dependent (outcome) variable within a population.

Quantitative research explains phenomena by collecting numerical unchanging detailed data that are analyzed using mathematical based methods, in particular statistics that pose questions of who, what, when, where, how much, how many, and how. It deals in numbers, logic, and an objective stance. It is original research in which the researcher decides what to study, asks specific, narrow question, collects quantifiable data from participants, analyze these numbers using statistics, and conducts the inquiry in an unbiased, objective manner (Creswell, 2014). It considers interpersonal relationships, personal values, meanings, beliefs, thoughts, and feelings with human beings. It manipulates variables and control natural phenomena.

### **3.3 Research Design**

The study used a quantitative descriptive survey as its research design. In quantitative research, survey designs are methods for gathering data from a sample of a targeted population or the complete enumeration in order to describe opinions, beliefs, behaviours, and other demographic. Questionnaire is the main way the data is obtained, and the responses provided by the group of respondents to these questions

create the study's data. The form of the survey makes it possible to determine participants' goals, views, and attitudes about political systems or patterns of many socioeconomic, religious, financial, and political considerations. The goal of the survey design used for this subject study is to enable the collection of a sizable amount of data from participants that is a realistic picture of the opinions and attributes of the targeted population. The survey's design would also aid in extrapolating the study's conclusions to include the full target group. Additionally, data were gathered at a reasonable cost from a population of participants in the study's target population, which was helpful. The plan was used to investigate how teachers are prepared towards implementing the new standard-based curriculum in terms of perception, knowledge, and skills. Fraenkel and Wallen (2003) suggest that survey design enables effective analysis to be done on the surveyed evidence in support of the chosen research strategy.

### **3.4 Population of the Study**

According to Leedy and Omrod (2019) population is the total number of individual entities within the target group about which the researcher is interested in gaining information and drawing a conclusion. Johnson and Christensen (2012) are of the view that population is the large group to which the researcher wants to generalise the sample results', the total group that one is interested in. Therefore, the study population for this study was made up all government primary school teachers in Ablekuma South Municipality. However, the target population involved teachers who took part in the recent curriculum training for the implementation of the new standard-based curriculum whilst 210 of them formed the accessible population. The training was organized by the Ghana Education Service in partnership with the National Council for Curriculum Assessment. The target population was chosen



because the topic under study is teachers' perceptions, knowledge and readiness for the implementation of the new standard based curriculum in Ablekuma South Municipality. Hence, teachers who participated in the training were deemed to provide the researcher with the data needed to conduct the study. The accessible population for this study was 210 teachers.

### **3.3 Sample and Sampling Procedures**

Creswell and Hirose (2019) defined sample as a subset or representative of the population such that important characteristics like age, gender, and status are distributed similarly in the group. Also, Creswell (2014) contends that a sample represents the selected participants from the population who partake in the study. In view of this, the sample size for the study was made up of 136 teachers. However, one teacher failed to submit his questionnaire, hence, the research used the remaining 135 teachers for the study. The study adopted the multiple sampling technique which included purposive and simple random sampling. At the initial stage, purposive sampling was used to select teachers who recently participated in training for the new standard-based curriculum. According to Kelly (2010) purposive sampling is 'used to select respondents that are most likely to yield appropriate and useful information' and is a way of identifying and selecting cases that will use limited research resources effectively (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2013). However, at the final stage, simple random sampling technique was used. According to Taherdoost (2016), simple random technique is a sampling technique where all people are believed to have the potential to participate as a study sample. This technique was used to sample 136 teachers from the 210 accessible population. The simple random sampling technique was adopted to ensure participants have an equal chance to participate in the study, with the aim to reduce selection bias during

selection (Taherdoost, 2016). The sample size was determined using the Krejcie and Morgan sample size determination table as cited in Kuforiji, Egwakhe and Binuyo (2019).

### **3.6 Research Instrument**

To gather information from the research participants, a questionnaire with 26 items was created. The 19-item scale was divided into four (4) subscales, each of which was scored on a Likert scale of 1 to 5, and measured teachers' opinions of the new curriculum, their readiness for implementation, and their familiarity with and comprehension of its main ideas. Respondents were asked to describe their level of agreement or disagreement with the Perceptions about the New Curriculum Subscale by selecting one of the alternatives that applied to them [Strongly Agree=SA, Agree=A, Not Sure=NS, Disagree=D, Strongly Disagree=SD]. The Preparation for Implementation Subscale follows the same process. Participants were asked to indicate their level of comprehension of important concepts in the new curriculum by ticking [✓] which applied to them [Very Large Extent=VLE, Large Extent=LE, Moderately=M, Not Sure=NS, Not At All=NAA]. The instrument also recorded information about respondents' gender, present rank, length of employment as teachers, and classes they oversee.

### **3.7 Validity and reliability of research instruments**

Joppe (2016) provides that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. The questionnaire was validated by the researcher's supervisor by checking the content validity.

Joppe (2016) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. The reliability of the instrument (questionnaire) was obtained by calculating the Cronbach coefficient after the pilot test. The reliability coefficient for the questionnaire for the study is 0.81 or more, the questionnaire was considered reliable. According to Bryman and Beile (2017) posited that a Cronbach alpha coefficient of at least 0.70 is indicative of reliability.

### **3.8 Data Collection Procedure**

Data was collected from public primary school teachers in the Ablekuma North Municipality. Participants in the study were given questionnaires in at their individual schools. According to the availability of the various responders, questionnaires were given to study participants at various times and some through goggle form to answer the questionnaire online. The participants were 30 minutes to review the questionnaires and provide their responses in their leisure time. In certain cases, the school's headmaster received questionnaires, which he or she then gave to the teachers (the study's respondents) in the institution. After that, the surveys were returned between five (5) days to two (2) weeks, depending on the respondents' accessibility and how far they lived where the school was located.

### **3.9 Data Analysis**

The acquired data were subjected to statistical analysis using methods including frequency counts, percentage spread, and measures of central tendency (mean). By adding up each data point within a population and then dividing the result by the total

number of points, the statistical mean can be calculated. The statistical mean is useful since it takes into account every element of the data set and may be used to other statistical measurements with ease. The data was also analyzed using percentages. The Microsoft Excel program was used to conduct the analysis.

### **3.10 Limitations of the Study**

Like any other studies, this study also has its own limitations. First is the inability of the researcher to use multiple instruments like interviews, observations, etc. to collect different data from respondents due to time constraints. Therefore, the use of only questionnaire limited the extent that the respondents responded to the items. Finally, since the study is a case of Ablekuma South Municipality, the researcher could not generalise beyond the study area.

### **3.11 Ethical Consideration**

Prior to conducting the research at their different schools, the researcher approached the heads of the several public basic schools in the Circuit to obtain their permission. Prior to administering questionnaires to teachers, contacts were made with them to get their informed consent. When they decided they were no longer interested in participating in the study, respondents were told they could withdraw at any time. Since participants were given the utmost assurance that their identities would not be revealed to any third parties regarding the research, they were not required to provide their names on the questionnaires. Only their contact information was requested, in case a fellow interview was necessary.

## CHAPTER FOUR

### ANALYSIS OF DATA AND RESULTS

#### 4.0 Introduction

This chapter deals with analysis of data collected. The analysis covers teachers' age, gender and participation of the workshop. It also focuses on the participants' perceptions about the new curriculum, their preparation for the implementation of the new curriculum and their knowledge of the new curriculum.

#### 4.1 Analysis of Demographic Data

Per the distribution and administration of the questionnaire, 135 out of the 136 respondents selected for the study responded to the questionnaire. The results of the socio-demographic background are presented in Table: 4.1.



**Table 4.1: Demographic Characteristics of Respondents**

<b>Characteristics</b>		<b>Frequency</b>	<b>Percentage</b>
Gender of Respondents	Male	46	34.1%
	Female	89	65.9%
	<b>Total</b>	<b>135</b>	<b>100.0</b>
Rank of Respondents	No Rank	86	63.7%
	Assist Sup	12	8.9%
	Sup	12	8.9%
	Senior Sup	1	0.7%
	Principal Sup	11	8.1%
	Assit Director	6	4.4%
	Deputy Director	4	3.0%
	Other	3	2.2%
	<b>Total</b>	<b>135</b>	<b>100.0</b>
	Years of teaching of respondents	2 years or less	79
3-5 years		29	21.5%
9-12 years		11	8.1%
13-20 years		7	5.2%
21 years & above		8	5.9%
6		1	0.7%
<b>Total</b>		<b>135</b>	<b>100.0</b>
Class respondents are teaching	KG	40	29.6%
	B1/2	14	10.4%
	B3/4	17	12.6%
	B5/6	18	13.3%
	JHS	46	34.1%
	<b>Total</b>	<b>135</b>	<b>100.0</b>
Did you attend the GES organized training for the new curriculum	No	43	31.9%
	Yes	92	68.1%
	<b>Total</b>	<b>135</b>	<b>100</b>
Have you participated in any training on the new curriculum besides the initial training organized by the GES?	No	56	41.5%
	Yes	79	58.5%
	<b>Total</b>	<b>135</b>	<b>100.0</b>

**Source:** Field Survey (2022)

Table 4.1 presents the demographic characteristics of the respondents. The analysis of this table reveals important information about the composition of the respondents, including their gender, rank, years of teaching experience, the class they are teaching, attendance of GES (Ghana Education Service) organized training for the new curriculum, and participation in additional training related to the new curriculum.

The table indicates that the majority of the respondents are female 89 (65.9%), while 46 (34.1%) are male. This suggests that the sample is predominantly composed of female teachers. It's essential to consider gender-related factors in the context of social studies education, as they may influence teaching approaches and perspectives.

In terms of rank, the largest group of respondents 86 (63.7%) holds no specific rank. This could include teachers who are not in administrative roles. The remaining respondents are distributed among various administrative positions, with Assistant Superintendents, Superintendents, and Principal Superintendents being the most common. The presence of various ranks within the sample suggests a diversity of perspectives and experiences.

The table presents a range of teaching experience among the respondents. A significant portion 79 (58.5%) has two years of teaching experience or less, indicating a relatively young and less experienced group of teachers. This could have implications for their familiarity with teaching approaches, including the new curriculum.

The respondents are distributed across different classes, with the largest group teaching in Junior High School (JHS) at 46 (34.1%). This suggests a focus on

educators working with older students, which may have implications for the curriculum and teaching methods discussed in the survey.

Approximately 68.1% of the respondents attended the training organized by the Ghana Education Service (GES) for the new curriculum, while 43 (31.9%) did not attend. This disparity in attendance could influence respondents' perspectives on the curriculum, with those attending likely having more exposure to its goals and implementation strategies.

In terms of additional training related to the new curriculum, 79 (58.5%) of respondents reported participating, while 56 (41.5%) did not. This indicates that a substantial portion of the sample sought further training beyond what was organized by the GES, potentially reflecting their commitment to professional development and staying updated on curriculum changes.

In summary, this table provides essential demographic information about the respondents in the survey, offering insights into their gender, rank, teaching experience, the class they teach, and their training experiences related to the new curriculum. These demographic characteristics may influence their perceptions, attitudes, and readiness to implement the new curriculum, and should be considered in the broader analysis of the survey findings. Adequate time must be given for teachers to attend professional development activities (Cheung & Wong, 2012). This indicates that, though workshops could be organized by the GES, that alone cannot make teachers implement effectively a new curriculum but rather, the quality of the workshop.



The most scathing criticism of the teachers related to lack of learning materials to support the implementation of the curriculum as well as a limited congenial atmosphere that would enhance the successful implementation of the curriculum. Even though the government promised to supply the needed teaching and learning materials within the shortest time to support the teachers in the implementation process, anecdotal records and narratives from teachers in the classrooms indicate that the teaching and learning materials have not been provided (Apau, 2021).

## **4.2 Analysis of Research Questions**

### **4.2.1 What is teachers' perception of the quality of the new standard curriculum?**

The knowledge, beliefs and perception of teachers play a pivotal role in understanding curriculum reforms (Haney, Lumpe, Czerniak & Egan, 2002). Teachers' perceptions can be thought of as their perspective on how one engages in pedagogical practice. Therefore, teachers are not likely to accept the educational curriculum without questions and criticisms when they are not part of the reform process. Thus, understanding what teachers perceive as the purpose of curricular reform is crucial for its successful implementation.

Research question one sought to examine the teachers' perception of the new educational curriculum in Ghana. The use of questionnaire provided opportunities for the teachers to express their perceptions, challenges and difficulties and expectations for future curricular. Strongly Agree (SA), Agree (A), Not sure (NS), Disagree (D), Strongly Disagree (SD). To find out teachers' perceptions about the new curriculum the use of percentages of all the six items were examined in Table 4.2.

**Table 4.2: Perceptions about the new curriculum**

Statements	SA(5)	A(4)	NS(3)	D(2)	SD(1)	Mean	Sd. Dev
At this point, the curriculum needs to be changed drastically.	28(20.7)	34(25.2)	39(28.9)	17(12.6)	17(12.6)	3.29	1.281
The revised curriculum provides students with better options for learning.	25(18.5)	58(43.0)	29(21.5)	10(7.4)	13(9.6)	3.53	1.164
The new curriculum was designed and written with great skill.	22(16.3)	49(36.3)	35(25.9)	16(11.9)	13(9.6)	3.38	1.177
The new curriculum is simple to use and may be applied by teachers with fewer difficulties.	15(11.1)	58(43.0)	27(20.0)	20(14.8)	15(11.1)	3.28	1.182
With the new curriculum, students will develop more than they would have with the previous curriculum.	23(17.0)	48(35.6)	29(21.5)	22(16.3)	13(9.6)	3.34	1.217
The demands of my students are better met by the new curriculum than by the previous one.	21(15.6)	44(32.6)	37(27.4)	20(14.8)	13(9.6)	3.30	1.185

**Source:** Field Survey (2022)

The results presented in Table 4.2 above shows teachers' perceptions about the new standard curriculum. The statement "At this point, the curriculum needs to be changed drastically" received mixed responses. While 28 (20.7%) strongly agreed and 34 (25.2%) agreed, a significant portion 39 (28.9%) was unsure about the need for drastic curriculum changes. The mean and standard deviation are 3.29 and 1.281 respectively. This uncertainty suggests that a considerable number of teachers may have reservations or concerns about the extent of change required.

The statement “The revised curriculum provides students with better options for learning” garnered more positive responses, with 58 (43.0%) agreeing and 25 (18.5%) strongly agreeing. This statement attracted a mean of 3.53 and a standard deviation of 1.164. This indicates that a majority of teachers perceive the new curriculum as offering improved learning opportunities.

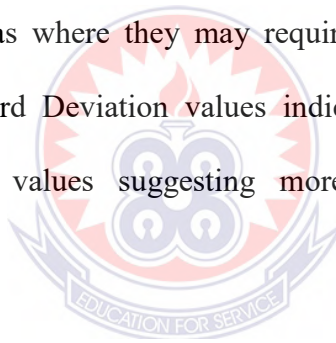
Regarding the statement “The new curriculum was designed and written with great skill,” a substantial number of respondents 49 (36.3%) agreed, and 22 (16.3%) strongly agreed. However, a significant portion 35 (25.9%) remained unsure. The mean and standard deviation are 3.38 and 1.177 respectively. This suggests that while some teachers acknowledge the skillful design, others may have reservations or lack clarity on this aspect.

In terms of usability for teachers, the statement “The new curriculum is simple to use and may be applied by teachers with fewer difficulties” received mixed responses. While 58 (43.0%) agreed, 27 (20.0%) were unsure, and 20 (14.8%) disagreed. This statement gained a mean of 3.28 and a standard deviation of 1.182. This indicates a divergence of opinions, with some teachers finding it user-friendly and others facing challenges.

For the statement “With the new curriculum, students will develop more than they would have with the previous curriculum,” responses were somewhat positive, with 48 (35.6%) agreeing and 23 (17.0%) strongly agreeing. However, 29 (21.5%) were unsure, suggesting a need for further clarification or evidence of the curriculum's impact on student development. The mean and standard deviation are 3.34 and 1.217 respectively.

Regarding the statement “The demands of my students are better met by the new curriculum than by the previous one,” responses were again mixed. While 44 (32.6%) agreed and 21 (15.6%) strongly agreed, 37 (27.4%) were unsure, indicating a lack of consensus on whether the new curriculum aligns well with students' needs. This culminated into a mean of 3.30 and a standard deviation of 1.185.

In summary, the table demonstrates that teachers' perceptions of the new curriculum in Ghana are varied. While some aspects of the curriculum received positive feedback, such as improved learning options, others generated uncertainty or disagreement, particularly regarding the need for drastic changes and the curriculum's usability. This suggests that there may be areas where teachers are supportive of the new curriculum and areas where they may require more information, training, or clarification. The Standard Deviation values indicate the degree of variability in responses, with higher values suggesting more diverse opinions among the respondents.



These findings of the study support Darling-Hammond, Hyler and Gardner (2009), assertions that, new curriculum offers an opportunity for the students to take charge of their learning (Darling-Hammond, Hyler & Gardner, 2009). From the results presented in Table 4.2, teachers were of the view that the new curriculum encourages group work and assists students to be more self-centred and prepares students for the job market. This implies that the general perception of Ghanaian teachers about the new curriculum is good. These findings are in support of the findings of Iddrisu (2020) who in his study sought to investigate teachers' knowledge and practices of school-based assessment in the Savelugu Municipality of Northern Ghana, and found out that primary school teachers' knowledge in School Based Assessment was high.

The study also supports Sharp, Ha, Carbone, Kim, Perry, Williams and Fonagy (2011) findings which found out in a research organized in England concerning teachers' perspectives on the change of English curriculum, that, generally, teachers with much experience in the teaching field have good perceptions on new curriculum. Again, these findings confirm the findings by Aboagye and Yawson (2020) which revealed that teachers perceived that the new curriculum is important as it will encourage group work, assist students to get lifelong skills, prepare students for the job market, promote inclusive education, promote gender equality, and considers Ghanaian students' culture and society.

#### **4.2.2 What is teachers' opinion on the quality of knowledge they received about the new curriculum?**

According to Sife, Lwoga and Sanga (2007), one of the major barriers to curriculum implementation is a lack of systematic approaches to the preparation of instructors for curriculum course design and implementation. Without sufficient training and support, even teachers initially enthusiastic about an innovation may become frustrated by implementation problems, turn against the project and revert to the security of their previous teaching methods (Gross, Giacuinta & Bernstein, 1971).

Therefore, part of this research sought to ascertain the evaluation of teachers' knowledge from the training that teachers received prior to the implementation of a new curriculum. To find out teachers' evaluation of the quality of knowledge received on the new curriculum, the use of percentages and means of all the 6 items were examined in Table 4.3.

**Table 4.3: Knowledge on the New Curriculum**

Statement	VLE(5)	LE(4)	M(3)	NS(2)	NAA(1)	Mean	Std. Dev
Key phases of education	10(7.4)	14(10.4)	71(52.6)	26(19.3)	14(10.4)	2.85	.996
Key/envisioned competencies	8(5.9)	14(10.4)	79(58.5)	22(16.3)	12(8.9)	2.88	.923
Grading scheme	8(5.9)	15(11.1)	77(57.0)	26(19.3)	9(6.7)	2.90	.897
Physical and Cognitive Characteristics of learners I teach	4(3.0)	14(10.4)	76(56.3)	27(20.0)	14(10.4)	2.76	.885
Subjects and Learning areas for the learners I teach	12(8.9)	7(5.2)	66(48.9)	37(27.4)	13(9.6)	2.76	1.009
Difference between teacher centred pedagogy and subject centred pedagogy	12(8.9)	13(9.6)	62(45.9)	36(26.7)	12(8.9)	2.83	1.026

**Source:** Field Survey (2022)

Table 4.3 presents the results teachers' knowledge of the standards based curriculum. The majority of teachers 71 (52.6%) had a moderate evaluation of their knowledge of the key phases of education on the new curriculum. The mean score of 2.85 suggests a moderate overall evaluation, with some variation in responses (indicated by the standard deviation of 0.996). Again, the majority of teachers 79 (58.5%) had a moderate evaluation of their knowledge of key or envisioned competencies in the new curriculum. The mean score of 2.88 is slightly higher than the previous statement, indicating a somewhat more positive evaluation, with a relatively low standard deviation (0.923). Teachers' evaluation of their knowledge of the grading scheme in the new curriculum is again predominantly moderate 77 (57.0%). The mean score of 2.90 indicates a slightly more positive evaluation compared to the previous statements, with a relatively low standard deviation (0.897). The majority of teachers

76 (56.3%) had a moderate evaluation of their knowledge of the physical and cognitive characteristics of learners in the new curriculum. The mean score of 2.76 is similar to the first statement, with a relatively low standard deviation (0.885). The evaluation of knowledge about subjects and learning areas for learners shows that a significant portion of teachers 66 (48.9%) had a moderate evaluation. However, there is more variability in responses as indicated by the higher standard deviation (1.009). Teachers' knowledge of the difference between teacher-centered and subject-centered pedagogy resulted in a moderate evaluation by the majority 62 (45.9%). However, there is notable variability in responses, with a relatively high standard deviation (1.026).

These findings suggest that while there is a general moderate level of confidence or agreement among teachers regarding their knowledge of the new curriculum, there are differences in their perceptions, particularly in areas related to subjects, learning areas, and pedagogical approaches. The knowledge of teachers will enhance smooth implementation of the new standard curriculum. It is therefore, essential that teachers have a thorough understanding of both the theoretical underpinnings and the classroom application of a curricular innovation (Cohen et al., 2004; Spillane, 1999). For example, Wilson (1990) case study of a teacher implementing a new curriculum demonstrates that the teacher's lack of knowledge of the appropriate instruction intended by a curricular reform interfered with his ability to implement it. Waugh and Punch (1993) also report that lack of knowledge is related to the extent of uncertainty and receptivity to change.

The knowledge of teachers plays a pivotal role in understanding curriculum reforms (Haney, Lumpe, Czerniak & Egan, 2002). Therefore, teachers are not likely to accept

the educational curriculum without questions and criticisms when they are not part of the reform process. This is not limited to only teachers as human beings by nature use inquiry in almost everything they do regarding the inquiry learning approach (Aboagye & Yawson, 2020).

The findings of this research indicate that, majority of the teachers are well imbued with adequate knowledge of the new standard curriculum. The findings support the findings of Ogar and Awhen (2015), who studied problems in implementation of curriculum and asserted that, teachers were well endowed with knowledge in the curriculum in Nigeria since much literature on the curriculum were available online to be used. However, the findings from this study contradicts the findings by Apau (2021) which concluded that basic school teachers in the Effutu Municipality had low knowledge of the standards-based curriculum. The findings from this study also disapprove the findings of Owusu-Fordjour, Koomson, Essuman, Annan and Awortwe (2022) which revealed that basic school teachers in Ghana's Northern Region meet numerous challenges, including a limited curriculum and inadequate knowledge about the new curriculum. In view of this, Apau (2021) recommends that the district training officers should train and sensitize teachers in the various districts to create enabling environments within the different schools for teachers, school authorities and parents to collaborate among themselves in the implementation of the standard-based curriculum.

#### **4.2.3 To what extent do teachers consider themselves prepared to implement and handle the new standard based curriculum?**

The quality of being adequately or well qualified physically and intellectually is invaluable in the implementation of the new curriculum. Is one thing organizing



workshops for an intervention and curriculum implementation and is another thing for one to be well endowed to carry out what they have received. Part of this research sought to dredge out how well empowered teachers are to ennoble the students with what they learned during their training for the implementation of the new curriculum.

To find out teachers' competencies regarding the implementation of the new standard curriculum, the use of percentages and means of all the items were examined in Table 4.4.

**Table 4.4: Preparation for implementation**

Statements	SA(5)	A(4)	NS(3)	D(2)	SD(1)	Mean	SD
I have been adequately briefed on the new curriculum	22(16.3)	49(36.3)	31(23.0)	20(14.8)	13(9.6)	3.35	1.199
The training I received was enough for me to be able to implement the curriculum	21(15.6)	51(37.8)	30(22.2)	19(14.1)	14(10.4)	3.34	1.204
Professional Learning Community (PLC) in my school is helping me understand the curriculum better	24(17.8)	53(39.3)	37(27.4)	10(7.4)	11(8.1)	3.51	1.119
I have obtained copies(s) of the teacher resource pack	26(19.3)	53(39.3)	32(23.7)	17(12.6)	7(5.2)	3.55	1.098
I have read all the relevant portions of the teacher resource pack	23(17.0)	41(30.4)	37(27.4)	23(17.0)	11(8.1)	3.31	1.181
My circuit supporter (supervisor) has contributed to my understanding of the new curriculum	23(17.0)	55(40.7)	26(19.3)	15(11.1)	16(11.9)	3.40	1.235

**Source:** Field Survey (2022)

Table 4.4 provides information about teachers' competencies and preparations for implementing the new standard curriculum. The results reveal that majority of teachers 71 (52.6%) either agree or strongly agree that they have been adequately briefed on the new curriculum. The mean score of 3.35 indicates a moderately positive sentiment, with some variability in responses (as indicated by the standard deviation of 1.199).

Similarly, a majority of teachers 72(53.4%) either agree or strongly agree that the training they received was sufficient for curriculum implementation. The mean score of 3.34 reflects a moderately positive sentiment, with a moderate degree of variability (standard deviation of 1.204). The majority of teachers 77 (57.1%) agree or strongly agree that the Professional Learning Community in their school is aiding their understanding of the curriculum. The mean score of 3.51 is moderately positive, and the standard deviation is relatively low (1.119). A significant majority 79 (58.6%) agree or strongly agree that they have obtained copies of the teacher resource pack. The mean score of 3.55 is moderately positive, with a relatively low standard deviation (1.098). Similarly, a significant portion of teachers 64 (47.4%) either agree or strongly agree that they have read all relevant portions of the teacher resource pack. The mean score of 3.31 is moderately positive, with some variability in responses (standard deviation of 1.181). A majority of teachers 78 (57.7%) agree or strongly agree that their circuit supporter (supervisor) has contributed to their understanding of the new curriculum. The mean score of 3.40 is moderately positive, although there is some variability in responses (standard deviation of 1.235

The analyses revealed that teachers generally express moderate to high levels of agreement with statements related to their preparedness and competencies for

implementing the new curriculum. Professional Learning Communities (PLCs) and access to teacher resource packs received relatively positive evaluations, with lower standard deviations, suggesting less variation in responses. While there is a generally positive perception, there is still some variability in teachers' responses, particularly regarding the adequacy of training and the role of circuit supporters.

This result suggests that teachers generally feel adequately prepared and supported for implementing the new curriculum, but there may be room for improvement in training and support in some areas to further enhance their confidence and competence. Without sufficient training and support, even teachers initially enthusiastic about an innovation may become frustrated by implementation problems, turn against the project and revert to the security of their previous teaching methods (Gross, Giacquinta & Bernstein, 1971). Reading materials according to researchers can offer new insights about the design process and the reform, help the teachers to conduct design-related activities. In all, the findings of this study indicate that, teachers are ready to implement the new standard curriculum. These findings disapprove the findings of Torto (2017), who did a research on the implementation of Basic School English curriculum in Cape Coast and realize that teachers within the metropolis encounter so many pedagogical challenges and so are not able to implement the curriculum well.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Overview

The chapter contains summary of the findings, suggestions for further studies, conclusion and recommendations.

#### 5.1 Summary of Findings

1. This study's findings on teachers' perceptions of the new curriculum showed that teachers believed the new curriculum promoted group work, helped students become more self-centered, and helped students get ready for the workforce. The new standard curriculum will respond to all issues connected to the assessment process on the basis of positive or good teacher perception.
2. Positively, the majority of the teachers participating also acknowledged that the new mandatory curricula encourage students' excitement and curiosity, be as applicable to their daily lives as feasible, and deal with thinking abilities. The implications of curriculum reform have a substantial impact on how well they pay attention to, accept, and comprehend reform concepts, which ultimately determines the success of the reform. This study has demonstrated that teachers are generally excited about the new standard curriculum and give it positive connotations. These formulations have a beneficial effect on implementation.
3. The outcomes also show that the new curriculum has the necessary tools for teaching and learning available during the training. However, there are instances when teachers must use the internet to look for resources to help them give lessons. The majority of participants concur that there were

resources and materials available (software or hardware). There are various recommendations for curriculum policymakers and teacher educators based on these findings. The obstacles and difficulties teachers face throughout the development and implementation of curriculum are not to be left up to them. Teacher training needs to be systematic, ongoing, and developmental, rather than piecemeal.

## **5.2 Conclusion**

According to the report, teachers had a positive opinion of the new curriculum. In addition to being student-centered, teachers believe the curriculum is helpful in preparing pupils for the competitive labor market.

The results demonstrate that the teachers were effectively equipped with the new standard curriculum's ennoblement. Either learning resources were available at the time of training, or the facilitators were well-equipped to instill and foster them.

The results of this study also showed that teachers are prepared to start implementing the new curriculum. They may have acquired sufficient training for this during their training.

## **5.3 Recommendations**

1. The educational authorities and curriculum developers should continue to actively involve teachers in the curriculum development and implementation process. This collaboration can help ensure that the curriculum aligns with the teachers' positive perceptions and effectively addresses the needs and expectations of both educators and students. Additionally, ongoing professional development and support should be provided to help teachers fully implement and capitalize on the strengths of the new curriculum, such as

group work and self-directed learning, to enhance students' learning experiences. This collaborative approach can lead to a more successful and impactful curriculum implementation process.

2. The government must ensure that there are sufficient physical (hardcopies) resource materials on the new standard curriculum, working with Ghana Education Service (GES). The new standard curriculum's implementation will be improved as a result. The government should also ensure that regular in-service training on the new required curriculum is offered. This will make it easier for instructors to learn more about the new curriculum.
3. To provide educators with the most cutting-edge teaching strategies, GES should offer effective and more workshops for teachers. This would make it easier for teachers to advance up their respective career ladders

#### **5.4 Suggestions for Further Studies**

The timing of the teachers' training emerged as a variable during the research process, and the researcher believes it should be taken into account. I would like to recommend my future researchers in this field to attempt and determine the impact of timing of training teachers on new curriculum (which include number of days of training).

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## APPENDIX

### Research Study Questionnaire

Dear Colleague Teacher,

I am PETER AMARTEY LARYEA, and I am conducting a research project as part of my post-graduate diploma studies at the University of Education, Winneba, and I'm asking for your participation. I am doing research on THE PERCEPTION STATUS, KNOWLEDGE AND BASELINE PREPARATION OF BASIC SCHOOL TEACHERS IN THE ABLEKUMA SOUTH DISTRICT, GREATER ACCRA, GHANA ON THE CURRENT STANDARD BASED CURRICULUM. You were chosen because you use the new standard-based curriculum when teaching. You must complete this questionnaire in order to participate. Your sincere responses to all the questions are crucial to our study. I don't anticipate any unfavorable effects from taking part in this study. Please avoid writing your name or any other information that could be used to identify you on this questionnaire. Additionally, the responses you give here will be kept in the strictest of confidence. Your involvement is optional, and you may choose not to participate.

#### Background Data

X1. Gender:	Male [ ]	Female [ ]	
X2. Age range:	20 – 25 [ ]	26 – 30 [ ]	31 – 35 [ ]
	36 – 40 [ ]	40 – 45 [ ]	46 – 50 [ ]
	50 + [ ]		
X3. Present Rank:	No Rank [ ]	Assist Sup [ ]	Sup [ ]
	Senior Sup [ ]	Principal Sup [ ]	Ass. Director [ ]

Deputy Director [ ] Other (please specify) .....

X4. How long have you been teaching? 2 years or less [ ] 3-5years [ ] 6 – 8years [ ] 9-12 years [ ] 13- 20years [ ] 21 years & up [ ]

X5. Which class do you teach?

KG [    ]

B1/2 [    ]

B3/4 [    ]

B5/6 [    ]

X6. Did you attend the GES organized training for the new curriculum?

Yes [    ]

No [    ]

X7. Have you participated in any training on the new curriculum besides the initial training organized by the GES?

Yes [    ]

No [    ]

Perceptions about the new Curriculum

For each of the following statements, indicate your level of (dis)agreement by choosing from the options: *Strongly Agree (SA)* *Agree (A)* *Not Sure (NS)* *Disagree (D)* *Strongly Disagree (SD)*, & checking (✓) in the right box

	Statements	SA (5)	A (4)	NS (3)	D (2)	SD (1)
A1	At this point, the curriculum needs to be changed drastically.					
A2	The revised curriculum provides students with better options for learning.					
A3	The new curriculum was designed and written with great skill.					
A4	The new curriculum is simple to use and may be applied by teachers with fewer difficulties.					
A5	With the new curriculum, students will develop more than they would have with the previous curriculum.					
A6	The demands of my students are better met by the new curriculum than by the previous one.					

**Knowledge**

For each of the following statements, indicate your level of understanding of key concepts in the new curriculum by choosing from the options: *Not Sure (NS) Not at all (NA) Moderately (M) To a Large Extent (LE) To a very large extent (VLE)*

	<b>In your opinion, how well would you rate your understanding of these aspects of the curriculum</b>	<b>VLE</b>	<b>LE</b>	<b>M</b>	<b>NS</b>	<b>NAA</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
C1	Key phases of education					
C2	Key/envisioned competencies					
C3	Grading scheme					
C4	Grade descriptors					
C5	Physical and Cognitive Characteristics of learners I teach					
C6	Subjects and Learning areas for the learners I teach					
C7	Difference between teacher centred pedagogy and subject centred pedagogy					

**Preparation for implementation**

For each of the following statements, indicate your level of (dis)agreement by choosing from the options: *Strongly Agree (SA)* *Agree (A)* *Not Sure (NS)*

*Disagree (D)* *Strongly Disagree (SD)* & checking

(✓) in the right box

	<b>Statements</b>	<b>SA</b> <b>(5)</b>	<b>A</b> <b>(4)</b>	<b>NS</b> <b>(3)</b>	<b>D</b> <b>(2)</b>	<b>SD</b> <b>(1)</b>
B1	I have been adequately briefed on the new curriculum					
B2	The training I received was enough for me to be able to implement the curriculum					
B3	Professional Learning Community (PLC) in my school is helping me understand the curriculum better					
B4	I have obtained copies(s) of the teacher resource pack					
B5	I have read all the relevant portions of the teacher resource pack					
B6	My circuit supporter (supervisor) has contributed to my understanding of the new curriculum					