

UNIVERSITY OF EDUCATION, WINNEBA

**IMPLEMENTATION OF THE STANDARDS-BASED CURRICULUM IN
GHANA: THE TEACHER DIMENSION**

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GHANA: THE TEACHER DIMENSION**



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requirements for the award of the degree of
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JANUARY, 2023

DECLARATION

CANDIDATE'S DECLARATION

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

SIGNATURE:

DATE:

SUPERVISORS' 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.

SUPERVISOR'S NAME: DR. RICHARDSON ADDAI-MUNUNKUM

SIGNATURE:

DATE:

DEDICATION

To my daughter, Emmanuella Kuutol



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LIST OF ABBREVIATIONS

SBC	Standards-Based Curriculum
NaCCA	National Council for Curriculum and Assessment
MoE	Ministry of Education
GES	Ghana Education Service
PLC	Professional Learning Communities
CPD	Continuous Professional Development
NTS	National Teachers' Standards
NTC	National Teaching Council
UEW	University of Education, Winneba
UNESCO	United Nations Educational, Scientific and Cultural Organization.
USA	United States of America
ICT	Information Communication Technology
SPSS	Statistical Product and Service Solutions
TLMs	Teaching and Learning Materials

ABSTRACT

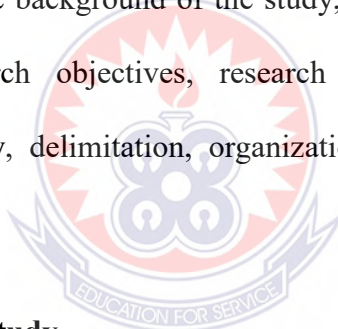
Following the rollout of the Standards-Based Curriculum (SBC) in Ghanaian Basic Schools in 2019, stakeholders have been curious to know the extent to which teachers embrace the tenets of the curriculum and work to bring it to reality. For this reason, this study assessed the teacher dimension in the implementation of the standards-based curriculum in Ghanaian Basic Schools. The study employed the explanatory sequential mixed-methods design, with questionnaire and interview guide as the instruments used for data collection. A total of 241 public Basic School teachers in the Tarkwa-Nsuaem Municipality were randomly sampled for the quantitative phase, whilst 8 teachers were purposively selected for the qualitative phase. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, mean and standard deviation) and inferential statistics (Pearson correlation coefficient), while qualitative data were analyzed thematically. The study found that Basic School teachers have positive perception towards the new standards-based curriculum. Also, teacher-personality factors such as professional training, motivation, attitude, commitment, years of experience and content knowledge affect the implementation of the standards-based curriculum. Again, the study found that school management support teachers through supervision and monitoring, continuous professional opportunities, adequate time and training to implement the standards-based curriculum. However, support in the area of teaching and learning resources were found to be inadequate. The study further established that years of experience have statistically significant relationship with teachers' perception of the standards-based curriculum. Recommendations have been made for the Tarkwa-Nsuaem Municipal Directorate of Ghana Education Service (GES) and other stakeholders in education to support the implementation of the standards-based curriculum with learning resources and training workshops for teachers.

CHAPTER ONE

INTRODUCTION

1.0 Overview

The study assessed the teacher dimension in the implementation of the standards-based curriculum in Ghanaian Basic Schools. The study specifically examined the perception of teachers on the standards-based curriculum, teacher-personality factors that affect the implementation of the standards-based curriculum, the forms of support teachers receive from school management in the implementation of the standards-based curriculum, and the relationship between teachers' years of experience and their perception of the standards-based curriculum. This chapter specifically dealt with the background of the study, conceptual framework, statement of the problem, research objectives, research questions, research hypothesis, significance of the study, delimitation, organization of the study, and operational definition of terms.



1.1 Background to the Study

Curriculum is one of the critical means through which important national educational blueprints are passed on to learners. Kabita and Ji (2017) posit that a curriculum is a vehicle through which a country empowers its citizens with the requisite knowledge, skills, attitudes, and values for personal and national development. Globally, countries such as Japan, Finland, South Africa, Kenya, Rwanda, Tanzania, Botswana, among others, have seen significant reforms in their national educational curricula to reflect the evolving educational needs of the citizenry (Kanamugire, Yadav & Mboniyirivuze, 2019). These curricula reforms in the opinion of Addai-Mununkum (2020), are consistent with international best practices, which stipulate the need for the revision of the curriculum every five years.

In Ghana, several pre-tertiary curriculum changes have been implemented by the state over the last few decades. In September 2019, the government of Ghana, in collaboration with the Ministry of Education (MoE), Ghana Education Service (GES) and the National Council for Curriculum and Assessment (NaCCA), implemented a standards-based curriculum in basic schools (i.e., from kindergarten to primary six). The new curriculum represents a significant departure from the country's long-standing objective-based curriculum which the country had operated since the introduction of formal education into Ghana (National Council for Curriculum and Assessment, 2019). The rationale for reviewing the objective-based curriculum, according to the National Council for Curriculum and Assessment (2019), was to shift from merely passing examinations to building character, nurturing values, and raising literate, confident, and engaged citizens who can think critically. This was echoed by Kpedator (2019) and Addai-Mununkum (2020) when they stated that the goal of the new curricular model was to emphasize students' learning of the "4Rs"—Reading, Writing, Arithmetic as well as the acquisition of 21st-century skills including critical thinking, problem-solving, creativity, teamwork, cultural identification, global citizenship, personal growth, and digital literacy. The realization of this new curriculum objective will depend on the interplay of several factors at the curriculum implementation stage, notably the teacher.

The teacher is an indispensable factor in the process of implementing curriculum innovations (Rogan & Grayson, 2003). This means that the successes or failures of the new curriculum depend largely on the effective roles teachers play in implementing the curriculum. The teacher implements the curriculum intents outlined in the document into actual classroom practices and in curriculum evaluation by providing feedback regarding the accomplishment or failure of curriculum objectives

(Dagew & Gebremedhin, 2020; Erden, 2010). This implies that the task of breaking the curriculum into teachable units, communicating the contents of the curriculum, and evaluating the curriculum by providing feedback about the success or failure of curriculum objectives, among others lies at the doorstep of the teacher. Recognizing the importance of teachers in implementing the standards-based curriculum, a five-day workshop was organized by the Ghana Education Service (GES) to train about 152,000 basic school teachers across the country (Kpedator, 2019). This workshop aimed at equipping teachers with the requisite skills, knowledge and competencies to effectively deliver the curriculum content to learners. Despite this effort, studies on the standards-based curriculum implementation have established that the reform is fraught with numerous challenges and this has aroused many concerns among teachers (Aboagye & Yawson, 2020; Apau, 2021; Mpuangnan & Adusei, 2021). According to Agormedah *et al.* (2022), these concerns, which span from management issues to personal ones (such as perceptions, knowledge, competencies, attitude, teaching and learning resources, absence of textbooks and time), have the potential to influence how teachers respond to and implement the new reform. Since the introduction of the standards-based curriculum in Ghanaian Basic Schools in 2019 to date, it appears not many studies have been conducted to ascertain teachers' perspectives regarding the implementation of the new curriculum. This is made evident by the scarcity of local scholarly literature on the subject. It is therefore imperative to examine the teacher dimension in the implementation of the standards-based curriculum since no curriculum reform can achieve sustainable success without teachers who are at the front line of the implementation process.

Perception (that is views, opinions, and thoughts) is one of the teacher variables that influence the execution of the educational blue-print such as the

standards-based curriculum. Keys and Bryan (2001) posits that teachers' perceptions about teaching, learning and the instructional environment will inevitably affect how a particular curriculum is implemented. This implies that a good teacher impression of a curriculum leads to successful teaching and learning, while a negative perception influences how the curriculum is executed in the classroom (Altinyelken, 2010). Inferentially, if teachers do not approve of the curriculum, it will not be adequately and successfully implemented, and vice versa. A plethora of studies have reported mixed findings as far as teachers' perceptions of curriculum innovations are concerned. In Malaysia, a study conducted by Sulaiman, Sulaiman and Abdul Rahim (2017) revealed that teachers' perception of the standards-based English Language curriculum was positive. In Ghana, studies by Aboagye and Yawson (2020) found that basic school teachers' perception of the new standards-based curriculum was very positive. On the contrary, studies by Owusu and Yibo (2013) and Koross, Indoshi, and Okwach (2013) revealed that teachers have negative perceptions about the implementation of curriculum innovations. Evidently, there are conflicting results as far as teachers' perception towards implementing the tenets of curriculum innovations are concerned. It is therefore imperative to ascertain the perception of teachers on the tenets of the standards-based curriculum.

Also, it is worth examining the teacher-personality factors that affect the implementation of the standards-based curriculum. Altinyelken (2010) opines that teachers' background, training, motivation, commitment, and attitudes influence their capacity to implement change. This means that teacher-personality factors are indispensable in determining the success or otherwise of curriculum innovation. Arthur (as cited in Anderson, 2017) opines that the years of experience of a teacher, his subject matter knowledge, teaching skills, and his ability to conceptualize

alternative procedures can influence his interpretation of the curriculum intentions. Opong (2009) and Oguta (2014) listed resource adequacy, teacher qualification, training, and the working environment of teachers as elements that affect the implementation of the curriculum in a school. Also, Gakuu (2006) posits that teachers' attitude is crucial in the process of implementing a curriculum, and therefore, teachers should be well prepared to have a positive attitude for them to implement the new curriculum. Similarly, Cobbold (2017) pointed out that a critical group of factors for successful curriculum implementation includes instructors' commitment, attitudes, competencies, and interactions. Akpan (2012) posits that teachers who are not well-versed in the subjects they teach will not be able to implement the curriculum effectively, no matter how carefully a curriculum has been marked out, and how adequate the facilities are. Kotherja and Rapti (2015) add that teachers that are highly motivated would be able to teach students more effectively, work more efficiently by interacting with their colleagues, and contribute more creativity to the process. Studies by Owusu-Fordjour (2021), Kigwilu and Githinji (2015), and Silas (2020) concluded that teacher qualifications, content knowledge, teaching experience, motivation, and attitudes affect the implementation of curriculum reforms. Etsey (2007) identified teacher motivation, as a strong factor that affect the implementation of the Basic School curriculum. Obviously, teacher-personality factors affect the implementation of any national educational blue-print positively or negatively. It is therefore important to examine the teacher-personality factors that affect the implementation of the standards-based curriculum.

Again, it is imperative to ascertain the forms of support teachers receive from school management for the implementation of the standards-based curriculum. Mbiti (1999) opines that the effectiveness of any school curriculum design is largely

determined by the school administration and the types of assistance provided to teachers. This therefore means that for any national educational blueprint to be implemented successfully, ongoing interactions and support between policy-makers, policy managers, and policy implementers (teachers) are indispensable. Even the most well-adjusted person or organization, according to Lovat and Smith (2003), needs ongoing support during a period of curriculum change. In a similar vein, Rogan and Grayson (2003) emphasize that teachers should receive a variety of support because they are in charge of implementing the curriculum in the classroom. The need for the provision of support services in the form of training of teachers, continuous professional development opportunities, teaching and learning resources, adequate time allocation, and supervision and monitoring by school management has the potency to influence the successful implementation of curricula innovations. Studies by Annobil (2017) and Govender (2018) found that teachers felt they were receiving insufficient professional development programmes, lacked instructional resources, and insufficient supervision and monitoring to assist in implementing the changes required. Similarly, a study conducted by Park and Sung (2013) found that teachers received inadequate training support, insufficient professional development programmes, and lack of opportunities to work through the implementation. On the contrary, Mafugu and Abel (2021) assessed the support provided to lecturers in the implementation of a new curriculum during the COVID-19 pandemic in Zimbabwe. The study revealed that lecturers received support in the areas of professional development, leadership, and adequate time for curriculum implementation. It is therefore imperative to examine the forms of support teachers receive from school management for the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality.

Finally, previous studies have established that significant relationship exist between teaching experience and teachers' perceptions of curriculum innovations. For example, Adeyemi (2008) in Nigeria, found that teachers with 5 years and above teaching experience have good appreciation of the curriculum and achieve better results than teachers with less than 5 years teaching experience. Also, Talam (2016) established that significant relationship exist between teachers' experience and how they perceive and implement the English Language Curriculum. On the contrary, studies by Tůmová (2012) established that years of teaching experience has no statistically significant relationship with teachers' appreciation and implementation of the curriculum content. From my experience as a teacher, I have noticed that most experienced teachers are very receptive to new curriculum reforms and are able to effectively implement the content of the curriculum to learners. On the contrary, teachers with little or inadequate experience struggle to implement new curriculum reforms. This means that teaching experience influence how teachers receive and operationalize curriculum reforms in their classrooms. Therefore, this study aimed to establish the relationship between teachers' years of experience and their perception of the standards-based curriculum in the Tarkwa-Nsuaem Municipality.

1.2 Conceptual Framework

The conceptual framework as shown in Figure 1.1 below represents the variables that shaped the implementation of the standards-based curriculum. The variables indicated are teachers' perception, teacher-personality factors, and support teachers receive from school management for the implementation of the standards-based curriculum.

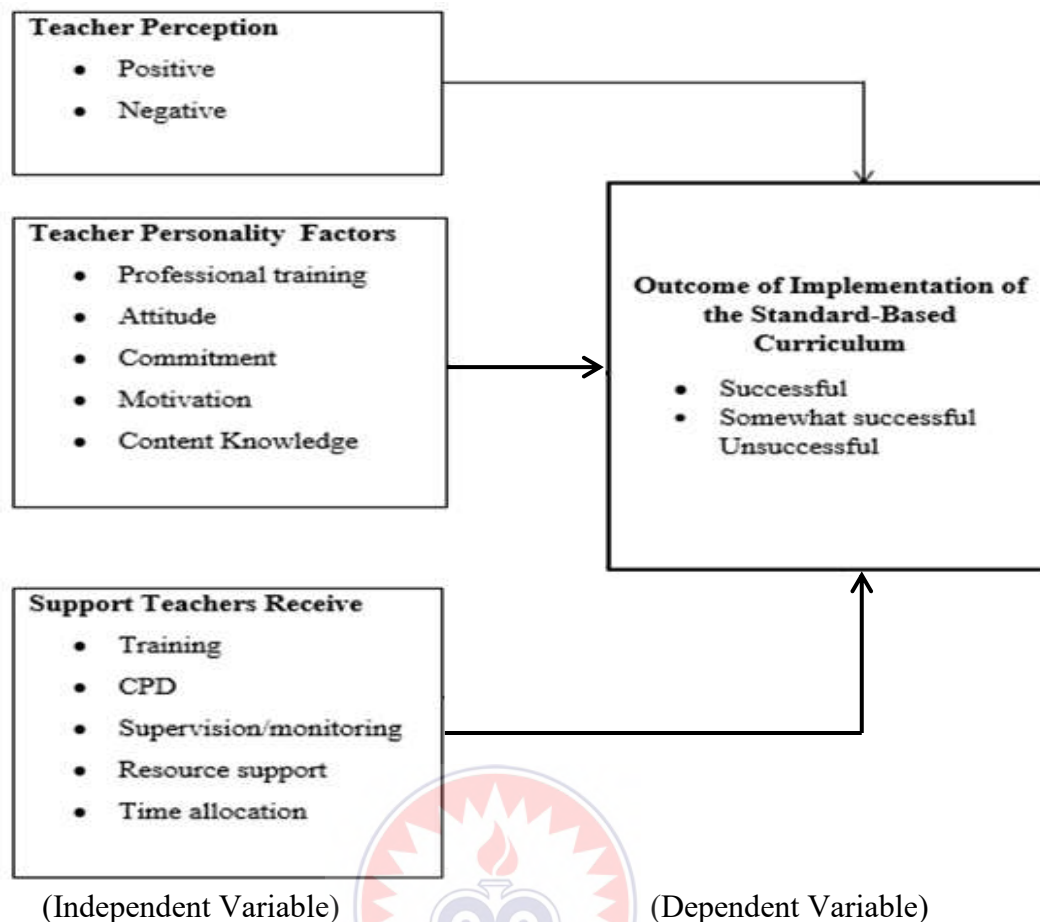


Figure 1.1: The Conceptual Framework

Source: Researcher's construct (2022)

In this study, the independent variables were: teachers' perception, teacher-personality factors and support teachers receive from school management, while the dependent variable was the outcome of the implementation of the standards-based curriculum. Therefore, it was conceptualized that teachers' perception, teacher-personality factors (professional training, years of experience, commitment, attitude, motivation, and content knowledge) and the forms of support teachers receive from school management (training, CPD, supervision, resources and time allocation) affects the implementation of the standards-based curriculum.

1.3 Statement of the Problem

The relevance of teachers within the implementation of any national educational blueprint is incredibly pivotal and crucial (Cobbold, 2017). Extant literature suggests that the degree to which teachers embrace and adopt any educational reform in the classroom determines the success of the reform (Adentwi and Sarfo, 2011). Research has also established that when it comes to curriculum reforms in general and its implementation to be specific, the perspective of classroom teachers, which is the most crucial aspect of the implementation process, has been disregarded (Agormedah *et al.*, 2022; Wilson, 2009). In many African countries, curriculum and general educational reforms have not paid much attention to the teacher dimension in the implementation of curriculum innovation (Altinyelkin, 2010). The relegation of teachers to the periphery during the curriculum design and implementation process influences how teachers receive and operationalize such innovations in the classroom (Carl, 2005).

In Ghana, despite the efforts by the Ministry of Education (MoE) and National Council for Curriculum and Assessment (NaCCA) to ensure teachers are adequately armed with the requisite training and resources to actualize the curriculum goals, it appears the SBC implementation stage is bedeviled with a myriad of challenges and this has affected the capacity of teachers to implement the curriculum (Apau, 2021, Aboagye & Yawson, 2020). Anecdotal records from some Basic School teachers in the Tarkwa-Nsuaem Municipality of Ghana has also revealed divergent viewpoints on issues that affect teachers' capacity to implement curriculum innovations. While some teachers were of the view that perception, teacher-personality factors, and the support they receive from school management influence their capacity and willingness to implement the new curriculum, others held a contrary opinion. These contrasting

views coupled with the bottlenecks associated with implementation of the SBC have made stakeholders to express various concerns about the degree to which teachers in the Tarkwa-Nsuaem Municipality embrace the tenets of the curriculum and work to make it a reality (Apau, 2021; Mpuangnan & Adusei, 2021).

Since the standards-based curriculum was rolled out in 2019 to date, it appears that not much studies have been carried out on the teacher dimension in the implementation of the new curriculum. A few of the studies (Mahama, 2022; Apau, 2021; Mpuangnan & Adusei, 2021; Aboagye & Yawson, 2020; Ayebi-Arthur, Abdulai, & Korsah, 2020) focused on some aspects of teachers in the execution of the standards-based curriculum. For example, the study by Mahama (2022) addressed the creative nurturing behaviors of teachers, studies by Apau (2021) and Mpuangnan and Adusei (2021) focused on teachers' concerns in implementing the standard-based curriculum;, Aboagye and Yawson (2020) looked into the perception of teachers on the standards-based curriculum;, while Ayebi-Arthur, Abdulai, and Korsah (2020) addressed only attitude and confidence level of teachers in the implementation of the standards-based curriculum. The findings of these various studies agree that the teacher dimension play a crucial role in the success or otherwise of the SBC implementation. However, it appears that other dimensions of the teacher (perception, teacher-personality factors and support teachers receive from school management) have not been adequately addressed. Methodologically, most of the studies reviewed made use of the quantitative and qualitative approaches. Also, none of the studies was conducted in the Tarkwa-Nsuaem Municipality where my study focused. It is on the basis of this deficiency in the literature that this study was designed to bridge the gap by investigating the teacher dimension in the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality of Ghana.

1.4 Purpose of the Study

The study was to generate evidence on what is happening on the field as regards Basic School teachers' perspectives on the standards-based curriculum implementation in the Tarkwa-Nsuaem Municipality of Ghana.

1.5 Research Objectives

Specifically, the study sought to:

1. Assess teachers' perception of the standards-based curriculum at the Basic School level in the Tarkwa-Nsuaem Municipality.
2. Examine the teacher-personality factors that affect the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality.
3. Establish the forms of support teachers receive from school management for the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality.
4. Examine the relationship between teachers' years of experience and their perception of the standards-based curriculum.

1.6 Research Questions

The following research questions guided the study:

1. What is teachers' perception of the standards-based curriculum at the Basic School level in the Tarkwa-Nsuaem Municipality?
2. What are the teacher-personality factors that affect the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality?
3. What forms of support do teachers receive from school management for the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality?

1.7 Research Hypothesis

H₀ = There is no statistically significant relationship between teachers' years of experience and their perception of the standards-based curriculum.

H₁ = There is a statistically significant relationship between teachers' years of experience and their perception of the standards-based curriculum.

1.8 Significance of the Study

The findings of the study, among others, will provide relevant information to the Tarkwa-Nsuaem Directorate of Ghana Education Service (GES) to develop improved strategies for addressing the loopholes as far as the implementation of the standards-based curriculum is concerned. Also, the Ministry of Education (MoE) and the National Council for Curriculum and Assessment (NaCCA) would have the opportunity to obtain adequate information on how the standards-based curriculum is being implemented and to develop improved policies for mitigating the gaps within the implementation of the new curriculum. Additionally, the study will make teachers aware that their good perception of the tenets of the standards-based curriculum will ensure proper alignment of the curriculum content, instructional methods, assessment practices, making the learning process more coherent and purposeful. Again, the study will inure to the benefit of students as teachers awareness of the tenets of the curriculum will enable them to make the curriculum more relevant to students, fostering positive learning environment, and encourage active participation. Finally, given the paucity of literature on the teacher dimension in the implementation of the standards-based curriculum, it is my expectation that the findings of the study will contribute to knowledge and literature, and also serve as a starting point for other researchers who will like to undertake a study of this nature.

1.9 Delimitation of the Study

Delimitations refer to characteristics that limit the scope of a study by defining its boundaries (Simon & Goes, 2013). Although the standards-based curriculum is being implemented in all public Basic Schools across the country, the study was confined to only public Basic Schools in the Tarkwa-Nsuaem Municipality of the Western Region of Ghana. This was important because examining the teacher dimension in the implementation of the standards-based curriculum in all the districts in Ghana appeared difficult because of the financial and logistical constraints. Again, the study was delimited to only public Basic School teachers teaching in Kindergarten to Basic Six (6) because those teachers are the ones involved in the implementation of the standards-based curriculum. Also, although there are other teacher dimensions involved in the implementation of standards-based curriculum, the study was delimited to the perception of teachers on the standards-based curriculum, teacher-personality factors that affect the implementation of the standards-based curriculum, the forms of support teachers receive from school management for the implementation of the standards-based curriculum, and the relationship between teachers' years of experience and their perception of the standards-based curriculum.

1.10 Organization of the Study

The study was organized into five chapters as spelt out by the graduate handbook for thesis writing of the school of graduate studies of the University of Education, Winneba. Chapter One indicates the introduction of the study and comprises of background to the study, statement of the problem, conceptual framework, objectives of the study, research questions, research hypothesis, significance of the study, delimitation of the study, organization of the study and definition of terms. The relevant literature was reviewed in Chapter Two under

headings that were clearly defined. The study's methodology was described in Chapter Three. It highlighted the research design, population, sample and sampling procedures, research instrument, data collection procedures as well as data analysis procedures. Chapter Four entailed the results and discussion. Finally, the summary of the study's key findings, conclusion, recommendations, and opportunities for further research were all included in Chapter five.

1.11 Operational Definitions of Terms

The following terms would have the following meanings in this study:

Teacher Dimension refers to the teacher-oriented variables that relates with the implementation of the standards-based curriculum.

Perception refers to understandings, opinions and viewpoints of teachers concerning the tenets of the standards-based curriculum.

Curriculum refers to the totality of learning experience students are expected to internalize under the supervision of the school.

Curriculum Implementation refers to the processes of putting the standards-based curriculum plan into action.

Standards-Based Curriculum refers to a curriculum where learners are directed towards the mastery of predetermined benchmarks (Addai-Mununkum, 2020)

Basic School refers to learners in grades ranging from kindergarten to upper primary school.

School Management refers to the Head teachers and Heads of Department at a school (Wilson, 2009).

Teacher-Personality Factors refers to teacher variables that affects curriculum implementation which include training, attitude, commitment, motivation, years of experience and content knowledge.

Continuous Professional Development (CPD) refers to an activity designed to improve teachers' knowledge and skills through orientation, training, and support (Coetzer, 2001).

1.12 Chapter Summary

The chapter one of the thesis formed the introduction to the study. It described the background to the study, conceptual framework, statement of the problem, purpose of the study, objectives of the study, research questions as well as hypothesis which guided the study. The chapter also outlined the significance of the study, the delimitation (scope) and organization of the study, as well as operational definition of terms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter provided the review of works done by authors and other researchers that related to the research topic. It provided the conceptual, theoretical and empirical review of similar studies carried out over time by various scholars, as well as information about research gaps.

2.1 Conceptual Review

2.1.1 *The concept of curriculum*

Studies on curricula, from conceptual framework to actual practice, are nothing new (Wang, as cited in Anderson, 2017). For a very long time, scholars focused on various facets of the curriculum. There has been discussion over the years on what constitutes a curriculum. However, there is no one universally accepted definition for the term "curriculum", as its concept might have several meanings depending on the situation or context. In the view of Addai-Mununkum (2020), the etymology of "curriculum" originates from a Latin word "currere" which means "to run" or "a race". Following this, several definitions have arisen which have looked at the concept from different perspectives.

Scholars conceive of the curriculum as content or course of study, a set of objectives, as a plan, and as learning experiences. A curriculum is conceived as the body of subjects or subject matters set out by teachers for students to cover (Tanner & Tanner, as quoted in Anderson, 2017, p.22). Posner (1995) argues that a curriculum is the content or objectives for which schools hold their pupils accountable. In furtherance of the above, Barrow and Milburn (1990) postulated a curriculum as all

the experiences that a child has in the school. Marsh and Willis (2007) opine that the term "curriculum" is typically used to refer to an educational program in a school that includes both planned and unexpected occurrences in the classroom. Similarly, Adentwi (as cited in Addai-Mununkum, 2020) conceived of the curriculum as being the sum total of all educationally valuable experiences that learners undergo under the guidance of a school. Generally, the term "curriculum" typically refers to the planned and unplanned knowledge and skills students are expected to internalize under the supervision of the school. In effect curriculum, includes all of the educationally relevant activities that a student carries out under the supervision of the school.

2.1.2 Meaning of standards-based curriculum

Standards-based curriculum is a curriculum which require students to master some predetermined or set standards. Addai-Mununkum (2020) defined standards-based curriculum as a curriculum that is directed towards the mastery of predetermined benchmarks or standards. A standards-based curriculum refers to a curriculum which has standards to be achieved across the educational system by identifying the knowledge, skills, and dispositions that learners should be able to demonstrate (Ministry of Education, 2018, p. 29). . These standards outline the knowledge and skills that learners are anticipated to achieve at different grade levels or specific subject areas. In simple terms, the standards-based curriculum is designed to ensure learners meet these standards and reach desired learning outcomes. In the standards-based curriculum, the emphasis is on mastery of the laid out standards rather than merely focusing on completing a certain amount of coursework or time spent in the classroom (Ministry of Education, 2018). Additionally, the standards-based curriculum stresses on the knowledge and skills students should know, understand and be able to demonstrate their attainment as they progress through their education. The

motive behind standards-based curricula is to set clear standards for students to learn and to use those academic standards to drive other changes in the system and for life-long learning. By adopting and following standards, and informing students of their goals, school managers can hold teachers and students accountable for classroom progress. The Ghana Education Service (GES) new curriculum is standards-based, meaning that every student or learner ought to demonstrate competency and mastery of knowledge.

2.1.3 Meaning of curriculum implementation

Like the concept of curriculum, different scholars have defined curriculum implementation from various perspectives. Ivowi (2009) posits that curriculum implementation comprises the dissemination of a planned learning experiences, and the actual carrying out of the plan in the classroom environment, where teacher-learner interactions take place. Similarly, Mkpa and Izuagba (2009) saw curriculum implementation as the actual interaction of the learner with the planned learning opportunities. Lewy (as quoted in Anderson, 2017, p.28), postulated that “curriculum implementation” means the open use of a programme throughout an entire school system”. Similarly, Gaba (as cited in Ali & Ajibola, 2015) viewed implementation of the curriculum as putting the curriculum into action for attainment of the goals for which it is designed. This means that curriculum implementation is the stage of the curriculum process during which the learner engages with learning activities under the guidance of a teacher in order to optimize learning. The implementation of curricula can be done piecemeal so that, if the program is failing, it can be swiftly updated or abandoned without using a significant amount of resources. The realization of the objectives of the standards-based curriculum in the Tarkwa-Nsuaem Municipality, therefore, depends on how well teachers implement the curriculum in their classrooms.

2.1.4 Perception of teachers

In this study, perceptions, views, and opinions are used interchangeably. The perception of teachers plays an indispensable role in the execution of any curriculum innovation. This is because how an educational innovation is interpreted, implemented, and received depends heavily on the perception, opinion, and values of the teachers. Perception often results in learning information that is directly relevant to the goals at hand, but sometimes it results in learning that is incidental to one's immediate goals. Perception becomes more skillful with practice and experience, and perceptual learning can be thought of as the education of attention. Teachers' perception is essential to building empathy and other social and emotional learning skills. Thus, teachers' perception helps them to see the world from others' points-of-view and act accordingly.

In the words of Keys and Bryan (2001), teachers' perceptions about teaching, learning, and the instructional environment will inevitably affect how a particular curriculum is implemented. Altinyelken (2010) shared similar views when he indicated that new curriculum ideas in education reform and practice may not be adopted if teachers have a negative perception of the education reforms. In the same vein, Towndrow, Silver, and Albright (2009) stated that the teachers' capacity to implement the curriculum depends on their perception of this educational change. Bantwini (2010) also notes that the teacher's perceptions and beliefs affect and define the meanings that the instructors eventually attach to the new changes, which in turn play a significant role in their acceptability and classroom implementation. Evans (as cited in Owusu and Yiboe, 2013) showed that program implementation increased when teachers' perceptions were more favorable and their years of experience were lower. This implies that teachers who perceive the curriculum as bad may not

implement it, hence making the whole curriculum a flop and vice versa. Therefore, since curriculum implementation occurs mostly in the classroom and teachers are the key players in the implementation process, it is important to ascertain their perception of the standards-based curriculum.

2.1.5 Perspectives on Teacher-personality factors on curriculum implementation

2.1.5.1 Professional training

For the effective and efficient implementation of any national educational blueprint, there is the need for implementers to acquire competence through training. Opong (2009) asserts that a teacher's success or failure in implementing a specific instructional program depends on the level of professional training that person has obtained. Similarly, Fullan and Stiegelbauer (2000) noted that, as education depends on the caliber and mental fitness of the people who are hired into the teaching service, an unqualified and undertrained teaching force can have an impact on the implementation process. Sifuna (as cited in Cherobon, 2016) argues that for effective implementation of educational programs, a good teacher training program is the main element that will ensure success. He continues by saying that the failure of the educational system is the result of subpar teacher preparation and that quality education cannot be provided if the attitudes and competencies of the instructors are not checked. Penuel, Fishman, Yamaguichi, and Gallagher (as cited in Owusu and Yiboe, 2013) it was established that the teachers' educational backgrounds had an impact on their students' academic performance. On the contrary, Nanamba and Rao (2017) in their study discovered that teachers' professional training did not significantly influence the implementation of the environmental education curriculum in Cross River State.

2.1.5.2 Teachers' attitude

The successful implementation of the curriculum in the classroom has been attributed in large part to changes in teacher's attitudes toward innovation. Gakuu (2006) posits that teachers' attitude is crucial in the process of implementing a curriculum, and therefore, teachers should be well prepared to have a positive attitude for them to implement the new curriculum. Waugh and Punch (as referenced in Anderson, 2017), argue that if an innovation is incompatible with the attitudes that already exist, change will likely be hampered. Similarly, Eggen and Kauchak (2002) proposed that a good attitude among teachers is essential to successful instruction. Shiundu and Omulando (1992) argues that it is crucial to consider attitudes when implementing new programs because teacher attitudes are crucial to the success or otherwise of the innovation. This suggests that how a new curriculum will be handled and received depends significantly on the views that teachers and other educational stakeholders hold about it. Saloviita (2020) posits that teacher' characteristics such as attitude act as greater facilitators to the curriculum implementation process. In effect, teachers' positive attitude towards a curriculum innovation will favour its successful implementation and vice versa. Meenakshi (as cited in Linet, 2014) posits that learning is affected by the attitude and motivation of the teacher. If a teacher has a positive attitude toward his or her subject, learning occurs easily.

2.1.5.3 Teachers' commitment

Effective curriculum implementation depends critically on teacher commitment. Teacher commitment, according to Tsui and Cheng (1999), is an internal factor that motivates instructors to exhibit improved job performance. It can be regarded as an element of a learnt attitude connected to teachers' professional conduct. Teachers with a high level of dedication can influence their pupils' learning and

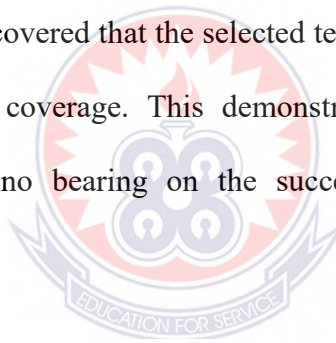
accomplishments. Arthur (1999) argues that the lack of commitment to curriculum material on the part of teachers tends to influence the type of transformation of the curriculum that may occur in the classroom. Similarly, Cobbold (2017) pointed out that a critical group of factors for successful curriculum implementation includes instructors' commitment, attitudes, competencies, and interactions. Dare and Agbevanu (as cited in Anderson, 2017) affirmed that teacher commitment affects curriculum implementation. As a result, commitment is tied to other areas of teacher consideration in the curriculum change process. Oloruntegbe *et al.* (2010) investigated Nigerian science teachers' involvement, commitment, and innovativeness in curriculum development, implementation and change. The study's conclusions showed that because teachers are rarely involved in the development or even the best ways to execute curricular reforms, they frequently express reluctance and lack of commitment to their implementation. Teacher commitment is therefore an important factor that affects curriculum implementation.

2.1.5.4 Teachers' content knowledge

For teachers to implement a curriculum effectively, they must be knowledgeable in their subject areas. The importance of teachers' subject matter expertise was alluded to by Urbanski (as cited in Sabola, 2017), who stated that even if the best materials are given to a teacher; those materials will not be used effectively for pupils' learning if that teacher lacks subject knowledge. In a similar vein, Akpan (2012) posits that teachers who are not well-versed in the subjects they teach will not be able to implement the curriculum effectively, no matter how carefully a curriculum has been marked out, and how adequate the facilities are. Studies on curriculum implementation by Baumert *et al.* (2010), Rwigema and Andala, (2022), Olasehinde-Williams, Yahaya and Owolabi (2018), and Silas (2020) revealed that a low level of

teachers' knowledge of the subject matter was an obstacle to the successful delivery of a curriculum at the classroom level. It is therefore important that a teacher should possess a rich knowledge base of content to ensure effective lesson delivery.

On the contrary, Fullan and Stiegelbauer (2000) argued that the subject-matter expertise of the teacher has no relationship on the effectiveness of the teaching process. In support of this, Morales, Anderson, and McGowan (as cited in Zar, 2015) also found that teachers who possess a strong grasp of mathematical concepts and knowledge may not always be able to convey these ideas and information to their students. Similarly, Boadu, Bordoh, Eshun, Bassaw, and Andoh-Mensah (2014) studied social studies teachers' content knowledge impacts on students in senior high schools in Ghana and discovered that the selected teachers lacked the content expertise required for curriculum coverage. This demonstrates unequivocally that teachers' knowledge levels have no bearing on the success or failure of the curriculum implementation process.



2.1.5.5 Teachers' motivation

Another essential teacher personality factor that affects how the curriculum is implemented is motivation. Cobbold (2017) and Muskin (2015) maintain that another way to ensure effective curriculum implementation is by increasing teachers' motivation. For Gross et al. (as cited in Anderson, 2002), one of the factors militating against the adoption of an innovation is teachers' lack of motivation. Badugela (2012) asserts that highly motivated teachers apply the material more successfully. In support of the aforementioned, Kotherja and Rapti (2015) add that teachers that are highly motivated would be able to teach students more effectively, work more efficiently by interacting with their colleagues, and contribute more creativity to the process.

Unfortunately, the high motivation of teachers may not be possible due to excessive workload and financial concerns (Cobbold, 2017).

Onchera, Ngasike, and Cherekes (2021) conducted a study to determine the effect of teacher motivation on the implementation of mathematics curriculum for pre-primary learners in central division, Trans-Nzoia County. The findings of the study indicated that a teacher's motivation and commitment significantly influence the implementation of the pre-primary mathematics curriculum. Similarly, Kwon (2009) examined the key factors affecting the implementation of biotechnology interaction in secondary-level Technology Education (TE) classrooms. Findings from the study, according to Kwon (2009), showed that teacher motivation was a strong factor affecting curriculum implementation. Evidently, teacher motivation is a critical variable for effective curriculum implementation.

2.1.5.6 Years of teaching experience

Teachers' years of experience are seen as the number of years the teachers have been interacting with the content of the curriculum. Tom (2007) posits that experience is the knowledge gained by repeated trials. In the view of Paula (2007), experience is the particular instance of personally encountering or undergoing something. Similarly, Mutoro (2001), posits that a teacher's experience defines their competence and effectiveness, and ongoing training makes them sensitive and adaptable in how they execute the curriculum. This is further confirmed by Olivia (1988), who claims that with all other variables held constant, it is generally accepted that experience is the best way for a teacher to learn new abilities and that the more experience a teacher has, the more effective he is in his profession. The above definitions all point to the fact that the more years one stays on the job, the higher the

performance, in that he/she has put into practice all the experience he/she has acquired over the years; hence the saying that practice makes perfect.

Some research studies show that experienced teachers operate from a deeper and more sophisticated knowledge base. Their years of experience have given them an extensive repertoire of knowledge for efficient curriculum implementation. Wang and Cheng (as cited in Owusu and Yiboe, 2013) pointed out that the teachers' experience is probably the most crucial among all those factors that affect how the curriculum is implemented. Hudson (as cited in Unimna, Essien, Edinyang, Unimke, and Opoh, 2020) posits that teaching experience is an important factor in curriculum implementation. Wang and Cheng (as cited in Owusu and Yiboe, 2013) indicated that the qualification and experience of the teacher, which are a result of their orientation and skill, was probably the most important factors among all those that affect how the curriculum is implemented.

The issue of the relationship between years of experience and curriculum implementation has been raging on for some time now. However, the overall picture is still not very compelling. Several studies conducted in the past indicated that teacher experience had a more positive link with quality teaching or curriculum execution (Hanushek, 2003). Even while most research reveals a positive effect, only a small percentage of all estimations provide results that are statistically significant. For instance, Adeyemi (2008) who examined teachers' teaching experience and students' learning outcomes in secondary schools in Ondo state, Nigeria, found that schools with more teachers with 5 years and above teaching experience achieve better results than schools having more teachers with less than 5 years teaching experience. Similarly, Magoma (2011) in his study on Curriculum Implementation in Kenya: A

Case of the Introduction and implementation of Secondary School Integrated English in Nairobi County observes that teachers' teaching experience is very important as far as any curriculum implementation is concerned. Studies by Talam (2016) and Sufiyanu and Karima (2018), established that years of teaching experience significantly influences the implementation of curriculum innovations. On the contrary, studies by Rudhumbu and Du Plessis (2020) and Unimna *et al.* (2020) revealed that years of teaching experience has no influence on how curriculum innovation is implemented. Based on the agreement and disagreement between studies carried out on years of experience, the present study sets out to investigate whether relationships exist between years of experience and teachers' perception of the standards-based curriculum.

2.1.6 Perspectives on support teachers receive from school management

2.1.6.1 Training support

Training of teachers is an important pre-requisite before engaging in curriculum implementation. The most challenging aspect of curriculum implementation, according to Middleton (1999), is preparing and training the current teachers who will be required to make the curriculum a reality in the classroom. In furtherance of the above, Rogan and Grayson (2003) opine that for curriculum implementation to succeed, effective training of teachers is necessary to enable them to understand clearly what the changes are and how best they can put them into practice. Research from both developing and developed countries, including South Africa (Carl, 2012), Uganda (Altinyelken, 2010) and South Korea (Park & Sung, 2013) supports the fact that teachers can implement curriculum innovations successfully only if they have adequate and suitable training directed towards their classroom practice.

Badugela (2012) adds that the availability of resources, funds, training, and a positive school climate were equally important for the success of the implementation of the curriculum. Ogar and Aniefiok (2012), in their discussion of the challenges of implementing a teacher education curriculum in Nigeria, hinted at the importance of adequate teacher training because the success of curriculum implementation is dependent on the teachers' ability to translate the written curriculum into classroom learning experiences. Yasemin (2018) investigated the impact of teachers' understandings and training upon their implementation of curriculum innovation for young learners in Turkish state schools. The findings of the study revealed that teachers' prior training had an impact on how far they executed curriculum initiatives. Evidently, providing professional training for teachers is critical for the success or otherwise of curriculum innovations. It is imperative that teachers are supported to acquire sound knowledge of the subject matter, sound methodology and knowledge of child psychology in order to effectively implement the curriculum.

2.1.6.2 Continuous professional development (CPD)

Another kind of assistance that school administrators can give to teachers is continuous professional development. Coetzer (2001) opines that continuous professional development is an activity designed to improve teachers' knowledge and skills through orientation, training, and support. Mamosa (2010) posits that teachers should receive ongoing training in the form of workshops to help them develop new skills for implementing a new curriculum. Similarly, Handler (2010) posits that an important element that contributes to the effectiveness of curriculum design and implementation is teachers' professional development. According to the National Teachers' Standards (2017), the third domain indicating professional practice cannot be attained without Ghanaian teachers being well-trained and developed. It is for this

reason that on-going and continued professional development of teachers must be provided to improve the quality of teachers. Specifically, in the Ghanaian context, there is the need for the rigorous, continued professional development of teachers to cope with the demands of the new standards-based curriculum.

Kimathi (2012) conducted a study on the factors affecting the implementation of the 8-4-4 curriculum in the primary schools in Egoj Division, Meru District, Kenya. The results of the study revealed that there was inadequate supervision of teachers, inadequate in-service programmes for teachers and a lack of resources (physical and material) to effectively implement the curriculum. Similarly, studies by Park and Sung (2013), (Hakutumbulwa, 2021), Govender (2018), and Annobil (2017) established that teachers did not receive support in terms of the provision of continuous professional development or staff development for effective curriculum implementation. On the contrary, studies by Mafugu and Abel (2021) revealed that lecturers were adequately supported through continuous professional development for effective and efficient implementation of the curriculum.

2.1.6.3 Resource support

Globally, no meaningful implementation of curriculum can take place without the provision of resources. Resources such as time, trained teachers, classrooms, textbooks, laboratories, and sports facilities are crucial for ensuring effective curriculum implementation. The effectiveness of a curriculum is greatly influenced by the quantity and quality of resources available. Carless (as cited in Anderson, 2017) opines that resource support in terms of human, material, and financial is indispensable for effective and successful curriculum implementation. Rogan and Grayson (2003) notes that support in the form of resources and training are vital for

the successful implementation of curriculum. Fullan (as cited in Cobbold, 2017) posits further that the insufficiency of resources (teachers, materials, and space) limits teachers' implementation of a new curriculum. In furtherance of the above, Pratt (as cited in Cobbold, 2017) perceives inadequate resources as a barrier to curriculum implementation.

Singh (2012) further notes that a lack of resources necessary for the execution of teaching and learning can inhibit the effective implementation of the curriculum. Abroampa (2018) advocated for the provision of relevant teaching and learning resources as part of the support needed in promoting effective curriculum implementation. Badugela (2012) adds that the availability of resources, funds, training, teachers, and a positive school climate were equally important for the success of the implementation of the curriculum. Smit (as cited in Hakutumbulwa, 2021), shared a similar view when he stated that a lack of appropriate resources surely diminishes the potential of sound implementation in the classrooms. Unfortunately, many basic schools in Ghana do not have access to appropriate teaching and learning resources for the implementation of the standards-based curriculum (Aboagye & Yawson, 2020). Studies conducted by Hakutumbulwa (2021), Kimosop (2018), Sabola (2017), and Mashekwa (2019) revealed that teachers lack support in the area of the provision of resources for effective curriculum implementation. The lack of support in the area of provision of resources can retard the implementation of a national educational blue-print.

2.1.6.4 Monitoring and supervision

For the curriculum to be implemented effectively, school management must regularly exercise their supervisory and monitoring functions. Burton, Carper, and

William (2011) see supervision as the efforts made by school managers to support teachers to become effective in their job and equally access professional development on the job. Ogunsaju (1983) sees supervision as the process of observation, discussion and decision-making by principals and inspectors of education to improve teaching/learning process. The duty of school management as supervisors is to identify the strengths and weaknesses of their supervisees to assist them professionally to achieve their set targets. Glickman (as cited in Sabola, 2017) notes that the lack of supervisory support for teachers acts as a challenge to the effective implementation of any curriculum. A study conducted by Syomwene (2013) revealed that inefficient school leadership and management in the area of monitoring and supervision of classroom teaching affected the effective curriculum implementation. Similarly, studies conducted by Annobil (2017), Govender (2018), and Sabola (2017) revealed that teachers lack support in the area of supervision and monitoring for effective curriculum implementation. The findings of the above studies showed that pumping resources into the teaching-learning process was not sufficient enough to ensure successful implementation. Of prime importance was how the resources were to be managed, monitored, and utilized.

2.1.6.5 Time allocation

Time is an important variable for achieving a successful curriculum implementation. Pratt (as cited in Cobbold, 2017) identified time as an important resource for the effective implementation of an educational blueprint. According to Schagen (2011), the success of any curriculum implementation depends on teachers having enough time to manage everything involved in the process. In the MECI survey conducted on the implementation of the New Zealand curriculum, (Schagen, 2011) it was found that time for planning and implementation was a severe issue. The study

concluded that teachers' greatest need was for more time, which hampered their ability to completely put the innovation into practice (Schagen, 2011). This means that the time allocated for implementing the curriculum is inadequate. This view is consistent with Omondi (2014) who stated that inadequate allocation of time for conducting the class was found to be a barrier to curriculum implementation. Similarly, in a study, Gwarjiko (2015) discovered that the time allotted for the English language curriculum in Niger State, Nigeria, was inadequate. Mashekwa (2019) also in a study established that insufficient time allotted to the subject affects the curriculum implementation process. On the contrary, in their study on the introduction of a new curriculum during the COVID-19 epidemic in Zimbabwe, Mafugu and Abel (2021) found that teachers were given enough time to adapt the curriculum. In effect, time is an important resource for ensuring effective curriculum implementation.

2.2 Theoretical Review

2.2.1 Approaches to curriculum implementation

There are numerous approaches for implementing curriculum successfully.

Snyder, Bolin, and Zumwalt (1992) identified three approaches to curriculum implementation, namely, fidelity approach, mutual adaptation, and the curriculum enactment. Teachers use a variety of strategies to integrate curriculum in every school setting, including fidelity, mutual adaptation, and enactment approach. The primary responsibility of those using the fidelity approach to implement curricula is to transfer curriculum information to the intended audience. While individuals who implement curriculum operate as curriculum-makers and make significant curriculum changes, those who use the adaptation technique are curriculum developers who make improvements to the curriculum. This section provides a highlight of the different approaches to curriculum implementation and their underlying presuppositions.

2.2.2 The Fidelity Approach

The "fidelity" approach, also known as the "planned approach," advises using the curriculum as "a course of study, a textbook, and a guide" and faithfully putting it into practice (Snyder *et al.*, 1992, p. 427). Similarly, Pence, Justice and Wiggins (2008) states that the fidelity approach is "the extent to which teachers implement intervention, curriculum innovation, or program as intended by the developers" (p. 332). Fidelity of implementation is giving out instruction in the way in which it was intended (Fullan, as cited in Zar, 2015). This implies that the fidelity approach turns teachers into curriculum-transmitters or implementers who don't apply "adaptation" techniques to modify the curriculum to fit their needs, nor do they use "skipping" tactics to pass over pointless classes, assignments, or other parts of the curriculum. These teachers rarely complete the curriculum's gaps and concentrate entirely on teaching information without taking into account the dynamics of the classroom. In the end, these teachers merely touch the surface of the curriculum and the syllabus, ignoring certain other crucial topics that should concern educators. In the view of Addai-Mununkum (2020), the degree of implementation of the fidelity approach is determined by the extent to which the actual curriculum is equal to the official curriculum. In essence, teachers have no freedom to alter or modify the curriculum to suit their local circumstance. The fidelity approach is predicated on the idea that the main aim of executing any educational program is to effect change.

The first assumption underlying the application of this approach is that the curriculum creators are the sole ones responsible for planning and creating the curriculum. In their offices, these specialists develop the curriculum by compiling all the elements that make the program effective. Teachers are then provided this material to use in the classroom. This type of strategy implies that it would only be effective in

nations that use a centralized or unitary style of government. The creation and development of programs for the entire nation takes place here. Then, much like in Ghana, it is put into practice throughout the entire nation. Another presumption is that when it comes to curriculum implementation, teachers are merely recipients of information. When the proposed curriculum is excellent and clearly effective, instructors will adopt it wholeheartedly (Marsh & Willis, 2007). The degree to which the teacher uses the curriculum in accordance with its design will determine whether or not curriculum implementation is successful.

The final assumption is that curricular change is a linear process. In other words, the curriculum is created by curriculum developers and given to the teacher to implement in the classroom. There is no chance for the teachers to contribute to the curriculum. They merely need to put what has been created into action. Additionally, it is assumed that because teachers are the ones who convey curriculum information to pupils, their importance to the innovation's success cannot be overemphasized (Adentwi, 2000). It follows that unless teachers religiously follows the curriculum as it was intended to be followed, successful implementation cannot be achieved. As a result, it is assumed that the instructor will execute the curriculum packages in accordance with the designers' intentions (Snyder *et al.*, 1992). Teachers in Ghana are urged to learn the material outlined in the various syllabi and pass it on to their students as part of the standards-based curriculum implementation process. Additionally, the curriculum design body (National Council for Curriculum and Assessment) specifies teaching techniques and evaluation exercises, which Basic School teachers must adhere to.

2.2.3 *The Mutual Adaption Approach*

In the words of Snyder *et al.* (1992), the "adaptation" approach is a "process whereby curriculum developers and people who use it in the school make adjustments to a curriculum" (p. 410). This approach involves an interaction between teachers and external developers to adapt or modify an innovation/change to meet their own needs. The mutual adaption approach is opposed to the rigidity of curriculum implementation and rather permits the modification of curriculum to suit local circumstances. With this approach, teachers are empowered to alter the content and mode of instruction based on their contextual exigencies (Addai-Mununkum, 2020). That is, teachers are not bound to implement the curriculum hook, line and sinker. In the view of Cho (as cited in Addai-Mununkum, 2020, p. 131), the outcomes of trade-offs within the local environment, where numerous values are imbedded, are used to determine the success of the curriculum under the adaptation approach.

In the view of Snyder *et al.* (1992), a fundamental tenet of this approach is that its proponents hold that the teacher who applies a curriculum in the classroom and the curriculum developer jointly possess knowledge of that subject. Also, teachers are not considered as passive consumers of the curriculum. Rather, they are regarded as being knowledgeable about the curriculum, since they are the ones putting the curriculum into practice. As a result, it is thought that in order for a curriculum to be effective, instructors must alter it as necessary while putting it into practice in their classrooms. This means that the curriculum must be adjusted by the teacher to fit the needs of the students. Since the change process involves the developers and the implementers, it is not linear in nature and the change process is unpredictable (Zar, 2015; Snyder *et al.*, 1992). The standards-based curriculum implementation in Ghana provides for the practice of the mutual adaptation perspective, as teachers are

encouraged to integrate information from other sources in addition to the material covered in the various syllabi to promote teaching and learning in the classrooms.

2.2.4 Curriculum Enactment

In the words of Snyder *et al.* (1992), curriculum enactment refers to “the educational experiences jointly created by teachers and students” (p. 418). With this approach, the focus is on how a curriculum develops as a result of the evolving ideas of teachers and students. Externally produced curriculum materials and teaching techniques are viewed as tools for both teachers and pupils. Then, both the teachers and the students use these to design their own classroom experiences. The curriculum materials and planned teaching practices at the core of fidelity and mutual adaptation are seen by students and teachers as instruments they employ to create the enacted experiences of the classroom. Under this approach, the curriculum is created by the teachers and students rather than merely being the primary recipients of curriculum knowledge (Fullan & Pomfret, as cited in Zar, 2015).

The enactment approach’s core premise is that curriculum knowledge is seen as a human construct that must adhere to both internal and external criteria. Another assumption is that change is more of a personal development process for instructor and student, rather than solely observable changes in behavior. It is also assumed that the teacher serves as a curriculum creator who creates effective educational experiences while working with his or her students. Therefore, the teacher has a crucial role to play in the development and execution of the curriculum. The curriculum in the classroom is created by the teacher and the students; otherwise, there would be no curriculum (Snyder *et al.*, 1992). In Ghana, the new standards-based curriculum empowers teachers to produce their own materials and instruct when appropriate in subjects like the creative arts (Ministry of Education, 2018).

2.2.5 Theories of perception

2.2.5.1 Gibson's (1966) ecological theory of perception

One of the most well-known and arguably most debatable visual thinkers of the twentieth century is Gibson (1966). Gibson wanted to provide a more rigorous framework for the study of vision by revising its core ideas while writing in the style of the American functionalists and immersed in their intense sense of pragmatism. He called his theory "ecological theory" or "grounded theory." Gibson is interested in ecology, which is the study of how animals and their environments work together to constrain one another. Gibson provides a structural study of the environment to make this distinction.

Gibson claims that perception is a direct, active process that never involves seeing something in a vacuum but rather always inside a context (Hayes, 2000). According to Gibson, there is sufficient data in our surroundings to directly understand the world (McLeod, 2018). Because he believed that it was totally improper to attempt to divorce seeing from movement and environment, he theorized within this framework. This implies that a perception-triggering event must always occur. This realization provided Gibson with a fresh possibility: perception might actually be accurate, or about the real-world facts. Because it contends that perception can be completely described in terms of the environment, his theory is occasionally referred to as the "Ecological Theory."

This theory is relevant for this study because teachers do not perceive in a vacuum. Whatever perception that they would have could be informed by something. In relation to Gibson's theory, the context becomes the curriculum implementation; its nature, how its content has been organised, how it is being implemented or taught,

how it is assessed, among others, would inform how teachers perceive and behave towards the standards-based curriculum. The theory has shown to be a powerful construct in describing the different ways in which the nature of standard-based curriculum, how its content has been organised, how it is being taught, among others influence teachers' perception towards it. In simple terms, this theory is appropriate for this study since teachers do not perceive in a vacuum.

2.2.5.2 Gregory's (1970) inferential theory of perception

Gregory (1970) posits that perception is a constructive process which relies on top-down processing. Because environmental stimuli are frequently confusing, it takes higher cognitive information from earlier experiences or knowledge to evaluate them and draw conclusions about what we observe. In this sense, we actively create our view of reality by drawing on our surroundings and previously stored data. Gregory's inferential theory is contested with the claim that perception encompasses more than just deciphering environmental facts. He therefore postulates that it is a process of making inferences about data received (Hayes, 2000). That is, establishing reasoning guesses (hypotheses) on the basis of what is most probable. According to Hayes, Gregory believed that an individual's perception may be influenced by his or her prior experiences and knowledge in addition to what that person may be seeing in the surroundings at the time. According to Gregory (1970), this frequently leads to perceptual theories that are occasionally refuted by the facts.

In relation to this study, Gregory's theory is relevant because prior knowledge and experiences influence teachers' perception about curriculum innovations. Such knowledge and experiences could be what the public (people) say about the curriculum innovation. Again, teachers past experiences with previous curricula

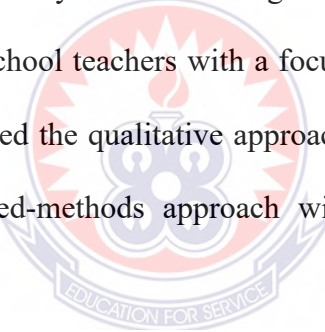
reform's and implementation could also shape their perception on new curriculum innovations. Such issues (prior knowledge and experiences) together with the context (e.g. nature of the curriculum) are also likely to influence teachers' perception on the implementation of curriculum innovations. The standards-based curriculum is a new curriculum being implemented in Ghanaian Basic Schools and teachers past experiences with similar curricula will influence their perceptions towards it. This theory is therefore relevant for this study as I seek to unearth the perception of teachers on the tenets of the standards-based curriculum.

2.3 Empirical Review

2.3.1 Studies on teacher perception on curriculum innovations

Aboagye and Yawson (2020) carried out a study on teachers' perception of the new educational curriculum in Ghana. The study employed the exploratory sequential design with a mixed-methods as the approach. Responses from six teachers interviewed were developed into a questionnaire and posted on the websites of teacher unions via WhatsApp. In all, 74 teachers responded to the questionnaire. The results of the study, among other things, revealed that teachers have a positive perception of the new Basic School curriculum. The findings further revealed that the current curriculum does not include difficult content for teaching but contains a lot of workloads, lacks teaching and learning materials, and includes long class periods. This study is relevant to the current study because both studies have the objective of investigating teacher perception of the standards-based curriculum at the Ghanaian Basic School level. Even though Aboagye and Yawson addressed teacher perception, they used the mixed-methods approach with exploratory sequential as the design for the study. The current study sought to use explanatory sequential design.

Sulaiman *et al.* (2017) studied perceptions of teachers towards the Standards-Based English Language Curriculum in Malaysian primary schools. The study employed the qualitative approach with multiple case study as the design. Data was collected using semi-structured interviews and classroom observation. The population of the study was five teachers selected from five national primary schools. The findings of the study revealed that teachers' perception of the standards-based English Language curriculum was positive. This study is relevant to the current research in the sense that both studies are aimed at investigating the perception of teachers on the new national Basic School curriculum (standards-based curriculum). Though the study incorporated teacher perception in the Basic School, it was limited to only teachers of English Language. This study therefore sought to fill this gap by studying the perceptions of all Basic School teachers with a focus on the entire school curriculum. Sulaiman *et al.* (2017) used the qualitative approach in their study, while the current study employed the mixed-methods approach with explanatory sequential as the design.



Putri (2016) conducted a study on teachers' perceptions of the implementation of a standard-based curriculum in Indonesia. The study employed a qualitative design with interviews as the research instrument. The study found that teachers have a positive perception of the implementation of the standard-based curriculum regarding the understanding of the SBC, syllabus organization, and demands on teachers' creativity and innovation. This study is relevant to the current research in the sense that both studies are aimed at investigating the perception of teachers of the new national Basic School curriculum (standards-based curriculum). Putri (2016) incorporated teacher perception in her study, but she employed the qualitative approach. Thus, only quantitative data was collected for the study. The current study

sought to fill that gap by employing the mixed-methods approach with explanatory sequential as the design.

Nurhayati, Samiati, and Hersulastuti (2018) examined teachers' perceptions of the implementation of the curriculum 2013. The objectives were to investigate the factors affecting the application of the curriculum 2013 and identify the effect of teachers' perceptions on classroom practice. Through qualitative design, the study was conducted at one of the private junior high schools in Solo, Central Java. The data were collected by interviewing, administering a questionnaire, observing the classroom practices, and reviewing the documents. The findings reveals that; (1) teachers have positive perceptions toward the curriculum 2013 (2) there are four factors that influence teachers' perceptions toward the implementation of the curriculum 2013, which includes: teachers' teaching experience; teachers' educational background, teachers' training, and teachers' personal experience; (3) teachers' perceptions contribute significantly in influencing teachers' decision-making in the classroom related to the choice of learning activities for students. Nurhayati *et al.* (2018) study is relevant to the current research in the sense that both studies are aimed at investigating the perception of teachers on the new national educational curriculum. Nurhayati *et al.*'s (2018) study was conducted among teachers in only private junior high schools. The study used a qualitative approach, thus data was gathered using only interviews. This study therefore sought to fill that gap by investigating the perceptions of only public Basic School teachers on the entire school curriculum using a mixed-methods approach.

Owusu and Yiboe (2013) studied teacher qualifications, experiences, and perceptions as predictors for the implementation of the SHS French curriculum in

Ghana. In the Western region of Ghana, twenty-one (21) French teachers representing 45% of the total population were purposefully selected and surveyed. The study's findings, among other things, showed that teachers had unfavorable opinions and perceptions of the French curriculum because of their perceived non-involvement in national curriculum programmes. Though Owusu and Yiboe (2013) examined teacher perception, which is relevant to the current study, the focus of the study was on the perception of only French teachers in senior high schools and not at the Basic School level. Also, the former study was conducted using a quantitative approach with a questionnaire as the main instrument. There was therefore the need to investigate what was going on with the standards-based curriculum implementation at the Basic School level, using the mixed-methods approach.

Koross *et al.* (2013) investigated the perception of teachers and students towards the methods used in the teaching and learning of English writing skills in secondary schools in Pokot County, Kenya. The objectives of the study were first to establish teachers and students perception of methods used in teaching and learning of writing skills and second, to compare teachers and students perceptions of methods used in teaching and learning writing skills. The sample size was 31 teachers of English and 334 form four students selected through simple random sampling technique. Data was collected through questionnaires and analyzed by the use of the mean and t-test. The study revealed that both teachers and students had negative perception towards the methods used in the teaching and learning of English writing skills and this was not statistically different. Koross *et al.* (2013) examined teacher perception which is relevant for the current study, the focus of the study was on only English teachers and students in Senior High Schools. The study also used a quantitative approach, thus data was gathered using only questionnaires. This new

study sought to fill that gap by investigating the perception of teachers on the entire Basic School curriculum using the mixed-methods approach.

Buabeng-Andoh (2012) investigated the skills, perceptions, and practices of teachers in the teaching of ICT in Ghanaian public Senior High Schools. A straightforward random selection method was used to choose 231 teachers. Data collection for the study involved the use of a questionnaire. The study's results demonstrated that the majority of instructors believed that ICT might give them access to online sources of instructional resources. The majority of teachers (90.6 percent) agreed that ICT may increase student engagement, feedback to teachers, and teamwork. Teachers' opinions of the use of ICT in teaching and learning were generally positive. Buabeng-Andoh (2012) though investigated teacher perception which is important to the current study; the study focused on the perception of only one subject (ICT) at the Senior Secondary School level. The study also used only questionnaire to collect data for the study. This new study sought to fill this lacuna by investigating perception of teachers on the entire curriculum at the Basic School level using mixed-methods approach.

Nurfarhati, Nawawi, and Waluyo (2018) examined teacher perception of the 2013 curriculum and its implementation of scientific approach used by English teachers in implementing the 2013 curriculum. The study employed a qualitative method, and the data were mainly drawn from semi-structured interviews and observations with four English teachers at one of the senior high schools in Mataram. The findings of the study identify that teacher's perception about the 2013 curriculum is negative, as it happened only at the conceptual level as teacher obligation and duties. Teachers have applied scientific approach even it was not done overall and

there is combination in learning method of using previous curriculum and new curriculum 2013. The study also reveals that teachers have tendency to change and modify the policy is according to their ability because of several barriers to learning practice. Nurfarhati *et al.* (2018) study is relevant to the current research in the sense that both studies aimed at investigating the perception of teachers on new national educational curriculum. Nurfarhati *et al.* (2018) study was conducted among only English teachers. Also, the study used qualitative approach, thus data was gathered using only interviews. This current study sought to fill that gap by investigating the perception of all Basic School teachers using mixed-methods approach.

2.3.2 Studies on teacher-personality factors that affect curriculum implementation

Apau (2021) examined the concerns of basic school teachers towards the implementation of the standards-based curriculum in the Effutu Municipality of Ghana. The study adopted the mixed method approach with explanatory sequential as the design. A total of 197 primary school teachers were randomly selected for the quantitative phase, whilst 6 teachers were purposively sampled for the qualitative phase of the study. The study established that the topmost concern of basic school teachers was collaboration and their second-highest and least concerns were focusing and management, respectively. The study further discovered that age and experience statistically predict the stages of concerns among teachers while implementing the standards-based curriculum. It was also found that teachers' gender and educational qualifications were not statistically significant predictors of their stages of concerns on implementing the standards-based curriculum. The study by Apau (2021) is relevant to the current study because both studies aimed at investigating the teacher factors on the implementation of standards-based curriculum. Apau (2021) study addressed only the concerns of teachers while the current study sought to examine other teacher-

personality factors (professional training content knowledge, motivation, attitude, and commitment) that affect the implementation of the standards-based curriculum.

Ayebi-Arthur *et al.* (2020) assessed the attitude and level of confidence of Basic 1-6 teachers in Ghana in implementing the new standards-based computing curriculum. The study employed the survey design. Simple random sampling and stratified sampling were used to select 127 teachers from five regions in Ghana. Frequencies, percentages and Pearson correlation statistics were used to analyse the data collected. The findings showed that most of the teachers have high confidence in handling the revised computing curriculum. In addition, most teachers have positive attitude towards using ICT tools for teaching and learning. The findings further indicated that some Basic School teachers had taken academic courses to improve their academic qualifications within the last three years. However, most teachers said they had not attended any ICT-based workshop in the last one year. The study recommended more in-service training for teachers who teach computing to bring them up to speed on the computing curriculum. This study has relationship with the current one since both studies aimed at addressing teacher-personality factors on the implementation of the standards-based curriculum. Ayebi-Arthur *et al.* (2020) study addressed only attitude and confidence level of teachers using the quantitative approach while the current study sought to examine other teacher-personality factors that affect the implementation of the standards-based curriculum using the mixed-methods approach.

Mpuangnan and Adusei (2021) conducted a study on the concerns of public basic school teachers towards the implementation of the standards-based curriculum in the Kumasi Metropolis of Ghana. The study employed the cross-sectional survey

design and the stratified sampling technique. A total of 281 teachers were sampled to answer the questionnaire. To gauge the level of concerns among basic school teachers over the implementation of the standards-based curriculum, the Stages of Concerns Questionnaire (SoCQ), created by Hall et al in 1979, was adopted. The collected data were processed using SPSS version 16.0 and analysed using mean and standard deviation and the results determined in accordance with the CBAM. The findings show that at the awareness stage, information stage, and management stage, the majority of the teachers expressed high concerns. The study has relationship with the current one because both studies aimed at addressing teacher variables on the implementation of standards-based curriculum. Mpuangnan and Adusei (2021) study addressed only the concerns of teachers using the quantitative approach while the current study sought to examine teacher-personality factors that affect the implementation of the standards-based curriculum using the mixed-methods approach.

Mahama (2022) conducted a study on the creative nurturing behaviors of in-service teachers on the standards-based curriculum. Using the descriptive cross-sectional survey design, a sample of 768 (out of 1,321) in-service teachers were surveyed using online Google forms. The data were descriptively and inferentially analyzed. Overall, the study found that majority of respondents exhibited low levels of creativity nurturing behaviors. Specifically, most of the respondents had moderate levels of creative curiosity and creative motivation, but some respondents had low levels of creative abstractions and critical thinking. Again, the study revealed that male and female respondents did not differ in their creative nurturing behaviors. Therefore, it was recommended that in-service teachers need to be re-trained in the core competent areas of the new standards-based curriculum. This study is relevant to the current research in the sense that both studies aimed at investigating teacher variables

on the standards-based curriculum. The study by Mahama (2022) addressed only the nurturing behaviours of teachers while the current study sought to examine teacher-personality factors that affect the implementation of the standards-based curriculum. Also, Mahama (2022) used the quantitative approach in his study while the current study employed the explanatory sequential mixed-methods approach.

Owusu-Fordjour (2021) examined the attitudes of Integrated Science teachers in Senior High Schools in the Central Region of Ghana and how those attitudes affected their teaching practice. The study employed the quantitative research approach adopting the descriptive survey design. The study employed the use of questionnaire and observation checklist to collect data from 138 participants. The study revealed that teachers' attitude towards instruction affects the demeanour and how the person carries out the instruction. This study is relevant to the current study because both studies aimed at investigating the teacher-personality factors that affects curriculum implementation. Owusu-Fordjour (2021) addressed only attitude as a teacher-personality factor in his study. The current study sought to examine other teacher variables that affect implementation of the standards-based curriculum. Again, the study employed the quantitative approach with questionnaire and observation as the main instruments for data collection. This new study sought to fill this gap by adopting mixed-methods approach with explanatory sequential as the design.

Rwigema and Andala (2022) explored teachers related factors that affects implementation of the competency based curriculum in Rwanda a case study of public primary schools in Kicukiro District. The study used a descriptive survey approach with 65 public primary schools in the Kicukiro District as its target population. The target population consisted of 195 respondents because the head teacher, one teacher,

and the director of studies from each school. The stratified random sampling technique was employed to select a sample of 132 respondents using Slovin's formula. Data was gathered using a questionnaire, interview schedule, document analysis guide, and observation checklist. Both quantitative and qualitative data were gathered on the field. While quantitative data was analyzed using descriptive statistics like frequency counts and percentages, qualitative data was analyzed thematically in accordance with research objectives. The study findings showed that teacher's subject matter knowledge, technology skills and perceptions influence implementation of competency-based curriculum. Rwigema and Andala's (2022) study is relevant to the current study because both studies aimed at investigating the teacher-personality factors that affects curriculum implementation at the Basic School level. Though teacher-personality factors were addressed in the study, Rwigema and Andala's (2022) study adopted the quantitative approach while the current study employed the mixed-methods approach with explanatory sequential as the design.

Omondi (2014) investigated the factors that influence the implementation of curriculum in public primary schools in Ukwala division of Siaya County. Descriptive survey design was used in the study. The sample size was 287 respondents. Stratified random sampling was used to select schools and teachers, simple random sampling to select the sample size for the pupils' respondent. The 14 head teachers of the 14 selected schools participated in the study. Questionnaires were used to get information from the three categories of respondents. Piloting was done for the purpose of establishing the reliability value of instruments. Data were analyzed using descriptive and inferential statistics. The findings of the study revealed that lack of teacher training on curriculum, inadequate time allocation, and insufficient teaching and learning materials on the subject impacted negatively on the implementation of

curriculum. This study is relevant to the current study because both studies aimed at investigating the teacher factors that affects curriculum implementation at the Basic School level. Though teacher factors were addressed in the study, Omondi adopted the quantitative approach with questionnaire as the main instrument. The present study sought to fill this lacuna by using the mixed-methods approach with explanatory sequential as the design.

Nyale, Mwawasi and Muli (2018) studied how the implementation of the social studies curriculum in lower primary public schools in Mvita Sub County, Mombasa, Kenya, was affected by teacher attitudes and preparation. The target population of the study was 124 lower primary teachers from all 25 public primary schools in the Mvita sub-county. In all, 124 respondents were selected for the study using the census method. Data collection was done using the questionnaire. The data was processed and analyzed using the Statistical Package for Social Sciences (SPSS) version 23. The study came to the conclusion that the execution of the social studies program in the lower primary public schools in Mvita Sub-County is influenced by the attitude and preparation of the teachers. This study is relevant to the current one since both studies were geared towards investigating teacher-personality factors that affects curriculum implementation at the Basic School level. Nyale *et al.* (2018) employed the quantitative approach with questionnaire as the main instrument for data collection. The present study sought to fill this gap in literature by adopting the mixed-methods approach with explanatory sequential as the design.

Nyakwara and Ayaga (2015) conducted a study to determine the teacher-related factors influencing the implementation of Early Childhood Development and Education (ECDE) curriculum in Borabu Sub-county in Kenya. The study's results

showed that the curriculum's implementation was being hampered by teacher-related variables, including teachers' low academic and professional qualifications, a lack of in-service training, low motivation, and negative attitudes. The findings also revealed that teachers faced numerous obstacles while implementing the curriculum, including a shortage of instructional resources, inadequate physical facilities, low salaries, and a lack of support from important stakeholders. This study has relationship with the current one since both studies aimed at investigating teacher-personality factors that affects curriculum implementation. Though Nyakwara and Ayaga (2015) addressed the teacher personality factors in his study, the study employed the quantitative approach with questionnaire as the main instrument for data collection. The current study sought to fill this gap by adopting the mixed-methods approach with explanatory sequential as the design.

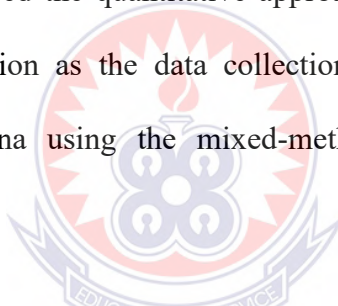
Kigwilu and Githinji (2015) investigated the influence of teacher factors on the efficient implementation of the artisan and craft curriculum in community colleges in Nairobi and Machakos Counties. Teacher qualifications, teaching experience, and motivation levels were examined as three teacher variables. The mixed-methods approach was adopted for the study. In all, 4 community college directors and 24 artisan and craft teachers were sampled. Data collection was done using questionnaires and interview guides. Descriptive statistics were used to analyse the quantitative data, while qualitative data were analysed and presented in the form of narratives and direct quotations. The study's findings demonstrated that the execution of the artisan and art curriculum was greatly influenced by the teacher qualifications, experience, and motivation. The study is relevant to the current one since both studies aimed at investigating teacher-personality factors that affects curriculum implementation. Kigwilu and Githinji's (2015) study was conducted among teachers in community

colleges in Nairobi. The present study sought to fill the gap in literature by examining the teacher-personality factors that affects curriculum implementation among teachers at the Basic School level.

Olasehinde-Williams, Yahaya and Owolabi (2018) explored the impact of teachers' depth of subject content knowledge and depth of pedagogical knowledge on students' academic achievement in English language and mathematics. The sample comprised seventy-eight English Language and Mathematics teachers from thirty-two randomly selected secondary schools in Kwara State; and the intact SS II classes taught by the teachers. Quantitative data were collected through tests, observations and vignettes; and analyzed using descriptive and inferential statistics. Findings showed that subject content knowledge of teachers were significant predictors of Students' Academic Achievement. The study is relevant to the current one since both studies aimed at investigating teacher-personality factors that affect curriculum implementation. Though the study addressed subject content knowledge as a teacher-personality factor that affects curriculum implementation, the current study sought to examine other teacher-personality factors that affect implementation of the standards-based curriculum at the Basic School level. Also, the study employed the quantitative approach with questionnaire as the main instrument for data collection. The present study sought to fill this gap by adopting the mixed-methods approach with explanatory sequential as the design.

Silas (2020) looked into the teacher related factors that affect competency-based curriculum implementation at the lower primary school level in Luanda Sub-County, Vihiga County, Kenya. The study used a sample of 15 head teachers, 186 teachers, and 90 students. Data collection was done through questionnaires for

teachers, interview guides for head teachers and focus group discussion guides for the students. Both quantitative and qualitative data analysis was done. The finding of the study revealed that teachers and head teachers concur that the qualifications of teachers, subject-matter expertise, technological skills, and perception affect how competency-based curriculum is implemented. The results showed that nearly all (98.6%) of the teachers had favorable opinions of how the curriculum was being implemented. It was concluded that factors related to the teachers have an impact on competency-based curriculum implementation. This study is relevant to the current one since both studies aimed at investigating teacher-personality factors that affects curriculum implementation. Though Silas (2020) addressed some teacher-personality factors, the study employed the quantitative approach with questionnaire, interviews and focus group discussion as the data collection instruments. The present study sought to fill this lacuna using the mixed-methods approach with explanatory sequential as the design.



2.3.3 Studies on support teachers receive in the implementation of curriculum

Annobil (2017) explored both school and community-based variables that affect how the Basic School Religious and Moral Education curriculum is implemented in the Cape Coast Metropolis of Ghana. The study adopted the exploratory survey with sequential explanatory mixed approach as the design. To direct the study, two hypotheses and six research questions were developed. The population of the study was 515 people, consisting of 446 teachers and 61 head teachers. A sample size of 288 was selected for the study. Interviews, questionnaires, and observations with used for the collection of data. The schools and respondents were selected using convenience sampling, straightforward random selection, and purposive sampling procedures. Inferential statistics (multiple regressions) were used

to analyze the research hypothesis whereas descriptive statistics, such as frequencies, percentages, charts, tables, means, and standard deviations, were used to analyze the research questions. The study revealed among others that head teachers did not provide teachers with enough support in the area of staff development, provision of instructional resources and supervision. This study is relevant to the current one because both studies aimed at examining the kinds of support teachers receive from school management during curriculum implementation. Though Annobil (2017) addressed the support teachers receive, the study was limited to the support received by teachers who are engaged in implementing the Religious and Moral Education curriculum. The study sought to fill this lacuna by examining the support all public Basic School teachers receive in implementing the standards-based curriculum.

Hakutumbulwa (2021) explored the experiences of social studies teachers in relation to the implementation of the revised social studies curriculum for the senior primary phase (grades 4 to 7) in five selected schools in the Khomas of Namibia. The study employed qualitative approach with case study as the design. The purposive sampling technique was used to select three social studies teachers from each of the five sampled primary schools in the Khomas region, ten members of the school administration, and two from each school. Data collection was done using interview guide, document analysis and classroom observation. The study found that social studies teachers were not given enough assistance in order to implement the revised social studies curriculum. This assistance included ongoing training and professional development, guidance with curriculum implementation, and the provision of implementation policy materials and other documents pertinent to the implementation. Hakutumbulwa's (2021) study is relevant to the current one because both studies addressed the support teachers receive from school management during curriculum

implementation. Hakutumbulwa's (2021) study was limited to supports school management provide to Social Studies teachers who are at the secondary school level. The study also adopted the qualitative approach with interview as the main instrument. The current study sought to fill these gaps by investigating supports public Basic School teachers receive in implementing the standards-based curriculum using the mixed-methods approach.

Govender (2018) explored the perspectives of teachers on implementing curricula reforms in the uThungulu district, South Africa. The objectives of the study was to ascertain the challenges teachers faced in the implementation process, and the kind of support in terms of guidance and professional development programmes they received from the Department of Basic Education to facilitate the changes. The target population was teachers who teach Languages and Mathematics from grades one to six. The purposive sampling technique was employed to select 20 teachers for the study. Data was gathered through in-depth interviews with open-ended questions using an interpretive qualitative research methodology, and it was then categorized by themes. The study's findings revealed that teachers felt that they were not given enough opportunity for meaningful professional development, had few meaningful opportunities for classroom support, and received insufficient supervision and monitoring to help them implement the necessary changes. The study is relevant to the current one because both studies addressed the support teachers receive from school management during curriculum implementation. Govender's (2018) study adopted the qualitative approach with interviews as the main instrument for data collection. The present study sought to fill this gap by employing the mixed-methods approach with explanatory sequential as the design.

Park and Sung (2013) examined teachers' perceptions of the recent curriculum reforms and their implementation in Korean elementary schools. This study was set out to find out: 1) how Korean elementary school teachers perceive recent curriculum reforms; 2) where their perceptions emanate from; and 3) what support teachers need in order to implement curriculum reforms actively and effectively. The study revealed that teachers generally harbour negative and unconstructive feelings about curriculum reform. The study further revealed that teachers were dissatisfied with the quality of training support, insufficient professional development programmes, and teachers' lack of opportunities to work through implementation. This study is relevant to the current one because both studies addressed the support teachers receive from school management during curriculum implementation at the Basic School level. Also, Park and Sung's (2013) study adopted the quantitative approach with questionnaire as the main instrument for data collection. The present study sought to fill the gap by employing the mixed-methods approach with explanatory sequential as the design.

Sabola (2017) investigates the implementation of the Malawi senior secondary school revised curriculum by examining the fundamental causes of the students' subpar academic performance in Social and Development Studies (SDS) national examinations. To achieve this purpose, the study looked at the difficulties teachers encountered when teaching SDS and evaluated the efficacy of the supervisory and advising support offered to teachers by department heads and head teachers. Face-to-face interviews were employed in the study's qualitative methodology to gather information from teachers, department heads, and head teachers in eight secondary schools in the South Eastern Education Division. The results showed that implementing SDS was difficult due to a number of factors, including a lack of teaching and learning resources, a shortage of qualified teachers, and a lack of in-

service training for teachers. Additionally, department heads, head teachers, and school inspectors did not provide teachers with enough supervision and guidance. The study is relevant to the current one because both studies addressed supervisory support teachers receive from school management during curriculum implementation. Though Sabola's (2017) study addressed only supervisory support, the study adopted the qualitative approach with interviews as the main instrument for data collection. The present study sought to fill this lacuna by investigating other supports teachers received for implementing the standards-based curriculum using the mixed-methods approach with explanatory sequential as the design.

Metuo (2014) investigated the influence of head teachers' instructional supervision practices on curriculum implementation in public primary schools in Isinya district, Kajiado County, Kenya. The study was to determine the extent to which head teachers' frequency of checking teachers' records of work, Checking of pupils' lesson notes, holding of model teaching, conducting classroom observation and provision of teaching/learning resources influence curriculum implementation in public primary school in Isinya district. The study adopted descriptive survey designs. Data were collected using questionnaires for head teachers and teachers. All 24 schools participated in the study and all their 24 head teachers participated. Simple random sampling was used to sample 77 teachers. The data was analyzed both quantitatively and qualitatively. The study findings showed that supervision and provision of teaching and learning materials influence curriculum implementation process. Metuo's (2014) study is relevant to the current one because both studies addressed supervisory and material support teachers receive from school management during curriculum implementation. Though study addressed supervisory and material supports, it adopted the quantitative approach with questionnaires and document

analysis as the main instruments for data collection. The present study sought to fill this lacuna by adopting the mixed-methods approach with explanatory sequential as the design.

Mafugu and Abel (2021) assessed the assistance given to lecturers in implementing a new curriculum during the COVID-19 pandemic in Zimbabwe. A survey design was used in the study. A representative sample of 30 lecturers was randomly selected from 5 Faculty of Natural Resources Management and Agriculture departments to complete the questionnaire. The study revealed that lecturers received support in the area of professional development, support from leadership and adequate time for curriculum implementation. Likewise, lecturers and university leadership worked together to plan the implementation of the curriculum. Contrarily, insufficient funding for research necessary for curriculum implementation, technology resources and instructional resources were not adequately provided. This study is relevant to the current one because both studies aimed at addressing support teachers receive during curriculum implementation. Mafugu and Abel's (2021) study was conducted on the support lecturers received at the university level. Similarly, Mafugu and Abel's (2021) study employed the quantitative approach with questionnaire as the main instrument for gathering data. The present study sought to fill these gaps by investigating the support teachers at the Basic School level receive using the mixed-methods approach.

Kimosop (2018) investigated the administrative support that was provided to schools during the implementation of early childhood development education curriculum in Baringo North Sub County, Kenya. The study used descriptive research design with a sample size 120 pre-schools, 160 pre-school teachers, 120 head teachers and 5 DICECE officers. The results of the study among others revealed that teachers

did not receive support in the area of provision of resources, seminars and workshops. This study is relevant to the current one because both studies were geared towards addressing support teachers receive during curriculum implementation. Kimosop's (2018) study was limited to assistance pre-school teachers received in implementing the early childhood curriculum. The current study sought to fill this gap by investigating the support all teachers in the Basic School level receive from school management for implementing the standards-based curriculum using the mixed-methods approach.

In Zambia, Mashekwa (2019) investigated the factors influencing the implementation of curriculum, as far as the teaching of English in schools in Ndola is concerned. The study employed the descriptive survey research design. The simple random sampling technique was employed to select the population for the research. Data were captured from the respondents using primarily the questionnaire method. The study established that teachers lack understanding of the curriculum, unwillingness by most teachers to follow the dictates of the new curriculum, inadequate teacher training on curriculum, insufficient time allotted to the subject, and inadequate teaching and learning materials on the subject. Owing to this, the study recommends the addressing of the issue of curriculum implementation by all stakeholders. This study is relevant to the current one because both studies were geared towards addressing factors that affects curriculum implementation. Though Mashekwa (2019) study addressed assistance teachers receive from school management, it employed the quantitative approach with questionnaire as the only instrument. The current study sought to fill this lacuna by employing the mixed-methods approach with explanatory sequential as the design.

2.3.4 Studies on years of teaching experience on curriculum implementation

Rudhumbu and Du Plessis (2020) investigated the elements affecting the execution of the curriculum in approved private Universities (PUs) in Botswana. A total of six PUs which have been operating in Botswana for at least five years were purposively selected for the study. The mixed methods approach was used in the study. For the quantitative phase of the study, a sample of 306 lecturers from a population of 1,500 lecturers was chosen using stratified random sampling, and for the qualitative phase, a sample of 25 academic middle managers (AMMs) from a population of 273 AMMs was chosen using purposive sampling. Data gathering methods employed were structured questionnaire and a semi-structured interview guide. A meta-aggregative technique was utilized to analyze qualitative data, while descriptive statistics, chi-square, one-way ANOVA, and regression analysis were employed to analyze quantitative data. Results revealed that while gender, age, and years of teaching experience did not significantly influence how curriculum is implemented in PUs in Botswana, teachers' educational levels did. This study is relevant to the current one because both studies aimed at addressing years of teaching experience on the implementation of curriculum innovations. Rudhumbu and Du Plessis (2020) study investigated the influence of age, gender, years of experience and academic qualification on implementation of curricula innovations. The current study sought to establish the relationship between teachers' years of experience and their perception of the standards-based curriculum.

Agormedah *et al.* (2022) examined whether teachers' experiences and self-efficacy beliefs influenced the implementation of the new curriculum reforms across gender in Ghana. The cluster sampling technique was used to survey 693 Basic School teachers who responded to a questionnaire. Descriptive and regression-based

inferential statistics were used to analyze the data. A preliminary assessment showed that teachers exhibited a moderate-to-high level of teaching efficacy in student engagement, instructional strategy, and classroom management. Furthermore, the study also revealed that teaching experience was positively related to efficacy. However, gender significantly moderated the relationship between teaching experience and teachers' efficacy in student engagement as well as teaching experience and efficacy in student engagement. Findings imply that even though teachers may be more likely to plan and deliver pedagogical content and carry out instructional activities, their sense of efficacy in managing their classroom is questionable. Programs or capacity-building training workshops that seek to improve teachers' ability to manage the classroom environment should be organized regularly to promote effective curriculum implementation. This study has relationship with the current one because both studies aimed at addressing years of teaching experience on the implementation of the standards-based curriculum. The study by Agormedah *et al.* (2022) investigated the influence of years of experience on the implementation of SBC using the quantitative approach while the current study sought to establish the relationship between teachers' years of experience and their perception of the standards-based curriculum using the mixed-methods approach.

Unimna, *et al.* (2020) conducted a study on teacher factors and implementation of the junior secondary school Social Studies Curriculum in Calabar Municipality, Cross River State of Nigeria. The survey design was adopted for the study. The study utilized the proportionate and purposive sampling techniques to select 78 respondents. A validated 14 items four point Likert scale questionnaire was the instrument used for the data collection. Data was analyzed using descriptive statistics. The findings of the study revealed that teachers qualification determine the implementation of the

curriculum. The study also showed that in Calabar Municipality in Cross River State, Nigeria, teaching experience did not affect how the junior secondary school social studies curriculum is implemented. This study is relevant to the current one since both studies sought to address teaching experience on the implementation of curriculum innovations. Unimna *et al.* (2020) study investigated the influence of teacher qualification and experience on curriculum implementation using the quantitative approach. The current study sought to establish the relationship between teachers' years of experience and their perception of the standards-based curriculum using the mixed-methods approach.

Sufiyanu and Karima (2018) examined the relationship between teachers' variables and students' interest and achievement in Mathematics. One research question and two (2) research hypotheses guided this study, the research question were answered using percentage, mean and standard deviation while the research hypotheses were tested using multiple regression and ANOVA. The findings from the study revealed that all teachers' variables (pedagogical knowledge, subject matter knowledge, teacher-student relationship, teachers' qualification and experience) when taken together made significant contribution to students' interest and achievement in Mathematics. However, all the teacher variables (independent variables) relatively (alone) made no significant contribution to students' achievement in Mathematics except subject matter knowledge, which was found significant. In the same vein, all the teacher variables relatively made significant contribution to students' interest in Mathematics. The study has relationship with the current one since both studies are interested in years of experience on the implementation of curriculum innovations. Sufiyanu and Karima (2018) study investigated the influence of teacher qualification and experience on curriculum implementation using the quantitative approach. The

current study sought to establish the relationship between teachers' years of experience and their perception of the standards-based curriculum using the mixed-methods approach.

Owusu and Yiboe (2013) studied teacher qualifications, experiences and perceptions as indicators of how the SHS French curriculum would be implemented in Ghana. In the Western region of Ghana, twenty-one (21) French teachers representing 45% of the total population were purposefully selected and surveyed. Even though the study discovered that teachers had negative ideas and perception about the French programme due to their perceived non-involvement in national curriculum programmes, the results showed that the majority of teachers were experienced with at least first degrees. The greatest predictor of adoption was found to be teachers' qualifications ($B = 0.857$, $p = 0.044$). The study concluded that teacher variables have considerable impact on how well a curriculum is implemented. As a result, governments should incorporate teacher concerns into the curriculum design process. This study is relevant to the current one since both studies sought to address years of experience on the implementation of curriculum innovations. The study by Owusu and Yiboe (2013) investigated the influence of teacher qualification and experience on curriculum implementation using the quantitative approach. The current study sought to establish the relationship between teachers' years of experience and their perception of the standards-based curriculum using the mixed-methods approach.

Talam (2016) examined the influence of selected factors on the implementation of the English language curriculum in Early Childhood Education in Meteitei Division. The study used descriptive survey research design and targeted 52 pre-schools and 220 teachers from these schools. The sample size for this study was 30%

of 220 giving a sample of 66 teachers. The research then employed simple random sampling technique to select the respondents from each zone in Meteitei Division. A check list for questionnaires and observation were used to collect data relevant to this study. Data collected was analyzed and computed using both descriptive and inferential statistics which included frequency counts, percentages to analyze the data. The study made the conclusion that there was a significant relationship between Teacher's Experience and the Implementation of English Language Curriculum in ECDE in learning institutions. The study has relationship with the current one since both studies are interested in years of experience on the implementation of curriculum innovations. Talam (2016) study investigated the influence of teachers' experience on curriculum implementation using the quantitative approach. The current study sought to establish the relationship between teachers' years of experience and their perception of the standards-based curriculum using the mixed-methods approach.

Tůmová (2012) conducted a study to examine whether teachers' age and length of professional experience affect their attitudes to the curricular reforms and its implementation in Czech Republic. This text relies on a secondary analysis of quantitative data (N = 1002 respondents). The "age" variable was not statistically significant for either of the questions analyzed. The variable of length of professional experience was statistically significant only for three of the questions analyzed. The general trend that can be observed for these three statements is, above all, that teachers with professional experience longer than 15 years are more pessimistic about the reform. The study further revealed that the teacher variables of age and length of professional experience have no significant relationship on teachers' attitudes to the curricular reform and its implementation. The study has relationship with the present study since both are interested in establishing the relationship between teachers' years

of experience and their perception of curriculum innovation but differed in the design, the sampling technique and the method of data analysis.

Linet (2014) studied the influence of teaching experience on the implementation of the Integrated English Curriculum in public secondary schools in the Ekerenyio Division. The study adopted a descriptive survey design with purposive sampling as the sampling technique. A total of 49 respondents were selected for the study. Data were gathered through the use of a questionnaire and an interview schedule, and a 100% instrument return rate was achieved. The study revealed that teachers' teaching experience influenced the effective implementation of the Integrated English Curriculum. The study recommended among others that the Ministry of Education should organize more training programs to equip teachers with the requisite knowledge for a successful curriculum implementation. The relevance of this study to my study is that both studies investigated the influence of teaching experience in the implementation of national educational blueprints. Linet (2014) employed the quantitative approach while present study sought to use the mixed-methods approach with explanatory sequential as the design to establish the relationship between teacher experience and teachers perception of the standards-based curriculum.

2.4 Chapter Summary

This chapter has presented the literature review related to the proposed study i.e. literature related to teacher dimension in the implementation of the standards-based curriculum. The conceptual review dealt with basic concepts such as concept of curriculum, meaning of standards-based curriculum, meaning of curriculum implementation, and teacher perception. The conceptual review also covered

perspectives on teacher-personality factors that influence curriculum implementation (professional training, attitude, commitment, content knowledge, motivation and years of experience) and perspectives on support teachers receive from school management (training support, continuous professional development, resource support, monitoring and supervision, and time allocation). The theoretical review covered various curriculum implementation models which are applicable to the study. The empirical review covered evidences of earlier studies relating to the current topic. The conceptual, theoretical and empirical reviews were combined to provide a strong foundation to guide the current study. The review of related literature also enabled the researcher to identify and fill the gaps in the previous studies relating to the present study.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

The present study examines the teacher dimension in the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality of Ghana. This chapter presents the methodology used for the study. Specifically, it focuses on the research paradigm, research approach, research design, profile of study area, population, sample and sampling techniques, data collection instruments, pilot testing, validity and reliability of the quantitative data, data collection procedure, ethical considerations, and data analysis procedure.

3.1 Research Paradigm

The nature of every research is influenced by the philosophical understanding of the researcher. This means that every research has a foundation on which the study is built, and this foundation is located in the philosophical framework the researcher selects (Creswell & Plano Clark, 2018). In the view of Kivunja and Kuyini (2017), a research paradigm is a set of common beliefs ascribed by researchers on how a particular phenomenon or problem should be approached or tackled. In this study, the pragmatist philosophy was deemed appropriate for addressing the teacher dimension in the implementation of the standards-based curriculum because it allows the researcher the freedom to use whatever methods that are suitable for solving the current problem under investigation (Tashakkori & Teddlie, 2018; Morgan, 2007). The pragmatist philosophy is also considered the most appropriate for this study as it will help the researcher to achieve a convergence of the results obtained via the quantitative and qualitative approaches (Creswell & Creswell, 2018). Similarly, the pragmatist paradigm is most suitable because it enables the researcher to use

pluralistic approaches to extract information about the research problem (Tashakkori & Teddlie, 2010). In simple terms, no single point approach can give the true picture about the teacher dimension in the implementation of the standards-based curriculum at the Basic School level in the Tarkwa-Nsuaem Municipality, hence it is imperative to combine multiple approaches in order to address the problem under investigation.

3.2 Research Approach and Design

The mixed-methods approach was adopted for this study. Mixed-methods approach is a philosophical assumption that fluid the direction of the collection and analysis of data through the mixture of qualitative and quantitative approaches in many places of the research process (Creswell & Plano Clark, 2018). This method focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. It is based on the premise that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than using only one approach. The mixed-methods approach is appropriate for this study since in the view of Creswell and Plano-Clark (2018), it provides strengths that offset the weakness of both quantitative and qualitative research. In the words of Creswell and Plano Clark (2018), mixed-methods provides more evidence for studying a research problem than either quantitative or qualitative study alone. This approach helped the researcher to obtain different but complementary data relating to the teacher dimension in implementing the standards-based curriculum at the Basic School level in the Tarkwa-Nsuaem Municipality (Morse, 1991). Also, this approach helped the researcher to explain and elaborate on the quantitative findings (Creswell & Creswell, 2018). Again, instead of being limited to the kind of data gathering generally associated with quantitative or qualitative research, researchers using mixed methods can use all the available tools of data

collection. In effect, the mixed-methods research helped in answering questions that could not be answered via quantitative or qualitative approach alone. Finally, both the quantitative and qualitative data help to increase the validity of the findings during interpretations and discussions of the results (Creswell & Plano Clark, 2018). The mixing of methods took place at three different stages namely, sampling, instrumentation and data analysis.

Research design is a plan or blue-print which specifies how a data relating to a given problem should be collected and analyzed (Acquah-Doughan, 2015). The study adopted the explanatory sequential (QUAN + qual) as the design. In the view of Creswell and Creswell (2018), the objective of the explanatory sequential mixed-methods design was to use the qualitative data to enrich, explain and elaborate the quantitative data. This design also helped the researcher to use the qualitative data to evaluate and interpret results obtained from the main quantitative study (Johnson & Onwuegbuzie, 2004). With this research design, the quantitative data were gathered first and analyzed, with the results informing the qualitative dimension of the study. Thus, the quantitative and qualitative approaches were used to complement each other in order to provide more insight into the problem under study.

Despite the advantages associated with the explanatory sequential design, it has its own limitations. This research design is very time consuming as the researcher is forced to collect and analyze two different sets of data. Niglas (2004) argues that mixed methods studies require more time, work, commitment and resources for its successful implementation. Similarly, it also requires additional resources for the effective implementation (Creswell & Creswell, 2018). Finally, the second phase of this design cannot be fully developed until the first phase has been completed, and this

makes it difficult for the researcher to plan and implement one method by drawing on the findings of another (Creswell & Creswell, 2018).

3.3 Profile of the Study Area

The Tarkwa Nsuaem Municipality is one of the Municipalities in the Western Region of Ghana. It is bounded to the north with the Wassa Amenfi East District, to the south by the Ahanta West District, to the West by the Nzema East Municipality and to the East by Mpohor Wassa East District. The Municipality is one of the richest in the country in terms of natural resources and has a total land area of 954.8 km. Apart from gold which is its major natural resource, it also has a Manganese Mine at Nsuta, a suburb of Tarkwa. The Municipality is the home to the defunct Bona Tyre Factory, which was established by the first President of Ghana, Dr. Kwame Nkrumah. Additionally, a giant mining company Goldfields Ghana Limited, Tarkwa Mine is situated some 4 kilometers west of the town of Tarkwa. The Municipality is the home of the only public university in the Western Region, which is, the University of Mines and Technology, Tarkwa. Information from the 2021 population and housing census in Ghana revealed that the Tarkwa-Nsuaem Municipality recorded a population of 218,664 representing 10.6 percent of the entire population of Western Region. The sex distribution of the population indicates that there are more males 113, 055 (51.7) than females 105,609 (48.3%). The Municipality is predominantly urban with 59% of its population residing in the urban areas while 41% reside in the rural areas (Ghana Population and Housing Census, 2021).

3.4 Population of the Study

The population of this study was made up of all permanently employed teachers in public Basic Schools in the Tarkwa-Nsuaem Municipality of Ghana who

are involved in the implementation of the standards-based curriculum. However, the accessible population was teachers at the primary level (Kindergarten and Basic 1-6). Data available at the Tarkwa-Nsuaem Municipal Directorate of Education indicates that there are one hundred and thirty seven (137) fully functional kindergarten and public Basic Schools with a teacher population of six hundred and forty one (641) from all the eight (8) educational circuits in the Municipality. The circuits were Tarkwa, Nsuaem North, Nsuaem South, Benso, Fiase, Akyempim, Nsuta and Dompim Circuits. Therefore, the total targeted population for the study was six hundred and forty-one (641). The population comprised both males and females and their educational qualifications ranged between Certificate “A” and Master’s Degree.

3.5 Sample and Sampling Procedure

A sample refers to the number of individuals or respondents selected from a population in such a way that they are characteristically representative of that population (Gay, Mills, & Airasian, 2009). In this study, thirty-one (31) schools with a total sample size of two hundred and forty-one (241) comprising teachers from public Basic Schools in eight (8) educational circuits in the Tarkwa-Nsuaem Municipality were selected for the study. The total sample size for the study was determined using a formula for determining sample size by Krejcie and Morgan (2006). According to Krejcie and Morgan (2006), with a population of 641, a sample size of two hundred and forty-one (241) was deemed appropriate and sufficient to yield useful results. Based on the guidelines of this formula, a total of 241 teachers were sampled for the study.

The stratified sampling technique guided in the selection of schools from each of the eight (8) strata (each circuit represents a stratum). The stratified sampling

technique allowed grouping the population in accordance with certain characteristics that contributed to their representativeness of the sample (Andoh-Robertson *et al*, 2020). The lottery method, a type of simple random technique was employed to select individual schools from the various strata. Here, thirty-one (31) schools were simple randomly selected from the one hundred and thirty seven (137) schools in the Municipality after the names of the schools had been written on pieces of papers so that each school had an equal chance of being selected. The schools were selected at random from the list of the schools until the required numbers of the schools were selected to form the school sample. The breakdown of the schools selected were; 5 from Tarkwa, 3 from Nsuaem North, 3 from Nsuaem South, 4 from Benso, 4 from Fiase, 4 from Akyempim, 4 from Nsuta and 4 from Dompim. The simple random sampling technique ensured that respondents from each public Basic School stood an equal chance of being selected (Cohen, Manion & Morrison, 2008). After the stratification, a simple random technique helped to select the required percentage of the population from each stratum (circuit) to form the sample.

For the study's qualitative phase, the convenient sampling, a type of purposive sampling technique was employed to select eight (8) teachers out of the sample for the interview until the point of saturation. That is, one (1) teacher was selected from each of the eight (8) educational circuits and were interviewed on the variables of the study. Creswell and Poth (2018) opined that a sample size of 5 to 25 was ideal for qualitative study. The purposive sampling technique was also deemed appropriate for the study because it relies on choosing respondents who have experience of the phenomenon (Patton, 2002). Thus, the purposive sampling technique helped the researcher to select respondents who were involved in the implementation of the standards-based

curriculum in the Tarkwa-Nsuaem Municipality. The sample of teachers are contained in the Table 1 below.

Table 1: Sample Size of Teachers in the Tarkwa-Nsuaem Municipality

Circuit	No. of Basic Schools Used	No. of Basic School Teachers Sampled
Tarkwa	5	33
Nsuaem North	3	24
Nsuaem South	3	24
Dompim	4	32
Fiase	4	32
Akyempim	4	32
Nsuta	4	32
Benso	4	32
Totals	31	241
Total Sample Size		250

Source: Field Data – Sample of Teachers

3.6 Data Collection Instruments

Data were collected using the structured questionnaire and semi-structured interview guide. Both instruments were used to elicit information from teachers in public Basic Schools in the Tarkwa-Nsuaem Municipality. The self-administered questionnaire was made up of thirty (30) items, (see Appendix A) and was patterned on Likert's five-point scale where teachers were expected to choose from five options: Strongly Agree, Agree, Undecided, Strongly Disagree, and Disagree. The items consisted of close ended questionnaire and there were four (4) sections. Section „A“ contained items used to elicit information on teachers' demographic background. Section „B“ sought information on teachers' perception of the standards-based curriculum. Section „C“ contained information on the teacher-personality factors

that affects the implementation of the standards-based curriculum. Section „D’ sought information about the forms of support teachers receive from school management for effective implementation of the standards-based curriculum.

The questionnaire was preferable for data collection because it has high response rate and also simplifies the stages of data analysis (Acquah-Doughan, 2015). Amedahe and Asamoah-Gyimah (2005) also contends that the questionnaires are stable, consistent and a uniform measure, without variation and can be completed at the respondent’s convenience. Questionnaires were used because of their capacity to gather large and more data in a reasonably short period of time and they are also easy to administer (Orodho, 2004). The Likert scale was found to be the best sort of instrument for gauging the teacher dimension so that respondents can express their level of agreement or disagreement with a series of statements regarding how they feel about a certain problem (Bryman, 2004).

Based on the findings of the quantitative data, a semi-structured interview guide (See appendix B) was designed to collect detailed information from teachers in order to help explain the quantitative findings. The semi-structured interview guide had seven (7) questions. The first question was about participants’ perception of the standards-based curriculum. The second to the fifth questions focused on participants opinions on the teacher-personality factors that affect the implementation of the standards-based curriculum. The sixth and seventh questions focused on participants views on the forms of support school management provide for the effective implementation of the standards-based curriculum. The questions that guided the interviews were informed by the research questions and the results from the first phase (quantitative study). The questions were open ended and this afforded the researcher

the opportunity to probe further in order to get detailed information on the subject under study. The semi-structured interview guide was chosen for this study because it offered the researcher the chance to ask questions in different ways in order to better understand the phenomenon being investigated. Lankshear and Knobel (2004) opine that semi-structured interviews enable researchers to dig deep into the phenomenon being studied. Occasionally, some of the participants got diverted from the interview process. To reduce the weaknesses associated with interviews, the semi-structured questions were used so that all participants were asked similar questions and all interviews recorded for verification. The use of these two instruments (questionnaire and interview guide) helped me to triangulate data to answer the research questions.

3.7 Pilot Testing of Instruments

Pilot testing is the trial run of an instrument to evaluate whether the instrument has the capacity to measure the concept it intends to measure. Pilot testing is usually done before the actual data collection begins. The questionnaire for the first phase (quantitative study) was pilot tested using 24 teachers from New Atuabo Anglican Basic School, a public Basic School in the Tarkwa-Nsuaem Municipality of the Western Region. The choice of New Atuabo Anglican Basic School for the pilot-testing revolves around the fact that it had similar characteristics with the schools in the chosen study area. The pilot test unearthed the weaknesses, in terms of wording, poor choices and ambiguities in the instruments. With the collaboration of my supervisors, minor changes were made to the questionnaires. The instrument for the actual work (Appendix A) was produced after the pilot test.

Based on the results of the quantitative study (first phase), a semi-structured interview guide (Appendix B) was developed. A pilot study was also conducted using

the semi-structured interview guide to check vocabulary, language and respondents understanding and reactions to questions. In all, five participants were conveniently selected for the interview process. The pilot interview lasted for 25-40 minutes. The pilot study enabled the researcher to assess the comprehensiveness of the interview guide and also identified challenges associated with the interview process. The results of the pilot testing revealed that some of the items on the interview guide needed to be modified to enhance understanding of respondents. Subsequently, some changes were made to the interview guide.

3.8 Validity and Reliability of the Instruments

In quantitative research, the concepts of validity and reliability are very important especially where multiple methods of data collection and data analysis are used to investigate a phenomenon. Validity is the degree to which a test or other measuring device truly measures what it is purported to measure (Lankshear & Knobel, 2004). To test the validity of the instruments, pilot-testing was conducted at New Atuabo Anglican Basic School, a public Basic School in the Tarkwa-Nsuaem Municipality of the Western Region. The pilot test unearthed the weaknesses, in terms of wording, poor choices and ambiguities in the instruments. Based on this, the instruments were modified in collaboration with my supervisor. The researcher also ensured content validity by using content validity techniques. The researcher ensured that the items in the instruments are in tandem with the research objectives. The researcher also gave the instruments to my supervisor to review it because he had expertise in that field. Based on the comments from my supervisor's review, the instruments were modified to meet what I intended to measure.

Reliability is the extent to which results are consistent overtime and are accurate representation of the total population under study (Joppe, 2000). Joppe further explained that if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. To ensure reliability of the instrument, a pilot-test was conducted to test effectiveness and consistency of the questionnaire. The scores from the tests were correlated to get a reliability coefficient using the Pearson's product moment correlation formulae with the aid of SPSS version 20.0. The reliability coefficient for all sections (B, C, and D) was computed for the main questionnaire, which gave a Cronbach Alpha Coefficient of 0.74, 0.81 and 0.72. The overall reliability coefficient calculated for all sections of the questionnaire gave a Cronbach Alpha Coefficient value of 0.78. Tavakol, Mohagheghi, and Dennick (2008) indicate that when a research instrument yields an alpha coefficient value above from 0.70 to 0.95, it is deemed to possess high reliability, hence acceptable. Based on this, the instrument was accepted as reliable and was, therefore, used in collecting the data.

To ensure trustworthiness in qualitative phase, the researcher addressed a number of issues in order to make the study valid and reliable. Lincoln and Guba (1985) outlined credibility, transferability, dependability and conformability, to substitute internal validity, external validity and reliability in using qualitative instruments. Merriam (2009) posits that credibility is concerned with the question of how research findings is consistent with reality (Merriam, 2009). In order to eliminate the potential of participants' comments being misinterpreted, the voices of the respondents were replayed to them to validate their responses. When they discovered discrepancies in the interpretations, some of the interviewees also got the chance to make a few modifications in the transcript of the interview. Again, using a variety of

data collection techniques, including interviews and questionnaires, guaranteed consistency and dependability.

Transferability focuses on how broadly the results of one study can be used (generalized). In this regard, a researcher must offer enough descriptive data to allow for transferability (Lincoln & Guba, 1985). In my quest to ensure transferability, I chose a study area and sample that represented both urban and rural areas to ensure transferability. Additionally, I also ensured that the teachers who were sampled had been teaching in their current schools for more than one academic year. The ability to generalize study results depends on how similar alternative contexts are to the study setting (Descombe, 2002). Although the situations examined in this research may be comparable to others in different municipalities, my goal was to make limited generalizations where appropriate. By examining teacher dimension in the implementation of standards-based curriculum in the Tarkwa-Nsuaem Municipality of Ghana, the researcher hoped to provide recommendations that could be put into practice and contribute to the body of literature. All these measures were put in place to ensure that the findings were not influenced by the researcher.

3.9 Data Collection Procedure

The administration of the instruments began on 25th May, 2022 to 20th July, 2022. Approximately two (2) months was used to collect the entire quantitative and qualitative data. To facilitate the administration of the instruments, a letter of introduction was obtained from the Department of Educational Foundations, University of Education, Winneba and the Tarkwa-Nsuaem Municipal Directorate of Education (see Appendix C and D) in whose jurisdiction the study was undertaken. I presented copies of the introductory and permission letters to the headmaster's whose

schools were sampled for study. The purpose of the letters was to seek for cooperation and improve rapport between the researcher and the respondents in the selected schools. With the head teachers' approval, I briefed the teachers on the purpose of the study and also assured them of anonymity and confidentiality regarding the information to be provided. They were informed that their participation is voluntary and they had the right to opt out of the study any time they deemed fit without further questions.

In the quantitative phase of the data collection, I personally administered the questionnaires to 241 public Basic School teachers in the Tarkwa-Nsuaem Municipality. In each school, I explained the purpose of the study and all items on the questionnaire. Teachers were given adequate time to respond to the questionnaire and they were duly informed that the completed questionnaire would be collected within a week's time. This ensured that teachers had ample time to respond to all items in the questionnaire. Also, the researcher personally collected the completed questionnaires. In all, the researcher was able to retrieve all 241 questionnaire representing 100% of the total number of questionnaire administered, collected and utilized for the study.

The second phase of the study (qualitative study) of the data collection involved interviewing teachers. The interviews were conducted after the first phase (quantitative study). This was done to obtain in-depth qualitative information in order to explain and complement the quantitative data. Based on the quantitative results, 8 teachers were purposively selected to respond to the qualitative questions. The participants who agreed to participate in the second phase were contacted via phone call. The teachers were given the following pseudonyms (Primary Teacher 1, PT1 to Primary Teacher 8, PT8). For the interviews, prior appointments were booked with the

respondents and each one of them was interviewed at the appointed date and time. Prior to the interviews, I welcomed the participants and thanked them for their participation in the study. Similarly, I assured them that the information to be provided would be treated with the utmost confidentiality and that the results of the study would be shared with them. This was realized by given pseudonyms to each participant and sought their permission to record them as they respond to the interview guide. Each interview lasted for 25 to 40 minutes. Additionally, anecdotal field notes were taken during the interview process to add up to the body of data collected. After the interviews, I reviewed the tape and notes, and wrote down direct quotes that were deemed relevant to the study. The notes were typewritten after the interview and shared with respondents for clarification and revision. Interview transcripts were used for the data analysis.

3.10 Ethical Considerations

Ethical issues I considered in this study included informed consent, confidentiality and anonymity. Prior to the data collection, I secured an introductory letter from the Department of Education Foundations, University of Education, Winneba (see Appendix C). Subsequently, I took permission letter from the Tarkwa-Nsuaem Municipal Directorate of Education (see Appendix D) which introduced me to the sampled schools under their jurisdiction. In each of the schools I visited, I explained the purpose of the study to the respondents after exchanging pleasantries with the headmasters/mistresses of the sampled schools and handing copies of the permission letters to them. I also assured them of protecting their anonymity and the keeping of their responses confidential. This I achieved by ensuring that the personal details of the respondents such as name and address did not appear anywhere in the instruments. Also, pseudonyms names were used in the analysis and discussion stages.

The respondents were also informed of their right to willingly participate in the study or opt out of the study anytime they wish without further questions from the researcher. Additionally, I informed the respondents that the information gathered would be used for the purposes of research and that the results of the study would be made available to them if they so desired. Finally, I ensured that all my sources of information were appropriately cited and not plagiarize the work of other people. In this study, ethical codes in terms of data collection, data presentation and analysis of findings were duly observed.

3.11 Data Analysis Procedure

Data analysis is a process of systematically working with data or applying statistical and logical techniques to describe, organize, summarize, compare data, and divide them into small portions (Bogdan & Buklen, 1992). The quantitative data were coded and processed using the Statistical Product and Service Solutions (SPSS) version 20.0 software. Research questions 1, 2 and 3 were analyzed and discussed using descriptive statistics (frequencies, percentages, mean, and standard deviation) while inferential statistics (Pearson correlation coefficient) was used to test the hypothesis. Qualitative data obtained from the interviews were first transcribed into written text and analyzed thematically based on the framework for thematic analysis suggested by Braun and Clarke (2006). After the thematic analysis, I read through, checked and edited the transcripts and related parts of data to the research questions. Responses of the interviewees were presented as part of results and discussion in italics under the research questions that guided the study. This study therefore used both quantitative and qualitative techniques in collecting and analyzing data.

3.12 Chapter Summary

The chapter three of the thesis described the methodology used for the study. It included the research paradigm, research approach and design, profile of the study area, population of the study, sample and sampling techniques, the research instruments, pilot testing of instruments, validity and reliability of the instruments, data collection procedure, ethical considerations, and data analysis procedure. The detailed analysis of the data is provided in chapter four.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter presents and analyses the results obtained from the data collected. It also discusses the findings of the study. The results are presented, interpreted, and discussed in relation with relevant literature. The general objective of the study was to assess the teacher dimension in the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. To achieve this objective, the study adopted the pragmatic research paradigm drawing data from both the quantitative and qualitative research approaches. The study employed the explanatory sequential mixed-methods design, which is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data for the study. A total of 241 public Basic School teachers in the Tarkwa-Nsuaem Municipality were randomly sampled for the quantitative phase, whilst 8 teachers were purposively selected for the qualitative phase. Questionnaire and interview guide were the instruments used for data collection. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, mean, and standard deviation) and inferential statistics (Pearson correlation coefficient), while qualitative data were analyzed thematically. The results are presented and analyzed in two sections; namely section “A” and section “B”. Section “A” deals with the analysis of demographic data of the respondents while the section “B” concerns the analysis of main data. Throughout the chapter, the quantitative and qualitative results were presented and discussed together based on the research questions and the hypothesis that guided the study.

4.1 Section A: Socio-Demographic Data of Respondents

This section shows the socio-demographic data on respondents' sex, age range, academic qualification, years of teaching and rank in Ghana Education Service (GES).

Table 2 summarizes the socio-demographic data of the respondents.

Table 2: Demographic Information of Respondents

Demographic Variable	Frequency	Percentage (%)
<i>Gender</i>		
Male	89	36.9
Female	152	63.1
Total	241	100.0
<i>Age Bracket</i>		
Below 30 years	51	21.2
31-40 years	133	46.9
41-50 years	46	19.1
51-60 years	31	12.9
Total	241	100.0
<i>Academic Qualification</i>		
Certificate	13	5.4
Diploma	54	22.4
Degree	144	9.8
Masters	28	11.6
Others	2	0.8
Total	241	100.0
<i>Years of Teaching Experience</i>		
Below 10 years	95	39.4
Above 10 years	146	60.6
Total	241	100.0
<i>Ranks in GES</i>		
Assistant Director I	31	12.9
Assistant Director II	95	39.4
Principal Superintendent	57	23.7
Senior Superintendent I	29	12.0
Senior Superintendent II	26	10.8
Superintendent I	3	1.2
Total	241	100.0

Source: Fieldwork, (2022)

The results in Table 2 show that majority of the respondents 152 (63.1%) who took part in the study were females followed by 89 (36.9%) of them who were males. These findings means that majority of the teachers involved in the implementation of the standards-based curriculum were females. This is an indication that more female teachers teach in public basic schools in the Tarkwa-Nsuaem Municipality compared to their male counterparts.

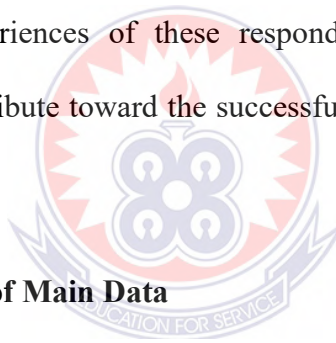
Regarding age, the results in Table 2 show that 51 (21.2%) of the respondents were below 30 years while the respondents within the age range 31-40 years were 133 (46.9%). Also, 46 (19.1%) of the respondents were within the age range 41 to 50 years and 31 (12.9%) were 51-60 years. This implies that majority of the respondents are between 31-40 years. Since a larger proportion of the respondents are younger members of the teaching profession, they will bring their youthful exuberance to bear on their job as teachers, particularly during the curriculum implementation process.

The data in Table 2 show that 13 (5.4%) of the respondents were certificate "A" holders, 54 (22.4%) were Diploma holders, while 144 (59.8%) were degree holders. Master's degree holders were 28 (11.6%) and 2 (0.8%) holds other academic qualification (s). This means that the academic qualification of majority of the respondents is degree. This suggests that the majority of teachers who participated in the study had earned the minimal credentials required by the Ghana Education Service (GES) to implement the standards-based curriculum in the Tarkwa-Nsuaem Municipality.

On the years of experience, the results show that 95 (39.4%) of the respondents had below 10 years teaching experience, and 146 (60.6%) had 10 years and above teaching experience. The results from the table reveals that majority of the respondents

had 10 years and above of teaching experience. This therefore, suggests that majority of the teachers in the Tarkwa-Nsuaem Municipality sampled for the study, may have enough experience when it comes to implementing the curriculum. This is good news since the teaching experiences of these teachers will likely contribute significantly toward the successful execution of the standards-based curriculum.

The results in Table 2 shows that 31 (12.9%) of the respondents were Assistant Director I, 95 (39.4%) were Assistant Director II and 57 (23.7%) were Principal Superintendents. The Senior Superintendents I and II were 29 (12.0%) and 26 (10.8%) respectively while 3 (1.2%) were at the rank, Superintendent I. The results on the table implies that majority of the respondents were Assistant Directors. This is good news since the teaching experiences of these respondents is likely to influence their perception and also contribute toward the successful implementation of the standards-based curriculum.



4.2 Section B: Analysis of Main Data

This section presents the results for the analysis of the main data. The results of the main data have been presented according to the research questions formulated for the study. The quantitative and qualitative results were presented together and discussed based on the research questions and the hypothesis that guided the study.

4.2.1 Research questions

1. What is the perception of teachers on the standards-based curriculum at the Basic School level in the Tarkwa-Nsuaem Municipality?
2. What are the teacher-personality factors that affect the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality?

3. What forms of support do teachers receive from school management for the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality?

4.2.2 Research hypothesis

H_0 = There is no statistically significant relationship between teachers' years of experience and their perception of the standards-based curriculum.

H_1 = There is a statistically significant relationship between teachers' years of experience and their perception of the standards-based curriculum.

The quantitative research data were analysed with both descriptive and inferential statistics such as means, standard deviation, and Pearson moment correlation. While the qualitative data were analysed thematically. The results of the quantitative data are presented in Tables 3, 4, 5 and 6.

4.2.3 Research Question 1

What is the Perception of Teachers on the Standards-Based Curriculum at the Basic School Level in the Tarkwa-Nsuaem Municipality?

The purpose of this research question was to examine the perception of teachers on the standards-based curriculum at the Basic School level. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by the qualitative results. The qualitative results from the interviews were used to explain and elaborate on the quantitative results. The quantitative data was collected with self-design close-ended questionnaire. The data was analysed with mean and standard deviation and presented in Table 3 with a standard/set mean of 3.0. A mean score of 3.0 and above indicates agreement with the

perception indicator on the standards-based curriculum while the mean score of 2.99 and below indicate disagreement to the perception indicator on the curriculum. A standard deviation of below 1.0 indicates the homogeneity (similarity) in responses while a standard deviation of 1.0 and above indicates the heterogeneity (difference) in responses. Also, a mean of means of 3.0 and above indicates positive perception while below 3.0 represents negative perception.

Table 3: Descriptive statistics showing perception score of teachers

Perception of Teachers	N	Mean	Std. Dev
The curriculum encourages collaboration or team work	241	4.61	.675
The curriculum promotes cultural identity and global citizenship	241	4.60	.689
The standard-based curriculum emphasize on learner-centred pedagogies	241	4.52	.684
The curriculum promotes critical thinking and problem solving	241	4.40	.707
The curriculum promotes inclusive education	241	4.20	.839
The standard-based curriculum promotes digital literacy	241	4.11	.931
The curriculum takes into consideration Ghanaian students culture and society	241	4.10	.796
The curriculum promotes encourages creativity and innovation	241	3.98	.892
The standards-based curriculum promotes personal development and leadership	241	3.92	.729
The curriculum promotes respect, diversity and equity	241	3.78	.948
The standards-based curriculum promotes truth and integrity	241	3.62	.901
The curriculum places emphasis on examination as a mode of assessment	241	2.76	1.298
Total Mean/Standard Deviation		48.60	8.791
Mean of Means/ Standard Deviation		4.05	0.73

Source: Field Data, (2022)

The perception of teachers on the standards-based curriculum were ascertained as presented in Table 3 from the mean of means score of ($M=4.05$, $SD=0.73$). The standard deviation is relatively low compared to the mean of means score. This means that majority of the respondents strongly agreed to the perception indicators. The standard deviation score indicates that the responses of the teachers were homogeneous. The result is therefore, an accurate representation of teachers' perception of the standards-based curriculum. Specifically, majority of the respondents agreed ($M=4.61$; $SD=.675$) that the curriculum encourages them to collaborate or do team work. The standard deviation of $.675$ shows that the responses are homogeneous and reflect the true perception of teachers. Also, majority of the respondents agreed ($M=4.60$; $SD=.689$) that the curriculum promotes cultural identity and global citizenship. Again, the standard deviation of $.689$ shows the homogeneity of responses. Similarly, the mean and standard deviation of the statement "The standards-based curriculum emphasize on learner-centred pedagogies" were ($M=4.52$; $SD=.684$) respectively. The standard deviation score again shows that the responses are similar.

When the respondents were asked to rank their agreement or disagreement to the item "The standards-based curriculum promotes critical thinking and problem solving", majority of them agreed ($M=4.40$; $SD=.707$). Again, the standard deviation of $.707$ shows the similarity in responses of the teacher. Responding to the statements "The curriculum promotes inclusive education" and "The standards-based curriculum promotes digital literacy", majority of respondents agreed ($M= 4.20$; $SD=.839$) and ($M=4.11$; $SD=.931$) respectively. The standard deviation of $.839$ and $.931$ shows that the responses were homogeneous. Similarly, the mean and standard deviation of the statement "The standards-based curriculum takes into consideration Ghanaian students' culture and society" had a mean and standard deviation of 4.10 and $.796$.

This indicates that majority of respondents agreed to the statement. Results on Table 6 indicate that most of the teachers ($M=3.98$; $SD=.892$) agreed that “The curriculum encourages creativity and innovation”. The standard deviation of .892 means the responses of the teachers were homogeneous; that is, they did not differ from each other. Similarly, most of the teachers ($M=3.92$; $SD=.729$) agreed that “The standards-based curriculum promotes personal development and leadership”. Again, the standard deviation of .729 show that the responses of teachers did not differ from each other.

Again, majority of the teachers agreed ($M=3.78$; $SD=.948$) that “The curriculum promotes respect, diversity and equity”. The standard deviation of .948 confirmed that the responses of the teachers did not differ from each other. Responding to the statement, “The standards-based curriculum promotes truth and integrity”, majority of teachers ($M=3.62$, $SD=0.901$) agreed. This means that the responses of the teachers were homogeneous. However, the majority of the teachers ($M=2.71$, $SD=1.298$) disagreed that the curriculum places emphasis on examination as a mode of assessment. This is a good news because the response seems to suggest that majority of teachers have an appreciable knowledge that the standards-based curriculum places less emphasis on examination as a mode of assessment. However, the standard deviation of 1.298 showed that the responses of the teachers differ from each other. It can be deduced that the standards-based curriculum promotes core competencies like, creativity and innovation, critical thinking and problem solving, personal development and leadership, cultural identity, communication etc. It is also seen that teachers have positive perception about the values and attitudes which the standards-based curriculum seeks to promote. In general, the mean of means score of 4.05 shows that teachers have positive perception of the standards-based curriculum

and interestingly, the standard deviation score shows that teachers perception about the curriculum is similar.

To deepen the researcher's understanding of the quantitative results, a follow-up interview was conducted to ascertain teachers' perception of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. It was clear during the interaction sections that, majority of the respondents have positive perception towards the standards-based curriculum. This means that the results from the follow-up interviews revealed that Basic School teachers in the Tarkwa-Nsuaem Municipality hold positive perception of the standards-based curriculum and this confirmed the findings of the quantitative data. The following are excerpts from teachers concerning their "Theme 1: Teachers' Perception of the Standard-Based Curriculum".

"The brain behind the new curriculum is good because it encourages team work and critical thinking, and this is pushing the learners to solve questions or problems on their own. Now they will have to think before giving the answer" (Interview Data, PT5)

"It is a good curriculum to implement because now my students do most of the work. I serve as someone who ensures that they do the right thing. So I am a facilitator. It is really helping the students to understand the lessons. (Interview Data, PT2)

"You know the standards-based curriculum emphasize on learner-centered teaching and learning in the classroom which in my opinion is good" (Interview Data, PT4)

"The standards-based curriculum develops creative students, helps students to discover new ideas and learn new skills for their personal development" (Interview Data, PT3)

"The curriculum encourages creativity and critical thinking and also promotes inclusive education since it make teachers attend to the needs of all learners irrespective of their disability, tribal or ethnic orientation" (Interview Data, PT6)

"I am particularly happy about this new curriculum because of the inclusion of digital literacy in the content. In this era of digitization, I am 100% for any curriculum that seeks to ensure learners acquire basic skills in ICT". (Interview Data, PT 7)

"Overall, I will say the curriculum is very good. And if the required resources are given, it will broaden the knowledge of the learners since the learners now have the opportunity to interact more with their peers" (Interview Data, PT1)

The comments from the participants suggest that they have positive perception about the curriculum because of its learner centeredness. Teachers' perceptions of curriculum change are underpinned by their personal identity and interpretative framework and usually come out as reasons for or against the change in curriculum (Vähäsantanen & Eteläpelto, 2011). As such, teachers' perceptions and engagement towards curriculum change can be located on the continuum between acceptance and resistance. It is worth mentioning that the forgoing extracts show that the participants have positive stance of the standards-based curriculum. A position of acceptance can be defined as a positive stance and support for the changes, albeit influenced by various variables inherent to the school (e.g. aims of the curriculum change, quality of management, institutional and personal conditions in the school, and perceived amount of support in terms of implementation (Wallace & Priestley, 2011). Thus, teachers' perceptions can positively or negatively shape their attitude toward the implementation of the standards-based curriculum. This, in turn, can influence students' performance in the classroom. The results of the qualitative data concurs with the findings of the quantitative analysis that the standards-based curriculum promotes core competencies like, creativity and innovation, critical thinking and problem solving, personal development and leadership, cultural identity, communication etc. In general, the excerpts indicate that teachers have positive perception about the values and attitudes which the standards-based curriculum seeks to promote.

4.2.4 Research Question 2

What are the Teacher-Personality Factors that affect the Implementation of the Standards-Based Curriculum in the Tarkwa-Nsuaem Municipality?

The purpose of this research question was to find out the teacher-personality factors that affect the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by the qualitative results. The qualitative results from the follow-up interviews were used to explain and elaborate on the quantitative results. The quantitative data was analysed with mean and standard deviation and presented in Table 4 with a standard/set mean of 3.0. A mean score of 3.0 and above indicate agreement with the teacher-personality factors having effect on the implementation of the standards-based curriculum while mean score of 2.99 and below indicate disagreement with the teacher-personality factors that affect implementation of the standards-based curriculum. The reverse rubric was used to interpret the negative statements. A standard deviation of below 1.0 indicates the homogeneity (similarity) in responses while a standard deviation of 1.0 and above indicates the heterogeneity (difference) in responses. The standard deviation rubric applies to both positive and negative statements. The results are presented on Table 4. A standard deviation of below 1.0 indicates the homogeneity (similarity) in responses while a standard deviation of 1.0 and above indicates the heterogeneity (difference) in responses.

Table 4: Results of Teacher-Personality Factors that affect Curriculum**Implementation**

Statement	N	Mean	Std. Dev.
My years of experience in teaching significantly makes me better placed to effectively implement the standards-based curriculum	241	4.30	1.034
My professional training equips me with the ability and competence to implement the standard-based curriculum successfully	241	4.24	.978
I am not motivated to implement the standards-based curriculum because of incentives provided by school management	241	2.51	1.252
I have poor attitude towards implementing the standards-based curriculum but it will have no effect on the success of the programme	241	2.08	1.020
Although my commitment level is low, standards-based curriculum implementation can still succeed	241	2.07	.972
My content knowledge is quite weak but it will not affect the success of implementation of the standards-based curriculum	241	2.07	.995
Total Mean/Std. Dev.		17.27	6.251
Mean of means/Std. Dev.		3.87	1.041

Source: Fieldwork (2022)

Results on Table 4 indicate that majority of the teachers agreed ($M=4.30$; $SD=1.034$) that their years of experience in teaching significantly makes me better placed to effectively implement the standards-based curriculum. The standard deviation of 1.034 meant that the responses of the teachers were different. Similarly, most of the teachers agreed ($M=4.24$, $SD=0.978$) that their professional training equips them with the ability and competence to implement the standards-based curriculum successfully. The standard deviation of 0.95 shows that the responses of

the teachers did not differ from each other. Most of the teachers disagreed ($M=2.51$; $SD=1.252$) that they are not motivated to implement the standards-based curriculum because of incentives provided by government and school management. The standard deviation of 1.252 shows that the responses of the teachers differ from each other. Also, the majority of the teachers disagreed ($M=2.08$; $SD=1.020$) to the statement that “I have poor attitude towards implementing the standards-based curriculum but it will have no effect on the success of the programme”. This means that poor attitude of teachers affect curriculum implementation. The standard deviation of 1.020 shows that the responses of the teachers differ from each other.

The statement, “Although my commitment level is low, the SBC can still succeed” had a mean and standard deviation score of ($M=2.07$; $SD=0.972$). The standard deviation score of 0.972 demonstrate the homogeneity of responses from the teachers. This means low commitment level negatively affects curriculum implementation. The responses of teachers on the statement, “My content knowledge is quite weak but it will not affect the success of implementation of the standards-based curriculum” had a mean and standard deviation score ($M=2.07$, $SD=0.995$). The standard deviation of 0.97 indicates that the responses were homogeneous.

To better appreciate the results of the quantitative data, follow-up interviews were conducted among selected teachers in the Tarkwa-Nsuaem Municipality. The qualitative data gathered from the teachers bothered on the teacher-personality factors that affect the standards-based curriculum implementation. The question sought to examine the perspectives of teachers on the teacher-personality factors that influence the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality of Ghana. Some of the teachers have this to say on the “Theme 2:

Teacher-personality factors that affect the implementation of the standards-based curriculum”.

Sub-Theme 1: Teacher Knowledge and Experience

“I believe my knowledge as a teacher is a factor that influences how I teach. My core duty is to impart knowledge and so if I don't have it as a teacher, then I cannot deliver the knowledge that I am expected to give my students”. (Interview Data, PT5)

“Oh. It is not any big changes that have been made to the curriculum. I see this to be a modification and I have been teaching for over 10 years now so I just have to apply my experience. And that is exactly what I am doing”. (Interview Data, PT2)

“Experience they say is the best teacher, and so I am only leveraging my 15years teaching experience to implement the new curriculum since not much changes have been made to the curriculum” (Interview Data, PT1)

Sub-Theme 2: Teacher Motivation

“Sir, you know for motivation, not at all. Orally, yes! You can attest to it yourself. That's why these days, I no longer bring my personal laptop to teach. If it spoils right now, no maintenance fee mpo” (Interview Data, PT7)

“For me, motivation is a good thing every teacher deserves. Those small allowances for purchase of textbooks and teaching materials will serve as an incentive for people to put in their best” (Interview Data, PT6)

“Regardless of how you look at it, motivation from my headmaster or Ghana Education Service (GES) is good. For example, the introduction of the Professional Development Allowance is in the right direction. However, that alone is not enough motivation for me to do more for my students” (Interview Data, PT3)

Sub-Theme 3: Teacher Attitude and Commitment

“As for me, my attitude and commitment towards the implementation of the standards-based curriculum is high and this has influence on my instructional decision in class” (Interview Data, PT6)

“Oh yes! I have a very positive attitude towards the curriculum implementation. I believe that with the right resources in place, the goals of the curriculum will be achieved.” (Interview Data, PT8)

“My commitment level and attitude towards the implementation of the new curriculum is high. My only challenge is the lack of appropriate textbooks to support the implementation process” (Interview Data, PT, 4)

From the foregoing extracts, it is clear that teacher knowledge and experience, the provision of motivation or incentives, teacher attitude and commitment were some of the teacher personality factors mentioned by the participants. The findings support the results of the quantitative analysis which found that the years of teaching experience, content knowledge, motivation, professional training, poor attitude and low commitment level were some perceived teacher personality factors that affect the standards-based curriculum implementation. Without doubt, teacher knowledge, and experience are central to any curriculum improvement effort, they are responsible for introducing the curriculum in the classroom and outside the classroom as well.

Also, it is imperative to state that teachers are very important in curriculum implementation because they are the interlocutors of the curriculum. Ideally, teachers should be able to use teaching and learning materials to implement the curriculum. However, the comment from the participants indicates that the patronage of these materials and resources is low. This will obviously affect the implementation of the standards-based curriculum. Motivated and competent teachers are fundamental for learning to take place and school management play a crucial part in this. By applying core leadership practices they create an enabling working environment, and they support and motivate teachers, who, in turn, improve teaching and learning outcomes (Hall, 2015). From the extract, the participants intimated that they are not motivated in anyway go the extra mile to ensure the successful implementation of the standards-

based curriculum. If this is left unchecked, it will negatively affect the curriculum implementation process.

4.2.5 Research Question 3

What forms of support do Teachers receive from School Management for the Implementation of the Standards-Based Curriculum in the Tarkwa-Nsuaem Municipality?

The purpose of this research question was to ascertain the forms of support teachers receive from school management for the implementation of the standards-based curriculum. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by the qualitative results. The qualitative results from the follow-up interviews were used to explain and elaborate on the quantitative results. The quantitative data was analysed with mean and standard deviation and presented in Table 5 with a standard/set mean of 3.0. A mean score of 3.0 and above indicate agreement with assistance teachers receive from school management for effective implementation of the standards-based curriculum while mean score of 2.99 and below indicate disagreement. A standard deviation of below 1.0 indicates the homogeneity (similarity) in responses while a standard deviation of 1.0 and above indicates the heterogeneity (difference) in responses. The results are presented on Table 5.

Table 5: Results of school management support services toward curriculum implementation

Statement	N	Mean	Std. Dev.
School management's on-going monitoring and supervision of the standards-based curriculum implementation makes me teach better	241	3.56	1.154
School management provides support for me to partake in continuous professional development programmes such as workshops and conferences.	241	3.54	1.251
School management makes enough time available for me to successfully implement the standards-based curriculum.	241	3.08	1.415
I received training support from school management on the implementation of the standards-based curriculum.	241	3.06	1.525
School management supports me through the provision of relevant teaching and learning resources for the effective implementation of the SBC.	241	2.77	1.262

Source: Fieldwork, (2022)

The results on Table 5 show the support teachers receive from school management for effective implementation of the standards-based curriculum. It is evident from the results that the majority of the respondents agreed ($M=3.56$; $SD=1.154$) that school management's on-going monitoring and supervision of the standards-based curriculum implementation makes them teach better. However, the standard deviation of 1.154 shows that disparity exists in the responses of the respondents. In addition, majority of the respondents agreed ($M=3.54$; $SD=1.251$) that school management provides support for them to partake in continuous professional development programmes such as workshops and conferences. Again, the standard deviation of 1.251 shows the difference in responses of the respondents. Similarly,

majority of the respondents agreed ($M=3.08$; $SD=1.415$) that school management makes enough time available for them to successfully implement the standards-based curriculum. The standard deviation of 1.415 scores again shows that the responses differ.

When the respondents were asked to rank their agreement or disagreement to the item “I received training support from school management on the implementation of the standards-based curriculum”, majority of them agreed ($M=3.06$; $SD=1.525$). Again, the standard deviation of 1.525 shows the different views expressed by the respondents. The mean and standard deviation of the statements “School management supports me through the provision of relevant teaching and learning resources for the effective implementation of the SBC” were 2.77 and 1.262 respectively. Even though the respondents disagreed to this statement, the standard deviation of 1.262 shows that the responses were not homogeneous. It can be seen from the discussion that school management provides adequate support to basic school teachers towards the implementation of the standards-based curriculum. The supports come in the form of supervision and monitoring, continuous professional development, availability of time and training support for teachers to implement the standards-based curriculum. This is a good news to government and other educational stakeholders. With this support system in place, the goals and objectives of the implementation of the curriculum will be achieved.

To better understand the results of the quantitative data, some teachers were interviewed to give more insight into the forms of support they receive from school management for effective implementation of the standards-based curriculum. The question specifically sought to examine the perspectives of teachers on the forms of

support they receive from school management for the effective implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. Here are excerpts of what the participants had to say on the “Theme 3: School management support services to teachers towards the implementation of the standards-based curriculum”.

Sub-Theme I: Provision of Teaching and learning Resources (TLRs)

“The school management helps us with teaching and learning materials which in my opinion is good. However, the TLMs are woefully inadequate to enable us deliver on our mandate effectively” (Interview Data, PT3)

“School management only help us with some TLMs, even that, not always. Up to date, we don’t have textbooks. Even teachers guide that is supposed to guide us too, no. So when teaching some topics, it becomes difficult”. (Interview Data, PT1)

Sub-Theme 2: Training and Continuous Professional Development

“Support comes in the form of training, and opportunity for professional development. Internally, we have Professional Learning Communities (PLCs) which meets every Wednesday to discuss issues about our professional practice and issues about the new curriculum.” (Interview Data, PT7)

“School management give us the opportunity to take some online and offline courses to improve and develop our professional skills. This makes me feel confident to teach and apply the new knowledge and skills acquired” (Interview Data, PT2)

“I received three days training support from school management on the implementation of the standards-based curriculum. Though not enough, I am glad that at least I received some training” (Interview Data, PT5)

Sub-Theme 3: Monitoring and Supervision

“My headmistress visits my classroom from time to time to monitor the kinds of learning activities I engage my students with, which to me is good” (Interview Data, PT4)

“When it comes to supervision, my headmaster is number one. He vets my lesson notes regularly and also observes my teaching to see how

well I am doing as far as the implementation of the new curriculum is concerned” (Interview Data, PT6)

Sub-Theme 4: Time Allocation

“Yeah, my school management actually gives me enough time to engage my learners, though not 100 %” (Interview Data, PT8)

“To me, the time allocated by school management for teaching and learning is adequate, since I am able to finish all my planned daily learning activities within the time allotted” (Interview Data, PT4)

From the foregoing extract, it is clear that teachers receive support from school management for the implementation of the standards-based curriculum. According to the views of the participants, the support come in the form of training, provision of teaching and learning materials, continuous professional development and adequate time. This is good news to policy makers and other curriculum stake holders since through the implementation, the broad curriculum goals will be achieved. This confirms the results of the quantitative analysis that school management provides adequate support to teachers towards the implementation of the standard based curriculum. The supports come in the form of monitoring and supervision, continuous professional development, availability of time and training support for teachers to implement the standards-based curriculum. From the participants’ responses, this is good news to government and other education stakeholders as the support teachers receive will assist them to effectively implement the standards-based curriculum. However, it is also worthy of note that some of the participants lament about the lack of teaching and learning resources and inadequate training. Having recognized the importance of teacher training and resources in educational delivery in Ghana and around the globe, it is important that steps should be taken to provide the needed training and resources for teachers.

4.2.6 Test of hypothesis

In order to establish the statistical significant relationship or otherwise between teachers' years of experience and their perception of the standards-based curriculum, the hypothesis for the study was tested using the Pearson correlation coefficient at 0.05 level, 2-tailed.

H_0 = There is no statistically significant relationship between years of experience and teachers perception of the standards-based curriculum.

H_1 = There is a statistically significant relationship between years of experience and teachers perception of the standards-based curriculum.

Table 6: Correlation between years of teaching and teachers' perception

Variable	N	Mean	Sd	R	P
Years of teaching experience	241	1.59	.491	.751	.021
Teachers' perception of SBC	241	48.61	4.71		

** . Correlation is significant at the 0.05 level (2-tailed).

Table 6 presents the correlation matrices between years of teaching experience and teachers' perception of the standards-based curriculum. The results shows that the mean and standard deviation of the years of teaching experience were (M = 1.59, SD = .491) and teachers' perception of SBC was (M = 48.61, SD = 4.71). The correlation co-efficient was 0.751 with a sig value (p = 0.021). The correlation coefficient, r = 0.751 shows a strong positive direct relationship between the variables. This implies that, more years of teaching experience will result in a more positive appreciation of the standards-based curriculum. A sig. value (p<0.05) means that there is statistically significant relationship between years of experience and teachers perception. Based on the sig. value (P = 0.021), the null hypothesis (H_0) was rejected.

4.3 Discussion of Results

4.3.1 *Perception of teachers on the standards-based curriculum in the Tarkwa-Nsuaem Municipality.*

The first research question sought to find out the perception of teachers on the standards-based curriculum in the Tarkwa-Nsuaem Municipality. The results from both the quantitative and qualitative data revealed that majority of teachers in the Tarkwa-Nsuaem Municipality have positive perception about the values and attitudes which the standards-based curriculum seeks to promote. Majority of the respondents agreed that the standards-based curriculum promotes core competencies like, creativity and innovation, critical thinking and problem solving, personal development and leadership, cultural identity, communication etc.

These finding supports the views of Keys and Bryan (2001) that teachers' perception about teaching, learning and the instructional environment will inevitably affect how a particular curriculum is implemented. Similarly, the study confirms the views of Bantwini (2010) that the teacher's perceptions and beliefs affect and define the meanings that the instructors eventually attach to the new changes, which in turn play a significant role in their acceptability and classroom implementation. This finding also concurs with the view of Altinyelken (2010) who opine that a good teacher impression of a curriculum leads to successful teaching and learning, while a negative perception influences how the curriculum is executed in the classroom. Again, the finding validates the work of Aboagye and Yawson (2020) who found out that teachers have positive perception towards the standards-based curriculum. This implies that teachers who perceive the curriculum as bad may not implement it, hence making the whole curriculum a flop and vice versa. Associating the results with the conceptual framework, confirm that teacher perception will positively affect the

outcome of the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality.

4.3.2 Teacher-personality factors that affects the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality.

Concerning the teacher-personality factors that affect the implementation of the standards-based curriculum, both the quantitative and qualitative data gathered showed that teacher-personality factors affect the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. Years of experience, content knowledge, motivation, professional training, poor attitude and low commitment level were some perceived teacher-personality factors that affect the implementation of the standards-based curriculum.

The findings of the study validates the views of Altinyelken (2010) who opines that teachers' background, training, motivation, commitment, and attitudes influence their capacity to implement change. These findings agree with the views of researchers (Mutoro, 2001; Owusu & Yiboe, 2013; Olivia, 1998; Unimna *et al.*, 2020) who stated that teaching experience defines the competence and effectiveness, and ongoing training makes them sensitive and adaptable in how they execute the curriculum. The results of the study is consistent with Akpan (2012), who posits that teachers who are not well-versed in the subjects they teach will be not be able to implement the curriculum effectively, no matter how carefully a curriculum has been marked out, and how adequate the facilities are. Studies by researchers (Sabola, 2017; Akpan, 2012,) confirm that successful curriculum implementation depends on teachers who have sound knowledge in content and teaching pedagogies. Thus, teacher content knowledge affects the implementation of the standards-based curriculum. The study,

however, contradicted the findings by Boadu *et al.* (2014) and Fullan and Stiegelbauer (2000) who found that subject-matter expertise of the teacher have no influence on the curriculum implementation process.

On motivation, the results of the study is consistent with Shiundu and Omulando (1992), who observed that the importance of teacher motivation in the implementation of a new programme cannot be neglected since motivation plays an important role in determining how the programme will be handled and received. Studies by researchers (Onchera *et al.*; 2021; Cobbold, 2017; Muskin, 2015; Kotherja & Rapti, (2015); Kwon, 2009) confirmed that teacher motivation was a strong factor affecting curriculum implementation. Thus, a good teacher motivation will favour a successful implementation and vice versa. The findings concurs with the views of researchers (Anderson, 2017; Gakuu.; 2006; Kauchak, 2002; Shiundu & Omulando, 1992), who argues that it is important to consider attitudes when implementing new programs because teacher attitudes are crucial to the success or otherwise of the innovation. Similarly, Saloviita (2020) posits that teacher characteristic such as attitude act as greater facilitator to the curriculum implementation process. The findings of the study is consistent with the studies by Ayebi-Arthur *et al.* (2020) who established that teachers have positive attitudes towards the implementation of the standards-based curriculum.

On the influence of teacher professional training on curriculum implementation, the findings of this study concurs with researchers (Cherobon, 2016; Opong, 2009; Fullan & Stiegelbaur, 2000, Owusu & Yiboe, 2013) that teacher's success or failure in implementing a specific instructional program depends on the level of professional training that person has obtained. The findings of the study,

however, contradicted Nanamba and Rao (2017) who discovered that teachers' professional training did not significantly influence the implementation of environmental education curriculum in Cross River State. The finding of the study is consistent with the views of researchers (Cobbold, 2017; Anderson, 2017; Arthur, 1999) that teacher commitment is a critical factor for a successful curriculum implementation. That is, the lack of commitment to curriculum material on the part of teachers tends to influence the type of transformation of the curriculum that may occur in the classroom. Juxtaposing the results with the conceptual framework, confirm that teacher-personality factors will have an effect on the outcome of the standards-based curriculum implementation in the Tarkwa-Nsuaem Municipality.

4.3.3 Support teachers receive from school management for the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality

The third research question was meant to find out the forms of support teachers receive from school management for the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. The finding from both the quantitative and qualitative data gathered showed that teachers at the Basic School level receive support from school management for the implementation of the standards-based curriculum. The supports come in the form of training, supervision and monitoring, continuous professional development, and availability of time for teachers to implement the standards-based curriculum. It is evident from the themes and the data that emerged from the interviews that the support teachers' receive from school management affects the implementation of the standards-based curriculum. The results of the study is in consonance with the studies by Blasse (1998) and Hall and Hord (2001) that successful curriculum implementation is anchored on strong leadership because school authorities have the ability to control the implementation

process. These findings suggests that teaching and learning cannot take place effectively in schools where school management are incapable of executing their duties effectively and providing the needed support for teachers.

The results concurs with the findings by Smit and du Toit (2016) that, professional development offerings are key for supporting teachers in new initiatives and one benefit of professional development includes teachers' increased comfort and skill levels for implementing new curricula. Studies by researchers (Mafuga & Abel, 2021; Annobil, 2017; Burton *et al.*, 2011; Schagen, 2011) confirmed that the success of any curriculum implementation depend on school managers providing teachers with professional development opportunities and also teachers having enough time to manage everything involved in the process. The findings confirm the assertion of Hall (2015) that support is available through different forms of professional development and professional learning communities, which are designed to address any concerns that might hinder the successful implementation of a change but these factors are highly dependent on the influence and roles of the school authorities. The study is in contrast with the findings by Annobil (2017) who established that teachers did not receive support in the area of provision of continuous professional development in Ghanaian basic schools.

The findings of the study also agrees with Yasemin (2018), Badugela (2012), and Rogan and Grayson (2003) that for curriculum implementation to succeed, effective training of teachers is necessary to enable them to understand clearly what the changes are and how best they can put them into practice. Similarly, the findings of the study concurs with the views of Carl (2012) and Altinyelkin (2010), that teachers can implement curriculum innovations successfully only if they have adequate and

suitable training directed towards their classroom practice. The study contradicted the findings by Mashekwa (2019) and Park and Sung (2013), who established that teachers did not receive adequate training support for effective implementation of curriculum innovations. It is therefore crucial that teachers are supported to acquire sound knowledge of the subject matter in order to effectively implement the standards-based curriculum. Implicitly, the outcome of the standards-based curriculum implementation will be negatively affected if teachers are not trained adequately to handle it.

The result of the study validates the views of Sabola (2017) that the lack of supervisory support for teachers acts as a challenge to the effective implementation of any curriculum. Similarly, the findings of the study agree with Syomwene (2013) that inefficient school leadership and management in the area of monitoring and supervision of classroom teaching affected the effective curriculum implementation. The results of the study, however, contradicted studies by Annobil (2017), Govender (2018), and Sabola (2017) that teachers lack support in the area of supervision and monitoring for effective curriculum implementation. The findings of the above studies confirm that pumping resources into the teaching and learning process was not sufficient enough to ensure successful implementation. Of prime importance was how the resources are managed, monitored, and utilized.

The findings of the study confirms the assertion by Mashekwa (2019), Schagen (2011) and Omondi (2014) that the success of any curriculum implementation depends on teachers having enough time to manage everything involved in the process. The study further confirmed the findings by Mafugu and Abel (2021) that teachers received support in the area of provision of adequate time for implementing of

curriculum innovations. The study, however, contradicted the findings of studies conducted by Gwarjiko (2015) and Schagen (2011) that discovered that teachers are not provided with enough time for implementing curriculum innovations. This means that the length of time school management provides for teachers will positively or negatively affect the outcome of the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality.

The results of the study is consistent with the views of Rogan and Grayson (2003) and Singh (2012), that support in the form of teaching and learning resources are vital for the successful implementation of curriculum. Similarly, the findings of the study agree with Abroampa (2018) and Metuo (2014) when they advocated for the provision of relevant teaching and learning resources as part of the support needed in promoting effective curriculum implementation. This means that providing teachers with the relevant teaching and learning resources is crucial and a lack of it surely diminishes the potential of sound implementation in the classrooms. The study confirms the findings by Kimosop (2018) that teachers did not receive adequate support in the area of the provision of teaching and learning resources for effective implementation of early childhood curriculum. The study further agrees with Aboagye and Yawson (2020) that many Basic Schools in Ghana do not have access to appropriate teaching and learning resources for the implementation of the standards-based curriculum. Hence, the lack of support in the area of provision of resources can negatively or positively influence the outcome of the curriculum implementation. Associating the results with the conceptual framework, confirm that support teachers receive from school management has positive or negative effect on the outcome of the curriculum implementation in the Tarkwa-Nsuaem Municipality.

4.3.4 Relationship between years of experience and teachers perception of the standards-based curriculum

With reference to the hypothesis, the finding revealed that years of experience has statistically significant relationship with teachers' perception of the standards-based curriculum. From the Table 5, the sig. value 0.021 is less than p-value of 0.05. A sig. value ($p < 0.05$) means that there is statistically significant relationship between years of experience and teachers perception. Based on the sig. value ($P = 0.021$), the null hypothesis (H_0) was rejected. The correlation coefficient, $r = 0.751$ shows a strong positive direct relationship between the variables. That is, more years of teaching experience will necessitate an increase in their perception of the tenets of the standards-based curriculum and the fewer their years of teaching experience will necessitate a corresponding decrease in their perception. Thus, the stronger the positive correlation, the more likely the teachers' perception about the standards-based curriculum and their teaching experience are to move in the same direction. The findings of the study agrees with Adeyemi (2008) who found that teachers with 5 years and above teaching experience have better appreciation of the curriculum than teachers with less than 5 years teaching experience. The findings also validates studies by Agormedah *et al.* (2022) and Talam (2016) who found that years of teaching experience has statistically significant relationship with the implementation of educational blue-prints. The findings of the study, however, contradicted studies by Tůmová (2012) who established that years of teaching experience has no statistically significant relationship with the implementation of curriculum innovations.

4.4 Chapter Summary

The study made an attempt to sequentially explain the teacher dimension in the implementation of the standards-based curriculum in Basic Schools in the Tarkwa-Nsuaem Municipality of the Western Region of Ghana. Understanding the teacher dimension influencing the implementation of standards-based curriculum may provide insights into how such teacher variables may shape policy recommendations, curriculum implementation as well as students learning. Throughout the chapter, the quantitative results from the self-made questionnaire and the qualitative results from the semi-structured interview guide were presented and discussed together based on the research questions and the hypothesis that guided the study. The results were discussed in light of empirical research on curriculum implementation in Ghana and the world as a whole.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter consists of the summary of the study, key findings, conclusion and limitation of the study. The chapter also discusses recommendations and suggestion for further studies.

5.1 Summary of the Study

The study sought to assess the teacher dimension in the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. In order to achieve the research objectives of the study, the researcher formulated four research questions to guide the study. Specifically, the objectives of the study were to:

1. Assess the perception of teachers on the standards-based curriculum at the Basic School level in the Tarkwa-Nsuaem Municipality,
2. Examine the teacher-personality factors that affects the implementation of the standards-based curriculum as perceived by teachers in the Tarkwa-Nsuaem Municipality.
3. Establish the forms of support teachers receive from school management for the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality.
4. Examine the relationship between years of experience and teachers perception of the standards-based curriculum.

Literature was reviewed on the various variables in the research objectives and other related works relevant to the current study. A conceptual framework was also developed to show the relationship between the dependent variables and independent

variables in the study. The conceptual framework gave a diagrammatic summary of the entire study. To achieve convergence of the results obtained via quantitative and qualitative approaches, the study adopted the pragmatist philosophy drawing data from the quantitative and qualitative approaches. The research design employed was explanatory sequential. A total of 241 public Basic School teachers in the Tarkwa-Nsuaem Municipality were randomly sampled for the quantitative phase, whilst 8 teachers were purposively selected for the qualitative phase. Questionnaire and interview guide were used as instruments for data collection. Both descriptive (frequency, percentages, means and standard deviation) and inferential statistics (Pearson correlation coefficient) were used to analyze the quantitative data. The qualitative data was analyzed thematically.

5.2 Key Findings

The findings of the study are presented according to the research questions and hypothesis that guided the study. It was found out that:

1. Public Basic School Teachers in the Tarkwa-Nsuaem Municipality have positive perception about the values and attitudes which the standards-based curriculum seeks to promote. The teachers agreed that the standards-based curriculum promotes core competencies like, creativity and innovation, digital literacy, critical thinking and problem solving, personal development and leadership, cultural identity, communication, among others. This is evident in the means of mean score of 4.05 which shows that teachers have good perception of the standards-based curriculum. The finding has a positive implication on the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality of Ghana.

2. The years of teaching experience, professional training, poor attitude, motivation, knowledge of subject matter and low commitment level are some teacher-personality factors that affect the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality of Ghana. This implies that teacher-personality factors influences the success or diminishes the potential of sound implementation of the standards-based curriculum.
3. School management provides support to teachers towards the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. The supports come in the form of supervision and monitoring, continuous professional development, availability of time and training support for teachers to implement the standards-based curriculum. This is good news as this will positively affect the successful implementation of the standards-based curriculum. However, the study further established that the teaching and learning resources and training support were inadequate.
4. There is statistically significant relationship between years of experience and teachers' perception of the standards-based curriculum. The hypothesis tested showed a significant value of 0.021 which was less than the p-value of 0.05, the conventional marker of significant results. The null hypothesis was therefore rejected.

5.3 Conclusion

The study provided evidence on teachers' dimension in the implementation of standards-based curriculum in the Tarkwa-Nsuaem Municipality. One thing that stood out was the fact that majority of the teachers in the Tarkwa-Nsuaem Municipality hold positive perception about the values and core competencies which the standards-based

curriculum seeks to promote. This will positively affect how teachers receive and operationalize the curriculum in their respective classrooms. Additionally, the study concluded that teacher-personality factors such as years of teaching experience, professional training, poor attitude, motivation, knowledge of subject matter and low commitment level affect the implementation of the standards-based curriculum. Implicitly, these teacher factors influences teachers' capacity and willingness to implement curriculum change. The study also concluded that school management provides support to teachers for the effective implementation of the standards-based curriculum through supervision and monitoring, continuous professional development, availability of time and training support. In effect, supports teachers receive from school management contributes significantly towards a successful curriculum implementation. Finally, the study concluded that there is statistically significant relationship between years of experience and teachers' perception of the standards-based curriculum. This means that, more years of teaching experience results in a more positive appreciation of the standards-based curriculum while fewer years of teaching experience will necessitate a corresponding decrease in their perception of the standards-based curriculum.

5.4 Limitation

Limitations of any particular study concern potential weaknesses that are usually out of the researcher's control, and are closely associated with the chosen research design, statistical model constraints, funding constraints, or other factors (Dimitrios & Antigoni, 2018). In this respect, a limitation is an „imposed“ restriction which is therefore essentially out of the researcher's control. The study could not cover all the 137 public Basic Schools in the Tarkwa-Nsuaem Municipality except thirty-one (31) with a sample size of 241 teachers owing to time and financial

constraints. The inclusion of more teachers in the study would have probably provided stronger findings on teachers' perspectives as regards the implementation of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. Also, private school teachers should have been included in the study to get a broader perspectives on the teacher dimension in the implementation of the standards-based curriculum. However, this was not done because of time constraints. Thus, the private school teachers' dimension on the standards-based curriculum was not captured in the study. All these bottlenecks to some extent might have affected the outcome of the study thereby making generalization of the findings not applicable to all basic school teachers in the Tarkwa-Nsuaem Municipality.

5.5 Recommendations

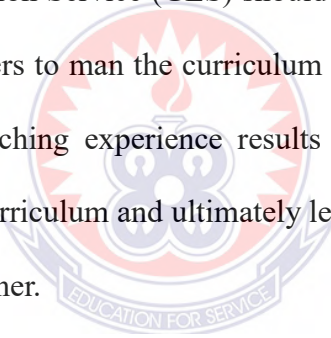
Based on the major findings of the study and conclusions reached, the following recommendations have been made for educational stakeholders who have the mandate to ensure implementation of the standards-based curriculum.

1. To sustain the positive perception of teachers, the Tarkwa-Nsuaem Municipal Directorate of Ghana Education Service (GES), the Ministry of Education (MoE), and school management should take steps to deepen teachers' knowledge on the core competencies of the standards-based curriculum such as creativity and innovation, critical thinking and problem solving, personal development and leadership, cultural identity, communication, digital literacy, among others in learners. This will equip teachers with the requisite knowledge to successfully deliver the tenets of the curriculum to learners. It will also motivate the teachers to give off their maximum best and this will lead to the attainment of the intended goals of the curriculum.

2. It is recommended that the Tarkwa-Nsuaem Municipal Directorate of Education and other educational stakeholders should provide professional training programs or workshops for teachers to improve their knowledge and competencies on the tenets of the standards-based curriculum. Again, the Government and school management should incentivize teachers to enable them implement the curriculum to expectations. Also, teachers should appreciate the important role they play as curriculum implementers and endeavor to show their commitment towards the realization of curriculum goals.
3. School management in the Tarkwa-Nsuaem Municipality should continue their good works by creating an enabling environment, providing supports to teachers through professional development opportunities, supervision and monitoring, training and adequate time for effective implementation of the standards-based curriculum. The provision of these support services will equip teachers with the requisite knowledge and competencies to enable them deliver the curriculum content according to prescription.
4. The Tarkwa-Nsuaem Municipal Directorate of Ghana Education Service (GES), the Ministry of Education (MoE), Parent Teacher Association (PTA), and other educational stakeholders should team up with the school management to provide adequate teaching and learning resources or logistics to meet the curriculum prescriptions in the Tarkwa-Nsuaem Municipality. The provision of the teaching and learning resources such as textbooks, teachers' handbooks, among others is incredibly pivotal as it will aid the curriculum implementation process.
5. School leaders or managers outside of the Tarkwa-Nsuaem Municipality

should emulate the practices of their colleagues by creating conducive environment, providing supports to teachers through professional development opportunities, provision of teaching and learning resources, allocation of adequate time, supervision and monitoring to ensure the standards-based curriculum is implemented effectively.

6. School management and stakeholders in education should recognize and appreciate the efforts of teachers in implementing the tenets of the standards-based curriculum in the Tarkwa-Nsuaem Municipality. Recognizing the hard work and dedication of teachers would boost their morale and commitment to enable them deliver the curriculum content according to prescription.
7. The Ghana Education Service (GES) should recruit very competent and highly experienced teachers to man the curriculum implementation process. Since the more years of teaching experience results in a positive appreciation of the standards-based curriculum and ultimately leads to effective implementation on the part of the teacher.



5.6 Suggestion for Further Studies

1. A further study may be conducted in other districts, municipalities in the region or other regions of Ghana for a more generalized conclusion to be made on teachers' dimension in the implementation of the standards-based curriculum.
2. A further study may focus on the learner dimension in the implementation of the standards-based curriculum.
3. A study may be done on the perspectives of private basic school teachers on the implementation of the standards-based curriculum.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

As part of my postgraduate studies at University of Education, Winneba, I am conducting a research study and request that you participate. I am researching on the topic “**Implementation of the Standards-Based Curriculum in Ghana: The Teacher Dimension**”. You have been selected because you are one of the teachers involved in the implementation of the standard-based curriculum.

Your participation involves answering this questionnaire which will require appropriately 15 minutes of your time. Your honest response to all the questions is very important to this research. I do not envisage any negative side-effect to participating in this study. To protect you, do not write your name or any personal details that can identify you on this questionnaire. Moreover, the responses you provide here will be treated with the strictest confidentiality. If you have any questions or concerns about this project, you may reach my supervisor who is the principal investigator at ramununkum@uew.edu.gh, 055-597-1000.

Do you consent to voluntarily participating in this study? Yes [] No []

SECTION A: TEACHER’S DEMOGRAPHIC INFORMATION

Tick (✓) in one of the boxes provided to answer each question posed.

1. What is your gender?

A. Male []

B. Female []

2. What is your age bracket?

A. Below 30 years []

B. 31-40years []

C. 41-50years []

D. 51-60years []

3. What is your highest qualification?

A. Certificate []

B. Degree []

C. Diploma []

D. Masters []

E. Others (Please specify).....

4. How many years have you been teaching?

A. Below 10 years []

B. Above 10 years []

5. What is your rank in Ghana Education Service?

A. Assistant Director I []

B. Assistant Director II []

C. Principal Superintendent []

D. Senior Superintendent I []

E. Senior Superintendent II []

F. Superintendent I []

G. Superintendent I []

**SECTION B: PERCEPTION OF TEACHERS ON THE STANDARDS-BASED
CURRICULUM**

Please indicate your reaction to each of the following statements by ticking (√) the number that represents your level of agreement or disagreement with it. I will appreciate that you respond to each of the statements.

SN	What is your view on the standards-based curriculum?	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
6	Content encourages students to contribute to society.					
7	Assist students to get lifelong learning skills					
8	The curriculum promotes inclusive education					
9	The curriculum takes into consideration Ghanaian students culture and society					
10	The curriculum encourages collaboration or team work.					
11	The curriculum promotes cultural identity and global citizenship.					
12	The standards-based curriculum emphasize on learner-centred pedagogies.					
13	The curriculum promotes critical thinking and problem solving.					
14	The curriculum encourages creativity and innovation.					
15	The standards-based curriculum promotes personal development and leadership.					

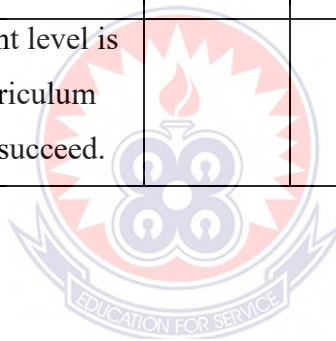
16	The standards-based curriculum promotes digital literacy.					
17	The curriculum promotes respect, diversity and equity.					
18	The standards-based curriculum promotes truth and integrity.					
19	The curriculum places emphasis on examination as a mode of assessment					

**SECTION C: TEACHER PERSONALITY FACTORS THAT AFFECT
IMPLEMENTATION OF THE STANDARDS-BASED CURRICULUM**

Please indicate your reaction to each of the following statements by ticking (√) the number that represents your level of agreement or disagreement with it. I will appreciate that you respond to each of the statements.

SN	To what extent do you (dis)agree with the following statements?	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
20	My professional training equips me with the ability and competence to implement the standards-based curriculum successfully.					
21	I am not motivated to implement the standards-based curriculum because of incentives provided by government and school management.					

22	My years of experience in teaching significantly makes me better placed to effectively implement the standards-based curriculum.					
23	I have poor attitude towards implementing standards-based curriculum but it will have no effect on the success of the programme.					
24	My content knowledge is quite weak but it will not affect the success of implementation of standards-based curriculum.					
25	Although my commitment level is low, standards-based curriculum implementation can still succeed.					



SECTION D: SUPPORT TEACHERS RECEIVE FROM SCHOOL**MANAGEMENT FOR EFFECTIVE IMPLEMENTATION OF THE SBC**

Please indicate your reaction to each of the following statements by ticking (√) the number that represents your level of agreement or disagreement with it. I will appreciate that you respond to each of the statements.

SN	What are your views on the type of support you receive from school management for effective implementation of SBC?	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
26	I received training support from school management on the implementation of the standards-based curriculum.					
27	School management provides support for me to partake in Continuous Professional Development (CPD) programmes such as workshops and conferences.					
28	School management support me through the provision of relevant teaching and learning resources for the effective implementation of the SBC.					
29	School management's on-going monitoring and supervision of the standards-based curriculum implementation makes me teach better.					
30	School management makes enough time available for me to successfully implement the standards-based curriculum.					

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

FOLLOW-UP INTERVIEW GUIDE FOR TEACHERS

1. What is your perception of the new standards-based curriculum in Ghana? Do you think your positive/negative perception of the SBC has any influence on its implementation? Explain further
2. In your view, do you think your professional training and years of experience equips you with the ability and competence to implement the standards-based curriculum? Explain further.
3. Are you motivated to implement the standards-based curriculum because of incentives provided by school management? Explain further
4. What is your attitude towards the implementation of the SBC? Do you think that your poor/positive attitude towards implementing the standards-based curriculum will affect the success of the implementation?
5. In your opinion, do you think that your weak content knowledge and level of commitment will affect the success of implementation of standards-based curriculum?
6. Do you receive support in implementing the SBC? What forms of support do you receive from school management in implementing the standards-based curriculum?
7. In your view, do you think school management supports you in the provision of adequate training, teaching and learning resources, continuous professional development, regular monitoring and supervision, and adequate time?

APPENDIX C



17th March, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, EMMANUEL KUUTOL, the bearer of this letter who is a student in the Department of Educational Foundations of the University of Education, Winneba. He is reading Master of Philosophy in Curriculum and Pedagogic Studies with index number 202114530.

He is conducting a research on the topic: IMPLEMENTATION OF THE STANDARD-BASED CURRICULUM IN GHANA: THE TEACHER DIMENSION. This is in partial fulfillment of the requirements for the award of the above mentioned degree.

He is required to gather information through questionnaire and interviews to help him gather data for the said research and he has chosen to do so in your outfit.

I will be grateful if he is given permission to carry out this exercise.

Thank you.

Yours faithfully,


DR. RICHARDSON ADDAI-MUNUNKUM
AG. HEAD OF DEPARTMENT



APPENDIX D

GHANA EDUCATION SERVICE

In case of reply the
Number and Date of this
Letter should be quoted



Municipal Education Office
Post Office Box 736
Tarkwa

My Ref No.: GES/WR/TNMEO/KT/MC.628/VOL

tarkwanuaemunicipal@yahoo.com

19TH APRIL, 2012

Digital Address: WP-6161-2729

PERMISSION TO UNDERTAKE A RESEARCH

Permission has been granted to the bearer of this letter, **Emmanuel Kuutol**, to undertake a research in the Basic Schools in Tarkwa-Nsuaem Municipality. He is a final year Master of Philosophy student pursuing Curriculum and Pedagogic Studies at the Department of Educational Foundations, University of Education, Winneba.

As part of his programme requirement, he is to conduct a study on the topic "**Implementation of the Standards-Based Curriculum in Ghana: The Teacher Dimension**". Kindly grant him the necessary assistance for a successful research. Counting on your usual co-operation.

CHARLES DARKO-NUAMAH
AID (HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT)
For: MUNICIPAL DIRECTOR OF EDUCATION
TARKWA

EMMANUEL KUUTOL
FIASEMAN SENIOR HIGH SCHOOL
TARKWA

ALL BASIC SCHOOL HEADTEACHERS
TARKWA-NSUAEM MUNICIPAL

APPENDIX E

Fiaseman Senior High School

Post Office Box 27

Tarkwa.

22nd March, 2022

**THE MUNICIPAL DIRECTOR
GHANA EDUCATION SERVICE
TARKWA.**

Dear sir/madam,

REQUEST FOR PERMISSION TO UNDERTAKE A RESEARCH

I write to request permission from your esteemed office to conduct a study in the Basic Schools in Tarkwa-Nsuaem Municipality of Ghana. I am a final year Master of Philosophy student pursuing Curriculum and Pedagogic Studies at the Department of Educational Foundations, University of Education, Winneba.

As part of my programme requirement, I am conducting a study on the topic "**Implementation of the Standard-Based Curriculum in Ghana: The Teacher Dimension**". I am by this letter seeking permission from your office to enable me access the Basic Schools in your Municipality to gather data from teachers on the said topic. Attached is a copy of an introductory letter from my institution.

I hope my request would be granted.

Yours faithfully,



Emmanuel Kuutoi

(0248940635)