

UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS INFLUENCING IMPLEMENTATION OF EARLY
CHILDHOOD NEW CURRICULUM IN PUBLIC SCHOOLS AT
BIA-WEST DISTRICT**



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UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS INFLUENCING IMPLEMENTATION OF EARLY CHILDHOOD
NEW CURRICULUM IN PUBLIC SCHOOLS AT BIA-WEST DISTRICT**



**HELENA ODURO
(220034844)**

**A dissertation in the Department of Early Childhood,
Faculty of School Education and Lifelong Learning, Submitted to the School of
Graduate Studies, in partial fulfillment**

**Of the requirements for the award of the degree of
Master of Education
(Early Childhood)
In the University of Education, Winneba**

FEBRUARY, 2024

DECLARATION

Student's Declaration

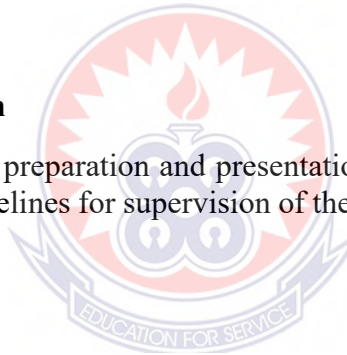
I, **HELENA ODURO**, declare that this thesis, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted either in part or whole for another degree elsewhere.

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: Salome Praise Otami (Ph.D)

Signature.....

Date.....

DEDICATION

The dedication goes to my lovely family.



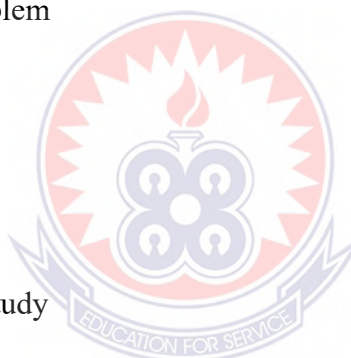
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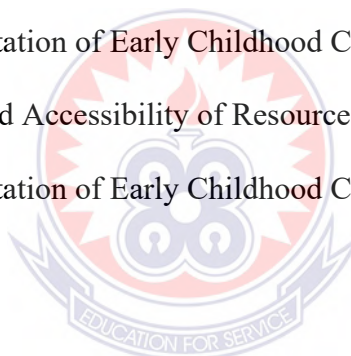
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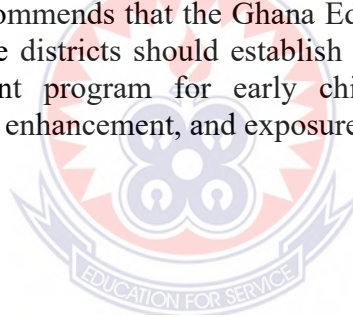
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ABSTRACT

The purpose of this study is to examine the factors influencing the implementation of early childhood curriculum in public basic schools in the Bia-West District. The study adopted quantitative research approach and descriptive survey research design. The study used a sample of 270 early childhood teachers in the district. The population of the study consist of 800 early childhood teachers in Bia-West district. The study employed two-stage sampling techniques procedure. The study first employed cluster sampling where the district was clustered based on the area councils in the district. In the second stage, the study employed a simple random sampling technique to select 45 early childhood teachers from each of the 6 area councils. The study used questionnaire as the main instrument for data collection. Data gathered from the questionnaires were coded, scrutinized and analyzed with the help of Statistical Packages for Social Sciences (SPSS) version 25. The study used descriptive statistics such as frequency counts, tables relative importance index and percentages to analyze the data collected. The study found that regular teacher training opportunities are perceived as highly effective and are ranked as the most crucial factor in successful curriculum implementation. This aligns with the notion that continuous teacher development is essential for improving curriculum delivery. It was also found that availability of adequate teaching resources and materials ranks second in importance. This highlights the importance of having the necessary materials to make the curriculum accessible and engaging. The study recommends that the Ghana Education Service and the Ministry of Education through the districts should establish a comprehensive and sustainable professional development program for early childhood educators, focusing on continuous training, skill enhancement, and exposure to innovative teaching methods.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Early childhood education lays the strong foundation for a child's lifelong learning journey, significantly influencing cognitive, social, and emotional development (Morrison, Woika & Breffni, 2009). The successful implementation of an effective early childhood curriculum is pivotal in ensuring that young learners receive quality education that prepares them for future academic challenges (Odom, Butera Diamond, et al., 2019). The Bia-West District, situated within Western North Region of Ghana, plays a crucial role in shaping the educational experiences of its young population. Understanding the contextual factors and dynamics influencing the successful implementation of early childhood curriculum in this district is paramount for educational policymakers, practitioners, and researchers. The implementation of early childhood curriculum in public basic schools plays a crucial role in providing a strong foundation for children's holistic development (Osei-Poku & Gyekye-Ampofo, 2017). In the context of the Bia-West District, it is essential to understand the factors that influence the successful implementation of early childhood curriculum. Identifying these factors can help policymakers, educators, and stakeholders make informed decisions and develop strategies to enhance the implementation process.

Several scholarly inquiries (McLachlan, Flear & Edwards, 2018; Villegas, Sutter, Koester & Fiese, 2021; Odom, Fleming, Diamond, et al., 2010) have underscored the critical significance of diverse factors in the successful implementation of early childhood curriculum. Government policies and support stand out as indispensable elements in creating an enabling environment for curriculum implementation (Smith,

2017). Adequate funding, judicious resource allocation, and well-defined policy directives are the linchpins for ensuring the effective execution of the curriculum in public basic schools (Johnson, 2019). Equally pivotal is the role of teacher training and professional development, which have been identified as paramount factors. Teachers, equipped with specialized training and ongoing development, are better positioned to deliver engaging and developmentally appropriate learning experiences (Rushton & Larkin, 2001; Roehrig, Kruse & Kern, 2007).

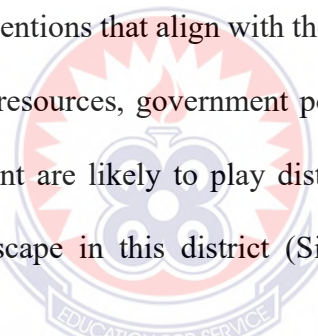
Moreover, the availability of appropriate teaching resources and materials emerges as a significant factor influencing curriculum implementation. A dearth of resources, ranging from age-appropriate books to learning aids and technology, can impede effective teaching and hinder the creation of enriching learning environments (Mubashar, Hashmi & Altaf, 2020). The urgency of this study is heightened by the understanding that early childhood education profoundly shapes cognitive, social, emotional, and physical development during a period of rapid brain development (Shonkoff, Phillips & National Research Council 2000).

The context of the Bia-West District introduces specific challenges and opportunities, making it a unique focus of investigation. Government policies and support, teacher training programs, resource availability, community engagement, infrastructure, and the learning environment collectively form a complex tapestry influencing curriculum implementation. Understanding the interplay of these elements within the distinct socio-cultural context of the Bia-West District is crucial for developing tailored interventions that resonate with the local needs and challenges.

Globally, there is a growing recognition of the significance of early childhood education in fostering holistic child development (Parker & Thomsen, 2019). Studies (Parker &

Thomsen, 2019; Burger, 2015; Siraj, Kingston & Neilsen-Hewett, 2019; Tatto, 2015) consistently emphasizes the importance of well-designed curriculum frameworks, qualified educators, appropriate teaching resources, and supportive policies in enhancing the quality of early childhood education. While the literature provides a theoretical foundation, the unique context of the Bia-West District warrants a dedicated investigation to identify the specific factors influencing the successful implementation of the early childhood curriculum in public basic schools.

The Bia-West District is characterized by its diverse socioeconomic and cultural landscape, which can significantly impact the educational experiences of young learners. Understanding the local nuances, challenges, and opportunities is essential for tailoring educational interventions that align with the specific needs of the community. Factors such as access to resources, government policies, teacher training programs, and community engagement are likely to play distinctive roles in shaping the early childhood education landscape in this district (Siraj, Kingston & Neilsen-Hewett, 2019).

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with rays emanating from a central point. Below the sunburst, there is a banner with the motto "EDUCATION FOR SERVICE". The entire emblem is surrounded by a decorative border.

The motivation behind undertaking this study is rooted in a commitment to ensuring equitable and high-quality early childhood education in the Bia-West District. While existing literature provides valuable theoretical insights, the specificities of this district demand a dedicated exploration. The overarching goal is to unearth the unique challenges and opportunities that influence the successful implementation of the early childhood curriculum. By doing so, the study aspires to contribute actionable insights that can inform policy decisions, enhance educational practices, and ultimately improve the learning experiences of young children in the Bia-West District.

As an advocate for inclusive and effective education, the researcher is motivated by the belief that a thorough understanding of the local dynamics is pivotal for driving positive change. The study aims to bridge the gap between theoretical frameworks and on-the-ground realities, offering a nuanced perspective that can guide strategic interventions. The goal is not merely academic; it is deeply embedded in the desire to foster an educational environment where every child in the Bia-West District has access to a well-implemented, enriching early childhood curriculum.

1.2 Statement of the Problem

Despite the recognized importance of early childhood education and the implementation of an effective curriculum, there remain challenges in ensuring successful curriculum implementation in public basic schools, particularly in specific districts such as the Bia-West District (Fentaw, 2023; Mukiti, 2016). Several factors influence the implementation process, and it is crucial to identify and understand these factors to address the gaps and enhance the quality of early childhood education in the district.

Government policies and support are crucial for effective curriculum implementation (Chan, 2012). However, the extent to which government policies and support are in place to facilitate the implementation of the early childhood curriculum in the Bia-West District remains unclear. A lack of clear policy directives, inadequate funding, and limited resource allocation may hinder the implementation process and affect the quality of early childhood education (Nafungo, 2015; Mtshali, 2015).

Teacher training and professional development are essential for successful curriculum implementation (Chan, 2010). However, there is a need to assess the availability and quality of training and professional development opportunities for teachers in the Bia-

West District. Insufficient access to training programs, limited opportunities for skill enhancement, and inadequate support for teachers may hamper their ability to effectively deliver the curriculum and support children's holistic development.

The availability of resources and materials is another critical factor influencing curriculum implementation (UNESCO, 2015). It is important to investigate the adequacy and accessibility of resources and materials in the public basic schools of the Bia-West District. Insufficient availability of age-appropriate books, learning aids, and play equipment may impede effective teaching and learning experiences, affecting the overall implementation of the early childhood curriculum.

Community engagement and support play a significant role in curriculum implementation (Onyango, 2015). However, the level of community engagement and support within the Bia-West District requires examination. Limited community involvement, lack of parental participation, and minimal collaboration with teachers may hinder the implementation process and diminish the impact of early childhood education on children's development.

Infrastructure and learning environment are influential factors in curriculum implementation (Siraj-Blatchford et al., 2002). It is important to assess the adequacy of infrastructure, such as classrooms, playgrounds, and sanitation facilities, in the public basic schools of the Bia-West District. Inadequate facilities, unsafe learning environments, and lack of essential amenities can affect the overall learning experience and hinder effective curriculum implementation.

Therefore, the problem addressed in this study revolves around the factors influencing the implementation of early childhood curriculum in public basic schools in the Bia-West District. By investigating the government policies and support, teacher training

and professional development, availability of resources and materials, community engagement and support, as well as infrastructure and learning environment, this study aims to identify the specific challenges and gaps that need to be addressed to enhance the implementation of the early childhood curriculum and improve the quality of early childhood education in the district.

1.3 Purpose of the Study

The purpose of this study was to examine the factors influencing the implementation of early childhood curriculum in public basic schools in the Bia-West District.

1.4 Research Objectives

The research objectives of this study are as follows:

1. identify the key factors influencing the successful implementation of early childhood curriculum in public basic schools in the Bia-West District.
2. examine the impact of government policies and support on the implementation of early childhood curriculum in the Bia-West District.
3. assess the availability and quality of teacher training and professional development opportunities for early childhood educators in the Bia-West District.
4. evaluate the adequacy and accessibility of resources and materials necessary for the implementation of early childhood curriculum in public basic schools of the Bia-West District.

1.5 Research Questions

The following research questions guided the study:

1. What are the key factors that influence the successful implementation of early childhood curriculum in public basic schools in the Bia-West District?

2. How do government policies and support impact the implementation of early childhood curriculum in the Bia-West District?
3. What is the availability and quality of teacher training and professional development opportunities for early childhood educators in the Bia-West District?
4. What is the adequacy and accessibility of resources and materials necessary for the implementation of early childhood curriculum in public basic schools of the Bia-West District?

1.6 Significance of the Study

This study holds several significant implications for various stakeholders involved in early childhood education in the Bia-West District and beyond. The findings of this study can contribute to the improvement of curriculum implementation practices and enhance the quality of early childhood education in the district.

Overall, this study's significance lies in its potential to inform policy development, enhance teacher professional development, improve resource allocation, promote community engagement, and guide infrastructure development. By addressing the factors influencing the implementation of early childhood curriculum, the study aims to contribute to the provision of high-quality early childhood education experiences in the Bia-West District, ultimately benefiting the young children and their holistic development.

1.7 Delimitations

This study focuses specifically on the factors influencing the implementation of early childhood curriculum in public basic schools within the Bia-West District. Geographically, the study is limited to the Bia-West District, and the findings may not be directly applicable to other districts or regions. The unique characteristics, resources,

and challenges of the Bia-West District will be the primary focus of the study. The study concentrates on public basic schools, excluding private schools or other early childhood education settings. Private schools may have different contexts, resources, and implementation practices that could impact curriculum implementation differently. Therefore, this study will not consider private schools within the Bia-West District.

The study specifically focuses on the implementation of early childhood curriculum in public basic schools. Other aspects of early childhood education, such as assessment practices, pedagogical approaches, or parent involvement, will not be the main focus of this study, although they may indirectly influence curriculum implementation.

The study is subject to time constraints, and the data collection and analysis will be conducted within a specific timeframe. The timeframe may limit the scope and depth of the study, and it may not capture long-term or evolving factors that could influence curriculum implementation over time. The study will be conducted in a specific language (e.g., English), and any relevant literature, interviews, or documents that are not available or accessible in the chosen language may not be included in the study, potentially limiting the range of information considered.

1.8 Limitations of the Study

One significant challenge encountered during this research was the constraint of time. Conducting a comprehensive study involving data collection from a vast number of teachers in the Bia-West district within a limited timeframe was a demanding task. The research had to adhere to project deadlines, and this temporal restriction impacted the depth and breadth of data collection. The research involved collecting data from a considerable number of teachers. This large sample size posed challenges in terms of recruitment, survey distribution, and data management. The scale of data collection

required meticulous planning and execution to ensure data accuracy and completeness. The study's geographical scope, which encompassed the entire Bia-West district, presented logistical challenges. Coordinating data collection efforts across a diverse urban area demanded significant organizational and resource allocation. To enhance the generalizability of findings, future research could include a more diverse and extensive sample from various regions.

This study primarily relies on quantitative data, which may not fully capture the richness and nuances of the factors influencing early childhood curriculum implementation. Future research could incorporate more qualitative methods to gain a deeper understanding of the experiences and perceptions of educators, parents, and other stakeholders.

1.9 Operational Definition of Terms

Teaching Resources and Materials: Tangible items and educational aids utilized by teachers to facilitate and support the delivery of the curriculum, including books, learning tools, play equipment, and technology.

Teacher Qualifications and Experience: The educational background, certifications, and practical knowledge possessed by teachers, along with their years of teaching experience.

Professional Development: This refers to a continuous and intentional process of acquiring, enhancing, and refining the knowledge, skills, competencies, and attitudes necessary for professional growth and effectiveness in a specific occupation or field. It involves planned activities, experiences, and learning opportunities designed to empower individuals to stay current with industry trends, improve their job performance, and contribute meaningfully to their professional roles.

Curriculum: In the context of this study, curriculum refers to the comprehensive and structured plan that encompasses educational content, instructional strategies, learning objectives, and assessment methods designed to guide and facilitate the teaching and learning processes in early childhood education.

Curriculum Flexibility and Adaptability: The capacity of the curriculum to accommodate changes and address emerging educational needs for diverse learners.

Parental Involvement: The degree and nature of active participation and support from parents or guardians in school activities and their child's educational journey.

1.9 Organization of the Study

The study was organized under five chapters. Chapter one dealt with the introduction to the study. These included background of the study, research problem, objectives of the study, research questions, significance of the study, scope of the study and organization of the study. Chapter two covers the review of relevant literature for the study. Chapter three highlights the research methodology adopted for the study. This includes the research philosophy, research approach research design, target population, sample and sampling techniques, data collection procedures, instruments, data analysis procedures and ethical considerations. Chapter Four dealt with the data analysis and presentation of results. Chapter five deals with the summary of findings, conclusion, and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter reviews related literature under the following sub-headings

- Theoretical Framework
 - System Theory
 - Social-Ecological System Theory
- Conceptual Framework
- Empirical Review

2.1 Theoretical Framework

The study is underpinned by the system theory and the ecological systems theory. By employing these theoretical frameworks, this study aims to provide a comprehensive understanding of the factors influencing the implementation of early childhood curriculum. These frameworks guide the examination of the complex interactions between government policies, teacher training, resources, community engagement, and infrastructure, and their impact on curriculum implementation in the specific context of public basic schools in the Bia-West District. These theoretical frameworks provide a foundation for examining the interplay between various factors and their impact on curriculum implementation:

2.1.1 Systems Theory

The Systems Theory, as applied in various disciplines including ecology, psychology, and education, was notably propounded by Ludwig von Bertalanffy in the mid-20th century. He introduced the theory in the mid-20th century. The specific year associated with the formalization of General Systems Theory is often cited as 1968 when

Bertalanffy published his work titled "General System Theory: Foundations, Development, Applications." Systems theory posits that educational systems are complex, interconnected entities with multiple components that influence each other (Bronfenbrenner, 1979). In the context of this study, the public basic schools within the Bia-West District can be viewed as educational systems. This framework recognizes the interdependence of factors such as government policies, teacher training, resources, community engagement, and infrastructure, and how they collectively shape the implementation of early childhood curriculum.

Systems Theory emphasizes that educational systems, such as public basic schools, are complex and interconnected entities with multiple components that influence each other (Bronfenbrenner, 1979). In the context of this study, the public basic schools within the Bia-West District can be viewed as educational systems. By applying Systems Theory, we can recognize the interdependence and interactions between various factors, including government policies, teacher training, resources, community engagement, and infrastructure, and understand how they collectively shape the implementation of early childhood curriculum.

Government policies play a significant role in influencing curriculum implementation in educational systems. Policies define the goals, objectives, and guidelines for early childhood education. They provide the overarching framework within which schools operate, and their implementation impacts various aspects of curriculum delivery (Palestina, Pangan & Ancho, 2020). For example, policies may determine the curriculum content, assessment methods, and standards for early childhood education. The interplay between government policies and curriculum implementation is a crucial aspect to explore within the Systems Theory framework (Pratt, 1978).

Teacher training and professional development are also interconnected factors within the educational system that influence curriculum implementation. Well-trained and qualified teachers possess the knowledge and skills necessary to effectively deliver the curriculum (Penuel, Fishman, Yamaguchi & Gallagher, 2007). Training programs and professional development initiatives equip teachers with pedagogical strategies, curriculum planning techniques, and assessment methods. The quality of teacher training impacts their ability to implement the curriculum effectively and provide optimal learning experiences for children (Palestina, Pangan & Ancho, 2020).

The availability of resources and materials is another component influenced by Systems Theory. Resources such as age-appropriate books, learning aids, and play equipment are essential for implementing the curriculum (Ndlovu & Khoza, 2020). Insufficient resources can impede effective teaching and learning experiences. Within the Systems Theory framework, resource availability is recognized as an interconnected factor that impacts the overall implementation of early childhood curriculum (Dracup, Austin & King, 2020).

Community engagement is another vital component within the educational system. The involvement and support of parents, guardians, and the broader community contribute to curriculum implementation (Elliott & Davis, 2020). Active engagement with the community can foster a positive learning environment, encourage parental involvement, and create collaborative partnerships between schools and families. The support and participation of the community are interdependent factors that shape the implementation of early childhood curriculum (Pratt, 1978).

Lastly, infrastructure and the learning environment are interconnected components within the educational system. Adequate infrastructure, including well-designed

classrooms, safe playgrounds, and appropriate sanitation facilities, are crucial for creating a conducive learning environment (Pillay & Shipalana, 2023). The physical environment directly affects children's engagement, exploration, and overall development. Thus, infrastructure is an interconnected factor that plays a role in curriculum implementation (Barrett, Treves, Shmis & Ambasz, 2019).

By applying Systems Theory, this study recognizes the complex interactions and interdependence of government policies, teacher training, resources, community engagement, and infrastructure within the educational system that influences the implementation of the curriculum. Understanding how these components influence each other and collectively shape the implementation of early childhood curriculum is essential for identifying areas of improvement and promoting effective curriculum delivery in public basic schools within the Bia-West District.

2.1.2 Social-Ecological Systems Theory

The Social-Ecological Systems (SES) Theory is a framework that integrates social and ecological systems to understand the interactions between them. It doesn't have a single originator like some other theories but has evolved through the contributions of multiple scholars over time. Elinor Ostrom, a political economist, made significant contributions to the development of the SES framework in the late 20th century (Partelow, 2018). She was awarded the Nobel Prize in Economic Sciences in 2009 for her work, which included research on common-pool resources and governance systems. While Ostrom wasn't the sole originator of the SES framework, her work and collaborations with other scholars have been instrumental in shaping this theory. The development of the SES framework has been ongoing, and it draws on the works of various researchers across disciplines. It does not have a single founding year or a specific originator (Partelow, 2018).

Social-ecological Systems Theory emphasizes the dynamic interactions between individuals, their immediate environments, and the broader societal context (McLeroy et al., 1988). This framework is highly relevant for understanding the impact of multiple levels of the educational ecosystem on curriculum implementation in public basic schools within the Bia-West District. Social-ecological Systems Theory acknowledges the influence of various levels, including the individual, microsystem, mesosystem, and macrosystem, on curriculum implementation.

At the individual level, teachers and parents play key roles in curriculum implementation. Teachers are responsible for delivering the curriculum effectively, adapting it to meet the needs of individual children, and creating engaging learning experiences (Preiser, Biggs, De Vos & Folke, 2018). Parents, as primary caregivers, also influence curriculum implementation through their involvement in their children's education and their support of the curriculum at home. Understanding the interactions and dynamics between teachers, parents, and individual students is crucial for comprehending the influence of the individual level on curriculum implementation.

The microsystem level consists of the immediate environments in which curriculum implementation takes place, such as schools and communities. Schools are the primary setting where curriculum implementation occurs, and their organizational structures, leadership styles, and cultures can impact the implementation process (Krasny & Roth, 2013). Community factors, including local customs, values, and resources, also influence curriculum implementation. Social-ecological Systems Theory helps to understand how the microsystem level factors interact and shape curriculum implementation within public basic schools in the Bia-West District.

The mesosystem level represents the interactions between different microsystems. In the context of this study, the mesosystem refers to the interactions between schools, families, and the broader community (Trach, Lee & Hymel, 2018). Effective collaboration and communication between these microsystems can enhance curriculum implementation. For instance, alignment between home and school practices, mutual support, and shared understanding of curriculum goals can positively influence implementation. Understanding the mesosystem level dynamics is important for examining the relationships and interactions between different stakeholders and their impact on curriculum implementation (MacGregor, Malin & Farley-Ripple, 2022).

The macrosystem level encompasses the broader societal context, including government policies, societal norms, and cultural values. Government policies, such as curriculum guidelines and regulations, directly influence curriculum implementation in public basic schools (Ramaswami, Weible, Main, et al., 2012). Societal norms and cultural values can shape expectations regarding early childhood education and influence the approaches taken in implementing the curriculum. Social-ecological Systems Theory helps to explore how the macrosystem level factors impact curriculum implementation within the Bia-West District.

By applying Social-ecological Systems Theory, this study recognizes the dynamic interactions and interdependence between individuals, their immediate environments, and the broader societal context. It enables an understanding of how different levels, including the individual, microsystem, mesosystem, and macrosystem, influence curriculum implementation in public basic schools. This perspective is vital for comprehending the multifaceted nature of curriculum implementation and its context-specific nuances within the Bia-West District.

2.2 Conceptual Framework

In this section, key theoretical perspectives and conceptual models relevant to the study will be elucidated. The conceptual framework provides a roadmap for understanding the intricate relationships between the variables under investigation, offering a theoretical foundation for interpreting findings and deriving meaningful conclusions. By delving into established theories and frameworks, this study seeks to build a robust conceptual structure that aligns with the complexities of early childhood curriculum implementation, encompassing factors such as teacher training, government policies, resources, and community involvement. The integration of these theoretical perspectives aims to offer a comprehensive understanding of the dynamics influencing the successful implementation of early childhood curriculum in the unique context of the Bia-West District.

Independent Variables

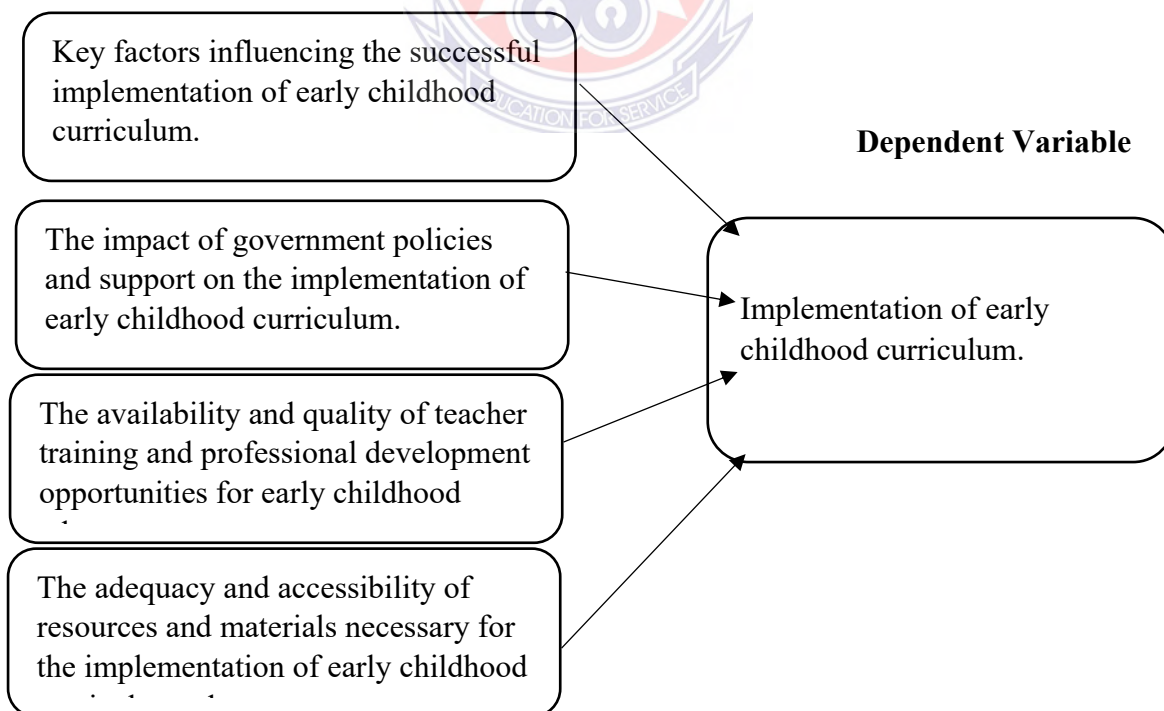


Figure 2.1: Conceptual Framework

Source: Author's Construct

The conceptual framework outlines the relationships between independent variables, which are key factors influencing the successful implementation of early childhood curriculum, and the dependent variable, which is the implementation of early childhood curriculum. The framework also includes specific dimensions of these key factors: the impact of government policies and support, the availability and quality of teacher training and professional development opportunities, and the adequacy and accessibility of resources and materials.

Key Factors Influencing the Successful Implementation of Early Childhood Curriculum.

This independent variable represents a range of factors that are hypothesized to influence the successful implementation of early childhood curriculum. These factors may include teacher qualifications, teaching resources, community engagement, and other elements crucial for effective curriculum delivery.

The Impact of Government Policies and Support

This dimension of key factors explores the influence of government policies and support on the implementation of early childhood curriculum. It encompasses aspects such as policy clarity, funding adequacy, inclusivity, regular evaluation, and addressing unique needs. Government policies and support are expected to shape the overall environment for curriculum implementation.

The Availability and Quality of Teacher Training and Professional Development Opportunities

This dimension focuses on the influence of teacher training and professional development opportunities on curriculum implementation. It considers factors such as the relevance of training programs, accessibility of professional development, and

ongoing support for educators. The assumption is that well-trained and professionally developed teachers contribute to successful curriculum implementation.

The Adequacy and Accessibility of Resources and Materials Necessary for Implementation

This dimension explores how the adequacy and accessibility of resources and materials impact the successful implementation of early childhood curriculum. It includes factors such as the availability of teaching materials, technology tools, a safe learning environment, and specialized resources for diverse learning needs. Sufficient and accessible resources are expected to support effective curriculum delivery.

Implementation of Early Childhood Curriculum

This is the outcome variable, representing the successful execution of early childhood curriculum in public basic schools. The degree of implementation is influenced by the interplay of the identified key factors. A well-implemented curriculum is expected when there is a positive influence from government policies, effective teacher training, and adequate availability of resources and materials.

The mechanism through which the independent variables affect the dependent variable is based on the premise that these key factors collectively contribute to a conducive environment for successful curriculum implementation. For instance: Clear policies and adequate funding create an enabling environment for schools to implement the curriculum effectively. Well-trained teachers equipped with relevant skills are more likely to implement the curriculum successfully. Access to adequate and quality resources ensures that teachers have the tools needed for effective curriculum delivery. The combined effect of these factors, including community engagement, teacher

qualifications, and teaching resources, shapes the overall success of curriculum implementation.

In essence, the conceptual framework posits that the identified independent variables, when positively influenced, collectively contribute to a conducive context for the successful implementation of early childhood curriculum in the Bia-West District.

2.3 Empirical Review

This section reviews existing literature on the on factors influencing the implementation of early childhood new curriculum. The review is done in line with the objectives of the study.

The Key Factors Influencing Successful Implementation of Early Childhood Curriculum

The successful implementation of early childhood curriculum is a multifaceted process influenced by various interconnected factors. This review explores key findings and insights from recent research, shedding light on the factors that significantly impact the effectiveness of early childhood curriculum implementation.

Teacher Training and Professional Development

Research consistently highlights the pivotal role of teacher training and continuous professional development in successful curriculum implementation. Teachers equipped with the necessary knowledge and skills foster an enriching learning environment for young children. Ongoing training ensures educators stay abreast of best practices, aligning their teaching methods with the evolving landscape of early childhood education (Chaudhary, 2015; Roehrig, Kruse & Kern, 2007).

The role of teacher training is crucial in ensuring effective early childhood curriculum delivery in Ghana. Well-trained teachers possess the knowledge, skills, and pedagogical strategies necessary to implement the curriculum in a meaningful and impactful way. Several studies have highlighted the significance of teacher training in early childhood education: Afaglo and Elavie (2015) conducted a study in the Adentan Municipality of Ghana, examining the professional development needs of early childhood teachers. The study emphasized the importance of teacher training in enhancing the quality of early childhood education. Findings revealed that teachers who received comprehensive and ongoing professional development were better equipped to implement the curriculum effectively and provide quality learning experiences for children.

In another study, Attimu-Eshun, Baah, Donkor & Anytime (2022) explored the role of teacher training in early childhood education in Ghana. The researchers highlighted the positive impact of teacher training on curriculum implementation and learning outcomes. They found that teachers who had received specialized training in early childhood education were more knowledgeable about child development, instructional strategies, and assessment practices, leading to improved curriculum delivery and enhanced learning experiences for children.

A study by Avosa (2022) examined the influence of teacher training on the quality of early childhood education programs in Ghana. The study emphasized that teachers who had undergone formal training in early childhood education had a better understanding of curriculum goals, content, and pedagogical approaches. They were more effective in creating stimulating learning environments, facilitating child-centered activities, and promoting children's overall development. The Ghana Education Service (GES) recognizes the importance of teacher training in early childhood education. The GES

has developed professional development programs, such as the In-Service Teacher Training Program (INSET) and the Early Childhood Development (ECD) Program, to enhance teachers' knowledge and skills in curriculum implementation (GES, 2014). These training programs focus on various aspects of early childhood education, including curriculum content, instructional strategies, assessment practices, and classroom management techniques.

Effective teacher training programs in early childhood education provide opportunities for teachers to acquire knowledge about child development, curriculum content, and appropriate teaching strategies. They also focus on fostering positive relationships with children, creating supportive learning environments, and promoting active engagement and participation (Afaglo & Elavie, 2015). Continuous professional development ensures that teachers stay updated with current research and best practices in early childhood education, enabling them to adapt and improve their instructional practices over time. The role of teacher training is crucial in ensuring effective early childhood curriculum delivery in Ghana. Research has consistently highlighted the significance of well-trained teachers who possess the knowledge, skills, and pedagogical strategies necessary for successful curriculum implementation. Several studies have examined the role of teacher training in early childhood education in Ghana, shedding light on its impact on curriculum delivery.

Teacher training programs play a fundamental role in equipping educators with the necessary knowledge and skills to implement the curriculum effectively. Adequate training ensures that teachers have a deep understanding of the curriculum goals, content areas, and pedagogical approaches (Afaglo & Elavie, 2015). It enables teachers to apply appropriate teaching strategies, create engaging learning experiences, and support children's holistic development.

Furthermore, teacher training programs enhance educators' understanding of child development theories and the unique characteristics and needs of young children. This knowledge enables teachers to design age-appropriate and culturally responsive learning experiences that meet the diverse needs of children (Ackah-Jnr & Udah, 2021). Teachers who are trained in child development theories can effectively scaffold children's learning, promote their social-emotional development, and create supportive and inclusive learning environments.

Research has demonstrated that ongoing professional development is crucial to enhance the effectiveness of teachers in curriculum delivery. Continuous training and professional development opportunities provide teachers with opportunities to update their knowledge, learn about emerging research and best practices, and refine their teaching skills (Afaaglo & Elavie, 2015). Effective professional development programs focus on areas such as curriculum content, instructional strategies, assessment methods, and classroom management techniques. By engaging in professional development, teachers are better equipped to implement the curriculum in a meaningful and impactful way. Moreover, teacher training programs can also promote the use of child-centered and play-based pedagogical approaches. Studies have shown that these approaches are highly beneficial for young children's learning and development (Ackah-Jnr, 2020; Odoom, Opoku & Ntiakoh-Ayipah, 2016). Well-trained teachers understand the importance of active engagement, hands-on experiences, and social interaction in facilitating children's learning. They can effectively plan and implement play-based activities that foster children's curiosity, problem-solving skills, and creativity.

In conclusion, teacher training plays a vital role in effective early childhood curriculum delivery in Ghana. Well-trained teachers possess the knowledge, skills, and pedagogical strategies necessary to implement the curriculum in a meaningful and

impactful way. Ongoing professional development opportunities further enhance teachers' effectiveness in curriculum delivery. By equipping teachers with the necessary knowledge and skills, teacher training programs contribute to improving the quality of early childhood education and promoting positive learning outcomes for young children in Ghana.

Teaching Resources and Materials (TRM)

The availability and adequacy of teaching resources emerge as a critical factor influencing curriculum implementation. Age-appropriate books, learning aids, play equipment, and technology contribute to creating engaging and effective learning environments. The absence of these resources may hinder teachers' ability to deliver the curriculum and provide rich learning experiences (Onyango, 2015). The presence of an array of teaching resources is crucial for creating a vibrant and stimulating learning environment for young learners. Age-appropriate books, educational toys, visual aids, and manipulatives contribute to the diversity of instructional approaches. A study by Onyango (2015) emphasizes that a sufficient quantity of these resources is associated with positive learning outcomes. Availability extends beyond mere access; it encompasses the adequacy and variety of resources to cater to the diverse needs and learning styles of children.

The appropriateness of teaching materials is intertwined with the developmental stage and individual needs of early learners. Materials should align with the curriculum objectives, ensuring that they are relevant and conducive to the learning goals. Age-appropriate materials contribute to the engagement and comprehension of young children, facilitating a seamless connection between curriculum content and instructional aids. Nafungo (2015). asserts that inappropriate or mismatched materials may hinder effective teaching and impede the achievement of learning outcomes.

In the contemporary educational landscape, the integration of technology into teaching resources has gained prominence. Interactive whiteboards, educational apps, and digital tools offer innovative ways to enhance the curriculum. Access to technology tools not only aligns with the evolving nature of education but also equips young learners with essential digital literacy skills. The study by UNESCO (2015) underscores the importance of evaluating the availability and impact of technology in early childhood classrooms. Teaching resources should reflect diversity and inclusivity, considering the varied backgrounds, cultures, and abilities of early learners. Materials that represent diverse perspectives contribute to a more inclusive learning environment, fostering a sense of belonging among children. The study by Ntumi (2016) highlights the importance of resources that reflect the cultural richness of the student population, promoting understanding and acceptance.

The incorporation of hands-on and experiential learning materials is essential for early childhood education. Play-based materials, science kits, and art supplies contribute to the holistic development of children. Dedicated spaces for hands-on activities and the availability of materials that encourage exploration and creativity align with the nature of early childhood learning. This is emphasized by research indicating that practical and experiential learning is integral to early childhood education (Abdullahi, 2019). The autonomy of teachers in selecting and customizing resources is a key aspect. Educators should have the flexibility to adapt materials to meet the unique needs of their students. Additionally, fostering a culture of collaboration among educators enhances resource sharing and promotes creativity in resource development. This aligns with research suggesting that teacher agency and collaboration positively impact the quality of education (Onyango, 2015; Clayback, Williford & Vitiello, 2023).

Teaching resources and materials emerge as a linchpin in the successful implementation of early childhood curriculum. The availability, appropriateness, and diversity of these materials contribute to creating an enriching and inclusive learning environment. The integration of technology, consideration of diversity, and emphasis on hands-on learning materials underscore the evolving nature of early childhood education. Ensuring teacher autonomy and fostering collaboration further enhance the dynamic role of teaching resources in shaping the foundation for lifelong learning.

Teacher Qualifications and Experience

Teacher qualifications and experience are pivotal elements that significantly influence the successful implementation of early childhood curriculum. The competence, knowledge, and experience of educators play a critical role in shaping the learning experiences of young children. This comprehensive exploration delves into the multifaceted aspects of teacher qualifications and experience and their profound impact on curriculum implementation.

The qualifications of early childhood educators are foundational to effective curriculum implementation. Specialized training in early childhood education equips teachers with the theoretical framework and pedagogical strategies essential for working with young learners. Teachers with specific qualifications in early childhood education are more likely to possess a deep understanding of child development, age-appropriate instructional methods, and strategies for creating a nurturing learning environment (Wang & Cheng, 2009). Research indicates that such specialized training is associated with improved teaching practices and positive outcomes for children. The dynamic nature of education necessitates continuous professional development (CPD) for teachers. Engaging in ongoing learning opportunities ensures that educators stay abreast of the latest research, methodologies, and advancements in early childhood

education. CPD contributes to the refinement of teaching skills, adaptation to evolving educational trends, and the incorporation of innovative practices into the curriculum (Silas, 2020). Teachers who actively participate in professional development are better positioned to address the changing needs of their students.

The impact of teacher experience on curriculum implementation is multifaceted. While novice teachers may bring fresh perspectives and enthusiasm, experienced educators often possess a wealth of practical knowledge and a nuanced understanding of diverse learning needs. Research suggests that teachers with more years of experience tend to be more effective in managing classrooms, understanding individual student needs, and implementing curriculum goals (Nyagah & Gathumbi, 2017). The combination of theoretical knowledge and experiential wisdom contributes to a holistic approach to teaching. Teacher qualifications and experience also influence the adaptability and flexibility of educators in the face of diverse challenges. Experienced teachers, having encountered various classroom scenarios, are often better equipped to tailor instructional approaches to meet the unique needs of their students. The ability to adapt curriculum content, teaching methods, and assessment strategies to the specific context of the classroom is a hallmark of experienced educators (Marecho, 2012). This adaptability ensures that curriculum implementation remains responsive to the dynamic nature of early childhood education.

Teachers with appropriate qualifications and experience are more likely to align their instructional practices with the overarching goals of the curriculum. Understanding the curriculum objectives and the developmental needs of young learners enables educators to create cohesive and purposeful learning experiences. The alignment between teacher qualifications and curriculum goals ensures that instructional strategies are congruent with the intended outcomes, promoting a seamless implementation process (Mwangi,

2016). Qualifications and experience contribute to teachers' ability to embrace culturally responsive teaching practices. Educators with diverse experiences and cultural competence are better positioned to create inclusive learning environments that respect and celebrate the cultural backgrounds of their students. This is particularly important in early childhood education, where acknowledging and incorporating cultural diversity fosters a sense of belonging among young learners (Shawer, 2017).

Teacher qualifications and experience emerge as crucial determinants in the successful implementation of early childhood curriculum. The synergy between specialized training, continuous professional development, and practical experience equips educators to navigate the complexities of early childhood education. As architects of the learning environment, qualified and experienced teachers play a transformative role in shaping the foundation for lifelong learning and holistic development in young children.

Continuous Monitoring and Evaluation

Continuous monitoring and evaluation are essential for identifying areas of improvement and encouragement. A feedback-driven approach helps maintain a responsive and effective curriculum, allowing for adjustments based on student needs and emerging educational trends. Continuous monitoring and evaluation (M&E) constitute integral components in the realm of successful implementation of early childhood curriculum. These processes provide a systematic approach to assess the effectiveness, relevance, and impact of the curriculum over time (Kusek, 2010). This comprehensive exploration aims to elucidate the significance of continuous M&E as key factors that influence and enhance the successful implementation of early childhood curriculum. Continuous monitoring involves the systematic collection and analysis of

data to track the progress and quality of curriculum implementation (Ogor, 2007). Evaluation, on the other hand, is the systematic assessment of the design, delivery, and outcomes of the curriculum. Together, they form a dynamic feedback loop that informs educators, policymakers, and stakeholders about the strengths and weaknesses of the implemented curriculum. The primary purpose is to enhance the quality of early childhood education by identifying areas for improvement and promoting evidence-based decision-making.

Continuous M&E serve as diagnostic tools, allowing educational institutions to identify gaps and challenges in the implementation of the early childhood curriculum. By regularly assessing various facets, such as teaching strategies, resource adequacy, and teacher-student interactions, educators can pinpoint areas that require attention or improvement. This proactive identification of implementation gaps facilitates timely interventions and adjustments, ensuring a more effective and responsive curriculum (Kinyua, 2013).

Monitoring and evaluation processes are designed to align with the overarching goals and objectives of the curriculum. Through a systematic review, educators can ascertain whether instructional practices and learning outcomes align with the intended curriculum goals. This alignment ensures that the curriculum stays true to its intended purpose and contributes to the holistic development of young learners (Ndambuki, 2016). Continuous M&E foster a culture of continuous improvement by providing actionable feedback to educators and administrators. This feedback loop allows for reflection on teaching practices, curriculum design, and resource utilization. Educators can use this information to refine their instructional methods, address challenges, and incorporate successful strategies into future curriculum iterations. A feedback-driven

approach ensures that the curriculum remains dynamic and responsive to the evolving needs of early childhood education. (Marecho, 2012).

Efficient resource allocation is a critical aspect of successful curriculum implementation. Continuous M&E help assess the adequacy and effectiveness of teaching resources, materials, and technology tools. By evaluating resource utilization, educational institutions can make informed decisions about allocating resources where they are most needed. This strategic resource management ensures that educators have the tools necessary for effective curriculum delivery (Nafungo, 2015). The continuous M&E processes act as quality assurance mechanisms for early childhood education. Regular assessments of teaching practices, student engagement, and learning outcomes contribute to maintaining and enhancing the overall quality of the curriculum. Assurance of quality is paramount in early childhood education, where the foundation for lifelong learning and development is established (Shawer, 2017).

Incorporating stakeholders, including parents, administrators, and community members, in the M&E processes enhances transparency and accountability. Stakeholders can provide valuable insights into the practical impact of the curriculum on children's lives and offer diverse perspectives on its effectiveness. This collaborative approach strengthens the connection between the educational institution and the broader community, fostering a shared responsibility for the success of the early childhood curriculum (Kimosop, 2019). The dynamic nature of early childhood education requires adaptability to changing needs. Continuous M&E empower educators to respond proactively to emerging trends, challenges, and societal changes. Through regular evaluations, educators can identify the need for updates or modifications to the curriculum, ensuring its relevance and responsiveness to the evolving landscape of early childhood education.

Curriculum Flexibility and Adaptability

Curriculum flexibility and adaptability are essential attributes that significantly influence the successful implementation of early childhood curriculum. In the ever-evolving landscape of education, particularly in the formative years of childhood, a curriculum that can adjust to the diverse needs of learners and accommodate emerging educational trends is crucial. This comprehensive exploration delves into the multifaceted aspects of curriculum flexibility and adaptability, emphasizing their pivotal role in ensuring the efficacy and relevance of early childhood education. One of the primary advantages of a flexible and adaptable curriculum is its ability to cater to the individual needs of learners. (Jonker, März & Voogt, 2020). Each child is unique, with varying learning styles, paces, and interests. A curriculum that allows for individualization enables educators to tailor their teaching methods and content delivery to match the diverse profiles of young learners. This individualized approach fosters a more inclusive and effective learning environment.

Early childhood is a phase of rapid developmental changes, both cognitively and emotionally. A flexible curriculum acknowledges and accommodates these changes. It recognizes that children progress at different rates and adjusts instructional strategies to align with their developmental stages. This responsiveness ensures that the curriculum remains developmentally appropriate, promoting optimal learning experiences (van Schaik, 2021). Educational landscapes evolve, with new pedagogical approaches, technologies, and research findings continually emerging. An adaptable curriculum integrates these trends seamlessly. Whether it's incorporating innovative teaching methods, leveraging technology for interactive learning, or adopting research-backed practices, an adaptable curriculum stays current and relevant. This integration

ensures that early childhood education remains on the cutting edge of best practices. (Brink, Carlsson, Enelund, et al., 2021)

Flexibility and adaptability in the curriculum also extend to its cultural and contextual relevance. A curriculum that is sensitive to the diverse backgrounds, languages, and traditions of the learners fosters a more inclusive and respectful learning environment. Recognizing and incorporating cultural diversity ensures that the curriculum resonates with the lived experiences of children, promoting a sense of belonging and cultural competence (Jonker, März & Voogt, 2020). Educational goals and priorities may shift over time due to changes in societal expectations, workforce demands, or advancements in educational philosophy. A flexible curriculum aligns itself with these broader goals. It adapts to meet the evolving needs of society and the education sector, ensuring that it remains purposeful and contributes to the overarching educational objectives of the community and nation. (Frohlich & Magolis, 2020).

A flexible and adaptable curriculum recognizes the importance of holistic development in early childhood. It goes beyond academic achievements to encompass social, emotional, and physical development. By incorporating activities that promote creativity, critical thinking, and social skills, the curriculum becomes a holistic tool for nurturing well-rounded individuals (Ameyaw, Turnhout, Arts & Wals, 2019). The adaptability of a curriculum is closely tied to the professional development of teachers. Teachers need ongoing support and training to effectively navigate and implement a flexible curriculum. Professional development opportunities equip educators with the skills to tailor their teaching strategies, utilize new resources, and stay abreast of educational advancements. In turn, empowered teachers contribute to the successful implementation of the adaptable curriculum (Ameyaw, 2018). Assessment is an integral part of any curriculum, and a flexible curriculum employs dynamic assessment

strategies. These strategies go beyond traditional testing methods, encompassing observations, portfolios, and project-based assessments. The adaptability in assessment allows educators to gather a comprehensive understanding of each child's progress and adjust instructional strategies accordingly.

Curriculum flexibility and adaptability stand as indispensable factors in the successful implementation of early childhood education. Their capacity to individualize learning, respond to developmental changes, integrate emerging trends, and promote holistic development positions them at the core of effective pedagogy. By fostering an inclusive, responsive, and dynamic educational environment, these key factors contribute significantly to the overall success of early childhood curriculum implementation.

Parental Involvement

Parental involvement is a critical factor that significantly influences the successful implementation of early childhood curriculum. The partnership between parents or guardians and educators plays a pivotal role in shaping a child's educational journey during their formative years. This comprehensive exploration delves into the multifaceted aspects of parental involvement, emphasizing its crucial role in ensuring the efficacy, relevance, and overall success of early childhood education. Parental involvement encompasses the active participation, engagement, and collaboration of parents or guardians in their child's educational experiences. It goes beyond traditional parent-teacher meetings and involves various activities that support and enhance the learning process at home and in the school environment (Gonzalez-DeHass, Willems & Holbein, 2005).

Research consistently demonstrates that parental involvement has a positive impact on a child's academic achievement, especially in the early childhood years. When parents actively engage in their child's learning journey, providing support, encouragement, and a conducive learning environment at home, children are more likely to excel academically. This involvement creates a cohesive educational experience that bridges the gap between home and school (Olibie, 2014). Parental involvement establishes and strengthens the connection between home and school. When parents are aware of the curriculum, learning objectives, and teaching methodologies, they can align their support at home with the educational strategies employed in the classroom. This seamless connection contributes to a more comprehensive and consistent learning experience for the child (Mwarari, Githui & Mwenje, 2020).

Beyond academic achievements, parental involvement significantly contributes to the social and emotional development of a child. By actively participating in school activities, engaging in conversations about the child's day, and providing emotional support, parents create a nurturing environment that fosters positive social interactions, resilience, and emotional well-being (Desforges & Abouchaar, 2003). When parents are involved in the classroom, whether through volunteering, participating in events, or collaborating with educators, it positively impacts the overall dynamics of the learning environment. Teachers benefit from insights into a child's home environment, learning preferences, and individual needs. This collaborative approach ensures that the curriculum is implemented with a nuanced understanding of each child's context (Piliyesi, Ogada & Ochieng, 2020).

Parental involvement extends the learning environment beyond the school walls into the home. When parents actively engage in activities such as reading with their child, participating in educational games, and integrating learning into daily routines, they

contribute to creating a culture of learning at home. This continuous reinforcement of educational concepts enhances the child's understanding and retention of curriculum content (Averill, Metson & Bailey, 2016). Involving parents in school activities and decision-making processes fosters a sense of belonging within the educational community. When parents feel included and valued, they are more likely to actively contribute to their child's educational journey. This sense of belonging extends to the child, creating a positive and supportive educational atmosphere (Tuli & Tarekegne, 2019).

Parental involvement establishes effective communication channels between educators and parents. Open lines of communication allow for the exchange of information regarding a child's progress, challenges, and achievements. This transparency ensures that parents are well-informed about the curriculum and can actively support their child's educational goals (Donkor, 2010). Effective parental involvement recognizes and accommodates diverse family backgrounds and structures. It goes beyond assuming a one-size-fits-all approach and considers the unique needs, values, and circumstances of each family. This inclusivity ensures that parental involvement strategies are accessible and meaningful to all families, fostering a collaborative partnership (Vanderpuye, 2013). The positive effects of parental involvement extend beyond the early childhood years, influencing a child's attitude toward learning throughout their educational journey. Children whose parents are actively involved are more likely to develop a positive attitude toward school, higher self-esteem, and a lifelong love for learning (Epstein, 2001).

Parental involvement stands as a cornerstone for the successful implementation of early childhood curriculum. Its multifaceted impact on academic achievement, home-school connections, social-emotional development, and overall learning experiences positions

it as a key factor in shaping the educational landscape for young learners. By fostering collaborative partnerships between educators and parents, early childhood education can achieve a more holistic, inclusive, and successful implementation of the curriculum.

In conclusion, the successful implementation of early childhood curriculum is influenced by a combination of factors, emphasizing the interconnectedness of these elements. Teacher training, availability of resources, teacher qualifications, continuous monitoring, adaptability of the curriculum, and parental involvement collectively contribute to the effectiveness of early childhood education. This review underscores the importance of a holistic approach, where the collaboration of these factors enhances the quality of curriculum implementation, ultimately shaping the foundation for lifelong learning.

Impact of Government Policies and Support on the Implementation of Early Childhood Curriculum

Government policies in the context of early childhood curriculum implementation refer to the guidelines, regulations, and frameworks established by governmental bodies to guide the development and implementation of early childhood education programs and curricula. These policies provide a structured framework that sets out the goals, objectives, and standards for early childhood education, ensuring consistency and quality across different educational settings (Ministry of Education, 2014).

The significance of government policies in early childhood curriculum implementation cannot be overstated. They play a crucial role in shaping the educational landscape and influencing the practices and outcomes of early childhood education. Several key aspects highlight the significance of government policies:

Establishing Educational Goals and Objectives: Government policies articulate the desired outcomes and goals for early childhood education. They define the knowledge, skills, and dispositions that children should acquire through the curriculum. These goals and objectives guide curriculum development and implementation, providing a clear direction and purpose for educators and institutions (Ministry of Education, 2014).

Ensuring Consistency and Quality: Government policies set standards and guidelines that ensure consistency and quality in early childhood education. By establishing expectations for curriculum content, teaching practices, and assessment methods, policies promote a unified and standardized approach across different educational settings. This helps to safeguard the quality of education provided to young children and ensures that all children have access to a consistent level of educational opportunities (Government of Ghana, 2010).

Providing Guidance for Curriculum Development: Government policies provide guidance and frameworks for developing the early childhood curriculum. They outline the content areas, learning domains, and pedagogical approaches that should be incorporated into the curriculum. Policies help educators and curriculum developers in making informed decisions regarding curriculum design, content selection, and instructional strategies (Ministry of Education, 2014).

Allocating Resources and Support: Government policies influence resource allocation and support for early childhood education. Policies can determine funding priorities, resource allocation mechanisms, and support services for early childhood institutions. Adequate resource allocation ensures that schools have the necessary materials, facilities, and personnel to effectively implement the curriculum. Additionally, policies may support professional development programs for educators

and provide ongoing support to ensure successful curriculum implementation (Ministry of Education, 2018).

Ensuring Equity and Access: Government policies play a vital role in promoting equity and access to early childhood education. They establish guidelines for inclusivity, non-discrimination, and equal opportunities, ensuring that all children, regardless of their socio-economic background, ethnicity, or abilities, have equitable access to high-quality early childhood education (Government of Ghana, 2010).

The significance of government policies lies in their ability to shape and guide early childhood curriculum implementation, ensuring consistency, quality, equity, and access. These policies provide a framework for educators, institutions, and other stakeholders to work towards common goals and standards. They help create an enabling environment for effective curriculum implementation, fostering positive educational outcomes for young children.

Government funding and resource allocation play a crucial role in the successful implementation of early childhood curriculum in Ghana. Adequate financial resources and proper allocation of resources are essential for providing a conducive learning environment, supporting teacher professional development, ensuring access to appropriate materials and facilities, and promoting overall quality in early childhood education.

Government funding is a significant factor that influences the implementation of early childhood curriculum. Adequate funding allows for the provision of necessary resources, infrastructure, and support services that contribute to effective curriculum implementation. It enables early childhood institutions to meet the needs of children and deliver high-quality education. Insufficient funding can hinder the implementation

process, leading to resource gaps, inadequate facilities, and limited access to materials and learning opportunities (Boso & Gross, 2015).

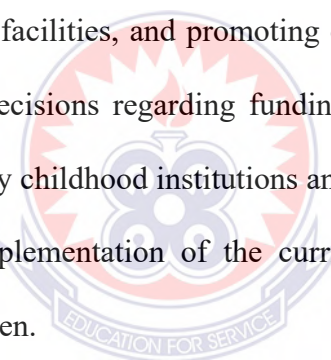
Proper resource allocation is equally important for effective curriculum implementation. Government policies and decisions regarding resource allocation determine how resources are distributed among early childhood institutions. This includes the allocation of teaching and learning materials, technology, furniture, and physical infrastructure. When resources are allocated efficiently and equitably, schools have the necessary tools and materials to implement the curriculum effectively. On the other hand, unequal resource distribution or limited resources can create disparities among schools, hindering curriculum implementation and affecting the quality of education (Buabeng-Andoh, 2019).

The impact of government funding and resource allocation on curriculum implementation goes beyond the availability of materials and infrastructure. It also extends to teacher professional development and capacity-building programs. Adequate funding allows for the provision of ongoing training and support for teachers, enabling them to develop the necessary knowledge and skills to implement the curriculum effectively. Professional development programs can focus on pedagogical approaches, content knowledge, assessment methods, and classroom management strategies. Well-trained teachers who are supported through professional development opportunities are better equipped to implement the curriculum in a meaningful and impactful way (Afaglo & Elavie, 2015).

Moreover, government funding and resource allocation influence the overall quality of early childhood education. Quality indicators, such as teacher-student ratios, availability of appropriate materials, and physical environment, are directly affected by

funding and resource allocation decisions. Adequate funding ensures that early childhood institutions have the necessary resources to meet quality standards, create a stimulating learning environment, and provide optimal learning experiences for children. On the other hand, limited funding can lead to overcrowded classrooms, inadequate materials, and a compromised learning environment, impacting the effective implementation of the curriculum (Adams & Boso, 2015).

In conclusion, government funding and resource allocation have a significant impact on the implementation of early childhood curriculum in Ghana. Adequate funding and proper resource allocation are essential for providing a conducive learning environment, supporting teacher professional development, ensuring access to appropriate materials and facilities, and promoting overall quality in early childhood education. Policies and decisions regarding funding and resource allocation should prioritize the needs of early childhood institutions and aim for equitable distribution to enhance the effective implementation of the curriculum and improve educational outcomes for young children.



Availability and Quality of Teacher Training and Professional Development Opportunities for Early Childhood Educators

Training programs and initiatives for early childhood educators in Ghana play a vital role in enhancing their knowledge, skills, and instructional practices. These programs provide opportunities for professional growth, contribute to improved teaching effectiveness, and ultimately impact the quality of early childhood education. Several initiatives have been implemented to support early childhood educators in Ghana.

The Ghana Education Service (GES), in collaboration with other stakeholders, has developed various training programs for early childhood educators. One notable

initiative is the Early Childhood Teacher Training Program (ECTTP). The ECTTP is a pre-service training program that equips aspiring early childhood educators with the necessary knowledge and skills to effectively teach young children (Adams & Boso, 2015). The program focuses on content knowledge, pedagogical approaches, child development, and classroom management. It provides a foundation for early childhood educators to deliver high-quality instruction in alignment with national standards and guidelines.

Another significant training initiative in Ghana is the Continuous Professional Development (CPD) program for early childhood educators. The CPD program offers ongoing professional development opportunities to practicing early childhood educators. It includes workshops, seminars, conferences, and in-service training sessions designed to enhance teachers' knowledge and pedagogical practices (Buabeng-Andoh, 2019). The CPD program covers a range of topics, including curriculum implementation, assessment strategies, child development, inclusive education, and effective classroom management. These training initiatives provide early childhood educators with the opportunity to update their knowledge, refine their teaching skills, and stay informed about current research and best practices.

Additionally, non-governmental organizations (NGOs) and international agencies have collaborated with the Ghanaian government to provide training programs for early childhood educators. For example, the United Nations Children's Fund (UNICEF) has supported training programs that focus on child-centered approaches, inclusive education, and the integration of local cultural practices into the curriculum (Buabeng-Andoh, 2019). These initiatives aim to enhance the quality of early childhood education and provide teachers with the necessary tools and strategies to create engaging and effective learning environments.

Furthermore, partnerships between universities and early childhood institutions have contributed to the development of training programs. Universities in Ghana offer degree and diploma programs in early childhood education, providing aspiring and practicing educators with opportunities to pursue formal education and gain in-depth knowledge of early childhood pedagogy (Buabeng-Andoh, 2019). These programs integrate theory and practice, emphasizing the application of research-based approaches to curriculum implementation and instruction.

In conclusion, training programs and initiatives for early childhood educators in Ghana are essential for their professional growth and the enhancement of early childhood education practices. Programs such as the Early Childhood Teacher Training Program and Continuous Professional Development initiatives provide pre-service and in-service educators with the necessary knowledge, skills, and pedagogical strategies. Collaborations between government agencies, NGOs, international organizations, and universities contribute to the development and implementation of these programs. By investing in the professional development of early childhood educators, Ghana aims to improve the quality of early childhood education and provide optimal learning experiences for young children.

Research studies in Ghana have examined the impact of teacher training on early childhood curriculum implementation, shedding light on the significance of well-trained educators in enhancing the quality of education for young children. Here are some examples of studies that have explored this relationship:

A study by Afaglo and Elavie (2015) investigated the professional development needs of early childhood teachers in the Adentan Municipality of Ghana. The study found that teachers who had undergone formal training and professional development programs

were more confident in implementing the curriculum effectively. These teachers demonstrated a deeper understanding of pedagogical approaches, child development theories, and instructional strategies, leading to improved curriculum implementation and positive learning outcomes for children.

In a study conducted by Buabeng-Andoh (2019), the researchers explored stakeholder perspectives on integrating cultural practices into early childhood education curriculum in Ghana. The study highlighted the importance of teacher training in equipping educators with the knowledge and skills to incorporate cultural practices into the curriculum. Trained teachers were better able to incorporate local cultural elements, traditions, and values into their instructional practices, making the curriculum more relevant and engaging for children.

Abakah, Widin & Ameyaw (2022) conducted a study to assess the impact of in-service training on early childhood teachers' classroom practices in Ghana. The findings revealed that teachers who participated in in-service training programs demonstrated enhanced teaching strategies, classroom management skills, and assessment practices. These trained teachers were more effective in implementing the curriculum, creating stimulating learning environments, and promoting active student engagement.

Another study by Siraj, Kingston & Neilsen-Hewett (2019) investigated the role of professional development in improving quality and supporting child outcomes in early education and care. The study revealed that teachers who participated in a professional development program exhibited improved instructional practices, including more interactive teaching approaches, differentiated instruction, and the use of play-based learning strategies. The study also found that children taught by trained teachers showed

higher levels of engagement, improved social-emotional skills, and enhanced academic performance.

These research studies highlight the positive impact of teacher training on early childhood curriculum implementation in Ghana. Well-trained teachers demonstrate a deeper understanding of pedagogical approaches, child development theories, and instructional strategies. They are better equipped to create engaging learning environments, incorporate cultural practices, and utilize effective teaching strategies. The findings underscore the significance of ongoing professional development programs that enhance teachers' knowledge and skills, ultimately leading to improved curriculum implementation and positive educational outcomes for young children in Ghana.

Issues and gaps in teacher training and professional development in Ghana Teacher training and professional development in Ghana face various issues and gaps that hinder their effectiveness in enhancing early childhood education. Several studies have identified these challenges, shedding light on areas that require attention and improvement;

Inadequate training infrastructure: One of the key issues in teacher training and professional development in Ghana is the lack of adequate training infrastructure. Studies have highlighted the need for well-equipped training centers with appropriate facilities, including classrooms, libraries, and instructional resources (Buabeng-Andoh, 2019). Insufficient infrastructure limits the capacity to deliver quality training programs and hampers the effectiveness of professional development initiatives.

Limited access to training opportunities: Access to training opportunities remains a significant gap in teacher professional development in Ghana. Research has shown that

many early childhood educators face challenges in accessing training programs due to factors such as geographic location, cost, and limited availability (Adams & Boso, 2015). This limited access prevents a large number of educators from benefiting from professional development initiatives, hindering their ability to enhance their knowledge and skills.

Lack of follow-up and support: Another gap in teacher training and professional development is the lack of adequate follow-up and ongoing support. Studies have highlighted the importance of continuous guidance and mentoring for teachers after training programs to reinforce new knowledge and skills (Buabeng-Andoh, 2019). However, limited follow-up and support mechanisms result in a lack of sustained professional growth and the potential underutilization of acquired knowledge and skills.

Insufficient funding: Funding constraints pose a significant challenge to the provision of high-quality teacher training and professional development in Ghana. Studies have emphasized the need for increased financial investment to support the development and implementation of effective training programs (Adams & Boso, 2015). Insufficient funding limits the capacity to design comprehensive and sustained professional development initiatives, and it affects the availability of resources, materials, and qualified trainers.

Limited emphasis on practical application: Some studies have indicated that teacher training programs in Ghana tend to focus more on theoretical aspects rather than practical application (Buabeng-Andoh, 2019). While theoretical knowledge is essential, it is equally important to provide opportunities for educators to apply and practice the acquired skills in real classroom settings. Emphasizing practical application through

classroom observations, teaching practicums, and reflective practices can enhance the effectiveness of training and professional development programs.

Addressing these issues and gaps requires concerted efforts and policy interventions. Enhancing the training infrastructure, expanding access to training programs, and providing ongoing support and mentoring are crucial steps. Additionally, increased funding and resource allocation are necessary to develop comprehensive and sustained professional development initiatives. Incorporating practical components and opportunities for application in training programs can further strengthen the effectiveness of teacher training and professional development in Ghana.

Adequacy and Accessibility of Resources and Materials Necessary for the implementation of Early Childhood Curriculum

The adequacy and accessibility of resources and materials are pivotal considerations in the successful implementation of early childhood curriculum. This review explores existing literature to provide insights into the significance of these factors, their impact on curriculum implementation, and the broader implications for early childhood education.

Adequate resources encompass a range of materials, from age-appropriate teaching aids to technology tools, that facilitate effective curriculum delivery. Research by Onditi (2019) emphasizes that having a sufficient quantity and variety of resources is foundational to creating a stimulating learning environment. Adequate resources contribute to the development of a comprehensive curriculum that caters to the diverse needs of young learners (Mwonga & Wanyama, 2012). Teaching resources play a crucial role in making the curriculum accessible and engaging for young children. According to Sitati, Ndirangu, Kennedy & Rapongo (2016), age-appropriate books,

educational toys, and hands-on activities are instrumental in creating meaningful learning experiences. These resources serve as tools for educators to implement curriculum objectives, promote active participation, and address various learning styles (UNESCO, 2016).

The quality of teaching materials significantly influences learning outcomes. In their study, Mwonga & Wanyama (2015) found a positive correlation between the quality of teaching resources and academic achievement in early childhood education. High-quality resources enhance the effectiveness of instructional practices and contribute to a positive and enriching learning environment (Gitau, 2022). In the digital age, the accessibility of technology tools is increasingly recognized as a key component of adequate resources. Kermani & Aldemir (2018) argue that integrating technology into early childhood education promotes inclusivity and prepares children for a technology-driven future. Access to tablets, educational software, and interactive whiteboards can enhance the curriculum by offering diverse learning experiences (Owuor, 2022).

Beyond traditional teaching materials, the adequacy of the learning environment is paramount. Pillar (2021) highlight the importance of a well-maintained and safe learning environment for effective curriculum implementation. Adequate classrooms, outdoor play areas, and hygienic facilities contribute to a conducive setting for holistic child development. The involvement of the community in providing additional resources is a noteworthy aspect. According to Ngeno, Mweru & Mwoma (2021), community engagement can contribute to resource mobilization, ensuring that schools have the necessary materials to implement the curriculum effectively. Collaborative efforts between schools and communities create a sense of shared responsibility for the success of early childhood education.

Teacher autonomy in selecting and customizing resources is a factor that emerges in the literature. Onyango (2015) argues that giving teachers the flexibility to adapt resources to meet the unique needs of their students enhances the relevance and effectiveness of curriculum implementation. This approach empowers educators to cater to the specific learning styles and preferences of their students. Financial support or grants from the district or relevant authorities play a critical role in ensuring that schools can acquire additional resources. Mwonga & Wanyama (2012) suggest that financial backing is essential for schools to maintain and enhance their resource base. Adequate funding contributes to the sustainability of resource provision and supports continuous improvement in early childhood education. The overall quality of early childhood education is intrinsically linked to the adequacy and accessibility of resources. A study by Ntumi (2016) underscores that resources significantly impact learning outcomes, teacher effectiveness, and the overall educational experience of young learners. Insufficient or inaccessible resources may hinder the implementation of a well-rounded and effective curriculum.

In conclusion, the adequacy and accessibility of resources and materials are foundational elements in the implementation of early childhood curriculum. Adequate teaching resources, inclusive technological tools, well-maintained learning environments, community involvement, teacher autonomy, and financial support collectively contribute to the success of curriculum implementation. The literature emphasizes that addressing these aspects is essential for creating a conducive and enriching educational environment that fosters holistic child development and prepares young learners for future academic success. Physical infrastructure plays a significant role in early childhood curriculum implementation in Ghana. Adequate and appropriate physical spaces and facilities are essential for creating an optimal learning environment

for young children. Several studies have explored the influence of physical infrastructure on early childhood curriculum implementation.

A study by Imms & Byers (2017) examined the impact of classroom design on teaching and learning in early childhood education. The study found that well-designed classrooms with appropriate furniture, materials, and layout positively influenced teacher-child interactions, engagement, and learning outcomes. Suitable physical infrastructure supported the implementation of diverse instructional strategies and facilitated children's exploration, creativity, and collaboration. In another study, Guo, Guan & Yan (2021) investigated the influence of the learning environment on early childhood education in China. The researchers found that conducive physical infrastructure, including spacious and well-ventilated classrooms, outdoor play areas, and appropriate sanitation facilities, contributed to positive learning experiences.

The impact of physical infrastructure on curriculum implementation is not limited to classrooms alone. Facilities such as libraries, resource centers, and educational technology hubs also play a vital role. A study by Oppong Frimpong (2021) examined the influence of library facilities on early childhood education in Ghana. The study revealed that well-equipped libraries with age-appropriate books, learning materials, and internet access promoted literacy development and expanded learning opportunities. Accessible library facilities facilitated the integration of literacy activities into the curriculum and supported children's language and cognitive development.

Additionally, appropriate physical infrastructure is essential for accommodating diverse learning needs. For instance, classrooms designed to be inclusive and accessible for children with disabilities can support their full participation in the curriculum.

Adequate infrastructure that supports inclusive practices, such as ramps, handrails, and assistive technology, ensures that all children can access and benefit from early childhood education (Imms & Byers (2017). Ensuring adequate physical infrastructure in early childhood education settings is crucial for effective curriculum implementation in Ghana. Well-designed classrooms, outdoor play areas, libraries, and inclusive facilities contribute to positive learning experiences, engagement, and learning outcomes. Accessible physical infrastructure supports the implementation of diverse instructional strategies, fosters children's exploration and creativity, and enhances their overall development.

2.4 Summary of the Literature Review

The literature review provides a comprehensive exploration of the factors influencing the successful implementation of early childhood curriculum, framed within theoretical perspectives and empirical evidence. The review begins by discussing the theoretical frameworks of Systems Theory and Social-Ecological Systems Theory, which provide a lens through which to understand the complexities of curriculum implementation. Systems Theory highlights the interconnectedness of various factors within educational systems, while Social-Ecological Systems Theory emphasizes the dynamic interactions between social and ecological components.

The empirical literature reviewed in this study delves into the practical aspects of factors influencing the implementation of early childhood curriculum. It provides insights drawn from recent research findings and studies conducted in the field of early childhood education. The literature highlights the critical role of teacher training and professional development in enhancing curriculum implementation. Studies consistently emphasize the importance of ongoing training to equip educators with the necessary knowledge and skills for effective teaching practices. Additionally, the

availability and adequacy of teaching resources and materials emerge as crucial factors influencing curriculum delivery. Age-appropriate books, learning aids, and technology are identified as essential components in creating engaging learning environments for young children.

Teacher qualifications and experience are found to significantly impact curriculum implementation, with competent and experienced educators contributing to the quality of learning experiences. Continuous monitoring and evaluation processes are essential for identifying areas of improvement and ensuring the responsiveness of the curriculum to student needs. The literature also underscores the importance of curriculum flexibility and adaptability in addressing the diverse needs of learners and accommodating emerging educational trends. Parental involvement is recognized as a key factor in supporting curriculum implementation, fostering a strong partnership between home and school. Furthermore, government policies and support play a crucial role in establishing an enabling environment for curriculum implementation. Adequate funding, resource allocation, and policy directives are necessary to ensure the effectiveness and quality of early childhood education programs.

The conceptual framework of the study provides a theoretical lens through which to examine the factors influencing the implementation of early childhood curriculum. Grounded in systems theory and social-ecological systems theory, the framework highlights the interconnectedness of various elements within the educational ecosystem. Overall, the literature underscores the nature of curriculum implementation and the importance of considering various factors, including teacher training, resources, parental involvement, and policy support, to ensure its success in early childhood education settings.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter deals with the methodology of the study which includes the research paradigm, research approach, research design, population, sample and sampling procedures instrumentation, data collection procedures, data analysis procedures and ethical considerations.

3.1 Research Paradigm

This current study adopts the positivist research philosophy. Positivism is a research philosophy that emphasizes the objective, empirical, and scientific approach to studying phenomena (Ryan, 2006). It operates on the premise that knowledge can be gained through systematic observation, measurement, and analysis, with an emphasis on quantifiable data and the search for universal laws (Aliyu, Bello, Kasim & Martin, 2014). This philosophy is particularly relevant to the current study, which aims to investigate the factors influencing implementation of early childhood curriculum in public schools at Bia-west district. Positivist research emphasizes the collection of empirical data. Positivism favors the use of quantitative data and statistical analysis to derive objective conclusions. Positivist research seeks to draw generalizable conclusions that apply to broader populations. Positivism also explores causal relationships between variables (Park, Konge & Artino, 2020).

The current study utilizes various analytical tools such as frequency distribution, mean, and standard deviation to objectively measure the factors influencing implementation of early childhood curriculum in public schools at Bia-west district. This aligns with the positivist approach, which emphasizes empirical observation and data-driven

analysis. While the study is specific to Bia-West district, its findings can contribute to the broader body of knowledge about factors influencing implementation of early childhood curriculum in public schools. The positivist approach allows for the generalization of results and their application to similar educational contexts. Positivism's commitment to scientific rigor aligns with the current study's meticulous data collection and analysis. This approach ensures that the research is systematic, replicable, and produces reliable findings.

3.2 Research Approach

In relation to the study objectives, this present study employs quantitative approach. The rationale underlying the choosing of quantitative approach over the other two approaches is mainly due to the numerical data requirement to investigate the phenomenon as well as how it addresses the research hypothesis. According to Dudwick, Kuehnast, Jones and Woolcock, (2006) quantitative approach becomes suitable when a study seeks to establish relationships between study variables. Quantitative estimation allows others to validate original findings by independently replicating the analysis. In addition, this type of approach gives room for situations in terms of a cause-and-effect relationships in order to understand the realities (Gunter, 2013). Thus, the application of quantitative approach for this study is appropriate as the study seeks to investigate the effect of social networking sites usage on the performance of economics students in the university.

Quantitative methods, such as surveys, allow for the collection of numerical data that can provide an overview of participants' perceptions and experiences related to curriculum implementation (Bryman, 2016). The use of closed-ended questions and Likert scale items in the structured survey questionnaire helps to quantify participants'

responses, enabling the calculation of descriptive statistics such as frequencies, percentages, and means.

3.3 Research Design

A descriptive research design was used in undertaking this study. Descriptive data are usually collected through questionnaires, interviews or observations (Lans & Van Der Voordt, 2002). Descriptive research is often used to gain a deeper understanding of a specific topic or to explore relationships between variables, providing a snapshot of the current state or situation. Descriptive research design can use a wide variety of research methods to investigate one or more variables which gives a holistic understanding of a research topic. Descriptive research design allows for the research for the research to be conducted in the respondent's natural environment which ensures that high-quality and honest data is collected (Siedlecki, 2020). Also, as the sample size is generally large in descriptive research, the data collection is quick to conduct and it is inexpensive (Grimes, & Schulz, 2002).

By adopting a descriptive research design, it helps the study to collect data from teachers through surveys, observations, and existing records. This data collection will enable the researchers to gain insights into the factors influencing the implementation of early childhood curriculum in public schools. The descriptive research design allows the study to provide a comprehensive and detailed overview of the factors influencing the implementation of early childhood curriculum in public schools in the Bia-West district.

3.5 Population

The district currently has 800 early childhood teachers, according to the Ghana Education Service (GES). Hence the study population is 800 teachers

3.6 Sample and Sampling Procedures

Based on Ghana Education Service, the district has 800 early childhood teachers. Hence the total populations for the study was 800 teachers in study area. The study adopted Yamane formula to calculate the sample size from the accessible population. This formula is used to calculate the sample size for the finite population.

The formula is given as:

$$n = \frac{N}{(1+Ne^2)}$$

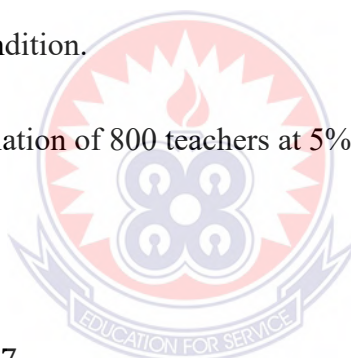
Where

n= corrected sample size, N = population size, and e = Margin of error (MoE), e = 0.05 based on the research condition.

Using an estimated population of 800 teachers at 5% MoE, the sample size would be

$$n = \frac{800}{1+800(0.05)^2}$$

$$n = \frac{800}{3} \quad n \cong 267$$



hence, the required sample size for this study is 267 early childhood teachers. This means that the sample size for the study is 267 early childhood teachers which is a good representative of the population.

The study employed two-stage sampling techniques procedure. The study first employed cluster sampling where the district was clustered based on the area councils in the district. The district has 6 area councils, namely; Adjoafua, Elluokrom, Essam Debiso, Yawmatwa, Oseikojokrom and Akaatiso. Cluster sampling is a sampling technique used in research and surveys where the target population is divided into groups or clusters, and a subset of these clusters is selected for the study. Instead of

selecting individual members directly from the population, researchers randomly choose entire clusters and then collect data from all or a representative sample of individuals within the selected clusters. Cluster sampling is particularly useful when the population is geographically dispersed, and it might be impractical or costly to reach every individual.

In the second stage, the study employed a simple random sampling technique to select 45 early childhood teachers from each of the 6 area councils. All early childhood teachers in each of the six area councils were listed on a paper and numbers were assigned to each. The process of listing all early childhood teachers in each of the six area councils and assigning numbers to each served as the foundation for employing the simple random sampling technique. By systematically listing and numbering all the teachers, the researcher ensures that each teacher has an equal chance of being selected for the study. This step is crucial because it helped to eliminate bias and ensures that the sample is representative of the population of early childhood teachers within each area council. The assigned numbers facilitate the random selection process, as they allow the researcher to use a random number generator or a similar method to select the required number of teachers from each area council. Without this step, the selection process would lack transparency and could potentially introduce bias if certain teachers were intentionally included or excluded. The researcher randomly selects 45 early childhood teachers each from the six area councils, making a total of 270 teachers.

3.7 Instrumentation

The study used questionnaire as the main instrument for data collection. Amedahe (2002) defines questionnaire as consisting of a list of questions relating to the aims of the study that are to be answered by the individuals. Hoxley (2016) explained that it is a series of questions that allow a smooth transition from one topic to the other that

usually refer to the same issue. It is believed that questionnaire is one of the most pertinent instruments use to answer research questions since it is confidential and sensitive and less expensive. Another advantage that a researcher enjoys when using questionnaire is that he or she has the chance to obtain better range of information within a limited time frame.

The questionnaire was close-ended and Likert scale in nature. This Questionnaire is chosen as an instrument to allow the respondents the opportunity to answer the questions at their convenience. The use of questionnaires ensure that all participants receive the same set of questions in a standardized format. This helps maintain consistency in data collection and makes it easier to compare responses across different respondents. Questionnaires are a time-efficient method of data collection, especially when dealing with a large sample size. Participants can complete the questionnaire at their convenience, and researchers can collect data from multiple participants simultaneously. Questionnaires can be designed to maintain the anonymity and confidentiality of respondents. This encourages participants to provide honest and candid responses, particularly when addressing sensitive topics. Questionnaires allow researchers to collect data from a diverse and geographically dispersed sample. They can be distributed electronically to reach participants beyond the study area. Questionnaires generate structured data, making it easier to analyze and interpret the responses. Researchers can use statistical tools to analyze the data and draw meaningful conclusions.

3.9 Validity of the Instrument

The instrument for data collection was validated using expert judgment method. The instrument was submitted in addition to the research questions to the researcher's supervisors scrutinize and his perusal. The supervisor scrutinized the items on the

instrument and matched with the research questions. Per the judgment of the measurement and evaluation by the supervisor, the instrument was deemed appropriate to give valid results. After integrating the recommendations provided by experts, the questionnaire was tested in the school where the researcher teaches.

3.91 Face Validity

The research instrument underwent a thorough validation process to ensure its appropriateness and effectiveness in measuring the intended constructs. Face validity, the extent to which the instrument appears to measure what it is designed to measure, was evaluated. This involved submitting the instrument, along with the research questions, to the scrutiny of experts in the field and the researcher's supervisors. Their expertise and familiarity with the subject matter allowed them to assess whether the items on the instrument seemed relevant to the research questions and objectives. Their feedback and insights were considered in refining the instrument.

3.9.2 Content Validity

Content validity, which focuses on the instrument's ability to represent the full range of the construct being measured, was also addressed. The research instrument was systematically reviewed and refined to ensure that it covered all essential aspects related to teacher-school management relationships. Items on the instrument were aligned with the research objectives, and any ambiguities or redundancies were removed during this process.

3.9.3 Reliability

The reliability of the research instrument, or its ability to produce consistent and stable results, was assessed through a pre-test. A pilot test involving a small group of participants similar to the study's target population was conducted in University of

Education Practice School and Uncle Rich Basic School in Winneba. The pilot study consisted of 10 early childhood teachers. This allowed for the measurement of internal consistency using appropriate statistical techniques, such as Cronbach's alpha, to evaluate the reliability of the instrument. The results of the pre-test were analyzed, and adjustments were made to improve the instrument's reliability. The result of the pilot test shows Cronbach's alpha value of 0.89. A Cronbach's alpha of 0.87 suggests that the items on the questionnaire are strongly related to each other. This value indicates that the instrument used is reliable, meaning that it is likely to produce consistent results if administered to the same group of participants under the same conditions.

3.10 Data Collection Procedures

The data collection procedure started with an introductory letter from the Head of Department of Early Childhood, University of Education, Winneba. The introductory letter was then sent to the authorities at the educational directorate of Bia-West district for their permission to contact the schools in the districts. Prior to data collection, participants were informed about the study's purpose and their rights. They were required to provide their consent before participating in the study. The researcher engaged the services of 4 research assistants to help in the data collection procedure due to the large sample size involved. The questionnaires were distributed to the respondents with the assistance of the four research assistants. The questionnaires were returned to the respondents with enough time for them to answer. 267 questionnaires total were filled out and returned. This resulted in a 100% survey response rate.

3.11 Data Analysis Procedures

Data gathered from the questionnaires were coded, scrutinized and analyzed with a statistical approach with the help of Statistical Packages for Social Sciences (SPSS)

version 25. The study used descriptive statistics such as frequency counts, tables and percentages to analyze the data collected.

3.12 Ethical Consideration

Babbie (2004) defined ethical issues as the general agreements, shared by researchers about what is proper and improper in the conduct of scientific inquiry. These include seeking permission for voluntary participation, no harm to participants, informed consent, anonymity and confidentiality (Strydom & Peens, 2007).; Punch, 2013). As a way of dealing with ethical issues in this study, researcher supervisors were allowed to choose to participate or not in the research out of their own volition after receiving full information about the study.

Confidentiality was one of the obligations of the researcher, teachers and supervisors were assured that any response they provided was strictly going to be used for academic purpose and not for any other purpose. Hence, they were asked not to indicate their names on any portion of the questionnaire. The researcher did not harm any of the respondents in any way, for example, embarrassment, irritation, anger, emotional stress, invasion of privacy and the like. As part of the observation, respondents were told they could freely withdraw from the study anytime they wanted to, they were not forced to be part of the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSIONS

4.1 Overview

This chapter deals with the data analysis and discussion of results. The presentation of data and the discussion is centered on the objectives of the study.

4.2 Socio-Demographic Characteristics of Respondents

The socio-demographic characteristics focus on sex, age, educational qualification, and years of teaching of respondents in the study area. The analysis is presented in Table 1.

Table 1: Socio-Demographic Characteristics of Respondents.

Socio-Demographic Characteristics	Frequency	Percentage (%)
Sex		
Male	67	39.4
Female	103	60.6
	170	100
Age group		
Below 30 years	12	7.0
31-40 years	97	57.1
41-50 years	51	30.0
51-60 years	10	5.9
	170	100
Educational Qualification		
Certificate in Early Childhood Diploma	3	1.8
in Early Childhood	68	40.0
Bachelor of Education (B.Ed)/	71	41.8
Bachelor's degree in Early Childhood		
Postgraduate Diploma in Education	19	11.2
(PGDE)		
Masters in Education	9	5.3
	170	100
Years of Teaching		
Less than a year	6	3.5
1-5 years	32	18.8
6-10 years	68	40.0
11-15 years	33	19.4
16-20 years	19	11.2
More than 20 years	12	7.1
	170	100

Source: Field data, 2023

The socio-demographic characteristics of the respondents, as presented in Table 1, provide valuable insights into the profile of the individuals who participated in the study. These characteristics, including gender, age, educational qualification, and years of teaching, have implications for the interpretation of the results and the broader context of the study.

The data provide table 1 shows that 67 (39.4%) of the respondents were male, while 103 (60.6%) were female. This indicates a relatively balanced representation of both sexes among the respondents. Sex is a relevant socio-demographic characteristic when exploring differences in perceptions, experiences, and challenges related to early childhood curriculum implementation. For example, it may be important to consider if male and female educators have differing views on curriculum issues.

Data presented in Table 1 shows that the respondents were categorized into various age groups. The result shows that the majority 97(57.1%) fell into the 31-40 years age group, and a significant number 51(30.0%) fall within the age of 41-50 years with smaller proportions in other age categories such as below 30 years and 51-60 years. Age influences the level of experience and perspective of educators. Younger educators may bring fresh ideas, while older educators might have more experience in the field. These age-related differences would impact how they view curriculum implementation.

Respondents had diverse educational qualifications. The highest proportion 71 (41.8%) held a Bachelor of Education (B.Ed) or a Bachelor's degree in Early Childhood Education, while 68 (40.0%) had a Diploma in Basic Education (DBE). Other qualifications included a Postgraduate Diploma in Education (PGDE) 19 (11.2%), a Master's in Education 9 (5.3%), and Certificate in Early Childhood Education 3(1.8%). The level of educational qualification would significantly influence an educator's

approach to curriculum implementation. Educators with higher qualifications would have a different perspective on curriculum design and implementation compared to those with lower qualifications.

The distribution of respondents based on years of teaching experience ranged from less than a year to more than 20 years. The highest proportion 68 (40.0%) had 6-10 years of teaching experience, while a significant proportion of them 33 (19.4%) had 11-15 years of teaching experience, 32 (18.8%) had 1-5 years of teaching experience. Also, 12 (7.1%) of the teachers have more than 20 years of teaching experience, and 6 (3.5%) have less than a year teaching experience. Years of teaching experience would shape an educator's expertise and understanding of curriculum implementation. More experienced educators would have a deeper insight into the challenges and successes in implementing early childhood curriculum.

The diversity in gender, age, educational qualification, and teaching experience among the respondents suggests that there would be a wide range of perspectives and experiences related to curriculum implementation in the Bia-West District. These differences would influence how respondents perceive the challenges, opportunities, and effectiveness of the curriculum. Educators with higher qualifications would have a more comprehensive understanding of curriculum design and pedagogical strategies. Their insights would be valuable in shaping curriculum improvement efforts. Respondents with more years of teaching experience would have a better grasp of the practical aspects of curriculum implementation. They would offer insights into the long-term challenges and changes in early childhood education. Gender diversity among respondents would provide insights into potential gender-related differences in curriculum implementation, such as teaching approaches and classroom dynamics. Overall, the socio-demographic characteristics of the respondents play a crucial role in

understanding the contextual factors that may influence the study's results. They provide a nuanced lens through which to interpret and contextualize the findings of the study, allowing for a more comprehensive understanding of early childhood curriculum implementation in the Bia-West District.

4.3 Analysis of Research Questions

Key Factors Influencing the Successful Implementation of Early Childhood Curriculum in Public Basic Schools.

In Section 4.3, the study embarks on a comprehensive analysis of the first objective of the study, which seeks to identify the key factors influencing the successful implementation of early childhood curriculum in public basic schools within the Bia-West District. This section represents a pivotal juncture in the research journey, where the study transitions from data presentation to an in-depth examination of the factors that significantly impact the educational landscape of the district. The study utilizes a multi-pronged approach that includes frequency distribution, mean, standard deviation, and the relative importance index. This multifaceted methodology allows us to explore and scrutinize the data from various angles, ensuring a holistic understanding of the factors at play. The respondents were introduced to statements indicating the key factors influencing the successful implementation of early childhood curriculum. The respondents were to strongly agree, agree, not sure, disagree, and strongly disagree with the statements to ascertain the key factors influencing the successful implementation of early childhood curriculum.

The important relative index is calculated for each of the statements using the formulae below

Relative Importance Index = $\frac{5n_5 + 4n_4 + 3n_3 + 2n_2 + 1n_1}{A*N}$ where n_5 = number of respondents

for “strongly agree.” n_4 = number of respondents for “agree.”

n_3 = number of respondents for “not sure.” n_2 = number of respondents for “disagree.”

n_1 = number of respondents for “strongly disagree.” A = highest weight (5)

N = total number of respondents (170) The result is presented in Table 2 below.

Table 2: Key Factors Influencing the Successful Implementation of Early Childhood Curriculum in Public Basic Schools.

Statements	SD	D	N	A	SA	M/S.D	RII	R
Regular teacher training opportunities are sufficient and effective in our school.	1 (0.6%)	2 (1.2%)	1 (0.6%)	67 (39.4%)	99 (58.2%)	4.9/0.91	0.91	1
Teaching resources and materials that support smooth curriculum implementation are adequately available	3 (1.8%)	1 (0.6%)	2 (1.2%)	65 (38.2%)	99 (58.2%)	4.8/0.72	0.90	2
Teacher experience significantly influence the successful implementation of our curriculum.	1 (0.6%)	1 (0.6%)	6 (3.5%)	65 (38.2%)	97 (57.1%)	4.9/0.69	0.90	3
Continuous monitoring and evaluation of curriculum implementation are conducted to identify areas for improvement and encouragement	2 (1.2%)	1 (0.6%)	4 (2.4%)	75 (41%)	88 (51.8%)	4.8/0.78	0.89	4
flexibility and adaptability of the curriculum.	4 (2.4%)	10 (5.9%)	11 (6.7%)	76 (44.7%)	79 (46.5%)	4.5/0.86	0.89	5
Parental involvement in school positively impacts early childhood curriculum implementation.	5 (2.9%)	4 (2.4%)	6 (3.5%)	69 (40.6%)	86 (50.6%)	4.7/0.92	0.87	6
Adequate funding support the implementation of early childhood curriculum.	6 (3.5%)	8 (4.7%)	9 (5.3%)	68 (40.0%)	79 (46.5%)	4.6/0.97	0.84	7
Cultural and community-related factors support the successful	6 (3.5%)	10 (5.9%)	8 (4.7%)	69 (40.6%)	77 (45.3%)	4.3/0.76	0.84	7

implementation of early childhood curriculum.								
Support from stakeholders positively impacts curriculum implementation.	7 (1%)	9 (5.3%)	11 (6.7%)	70 (41.2%)	73 (42.9%)	4.2/0.79	0.83	8
Government policies positively impact curriculum implementation.	6 (3.5%)	7 (1%)	10 (5.9%)	76 (44.7%)	71 (41.8%)	4.4/0.87	0.83	8

N=170, Mean Ranges 1.00-1.44= Strongly Disagree, 1.50-1.99= Disagree, 3.00

3.44=Neutral, 3.50-4.44=Agree, 4.50-5.0=Strongly Agree

Source: Field data, 2023

Table 2 presents the analysis of key factors influencing the successful implementation of early childhood curriculum in public basic schools in the Bia-West District. The analysis is based on respondents' perceptions and their level of agreement or disagreement with specific statements related to these factors. The Relative Importance Index (RII) has been calculated to rank these factors in order of importance.

With regards to the statement of regular teacher training and professional development opportunities are sufficient and effective in our school. The vast majority of respondents 166(97.6%) agree or strongly agree that regular teacher training and professional development opportunities are sufficient and effective in their schools. This is reflected in the high mean value of 4.9 and a substantial RII of 0.91, which is the highest rank among the factors. This result indicates that teacher training and professional development are perceived as a key factor in the successful implementation of the early childhood curriculum in the Bia-West District. In relation to the statement “the availability of adequate teaching resources and materials that support smooth curriculum implementation”, 99(58.2% of the total sample of 170 teachers strongly agree and 65(38.2%) of the early childhood teachers agree that the availability of adequate teaching resources and materials is a factor that help in smooth curriculum implementation. This means that the majority of respondents 162 (96.4%) agree or

strongly agree that their school has the necessary teaching resources and materials to support curriculum implementation. This is reflected in the high mean value of 4.8 and a substantial RII of 0.90. The availability of teaching resources is considered a crucial factor in facilitating the smooth implementation of the curriculum. The availability of adequate teaching resources and materials ranked second (Rank 2) as the most important factor influencing successful curriculum implementation.

Also, in relation to the statement that teacher qualifications and experience significantly influence the successful implementation of our curriculum, 97 (57.1%) strongly agree, and 65 (38.2%) agree. This means that the majority of respondents 162 (95.3%) agree or strongly agree that teacher qualifications and experience significantly influence the successful implementation of the curriculum. This is supported by a high mean value of 4.9 and a substantial RII of 0.90. Educators' qualifications and experience are seen as critical factors in curriculum success. Data in Table 2 again shows that the majority of respondents 163 (96%) agree or strongly agree that continuous monitoring and evaluation are conducted to identify areas for improvement and encouragement. This is reflected in the high mean value of 4.8 and a substantial RII of 0.89. Regular assessment is perceived as a key factor in curriculum success.

Also, Table 2 shows that with regards to the statement that the curriculum is flexible and adaptable to accommodate changes and emerging educational needs of all learners, 79 (46.5%) strongly agree and 76 (44.7%) agree. This means that the majority of respondents 155 (91.2%) agree or strongly agree that the curriculum is flexible and adaptable. This is reflected in the mean value of 4.5 and a substantial RII of 0.89. A flexible curriculum that accommodates changes and emerging needs is considered essential for curriculum success. In relation to the statement that “the level of parental involvement in our school positively impacts early childhood curriculum

implementation”, 86 (50.6%) strongly agree and 86 (50.6%) agree with a mean value of 4.7, and relative importance index of 0.87 (Rank 6). The positive impact of parental involvement in curriculum implementation ranked sixth (Rank 6). While still highly rated, it received slightly lower scores compared to the top five factors.

The result in Table 2 further shows that a substantial majority of respondents 155 (91.2%) agree or strongly agree that parental involvement positively impacts curriculum implementation. This is reflected in the mean value of 4.7 and an RII of 0.87. The involvement of parents is considered a significant factor in the successful implementation of the early childhood curriculum. Also, a majority of respondents 147 (86.5%) agree or strongly agree that adequate funding and budget allocation are available to support curriculum implementation. This is reflected in the mean value of 4.6 and an RII of 0.84. Adequate financial support is viewed as important for curriculum success.

Again, the majority of respondents 146 (86.9%) agree or strongly agree that cultural and community-related factors support the successful implementation of the curriculum. This is reflected in the mean value of 4.3 and an RII of 0.84. Cultural and community support is seen as a valuable asset for curriculum success. Also, data in Table 2 shows that a majority of respondents 143 (81%) agree or strongly agree that varying support from district-level educational authorities and stakeholders positively impacts curriculum implementation. This is reflected in the mean value of 4.2 and an RII of 0.83. District-level support and stakeholder engagement are considered important for curriculum success. Lastly, a substantial majority of respondents 147 (86.5%) agree or strongly agree that government policies positively impact curriculum implementation. This is reflected in the mean value of 4.4 and an RII of 0.83. Government policies are seen as influential in curriculum success.

Discussion of Result of Research Question 1

The analysis of the key factors influencing the successful implementation of early childhood curriculum in public basic schools in the Bia-West District reveals valuable insights, aligning with the first objective of the study. The study's findings indicate that several factors are perceived as crucial in facilitating the successful implementation of early childhood curriculum in the district.

The highest-ranked factor, as indicated by the RII (0.91), is the availability of regular teacher training and professional development opportunities. Nearly 97.6% of the respondents agree or strongly agree that these opportunities are sufficient and effective in their schools. This aligns with existing literature that emphasizes the importance of continuous teacher professional development in improving teaching quality and curriculum implementation (Melesse, Gulie, 2019). This implies that teachers recognize the need to continuously enhance their skills and knowledge to improve teaching quality and curriculum implementation. It reflects a commitment to delivering high-quality education to early childhood learners. The fact that teacher training and professional development are rated as the most important factors implies that educators in the Bia-West District consider these opportunities as fundamental for successful curriculum implementation. This recognition suggests that well-trained and professionally developed teachers are better equipped to effectively deliver the curriculum to young learners as also found by Pharis, Wu, Sullivan & Moore (2019). The result highlights the district's emphasis on teacher competence and their role as key stakeholders in early childhood education. It suggests that investments in teacher development will likely yield positive outcomes in terms of curriculum implementation and educational quality.

The availability of adequate teaching resources and materials ranks second in importance (RII of 0.90). This is supported by 96.4% of respondents who agree or strongly agree that their schools possess the necessary resources to support curriculum implementation. Adequate teaching resources are a recognized prerequisite for effective curriculum delivery. The fact that 96.4% of the respondents agree or strongly agree that their schools possess the necessary teaching resources and materials suggests a high level of satisfaction and confidence in the availability and effectiveness of these resources. Adequate teaching materials encompass items such as textbooks, learning aids, and equipment that directly support the curriculum (Bizimana & Orodho, 2014). Adequate teaching resources and materials are considered a fundamental prerequisite for effective curriculum delivery. These resources enable teachers to illustrate concepts, engage students, and create an interactive and stimulating learning environment. They are essential tools for bringing the curriculum to life and making it accessible to young learners. This result is in line with the findings of Ofor-Douglas (2020), and Osuji & Iheanyichukwu (2021). The availability of sufficient teaching resources can lead to improved learning outcomes. When teachers have access to the materials they need, they can better tailor their teaching to meet the diverse needs of students, making learning more engaging and effective. Inadequate teaching resources can be a significant barrier to effective teaching. When teachers lack essential materials, it can hinder their ability to implement the curriculum as intended. This result, which suggests that schools have the necessary resources, implies that these barriers are reduced, and teachers can focus on curriculum delivery.

Teacher qualifications and experience also significantly influence successful curriculum implementation (RII of 0.90). A vast majority of respondents (95.3%) agree or strongly agree on this point. This finding aligns with existing research that highlights

the pivotal role of well-qualified and experienced educators in enhancing educational outcomes. This finding is supported by the findings of Buabeng, Ntow & Otami, (2020), Moosa & Shareefa (2019), Nevenglosky (2018), and Akwesi & Yiboe, (2013). Teachers with higher qualifications typically possess a deeper understanding of pedagogical principles, child development, and curriculum design. They are better equipped to design effective teaching strategies that align with the curriculum's goals and the needs of young learners. Their training provides them with the necessary knowledge and skills to deliver the curriculum effectively (Omare, Imonje & Nyagah, 2020). Qualified teachers are expected to have a strong grasp of the subject matter they teach. This content mastery is essential for conveying the curriculum content accurately and comprehensively to students. Teachers with relevant degrees and certifications are more likely to provide a rich and accurate educational experience. Experienced teachers have likely encountered a wide range of teaching situations and student needs. Their accumulated experience equips them with the ability to adapt and tailor their teaching to meet the unique requirements of different students. This adaptability is crucial for ensuring that the curriculum can be effectively implemented for all learners (Haque & David, 2023). To conclude, teacher qualifications and experience play a pivotal role in the successful implementation of early childhood curriculum. Educators with the right qualifications and experience are better equipped to deliver the curriculum effectively, align it with learning objectives, manage the classroom, and provide differentiated instruction. Their expertise contributes to a positive learning environment and fosters student engagement and success. This result emphasizes the importance of investing in teacher education and professional development to ensure quality curriculum implementation in early childhood education.

Continuous monitoring and evaluation, as indicated by 96% agreement, are recognized as essential for identifying areas for improvement and encouragement (RII of 0.89). This underlines the significance of a feedback-driven approach to curriculum implementation, which is in harmony with best practices in education. This result aligns with the existing literature (Appiah, 2020; Adow, Edabu & Kimamo, 2020; Karimi, 2020) which emphasizes the important role of Continuous monitoring and evaluation in successful curriculum implementation. Continuous monitoring and evaluation allow educators and administrators to regularly assess the quality of curriculum implementation. By reviewing teaching practices, student performance, and curriculum delivery, any shortcomings or areas in need of improvement can be identified promptly. This quality control ensures that the curriculum is delivered effectively and meets desired standards. Through ongoing monitoring and evaluation, educators can identify what is working well and what needs adjustment. This adaptability is crucial in early childhood education, where students have diverse learning needs. Educators can modify their teaching strategies and curriculum materials based on real-time feedback, ensuring that the curriculum remains responsive to the evolving needs of young learners. Continuous monitoring and evaluation are integral to curriculum implementation in early childhood education (Wenwa, 2021). They provide the means to ensure quality control, adaptability, alignment with objectives, individualized support, and data-driven decision-making. A feedback-driven approach helps maintain a responsive and effective curriculum, fostering student success and the continuous professional growth of educators. It aligns with best practices in education and is crucial for the successful implementation of early childhood curriculum.

The flexibility and adaptability of the curriculum are considered vital (RII of 0.89) by 91.2% of respondents who agree or strongly agree. This resonates with the idea that

curricula should be responsive to changing educational needs and adaptable to various learner profiles. A curriculum's flexibility and adaptability are crucial for successful curriculum implementation in early childhood education. They ensure that the curriculum can meet the diverse learning needs of students, respond to changing educational demands, and foster innovation in teaching. Moreover, a flexible curriculum empowers teachers, engages parents, and remains relevant over time, contributing to a rich and effective educational experience for young learners. This result resonates with the idea that curricula should be dynamic and responsive to the evolving landscape of education. This finding is in line with the findings of (Boadu, Donnelly & Sharp, 2020; Maren, Salleh & Zulnadi, 2021; Jonker, März & Voogt, 2020).

The study underscores the positive impact of parental involvement (RII of 0.87) on curriculum implementation, with 91.2% of respondents agreeing or strongly agreeing. This finding is consistent with research suggesting that parental engagement enhances student achievement and supports curriculum delivery. Parental involvement has a profound and positive impact on curriculum implementation in early childhood education. It reinforces learning at home, motivates students, supports homework completion, fosters a positive learning environment, and strengthens the connection between home and school. By actively participating in their child's education, parents contribute to the overall success of the curriculum and promote their child's educational attainment. This result highlights the importance of nurturing strong partnerships between schools and parents in early childhood education as in accordance with existing literature (Mwarari, Githui & Mwenje, 2020; Bartoli, Joshi & Wolf, 2022).

The study's findings emphasize that a multi-faceted approach is necessary to ensure the successful implementation of early childhood curriculum in public basic schools in the

Bia-West District. Teacher training, resource availability, teacher qualifications, continuous monitoring, parental involvement, and curriculum flexibility are perceived as the most crucial factors. These findings are consistent with established educational literature that highlights the importance of these aspects.

4.4: The Impact of Government Policies and Support on the Implementation of Early Childhood Curriculum

In Section 4.4, The study delves into the analysis of the second objective of the study, which centers on the examination of the impact of government policies and support on the implementation of early childhood curriculum in the Bia-West District. This section constitutes a critical phase of the research, where we explore the nuanced relationship between policy frameworks, governmental support, and the practical realities of early childhood education in the district. To dissect this interaction, the study employs a comprehensive analytical approach that encompasses frequency distribution, mean, and standard deviation analysis. These methods allow us to quantitatively assess the perceived impact of government policies and support, offering valuable insights into the dynamics at play. The result is presented in Table 3.

Table 3: Impact of Government Policies and Support on the Implementation of Early Childhood Curriculum

Statements	SD	D	N	A	SA	M/S D
Government policies related to early childhood education are clear and well-defined in our district.	22 (12.9%)	19 (11.2%)	26 (15.3%)	49 (28.8%)	54 (31.8%)	3.8/ 0.88
Government funding adequately supports the implementation of the early childhood curriculum in our school.	54 (31.8%)	49 (28.8%)	19 (11.2%)	27 (15.8%)	21 (12.4%)	2.4/ 1.2
Government policies have a positive impact on the accessibility of early childhood education.	14 (8.2%)	16 (9.4%)	12 (7.1%)	59 (34.7%)	69 (40.6%)	4.5/ 0.91
The government provides sufficient professional development opportunities for early childhood educators in our district.	9 (5.3%)	15 (8.8%)	10 (5.9%)	66 (38.8%)	70 (41.2%)	4.6/ 0.87
Government initiatives prioritize inclusivity in early childhood education, positively impacting our curriculum.	8 (4.7%)	11 (6.5%)	10 (5.9%)	68 (40.0%)	73 (42.9%)	4.6/ 0.89
The government regularly evaluates its policies to address the evolving needs of early childhood education.	14 (8.2%)	15 (8.8%)	17 (10.0%)	58 (31%)	66 (38.8%)	4.4/ 0.79
Government policies effectively address the unique challenges of early childhood education in our district.	11 (6.5%)	8 (4.7%)	9 (5.3%)	77 (45.3%)	65 (38.2%)	4.3/ 0.92
The government actively seeks input from educators, parents, and communities.	7 (1%)	9 (5.3%)	12 (7.1%)	73 (42.9%)	69 (40.6%)	4.2/ 0.86
Government policies foster a positive learning environment for early childhood education.	9 (5.3%)	6 (3.5%)	11 (6.5%)	65 (38.2%)	79 (46.5%)	4.7/ 0.93
Government initiatives provide adequate support for teachers in implementing curriculum changes	12 (7.1%)	14 (8.2%)	16 (9.4%)	60 (35.3%)	68 (40.0%)	4.2/ 0.93
The government collaborates effectively in several ways with educators to ensure successful curriculum implementation.	9 (5.3%)	10 (5.9%)	14 (8.2%)	73 (42.9%)	64 (37.6%)	4.3/ 0.78

N=170, Mean Ranges 1.00-1.44= Strongly Disagree, 1.50-1.99= Disagree, 3.00-3.44=Neutral, 3.50-4.44=Agree, 4.50-5.0=Strongly Agree
Source: Field data, 2023

The results in Table 3 provide insights into the impact of government policies and support on the implementation of early childhood curriculum in the Bia-West District.

Data in Table 3 shows that in relation to the statement that “government policies related to early childhood education are clear and well-defined in our district”, only 22 (12.9%)

strongly agree, and 19 (11.2%) agree that government policies related to early childhood education are clear and well-defined. This indicates that a significant portion of respondents have reservations about the clarity and definition of these policies. Also, in relation government funding adequately supports the implementation of the early childhood curriculum in our school. A majority of respondents 54 (31.8%) strongly disagree, while 49 (28.8%) disagree that government funding adequately supports the curriculum implementation. This suggests that many educators feel that there is insufficient financial support.

The result in Table 3 further shows that a substantial proportion 59 (34.7%) agrees, and 69 (40.6%) strongly agree that government policies positively impact the accessibility and affordability of early childhood education. This indicates that respondents largely perceive government policies as supportive in this aspect. Again, with regard to the statement that the government provides sufficient professional development opportunities for early childhood educators in our district, 66 (38.8%) strongly agree, and 70 (41.2%) agree that the government provides sufficient professional development opportunities. This result reflects a positive view of the support for educators' professional growth. The result in Table 3 further shows that a significant majority 68 (40.0%) agree, and 73 (42.9%) strongly agree that government initiatives prioritize inclusivity and diversity, resulting in a positive impact on the curriculum. This emphasizes the importance of inclusive policies.

The result in Table 3 above further shows that 58 (31%) agree, and 66 (38.8%) strongly agree that the government regularly evaluates and adjusts its policies to address evolving needs. This suggests that many see the government as proactive in adapting to changing requirements. Also, a significant proportion 77 (45.3%) agree, and 65 (38.2%) strongly agree that government policies effectively address the unique needs

and challenges in early childhood education. This result indicates a favorable view of government policy in this regard. Also, in relation to the statements that the government actively seeks feedback and input from educators, parents, and communities when formulating early childhood education policies, 73 (42.9%) agree, and 69 (40.6%) strongly agree that the government actively seeks input from stakeholders, highlighting a perception of inclusive policy development.

Again, a majority 65 (38.2%) agrees, and 79 (46.5%) strongly agree that government policies and support create a positive learning environment. This underscores the importance of policy-driven positive environments. Also, with regards to the statement that government initiatives provide adequate support for teachers and staff in implementing curriculum changes and updates, 60 (35.3%) agree, and 68 (40.0%) strongly agree that government initiatives provide adequate support for implementing curriculum changes. This result reflects a positive outlook on support for curriculum updates. Lastly, a substantial portion 73 (42.9%) agrees, and 64 (37.6%) strongly agrees that the government collaborates effectively with educators and school administrators. This suggests a positive view of collaborative efforts.

Discussion of Research Question 2

The results show that government policies and support in the Bia-West District are perceived differently across various aspects. While there are concerns about the clarity of policies and funding adequacy, there is overall agreement on the positive impact of policies related to inclusivity, regular evaluation, addressing unique needs, and seeking input from stakeholders. This indicates that government policies are seen as influential in creating an inclusive and supportive environment for early childhood curriculum implementation, although certain areas may require improvement. This finding

resonates with the findings of the existing literature (Chan, 2012; Gouëdard, Pont, Hyttinen & Huang, 2020; Sierra-Piedrahita & Echeverri-Sucerquia, 2020). The government's role in fostering a positive learning environment, providing professional development opportunities, and supporting curriculum changes is also generally acknowledged. These findings provide important insights into the relationship between government policies and the successful implementation of early childhood curriculum in the district, offering guidance for potential areas of improvement and policy development.

4.5: Assessing the Availability and Quality of Teacher Training and Professional Development Opportunities for Early Childhood Educators.

In Section 4.5, the study turn attention to the analysis of the third objective of the study, which centers on assessing the availability and quality of teacher training and professional development opportunities for early childhood educators in the Bia-West District. This section represents a pivotal step in the research, where the study delve into the crucial domain of professional development and training, vital for the growth and enhancement of educators. The analysis incorporates a multi-faceted approach that includes frequency distribution, mean, and standard deviation analysis. These quantitative methods collectively enable us to explore and assess the perceptions and experiences of educators within the district regarding the training and professional development opportunities available to them. The result is displayed in Table 4 below.

Table 4: The Availability and Quality of Teacher Training and Professional Development Opportunities for Early Childhood Educators.

Statements	SD	D	N	A	SA	M/S.D
Adequate teacher training programs are readily available to enhance the skills and knowledge of early childhood educators.	7 (1%)	9 (5.3%)	11 (6.5%)	68 (40.0%)	75 (41%)	4.5/ 0.94
Professional development opportunities are accessible for early childhood educators in our district.	8 (4.7%)	5 (2.9%)	10 (5.9%)	79 (46.5%)	68 (40.0%)	4.4/ 0.98
The content of teacher training programs are relevant to the needs of early childhood educators.	3 (1.8%)	6 (3.5%)	6 (3.5%)	72 (42.4%)	83 (48.8%)	4.7/ 0.88
Teacher training programs incorporate innovative teaching methods for early childhood education.	4 (2.4%)	5 (2.9%)	9 (5.3%)	73 (42.9%)	79 (46.5%)	4.6/ 0.99
Professional development opportunities include ongoing support for early childhood educators.	4 (2.4%)	6 (3.5%)	7 (1%)	68 (40.0%)	85 (50.0%)	4.8/ 0.87
The district actively supports early childhood educators in pursuing continuous professional development.	6 (3.5%)	8 (4.7%)	11 (6.5%)	67 (39.4%)	78 (45.9%)	4.6/ 0.79
Teacher training programs align with the specific needs of early childhood educators working with diverse student populations.	4 (2.4%)	5 (2.9%)	8 (4.7%)	72 (42.4%)	81 (47.6%)	4.7/ 0.81
Professional development opportunities include training on the effective use of technological resources in early childhood education.	9 (5.3%)	7 (1%)	10 (5.9%)	65 (38.2%)	79 (46.5%)	4.6/ 0.96
The district supports collaboration among early childhood educators to share best practices.	7 (1%)	9 (5.3%)	10 (5.9%)	66 (38.8%)	78 (45.9%)	4.6/ 0.84
Early childhood educators have access to a well-equipped professional development center.	6 (3.5%)	7 (1%)	11 (6.5%)	65 (38.2%)	81 (47.6%)	4.7/ 0.75
The district offers opportunities for early childhood educators to attend conferences and workshops to enhance their professional knowledge and skills.	3 (1.8%)	5 (2.9%)	9 (5.3%)	69 (40.6%)	84 (49.4%)	4.8/ 0.97

N=170, Mean Ranges 1.00-1.44= Strongly Disagree, 1.50-1.99= Disagree, 3.00-3.44=Neutral, 3.50-4.44=Agree, 4.50-5.0=Strongly Agree

Source: Field data, 2023

Table 4 presents the analysis of the availability and quality of teacher training and professional development opportunities for early childhood educators in the Bia-West District. The analysis reveals insights into educators' perceptions and experiences with regards to training and professional development opportunities.

In relation to the statement that adequate teacher training programs are readily available to enhance the skills and knowledge of early childhood educators, 75 (41%) strongly agree, and 68 (40.0%) agree that adequate teacher training programs are readily available. This indicates a positive perception of the availability of training programs. Also, with regard to the statement that professional development opportunities are accessible and convenient for early childhood educators in our district, 79 (46.5%) agree, and 68 (40.0%) strongly agree that professional development opportunities are accessible and convenient. This reflects a strong positive view of the accessibility of professional development opportunities. Again, in relation to the statement that the content and curriculum of teacher training programs are relevant to the needs of early childhood educators, 83 (48.8%) strongly agree, and 72 (42.4%) agree that the content and curriculum of teacher training programs are relevant, emphasizing the alignment of training content with educators' needs.

The result in Table 4 further indicates that 79 (46.5%) strongly agree, and 73 (42.9%) agree that teacher training programs incorporate innovative methods and best practices, indicating a positive view of training content. Also, the data in Table 4 shows that 83 (50.0%) strongly agree, and 68 (40.0%) agree that professional development includes ongoing support and mentorship. This highlights the importance of continuous support and mentorship in professional development. The result further shows that with regards to the statement “the district actively encourages and supports early childhood educators in pursuing continuous professional development”, 78 (45.9%) strongly

agree, and 67 (39.4%) agree that the district actively encourages and supports continuous professional development, indicating positive district-level support for educators.

Teacher training programs align with the specific needs of early childhood educators working with diverse student populations, was strongly agree on by 81 (47.6%) of the total of 170 sampled teachers and was agreed on by 72 (42.4%) of the teachers. This emphasize that there is a strong alignment between training and educators' requirements. Again, the result shows that 79 (46.5%) strongly agree, and 65 (38.2%) agree that professional development includes training on technology and digital resources, highlighting the importance of tech-related training.

Also, in relation to the statement that the district supports collaboration among early childhood educators to share best practices and innovative teaching strategies to support the successful implementation of the early childhood curriculum, 78 (45.9%) strongly agree, and 66 (38.8%) agree that the district supports collaboration, suggesting a positive collaborative culture. In addition, the result shows that with regards to the statement that early childhood educators have access to a well-equipped professional development center or resource hub, 81 (47.6%) strongly agree, and 65 (38.2%) agree that educators have access to well-equipped resources, indicating the importance of such facilities. Lastly, the result in Table 4 shows that 84 (49.4%) strongly agree, and 69 (40.6%) agree that the district offers opportunities for attending conferences and workshops, underscoring the significance of these opportunities for professional growth.

Discussion of Research Question 3

The results presented in Table 4 paint a positive picture of the educational landscape in the Bia-West District, particularly concerning the availability and quality of teacher training and professional development opportunities for early childhood educators. The high percentages of respondents who strongly agree and agree with the availability of teacher training programs and the accessibility of professional development opportunities are indicative of a culture of continuous learning within the district. This result is in line with existing literature like Saracho & Spodek (2006) and Hubbard (2023). Educators seem to have the resources and support they need to engage in professional growth, which is essential in an ever-evolving educational landscape. The fact that a significant proportion of educators believe that training programs are relevant to their needs and aligned with the diverse requirements of their student populations is of paramount importance. It means that the district is attuned to the unique challenges and demands faced by early childhood educators and is proactive in addressing them through tailored training. This finding conforms with the result of Annan (2020), and Abonyi, Yeboah & Luguterah (2020).

The agreement among educators that training programs incorporate innovative methods and best practices is a clear indication of the district's commitment to keeping up with advancements in the field of education. This is crucial for equipping educators with the latest tools and techniques that can benefit their students. The strong support for ongoing support and mentorship in professional development is a testament to the district's recognition of the value of sustained guidance. It acknowledges that learning doesn't stop after initial training; instead, it is a continuous journey that can benefit from guidance and mentorship. The findings suggest that the district is actively encouraging and supporting its educators in their professional development endeavors. This not only

demonstrates a commitment to the growth of individual educators but also underscores the district's dedication to maintaining high standards of education. This result agrees with (Gomez, Kagan & Fox (2019) and Brunsek, Perlman, McMullen, et al., 2020). The support for collaboration among educators highlights the importance of sharing best practices and innovative teaching strategies. This collaborative culture is vital in ensuring that educators learn from each other's experiences, ultimately improving the quality of education provided in the district.

The recognition that educators have access to well-equipped professional development resources is significant. It means that educators are not only encouraged to grow professionally, but they are also provided with the necessary tools and facilities to do so effectively. The acknowledgement of opportunities to attend conferences and workshops as valuable for enhancing professional knowledge and skills is an important facet of ongoing education. These events serve as platforms for educators to interact with their peers, learn from experts, and stay updated on the latest educational trends. (Zaslow, Tout, Halle, et al., 2010)

In summary, the findings from Table 4 suggest that the Bia-West District has created an environment where early childhood educators have access to high-quality training and professional development opportunities. In summary, the results demonstrate that early childhood educators in the Bia-West District hold positive views regarding the availability and quality of teacher training and professional development opportunities. They perceive training programs as relevant, accessible, and aligned with their needs. Additionally, educators highly value ongoing support, mentorship, and opportunities for collaboration and professional growth, which are actively encouraged and supported by the district. These findings reflect a favorable environment for enhancing the skills

and knowledge of early childhood educators in the district, contributing to the successful implementation of early childhood curriculum.

4.6: The Adequacy and Accessibility of Resources and Materials Necessary for the Implementation of Early Childhood Curriculum.

Section 4.6 is dedicated to the analysis of the fourth objective of the study, which is concerned with evaluating the adequacy and accessibility of resources and materials necessary for the implementation of early childhood curriculum in public basic schools of the Bia-West District. This section represents a critical juncture in the research, where we delve into the material infrastructure supporting the curriculum implementation. The result is presented in Table 5.



**Table 5: The Adequacy and Accessibility of Resources and Materials Necessary
for the Implementation of Early Childhood Curriculum.**

Statements	SD	D	N	A	SA	M/SD
Our school has access to a sufficient quantity of age-appropriate teaching materials for early childhood education including learners with learning disabilities	22 (12.9%)	21 (12.4%)	25 (14.7%)	50 (29.4%)	52 (30.6%)	3.7/ 0.95
The quality of teaching materials meets the needs of early childhood educators.	38 (22.4%)	31 (18.2%)	22 (12.9%)	38 (22.4%)	41 (21%)	2.9/ 0.87
Resources and materials are regularly updated to ensure their relevance and effectiveness.	21 (12.4%)	23 (13.5%)	19 (11.2%)	54 (31.8%)	53 (31.2%)	1/ 0.79
Early childhood educators have access to technology tools that enhance curriculum delivery.	25 (14.7%)	21 (12.4%)	22 (12.9%)	55 (32.4%)	47 (27.6%)	4.2/ 0.85
The school provides a well-maintained and safe learning environment for early childhood education.	8 (4.7%)	9 (5.3%)	10 (5.9%)	68 (40.0%)	75 (44.1%)	4.6/ 0.72
The district actively seeks feedback from educators regarding resource needs.	19 (11.2%)	20 (11.8%)	21 (12.4%)	56 (32.9%)	54 (31.8%)	4.0/ 0.93
Early childhood classrooms are equipped with modern educational technology.	26 (15.3%)	25 (14.7%)	20 (11.8%)	51 (30.0%)	48 (28.2%)	2.9/ 0.90
Specialized resources and materials are available to support children with diverse learning needs.	17 (10.0%)	15 (8.8%)	21 (12.4%)	49 (28.8%)	68 (40.0%)	3.9/ 0.86
The school provides a dedicated space conducting hands-on activities that enhance the curriculum.	4 (2.4%)	6 (3.5%)	9 (5.3%)	68 (40.0%)	83 (48.8%)	4.7/ 0.69
Adequate outdoor play equipment are available to promote outdoor learning experiences.	3 (1.8%)	4 (2.4%)	6 (3.5%)	69 (40.6%)	88 (51.8%)	4.8/ 0.78
The school ensures that resources and materials are culturally sensitive to reflect the diverse backgrounds of students.	5 (2.9%)	6 (3.5%)	10 (5.9%)	71 (41.8%)	79 (46.5%)	4.6/ 0.98
Teachers have the autonomy to select resources and materials to meet the unique needs of their students.	2 (1.2%)	3 (1.8%)	8 (4.7%)	68 (40.0%)	89 (52.4%)	4.8/ 0.82
The school fosters a culture of resource-sharing among educators.	4 (2.4%)	5 (2.9%)	8 (4.7%)	71 (41.8%)	82 (48.2%)	4.7/ 0.96
The district provides financial support to schools for the acquisition of additional resources and materials.	29 (17.1%)	25 (14.7%)	27 (15.9%)	41 (21%)	48 (28.2%)	2.7/ 0.91
The adequacy of resources and materials significantly impact the overall quality of early childhood education in our district.	5 (2.9%)	7 (1%)	6 (3.5%)	68 (40.0%)	84 (49.4%)	4.7/ 0.79

N=170, Mean Ranges 1.00-1.44= Strongly Disagree, 1.50-1.99= Disagree, 3.00-3.44=Neutral, 3.50-4.44=Agree, 4.50-5.0=Strongly Agree
Source: Field data, 2023

Table 5 provides insights into the adequacy and accessibility of resources and materials necessary for the implementation of early childhood curriculum in public basic schools of the Bia-West District. This analysis is crucial for understanding the material infrastructure supporting curriculum implementation and, by extension, the quality of early childhood education.

The result in Table 5 shows that a noteworthy 52(30.6%) of respondents strongly agree and 50 (29.4%) agree that their schools have access to a sufficient quantity of age-appropriate teaching materials. Moreover, 38 (22.4%) agree and 41 (24.1%) strongly agree that the quality of teaching materials meets the needs of early childhood educators and students. These findings indicate a positive perception of the availability and quality of materials, which are vital for effective curriculum delivery. Again, the result shows that the fact that 53 (31.2%) strongly agree and 54 (31.8%) agree that resources and materials are regularly updated and replaced underscores the district's commitment to ensuring the relevance and effectiveness of materials. An ever-evolving curriculum and educational landscape demand materials that are up-to-date and aligned with current teaching practices. The result in Table 5 shows that the importance of technology in education is evident, with 55 (32.4%) of respondents strongly agreeing and 47 (27.6%) agreeing that early childhood educators have access to technology tools and equipment. This access is essential for modern curriculum delivery and for ensuring inclusive education.

The result in Table 5 further shows that the availability of a well-maintained and safe learning environment is crucial for early childhood education. The result shows that 75 (44.1%) strongly agree and a significant number 68(40%) agree that the school provides a safe environment. Safety is a fundamental prerequisite for effective learning. The acknowledgment that the district or school administration actively seeks feedback from

educators regarding resource needs and works to address them (56(32.9%) agree and (54(31.8%) strongly agree highlights the importance of open communication and a responsive approach to resource provision. It's promising to note that 68 (40.0%) strongly agree and 49 (28.8%) agree that specialized resources and materials are available to support children with diverse learning needs, including those with disabilities or language barriers. This inclusivity is essential for equitable education.

The availability of dedicated spaces or classrooms for hands-on and interactive activities, as strongly agreed upon by 83 (48.8%) of respondents, is significant. Such spaces are essential for practical and experiential learning, which is integral to early childhood education. The presence of adequate outdoor play areas and equipment 69 (40.6%) agree and 88 (51.8%) strongly agree. This is crucial for promoting physical activity, encouraging outdoor learning experiences, and fostering holistic development among children. The district's efforts to ensure that resources and materials are culturally sensitive and inclusive (71 (41.8%) agree and 79 (46.5%) strongly agree) reflect an awareness of the diverse backgrounds of students, promoting a welcoming and inclusive learning environment.

The data also indicate that teachers have autonomy (89 (52.4%) strongly agree and 68 (40.0%) agree) in selecting and customizing resources and materials to meet their students' unique needs. Additionally, the school fosters a culture of resource-sharing among educators, encouraging collaboration and creativity in resource development. The district's provision of financial support or grants to schools for the acquisition of additional resources and materials (82 (48.2%) strongly agree and 71 (41.8%) agree) is essential for schools to maintain and enhance their resource base. Finally, the recognition that the adequacy and accessibility of resources and materials significantly

impact the overall quality of early childhood education (84(49.4.0%) strongly agree and 68(40.0%) agree) highlights the critical role of resources in education quality.

Discussion of Research Questions 4

The findings from the analysis in Table 5 provide valuable insights into the Bia-West District's commitment to creating an educational environment that is well-equipped to support the successful implementation of early childhood curriculum. The results indicate that the district has made commendable efforts to ensure that early childhood educators have access to a wide range of resources and materials, which are essential for effective curriculum delivery. Several noteworthy points emerge from this analysis. A significant proportion of respondents strongly agree or agree that their schools have access to a sufficient quantity of age-appropriate teaching materials. This access to a substantial number of materials is a crucial aspect of a well-rounded learning environment, enabling educators to cater to the diverse needs of their students. Furthermore, the acknowledgment of the quality of teaching materials meeting educators' and students' needs underlines the district's commitment to ensuring that the materials are not just in abundance but are also of high quality. High-quality materials can engage students effectively and support educators in delivering quality instruction. These findings agree with the result of Onditi (2019), and Mwonga & Wanyama (2012). The recognition that resources and materials are regularly updated and replaced emphasizes the district's commitment to maintaining the relevance and effectiveness of these materials. An evolving curriculum and educational landscape demand that materials are continuously refreshed to align with new teaching practices, ensuring that they remain effective and engaging for both educators and students. This finding is in line with existing literature such as Sitati, Ndirangu, Kennedy & Rapongo (2016), and

Ngeno, Mweru & Mwoma (2021). Technology plays an increasingly vital role in modern education. The fact that early childhood educators have access to technology tools and equipment demonstrates a forward-thinking approach to curriculum delivery. This access is essential for ensuring that children receive an education that is not just inclusive but also equipped with the necessary digital literacy skills, which are becoming more important in today's world. This result is in line with Kermani & Aldemir (2015).

The provision of a safe and well-maintained learning environment is of paramount importance in early childhood education. Safety is a fundamental prerequisite for effective learning, and a positive learning environment is vital for children's development. Additionally, the availability of specialized resources for children with diverse learning needs, including those with disabilities or language barriers, reflects the district's commitment to inclusive education. The existing literature such as Ntumi (2016), and Pillar (2021) found similar result.

The data highlight the importance of both teacher autonomy in selecting and customizing resources and the fostering of a culture of resource-sharing among educators. These aspects are in line with the idea that educators need to be able to adapt resources to meet their student's unique needs and that collaboration enhances creativity and resource development. This aligns with existing research on the importance of teacher agency and collaboration in improving the quality of education (Onyango, 2015; Okongo, Ngao, Rop & Wesonga (2015). The district's provision of financial support or grants to schools for acquiring additional resources and materials is critical for schools to maintain and enhance their resource base. This support helps ensure that financial constraints do not hinder access to necessary materials and resources. Finally, the acknowledgment that the adequacy and accessibility of resources and materials

significantly impact the overall quality of early childhood education aligns with existing empirical studies. Research has consistently shown that access to high-quality resources and materials positively influences the learning outcomes and overall educational experience of young learners.

In relation to existing empirical studies, these findings are consistent with the broader body of research that emphasizes the importance of well-resourced learning environments in early childhood education. Several studies have demonstrated that access to high-quality materials, technology, safe and inclusive environments, and ongoing professional development for educators are all key factors in enhancing the quality of early childhood education. This district's proactive approach to providing adequate and diverse resources aligns with the best practices advocated by researchers in the field. It not only supports educators in delivering high-quality instruction but also contributes to creating an inclusive and effective learning environment for young children. It's important to note that these findings provide a positive example of resource provision that other districts or regions could learn from and adapt to their specific contexts to enhance early childhood education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusion recommendations to the study.

5.2 Summary of the Findings of the Study

The summary of the study revealed that continuous teacher development is essential for improving curriculum delivery.

Also, availability of adequate teaching resources and material resources support smooth curriculum implementation. This highlights the importance of having the necessary materials to make the curriculum accessible and engaging. Again, the qualifications and experience of teachers significantly influence successful curriculum implementation. Highly qualified and experienced educators are perceived as key drivers of curriculum success.

Continuous monitoring and evaluation are viewed as essential for identifying areas for improvement and encouragement. A feedback-driven approach helps maintain a responsive and effective curriculum. The curriculum's flexibility and adaptability are recognized as vital, ensuring that it can cater to evolving educational needs and diverse student profiles. Again, Parental involvement has a significant and positive impact on curriculum implementation, reinforcing learning, and fostering a strong home-school connection.

The findings suggest that government policies and support are perceived differently across various aspects. While there are concerns about policy clarity and funding adequacy, there is an overall positive agreement on the influence of policies related to

inclusivity, regular evaluation, addressing unique needs, and stakeholder involvement. These findings indicate that government policies play a crucial role in creating an inclusive and supportive environment for early childhood curriculum implementation. However, certain areas, such as policy clarity and funding adequacy, may require improvement to better support curriculum implementation.

The findings again revealed a positive environment in the Bia-West District where early childhood educators have access to high-quality training and professional development opportunities. Educators perceive these opportunities as relevant, accessible, and aligned with their needs, and they highly value ongoing support, mentorship, and opportunities for collaboration and professional growth. The district actively encourages and supports educators in their professional development endeavors, reflecting a commitment to maintaining high standards of education and fostering a culture of continuous learning among educators.

Lastly, the findings revealed that the Bia-West District has made commendable efforts to provide early childhood educators with access to a wide range of high-quality resources and materials. The district's commitment to maintaining the relevance and effectiveness of materials, ensuring safety, promoting inclusivity, and supporting teacher autonomy and collaboration reflects a positive example of resource provision that can enhance the quality of early childhood education. The availability and quality of resources, as well as their regular updates, contribute to creating an inclusive and effective learning environment for young children.

5.3 Conclusion

The study concludes that the Bia-West District in Ghana is taking commendable steps to support the successful implementation of early childhood curriculum in its public basic schools. The district demonstrates readiness and capacity, with a strong emphasis on educator training and professional development. Government policies, while not without areas of concern, play a significant role in creating a positive environment for curriculum implementation, particularly in terms of inclusivity and responsiveness to educators' needs. Additionally, the accessibility and adequacy of resources and materials significantly impact the quality of early childhood education, and the district's efforts in this regard are laudable. The study indicates that the Bia-West District's commitment to providing a conducive and well-resourced educational environment, along with government support and policies, positively influences the successful implementation of early childhood curriculum. These efforts align with best practices in early childhood education and contribute to the overall improvement of educational quality for young learners in the district.

5.4 Recommendations

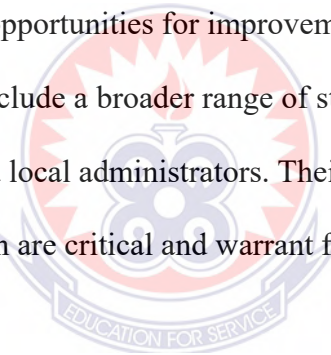
Based on the findings of the study, the following are recommended;

1. The Ghana Education Service and the Ministry of Education through the districts should establish a comprehensive and sustainable professional development program for early childhood educators, focusing on continuous training, skill enhancement, and exposure to innovative teaching methods. This program should include regular workshops, seminars, and opportunities for educators to share best practices and collaborate. Ensure that teachers have access to professional development resources and mentorship.

2. The Ghana Education Service, the Ministry of Education, and the authorities responsible for designing the curriculum should enhance the clarity and transparency of government policies related to early childhood education in the Bia-West District. Ensure that these policies are well-communicated to educators and stakeholders. Additionally, consider increasing funding support to address the perceived inadequacy. A periodic review of policies to adapt to evolving needs should be a part of the policy framework.
3. The Ghana Education Service and the Ministry of Education should continue the district's efforts to provide high-quality training and professional development opportunities for early childhood educators. Encourage the district to establish a systematic approach to evaluating the effectiveness of these programs to ensure they remain relevant and meet the evolving needs of educators. Additionally, maintain a strong focus on fostering a culture of collaboration among educators to support professional growth.
4. The Ghana Education Service and the Ministry of Education should develop a comprehensive resource allocation policy that ensures the continuous availability of age-appropriate teaching materials, technology tools, and safe learning environments in public basic schools. Prioritize the regular updating and replacement of teaching materials to keep them aligned with the curriculum's changing requirements. Consider providing schools with grants or financial support to acquire additional resources, ensuring that financial constraints do not hinder access to necessary materials.

5.5 Suggestion for Future Studies

Future researchers should conduct comparative studies between different districts, regions, or countries to identify variations in the factors influencing curriculum implementation. This can help policymakers understand best practices and adapt successful strategies to their specific contexts. Future studies should also combine quantitative data with in-depth qualitative research to explore the lived experiences and perceptions of educators, parents, and students. Qualitative studies can provide a holistic view of the challenges and successes in early childhood education. Future studies should investigate the specific policies and funding mechanisms that impact early childhood education. Analyze how these policies are formulated, implemented, and evaluated to identify opportunities for improvement. Future studies should expand the scope of research to include a broader range of stakeholders, including community leaders, policymakers, and local administrators. Their perspectives and involvement in curriculum implementation are critical and warrant further exploration.



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APPENDIX

Questionnaires

FACTORS INFLUENCING IMPLEMENTATION OF EARLY CHILDHOOD CURRICULUM IN PUBLIC SCHOOLS IN BIA-WEST DISTRICT.

My name is **HELENA ODURO**. I am MeD Student of Early Childhood of University Education Winneba. Thank you for participating in my study. Your responses will contribute to a better understanding of the **FACTORS INFLUENCING IMPLEMENTATION OF EARLY CHILDHOOD CURRICULUM IN PUBLIC SCHOOLS IN BIA-WEST DISTRICT**. Please answer the following questions to the best of your knowledge and experience. The information given will be used only for academic purposes and will not be disclosed to any individual. Please do not write your name and use this opportunity to respond freely. Thank you.

SECTION A: BACKGROUND INFORMATION

1. Gender Male Female
2. Age: Under 30 31-40 41-50 Over 50
3. Years of Experience as a teacher
 Less than 5 years 5-10 years 11-15 years Over 15 years
4. Educational Qualification
 Bachelor's Degree Master's Degree Doctorate Degree

SECTION B: FACTORS INFLUENCING THE SUCCESSFUL IMPLEMENTATION OF EARLY CHILDHOOD CURRICULUM

5. Please indicate your level of agreement with the following statements. Please tick to indicate whether you strongly disagree, disagree, agree or strongly agree.

Statements	SD	D	N	A	SA
The availability of adequate teaching resources and materials that support smooth curriculum implementation.					
Government policies that support and positively impact curriculum implementation in our school.					
Regular teacher training and professional development opportunities are sufficient and effective in our school.					
The level of parental involvement in our school positively impacts early childhood curriculum implementation.					
Cultural and community-related factors support the successful implementation of our early childhood curriculum in diverse ways					
Teacher qualifications and experience significantly influence the successful implementation of our curriculum.					
The varying support from district-level educational authorities and stakeholders positively impacts curriculum implementation.					
Adequate funding and budget allocation are readily available to support the implementation of early childhood curriculum.					
Continuous monitoring and evaluation of curriculum implementation are conducted to identify areas for improvement and encouragement					
The curriculum is flexible and adaptable to accommodate changes and emerging educational needs of all learners					
Student attendance and retention rates significantly affect the curriculum's effectiveness.					

**SECTION C: THE IMPACT OF GOVERNMENT POLICIES AND SUPPORT
ON THE IMPLEMENTATION OF EARLY CHILDHOOD CURRICULUM**

6. Please indicate your level of agreement with the following statements. Please tick to indicate whether you strongly disagree, disagree, agree or strongly agree.

Statements	SD	D	N	A	SA
Government policies related to early childhood education are clear and well-defined in our district.					
Government funding adequately supports the implementation of the early childhood curriculum in our school.					
Government policies have a positive impact on the accessibility and affordability of early childhood education for families in our district.					
The government provides sufficient professional development opportunities for early childhood educators in our district.					
Government initiatives prioritize inclusivity and diversity in early childhood education, positively impacting our curriculum.					
The government regularly evaluates and adjusts its policies to address the evolving needs of early childhood education to support successful implementation of early childhood curriculum.					
Government policies effectively address the unique needs and challenges of early childhood education in our district.					
The government actively seeks feedback and input from educators, parents, and communities when formulating early childhood education policies.					
Government policies and support foster a positive learning environment for early childhood education in our district.					
Government initiatives provide adequate support for teachers and staff in implementing curriculum changes and updates.					
The government collaborates effectively in several ways with educators and school administrators to ensure successful curriculum implementation.					

SECTION D: THE AVAILABILITY AND QUALITY OF TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR EARLY CHILDHOOD EDUCATORS.

7. Please indicate your level of agreement with the following statements. Please tick to indicate whether you strongly disagree, disagree, agree or strongly agree.

Statements	SD	D	N	A	SA
Adequate teacher training programs are readily available to enhance the skills and knowledge of early childhood educators.					
Professional development opportunities are accessible and convenient for early childhood educators in our district.					
The content and curriculum of teacher training programs are relevant to the needs of early childhood educators.					
Teacher training programs incorporate innovative teaching methods and best practices for early childhood education.					
Professional development opportunities include ongoing support and mentorship for early childhood educators.					
The district actively encourages and supports early childhood educators in pursuing continuous professional development.					
Teacher training programs align with the specific needs of early childhood educators working with diverse student populations.					
Professional development opportunities include training on the effective use of technology and digital resources in early childhood education which supports successful implementation of early childhood curriculum					
The district supports collaboration among early childhood educators to share best practices and innovative teaching strategies to supports successful implementation of early childhood curriculum					
Early childhood educators have access to a well-equipped professional development center or resource hub.					
The district offers opportunities for early childhood educators to attend conferences and workshops to enhance their professional knowledge and skills.					

SECTION E: THE ADEQUACY AND ACCESSIBILITY OF RESOURCES AND MATERIALS NECESSARY FOR THE IMPLEMENTATION OF EARLY CHILDHOOD CURRICULUM.

8. Please indicate your level of agreement with the following statements. Please tick to indicate whether you strongly disagree, disagree, agree or strongly agree.

Statements	SD	D	N	A	SA
Our school has access to a sufficient quantity of age-appropriate teaching materials for early childhood education including learners with learning disabilities					
The quality of teaching materials, such as books, educational toys, and learning aids, meets the needs of early childhood educators and students, including learners with learning disabilities.					
Resources and materials are regularly updated and replaced to ensure their relevance and effectiveness.					
Early childhood educators have access to technology tools and equipment that enhance curriculum delivery to ensure inclusive education.					
The school provides a well-maintained and safe learning environment for early childhood education.					
The district or school administration actively seeks feedback from educators regarding resource needs and works to address them.					
Early childhood classrooms are equipped with modern and functional educational technology, such as computers and interactive whiteboards.					
Specialized resources and materials are available to support children with diverse learning needs, including those with disabilities or language barriers.					
The school provides a dedicated space or classroom for conducting hands-on and interactive activities that enhance the curriculum.					
Adequate outdoor play areas and equipment are available to promote physical activity and outdoor learning experiences.					
The school or district ensures that resources and materials are culturally sensitive and inclusive to reflect the diverse backgrounds of students.					

Teachers have the autonomy to select and customize resources and materials to meet the unique needs of their students.					
The school fosters a culture of resource-sharing among educators, encouraging collaboration and creativity in resource development.					
The district provides financial support or grants to schools for the acquisition of additional resources and materials as needed.					
The adequacy and accessibility of resources and materials significantly impact the overall quality of early childhood education in our district.					

