

UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES ASSOCIATED WITH INITIAL IMPLEMENTATION OF NEW
CURRICULUM AT M/A CLUSTER OF BASIC SCHOOLS IN THE
OFORIKROM MUNICIPALITY



**A Thesis in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment for the award of Master
of Philosophy (Educational Leadership) degree**

MARCH, 2021

DECLARATION

STUDENT'S DECLARATION

I, GIFTY CHOUTAA ZIEM, declare that this thesis, with the exception of questions and references contained in published work 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 supervision of Thesis as laid down by the University of Education, Winneba.

NAME: DR. PHILIP OTI-AGYEN

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DATE.....

ACKNOWLEDGEMENTS

My first gratitude goes to the Almighty God for his guidance, protection and good health throughout the period of my study. Honestly, I am indebted to my supervisor, Dr. Philip Oti-Agyen for his encouragement, patience, assistance, guidance and more importantly for the comments and suggestions, despite his busy schedules.

My next gratitude goes to my family, especially my husband Mr. Francis Morna for their moral and spiritual support towards my study. Special mention is due to Very Rev. Fr. Dr. Louis K. Tuffour for giving me the guidance and space to learn and grow under his tutelage. Dr. Samuel Kwadwo Aboagye also provided me with unlimited support. I can never forget how supportive he was to me. My final appreciation goes to all friends and loved ones for their assistance in diverse ways. I thank you all.

DEDICATION

To my husband, Mr. Francis Morna and my daughter; Grace Mwinkum Bekyelfu.



TABLE OF CONTENT

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	7
1.4 Objective of Study	7
1.5 Research Questions	8
1.6 Significance of the Study	9
1.7 Delimitations of the Study	9
1.8 Limitations of the Study	10
1.9 Organization of the Study	11
CHAPTER TWO: LITERATURE REVIEW	12
2.0 Introduction	12
2.11 Definition of Curriculum	12
2.1.1 Teachers Perception of the New Curriculum in Ghana	14

2.2 Concept of Curriculum Implementation	16
2.3 Meaning of Curriculum Implementation	17
2.4 Change Management in Curriculum Implementation	19
2.5 Facilitating curriculum implementation	22
2.6 The role of teachers in curriculum implementation	24
2.7 Factors Influencing Curriculum Implementation	27
2.7 The Models of Curriculum Implementation	34
2.8 The Rationale for Curriculum Reform	34
2.9 The Importance of Fidelity of Implementation	36
2.10 Adaptation of Curriculum implementation	38
2.11 Institutionalization of Curriculum Implementation	40
2.12 The process model of curriculum implementation	41
2.13 The Classroom Implementation of the Curriculum	42
2.14 The role of Heads as curriculum leaders in the classroom	43
2.15 Teachers as Classroom Curriculum Implementers	45
2.16 The Learners and their Homes	47
2.17 Parents Involvement in Curriculum Implementation	48
2.18 The Schools and the Communities	48
2.19 Supervision of Classroom Curriculum Implementation	49
2.20 Curriculum Materials	50
2.21 GES/NaCCA Supportive Services for Classroom Curriculum Implementation	51
2.22 Challenges to Effective Classroom Curriculum Implementation	52
2.23 Curriculum Implementation, Teachers and Students	56

CHAPTER THREE: METHODOLOGY	59
3.0 Introduction	59
3.1 Research Design	59
3.2 Population	60
3.3 Sample and Sampling Techniques	60
3.4 Data Collection Instrument	61
3.5 Pre - testing	62
3.6 Data Collection Procedure	64
3.7 Data Analysis Plan	65
3.8 Ethical Considerations	65
CHAPTER FOUR: RESULTS AND DISCUSSIONS	66
4.0 Introduction	66
4.1 Demographic Characteristics of Respondents	67
4.2 Analysis of the Main data	69
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	97
5.0 Introduction	97
5.1 Summary	97
5.2 Main Findings	98
5.3 Conclusions	99
5.4 Recommendations	100

5.5 Suggestions for Further Study	101
REFERENCES	102
APPENDIX: QUESTIONNAIRES FOR RESPONDENTS	117



LIST OF TABLES

TABLE	PAGE
3.1 Population and Census Sampling	61
4.1 Gender of Respondents	67
4.2: Age of Respondents	68
4.3: Highest Educational Qualification	68
4.4 Factors that Influence Curriculum Implementation	69
4.5: Descriptive Statistics of Factors that Influence Curriculum Implementation	76
4.6: How Teachers are involved in Curriculum Implementation	78
4.7: Descriptive Statistics of Teachers' involvement in Curriculum Implementation	82
4.8: Challenges Associated with Curriculum Implementation	84
4.9: Descriptive Statistics of Challenges Associated with Curriculum Implementation	89
4.10: Strategies to be adopted to address the Challenges	90
4.11: Descriptive Statistics Strategies to be adopted to address the Challenges	95

ABSTRACT

The purpose of the study was to investigate challenges associated with teachers' implementation of the new curriculum at M/A Cluster of basic schools in the Oforikrom Municipality. The objectives of the study were to establish factors that influence curriculum implementation, find out how teachers are involved in the curriculum development and implementation, determine challenges associated with teachers' implementation of the curriculum and to determine the strategies to address the challenges associated with teachers' implementation. The study adopted descriptive survey design, using the quantitative approach. The target population of the study was all teachers and head teachers. The accessible population was 54, consisting of 8 head teachers and assistant head teachers and 46 teachers. The study found, among others, that the factors that influenced curriculum implementation were socio-cultural environment reflecting in the differences in cultural ideologies and the nature of school environment. Also, teachers were not prepared well by the GES prior to curriculum development and also not supported towards effective implementation of the curriculum. Challenges of curriculum implementation were lack of teachers' preparation and orientation and inadequate curriculum resources. Strategies to address the challenges were provision of adequate preparation and orientation of teachers and provision of adequate school facilities and infrastructure. It was recommended that Oforikrom Municipal Directorate of Education should provide adequate educational facilities such as school buildings, classrooms, including serene school environment for effective curriculum implementation.

CHAPTER ONE

INTRODUCTION

This chapter contains the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, organization of the study and challenges encountered.

1.1 Background of the Study

It has been very difficult to get a universally accepted definition for education. However, the word education is derived from the Latin word *educare* which means to "bring up", "bring out", "bring forth what is within", "bring out potential" and "to lead" (Sharma, Sadawarti & Anjum, 2012). Education is one of the important factors that shape economic development and human capital of a nation. To materialize the educational needs of a state, a curriculum becomes a pertinent tool; it is a crucial ingredient for realizing educational change in a state.

Curriculum implementation is the process of officially practicalizing the prescribed courses of study, syllabuses, and subjects (Chaudhary, 2015). All countries develop curriculum to meet their educational and developmental needs. The development of school curriculum in Ghana as well as many countries is still very centralized. The National School Curriculum as a program of learning is a highly sensitive document as it contains the dreams and visions of the nation, thus preparing its citizens to face future challenges. However, much of the excitement during the adoption of the curriculum documents has diminished and has been

replaced by disappointment in the implementation stage, as there are gaps between the aspiration and the actual implementation. There are three major phases in the process of educational change; initiation, implementation, and institutionalization (Berman, 1981). Fullan (1991) posits that implementation is important since it is the means through which desired educational objectives are accomplished. It is the link between the two phases implying the outcome of any educational policy is affected by the amount and quality of change that occur or fail at the implementation stage. However, many a time policymakers design nice curricula with laudable objectives and aims but these are often not materialized because their concentration was on “what” was needed for educational change and not “how” that change can be achieved (see Gervedink Nijhuis, Pieters & Voogt et al., 2013; Rogan & Grayson, 2003).

To ensure an educational change in Ghana, a new curriculum has been developed for teaching and learning at the basic schools nationwide, beginning from 2019/2020 academic year. This new Standard Based Curriculum seeks to respond to the challenges and opportunities in the country by developing graduates who are problem solvers for the job market, creative, have confidence and competence, promote inclusion, promote gender equality; and education stakeholders will ensure effective implementation of this framework (Ministry of Education, 2018). Having this laudable idea is one side of the coin and the other is the implementation. How has the implementation of the new policy to address the gaps/lapses in the educational system in Ghana fared? This study seeks to assess Ghana’s new curriculum with the factors that influence curriculum implementation (the learners,

resource materials, the teacher and instructional supervision and assessment) and the objectives of Standard Based Curriculum.

Curriculum change, according to Fullan and Pomfret (1977), comprises five components: changes in subject matter or materials, organizational structure, role and/ or behaviour, knowledge and understanding, and value internalizations. In the academic literature, fidelity, adaptation, and enactment are the distinct approaches used to assess the above components of changes in the curriculum.

The fidelity approach is concerned with how implementers of the curriculum faithfully operate/implement a new programme, based on the specifications laid down by the curriculum developers. There may be some minor changes but mostly the intentions of the designers/developers are strictly followed (Berman, 1981). The objectives and strategies of developers became the starting point of implementation and they must be adhered to. Curriculum fidelity describes the extent to which a curriculum is implemented as originally planned. From this perspective, researchers tend to study curriculum fidelity by focusing on the degree to which a particular innovative curriculum is implemented as planned and the factors that facilitate or hinder planned implementation (Snyder, Bolin, & Zumwalt, 1992).

The adaptation approach posits that the nature of the curriculum should not be pre-specified but should rather evolve from the practices of implementers as they seek appropriate means that fit their situation (Fullan, 1991). For adaptationists, although experts develop the curriculum, its effective implementation depends on the implementers who adapt it to their needs. The curriculum is, therefore, shaped to

meet the needs of the local situation. There is, therefore, no linear way to achieve the objectives of the curriculum developers.

The enactment approach focuses on how the participants experiences the curriculum. Curriculum knowledge is seen by advocates of the enactment approach as a personal construct which answers to both personal and external standards. It is teachers and students who create and give meaning to curriculum knowledge. They are, therefore, not recipients of curriculum knowledge but creators.

There are conditions within which each approach works. According to Berman (1981), in instances where there are clear and agreed-upon goals with well-designed programmes tolerating minor change, the fidelity approach is more appropriate. This study uses the fidelity approach to assess the implementation of the new curriculum in Ghana because the country runs a centralized educational system of which curricula are developed by a central body to be implemented in all schools although with little changes. The educational system in the country fits into the fidelity implementation approach.

The new law for education in Ghana as the primary law is Act 778 of 2008. This Act 778 had made GES to be decentralized and integrated into the Government decentralization organizations and ministries (Ministry of Education, 2018). There is the new National Council for Curriculum and Assessment; the National Inspectorate Board, National Teaching Council and Ghana Education Service. Act 778 described GES as co-ordinating educational policies at the National, Regional, and District Assemblies levels for both secondary and basic schools (Ministry of Education, 2018). For an organization to thrive on its objectives there should be competent

human resource for the various sectors to produce efficiency. This analogy is symbolic with curriculum design, development and implementation. The GES and NaCCA has no curriculum expert staff to design, develop and manage the administration of the curriculum implementation processes at the basic school level in Ghana thereby causing problems.

1.2 Statement of the Problem

Since the attainment of political freedom in Ghana, there have been several reforms through policy and curriculum development within the educational system which are aimed to improve access and quality in education within the country, challenges exist concerning the achievement of the objectives of these educational reforms and curriculum development (Akyeampong, Djangmah, Oduro, Seidu & Hunt, 2007).

The 1992 educational reforms and the 2007 as well as 2009/11 reforms also affected the curriculum to be implemented at the basic school level. Experts in the curriculum field stated that the presence of the core concepts does not guarantee success but their absence ensures failure (Fullan, Cuttress & Kitcher, 2005). The presidential assent on educational reforms for 2007 is indicative (UNESCO 2000/2011). In Ghana, including the study area, pre-tertiary school's curriculum innovation captured in educational reforms since 1990. Curriculum reforms (changes) in all countries should be revised consistently towards desired goals. Examples include Education Reforms 1990, 2007 and 2010 where the SSS was renamed SHS and JSS named JHS to decrease the time frame for completion but

without expansion for infrastructure and human resources, that is, teachers. Reforms termed as innovation can be considered as negative innovation or simply as mistake. To confirm the mistakes created through educational reforms involving curriculum innovations at the pre-tertiary school level was the outcry of the Presidential Committee Report captured in the World Data on Education (The Government of Ghana, 2007).

The curriculum being implemented at the basic schools' level is not explained or interpreted comprehensively by the experts of National Council for Curriculum and Assessment (NaCCA) or Ghana Education Service who contracted them to design the curriculum to the implementers, which are teachers. Additionally, teachers in the respective basic schools lack in-depth knowledge about the curriculum to be implemented. Since there is inadequate preparation or orientation for teachers of basic schools to implement the curriculum, this leads to various challenges in its implementation as postulated by Salberg (2004) that the presence of change knowledge does not guarantee implementation success but its absence ensures failure. It is worth noting that curriculum implementation at the basic school level is ideologically political policy. The problem of inconsistencies in the process of curriculum development can seriously affect the curriculum implementation in the Ghanaian society especially, in basic schools.

In 2018, Ghana developed a Standard-Based Curriculum to be used in basic schools across the country. The new curricula aim to help the learner acquire reading, writing, arithmetic, and creativity skills. This will make learners become

digital literates, critical thinkers, and problem-solvers, thereby transforming Ghana into a learning industrialized nation (Ministry of Education, 2018).

Before the development and implementation of this new curriculum, basic schools in Ghana, and in particular, basic schools in the Oforikrom Municipality, were perceived to be having infrastructural deficit, inadequate learning materials, and instructor inadequate understanding of the curricula (Ntumi, 2016). The questions that arise are; how does the new curriculum achieve its aims and objectives amidst these challenges? How could these challenges in the implementation of this curriculum be addressed to achieve its objectives? These have motivated the researcher to investigate challenges associated with teachers' implementation of the new curriculum at M/A Cluster of basic schools in the Oforikrom Municipality.

1.3 Purpose of the Study

The purpose of the study was to investigate challenges associated with teachers' implementation of the new curriculum at M/A Cluster of Basic schools in the Oforikrom Municipality of the Ashanti Region.

1.4 Objective of the Study

Specifically, the study sought to:

1. identify factors that influence curriculum implementation at M/A cluster of basic schools in the Oforikrom Municipality.

2. find out how teachers are involved in the curriculum development and implementation process at M/A cluster of basic schools in the Oforikrom Municipality.
3. determine challenges associated with teachers' implementation of the curriculum at M/A cluster of basic schools in the Oforikrom Municipality.
4. determine the strategies that could be adopted to address the challenges associated with teachers' implementation of the curriculum at M/A cluster of basic schools in the Oforikrom Municipality.

1.5 Research Questions

The study was driven by the following research questions:

1. What factors influence curriculum implementation at M/A cluster of basic schools in the Oforikrom Municipality?
2. How are teachers involved in the curriculum development and implementation process at M/A cluster of basic schools in the Oforikrom Municipality?
3. What challenges are associated with teachers' implementation of the curriculum at M/A cluster of basic schools in the Oforikrom Municipality?
4. What strategies could be adopted to address the challenges associated with teachers' implementation of the curriculum at M/A cluster of basic schools in the Oforikrom Municipality?

1.6 Significance of the Study

Curricula are developed to ensure educational change. But most often their well-intended objectives are not met because of problems associated with implementation. This study is significant because it assesses the challenges that are associated with the implementation of these new curricula in Ghana and how they could be solved. The findings of the study will be beneficial to stakeholders in education to develop effective and appropriate strategies to implement the new curricula.

The outcome of the study will also help the Ministry of Education (MOE) to institute regular in-service training for teachers on curriculum implementation to mitigate, if not to avoid the challenges entirely. It will also inform the Ministry of Education to formulate policies to improve on the nature of the curriculum to enhance its implementation in the basic schools.

The study will serve as a basis for future researchers who may want to investigate challenges teachers face in implementing the curriculum.

1.7 Delimitation of the Study

The study was delimited to challenges associated with curriculum implementation at the basic schools in the Oforikrom Municipality even though there are other challenges in school management. The respondents for the study were teachers in the study area. Areas such as factors that influence curriculum implementation, extent of teachers' involvement in the curriculum development and implementation process, challenges associated with teachers' implementation of the

curriculum and strategies that could be adopted to address the challenges associated with teachers' implementation of the curriculum were covered.

1.8 Limitations of the Study

Some respondents delayed in filling the questionnaire so the researcher had to maintain constant reminders. There were also limited resources to carry out the study.

Inadequate time and funds constituted some constraints which limited the researcher's effort to complete the study on time. Even though I went to the field to administer the questionnaire and spent time explaining questions to teachers, there was the possibility of some teachers in separate groupings and friends sharing ideas. In such a situation, responses could contain some biases as a result of some influential respondents whose views might influence the individual responses.

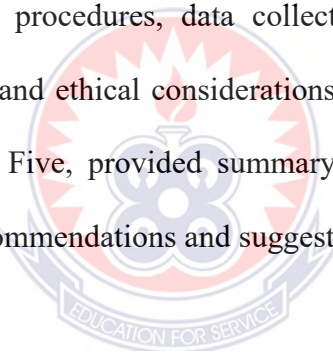
The researcher adopted descriptive survey design for the study instead of studying the sampled population over a period of time (longitudinal). The study also used questionnaire to gather data for the study and as with the use of questionnaire, it was not possible for respondents to probe further for detailed explanation. The COVID-19 pandemic also sought to limit the researcher's movements and interactions with respondents.

Financial constraints for data collection were the major anticipated challenges. This study should have been conducted in many districts in Ghana but inadequate resources did not allow that. All these were likely to affect the validity of

the findings or conclusions. Despite these limitations however, the researcher was able to collect the needed data for the study.

1.9 Organization of the Study

There was five chapters in this research work. Chapter One was the introduction and includes the background of the study, problem statement, the purpose of the study, research questions, significance of the study, delimitations, limitations and organization of the study. Chapter Two is the literature review and Chapter Three is devoted to the methodology which describes the research design, the population, sampling procedures, data collection instrument, data collection procedures, data analysis and ethical considerations. Chapter Four presented results and discussions. Chapter Five, provided summary of the study, the summary of findings, conclusions, recommendations and suggestion for further research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of literature related to the topic of the study. The areas covered include: The concept of curriculum implementation, Change Management in Curriculum Implementation, Impediments (Challenges) to Curriculum. Implementation, Facilitating curriculum implementation and the role of teachers in curriculum implementation.

2.1 Concept of Curriculum

The definition of curriculum has been a major problem because of its fluid nature. Notwithstanding the challenges involved in curriculum definition, it is essential for teachers and educational administrators to understand and apply curriculum knowledge appropriately in the educational sense. Macmillan School Dictionary (2004) defines curriculum as “the education subjects that students study at a particular school or college” (p. 182). This definition is in line with Ross (2008), Sowell (2000), and Schubert (1997) who defined curriculum as a programme that defines what is to be taught in specific institutions. This definition emphasizes on content as key element in curriculum, reflecting directly on the syllabus, however, curriculum goes beyond this.

Crowder (2011) of FAO defines curriculum as all the planned experiences which learners may be exposed to in order to achieve the learning goals. This definition covers more than just a body of knowledge, a list of subjects to be studied

or a syllabus. From the foregoing, curriculum implies all the activities that learners need to do if they are to finish a programme of study and attain intended learning aims. It goes beyond a body of knowledge a list of subjects to be studied or a syllabus since it conforms to a holistic curriculum system.

Pratt (1980) defines curriculum as “an organized set of formal educational and or training intentions” (p. 4). It is clear from Pratt’s definition that the curriculum is a set of educational intentions or plans; the curriculum cannot be non-organized activities but holistic guide or a blue print for guiding implementation. This means that a curriculum contains multiple intentions and its implementation is continuous and evolutionary. Besides these intentions are formal or intentions deliberately chosen to promote learning. It can be stressed that the set of intentions form knitted relationship among its different elements such as objectives, contents implementation processes, evaluation and others. Enclosed in it is education and training which projects the curriculum as a complete system.

Learning and instructions are central to the curriculum process. Informal changes are likely to be made in the curriculum by teachers without any formal assent of the accrediting agency such as the NaCCA of GES. This also implies that teachers may leave out or add to the curriculum materials or even change in how it is taught and assessed by them. In the light of this the curriculum is accepted as a formal mechanism through which intended educational aims are achieved (White, 2002). This definition encompasses all other definitions subjectively. However, intended educational aims implies that the holistic education with the curriculum as a central element within the larger elements (is covered education). In this perspective,

the learner is seen as being developed totally to live and live for others in the globalised world.

Formal mechanism implies the adoption of mission and vision statements to reflect in the curriculum for implementation. This also means that the needs and interest of a particular state such as Ghana, Australia and USA are integral construction of the curriculum to serve the intended needs of the respective nations or country.

For the purpose of this study, curriculum is seen as a vehicle on which education as a system evolves toward achieving the desired mission and vision envisaged in a nations' education such as Ghana. This reveals that the curriculum for secondary schools in Ghana is a government educational policy towards improving socio – political and economic well-being of the citizenry. The presidential assent on educational reforms for 2007 is indicative (World data on education VII ED (2000/11) UNESCO source). It is essential to understand curriculum implementation as critical in this study.

2.1.1 Teachers Perception of the New Curriculum in Ghana

Teachers all over the world are important as they contribute to the success of educational reforms (Smith & Desemone, 2003). The knowledge, beliefs and perception of teachers play an important role in understanding curriculum reforms. (Blignaut, 2007). Therefore, teachers are not going to accept the educational curriculum without questions and criticism when they are not part of the reform process. This is not limited only to teachers, as human beings by nature, use inquiry

in almost everything they do, regarding the inquiry learning approach (Simon, 1995). This is the reason why teachers are reluctant to accept new curricula when they are introduced.

A lot of countries are reforming their curricula. However, the majority of non- western countries adopted their curricula from western countries (Amofah, 2013). The curriculum reforms were intended to bring back topics such as the history of Ghana. Physical education, and sports as pivotal part of balancing education and development of important basis and lifelong skills. Additionally, the new curriculum intends to teaching and learning of French, focusing learning-centered pedagogy and improving the use of ICT as a teaching tool while emphasizing pedagogy with a focus on equity and inclusion (GhanaWeb, 2009).

The new curriculum in Ghana has seen a complete overhaul. There has been a massive change in the content while some subjects have paved way for others. Additionally, approaches to teaching have been revised to a more learner centered with ICT as a tool for pedagogy. Whereas many teachers asserted that the new curriculum would produce a creative, mathematically and scientifically Ghanaian child who will be a critical thinker to solve a myriad of problems confronting the country others have identified bottlenecks that need immediate redress. Although infrastructure remains the major threat to successful implementation of the curriculum, other challenges cannot be overlooked. The decision to use ICT as pedagogical tool seems not to match the Ghanaian school infrastructure. Some teachers do not have access to a communication network while others do not have

access to electricity. Larger class size poses a great challenge as it inhibits students' participation (Amofah, 2019). Others include failure to consider the Ghanaian students' society and culture and the non-involvement of teachers who could have pointed out such issues as poor internet connectivity and lack of electricity in the areas. This also supports the need to do pilot testing before implementing the curriculum. Pilot testing should have helped to at least discover errors and challenges that should have been addressed before the curriculum was introduced (Salama, 2008).

2.2 Concept of Curriculum Implementation

Curriculum implementation is the central concept of this study. It is the process of putting a change into practice (Fullan, 1991). Implementation, according to Fullan (1991), is distinct from adoption in the sense that while the focus of the former is on the extent of the actual change in practice and factors that influence such a change, the latter focuses on the decision to use a new curriculum. Rogers (1983) believes that implementation has three stages: re-invention, clarification, and routinisation. Re-innovation is when changes or modifications are made by implementers in a programme. During this stage, the structure of the organization changes to accommodate the new changes. At the classification stage, the relationship between the innovation and the institutions are defined and made clear.

The routinisation stage is the institutionalization and regularization of the new idea. Leithwood (1991) believes that implementation evolves when a new programme is designed to either replace or improve an existing programme. The

open use of a new programme within a school system is referred to as curriculum implementation (Lewy, 1977). It is the process whereby a set of learning experiences are disseminated, resources are provided to execute such plans, within a classroom setting where there is the interaction between the learner and the teacher (Ivowi, 2009).

Curriculum implementation, according to Okello and Kagoire (1996), is a network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities.

Inferring from these definitions above and for this study, curriculum implementation is the process whereby educational institutions use educational programmes whether newly designed or revised to enhance teaching and learning. It involves behavioural change on the part of the implementers (policymakers, teachers, and learners) in the direction suggested by the new programme. For this study, implementers consist of educational policymaker (at all levels, teachers, and students).

2.3 Meaning of Curriculum Implementation

Educational programmes such as curriculum (syllabuses, text books, instruction, etc) need to be understood by the implementers. It is crucial to examine how curriculum implementation is defined by some authorities, since such definitions are critically fluid. For the purpose of this study, the researcher as a

teacher, perceives curriculum implementation as using the various formal educational materials such as syllabuses in various subjects, test books, teachers' guide materials, manuals appropriately with the learners in the classroom to achieve desired teaching and learning outcome, bringing about a positive change of behaviour in the learners.

The Commonwealth of Learning Module 13 (2000) defines curriculum implementation as putting into practice the officially prescribed courses of study, syllabuses and subjects. This means helping the learner to acquire decided knowledge or experiences. Again, it is paramount to accept that the learner is at the centre of curriculum implementation. This also means if there is no learner there would not be any curriculum to be implemented. It is also accepted that implementation of the curriculum takes place as the learner acquires the expected experiences, knowledge, skills, idea, and attitudes that are aimed at enabling the same learner to function effectively (The commonwealth of Learning Module 13, 2000).

It is stressed that putting the curriculum into operation requires some implementing agents. Stenhouse (1979), cited in the (The commonwealth of Learning Module 13, 2000), identifies the teacher as the agent of curriculum implementation. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabuses. Implementation is deemed to have taken place when the teacher constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner (The commonwealth of Learning

Module 13, 2000).). Finally, curriculum implementation is a process of using the planned or officially developed course of study by the teacher into syllabuses, schemes of work, lesson notes, and lessons assessments to be delivered to students. It is clear that curriculum as heart of education must be guided in the process of implementation by applying appropriate factors which could influence the curriculum implementation.

2.4 Change Management in Curriculum Implementation

Fullan (2001), in an extensive review of systemic change, concludes that “to achieve large scale reform, you cannot depend on people’s capacity to bring about substantial change in the short run, so you need to propel the process with high quality teaching and training materials. National level change will definitely incur huge cost. The urgency of change at times can be overwhelming and thus, insufficient attention is given to managing the change. The time needed for change is largely being ignored. In such instances, curriculum implementation might suffer as the teachers might not be ready for the change, or resources and infrastructure have not been made sufficient, leaving many gaps which may affect the success of curriculum implementation (Fullan, 2001).

Successful curriculum implementation often implies a change of habit; in other words, it is a cultural change. Changes involving beliefs and values are difficult to implement. It takes time and persistence. Examples of such change are from teacher-centered to student-centered learning and from a focus on national examinations to school-based assessment (Fullan, 2001).

Systemic change requires the support of district level administration in providing the resources and professional development needed for reform (Datnow & Stringfield, 2000). Although implementation can be hampered by lack of resource allocation at the municipal /district level, the implementation process also requires flexibility at the individual school-level to conceptualize the reform initiatives for the specific school context, curricular adoptions should not be treated by a municipal / district as prescriptive. However, the implementation of any reform depends on classroom teachers as the implementation of a reform-based curriculum usually requires a transformation in teachers' ideas about understanding of subject matter, teaching, and the learning of science (Powell & Anderson, 2002). It is the interaction of a teacher's knowledge and beliefs about the nature of the reform with the curriculum that determines what actually happens in the classroom (Powell & Anderson, 2002).

Among factors that contribute to the success of change is the commitment of the stakeholders towards this change. Beauchamp (1975) specifically relates it to the "commitment of teachers to use the curriculum as a point of departure for the development of instructional strategies. One interesting barrier to this commitment is teachers' fear of interference and imposition onto their autonomy in deciding the teaching strategies they think are appropriate to their students (Beauchamp, 1975). Beauchamp proposed that curriculum planners consciously create more flexible curriculum design and institute realistic implementation procedure to counter this fear. Teachers' inputs are crucial in creating such realistic design and procedures. One effective method is to involve teachers in the process of curriculum

development. Beauchamp (1975) reported that there is a significant relationship between teachers' participation in curriculum development and their implementation of the curriculum. Teachers' willingness to participate should not be taken for granted; teachers need to be motivated to implement changes in curriculum. The stakeholders need evidence to convince them of the worthiness of such change and to give them the confidence that this change will produce better outcomes.

An innovation is usually characterized through some materialized plan which describes the intended practices, and the aspired ways of changing them, and argues the theories which justify the rationale. It uses some material, other resources (time, money) and specific social structures (e.g., steering groups, peer observation, debriefing sessions, regular appraisal) to make people act in another way. Its real test lies in being put into practice. Thus, innovation is a practice to change practices (Fullan & Stiegelbauer, 1991). Consequently, a new curriculum may be described as an attempt to change teaching and learning practices which will also include the transformation of some of the beliefs and understandings hitherto existent in the setting to be changed. It is usually strong on the material side by providing a written curriculum, text books, recommendations for teaching strategies, working material for students, and probably also new artifacts for learning. It is usually less explicit on the organizational side but may also advocate the use of changed time tabling and new social structures, such as peer group interaction, decision making in the subject group, etc.

Fullan (2005) distinguished three sub-processes in which an innovation is made work or not in order to produce outcomes. The processes that eventually lead

up to and end with the decision to take up a specific innovation proposal have been called initiation phase.

In the implementation phase, participants attempt to use the innovation proposal (curriculum) in order to change their practice. Frequently, extra support for translating the innovatory ideas into reality is offered on a project basis. Thus, while the initiation phase concerned with the nominal use of a curriculum, the implementation phase focuses on the actual use. The implementation processes is concerned "with the nature and extent of actual change, as well as the factors and processes that influence how and what changes are achieved." (Fullan, 2005). Thereby, it aims to find out what type of extra support in the 'project phase' is appropriate to promote actual use of the innovation. At the continuation phase, also called institutionalization, incorporation, or routinization) the innovation or what has been made out of the innovation during implementation is built into the routine organization, and extra support (if there had been any during the implementation phase) is withdrawn. Thus, while implementation is concerned with initial use of the innovation under project conditions, continuation deals with mature use under standard conditions.

2.5 Facilitating curriculum implementation

Dealing with the curriculum implementation problem, which made many curricula not to be positively implemented, Fullan (2001) has two different general approaches to be considered: the programmed approach and the adaptive-evolutionary approach.

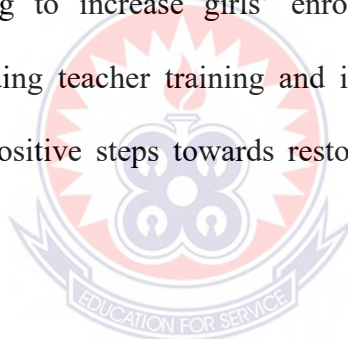
The *programmed approach* or fidelity approach aims at solving the implementation problem by concentrating on flaws in the specification of the product, e.g. gaps in the existing specification of innovations practices, failure to articulate the innovation's implication for teachers' behavior, and theoretical inadequacies with respect to identified means for achieving the intended outcomes of an innovation (Leithwood & Montgomery, 1980).

According to Altricher, Sleeman and Korpi (2000), a contrasting conceptualization of the implementation problem is provided by the adaptive-evolutionary approach which accepts that the innovation, as it has been devised, will be modified in the course of its implementation. This is not only seen as just a feature of mundane circumstances wise and realistic persons have to accept but as an essential characteristic of implementation. This resonates a central finding of the Rand Change Agent Study: The primary feature of effective implementation could be called 'mutual adaptation' in which the project is adapted to its institutional context and organizational patterns are adapted to meet the demands of the project (Berman & McLaughlin, 1977).

Particularly with complex innovations, this approach claims that it is conceptually unsound, socially unacceptable, and empirically impossible to solve the implementation problem by programming the persons concerned with putting the innovation into reality through detailed elaborations of the desired practice and step by step specifications for the process of implementation. Rather, innovators to provide their innovation, e.g. a new curriculum, to their audience as "intelligent hypotheses" (Stenhouse 1975), but invite practitioners to rethink it and further

develop it for the specific circumstances they are working in. They expect, even invite negotiation and transaction. They aim to stimulate practitioners to use their practical situational knowledge for implementation and for modifying the original models according to the demands and resources of the specific locality.

Curriculum development can be challenging, therefore the involvement of all stakeholders, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum development and revision (Johnson, 2001). According to Aheto-Tsegah (2011), the government is continuing to make solid progress towards improving the country's education system and boosting learning achievement. By striving to increase girls' enrolment and narrow inequalities between schools, expanding teacher training and increasing teacher numbers, the government is making positive steps towards restoring quality education to all in Ghana.



2.6 The role of teachers in curriculum implementation

Mclaughlin (1987) argued against the idea to achieve quality changes educational practice by "programming" teacher behavior (maybe to the extent of "teacher proof curricula"). To by-pass collaboration of teachers means to by-pass their rationality and their ingenuity, and this would not solve the implementation problem, but, on the contrary, make it worse. It is the practitioners who must bring a curriculum idea to life in their concrete interaction with specific students under local circumstances.

To Mclaughlin (1987), curricula are attempts to communicate - hopefully intelligent – specifications of educational ideas and practices to teachers in order to stimulate their discussion, experimentation and critique. A curriculum is a hypothesis, a starting point for reflection and development done by responsible professionals (Stenhouse, 1975). Teachers are sometimes sceptical of the innovative products of researchers and curriculum developers. This maybe unpleasant for the developers, however, as Stenhouse argues, teachers' "pragmatic scepticism" should be taken as an impulse of questioning, of wanting to know better, of wanting to develop. "A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice" (Mclaughlin, 1987 pp.45).

It is critical not only to observe the teachers but also to talk with teachers about their instruction and decisions about implementing the curriculum. It is through exploring teachers' actual classroom practices and the beliefs and knowledge that support or constrain these practices that more targeted professional development can be implemented (Frechtling, 2000).

Marange (2007) argues that the extent to which educators succeed in adapting to these challenges may well determine the future quality of life in the United States. She further indicates that each challenge already involves a pattern of current constraints on an "educator's ability to address that challenge while simultaneously offering the possibility of opening the door to promising perspectives for critical thinking about changes in the future for teaching and teacher education in diverse schools and classrooms. Schools must now prepare students to interact in a more

diverse society and collaborate in more diverse work environments. As a result, teacher preparation programs must create culturally relevant curricula and train teachers to deliver these curricula in culturally appropriate ways that increase the engagement of all students.

Curriculum and instruction must focus on teaching techniques that employ best practices and emphasize a broad swath of knowledge and skills reflecting the diverse cultural backgrounds of students (Hoffmann, 2017). Thus, a modern, world-class curriculum must be developed that will inspire and challenge all learners and prepare them for the future (Waters, 2009).

According to Hasan, Burhan and Douglas (2017), Public education in the United States requires better-trained teachers who can meet the needs of specific student populations, understand the necessary role of cultural norms and values, and be willing to speak up regarding demographic changes in the classroom. Without these teachers, effective reform to meet global demand is impossible. In this context, curriculum and instruction must adapt so all students can enjoy successful learning while developing as confident individuals who are able to live safe, healthy, and fulfilling lives as responsible citizens that make positive contributions to society.

According to Merfat (2016), without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort, better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

If another party has already developed the curriculum, the teachers have to make an effort to know and understand it. So, teachers should be involved in curriculum development. For example, teachers' opinions and ideas should be incorporated into the curriculum for development. On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects curriculum (Carl, 2009). Hence, teacher involvement is important for successful and meaningful curriculum development. Teachers being the implementers are part of the last stage of the curriculum development process.

2.7 Factors Influencing Curriculum Implementation

Contextually, factors influencing curriculum implementation are identified in line with the GES/NaCCA as purely from Ghanaian perspectives for the purpose of this study. This is to allow scholarly references and comparison globally where applicable. The following constitutes major factors influencing curriculum implementation;

Teachers of the pre-tertiary school level are autonomous whenever it is curriculum implementation. This means teachers view their roles in curriculum implementation as uniquely autonomous – meaning the selection and decision to use prescribed syllabus or curriculum is theirs. This is because implementation takes place by the interaction of the learner, planned learning opportunities and the role of the teachers at the centre of the interactions is indisputable. For teachers to implement pre-tertiary school curriculum efficiently and effectively then they must have clear knowledge and understanding of the curriculum as desired. However, in

Ghana the pre-tertiary school curriculum issues are delegated to the NaCCA or the GES headquarters as the responsible authority.

The commonwealth of Learning cited Wolfson (1997) states that the teacher must play a more significant role in designing the curriculum if the curriculum is what teacher and students create together. (The commonwealth of Learning Module 13, 2000). This statement means if the teacher is to translate curriculum intentions into reality then it is critical that the teacher understands the curriculum. In Ghana the pre-tertiary school curriculum design and development is contracted to curriculum experts in the field without teachers and GES staff involvement.

As indicated in (The commonwealth of Learning Module 13, 2000), that I understand that teachers are pivotal in the curriculum implementation process”, (p. 51) but what is their role in the curriculum planning process? This implies that teachers are only used to implement the curriculum. But it is essential for pre-tertiary school teachers to be involved in curriculum planning and development so that they can implement the curriculum modification and for the benefits of the students. However, the pre-tertiary school curriculum is centralized.

The learners have been identified as core factors influencing curriculum implementation. This is because the teachers’ activities such as planning the scheme of work, lesson notes and instructional delivery including the choice of pedagogical application to be beneficial, needs putting the learners (students) at the centre since they are the recipients of the knowledge and experiences to be derived from the curriculum implementation. Hence without students there can be no curriculum implementation.

The learners, as a factor, must be considered in the process of curriculum design, development and implementation. Since the selection of learning experiences and the change of behaviour that comes out of the curriculum implementation directly impacts on the learners. This also implies that at the pre-tertiary school, the learners who have diverse characteristics must be considered in the process of implementing the curriculum as indicated in the commonwealth of Learning Module 13, (2000). However, if teachers and learners are ready to implement the basic school curriculum there must be needed items essential for implementation.

For the purpose of this study resource materials and facilities can be classified as human and material resources, while facilities refer to the totality of educational facilities enveloped as a school. The Government of Ghana (Ghana Education Service, 2010) provides the needed educational facilities such as school buildings, classrooms, dormitories, computer laboratories, science laboratories, libraries and recreational fields including the school's environment such as roads and footpaths, teachers and other auxiliary staff. However, the government of Ghana intergovernmental decentralization – fiscal policies delegate the provision of such facilities to the district assemblies in consultation with the district directorate of education.

Besides these facilities the curriculum materials such as syllabuses, text books, appropriate classrooms, furnishing teaching and learning materials, stationery, teachers guide and manuals constitute critical materials or resources which ought to be supplied by the GES/NaCCA such as textbooks to commensurate

with the syllabuses have been identified it may be inappropriate since they are not reflecting on each other and therefore greater gaps exist between them.

The Board of Governors and school management committees constitute major decision-making Body for the senior high schools and basic schools. In addition, the Parents Teachers Association (PTA) becomes an integral part of the Board of Governors and school management committees to view their roles in consultation with the school's administration as guiding the internal school's policy formulating, vision and mission statements of the school. Valuable services of the PTA's and old students include the provision of;

1. Financial Resources in supporting the school to acquire essential resource materials which have not been supplied by the MOE/GES/NaCCA or the District Assembly towards critical pre-tertiary school curriculum implementation.
2. Furniture, library, books, computers and staff motivation in cash or kind reflecting on some of the students.
3. Solutions to major challenges beyond the staff through collaborative efforts with educational directorate of the District Assemblies where applicable.

It is believed that schools' situation, in particular, socio-political and economic environment, constitutes the nature of schools environment. This suggests that schools established or located in rich socio – economic and political environment with adequate human and material resources can assist to implement pre-tertiary school curriculum in a dynamic and efficient manner to reflect in the outcome of the curriculum implementation (University of Zimbabwe, 1995).

However, it is also accepted that schools which are situated in poor socio – economic and political environment with less endowed human resources, it becomes imperatively very difficult to implement any educational policies such as the pre-tertiary school curriculum. In the study area, this assertion is perfectly a reality. This means the teachers and learners need to struggle towards implementing the basic school syllabuses to impact on the performance of the learners. This is because the syllabuses, as part of curriculum materials, have been centralized including summative evaluation of the curriculum through the Basic Education Certificate Examination – BECE.

The GES/NaCCA headquarters by centralizing the pre-tertiary school curriculum without reference to the socio – cultural environment reflecting in the differences in cultural ideologies makes the pre-tertiary school curriculum materials enigma for implementation. This is because the pre-tertiary school curriculum materials (Syllabuses, etc.) are designed and developed based on the ideological and philosophical perceptions reflecting in the political governance within the time frame such curricular materials are designed. This implies that those in rich socio – economic environment could adopt the curriculum materials and therefore use them more proficiently at the expense of the poor basic school communities.

For pre-tertiary school curriculum to be effectively and efficiently implemented then it is crucial to intensify instructional supervision as very important. Ornstein and Hunkings (1998) assert to this view when they declare that the process of implementing a new curriculum must be supervised. Briggs and Sommefeldt (2002) state that NaCCA have an important function to play in

improving the quality of teaching activities in the schools by providing guidance and direction to teachers on how to improve teaching services.

In context instructional supervision is a guide such as research objectives and research questions to protect the implementation of the desired and appropriate curriculum materials. Glickman et. al. (2010) state that the objective of supervising the implementation of a new curriculum is to ensure that learners are receiving the best possible instruction they can from their own teaching. Timely supervision and monitoring is healthy towards remediating curriculum implementation challenges by assisting and demonstrating appropriate teaching subjects direction to achieve intended objectives. This way, pre-tertiary school curriculum implementations efficacy is augmented. Again, purposeful classroom observation of teachers and learners in action is to permit supervisors and supervisees interaction to enhance professional development and commitment for curriculum implementation.

Glanz (2006) asserts that, classroom observation of teachers in action is not done for evaluation purposes but to engage teachers in instructional dialogue about classroom practices. However, this practice is lacking in the study area.

The GES/NaCCA staff ensures the design and development of curriculum material including distribution of such curriculum materials to all basic schools through the various Regional Education Directorates. This means heads of respective basic schools are normally invited to collect the schools syllabuses, textbooks, timetables, teachers' guide, cashbook materials and other relevant stationeries. The major role GES/NaCCA plays in respect of curriculum implementation is to make sure that heads of pre-tertiary schools in Ghana collect their curriculum materials

from the Regional bookshops. However, the real or actual implementation of the pre-tertiary schools curriculum depends on the capacity of the heads and other teachers. This implies that teachers are presumed to have adequate understanding of the curriculum materials. Teachers and heads of the study area have received inadequate training, preparation, and orientation towards the usage of the various syllabuses (curriculum materials) in the study area.

For pre-tertiary school curriculum to be implemented successfully, there is the needs for the professional training of implementers. Teachers to receive continuous in-service training (INSET) as a process to enhance the efficacy of the implementers' capacity to implement the curriculum at this level. This means the teachers are seeing as indisputable curriculum leaders. In this context, a wise head is able to use suitable leadership styles based on situations without relying on one particular style of leadership (Dunford, Fawcett, Bennett, 2000). This situation applies to curriculum implementation where in-service training equips implementers with varying instructional methods, knowledge and experiences towards varying their teaching and learning pedagogies.

In the same vein Abdul Shukor Abdullah (2004) and Abdul Rafie Mahat (2002) agree that a variety of leadership practices results in more effective leadership instead of merely relying on one particular style. It should be a great concern that in the study area the GES/ NaCCA, the National Inspectorate Board and the National Council for Curriculum and Assessment (NCCA) had never displayed any curriculum implementation leadership in the basic schools' level in the study area.

2.7 The Models of Curriculum Implementation

The design of curriculum adopts an approach or philosophical process being ideological is deemed the models of curriculum. Models are constructed to envelope the rationale for the curriculum to be designed and implemented with the intended objectives at the centre. This study area is put into divisions of coherence and sequence to allow enhancing the understanding of various models/concepts for curriculum implementation. The categories are as follows;

1. The rationale for curriculum reforms
2. The importance of fidelity of implementation
3. Adaptation of curriculum implementation
4. Institutionalization of curriculum implementation
5. The process model for curriculum implementation

2.8 The Rationale for Curriculum Reform

Both developing and developed countries such as Ghana, Zimbabwe, USA and Australia look to the curriculum as an educational programme designed to meet the visions and aspirations of their respective countries from one generation to another. It is this direction Briggs and Summerfeldt (2002) stated that some experts state “curriculum is a social construct, designed to transmit the characteristics of a society. It is designed to serve from one generation to another”. Besides other experts are of the opinion that “thus expert performance is a product of experience – based knowledge that can be recalled quickly and consistently and then deployed (Alberdo, Sleeman, & Korpi, 2000).

In Ghana, the pre-tertiary school curriculum being a core educational programme is an object for politicizing, making it challenging for curriculum implementers. Curriculum reforms (changes) in all countries should be revised consistently towards desired goals. But this is not the case at the pre-tertiary school level in Ghana; Revision of curriculum depends on the political ideology of Government in power on education. Examples include Education Reforms 1990, 2007 and 2010 where the JSS was renamed JHS to decrease the time frame for completion but without expansion for infrastructure and human resources (Teachers).

In Ghana, the rationale for pre-tertiary school curriculum reforms can be deemed to be economic, political, social and international. It is a common place for Government and their representatives in Ghana to accept UN, UNICEF, UNESCO and World Bank agents and integrated them into the pre-tertiary school syllabuses (curriculum) for implementation without involving the governing bodies and educational stakeholders purposely for economic advantages to be derived; (funding, grants, scholarships).

In Ghana, change of government is also a move to reform education at the pre-tertiary school level. This is because there is no unique National Education Council neutral of political activities, hence the political disturbance of education at the pre – tertiary level. Ross (2000) maintains that the 1988 curriculum change in Great Britain was as a result of competing political parties' desires. This is similar to Ghana. Doley (1992) asserted that a formal school curriculum must be continuously responsive to change in order to prepare students to face a world characterized by rapid change, globalization, and an enhanced social agenda.

Socially, the pre-tertiary school curriculum is being centralized in a confused political ideology and such curriculum cannot address societal interest. It is important to note that political influence accounts for the selection of consultant to design the pre-tertiary school curriculum. It could be that such consultants are not experts in the curriculum field but belonging to same political parties in power. It is prudent to know that varying educational reforms established in Ghana at the pre-tertiary level are considered to be mistakes hence difficult to implement as indicated in the World Data for Education (UNESCO, 2010/2011)

2.9 The Importance of Fidelity of Implementation

The fidelity concept for curriculum implementation is one of the critical concepts that the MOE, GES and NaCCA had adopted for pre-tertiary school curriculum implementation to enhance the efficacy and success of the implementation. The MOE, GES/ NaCCA expect curriculum to be implemented ‘strictly’ or ‘faithfully’ at the pre-tertiary school level in line with the expertly designed curriculum materials. The implications are, teachers at the pre-tertiary school level should implement all the subjects’ curriculum strictly without any diversification. For fidelity to be affected we need the following prerequisites for teachers at the basic school level, this means implementers must possess knowledge and experiences essential in the curriculum area.

1. Understanding of the curriculum materials, example syllabus
2. Ready to accept the curriculum for implementation through self-motivation
3. The capacity to analyse syllabuses, materials, and remedy challenges.

4. The supervision and Headteacher's support must be available towards implementation of the curriculum.

Various studies (Foorman & Moats, 2004; Gresham et al, 2003) agree on the importance of fidelity of implementation to maximize the programme effectiveness. Some interventions of fidelity implementation were examined and the results suggested may be attributed to three related factors;

1. Fidelity of implementation of the process (This is at the school level).
2. The degree to which the selected interventions are supported.
3. Fidelity of interventions implementation (At the teacher level).

From the foregoing concept, Fidelity of intervention implementation is the delivery of instruction and the way in which it was designed to be delivered (Gresham, McMillan, Beebe-Frankenberger, Bocian, 2003). Fidelity assists to address the integrity with which screening progress; monitoring processes are completed such as implementing the pre-tertiary schools' syllabus. These assumptions of fidelity approach for curriculum instructional implementation are so essential that it is believed that curriculum knowledge is created by experts in the field who are not teachers in schools;

That curriculum change is rationale, systematic, linear process that can easily be implemented. It is believed that instructional curriculum is consistently implemented and changes are evolutionary for all pre-tertiary schools including basic schools.

2.10 Adaptation of Curriculum implementation

The process of allowing flexibility to enable local implementers of educational programme including the curriculum to make needed changes suitable to meet cultural diversities of the local schools' communities by implementers. This is to enable the local beneficiary of the curriculum implementation to have their interest and needs captured in the curriculum through adaptation for implementation. Adaptation is a social construct and it is applied as a process in the implementation of any learning programme. To derive maximum benefits from adaptation then supervision and monitoring are critical ingredients towards fruitful curriculum implementation (Cobbold, 2006).

Mihalic, Ballard, Michski, Tartirucim, Curringham, and Argamaso (2002) identified three components of adaptation as follows; Cooptation – adopting a programme without any accompanying changes; mutual adaptation – adopting a programme with accompanying changes; and non -implementation – failure to adopt and implement a programme. In this context, Mclaughlin (1987) stated that “Mutual adaptation in which external reforms proposals are adapted to fit local conditions and local conditions are adopted to fit with reforms proposal” (p. 171). It is critical for the two approaches of curriculum implementation to strive and achieve uniformity of quality standards at the national and the international levels, since they all have external designers (Experts). This concept has the following assumptions; change is unpredictable, less linear process with an active consumer at the end. Exact nature of implementation cannot be pre – specified and should not; Nature of implementation

evolves as different groups of users decide what suits their individual situations some degree of adaptation is inevitable in any successful curriculum implementation.

Some of these assumptions can be true. It is critical to agree with Cobbold (2006) that “Exact nature of implementation cannot be pre-specified and should not”. This implies a curriculum that takes diversity into account should be flexible and adoptable without loss of content. Importantly this approach is able to reduce attitudes and concept barriers to enhancing the learning process in relations to human development. Lastly, society is not static therefore to pre - specify implementation outcomes cannot be possible. Again, some degree of adaptation for successful curriculum implementation indicates that there is a better approach which is fidelity of implementation toward implementation effectiveness to yield relevant fruits.

At the pre-tertiary schools, curriculum/syllabus is designed by the GES/NaCCA Headquarters being a centralized concept curriculum design. The subject described as programme of the pre-tertiary schools’ level are parcelled with flexibility to allow adaptability of choices by the learners. However, the learners’ choice concerning core subjects’ curricula – English language, Mathematics, Integrated Science and Social Studies; these subjects are compulsory for all students in Ghana including the study area. However, other parcels of programmes are; Business, General Arts and Agriculture Science, Home Economics, and Science for senior high schools.

It is clear that student choice of subject curriculum is restricted since each programme is enveloped with four key subjects without any options. Teachers (implementers) becoming familiar with requisite knowledge and experiences to

implement the various subjects' curriculum get used to and are motivated in the process of curriculum implementation.

2.11 Institutionalization of Curriculum Implementation

Curriculum implementation is seen as curriculum innovation. In my view innovation is constructed idea(s) brought into society for the improvement of a system which becomes part of the system and collectively shared permanently. Roger (1995, p.11) defines an innovation as “An idea, practice or object that is perceived as new by an individual or other unit of adoption..., if the idea seems new to the individual it is an innovation”. Innovation must impact positively on society. Innovation is seen as a good thing since the new idea is useful, profitable and constructive or can solve problems. Therefore, new ideas that cannot be seen as useful are considered to be mistakes. Innovation can be technical (New technologies, products and services) and administrative innovations (New procedures, policies and organizational forms).

Contextually in Ghana including the study area pre-tertiary school curriculum innovation envelope in educational reforms since 1990 have not been able to address the challenges or solve educational problems or develop individuals to acquire relevant academic and skills needed towards economic productivity. Hence such reforms termed as innovation can be considered as negative innovation as simply put as mistake. To confirm the mistakes created through educational reforms involving curriculum innovations at the pre-tertiary school level is the outcry of the Presidential Committee Report enveloped on the World Data on Education (The

Government of Ghana, 2007). A good curriculum expert claim that educational change depends on what teachers do and think – it is as simple and complex as that the claim of innovation is when the curriculum is designed and implemented as a process at the initiation stage. Implementation is the actual usage of the curriculum materials such as syllabuses, textbooks etc. effectively to reflect in teaching and learning (Fullan, 2001).

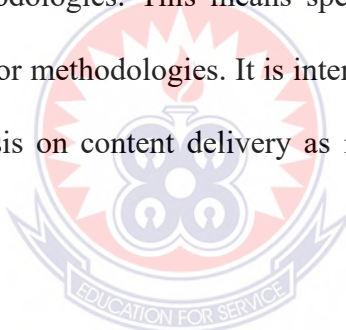
Institutionalization is the stage when the change /innovations are no longer seen as new but had become integral to implementation or part of the culture of curriculum implementation. The change is built in as continuous part of the system through school programme policy, budget and schedule teaching and learning activities. It is essential to note that reforms cannot reflect in teaching and learning curriculum without the capacity to initiate, implement and institutionalize the innovation. The GES/ NaCCA cannot cope with the political influence on pre-tertiary school's curriculum reforms due to the intense political infiltration in educational issues without valid consistency creating mistakes to replace innovation.

2.12 The process model of curriculum implementation

Curriculum design is a complex and systematic process which needs valid concepts/models. This study has adopted the process model since it reflects in curriculum usage at the pre-tertiary school level. The process model assumes that; content has its own value which should not be chosen, based on the achievements of the objectives; content involves procedures, concepts and criteria that can be used to assess the curriculum; context is seen as macro while objectives deemed micro in

the process of lesson preparation and delivery as applicable to the pre-tertiary school syllabuses.

So content cannot be translated into objectives; content has its own learning activities with their own value which can be measured in terms of their own standard. This accounts for the reason why content should not be enveloped in objectives but rather objectives are a guide for implementing the content. It should be noted as very important that content and methodology are obtained from the goals of the specific subject curriculum. Which means the outcomes of each can be evaluated? The evaluation outputs from the outcome are fed into the goals reflecting in the content and methodologies. This means specifically that there is no direct evaluation of the content or methodologies. It is interesting to note that GES/NaCCA syllabuses places emphasis on content delivery as in the process Model hence the adoption of this model.



2.13 The Classroom Implementation of the Curriculum

The classroom implementation of the curriculum in pre-tertiary schools means the direct usage of the curriculum to reflect in the objectives Ministry of Education. The classroom implementation of the curriculum has been categorized into subsections as follows;

Role of Headmasters as curriculum leaders in the classroom, The teachers as classroom curriculum implementers, Supervision of classroom curriculum implementation, The learners and their homes, The schools and the communities, Parents involvement in curriculum implementation, The curriculum materials for

schools and GES/ NaCCA supportive service for classroom curriculum implementation

2.14 The role of Heads as curriculum leaders in the classroom

The Headmaster is legally positioned by the GES/ NaCCA to carry out three major functions including allocation of subjects to teachers and classes for such subjects to be taught; He or She is supposed to supply syllabuses, textbooks, teacher's manuals and other reference materials for teaching and learning (curriculum materials). Besides he/she is the first supervisor at the school's level to supervise and monitor his/her teachers and learners towards effective classroom implementation of the curriculum materials. This unique role of the Headmaster/Headmistress is based on GES norms and codes of ethics as authorized by Act 778 of 2008 which made the Act 506 of 1995 established by the GES/NaCCA. Importantly, society believes that since the position of the Heads is legitimized, it is important that Educational Policies implementation such as the curriculum should pass through them by acting as key facilitators 'Teachers of teachers'. Maraanga (2007) confirms that projects that are actively supported by the principal were most likely to fare well because their actions seem to be legitimate whether a change is to be taken seriously and to support teachers both psychologically and with resources.

The Heads' responsibility as representing GES/ NaCCA authorities includes role modelling in his or her particular school. This means he or she is the first to use the curriculum for demonstration lessons in various classrooms for both teachers and

learners to emulate his or her example. Glanz (2006) stated that in the schools the heads of department are teachers of teachers. Teachers become more comfortable and give credible confidence in their Heads if such Heads are able to hold credible demonstration appropriate enough for classroom curriculum implementation. Glickman (2010) confirms that “This is not only opportunity to model teaching techniques but it demonstrates the supervisor’s confidence in teaching methods and classroom management” (p. 162). It is worthy to note that the Headmaster’s/Headmistress’ role including the supply of curriculum materials to both teachers and learners must be appropriate in line with relevant subjects in addition to relevant time frame for the supply of such curriculum materials to teachers and learners. This could enhance teaching and learning efficacy especially where the supply of such materials meet the demand of such materials.

The Head, as first supervisor in his/her school, should be able to spread his headship with the staff; Teachers. This means delegating appropriately subjects which he/she has little or no knowledge to the teacher who has relevant subject’s knowledge and capacity to supervise by only reporting to him as headmaster. This could remediate classroom implementation of the curriculum challenges. VanderMernee (2002) accepts that a school team functions effectively when head teachers and teachers work together. This could augment smooth classrooms implementation of the curriculum.

2.15 Teachers as Classroom Curriculum Implementers

All over the world, teachers irrespective of their qualifications, experiences, knowledge and capacities are recognized as being at the centre of classroom curriculum implementation. For education to be meaningful relevant and appropriate to affect teaching and learning towards enhancing change of behaviour of learners need the teacher at the centre to interact with learners and curriculum materials.

The Commonwealth of Learning Module 13 (2000) agrees that implementation takes place through the interaction of the learner and the planned learning opportunities, (curriculum materials), the role and influence of the teacher in the process is indisputable. This means that teachers' role at the pre-tertiary schools' level to implement the curriculum in the class room is considered autonomous. This also reveals that teachers are critical factor for classroom curriculum implementation, but are they also critical factor curriculum designing and development processes? Mintrom (2000), described innovation as ideas of practices that are new within the practices of the school.

Ajibola (2008) pointed out that experiences in educational innovations almost all over the world have shown that curriculum is at the same time a policy and technical issues, a process and product, involving a wide range of institutions and actors. GES and NaCCA are institutions under the Ministry of Education (MOE). However, teachers are active actors for curriculum implementation being educational policy. Can basic school head teachers and teachers in the study area claim ownership of the curriculum that they are implementing? This simply implies that teachers and heads were not contacted to contribute any input for the designing and

development of the pre-tertiary school curriculum. However, they are expected to implement it the way the GES/ NaCCA and the designers expect them to do. The situation can augment challenges of classroom curriculum implementation. It is important to note that teachers being at the centre of curriculum implementation should be able to interpret and use the syllabuses in the classroom as a process of curriculum implementation. This means teachers are supposed to have experience to implement the syllabuses and text book items (curriculum materials) effectively. But this could be done if the teachers' professional development has been continuous.

Successful curriculum implementation is succeeding in building up a community of learners with regard to implementation or innovation. "Such a community invests in different occasions and instruments of collaborations, sharing, and synthesizing individual knowledge and research in order to make full use of the expertise which is 'distributed' within the relevant community and outside of it" (Altricher, 2005, pp. 306). Again, for classroom curriculum implementation to be deemed good, teachers need preparation and orientation where teachers are prepared and orientated then the challenges of curriculum implementation at this level can be minimized. Teachers' preparation and orientation depends on the responsible authorities for curriculum design and implementations to organize such unique activities (Altricher, 2005). But the GES/ NaCCA as the responsible authority for pre- tertiary schools including basic school curriculum issues had never prepared or orientated teachers in the study area. This is because the pre-tertiary school curriculum or syllabuses are prepared by experts in the field while GES/ NaCCA employees are not curriculum experts in the field hence the lack of capacity to

prepare and orient teachers in the study area. This situation can aggravate barriers to effective curriculum implementations in basic schools in the study area.

2.16 The Learners and their Homes

The classroom implementation of curriculum envelops prerequisites including the learners' home as compatible structures of the curriculum implementation system. Elliot (1998) asserts that the success of implementing curriculum change (Reforms) depends mainly on a compatible organizational climate towards the successful implementation of the curriculum change in the school. The classroom is seen as integral part of the school system. It is important for any curriculum implementation to consider the learner and the learners' home. This is because the learner constitutes a major and critical factor without which there would be no curriculum implementation. Hence the learners' home forms the atmosphere or climate which must be cordially created purposely to support the learners' absorption of the curriculum as it is being implemented. Ndou (2008) agrees that with regard to the demand of implementing a curriculum change, the success of a school lies in its accomplishment for creating a supportive environment for curriculum change to be affected.

This suggests that both the learners and their homes must be enabling enough to impact on the classroom implementation of the pre-tertiary school's curriculum. It is also an acceptable fact that learners from rich and good homes are able to learn more effectively since their needs are cared for by their parents and vice – versa. However, learners/students in the study area come from deprived and poor homes.

2.17 Parents Involvement in Curriculum Implementation

Essentially, basic school students are not matured under Ghana law to be able to live for themselves and live for societies. This is also the case with the GES norms which were established by Act 505 of 1995. This means that the learners' parents must be actively involved in classroom implementation of curriculum by providing the needed support to their wards by providing essential curriculum material that could enhance implementation outcomes for the benefits of their wards. Again, the headmaster, teachers, and parents collaborate to seek avenues to improve upon the quality of curriculum implementation at the basic school level in the study area hence the formation of parents and teacher's association in the study area. An expert assert that education is fundamental in the development of human persons and has been viewed principally in light of fundamental human rights (Kyalo, Osano, Maundu & Kipkemboi, 2006). The learners' parents are deemed integral part of the school system, and the learners have the right to be cared for by their parents towards quality human development. This means that parents must support and care totally for their wards or students during their studentship for them to obtain the desired change of behaviour as a result of classroom implementation of curriculum.

2.18 The Schools and the Communities

It is an acceptable norm that the school is like a vehicle whose engine is paramount for its functioning. However, the school is in a community, hence the type of community in which it is situated can influence the classroom

implementation of the curriculum materials. This means the school and the community members foster some degree of relationship to work as a team.

It is not surprising that Spillane (2005) noted that team building, teacher empowerment, delegation of authority, gathering support for schools' programmes, use of information technology, and increased community participation in provision of curriculum resources are part of the implementation of curriculum reforms process. The assertion by Spillane can be agreeable for the following reasons; the schools' members constitute a team as well as community members in the study area. This means that the school is a minor society in a larger one. The implication is that the school and the community are knitted together; example is the PTA indicating team relationship. The GES/ NaCCA by appointing teachers and empowering them to implement the centralized curriculum in the classrooms as may be assigned to them by their headmaster. The situation is delegation of authority from the GES/ NaCCA to the headmasters.

2.19 Supervision of Classroom Curriculum Implementation

The supervision of teachers' classroom curriculum implementation directly connects teachers' capacity to use the syllabuses by interpreting them through teaching and learning processes to the learners to impact the desired change of behaviour. This also depends on the teachers' preparation and orientation towards interpreting and using various syllabuses, textbooks, and other curricula materials in the right direction.

Krugar (2002) maintains that “a favourable teaching and learning environment in a school is prominently characterized by goal focus, synergized communication, power decentralization, effective utilization of resources, cohesiveness, adaptation and sound moral” (p. 20). For effective supervision of teacher classroom implementation of the curriculum then there must be favourable schools’ environment. This means school leadership should be shared with all the teachers and the learners. This refers to team building, professional development, and creating communities of learners’ culture. This implies that teachers are supervisees and Headmaster, the NaCCA staff and the Inspectorate Board (Supervisors) are jointly responsible to sustain efficacious classroom curriculum implementation in the study area.

However, at the basic school level in the study area, inspection as supportive service to enhancing the teachers’ performance through demonstration lessons, illustrations by the supervisors to build capacities and also deepen the confidence of teachers is absent. This is because the supervisors might not be capable in the various subjects’ curriculum or may not have the capacity to supervise and monitor teachers’ classroom curriculum implementation.

2.20 Curriculum Materials

The curriculum materials are syllabuses, time table, teachers’ guide, textbooks, stationary, and other essential materials for classroom curriculum implementation. These curriculum resources are supposed to be provided by the MOE/GES/ NaCCA to the various pre-tertiary schools in Ghana. Curriculum materials are supplied but

inadequate and others are not supplied at all. This could lead to implementation challenges in schools. (The commonwealth of Learning Module 13, 2000). The availability and quality of resource materials and the availability of appropriate facilities have a great influence on curriculum implementation (Wolfson, 1997). The PTA supports basic schools in the study area by providing some of the critical needs such as classroom furniture, infrastructure improvement and computer laboratories improvement among others. It is worthy of note that the schools have a healthy environmental climate towards classroom curriculum implementation.

2.21 GES/ NaCCA Supportive Services for Classroom Curriculum

Implementation

The GES/NaCCA supportive services for pre-tertiary school curriculum implementation in the classroom can be seen as an adhoc services. The GES/NaCCA headquarters is concerned with the supply of curriculum materials such as syllabuses, text books etc, to the various educational regional directorate stores for collection by the heads including the study area. This means if curriculum materials are distributed to the various pre-tertiary school's distribution centres then the GES/NaCCA had done enough. The GES/ NaCCA from the headquarters has no organizational structure to distribute curriculum materials to the secondary schools including the study area. This means the burden is on the heads to collect the available materials and also procure the WAEC syllabuses and Chief Examiner's Reports towards the classroom implementation of the curriculum. The GES/NaCCA

is supposed to supervise and monitor teachers' classroom implementation of the curriculum in order to remediate barriers to the implementation process.

2.22 Challenges to Effective Classroom Curriculum Implementation

Curriculum implementation is the phenomenon for change as a concept is very difficult to accomplish. Manpune, cited in Ndou (2008) indicated that implementation is the most difficult phase of a change process as most shortcomings of the change may appear at this stage. It is not surprising however that Fullan, (2001) cautions that organizations that implement change are likely to experience implementation challenges especially during the preliminary stages. This suggests that most of the challenges relating to curriculum reforms/change are noticeable at the implementation stage. This is the reason why in 2007, the President of Ghana blamed curriculum implementation failures on challenges encountered at the early stage of the implementation (World Data on Education, 2010/2011). From the foregoing, implementation dip literally refers to problems in performance and confidence as a result of implementing a change for the first time. This is because new skills, knowledge, experience and professional development needed as capacity by implementers of the change may be lacking.

GES/ NaCCA and the teaching staff lack the capacity to implement basic school curriculum change more effectively including the study area. The following challenges have their roots from lack of alignment between curriculum developers, educators and implementers in selecting and supplying appropriate curriculum

learning materials. Challenges aligned to basic school curriculum implementation are as follows;

Inadequate planning and time mismanagement, Lack of teachers' preparation and orientation, Lack of parents' involvement in curriculum implementation, Shortages of curriculum resources, Insufficient supervision and monitoring of implementation and Teachers' poor interpretation and usage of syllabuses

1. Inadequate planning and time mismanagement

The absence of planning and mismanagement of time for any educational programme can result in non-implementation, poor implementation or mistake as indicated in the concept of adaptation in this study. The pre-tertiary school curriculum is seen as a planned programme of educational activities which ought to be implemented in same planned situation. Therefore, the absence of planning for implementation could cause destructions in curriculum implementation or inconsistencies in the results of the curriculum implemented. These inconsistencies can be renowned in the study area since the first supervisors (Headmasters) cannot handle all the curriculum subjects in the study areas. This is because they have their specialized individual subjects. The inconsistencies brought about the lamentations by the President of Ghana in 2007 concerning pre-tertiary school curriculum implementation outcome in Ghana of which M/A Cluster of basic Schools in the Oforikrom Municipality is not an exception.

It is paramount to note that time mismanagement has become integral to curriculum implementation at the basic school level including the study area. This is

so because the specified times for the various subjects are different from the time table structured by the GES/ NaCCA for basic schools including the study area.

2. Lack of Teachers' Preparation and Orientation

At the basic schools' level in the study area, to the best of my knowledge, there is no preparation or orientation for teachers before subjects and classes are allocated to them by the Heads. This also suggests that the GES/ NaCCA and the National Inspectorate Board under Act 778 of 2008 should supervise and monitor the pre-tertiary school curriculum implementation process in order to give supportive services to teachers had failed in this direction. It is not surprising that experts in the curriculum field especially, Kgosana (2006) assert that poor teacher training is one of the significant challenges that hamper the successful implementation of National Curriculum Statement (NCS) in the pre-tertiary schools. This suggests that without teachers' preparation and orientation or in-service training (INSET) can lead to poor curriculum implementation outcome in basic schools including the study area as major challenge.

Glanz (2006) states that teacher training as professional development should be on an on-going process so that ideas and practices are sustained. A letter from the GES/GES Council Headquarters in 2011 indicates that with effect from the subsequent academic year, no post graduate study leave with pay could be granted to teachers. Since most post graduates on such leave after completing the programme of study may not return to the GES causing labour turnover. However, this decision directive is very poor since it is rather the condition of service which is poor and

therefore need review to be attractive to sustain the younger teachers joining the service or returning from the studies. Example is the Single Spine Salary Structure; teachers receive worst among other public service workers and without appropriate allowances.

3. Lack of Parents' Involvement in Curriculum Implementation

Curriculum implementation places teachers and learners at the centre. These learners come from homes and therefore stay with their parents. Parents are beneficiaries to education since they provide the requisite material to their wards. It is critical that the GES/ NaCCA prepare and orientate parents by way of informational education on curriculum implementation at the basic school level in the study area by using the media, newsletters, and seminars to get parents of basic schools on board in the process of curriculum implementation. This could enhance the provision of the learners' resources through their own parents towards effective and successful curriculum implementation. This critical initiation for the implementation of the PRE-basic school curriculum in the study area is lacking.

4. Inadequate Curriculum Resources

For any educational programme such as curriculum to be designed and implemented at the planning stage considers the relevant resources (Human and Material). Kgosana (2006) agree that lack of resource is one of the challenges facing school management team's role of managing the implementation of the curriculum change successfully.

2.23 Curriculum Implementation, Teachers and Students

Effective curriculum implementation is critical to the success of any curriculum innovation. However, in many cases, research indicated that much of what is planned does not get implemented (National Institute for Educational Research of Japan [NIER], 1999; Nor Puteh, 1994; Ornstein & Hunkins, 1993; Siti Hawa, 1986). Though not surprising as curriculum implementation includes extensive and concerted involvement of many stakeholders. It often demands in-depth knowledge and conceptual understanding of instructional methodology among the implementers. However, curriculum implementers are faced with barriers which hinder the successful implementation of the curriculum. Even the best program in education will fail to have the intended impact if its essential elements are not implemented properly' (Ruiz-Primo, 2005).

The economy of a nation will determine the success of curriculum implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less. (Sibulwa1, 1996). Since manpower in the education sector has increased, the bulk of money allocated to education is absorbed by salaries, leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation of the curriculum (Mkandawire, 2010). In the absence of teaching and learning materials, the teaching and learning processes will be impeded, hence curriculum will be ineffectively implemented.

Curriculum is a political agreement; it outlines the government's national agenda (IBE, 2013). It is a policy and technical agreement with the people as it consists of the expectations of the society (IBE, 2013). It needs the support of both the government and the people. Often, there is an information gap between policy makers, curriculum developers, curriculum implementers, and society at large.

Students come to class with various levels of competence and academic preparation, different degrees of motivation to succeed in school work, different social skills, and various levels of maturity (Florin & Hall, 2008). These students also vary in regards to their race, culture, socio-economic status, and belief systems. Even greater than the differences between students, however, are the differences between students and their teachers and between the learning styles and needs of the students and the types of instruction teachers have been prepared to offer. As stated by Florin and Hall (2008), the traditional instruction is no longer effective for today's diverse learners. These learners require comprehensive programs that include components including guidance and counseling, character education, on-campus medical and social services, a full-time social worker, and multicultural education (Florin & Hall, 2008). These authors further assert that a differentiated curriculum must offer programs to address the social and emotional needs of diverse students as well as meeting their academic needs.

The education system is faced with major challenges in access and participation. For example: the low enrolment of girls; low quality in terms of poor pupil learning achievement; inadequate supply of trained and qualified teachers, resulting in extremes of class size; and lack of resources for teaching and learning.

The government has introduced a number of measures to mitigate the impact of these challenges associated with curriculum implementation (Aheto-Tsegah, 2011).

The reviewed studies so far focused their investigations on the general implementation of the curriculum and little was talked about challenges associated with its implementation. Therefore, this study seeks to fill this gap by investigating into details, challenges of curriculum implementation at the basic schools in the Oforikrom Municipality.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology is essentially the steps that will be taken in order to derive reliable and valid answers to the research questions (Leedy & Ormrod, 2005). The chapter presents the methodology used for the study which includes the research design, population, sample and sampling techniques, data collection instrument, pilot testing, reliability and validity, data collection procedure, data analysis plan and ethical considerations.

3.1 Research Design

Descriptive survey design is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing (Creswell, 2012). Bell (2008) posited that research design helps provide answers to the questions of who, what, when, where, and how associated with a particular research problem.

The study adopted descriptive survey design, using the quantitative approach. Descriptive survey design was employed for this study because it is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing as the nature of the topic of the study demands.

A descriptive survey design has an advantage of producing a good amount of responses from a wide range of people (Bell, 2008). However, a weakness of using

descriptive survey design is the difficulty in retrieving the entire questionnaire administered. Another shortcoming of descriptive design is that it is easily influenced by distortions through the introduction of biases to measuring instrument. These disadvantages notwithstanding, the descriptive design was considered the most appropriate to conduct this study (Kusi, 2012).

3.2 Population of the Study

Kusi (2012) indicated that population is the large group to which the researcher wants to generalize the sample. White (2005) also described population as the large group of interest to the researcher. The target population is the aggregate of cases about which the researcher would like to make generalisations (Polit, Beck & Hungler 2004). Although, the entire population usually does not participate in a research study, the results from the study are generalized to the entire population.

The target population of the study consisted of all teachers and head teachers in the M/A Cluster of Schools in the Oforkrom Municipality. The accessible population was 54, consisting of 8 head teachers and assistant head teachers and 46 teachers in the M/A Cluster of basic schools.

3.3 Sample and Sampling Techniques

According to Kusi (2012), a sample is a subset of the population of interest, it is the chosen group of all the subjects of the population that the researcher wishes to know more about. Borg and Gall (2007) described sampling as a technique used for selecting a given number of subjects from a target population as a representative of

the population in research. In order to obtain the appropriate sample size for the study, an updated list of all the head teachers and teachers was obtained from the office of the Municipal Director of Education.

Census technique was used to select all the 54 head teachers and assistants, and teachers. Census technique was considered appropriate because the researcher collected and analyzed from every head and assistant and teachers. Creswell (2012) posited that census sampling is used in schools to find out respondents' opinions on possible issues. Census technique is unbiased and is totally representative. A total of 54 respondents formed the sample for the study.

Table 3.1 Population and Census Technique

Name of School	No. of Head teachers and assistants	No. of Teachers	Total Number Sampled
Oforikrom M/A JHS 'A'	2	14	16
Oforikrom M/A Primary 'A'	2	9	11
Oforikrom M/A JHS 'B'	2	16	18
Oforikrom M/A Primary 'B'	2	7	9
Total	8	46	54

Source: Field Work 2020

3.4 Data Collection Instrument

Questionnaire with closed ended items were used to collect data for the study. According to White (2005), questionnaire is instrument designed to collect data for decision making in research. The questions for the questionnaire was developed,

based on the literature review and the research questions of the study. The questionnaire was designed and constructed by the researcher with guidance from her project supervisor. The questionnaire was designed in a 4-point Likert type scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicate more perceived positive responses. Section 'A' solicits data on the demographic characteristics of respondents, Section 'B' find out factors that influence curriculum implementation, Section 'C' gather views on how teachers are involved in the curriculum development and implementation process, Section D on the challenges associated with teachers' implementation of the curriculum and Section E on the strategies that could be adopted to address the challenges associated with teachers' implementation of the curriculum.

The closed-ended questionnaire enabled respondents to provide uniformity of response and to enable more information to be gathered. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses. Questionnaire is cost effective and less time consuming as compared to other instruments. One disadvantage of using questionnaire is how to retrieve all the questionnaire administered. This notwithstanding, the researcher achieved a 100% response rate as all the questionnaires administered were received.

3.5 Pre - testing of instrument

According to Bell (2005), the purpose for pre-testing is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties

in completing the questionnaire and also to enable the researcher to have preliminary analysis to see whether the wording and format of questions are appropriate.

The questionnaire was pre-tested to determine its validity and reliability. Thirty questionnaires were administered to 30 respondents consisting of 26 teachers and four head teachers selected randomly from junior high schools in the K.O Methodist Cluster of basic schools which was outside the study area but which has the similar characteristics as the study area. The purpose of the pre-testing was to enable the researcher to make the necessary changes to items which may be inappropriate and also determine the level of ambiguity of the questions for corrections. Ambiguous items were modified while inappropriate items were deleted.

Validity of instrument

Validity is the degree to which a test measures what it is supposed to measure. Validity refers to the degree to which the explanations of the phenomena match the realities of the world (Bell, 2005). The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. In order to obtain face validity, the questionnaire was given to my supervisor to find out whether the items measure the intended purpose. Content validity refers to whether an instrument adequately covers all the topics concerned. The supervisor found out whether the items measure specific construct. The validity test enabled the researcher to reshape and delete those items which were found to be unclear and misleading.

Reliability of the study

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered to the same group of respondents twice with a two-week interval between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach Alpha of 0.8.2 which meant that the instrument was highly reliable.

3.6 Data Collection Procedure

After approval of the research by the supervisor, an introduction letter was issued from the Head of Educational Leadership Department, University of Education Winneba, Kumasi Campus. The researcher then proceeded to the Municipal Director of Education's Office to inform her of the study. This was done to enable the researcher gain access to the schools. The heads of the various schools were contacted and the purpose of the study was explained to them. The researcher also established rapport with the respondents to enable them feel at home in completing questionnaire. The questionnaires were thereafter administered to the respondents during break time in each of the schools. The researcher collected the completed questionnaires from the respondents after two weeks of administration had elapsed.

3.7 Data Analysis Plan

The data were cleaned (edited to eliminate inconsistencies) with the aim of identifying mistakes and errors which may have been made and blank spaces which had not been filled. The data was computed, using the Statistical Package for Social Sciences (SPSS) version 20.0. The data that were collected were analyzed, using descriptive statistics such as mean scores, standard deviation and skewness. Percentages and frequencies were also employed.

3.8 Ethical Considerations

The respondents were not in any way forced to participate in the study. They participated on their own volition. The respondents were informed that they had the rights to participate or refuse to participate in the study. The respondents were informed about the purpose of the study.

Anonymity and privacy were assured and adhered to as no form of identification was required on the questionnaire. The researcher assured respondents of confidentiality of the information that they would divulge and that the information would be used for academic purposes only.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results and discussion of field data on the challenges associated with teachers' implementation of the new curriculum at M/A Cluster of Basic Schools in the Oforikrom Municipality.

The chapter consisted of the preliminary data analysis to address data on age, gender and educational background. It also includes the presentation, analysis and discussions of the main data meant to address the research questions. Results from the data were analysed with the help of frequencies, percentages, mean ranking and standard deviation. Results were presented according to the research questions. The chapter is presented under five headings. These include:

1. Demographic characteristics of respondents
2. Factors that influence curriculum implementation
3. How teachers are involved in the curriculum development and implementation process
4. Challenges associated with teachers' implementation of the curriculum
5. Strategies that could be adopted to address the challenges associated with implementation of the curriculum.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, age and highest educational qualifications were examined. These were required to enable the researcher to know the kind of respondents she used in the study. The gender of respondents for the study was analyzed first. This is shown in Table 4.1.

Table 4.1 Gender of Respondents

Variable	Frequency	Percentage (%)
Male	31	57
Female	23	43
Total	54	100

Source: Field Data, 2020

Table 4.1 shows that 57% of the respondents were males while 43% of the respondents were females. The result means that more males participated in the study than females. Since the study was not dependent on gender, the result has no effect on the study.

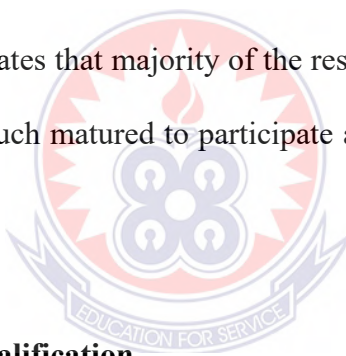
Age was analysed to find out the age of respondents who participated in the study. The result is presented in Table 4.2.

Table 4.2: Age of Respondents

Age	Frequency	Percentage (%)
21-30 years	4	7
31-40 years	20	37
41-50 years	16	30
51-60 years	14	26
Total	54	100

Source: Field Data, 2020

Table 4.2 shows that 7% of the respondents were between the ages of 21-30, 37% of the respondents were between the ages of 31-40, 30% of the respondents were between the ages of 41-50 while 26% of the respondents were between the ages of 51-60. The result indicates that majority of the respondents were between the ages of 31 and 40 and were much matured to participate and give the needed information for the study.



Highest Educational Qualification

The highest educational qualification of respondents was also analyzed. This was to find out the respondents' highest educational qualification. The result is presented in Table 4.3.

Table 4.3: Highest Educational Qualification

Qualification	Frequency	Percentage (%)
Diploma	4	7
Bachelor's Degree	34	63
Master's Degree	16	30
Total	54	100

Source: Field Data, 2020

Table 4.3 shows that 7% of the respondents had the Diploma certificate, 63% of the respondents had the Bachelor's Degree while 30% of the respondents had the Master's Degree. The result implies that majority of the respondents were holders of bachelor's degree and therefore had the requisite certificates as professional to provide adequate information for the study.

4.2 Analysis of the Main data

Research Question 1: What factors influence curriculum implementation at M/A cluster of basic schools in the Oforikrom Municipality?

There are some perceived factors that influence curriculum implementation. As the respondents were therefore asked to rate their opinion on the statements on factors that influence curriculum implementation. The result is presented in Table 4.4

Table 4.4 Factors that Influence Curriculum Implementation

Statement	Strongly	Agree	Disagree	Strongly
	Agree			Disagree
	N (%)	N (%)	N (%)	N (%)
Socio-cultural environment reflecting in the differences in cultural ideologies	24(44)	21(39)	9(17)	-
Nature of School environment	21(39)	18(33)	9(17)	6(11)
Teachers' knowledge and understanding of the curriculum	26(48)	28(52)	-	-
Learners as recipients of knowledge	22(41)	20(37)	12(22)	-
Resource materials and facilities	20(37)	20(37)	14(26)	-
Support and Intensified instructional supervision	18(33)	16(30)	12(22)	8(15)
Developing teachers' professional growth	26(48)	28(52)	-	-

Source: Field Data, 2020

Table 4.4 shows that 24 respondents, representing 44%, strongly agreed that socio-cultural environment reflecting in the differences in cultural ideologies was one of the factors that influenced curriculum implementation, 21 respondents, representing 39%, agreed while 9 respondents, representing 17%, disagreed. The result implies that differences in cultural ideologies are a factor that influences curriculum implementation. The result cannot be overemphasized as the GES/NaCCA headquarters indicated that by centralizing the pre-tertiary school curriculum without reference to the socio – cultural environment reflecting in the differences in cultural ideologies makes the pre-tertiary school curriculum materials enigma for implementation. This is because the pre-tertiary school curriculum materials (Syllabuses etc) are designed and developed, based on the ideological and philosophical perceptions reflecting in the political governance within the time frame such curricular materials are designed. This implies that those in rich socio – economic environment could adopt the curriculum materials and therefore use them more proficiently at the expense of the poor basic school communities.

Besides, 21 respondents, representing 39%, strongly agreed that the nature of School environment was one of the factors that influenced curriculum implementation, Eighteen respondents, representing 33%, agreed, 9 respondents, representing 17%, disagreed while 6 respondents, representing 11%, strongly disagreed. The result implies that the nature of School environment is a factor that influences curriculum implementation. It is believed that schools' situation in particular socio-political and economic environment constitutes the nature of schools' environment. The result is in line with University of Zimbabwe (1995) that

suggests that schools established or located in rich socio – economic and political environment with adequate human and material resources can assist to implement pre-tertiary school curriculum in a dynamic and efficient manner to reflect in the outcome of the curriculum implementation (University of Zimbabwe, 1995). However, it is also accepted that in schools which are situated in poor socio – economic and political environment with less endowed human resources, it becomes imperatively very difficult to implement any educational policies such as the pre-tertiary school curriculum. In the study area, this assertion is perfectly a reality. This means the teachers and learners need to struggle towards implementing the basic school syllabuses to impact on the performance of the learners. This is because the syllabuses as part of curriculum materials have been centralized including summative evaluation of the curriculum through the Basic Education Certificate Examination.

Also, 26 respondents, representing 48%, strongly agreed that teachers' knowledge and understanding of the curriculum was one of the factors that influenced curriculum implementation while 28 respondents, representing 52%, agreed. The result implies that teachers' knowledge and understanding of the curriculum is a factor that influences curriculum implementation. The result agrees with the fact that Teachers of the pre-tertiary school level are autonomous whenever it is curriculum implementation. This means teachers view their roles in curriculum implementation as uniquely autonomous – meaning the selection and decision to use prescribed syllabus or curriculum is theirs. This is because implementation takes place by the interaction of the learner, planned learning opportunities and the role of

the teachers at the centre of the interactions is indisputable. For teachers to implement pre-tertiary school curriculum efficiently and effectively then, they must have clear knowledge and understanding of the curriculum as desired. However, in Ghana, the pre-tertiary school curriculum issues are delegated to the NaCCA of the GES headquarters as the responsible authority.

The commonwealth of Learning cited in Wolfson (1997) states that the teacher must play a more significant role in designing the curriculum if the curriculum is what teacher and students create together. This statement means if the teacher is to translate curriculum intentions into reality then it is critical that the teacher understands the curriculum. In Ghana, the pre-tertiary school curriculum design and development is contracted to curriculum experts in the field without teachers and GES staff involvement.

As indicated in (The commonwealth of Learning Module 13, 2000), it is understood that teachers are pivotal in the curriculum implementation process, but what is their role in the curriculum planning process? This implies that teachers are only used to implement the curriculum. But it is essential for pre-tertiary school teachers to be involved in curriculum planning and development so that they can implement the curriculum modification and for the benefits of the students. However, the pre-tertiary school curriculum is centralized.

Again, 22 respondents, representing 41%, strongly agreed that learners as recipients of knowledge was one of the factors that influenced curriculum implementation, 20 respondents, representing 37%, agreed while 12 respondents, representing 22%, disagreed. The result implies that learners as recipients of

knowledge is a factor that influences curriculum implementation. The result is in line with Commonwealth of Learning Module 13, (2000) that learners have been identified as core factors influencing curriculum implementation. This is because the teachers' activities such as planning the scheme of work, lesson notes and instructional delivery including the choice of pedagogical application to be beneficial, needs putting the learners (students) at the centre since they are the recipients of the knowledge and experiences to be derived from the curriculum implementation. Hence without students, there can be no curriculum implementation.

The learners, as a factor, must be considered in the process of curriculum design, development and implementation. Since the selection of learning experiences and the change of behaviour that comes out of the curriculum implementation directly impacts on the learners. This also implies that at the pre-tertiary school, the learners who have diverse characteristics must be considered in the process of implementing the curriculum as indicated in the Commonwealth of Learning Module 13, (2000). However, if teachers and learners are ready to implement the basic school curriculum there must be needed items essential for implementation.

Also, 20 respondents, representing 37%, strongly agreed that resource materials and facilities was one of the factors that influenced curriculum implementation, 20 respondents, representing 37%, agreed while 14 respondents, representing 26%, disagreed. The result implies that resource materials and facilities is a factor that influences curriculum implementation. The result is in tandem with Government of Ghana (Ghana Education Service, 2010) provides the needed educational facilities such as school buildings, classrooms, dormitories, computer

laboratories, science laboratories, libraries and recreational fields including the schools' environment such as roads and footpaths, teachers and other auxiliary staff. However, the government of Ghana intergovernmental decentralization-fiscal policies delegate the provision of such facilities to the district assemblies in consultation with the district directorate of education.

Again, 18 respondents, representing 33%, strongly agreed that support and intensified instructional supervision was one of the factors that influenced curriculum implementation, 16 respondents, representing 30%, agreed, 12 respondents, representing 22%, disagreed while 8 respondents, representing 15%, strongly disagreed. The result implies that support and intensified instructional supervision is a factor that influences curriculum implementation. The result is in consonance with Glickman et. al. (2010) that for pre-tertiary school curriculum to be effectively and efficiently implemented then it is crucial to intensify instructional supervision as very important. Ornstein and Hunkings (1998) assert to this view when they declare that the process of implementing a new curriculum must be supervised. Briggs and Sommefeldt (2002) state that NaCCA have an important function to play in improving the quality of teaching activities in the schools by providing guidance and direction to teachers on how to improve teaching services. Again, purposeful classroom observation of teachers and learners in action is to permit supervisors and supervisees interaction to enhance professional development and commitment for curriculum implementation.

Finally, 26 respondents, representing 48%, strongly agreed that developing teachers' professional growth was one of the factors that influenced curriculum

implementation while 28 respondents, representing 52%, agreed. The result implies that developing teachers' professional growth is a factor that influences curriculum implementation. The result is in line with Dunford, Fawcett and Bennett (2000) that for pre-tertiary school curriculum to be implemented successfully there is the need for the professional training of implementers. Teachers to receive continuous in-service training (INSET) as a process to enhance the efficacy of the implementers' capacity to implement the curriculum at this level. This means the teachers are seen as indisputable curriculum leaders. In this context, a wise head is able to use suitable leadership styles, based on situations, without relying on one particular style of leadership (Dunford, Fawcett & Bennett, 2000). This situation applies to curriculum implementation where in-service training equips implementers with varying instructional methods, knowledge and experiences towards varying their teaching and learning pedagogies.

Table 4.5 presents the descriptive statistics of responses on factors that influence curriculum implementation. This was to establish the distribution of the responses.

Table 4.5: Descriptive Statistics of Factors that Influence Curriculum**Implementation**

	N Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Socio-cultural environment reflecting in the Differences in cultural ideologies	54	3.28	.738	-.497	.325
Nature of School environment	54	3.00	1.009	-.686	.325
Teachers' knowledge and understanding of the curriculum	54	3.48	.504	.076	.325
Learners as recipients of knowledge	54	3.19	.779	-.340	.325
Resource materials and facilities	54	3.11	.793	-.204	.325
Support and Intensified instructional supervision	54	2.81	1.065	-.393	.325
Developing teachers' professional growth	54	3.48	.504	.076	.325
Valid N (listwise)	54				

Source: Field Data, 2020

The descriptive statistics engaged in this study were the mean score, standard deviation and skewness. These statistics were applied along side frequency distributions and percentages to ensure the responses of the respondents are well analysed to satisfy the objectives of the study. The skewness talks much about the location of the mean score. It tells more about symmetric or asymmetric nature of the data. Negative skewness value means that the data is negatively skewed and positive value means, it is positively skewed. For skewness value of 0.076 and 0.076 for items 3 and 7 respectively, which were closer to zero implies that items 3 and 7

means were about normally distributed. This is an indication that majority of respondents agreed teachers' knowledge and understanding of the curriculum as well as developing teachers' professional growth affect curriculum implementation.

The skewness for items 1, 2, 4, 5 and 6 were -0.497, -0.686, -0.340, -0.204 and -0.393 respectively. This is an indication that the means of items 1, 2, 4, 5 and 6 fell between the ratings 3 and 4. With mean scores of 3.28, 3.00, 3.19, 3.11 and 2.81, it could be said that the respondents agreed that socio-cultural environment reflecting in the Differences in cultural ideologies, nature of school environment, learners as recipients of knowledge, resource materials and facilities and support and intensified instructional supervision in that order, affect curriculum implementation. This affirms earlier assertion that knowledge and understanding and professional growth of the teachers affect curriculum implementation the most. These were followed by socio-economic environment, then recipients of knowledge, resource materials and facilities and then instruction supervision were the factors that influence curriculum implementation.

Research Question 2: How are teachers involved in the curriculum development and implementation process at M/A cluster of basic schools in the Oforikrom Municipality?

Teachers, as implementers of curriculum development, are expected to be involved in its development and implementation. The researchers therefore asked the respondents how teachers are involved in curriculum development and implementation. The result is presented in Table 4.6.

Table 4.6: How Teachers are involved in Curriculum Implementation

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Teachers are prepared by the GES prior to curriculum development	7(13)	9(17)	24(44)	14(26)
Teachers implement curriculum after its development	22(41)	32(59)	-	-
The GES/ NaCCA seek the input of Teachers in the development and implementation of the curriculum	12(22)	11(20)	16(30)	15(28)
Teachers are supported towards effective implementation of the curriculum	-	16(30)	24(44)	14(26)
Head teacher implement curriculum by demonstrating lessons to teachers to observe and practice	-	22(41)	20(37)	12(22)
Teachers are resourced to adequately implement curriculum successfully	-	22(41)	21(39)	11(20)

Source: Field Data, 2020

Table 4.6 shows that 7 of the respondents, representing 13%, strongly agreed that teachers were prepared by the GES prior to curriculum development, 9 of the respondents, representing 17%, agreed, 24 of the respondents, representing 44%, disagreed while 14 of the respondents, representing 26%, strongly disagreed. The result implies that teachers are not prepared well by the GES prior to curriculum development as majority of the respondents (70%) disagreed and strongly disagreed to that assertion. Teachers, as the implementers of curriculum, are expected to be involved in its development and implementation so as to own and understand it in its implementation. All over the world, teachers irrespective of their qualifications, experiences, knowledge and capacities, are recognized as being at the centre of classroom curriculum implementation. For education to be meaningful, relevant and

appropriate to affect teaching and learning towards enhancing change of behaviour, learners need the teacher at the centre to interact with learners and curriculum materials.

Teachers are critical factor for classroom curriculum implementation, but are they also critical factor in curriculum designing and development processes? Mintrom (2000) described innovation as ideas of practices that are new within the practices of the school. Ajibola (2008) pointed out that experiences educational innovations almost all over the world have shown that curriculum is at the same time a policy and technical issues, a process and product, involving a wide range of institutions and actors. GES and NaCCA are institutions under the Ministry of Education (MOE). However, teachers are active actors for curriculum implementation being educational policy. Can basic school head teachers and teachers in the study area claim ownership of the curriculum that they are implementing? This simply implies that teachers and heads were not contacted to contribute any input for the designing and development of the pre-tertiary school curriculum. However, they are expected to implement it the way the GES/NaCCA and the designers expect them to do.

Also, 22 of the respondents, representing 41%, strongly agreed that teachers implement curriculum after its development while 32 of the respondents, representing 59%, agreed. The result implies that teachers are the main implementers of the curriculum after its development. The Commonwealth of Learning Module 13 (2000) agrees that implementation takes place through the interaction of the learner

and the planned learning opportunities (curriculum materials), the role and influence of the teacher in the process is indisputable. This means that teachers' role at the pre-tertiary schools' level to implement the curriculum in the class room is considered autonomous.

Again, 12 of the respondents, representing 22%, strongly agreed that GES/NaCCA seek the input of teachers in the development and implementation of the curriculum, 11 of the respondents, representing 20%, agreed, 16 of the respondents, representing 30%, disagreed while 15 of the respondents, representing 28%, strongly disagreed. The result implies that majority of the respondents (58%) indicated that GES/NaCCA do not seek the input of teachers in the development and implementation of the curriculum. Inputs from teachers should be solicited as they are the implementers. If another party has already developed the curriculum, the teachers have to make an effort to know and understand it. So, teachers should be involved in curriculum development. For example, teacher's opinions and ideas should be incorporated into the curriculum for development. On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects curriculum (Carl, 2009).

Also, 16 of the respondents, representing 30%, agreed that teachers are supported towards effective implementation of the curriculum, 24 of the respondents, representing 44%, disagreed while 14 of the respondents, representing 26%, strongly disagreed. The result implies that teachers are not supported towards effective

implementation of the curriculum as majority of the respondents (70%) disagreed and strongly disagreed to that assertion.

Further, 22 of the respondents, representing 41%, agreed that Head teachers implemented curriculum by demonstrating lessons to teachers to observe and practice, 20 of the respondents, representing 37%, disagreed while 12 of the respondents, representing 22%, strongly disagreed. The result implies that Head teacher do not implement curriculum by demonstrating lessons to teachers to observe and practice as majority of the respondents (59%) disagreed and strongly disagreed to that assertion.

Finally, 22 of the respondents, representing 41%, agreed that teachers are resourced to adequately implement curriculum successfully, 21 of the respondents, representing 39%, disagreed while 11 of the respondents, representing 20%, strongly disagreed. The result implies that teachers are not resourced to adequately implement curriculum successfully as majority of the respondents (59%) disagreed and strongly disagreed to that assertion. For effective implementation of the curriculum, teachers must be resourced. Besides these facilities, the curriculum materials such as syllabuses, text books, appropriate classrooms, furnishing teaching and learning materials, stationery, teachers guide and manuals constitute critical materials or resources which ought to be supplied by the GES/ NaCCA such as textbooks to commensurate with the syllabuses have been identified to facilitate curriculum implementation (Ghana Education Service, 2010).

Table 4.7: Descriptive Statistics of Teachers' involvement in Curriculum**Implementation**

	N Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Teachers and Head teacher are prepared by the GES prior to curriculum development	54	2.17	.966	.564	.325
Teachers implement curriculum after its development	54	3.41	.496	.388	.325
The GES/ NaCCA seek the input of Head teacher and Teachers in the development and implementation of the curriculum	54	2.37	1.121	.212	.325
Teachers are supported towards effective implementation of the curriculum	54	2.04	.751	-.061	.325
Head teachers implement curriculum by demonstrating lessons to teachers to observe and practice	54	2.19	.779	-.340	.325
Teachers are resourced to adequately implement curriculum successfully	54	2.20	.762	-.366	.325
Valid N (listwise)	54				

Source: Field Data, 2020

From table 4.7, it could be observed that items 1, 2, and 3 were positively skewed. This means that the means of items 1, 2 and 3 were shifted to the left. For items 4, 5 and 6, the skewness values were negative. This means that the means of items 4, 5 and 6 were shifted to the right. With the skewness, it could be said that all the items measuring teacher involvement in curriculum implementation were skewed.

With the mean score of 3.41, it could be said that most of the respondents agreed that developed curriculum are implemented by teachers. However, with mean scores of 2.17, 2.37, 2.04, 2.19 and 2.20, it could be said that respondents disagreed

that teachers and Head teachers are prepared by the GES prior to curriculum development, the GES/ NaCCA seek the input of Head teachers and teachers in the development and implementation of the curriculum, teachers are supported towards effective implementation of the curriculum, Head teacher implement curriculum by demonstrating lessons to teachers to observe and practice and teachers are resourced to adequately implement curriculum successfully. This shows that teacher input in curriculum development and implementation are limited.

Research Question 3: What challenges are associated with teachers' implementation of the curriculum at M/A cluster of basic schools in the Oforikrom Municipality?

Fullan (2001) cautions that organizations that implement change are likely to experience implementation challenges especially during the preliminary stages. The respondents therefore asked of the challenges associated with implementation of the curriculum. The result is presented in Table 4.8.

Table 4.8: Challenges Associated with Curriculum Implementation

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Lack of teachers' preparation and orientation	22(41)	20(37)	12(22)	-
Inadequate curriculum resources	30(56)	24(44)	-	-
Insufficient supervision and monitoring of curriculum implementation	16(30)	26(48)	8(15)	4(7)
Inadequate planning and time management	26(48)	28(52)	-	-
Lack of parental involvement in curriculum implementation	22(41)	32(59)	-	-
Teachers poor interpretation and usage of the syllabus	16(30)	24(44)	14(26)	-
Inadequate school facilities	18(33)	20(37)	16(30)	-

Source: Field Data, 2020

Table 4.8 shows that 22 respondents, representing 41%, strongly agreed that lack of teachers' preparation and orientation was a challenge associated with the implementation of the curriculum, 20 respondents, representing 37%, agreed while 12 respondents, representing 22%, disagreed. The result implies that lack of teachers' preparation and orientation is a challenge associated with the implementation of the curriculum. Altricher (2005) states that for classroom curriculum implementation in the study area to be deemed good, teachers need preparation and orientation where teachers are prepared and orientated then the challenges of curriculum implementation at this level can be minimized. Teachers' preparation and orientation depends on the responsible authorities for curriculum design and implementations to organize such unique activities (Altricher, 2005). But the GES/ NaCCA as the responsible authority for pre- tertiary schools including

basic school curriculum issues had never prepared or orientated teachers in the study area. This is because the pre-tertiary school curriculum or syllabuses are prepared by experts in the field while GES/ NaCCA employees are not curriculum experts in the field, hence the lack of capacity to prepare and orient teachers in the study area. This situation can aggravate barriers to effective curriculum implementations in basic schools.

Again, 30 respondents, representing 56%, strongly agreed that inadequate curriculum resources were a challenge associated with the implementation of the curriculum while 24 respondents, representing 44%, agreed. The result implies that inadequate curriculum resources are a challenge associated with the implementation of the curriculum. For any educational programme such as curriculum to be designed and implemented at the planning stage considers the relevant resources (Human and Material). Kgosana (2006) agree that lack of resource is one of the challenges facing school management team's role of managing the implementation of the curriculum change successfully.

Also, 16 respondents, representing 30%, strongly agreed that insufficient supervision and monitoring of curriculum implementation was a challenge associated with the implementation of the curriculum, 26 respondents, representing 48%, agreed, 8 respondents, representing 15%, disagreed while 4 respondents, representing 7%, strongly disagree. The result implies that insufficient supervision and monitoring of curriculum implementation is a challenge associated with the implementation of the curriculum.

Instructional supervision is a guide such as research objectives and research questions to protect the implementation of the desired and appropriate curriculum materials. Glickman et. al. (2010) state that the objective of supervising the implementation of a new curriculum is to ensure that learners are receiving the best possible instruction they can from their own teaching. Timely supervision and monitoring are healthy towards remediating curriculum implementation challenges by assisting and demonstrating appropriate teaching subject's direction to achieve intended objectives. This way, pre-tertiary school curriculum implementations efficacy is augmented.

Further, 26 respondents, representing 48%, strongly agreed that inadequate planning and time management was a challenge associated with the implementation of the curriculum while 28 respondents, representing 52%, agreed. The result implies that inadequate planning and time management is a major challenge associated with the implementation of the curriculum. The absence of planning and mismanagement of time for any educational programme can result in non-implementation, poor implementation or mistake as indicated in the concept of adaptation in this study. The pre-tertiary school curriculum is seen as a planned programme of educational activities which ought to be implemented in same planned situation. Therefore, the absence of planning for implementation could cause destructions in curriculum implementation or inconsistencies in the results of the curriculum implemented. These inconsistencies can be renowned in the study area since the first supervisors (Headmasters) cannot handle all the curriculum subjects in the study areas. This is because they have their specialized individual subjects. The inconsistencies brought

about the lamentations by the President of Ghana in 2007 concerning pre-tertiary school curriculum implementation outcome in Ghana

Again, 22 respondents, representing 41%, strongly agreed that lack of parental involvement in curriculum implementation was a challenge associated with the implementation of the curriculum while 32 respondents, representing 59%, agreed. The result implies that lack of parental involvement in curriculum implementation is a challenge associated with the implementation of the curriculum. Curriculum implementation places teachers and learners at the centre. These learners come from homes and therefore stay with their parents. Parents are beneficiaries to education since they provide the requisite material to their wards. It is critical that the GES/ NaCCA prepare and orientate parents by way of informational education on curriculum implementation at the basic school level by using the media, newsletters, and seminars to get parents of basic schools on board, in the process of curriculum implementation. This could enhance the provision of the learners' resources through their own parents towards effective and successful curriculum implementation.

Also, 16 respondents, representing 30%, strongly agreed that teacher's poor interpretation and usage of the syllabus was a challenge associated with the implementation of the curriculum, 24 respondents, representing 44%, agreed while 14 respondents, representing 26%, disagreed. The result implies that teacher's poor interpretation and usage of the syllabus is a challenge associated with the implementation of the curriculum. Teachers' classroom curriculum implementation directly connects teachers' capacity to use the syllabuses by interpreting them through teaching and learning processes to the learners to impact the desired change

of behaviour. This also depends on the teachers' preparation and orientation towards interpreting and using various syllabuses, textbooks, and other curricula materials in the right direction.

Finally, 18 respondents, representing 33%, strongly agreed that inadequate school facilities were a challenge associated with the implementation of the curriculum, 20 respondents, representing 37%, agreed while 16 respondents, representing 30%, disagreed. The result implies that inadequate school facilities are a challenge associated with the implementation of the curriculum. For effective implementation of the curriculum, there should be adequate school facilities. The Ghana Education Service (2010) provides the needed educational facilities such as school buildings, classrooms, dormitories, computer laboratories, science laboratories, libraries and recreational fields including the school's environment such as roads and footpaths, teachers and other auxiliary staff for effective curriculum implementation.

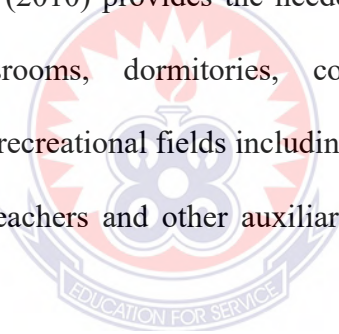


Table 4.9: Descriptive Statistics of Challenges Associated with Curriculum Implementation

	N Statistic	Mean Statistic	Std. Deviation Statistic	Skewness	
				Statistic	Std. Error
Lack of teachers' preparation and orientation	54	2.96	1.149	-.856	.325
Inadequate curriculum resources	54	3.56	.502	-.230	.325
Insufficient supervision and monitoring of curriculum implementation	54	3.00	.869	-.717	.325
Inadequate planning and time management	54	3.48	.504	.076	.325
Lack of parental involvement in curriculum implementation	54	3.41	.496	.388	.325
Teachers poor interpretation and usage of the syllabus	54	3.04	.751	-.061	.325
Inadequate school facilities	54	3.04	.800	-.068	.325
Valid N (listwise)	54				

Source: Field Data, 2020

Apart from items 4 and 5 which were positively skewed, the rest of the items of the construct measuring challenges associated with curriculum implementation were all negatively skewed. This affirms that none of the items were not skewed. This implies that the means of the items were not centralized. With all the mean scores between score 3 and 4, it could be said that lack of teacher preparation and orientation, inadequate curriculum resources, insufficient supervision and monitoring of curriculum, inadequate planning and time management, lack of parental involvement in curriculum implementation, teacher poor interpretation and usage of the syllabus and inadequate school facilities were militating against proper implementation of curriculum.

The most serious challenge associated with curriculum implementation was inadequate curriculum resources followed by inadequate planning and time

management and then lack of parental involvement in curriculum implementation. These, to the respondents, affect proper implementation of curriculum in Oforikrom Municipality.

Research Question 4: What strategies could be adopted to address the challenges associated with curriculum implementation at M/A cluster of basic schools in the Oforikrom Municipality?

There are some perceived strategies to address the challenges associated with curriculum implementation. The respondents were therefore asked of the challenges associated with implementation of the curriculum. The result is presented in Table 4.10.

Table 4.10: Strategies to be adopted to address the Challenges

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Provision of adequate preparation and orientation of teachers towards implementation of the curriculum	22(41)	24(44)	8(15)	-
Provision of adequate teaching and learning materials for successful implementation of the curriculum	28(52)	26(48)	-	-
Provision of comprehensive supervision and monitoring of curriculum implementation	24(44)	16(30)	14(26)	-
Provision of adequate planning and time management on the implementation of the curriculum	20(37)	16(30)	12(22)	6(11)
Involvement of parents in the implementation of the curriculum	22(41)	14(26)	11(20)	7(13)
In-depth training of Teachers on proper interpretation and usage of the syllabus	26(48)	28(52)	-	-
Provision of adequate school facilities and infrastructure	20(37)	22(41)	12(22)	-

Source: Field Data, 2020

Table 4.10 shows that 22 respondents, representing 41%, strongly agreed that provision of adequate preparation and orientation of teachers towards implementation of the curriculum was one of the strategies that could be adopted to address the challenges associated with the implementation of the curriculum, 24 respondents, representing 44%, agreed while 8 respondents, representing 15%, disagreed. The result implies that provision of adequate preparation and orientation of teachers towards implementation of the curriculum is a strategy that can be adopted to address the challenges associated with the implementation of the curriculum. As indicated by Altricher (2005), for classroom curriculum implementation in the study area to be deemed good, teachers need preparation and orientation where teachers are prepared and orientated then the challenges of curriculum implementation at this level can be minimized. Teachers' preparation and orientation depends on the responsible authorities for curriculum design and implementations to organize such unique activities (Altricher, 2005).

Again, 28 respondents, representing 52%, strongly agreed that provision of adequate teaching and learning materials for successful implementation of the curriculum was one of the strategies that could be adopted to address the challenges associated with the implementation of the curriculum while 26 respondents, representing 48%, agreed. The result implies that adequate teaching and learning materials for successful implementation of the curriculum is a strategy that can be adopted to address the challenges associated with the implementation of the curriculum. Mkandawire (2010) posited that since manpower in the education sector has increased, the bulk of money allocated to education is absorbed by salaries,

leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation of the curriculum (Mkandawire, 2010). In the absence of teaching and learning materials, the teaching and learning processes will be impeded hence curriculum will be ineffectively implemented.

Also, 24 respondents, representing 44%, strongly agreed that provision of comprehensive supervision and monitoring of curriculum implementation was one of the strategies that could be adopted to address the challenges associated with the implementation of the curriculum, 16 respondents, representing 30%, agreed while 14 respondents, representing 26%, disagreed. The result implies that provision of comprehensive supervision and monitoring of curriculum implementation is a strategy that can be adopted to address the challenges associated with the implementation of the curriculum. Glickman et. al. (2010) postulates that timely supervision and monitoring is healthy towards remediating curriculum implementation challenges by assisting and demonstrating appropriate teaching subject's direction to achieve intended objectives. This way pre-tertiary school curriculum implementations efficacy is augmented.

Further, 20 respondents, representing 37%, strongly agreed that provision of adequate planning and time management on the implementation of the curriculum was one of the strategies that could be adopted to address the challenges associated with the implementation of the curriculum, 16 respondents, representing 30%, agreed, 12 respondents, representing 22%, disagreed while 6 respondents, representing 11%, strongly disagreed. The result implies that provision of adequate planning and time management on the implementation of the curriculum is a strategy

that can be adopted to address the challenges associated with the implementation of the curriculum. As indicated early on, the absence of planning and mismanagement of time for any educational programme can result in non-implementation, poor implementation or mistake as indicated in the concept of adaptation in this study. The pre-tertiary school curriculum is seen as a planned programme of educational activities which ought to be implemented in same planned situation. Therefore, the absence of planning for implementation could cause destructions in curriculum implementation or inconsistencies in the results of the curriculum implemented.

Again, 22 respondents, representing 41%, strongly agreed that involvement of parents in the implementation of the curriculum was one of the strategies that could be adopted to address the challenges associated with the implementation of the curriculum, 14 respondents, representing 26%, agreed, 11 respondents, representing 20%, disagreed while 7 respondents, representing 13%, disagreed. The result implies that involvement of parents in the implementation of the curriculum is a strategy that can be adopted to address the challenges associated with the implementation of the curriculum. As already stated, non-involvement of parents in curriculum was a challenge to its implementation. Parents are beneficiaries to education since they provide the requisite material to their wards. It is critical that the GES/ NaCCA prepare and orientate parents by way of informational education on curriculum implementation at the basic school level by using the media, newsletters, and seminars to get parents of basic schools on board in the process of curriculum implementation. This could enhance the provision of the learners' resources through their own parents towards effective and successful curriculum implementation.

Also, 26 respondents, representing 48%, strongly agreed that in-depth training of Teachers on proper interpretation and usage of the syllabus was one of the strategies that could be adopted to address the challenges associated with the implementation of the curriculum while 28 respondents, representing 52%, agreed. The result implies that in-depth training of Teachers on proper interpretation and usage of the syllabus is a strategy that can be adopted to address the challenges associated with the implementation of the curriculum. Teachers must be oriented towards the proper interpretation and usage of the syllabus for effective curriculum implementation.

Finally, 20 respondents, representing 37%, strongly agreed that provision of adequate school facilities and infrastructure was one of the strategies that could be adopted to address the challenges associated with the implementation of the curriculum, 22 respondents, representing 41%, agreed while 12 respondents, representing 22%, disagreed. The result implies that provision of adequate school facilities and infrastructure is a strategy that can be adopted to address the challenges associated with the implementation of the curriculum. For effective implementation of the school curriculum, the Ghana Education Service (2010) provides the needed educational facilities such as school buildings, classrooms, dormitories, computer laboratories, science laboratories, libraries and recreational fields including the schools' environment, the absence of which could result in poor implementation.

Table 4.11 presents the descriptive statistics of the construct measuring strategies to be adopted to address the challenges facing implementation of curriculum in Oforikrom Minimality.

Table 4.11: Strategies to be adopted to address the Challenges

	N	Mean	Std. Deviation	Skewness	Std. Error
	Statistic	Statistic	Statistic	Statistic	Error
Provision of adequate preparation and orientation of teachers towards implementation of the curriculum	54	3.26	.705	-.416	.325
Provision of adequate teaching and learning materials on for successful implementation of the curriculum	54	3.52	.504	-.076	.325
Provision of comprehensive supervision and monitoring of curriculum implementation	54	3.19	.826	-.363	.325
Provision of adequate planning and time management on the implementation of the curriculum	54	2.93	1.025	-.502	.325
Involvement of parents in the implementation of the curriculum	54	2.94	1.071	-.555	.325
In-depth training of Teachers on proper interpretation and usage of the syllabus	54	3.48	.504	.076	.325
Provision of adequate school facilities and infrastructure	54	3.15	.763	-.259	.325
Valid N (listwise)	54				

Source: Field Data, 2020

With skewness statistic, item 6 was positively skewed meaning its mean was greater than its mode. For the rest of the items, they were negatively skewed. This means that the means of those items (1, 2, 3, 4, 5 and 7) were less than their mode. With the mean scores, it could be said that the most appropriate strategy to reduce the challenges facing the implementation of curriculum in the Municipality was to provide adequate teaching and learning materials. This was followed by providing

in-depth training for teachers on proper interpretation and usage of the syllabus and then providing adequate preparation and orientation for teachers on curriculum implementation.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter dealt with the summary of findings, conclusions based on the findings, recommendations and suggestions for further study.

5.1 Summary

The purpose of the study was to investigate challenges associated with teachers' implementation of the new curriculum in Ghana with basic schools at M/A Cluster of Basic schools in the Oforikrom Municipality of the Ashanti Region. The objectives of study were to establish factors that influence curriculum implementation at M/A cluster of basic schools in the Oforikrom Municipality, find out how teachers are involved in the curriculum development and implementation process at M/A cluster of basic schools in the Oforikrom Municipality, determine challenges associated with teachers' implementation of the curriculum at M/A cluster of basic schools in the Oforikrom Municipality and to determine the strategies that could be adopted to address the challenges associated with teachers' implementation of the curriculum at M/A cluster of basic schools in the Oforikrom Municipality.

The study adopted descriptive survey design, using the quantitative approach. The target population of the study consisted of all teachers and head teachers in the M/A Cluster of Schools in the Oforikrom Municipality. The accessible population

was 54, consisting of 8 head teachers and assistant head teachers and 46 teachers in the M/A Cluster of basic schools. Census technique was used to select all the 54 head teachers and assistants, and teachers. Questionnaires with closed ended items were used to collect data for the study. The reliability test yielded Cronbach Alpha of 0.82 which meant that the instrument was highly reliable. The data were analyzed, using descriptive statistics and presented in tables, using mean, standard deviation, skewness, percentages and frequencies to answer all the research questions.

5.2 Main Findings

The study revealed that factors that influenced curriculum implementation were socio-cultural environment reflecting in the differences in cultural ideologies, nature of School environment, teachers' knowledge and understanding of the curriculum, learners as recipients of knowledge, resource materials and facilities, support and intensified instructional supervision and developing teachers' professional growth.

The study also revealed that teachers were not prepared well by the GES prior to curriculum development, teachers implemented curriculum after its development, GES/ NaCCA did not seek the input of teachers in the development and implementation of the curriculum, teachers were not supported towards effective implementation of the curriculum, Head teachers did not implement curriculum by demonstrating lessons to teachers to observe and practice and that teachers were not resourced to adequately implement curriculum successfully.

The study further revealed that the challenges associated with curriculum implementation were lack of teachers' preparation and orientation, inadequate curriculum resources, insufficient supervision and monitoring of curriculum implementation, inadequate planning and time management, lack of parental involvement in curriculum implementation, teachers' poor interpretation and usage of the syllabus and inadequate school facilities.

The study finally revealed that strategies that could be adopted to address the challenges associated with curriculum implementation were, provision of adequate preparation and orientation of teachers towards implementation of the curriculum, provision of adequate teaching and learning materials for successful implementation of the curriculum, provision of comprehensive supervision and monitoring of curriculum implementation, provision of adequate planning and time management on the implementation of the curriculum, involvement of parents in the implementation of the curriculum, in-depth training of Teachers on proper interpretation and usage of the syllabus, and provision of adequate school facilities and infrastructure.

5.3 Conclusions

It is concluded, based on the findings, that there are some factors that influence successful curriculum implementation. Notable among them were socio-cultural environment reflecting in the differences in cultural ideologies, nature of school environment, teachers' knowledge and understanding of the curriculum, learners as recipients of knowledge, resource materials and facilities, support and

intensified instructional supervision and developing teacher's professional growth which must be sustained for effective implementation.

It is also concluded that teachers, as implementers of the curriculum, were not prepared well by the GES, prior to curriculum development. Also, GES/ NaCCA did not seek the input of teachers in the development and implementation of the curriculum and that teachers were not supported towards effective implementation of the curriculum. Again, Head teachers did not implement curriculum by demonstrating lessons to teachers to observe and practice and teachers were not resourced to adequately implement curriculum successfully. All these are not helpful in the implementation of the curriculum as it may lead to poor implementation.

It is further concluded that there were some challenges associated with curriculum implementation which needed to be addressed for curriculum successful implementation.

It is finally concluded that the coping strategies as revealed by the study, if adhered to, would go a long way for the successful implementation of the curriculum in the study area and basic schools in Oforikrom Municipality as a whole.

5.4 Recommendations

1. It is recommended, based on the findings and conclusions that; the Oforikrom Municipal Directorate of Education should provide heads of educational institutions with adequately resourced materials to enable successful implementation of the curriculum by teachers.

2. Oforikrom Municipal Directorate of Education should provide adequate educational facilities such as school buildings, classrooms, including serene school environment for effective curriculum implementation.
3. The GES/NaCCA, in collaboration with Oforikrom Municipal Directorate of Education, should organize regular training workshops for heads and teachers, prior to curriculum implementation, to enable them to have in-depth knowledge about the curriculum for successful implementation.
4. The GES/ NaCCA should involve teachers who are the final implementers of the curriculum actively in the design and development of the curriculum in order to own it for the success in its implementation since they are the ultimate implementers of the curriculum.

5.5 Suggestions for Further Study

The study was conducted to investigate challenges associated with teachers' implementation of the new curriculum at M/A Cluster of basic schools in the Oforikrom Municipality of the Ashanti Region, therefore further study should be undertaken on another stakeholders such as the learners, parents and GES in relation to the implementation of the new curriculum in the Ashanti Region.

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APPENDIX

QUESTIONNAIRES FOR RESPONDENTS

SECTION A: RESPONDENT INFORMATION

(1) Indicate your gender by ticking the appropriate box.

Male ()

Female ()

(2) Indicate your age in the appropriate box

(a) 21 – 30 ()

(b) 31 – 40 ()

(c) 41 – 50 ()

(d) 51 – 60 ()

(3) What is your highest academic qualification?

(a) Diploma ()

(b) Bachelor's Degree ()

(c) Master's Degree ()

SECTION B: FACTORS THAT INFLUENCE CURRICULUM IMPLEMENTATION

The statement listed entails various issues on the factors that influence curriculum implementation. Please indicate by ticking the appropriate column which reflects your view on each of the statement on a likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Factors That Influence Curriculum Implementation

S/N	STATEMENT	SA	A	D	SD
1	Socio-cultural environment reflecting in the Differences in cultural ideologies				
2	Nature of School environment				
3	Teachers' knowledge and understanding of the curriculum				
4	Learners as recipients of knowledge				
5	Resource materials and facilities				
6	Support and Intensified instructional supervision				
7	Developing teachers' professional growth				

SECTION C: HOW TEACHERS ARE INVOLVED IN CURRICULUM IMPLEMENTATION

The statement listed entails various issues on how teachers are involved in curriculum implementation. Please indicate by ticking the appropriate column which reflects your view on each of the statement on a likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

How Teachers are involved in Curriculum Implementation

N/S	STATEMENT	SA	A	D	SD
1	Teachers and Head teachers are prepared by the GES prior to curriculum development				
2	Teachers implement curriculum after its development				
3	The GES/NaCCA seek the input of Head teachers and Teachers in the development and implementation of the curriculum				
4	Teachers are supported towards effective implementation of the curriculum				
5	Head teachers implement curriculum by demonstrating lessons to teachers to observe and practice				
6	Teachers are resourced to adequately implement curriculum successfully				

SECTION D: CHALLENGES ASSOCIATED WITH CURRICULUM**IMPLEMENTATION**

The statements listed entail various issues on the challenges of curriculum implementation. Please indicate by ticking the appropriate column which reflects your view on each of the statement on a likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Challenges Associated with Curriculum Implementation

N/S	STATEMENT	SA	A	D	SD
1	Lack of teachers' preparation and orientation				
2	Inadequate curriculum resources				
3	Insufficient supervision and monitoring of curriculum implementation				
4	Inadequate planning and time management				
5	Lack of parental involvement in curriculum implementation				
6	Teachers poor interpretation and usage of the syllabus				
7	Inadequate school facilities				

SECTION E: STRATEGIES TO ADDRESS THE CHALLENGES OF CURRICULUM IMPLEMENTATION

The statement listed entails various issues on the strategies to address challenges of curriculum implementation. Please, indicate by ticking the appropriate column which reflects your view on each of the statements on a likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Strategies to address the Challenges Associated with Curriculum Implementation

N/S	STATEMENT	SA	A	D	SD
1	Provision of adequate preparation and orientation of teachers towards implementation of the curriculum				
2	Provision of adequate teaching and learning materials for successful implementation of the curriculum				
3	Provision of comprehensive supervision and monitoring of curriculum implementation				
4	Provision of adequate planning and time management on the implementation of the curriculum				
5	Involvement of parents in the implementation of the curriculum				
6	In-depth training of Teachers on proper interpretation and usage of the syllabus				
7	Provision of adequate school facilities and infrastructure				