UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING TEACHERS' PERCEPTIONS, KNOWLEDGE AND READINESS FOR THE IMPLEMENTATION OF THE NEW STANDARD BASED CURRICULUM IN KETU-NORTH MUNICIPALITY IN THE VOLTA REGION OF GHANA

LYDIA ARMAH

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DECLARATION

Student's Declaration

I, Armah Lydia, 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/dissertation/project as laid down by the University of Education, Winneba.

Richardson Addai-Mununkum, PhD (Supervisor)

Signature: ………………………………………

Date: …………………………..……………..

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DEDICATION

To my lovely family.

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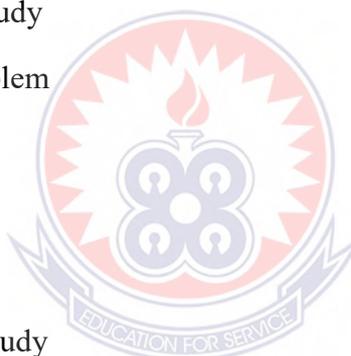
My sincere thanks also go to my brother, Mr. Sebuabe Anthony Williams for his unflinching support, sacrifices and encouragement throughout this study. I am also grateful to the authorities of the Basic Schools in Ketu-North Municipal who granted me permission for the studies to be carried out. I also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

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ABSTRACT

The study assessed teachers'' perceptions, knowledge and readiness for the implementation of the new standard based curriculum in Ketu-North Municipality in the Volta region of Ghana. In all, 50 primary and K.G. teachers in 5 public Junior High Schools in the Ketu North Municipal were involved in the study. The descriptive survey design was used. Data was collected using a 5-point Likert scale questionnaire. A sample size of 50 K.G. and primary teachers was selected using purposive sampling technique. The questionnaire was pilot-tested on six primary teachers at Weta R/C Basic School. Descriptive statistics were used to analyse the data collected. The study found that, K.G. and primary teachers have positive perception towards the 2019 new standard based curriculum. Also results from teachers'' concerns on organisation of staff training or development indicated that pre and in-service training, workshops and seminars for primary and K.G. teachers have not been regular in Ghanaian schools. It is therefore, recommended that periodic in-service trainings and workshops should be organized for teachers to enhance successful implementation of the 2019 standard base curriculum in Ghana.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

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

The term „curriculum‟ is historically traced to the Latin word „curere‟, which means „running course‟ or „race course‟ (Connelly & Lantz, 1991). At present, it is used as a metaphor to describe some notion of a course of events. Since there is no single course of event in the school, the word „curriculum‟ has taken on many meanings (Jackson, 1992), sometimes it is narrowly defined to imply a subject of study and another time it is broadly described to include every aspect of an educational setup (Tamakloe, 1992). The curriculum contents that invariably constitute the educational process make the curriculum the heart and soul of the study of education (Huebner & Robison, 1966). Curriculum implementation involves translating the content of the curriculum into its practical form through combined efforts of teachers, learners and other stakeholders of education with the view that it will lead to some significant results (Glatthorn et al, 2007).

A worthwhile curriculum is never static. Okeke (cited in Onwuka, 1996), reiterates that curriculum is interwoven with social order that sustains it. He believes that what the society values, beliefs, its ideas, aspirations and purposes should direct the

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selection and organisation of the learning experiences of the curriculum. In fact, the purpose of the curriculum is to transmit to the young members the society"s beliefs, values, aspirations and ideas which change periodically (Onwuka, 1996).

For education to be effective and beneficial to the citizens, it requires constant evaluation and reforms when necessary (Adentwi & Sarfo, 2011). Official reports from the Anamuah-Mensah Educational Review Committee (Government of Ghana, 2004) indicates that "the implementation of Ghana"s education reforms, which began in 1987, brought to the fore many problems in the objectives, content, administration and the management of education" (p. 3). As a result, the nation"s new educational system for the youth especially 1st and 2nd cycles needed reforms to enhance the nation to build a knowledge-based economy for the new generation (Ministry of Education, Youth and Sports, 2004).

The 2019 educational innovations had no government textbook to support the implementation of the changes effected in the curriculum. However, a list of approved reading materials was given out for teachers (Ministry of Education, 2019). Sharing opinion on challenges teachers encounter with an introduction of curriculum innovations, Stenhouse (cited in Cobbold & Ani-Boi, 2011) says "Genuine innovation begets incompetence. It deskills teachers and pupils alike, suppressing acquired competency and demanding the development of new ones"" (p. 170). This assertion implies that once there is a change, teachers need to acquire insight into the new or modified curriculum which would help them to adopt new things and implement them in new ways. This puts burdens on the curriculum gate-keepers. The demands and pressures associated with educational change make teachers express lots of concerns, especially on issues of transition from the existing programme to new programme

(Armstrong, 2003). It is important to pay attention to assess and address concerns (challenges, feelings and frustrations) teachers express about implementation of proposed change into the existing curriculum. This is in line with Loucks and Pratt (1979) who assert that "paying attention to the concerns of teachers as they begin using a new curriculum helps assure them that they will use it successfully""(p. 212).

1.1 Statement of the Problem

Adentwi and Sarfo (2011) opine that curriculum innovation is only successful and able to yield the desired and intended results when it is fully embraced and adopted by the teachers in the classroom. The success of a curriculum innovation thrives on the full support of the subject teachers and provision of adequate and quality curriculum materials to support the implementation process (UNESCO, 2005). Marsh and Willis (2007) indicate that a new curriculum is said to have been institutionalised only when the teachers have fully accepted and adopted it in the classroom and teaching it has become a matter of routine for students to obtain the maximum benefits from its use.

Also, Ani-Boi (2009) reveals that teachers had a lot of concerns about implementation of curriculum reforms which needed considerations and attention. Substantial research such as the status of Social Studies teaching in Ghana in selected SHS schools in Cape Coast Metropolis by Tetteh-Quarshie and Oduro (2004), Primary school teachers" concerns about implementing the 2007 educational reforms in Ghana by Ani-Boi (2009) and the status of Accounting Curriculum Implementation by Kwarteng (2009) have been undertaken in the area of implementing a change but very few studies have focused on the teachers" perception, knowledge and readiness for implementation of the new standard based curriculum.

Unfortunately, most of the studies which have been done in Ghana with the view to identifying factors that influence implementation of the Basic school curriculum have often emphasized greatly on subject basis and in some few occasions selected school-related factors with very little emphasis paid to other equally important teacher (Asare-Danso, 2011; Ballen & Moles, 1994). It is against this background that the present study was designed to find out the concerns of teachers" perception, knowledge and readiness in relation to the implementation of the 2019 standard based curriculum.

1.2 Purpose of the Study

The purpose of this quantitative descriptive survey research was to assess teachers" perception, knowledge and readiness for the implementation of the new standard based curriculum in the Ketu-North district in the Volta Region of Ghana.

1.3 Research objectives

The following objectives have been set to achieve the main purpose of the study.

1. Assess teachers" perception of the quality of the new curriculum.

2. Examine teachers" evaluation of the quality of training received about the new curriculum.

3. Determine the extent at which teachers consider themselves competent to handle the new standard based curriculum.

1.4 Research Questions

The study was guided by the following research questions.

1. What are teachers" perception on the quality of the new curriculum?

2. What are teachers" evaluation on the quality of training received about the new curriculum?

3. To what extent do teachers consider themselves competent to handle the new standard based curriculum?

1.5 Significance of the Study

It is generally acknowledged that teachers do not simply implement educational innovations handed down to them by policy makers, but they interpret, modify, and implement these innovations according to their beliefs, academic background, teaching experience, availability of curriculum materials and the level of knowledge about the new curriculum (Marsh &Willis, 2007).

Basically, the study sought to assess teachers" perception, knowledge and readiness for implementation of the standard based curriculum. The findings of this study have provided information on teachers" situation in terms of adequacy and qualifications and their capacity to implement the new curriculum.

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

Moreover, the study has provided information about teachers" concerns on staff development and training which may alert the government, curriculum leaders, teacher development division of ministry of education and teacher development institutions to put measures in place for regular, periodic and educative pre-service and in-service trainings, workshops and seminars to support classroom teachers to upgrade the knowledge and skills.

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Finally, the study is an addition to the existing body of knowledge on teachers" concerns about implementation of the standard base curriculum.

1.6 Delimitation

The focus of this study was assessing teachers" perception, knowledge and readiness for implementation of the new standard based curriculum. Specifically, this study was carried out to find teachers" concerns with regard to adequate preparation for implementation, qualified and well trained teachers, quantity and quality of approved curriculum materials, staff development and their perception about the new standard based curriculum. The study was also limited to only kindergarten and primary teachers in four public Junior High Schools in the Ketu-North Municipality in the Volta region of Ghana.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews theories and findings of other researchers which are related to this study. The review is based on a theoretical as well as the empirical framework which serve as a guide to the study.

2.1 The Concept Education

The concept is defined in various ways by different scholars, depending on the time, condition and place under which such individual is giving the definition. Etymologically, the term education is derived from the Latin words "Educere" and "Educare". The former means to "draw out" or "to lead out" (Asare-Danso & Annobil, 2016). In this light, education is seen as a systematic process or activity which is directed towards inducing learning in an individual who is exposed or committed to such an educational process. The later "Educare", means to nourish, " to bring up" or to raise". From this angle, education is seen as a process aimed at helping the individual lead the fullest of life he is capable of living. Amaele (1998) sees education as a process of enculturation or socialization of the younger by the elder members of the society. In other words, it involves the process through which an individual acquires the various physical and social capabilities demanded of him in the society by the group into which he is born and within which he must function effectively.

Education is a means of preserving the way of life in which a person believes (Peters, 1966); it the systematic socialization of the younger generation by which the later learns religious and moral beliefs, feelings or nationality and the collective opinions

of all kinds (Kalusi, 1996); and a system by which the individual is assisted to attain the maximum activation of his potentiality according to the right reason and to achieve thereby self-fulfilment or self-realisation (Okafor, 1981); it involves rearing, upbringing, fostering, training (Henze, 2000); implies the acquisition of needed competences for life in the society (Datta, 1984); and relates to processes and activities that can contribute to or involves something that is worthwhile (Oroka, 2005). These imply that education aims at helping the individual to develop.

Both the sociological and humanistic views portray education as a process or activity aimed at improving the quality of life of both the individuals in the society and the society as a whole. Education be it formal or informal, seeks to nurture the child to imbibe those standards that will make him or her acceptable to other members of the society. By implication, education creates in the child the awareness of those behaviours, attitudes and skills exhibited and encouraged by members of the society because they are both good and desirable to mankind generally, the society and the individual child in particular as against those behaviours condemned and discouraged for they have been proven to be bad and unhelpful. In the light of this understanding, one can confidently say that, the present Ghanaian Junior High school system is capable of making the students who are committed to it become adults who are responsible, progressive and known for behaviour that is worthwhile in the future. The present schooling system should be equipped enough in terms of human resources, curriculum content, and so on to produce individuals with the expected values.

Education describes deliberate, systematic efforts to inculcate desired behaviour patterns such as knowledge, skills, habits, sensitivities, attitudes and values and to do

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away with undesired ones. It involves a deliberate or purposeful creation, evocation or transmission of knowledge, abilities, skills, and values (Tamakloe, 1992). It is the total human learning by which knowledge is imparted, faculties trained and skills developed (Farrant, 1988). It has the purpose of socializing the child and moulding him/her into a conforming member of the society (Bull, 1973).

Education essentially, aims to alter both mental and physical behaviour. It seeks to affect positively how people think, judge, assess, deliberate, draw conclusions, and how they make decisions and act (Straughan, 1989). The learner is subjected to various experiences which are designed to increase his knowledge, understanding and sensitivity. Education gradually increases the learner"s comprehension of various kinds of reason in the hope that these will influence the ways in which he or she thinks and acts. Similarly, Peters (1966) sees education as concerned with initiating young people into what is worthwhile. This means that education, as a process, makes available to all young people those kinds of experiences which are regarded as educationally worthwhile. It is the activity in which one individual seeks to promote in one another the desire and capacity to actualize himself so as to realize his potentialities to an optimum level (Msimeki, 1988,).

Seen in this light, the ultimate aim of education becomes the proper actualization of the potential of every learner. Education becomes a human event where all learners receive appropriate learning in terms of their aptitude, capabilities, abilities, interests and other attributes. In short, education becomes a human event which enables learners to become worthy persons. In this study, therefore, education refers to the promotion of the development of a whole person in terms of spiritual, moral, mental and social human dimensions (Henze, 2003, p.3). It aims to produce pupils who are

capable of doing new things based on knowledge from past experiences, not simply by repeating what other generations have done. It should produce people who are creative and innovative discoverers (Groome, 1980, p. 248).

2.3 The concept curriculum

The concept 'curriculum' has numerous definitions which can be slightly confusing. The literature shows that it means different things to different people, different educational institutions and different parts of educational systems. According to the Education Encyclopaedia (2009), in empirical studies, definitions of curriculum scuttle the scale from those that would have the term represent everything that takes place in a class, to others that restrict its meanings to only topics defined as instructional requirements in the official policy of an educational system. Some definitions even limit the curriculum to only those topics actually taught by teachers.

In what is touted as the premier textbook in curriculum studies, Bobbitt (1918) explains the curriculum as the course of deeds and experiences through which children become the adults they should be for success in society. He also thinks of the curriculum to cover the entire scope of formative deed and experience in and out of school, including those unplanned and undirected, as well as intentionally directed experiences for the purposeful formation of adult members of society. Obviously, these postulates form the basis of Bobbitt‟s philosophy of the curriculum being a social engineering arena.

Since this pioneering attempt by Bobbitt in 1918, there has been several efforts at defining, describing and explaining what a curriculum is about in principle and practices, as well as what goes into determining what the curriculum should cover. Print (1993) describes what constitutes the most commonly held view of curriculum

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as depiction of subject matter or body of content to be taught to students. This commonly held view, however, would rather suit the description of a syllabus or course outline which tends to be a list of content areas which will be assessed.

Marsh and Willis (2003) summarize the different viewpoints from the literature as follows:

1. Curriculum is such „permanent subjects as grammar, reading, logic, rhetoric, mathematics, and the greatest books of the western world that best embody essential knowledge.

2. Curriculum is those subjects that are most useful for living in contemporary society.

3. Curriculum is all planned learnings for which the school is responsible.

4. Curriculum is all experiences learners have under the guidance of the school.

5. Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites.

To view the curriculum as permanent subjects that embody essential knowledge forms reflect espousing of pre-determined content which must be strictly followed. In effect, the curriculum is restricted to only few subjects which are deemed relevant for effective living in contemporary society. This reflects prescriptive ideology premised on idealists philosophy. For the purposes of social acceptability, idealist philosophy puts up definitions of the curriculum which express what „should be‟ or „ought to be‟, representing carefully selected content materials and modes of instruction which teachers must adopt to teach learners. This also makes the curriculum looks like a product intended to be „consumed‟ or „assimilated‟ religiously, with very little or no regard for the individual learner‟s actual experiences or aspirations on the programme.

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In support of the above view, some contend that prescription can help in a positive way to minimize the acquisition of unethical tendencies and unintended negative outcomes of training and schooling under the ambit of the term curriculum. In a way, it also facilitates systematic instruction and assessment procedures for graduation and progression academically and professionally. The official aspects of the programme of study which are prescribed and systematically assessed or examined are therefore accorded the most value. After all, they may argue that a person becomes a professional after rigorous assessment procedures based on specifically prescribed courses of study and not just by any attitude or values which are acquired covertly without objective and monitored assessment procedures. It then follows that the benchmarks set within the processes and purposes for evaluating curriculum effectiveness under such prescriptive curricular arrangements are strictly based on prescribed content. Little premium is therefore placed on the wide range of learners" real experiences which may not fall within the content materials pre-determined by experts, no matter how substantial tangible and realistic they may prove to be.

In other jurisdictions, curriculum thought is dominated by the kinds of arrangements and contribution that the school as an institution of learning makes towards the inculcation of worthwhile knowledge, skills and values. This then suggests that the real curriculum is moulded on the climate and ethos of individual schools within the same educational system. There is no reason denying the fact that the school system provides an environment within which the learner encounters experiences within and beyond course content areas. The curriculum is therefore viewed as all planned activities which are consciously organized and systematically implemented under careful watch of instructors in the school. In other words, all conditions which yield learning by reason of the structure and organization, as well as peculiar practices of

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the school within and outside the classroom. Official timetable or the syllabus are deemed to have greater curricular effects. Practices and activities which may be described as extra-curricular or co-curricular are considered as important as those officially presented in documents. To buttress this, Print (1993) describes the curriculum as learning opportunities offered by the nature of the school organization. For instance, he states "...all the planned learning opportunities offered by the school organization to learners and the experiences learners encounter when the curriculum is implemented", (Print, 1993, p. 3). This includes those activities that educators have devised for learners which are invariably represented in the form of a written document.

In another development, a consideration of the curriculum as all, or totality of learner or learning experiences accords with broad view or generalist perspective of curriculum development. Viewing the curriculum this way depicts all opportunities and avenues created avenues created by educational delivery systems through which learners attain knowledge forms, skills, values and attitudes which contribute to effective living, but not necessarily prescribed for certification. It therefore follows that, learners gain experiences and develop, not only through prescribed content, but also through procedures of instructions, modes of enquiry, personal and organized interactions within the social and physical environments of learners. Curriculum experience may, hence, be gained through the planning of field trips, supervised projects, industrial attachments and competitive field games. In classroom scenarios, apart from the prescribed content itself, a wide range of techniques such as experimental procedures, role play, simulations, group work, etc. are vital for a holistic development of the learners.

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Again, one other viewpoint is the consideration of the curriculum as a process. The school plans and facilitates the curriculum as a process of providing personal meaning to learners, placing emphasis on personal growth and self-actualization through experiential learning (Print, 1993). An instance is one of the aims of the social work practicum which develops the student‟s self-awareness and self-confidence towards professional competence in the world of work.

2.4 Types of Curriculum

2.4.1 The Taught Curriculum

Posner (1994) posits that the taught curriculum consists of what teachers actually teach and how its importance is communicated to the learners in their effort to operationalize the curriculum. This is also termed as the „operational curriculum‟. The taught curriculum refers to the implicit, delivered or operational aspects of curricula which are actually delivered and presented by instructors of learning in schools. It is also called the „actual curriculum‟ or the „curriculum-infuse‟. It comprises those items in textbooks, curriculum guides which are actually delivered where teacher-beliefs begin to alter the curriculum and instructional styles and strategies. This, I believe, depends mostly on teacher expectations of what learners ought to be taught, as well as teachers‟ pedagogical content knowledge, subject content knowledge and experiences.

2.4.2 The Received/Learned Curriculum

Closely related to the taught curriculum is the received or learned curriculum. This refers to both intended or prescribed and unintended or unprescribed opportunities actually utilized by learners through series of interactions in the school. It refers to concepts, content and behaviours which are truly learned and are remembered by students. "The gap between what is taught and what is learned, both intended and

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unintended, is large" Cuban (as cited in Jackson, 1992, p.223). There seems to exist various conceptions which inform the reason why learners will choose or heed to particular content materials as against others, an examination of which goes beyond the scope of this work.

2.4.3 The Hidden Curriculum

Print (1993) describes the hidden curriculum as the unplanned learning in which meanings are conveyed indirectly by the way language [bodily and verbally] is used, the interactions that occur in the classroom and assessment methods employed. To him, the hidden curriculum can have negative outcomes, where the indirect meanings conveyed are in conflict with explicit intentions. It is to be expected that some students, when taking a strategic approach to their studies are quick to determine what is examinable and therefore taken seriously. Thus, any opportunities that are not perceived to be examined are deemed superfluous and unlikely to be taken seriously. In what seems to be a commonly accepted definition, Longstreet and Shane (1993) stated, that "… the hidden curriculum, refers to the kinds of learnings children derive from the very nature and organizational design of the public school, as well as from the behaviours and attitudes of teachers and administrators" (p.46). They offer the following as probable areas from which such messages and lessons are derived:

1. Sequential room arrangements;

2. The cellular timed segments of formal instruction;

3. Students getting in and standing in line silently;

4. Students quietly raising their hands to be called upon;

5. Competition for grades, and so on.

It is my opinion that though elements learned through the hidden curriculum may not be examinable, there is the need for some level of supervision of that since both

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positive and negative values, skills, attitudes and knowledge forms can be acquired through that. Gardner (as cited in Wilson, 2006) observed: "We learn simply by the exposure of live exposure of living. Much that passes for education is not education at all but ritual. The fact is that we are being educated when we know it least".

2.4.4 The Co-Curriculum

Also known as co-curriculum or „allied" curriculum, extra curriculum comprises all those planned experiences outside of the school subjects. According to Posner (1995), it contrasts with the official curriculum by virtue of its voluntary nature and its responsiveness to learners" interests and aspirations. It is openly recognized as significant as the official curriculum in many respects, though, seemingly, less important than the official curriculum. Extra/co-curriculum may yield opportunities and experiences for knowledge, discipline, skills and talent development in areas such as sports, students" club or societal activities, entertainment shows, inter or intra departmental, sectional, hall activities, student politics or leadership pursuance, and many others. Specifically, they may include learning of skills on the sports field, acting skills with the Drama Clubs, oratory with the Debatering Clubs, and singing with a school choir among many others. According to Tamakloe (as cited in Adentwi, 2005) none of the school"s educational activities must be viewed as extra-curricular because they all ultimately help to shape the attitudes, skills, character and personalities of learners. They are therefore important as far as the idea of educating learners is concerned. These are experiences gained by learners through opportunities created by the school environment. In this regard, there exist many instances where people make a living as a result of experiences gained through ancillary activities, rather than taught and assessment-based prescribed courses of study.

2.4.5 The Null Curriculum

A very critical part of the curriculum which almost all the time, plausibly escapes attention is what is termed as the „null curriculum". As complex as its description may be, the concept can be stated to mean those things which the schools do not teach, and may sometimes make the conscious effort to shield from learners. In other words, it is a curriculum that does not exist. It is the conviction of Eisner (1994) that those concerned with the consequences of school programmes and the roles of curriculum in shaping those consequences should be well advised to consider, not only the explicit and implicit curriculum of schools, but, also what schools do not teach. This is because what schools do not teach may be as important as what they do teach. It appears from Eisner"s perspective that the null curriculum is simply that which falls off when people who theorize and make conscious decisions on what to include in the school curriculum exclude them from the overt. He argued that "ignorance is not simply a neutral void; it has important effects on the kinds of options one is able to consider, the alternatives that one can examine, and the perspectives from which one can view a situation or problems" (Eisner, 1994, p.97). Such omissions may affect certain topical areas, and even subject disciplines, since it is not very possible to include all content perceived to be worth studying into the curriculum. However, he seems to suggest that school personnel and perhaps planners of the curriculum are sending signals to students that certain content and processes are not worth studying.

Other concepts gaining currency in the scheme of the curriculum discourse include „inclusive curriculum", „societal curriculum", and „phantom curriculum". An inclusive curriculum treats the knowledge and experiences of women, racial groups and other minority groups just being as valid and relevant as the knowledge of dominant groups

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in mainstream academic discourse (Bailey, 1995). The societal curriculum deals with the massive, ongoing, informal curriculum of family, peer groups, neighbourhoods, church organizations, occupations, mass media and other socializing forces that „educate" all of us throughout our lives. The phantom curriculum covers messages prevalent in, and through exposure to the media. Although these may appear peripheral to the curricula discourse, the understanding they yield may serve as useful information to the curriculum supervisor to enable him/her to know how to check their effect on observable curriculum. Obviously, crucial to the curriculum is the definition of the course objectives (though not in all cases) that usually are expressed as learning outcomes and normally include the programme"s assessment strategy.

2.5 Patterns of curriculum organisation

2.5.1 The Activity Curriculum

The activity curriculum is also referred to as the project or experience curriculum. The activity curriculum seeks to translate learners" interests and needs into real experiences rather than learners imbibing pre-determined subject matter with or without understanding them. The activity curriculum has been widely seen as a reactionary alternative to cater for lapses in subject-based curricula arrangements (Adentwi, 2005). Among features that give character to the activity curriculum is its focus on the expressed natural interests, developmental needs, capabilities and purpose of learners. Also, it is not pre-planned, but rather preparations are made to engender interests and free expression. The school"s duty therefore is to provide conducive environment for learning. The teacher assumes the role of a facilitator. Learning through problem solving is espoused as learners are encouraged to see problems encountered during learning as challenges which they need to overcome. They do this by employing real life skills emanating from ingenuity and creativity.

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Learners are therefore, encouraged to „learn to play the flute by playing the flute".
These arrangements are enhanced by flexibility in time tabling, grouping for projects
and resourcefulness of facilitators (Adentwi, 2005).

It is worth noting that activity curriculum has philosophical underpinnings in
Experimentalism which considers reality as what is actually experienced, truth as
what presently functions and goodness as what is accepted by public test.
Experimentalists openly accept change and continually seek to discover new ways to
expand and improve society. The school environment under such convictions, heavily
emphasize social experiences and for that matter an experience or activity curriculum.
Another philosophy which lends credence to the activity curriculum is Existentialism
which views the world as one of personal subjectivity "where goodness, truth and
reality are individually defined" (Wiles & Bondi, 1993, pp. 47-48). Though not very
popular and therefore uncommon to many educational systems of our time, the
activity curriculum, whether in its extreme or mild application has ascribed strengths
in the scheme of things. Under the activity curriculum, learning which emanates from
the child"s experiences gives the child a sense of ownership of knowledge and skills.
This means that since the child mostly learn by practising, he or she is likely to
understand the process and reasoning behind certain realities and situations.

2.5.2 The Core Curriculum

The core curriculum places emphasis on social values and essential knowledge, skills
and attitudes which are deemed to be basic requirements necessary for all, irrespective
of where one"s interest of specialization lies. According to Tanner and Tanner (2007),
such curricula are built on themes of social living and are required by all students. In
effect, core curriculum is supposed to augment the preparedness of learners to be

opened and broadminded to the acquisition of elective disciplines and eventual professional practice. It is a fact that, the practice of harmonizing basic disciplines which are fundamental for preparing for life has been an improvement over the secluded presentation of specialized areas alone. However, in practice, it becomes a compulsory prescription for all learners and that alone can hinder articulation of some learners to higher grades where institutions are structured. In the Ghanaian system, for instance good passes in core subject areas are pre-requisites for graduation, certification and progression from the Senior High School to tertiary institutions.

2.5.3 The Subject Curriculum

In the subject curriculum, a valued content is selected and organized into specific fields in order to discipline learners so as to present ideas in more specific ways to prove more beneficial in tackling new problems of specialized research (Tanner & Tanner, 2007). Perhaps, as the most applied form of curriculum organization, the subject curriculum is planned into elective subjects and fields which yield specialization in future life. Mention can be made of Mathematics, English Language, General Science, Economics, History curricula. These fields do not require generalist instructors, but teachers who are specifically trained and disciplined in at least one particular subject, both in pedagogical craft and subject content knowledge related to the area the area of specialization. Tanner and Tanner (2007), however, points to the fact that, though such an arrangement may yield mastery and in-depth acquisition and utilization of knowledge and skills in these subject areas, it may ignore their interest, thereby inhibiting versatility in knowledge acquisition, due to over specialization. Also learners are not well prepared to solve problems in other areas of endeavour, as the subject curriculum fails to develop habits of effective broad thinking.

4.5.4 The Integrated Curriculum

An integrated curriculum is one that transcends the boundaries imposed by traditional subjects. It is thought driven and involves the integration of content with skills and processes. The integrated curriculum, in the words of Bishop (1985, p.95), is the "regrouping of ideas and knowledge between subjects and disciplines so as to provide a new and intellectually reputable curriculum". It, therefore, requires accessing knowledge from diverse traditional subjects without labelling them as such. In addition, integrated curriculum adds problem-solving, real-world application and social consciousness to the learning process, making it a more comprehensive way of educating and of learning. Also, integrated curriculum finds justification in the argument the argument that knowledge transmitted through institutionalized education has become so fragmented into the separated subjects; and that though these subjects represent the most efficient and economical manner of transmitting subject matter, they have introduced so much artificial thinking about the world and its environment (Adentwi, 2005).

In the specific case of the Ghanaian Educational system, the Social Studies curriculum at the basic and senior high school levels, avoid labelling knowledge and, more importantly, draws upon learners" own life experiences and backgrounds. This makes learning real for the students and the students and gives them „stake" in the learning. Theorists argue that skills, values and understandings are best taught and assessed within meaningful, „connected" contexts (Murdoch, 1998). Designing curriculum in this way can provide opportunities for students to see or identify „big picture" ideas by transferring knowledge across curriculum areas. Students can then achieve outcomes in meaningful contexts and reflect between their learning and aspects of the real world. Thus, different learning styles and divergent thinking can be

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catered for whilst encouraging students to control their own learning through group or independent activities and tasks.

2.6 Perception about New Curriculum

According to Bello (2009) perception is the process of attaining awareness or understanding of sensory information. Perception is precisely the process of organizing and interpreting the raw data obtained through the senses. Bello"s (2009) definition was based on the theory of organism-environment system. According to the theory, mental activity is activity of the whole organism environment system, and the traditional psychological concepts (like perception) describe only different aspects of organisation of this system as a whole. For adequate perception to occur, the sense organs must be receptive to the stimuli in the environment. Our five senses flood the brain with a constant stream of input, too rich and rapid to be processed in its entirety. The mind has to filter out most of the sensory input and focus attention on only a small fragment.
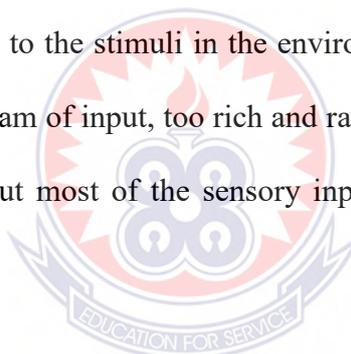
The literature is replete with numerous research evidence by many which state that factors or variables which influence perceptual sets and for that matter perception in the long run include expectations, emotions, motivation and culture among others (Simply Psychology, 2009). It is also a fact that, one"s temperament, socio-economic status, age, religion and political considerations may also be variables worth considering as factors that influence perceptual sets. It is my conviction at this point that the perception teachers have about curriculum may, to a large extent, influence or determine their zeal, approach and effectiveness in going about their teaching. Past experience according to Ashkenazi (2006) plays a crucial role in this filtering process in two different ways. First, it sharpens teachers" perception by offering contextual

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cueing, that is to say, attention is primarily directed to patterns of details that proved to be significant in the past. Ashkenazi (2006) explained that "when crossing a street, we are more likely to notice motion on the road and the sound of a car engine than movement on the sidewalk and the chirping of birds" (p. 4). The second is that it facilitates awareness by „chunking" information. That is grouping the diverse details of perception into familiar units that carry additional meanings, and then processing relations between generalized meaningful units rather than between specific details. In this filtration and meaning construction process, past experience can take the shape of prior beliefs, expectations, conceptions, language and culture, all of which exert a strong influence on how we perceive the world.

According to Bello (2009) the role of past experience in perception has been proven with work of two researchers with men who were blind for a long time due to cataracts and have their eyes restored. Though they had their vision restored they were often confused by the visual input and unable to see the world accurately. This means that without visual experience, the visual system does not develop properly. Hence perception involves more than biological processes of sensation, as a child continue to grow, his sensations are associated with one another and thus meanings are attached to them. This suggests that one"s experience has a part to play in one"s way of perceiving objects and his world. Experience sharpens perception by offering contextual cueing that is directing attention primarily to patterns of details that proved to be significant in the past. Also it facilitates awareness by „Chunking" information grouping the diverse details of perception into familiar units that carry additional meanings.

The fact remains that, the more experience one has, the more details one can perceive and the more comprehensive one"s awareness of his or her situation. As past experiences influence one"s perception, likewise perception of details increases individuals" life experiences. Another study conducted by Thomas (1994) pointed out that quality in relation to implementation of reforms points to the perceptions of the different stakeholders. Innovation proposals must fit to available funds, specific student characteristics, the communities' language patterns, teachers' abilities, parents' expectations, cultural values and many more. Since teachers carry with them the staff of development programs that are very pragmatic in orientation, what they hope to gain through staff development programs must be specific, concrete and practical ideas that directly relate to the day to day operation of their classrooms (Guskey, 1986). Whether or not the standard based curriculum and its accompanying in-service are perceived as specific, concrete and practical may strongly affect the program's implementation. As a result, particular changes, especially complex ones, must struggle through ambivalence before one is sure that the new vision is workable and right (Fullan, 1991).

2.7 Preparation for Implementation

"It is not only the quality a panel of curriculum developers would attribute to the curriculum proposal, but the quality as it is perceived by the relevant actors supposed to implement the curriculum" (Altrichter, 2005, p. 8). Similarly, Fullan"s (1994) study showed that since most innovations in reforms address 'urgent and ambitious needs', it happens that decisions are frequently made without the follow-up or preparation time necessary to generate adequate materials necessary for its implementation. Effective management of education strategies requires accountability, frequent monitoring and measurement. Separate studies accomplished by Sonntag, et al., *(*1998), and

Reinmann-Rothmeier and Mandl (1999) revealed that all serious improvement programs will encounter problems. But, it makes a difference whether innovators are prepared to identify them quickly and develop coping measures or whether they avoid facing them. Thus, self-reflection, self-evaluation and monitoring of both the outcomes and the process of change are essential element of every effective implementation strategy. Monitoring does not just fulfil a „critical function" in identifying problems and failure. Organized effectively, it may provide some emotional support when implementation problems arise and when participants are in danger of falling into the "implementation dip", into the feeling that situational control is lost among changing circumstances and 'everything is getting worse' (Maroun, et al., 2008). Further, effective preparation may give access to good practical ideas which in traditional school cultures too often remain unknown and isolated as individual teachers' knowledge (Altrichter, et al., 1993, cited in Altricher, 2005). Thus, monitoring may fuel or influence the exchange of implementation experience and collaborative planning of next steps by users and curriculum makers (Lütgert & Stephan, 1983).

2.8 Knowledge about Curriculum

Another crucial factor is the innovation's clarity (about goals and means). Clarity about goals and means pertaining to educational change in general and changes in curriculum is a perennial problem (Fullan, 1991). Studies conducted by Altrichter, (2005) and Arnott (1994) stressed that these problems related to clarity can include such things as vague goals or unclear implementation strategies adopted. Commonly policies, and even procedures, are stated at a general level in order to minimize controversy and therefore help ensure adoption. This same vagueness may become an obstacle as implementation proceeds.

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However, a study conducted by Fullan (1991) showed that this may only be because a lack of detailed understanding of the innovation has led to false clarity about implementation of the senior high school Standard Based Curriculum. It is only after working with the innovation over a period of time that teachers come to experience and understand its complexities. Hence, the proposed changes in the curriculum should be clear about ways of doing (i.e. teaching and learning), but not too linear and restricting to advocate just one way of doing it without any other alternatives. In Altrichter"s (2005) study on curriculum implementation, it was found that the need for clarity in teaching and learning has been interpreted as expression of a feeling of role ambiguity in a situation of uncertainty produced by the new challenges of the innovation on one side and by the partly lacking competences of the teacher.

Similarly, Adentwi (2005) noted that "where teachers are not clear about the implementation of purposes of changes being introduced and the means of implementing such changes, it will simply be difficult, even where they are sufficiently motivated, to effect the change" (p. 322). As a result more flexible approach may be appropriate in later phases of implementation when teachers have strengthened their feeling of competence with respect to the innovation (Altrichter, 2005).

2.9 Competencies

Innovation involves a process of re-learning competences and attitudes for the existing personnel. However, in studies conducted by Gruber and Renkl (2000) and Stenhouse (1975) it was seen that whenever relearning is to mean not only acquisition of new verbal power but of new and stabilised skills and action patterns, then

relearning must be based on action and interaction over an extended time span especially when there will be a need for change in subject area.

Maroun, et al. (2008) further argue that teacher quality is an essential element in student learning. Teachers have an important role in assessing students" readiness for schooling and monitoring their progress. Further, teachers occupy a unique stakeholder position; they are not only to deliver the curriculum material to the students and pupils but also represent an important link between the students, the schools, and the parents. Adentwi (2005) in his study attested that teachers and other resource persons needed to ensure holistic implementation of reforms, need to be trained through workshops, in-service education and training programmes to really understand and appreciate the skills, techniques and methods that should be used to effect the desired changes. Thus, since teachers are the most important group of actors that can promote or impede the changes envisaged, it is essential that teachers are adequately prepared and coaxed to win their commitment to the programmes (Dare, 1995).

Studies conducted by Breuer and Höhn (1998), and Reinmann Rothmeier and Mandl (1999) cited in Altrichter (2005) indicated that many attempts at change fail because they underestimate the individual and social energy that is necessary for re-learning. Staff development is too often designed as a one-off initiative at too early a stage of the change process. Pre-implementation training may be helpful for orienting people towards new aims and practices. However, support is most crucial when participants actually try to implement new approaches during implementation, and in particular, during early stages of implementation (Altrichter, 2005). The influence of teachers on student learning comes as a result of the teachers" academic skills, their experience in

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teaching, and their professional development. These have been found to correlate positively and significantly with the achievement of students (Maroun et al., 2008).

However, since no effective strategies are in place to train and retain teachers in Ghana as claimed by Ghartey-Ampiah (2010) in his study, teachers" academic skills are subject to the low-quality conditions that are pervasive in the educational environment. These conditions have been lacking at various levels, creating a vicious cycle (Maroun, et al., 2008). An ominous 2006 report by the UNESCO puts this analysis into perspective: "The future global shortage in teacher quality threatens the goals of education for all … (p. 12)". Hence teachers must be trained not only on the need for changes in education but also the methods or strategies to bring about the desired change (Adentwi, 2005).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the research design, and describes the population, sample and sampling procedure, the instruments for data collection, data collection procedure, data analyses procedure and ethical consideration.

3.1 Research design

The research design considered appropriate for this study is a descriptive survey. Descriptive research is non-experimental, in that it concerns itself with relationships between non-manipulated variables in natural, rather than artificial settings. This is also because the phenomenon or condition(s) already occur(s) or exist(s) and for that matter relevant variables are merely selected and observed for analyses of their status. It may, however, involve hypothesis formulation and testing, as well as logical methods of inductive and deductive reasoning in order to arrive at a generalization.

Again, in order to permit future replication, variables and procedures employed in descriptive studies are described as comprehensively and accurately as possible. It also follows that, in order to estimate and minimize errors, randomization is applied in sampling procedures. This, according to Best & Khan (1989), affords the opportunity to select a sample from the population being studied and then generalized from the sample of the study.

In addition, descriptive survey seeks to find answers to questions through the analysis of relationships between among variables (Fraenkel & Wallen, 2000).This type of research design therefore, seeks to inquire into the status-quo of phenomena without

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any serious manipulation and control of variables. Much effort is directed towards attempting to measure what exists, without necessarily questioning why that is.

3.2 Population

The population for the study is the membership of the academic staff of five primary and kindergarten Schools in the Ketu-North Municipality. These include Kindergarten teachers and primary teachers. The accessible population, which also happened to be the same as the target population, includes all teachers in the five Junior High Schools within the Ketu-North Municipality. The main reason for this is that the total number of the target population was just about the size of the anticipated sample. This will make the survey much more manageable in terms of instrument administration and meticulous data analysis.

3.3 Sample and sampling procedure

A sample size of 50 kindergarten and primary school teachers was selected. The sample was selected through purposive sampling technique. This was preferred to other forms, though it is a non-probability technique because I needed to access teachers who fit a particular profile that will best serve the purpose of the survey. Subjects constituting this sample are therefore selected because of some obvious characteristics (Patton, 2002). Moreover, the entire kindergarten and primary teachers within the selected schools was used without further sampling because their total number was quite manageable for the purposes of a descriptive survey (Fraenkel & Wallen, 2000).

3.4 Instrumentation

In consonance with the purpose of the study, data was collected by the use of a questionnaire. It is effective for securing factual information providing structured often numerical data, being able to administer with or without the presence of the researcher and often being comparatively straight forward to analyse (Fraenkel & Wallen, 2000). The five point Likert-scale type was considered by the researcher because it has the advantage of being relatively easy to develop. It also builds in a degree of sensitivity and differentiation of response while still generating numbers (Cohen et al, 2004). The content validity of the questionnaire was established by submitting the questionnaire to the researchers'' supervisors, for their scrutiny and critique. The need for a pilot-testing of the instrument was needed to establish validity and reliability of the items. The instrument was pilot-tested on six primary teachers at the Weta R.C. Basic School. The pilot-test was essential because it would actually help the researcher to know the internal consistency of the instrument and also help to reshape and restructure the items.

3.5 Data Collection Procedure

After the validation of the questionnaire through consultations with the researcher''s supervisor, as well as pilot-testing, copies of questionnaires were administered to 50 kindergarten and primary school teachers from the five Basic Schools in the Ketu-North Municipality. The researcher personally went to the selected schools, and aided by an introductory letter from his head of department, secured permission to administer the questionnaires. The researcher arranged with respondents and started retrieving the instrument one week after it was administered. The retrieval period, however spanned over one month after the one week of grace period.

3.6 Data Analysis

Responses to the items on the questionnaire were coded and then transferred to a broad sheet, aided by their serial numbers. Mainly, descriptive statistics were used to analyse the data collected. Frequency and percentages in tables were adopted. This was done with the help of Statistical Product for Service Solution (SPSS version 16) spreadsheet.

3.7 Ethical Consideration

A permission letter was collected from the University of Education, Winneba for the administration of questionnaire and the collection of data of the study. Ethically, the questionnaire was always intrusion into the life of the respondent in terms of time taken to complete the instrument and the level of sensitivity and possible invasion of privacy. In the case of the topic under study, because of the sensitive nature of the topic, the researcher seeks the respondents" informed consent and encourages respondents to complete questionnaire even though the decision whether to become involved or to withdraw is entirely theirs. The guarantee of confidentiality, anonymity and non-traceability was also assured.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with the presentation of results and discussion of the data collected.

Descriptive statistics (Frequencies and percentages) was used in analysing the data.

These were presented in tabular, pie charts and bar charts forms. There is general

discussion of the results at the end of each section aimed at answering the research

questions.

Table 1 presents the school of the respondents in the study.

Table 1: Distribution of Respondents by School

School	Frequency	Percent (%)
Weta E. P. Basic School	8	16.0
Afife E. P. Basic School	13	26.0
Agorve Basic School	8	16.0
Weta R. C. Basic School	9	180
Dzodze R. C. Basic School	12	24.0
Total	50	100.0

Source: Field Data (2020)

From Table 1, (26%) were teachers of Afife E.P. Basic School. It was followed by

Dzodze R.C. Basic School with (24.0%), (18.0%) were from Weta R.C. Basic School

while (16.0%) were from Weta E.P. Basic School and (16.0%) were also from

Agorvie Basic School. It can therefore be seen that majority of the respondents

involved in the study were teachers of Afife E.P. Basic School.

4.1 Demographic Characteristics of Respondents

The respondents were asked to indicate their demographic characteristics. These included their gender, age, present rank, years of teaching, class teaching, region, and their professional status.

4.2 Distribution of Respondents by Gender

Table2 presents gender of the respondents involved in the study.

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percent (%)
Male	22	44.0
Female	28	56.0
Total	50	100.0

Source: Field Data (2020)

From Table 2, (56.0%) were females while (44.0%) were males. It is worth noting that more females participated in the study than males.

4.3 Distribution of Respondents by Age

Table 3 presents age of the respondents in the study.

Table 3: Distribution of Respondents by Age

Age	Frequency	Percent (%)
20-25years	5	10.0(%)
26-30years	20	40.0(%)
31-35years	13	26.0(%)
36-40years	8	16.0(%)
40-45years	2	4.0(%)
46-50years	1	2.0(%)
50years and above	1	2.0(%)
Total	50	100.0(%)

Source: Field Data (2020)

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From Table 3, most of the participants were within the ages of 26 to 30 years and the least were within the ages of 46 to 50 years and above.

4.4 Distribution of Respondent by Present Rank

Table 4 presents present rank of the respondents in the study.

Table 4: Distribution of Respondents by present rank

Present Rank	Frequency	Percent (%)
No Rank	5	10.0
Assist Sup	3	6.0
Sup	5	10.0
Senior Sup	27	54.0
Principal Sup	8	16.0
Ass. Director	1	2.0
Other(specify)	1	2.0
Total	50	100.0

Source: Field Data (2020)

From table 4, it can be noted that majority of the respondents representing twenty-five percent (54.0%) were on the rank of Senior Superintendent while the least (2.0%) of them were assistant directors.

4.5 Distribution of Respondent by Years of Teaching

Table 5 presents present years of teaching of the respondents in the study.

Table 5: Distribution of Respondents by years of teaching

Years of teaching	Frequency	Percent (%)
2years or less	13	26.0
3-5years	17	34.0
6-8years	10	20.0
9-12years	7	14.0
13-20years	1	2.0
21years and up	2	4.0
Total	50	100.0

Source: Field Data (2020)

Table 5 revealed the distribution of respondents" years of teaching. Most of the respondents (34.0%) have being in the service for (3-5) years while (26.0%) of the respondents have being teaching for 2 years or less. The least of the respondents (2.0%) have being teaching for 13-20 years.

4.6 Distribution of Respondent by Class of Teaching

Table 6 presents present class of teaching of the respondents in the study.

Table 6: Distribution of Respondents by class of teaching

Class of teaching	Frequency	Percent (%)
KG	14	28.0
B 1/2	10	20.0
B 3/4	13	26.0
B 5/6	13	26.0
Total	50	100.0

Source: Field Data (2020)

The results in table 6 above shows that out of the 50 respondents that participated in the study, (28.0%) are teachers in the KG, (10.0%) teach in Basic 1/2, (26.0%) teach in Basic 3/4 and (26.0%) teach in Basic 5/6.

4.7 Distribution of Respondent by Attendance to GES Organised Training for New Curriculum.

Fig 1 presents the respondents attendance to the GES organised training for the new curriculum.

Figure 1: Distribution of Respondents attendance to the GES organised training for the new curriculum.
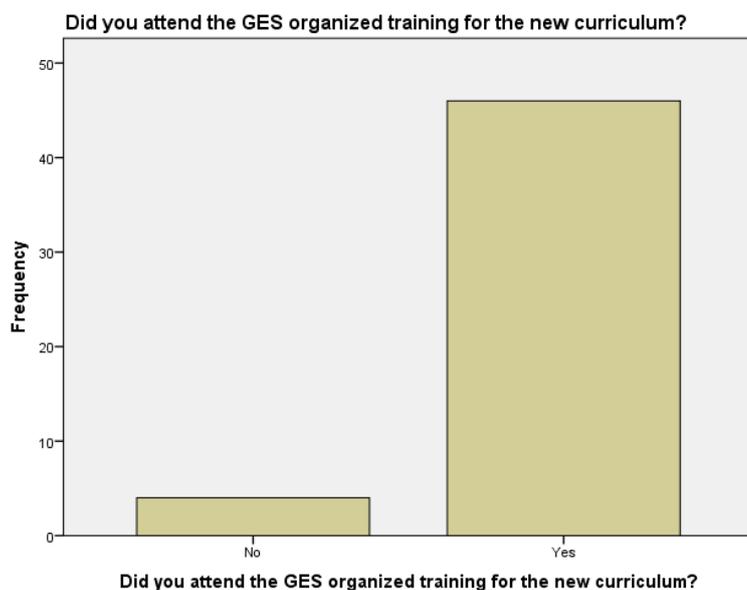
Source: field data (2020)

From the bar chat above, majority of the respondents, 46 constituting 92% attended the GES organised training for the new curriculum against 4 (8%) who did not attend the GES organised training for the new curriculum. It is evident from the above that the majority of the respondents have had training for the new curriculum.

4.8 Distribution of Respondent by Participation in any Training on the New Curriculum besides the Initial Training Organised by GES.

Figure 2 : Distribution of Respondents attendance to any training beside the GES organised training for the new curriculum.

Source: Field data (2020)

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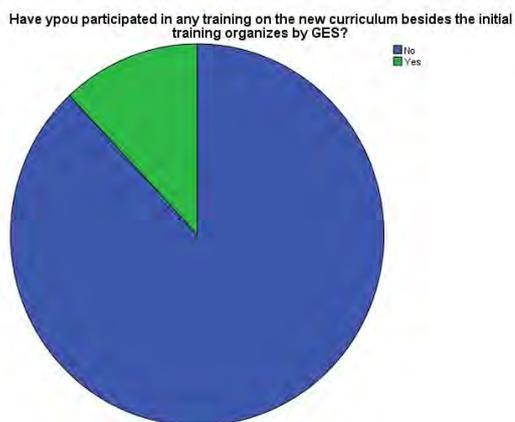
Figure 2 shows that majority of the respondents 44 (88.0%) covering the blue portion of the pie chat, have never participated in any training on the new curriculum besides the initial training organised by GES as against 6 (12%) covering the green portion of the pie chat who have participated in other training courses.

4.9 Research Question One: Perceptions About the New Curriculum

Research question one sought to find out from respondents their perception about the new curriculum. In order to ascertain the needed information, six statements were presented for the respondents to indicate their responses as shown in Table 7.

Table 7: Results of the Analysis of Perception About the new curriculum

Statements	Mean	Std. Deviation
A1. A change in the curriculum is very much needed at this time.	3.34	1.206
A2. The curriculum offers better learning opportunities for learners	3.64	.985
A3. The new curriculum is very well conceptualized and written	3.14	.990
A4. The new curriculum is user friendly and can be implemented with less challenges for the teacher.	2.96	1.324
A5. Learners will be better developed with the new curriculum than they would with the old curriculum.	3.26	1.121
A6. The new curriculum serves the needs of my learners better than the old one.	3.04	1.261
Mean of means/ Average standard deviation	3.23	1.148

Source: field survey (2020)

The results in table 7 shows that a mean score of (3.34) perceived that a change in the curriculum is much needed while (mean=3.64) indicated that the new curriculum offers better learning opportunities for learners. Also, a mean of (3.14) believe that

the new curriculum is very well conceptualised and written. A mean of (3.26) showed that learners will be better developed with the new curriculum than they would with the old curriculum. Few of the respondents (mean=2.96) agree that the new standard based curriculum is user friendly and can be implemented with less challenges.

The table also revealed that, the respondents have positive perception about the new curriculum (mean of means= 3.23, SD=1.15).

4.10 Research Question Two: Preparations for Implementation

Research question two sought to find out from respondents the preparation for the implementation of the new curriculum. In order to ascertain the needed information, nine statements were presented for the respondents to indicate their responses as shown in Table 8.

Table 8: Results of the Analysis of Preparation for the Implementation of the new curriculum

Statements	Mean	Std. Deviation
B1. I have been adequately briefed on the new curriculum.	3.16	1.299
B2. The training I received was enough for me to be able to implement the curriculum.	3.02	2.025
B3. During the training, I was offered the opportunity to really understand the new curriculum.	2.96	1.195
B4. The facilitators were able to whip up my enthusiasm for the new curriculum.	3.16	1.095
B5. Professional learning community (PLC) in my school is helping me understand the curriculum better.	2.78	1.166
B6. Besides PLC, my colleagues have helped me to better understand the curriculum.	3.20	1.262
B7. I have obtained copy(s) of the teacher resource pack.	3.92	1.322
B8. I have read all the relevant portions of the teacher resource pack.	3.52	1.129
B9. My Circuit Supporter (Supervisor) has contributed to my understanding of the new curriculum	2.38	1.227
Mean of means/ Average standard deviation	3.12	

Source: field survey (2020)

Results displayed in table 8 shows that most (mean score of 3.92) of the respondents have obtained copy(s) of the teacher resource pack while (mean=3.52) have read all the relevant portions of the teacher resource pack. When teachers are supported with educative curriculum materials such as well-designed syllabus, they also become accustomed to using such materials to plan and structure student activities. The responses of the majority affirm the assertion of Hewllet Foundation (2008) that well-written textbooks and student"s workbooks play major role in the implementation of the curriculum in our educational system.

Also, they asserted that they have been adequately briefed on the new curriculum (mean=3.16). A mean score of (2.78) gain better understanding of the new curriculum from the Professional Learning Community (PLC) in their schools while (mean=2.38) of the respondents were supported by their Circuit Supporters (supervisors). This confirms Glatthorn et al., (2006) earlier finding that many curriculum projects of excellent quality have not been implemented successfully because they were not supported with the right kind of staff development.

4.11 Research Question Three: Knowledge

Research question three sought to find out from respondents their understanding of key concepts in the new curriculum. In order to ascertain the needed information, nine statements were presented for the respondents to indicate their responses as shown in Table 9.

Table 9: Results of the Analysis of knowledge about the new curriculum

Statements	Mean	Std. Deviation
C1. Key phases of education	3.40	1.010
C2. Key/envisioned competencies	2.98	1.059
C3. School level autonomy and flexibility	3.04	1.160
C4. Cross-cutting issues	2.94	1.077
C5. Content Standards	3.18	1.044
C6. Performance indicators	3.32	1.058
C7. Performance Standards	3.22	1.093
C8. Benchmark	2.80	1.069
C9. Benchmark Test	2.84	1.201
C10. Assessment as learning	3.58	1.126
C11. Grading Scheme	3.20	1.143
C12. Grade Descriptors	2.92	1.209
C13. National Standards Assessment Test	3.10	1.298
C14. Physical and cognitive characteristics of learners I teach	3.34	1.255
C15. Subjects and learning areas of learners I teach.	3.94	.956
C16. Time allocation for the learning areas.	3.52	1.092
C17.Learning philosophy	3.66	.872
C18. Difference between learner-centred pedagogy and teacher-centred pedagogy.	3.54	1.073
C19. Difference between teacher-centred pedagogy and subject-centred pedagogy.	3.56	1.091
Mean of means/ Average standard deviation	3.27	

Source: Field Data (2020)

This research question was posed to all participants to respond in their opinions on how well they would rate their understanding of some aspect of the curriculum. The results show that the respondents had knowledge on the aspects of the curriculum they were ask to rate (mean of means=3.27). The respondents indicated that they understand the key phases of education (mean=3.40). Also, they asserted that they

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understood the subjects and learning areas for the learners they teach (mean=3.94). A mean score of (3.34) also understood the physical and cognitive characteristics of the learners they teach and a mean (3.32) understood performance indicators. This assertion can be seen from the responses given by the respondents in Table 9 thereby affirming the point by Shulman (1987) that effective implementation of curriculum hinges on the competence of the teacher which is based on his/her firm knowledge of the subject matter.

In addition to teachers" academic knowledge and experience, continuous and proper provision of professional support sharpens teachers" skills and knowledge. According to Garet et al. (2002), professional development is essential to improving teacher quality.

4.12 Research Question Four: Competencies

Research question four sought to find out from respondents their readiness for the implementation of the new curriculum. In order to ascertain the needed information, nine statements were presented for the respondents to indicate their responses as shown in Table 10.

Table 10: Results of the Analysis of competencies

Statements	Mean	Std. Deviation
D1. Ability to apply the aims, values and core-competencies of the curriculum in my teaching.	3.64	1.045
D2. Implement the right forms of assessment in my teaching	3.66	1.099
D3. familiarity with scope and sequence of the curricula for the subject/class I teach	3.52	.953
D4. Ability to prepare scheme of learning	3.42	1.012
D5. Ability to prepare daily learning plans using diversified approaches	3.26	1.192
D6. Participation in professional learning community(PLC)	3.20	1.262
Mean of means/ Average standard deviation	3.45	1.023

Source: Field Data (2020)

Table 10 revealed that a mean of (3.64) can apply the aims, values and core-competencies of the curriculum in their teaching while a mean of (3.66) implement the right forms of assessment in their teaching. Also a mean score of (3.52) are familiar with scope and sequence of the curricula for the subject/class they teach and a mean of (3.42) are able to prepare the scheme of learning. The results show that the respondents are competent in the aspect of the curriculum that were given (mean of means=3.45).

The responses support Loucks and Pratt (1979) who were of the conviction that expected changes would only occur when implementers are well trained, informed and prepared for the innovation. Similarly, the respondents confirm the assertion of Rogers and Mahler (1994) who attribute the rejection and failure of most new programmes by teachers to lack of enough information on proposed innovation. There is no doubt that successful implementation of any proposed curriculum would require well-trained and qualified teachers at hand and this could be achieved through proper training (Curtain & Pesola, 1994).

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary

This chapter presents a summary of the research and its findings.

Recommendations to improve implementation of the new standard based curriculum based on the conclusions drawn from the findings of the researcher.

5.1 Overview of the Study

The purpose of this study was to assess teachers" perceptions, knowledge and readiness for the implementation of the new standard based curriculum.

The study specifically investigated teachers" perception, preparation for implementation, competencies and knowledge about the new curriculum. Data were collected from 50 primary and KG teachers from 5 public Junior High Schools in the Ketu-North Municipality. The data were analysed with descriptive statistics (frequencies, percentages, bar charts, pie charts, means and standard deviations).

5.2 Key Findings

1. The finding revealed that, the respondents have positive perception about the new curriculum

2. Inadequate staff development and training programmes for the teachers during the implementation period. The majority of the KG and primary teachers have not had any further training.

3. Majority of KG and primary teachers are competent in the aspect of the curriculum that were given

4. The results from the finding also shows that majority of the respondents had knowledge on the aspects of the curriculum they were ask to rate.

5.3 Conclusions

It is important to note that perceptions are immediate and influential, and for that matter, constructing for oneself the idea that something exists, even though it cannot be perceived, requires drawing on knowledge outside the event itself.

Most of the respondents involved in the study indicated positive perception about the new curriculum. The realization of the essential roles the curriculum plays in the development of the country can be fully achieved if reforms are effectively implemented, monitored and evaluated, and if resources needed for its implementation are efficiently provided to the institutions involved.

5.4 Recommendations

The following recommendations are made based on the findings and conclusions drawn from the study.

1. Successful implementation of any innovation or reform in education greatly depends on proper staff training. It is therefore recommended that subject experts from the various schools and education offices should engage teachers in series of in-service training courses and as well as regular or periodic workshops and seminars for the teachers. Heads of the various KG and primary schools could appeal to their Parent-Teacher Association to raise funds for such important programmes.

2. The positive perceptions K.G. and primary teachers hold about the new standard based curriculum should inspire government and education stakeholders to support with the right kind of staff development. This will contribute to the successful implementation of the curriculum.

3. K.G. and primary teachers are also advised to update their knowledge in the subject from time to time in order to improve their teaching skills.

5.5 Suggestion for Further Research

This research looked at teachers" perceptions, knowledge and readiness for the implementation of the new standard based curriculum in the Ketu-North Municipality in Volta Region. Since Ketu-North Municipality is not representative enough for the entire region or country as a whole, it is suggested that similar research should be carried out in other districts and regions in the country.

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APPENDIX

QUESTIONNAIRE FOR TEACHERS

Dear colleague teacher,

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 teachers" perceptions, knowledge and readiness for the implementation of the new standard based curriculum. You have been selected because you teach with the new standard based curriculum. Your participation involves answering this questionnaire which will require approximately 15minutes of your time. Your honest response to all the questions is very important to this research. I do not expect 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. Your participation is voluntary and you may decide to opt out at any time.

If you have any questions or concerns about this project, you may reach my supervisor who is the principal investigators at adesuafo@gmail.com, 055-597-1000.

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

Part of the study may involve obtaining in-depth information through oral & written interviews. In the event that you are selected for a follow-up interview/ WhatsApp chat, would you be willing to participate?

Yes [   ] Please provide your phone number _____

No [   ]

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

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

X4. How long have you been teaching?

2 years or less [   ]   3-5years [   ] 6 – 8years [   ]   9-12 years [   ]

13- 20years [   ]   21 years & up [   ]

X5. Which class do you teach?

KG [   ]   B1/2 [   ]   B3/4 [   ]   B5/6 [   ]

X6. Region where you currently teach.

Bono [   ] ER[   ] VR[   ] GR[   ] WR[   ]

NR [   ] UE [   ] UW [   ] AS[   ] CR[   ] BE [   ] AR [   ] SR[   ] OR [   ] WN[   ] NE [   ]

X7. Did you attend the GES organized training for the new curriculum?

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Yes [   ]   No [   ]

X8. Have you participated in any training on the new curriculum besides the initial training organized by the GES?

Yes [   ]   No [   ]

Perceptions about the new Curriculum

For each of the following statements, indicate your level of (dis)agreement by

choosing from the options: *Strongly Agree (SA) Agree (A) Not Sure (NS) Disagree*

(D) Strongly Disagree (SD), & checking

(√) in the right box

	Statements	**SA (5)**	**A (4)**	**NS (3)**	**D (2)**	**SD (1)**
A1	A change in the curriculum is very much needed at this time					
A2	The new curriculum offers better learning opportunities for learners					
A3	The new curriculum is very well conceptualized and written					
A4	The new curriculum is user friendly and can be implemented with less challenges for the teacher					
A5	Learners will be better developed with the new curriculum than they would with the old curriculum					
A6	The new curriculum serves the needs of my learners better than the old one					

Preparation for implementation

For each of the following statements, indicate your level of (dis)agreement by

choosing from the options: ***Strongly Agree (SA) Agree (A) Not Sure (NS) Disagree***

(D) Strongly Disagree (SD) *& checking (√) in the right box*

	Statements	SA (5)	A (4)	NS (3)	D (2)	SD (1)
B1	I have been adequately briefed on the new curriculum					
B2	The training I received was enough for me to be able to implement the curriculum					
B3	During the training, I was offered opportunity to really understand the new curriculum					
B4	The facilitators were able to whip up my enthusiasm for the new curriculum					
B5	Professional Learning Community (PLC) in my school is helping me understand the curriculum better					
B6	Besides PLC, my colleagues have helped me to better understand the curriculum					
B7	I have obtained copies(s) of the teacher resource pack					
B8	I have read all the relevant portions of the teacher resource pack					
B9	My circuit supporter (supervisor) has contributed to my understanding of the new curriculum					

Knowledge

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

	In your opinion, how well would you rate your understanding of these aspects of the curriculum	VLE 5	LE 4	M 3	NS 2	NAA 1
C1	Key phases of education					
C2	Key/envisioned competencies					
C3	School level autonomy and flexibility					
C4	Cross-cutting issues					
C5	Content standards					
C6	Performance indicators					
C7	Performance standards					
C8	Benchmarks					
C9	Benchmark test					
C10	Assessment as learning					
C11	Grading scheme					
C12	Grade descriptors					
C13	National Standards Assessment test (NSAT)					
C14	Physical and Cognitive Characteristics of learners I teach					
C15	Subjects and Learning areas for the learners I teach					
C16	Time allocation for the learning areas					
C17	Learning Philosophy					
C18	Difference between learner centred pedagogy and teacher					

	centred pedagogy					
C19	Difference between teacher centred pedagogy and subject centred pedagogy					

Competencies

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

	In your opinion, how well would you rate your competencies in these aspects of the curriculum?	VLE 5	LE 4	M 3	NS 2	NAA 1
D1	Ability to apply the Aims, Values and Core-competencies of the curriculum in my teaching					
D2	Implement the right forms of assessment in my teaching					
D3	Familiarity with scope and sequence of the curricula for the subject/class I teach					
D4	Ability to prepare scheme of learning					
D5	Ability to prepare daily learning plans using diversified approaches					
D6	Participation in Professional Learning Community (PLC)					

Thank you for your time