

UNIVERSITY OF EDUCATION, WINNEBA

**MANAGEMENT OF TEACHER PARTICIPATION IN CURRICULUM
DEVELOPMENT IN GHANA**



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**MANAGING TEACHER PARTICIPATION IN CURRICULUM
DEVELOPMENT IN GHANA**



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DECLARATION

Student's Declaration

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

Signature:

Date:



Supervisor's Declaration

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

Supervisor's Name: Prof. Richardson Addai-Mununkum

Signature:

Date:

DEDICATION

To my father, Mr. Eric Akrono and my mother, Mrs. Edith Akrono, my daughter, Erica Akrono, my sister Gifty Akrono and brothers Edward and Samuel Akrono.



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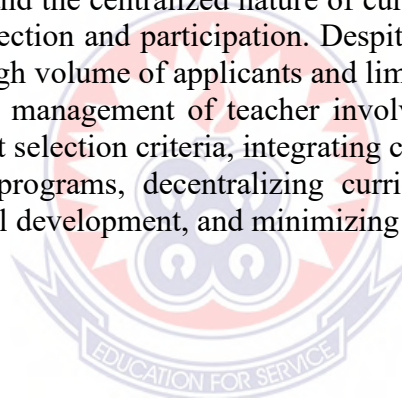
GLOSSARY

CLT	Curriculum Leadership Theory
GES	Ghana Education Service
NaCCA	National Council for Curriculum and Assessment
NPECF	National Pre-tertiary Education Curriculum Framework
OECD	Organization of Economic Co-operation and Development
PLT	Participatory Leadership Theory
SBC	Standards-Based Curriculum
TET	Teacher Empowerment Theory



ABSTRACT

Teacher participation in curriculum development is a critical factor in ensuring that educational policies and curriculum frameworks align with classroom realities. However, managing teacher involvement has received limited attention in literature. This study explores management of teacher participation in curriculum development in Ghana, examining the extent of teacher involvement, the factors influencing selection, and strategies for improving participation. Using a qualitative research approach and a phenomenology design. Data was collected through interviews and focus group discussions with twenty-three participants made up of teachers from the Prestea Huni Valley Municipality, officials from the National Council for Curriculum and Assessment (NaCCA), and teachers from various regions who had previously participated in curriculum development. Thematic analysis following Braun and Clarke's (2006) six-phase framework was employed to analyze the data. Findings revealed mixed perceptions among teachers regarding their role in curriculum development, with some acknowledging their exclusion from decision-making processes, while selected teachers affirmed their substantive roles as curriculum panel members, reviewers, co-writers, and curriculum pilot testers. The study identified curriculum knowledge, subject-matter expertise, experience, stakeholder pressure, political interference, and the centralized nature of curriculum planning as key factors influencing teacher selection and participation. Despite efforts to enhance inclusivity, challenges such as a high volume of applicants and limited training opportunities were noted. To improve the management of teacher involvement, the study recommends establishing transparent selection criteria, integrating curriculum development training in teacher education programs, decentralizing curriculum planning, strengthening continuous professional development, and minimizing political interference.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consists of the background to the study, the statement of the problem, the purpose of the study, the research objectives, and the research questions. It further discussed the significance of the study, delimitations, limitations of the study organization of the study and the operational definition of terms.

1.1 Background to the Study

Globally, reform in curricula has been a major focus of policymakers, practitioners, and academicians (Li, Zeng, Qi & Sun, 2023). According to Chimbunde and Kgari-Masondo, (2021), many of these reforms in education and curriculum have resulted from global economic pressures often originating from the policies of multinational corporations and international agencies. The Organization of Economic Co-operation and Development, for example, reported that ongoing globalization which entails migration, urbanization, and increasing diversity has shaped countries and economies into developing new curricula as a way to equip children with the knowledge, skills, and competencies needed for tomorrow (OECD, 2020). Brendan and Gordon, (2023) also assert that currently, there exist a shift toward curriculum developments and reforms as states and governments work to provide future-focused curricula to address the demands and difficulties of the 21st Century. They added that, the need for this trajectory comes along with demands in terms of how a curriculum must be developed and implemented (Brendan & Gordon, 2023). This is because the curriculum needs to reflect the needs of society if education is to be meaningful and relevant (Abudu & Mensah, 2016). Hence, developing a new curriculum requires changes that might

challenge the existing subjective realities deeply embedded in individuals and organizations (Fullan, 2015).

A curriculum refers to the varied experiences provided and guided by the school for learners' acquisition of socially valued knowledge, practicing of useful skills, and the development of socio-culturally appropriate attitudes (Addai-Mununkum, 2020 p.16). Developing the learning plan is called curriculum designing or curriculum development in its generic sense. The process of curriculum development differs from country to country yet three fundamental phases called; curriculum planning, curriculum designing, and curriculum construction are embedded in these distinctive processes (Eunitah, Chindedza, Makaye & Mapetere, 2013). In these processes, the roles of psychology, teachers, subject matter specialists, curriculum experts, industry, social experts, and the community are necessary rudiments that are integrated for successful development (Wedell & Grassick, 2017). Factors such as the high cost of planning and designing, the uncertainty of the curriculum outcomes, and the risk aversion of stakeholders make curriculum development demanding (Fullan, 2015). For these reasons, a curriculum may be centrally developed or decentralized depending on the nation's educational goals (Carl, 2009; Eunitah et al., 2013).

In some countries like Burkina Faso, Ghana, France, and Zimbabwe, the curriculum is centrally developed and managed with independent bodies to oversee its design (Adentwi, 2005; Ziba, 2011; Eunitah et al., 2013). While countries like Australia, Canada, the United Kingdom, and the United States of America, the management of the curriculum is decentralized or school-based (Adentwi, 2005). Both centralized and decentralized curriculum development require high investments in training and capacity building for the teacher workforce and in schools to take up a new curriculum,

develop new approaches to learning and teaching, and utilize new material resources (Wedell & Grassick, 2017).

The successful development and implementation of curricula require effective management of the stakeholders involved; these include teachers, policymakers, curriculum experts, industry professionals, and community representatives. Fullan (2015) argues that curriculum development is not just about content creation but also about facilitating collaboration, fostering shared ownership, and ensuring stakeholder engagement. Harris, Jones, and Crick (2020) also argue that effective management of stakeholder roles in curriculum development can mitigate resistance, enhance innovation, and ensure that curricula remain relevant and practical.

In Zimbabwe, studies highlight that resistance to curriculum reforms often arises when some stakeholders, particularly teachers feel excluded from the planning process (Bentrovato & Chakawa, 2022; Chimbunde & Kgari-Masondo, 2021; Dube & Jita, 2018). Toghyani-Khorasgani and Rahmani (2021) believe that ensuring inclusive curriculum leadership structures allow teachers to align their instructional strategies with curriculum objectives, fostering cohesion between curriculum planners and implementers. However, this is not the case in most African countries as teachers often complain of being left out of the developmental processes. Some studies argue that, teachers are at fault for their non-involvement in curriculum development citing inadequate knowledge in curriculum matters, lack of expertise, attitudes and beliefs, frustrations, and resistance to reforms' intentions as some of the reasons (Bentrovato & Chakawa, 2022; Guerrero & Camargo-Abello, 2023; Heng & Song, 2023; Korhonen et al., 2023). Conversely, Chimbunde and Kgari-Masondo (2021) contradict these findings, citing the centralized approach to developing a curriculum as the hindrance.

Fullan (2015) is of the view that curriculum development corresponds to the means to accomplish desired objectives, and for the new curriculum to bear fruit, it needs to be translated into classroom practices. To ensure that classroom practices align with the aspirations of the curriculum, teachers must be co-creators of the curriculum to boost ownership. A study in South Africa by Toghyani-Khorasgani and Rahmani, (2021) revealed that teachers find it difficult to relate to and deliver the contents of the curriculum they hardly played a part in developing. Teachers being the implementers as part of the last stage of the curriculum process was addressed as not been enough to propel educational democracy to upper standards globally. Bentrovato and Chakawa (2022) also have added their voice to the challenges of curriculum implementation when they overlooked teachers' voices in curriculum design. In these studies, it was revealed that teachers resist changes especially when these changes are not in tandem with their philosophical and ideological beliefs.

Ghana's unified approach to developing curricula implies accuracy in its execution (Adentwi, 2005). In other words, since 1967, the Curriculum Research and Creation Division (CRCD) now the National Council for Curriculum and Assessment (NaCCA), has been in charge of its creation. The curriculum product that results is rigorously adhered to by the requirements set forth by the framers (Adentwi, 2005). According to Tetteh and Khumi-Agbasa (2019), teachers have always been included in the implementation phase of curricula, and when they have tried to persuade authorities to include them in the design process, they have always been met with resistance, with the authorities blaming their lack of knowledge and expertise.

Historically, teacher participation in the initial stages of curriculum development has not been given much attention in Ghana. Evidence from previous curriculum

development efforts, which includes the development of the basic education curriculum known as the objectives-based curriculum and the FCUBE reform supports this argument (Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016). Currently, a standards-based curriculum has been introduced to address the shortcomings of the objective-based curriculum, boost creativity, and augment the problem-solving skills of learners (GES, 2019; Aboagye & Yawson, 2020). Yet, concern from teachers indicate that the approach adopted for planning, designing, and construction differs not from that of the previous developments. As a result, its implementation has been fraught with challenges (Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016; Kpedator, 2019; Agbofa, Mensah, Opoku-Amankwaah, Kyeremeh, & Adu-Boahen, 2023; Aboagye & Yawson, 2020; Mpuangnan & Adusei, 2021).

While past studies have been of help in understanding the problems teachers have with curriculum implementation and the strategies that can mitigate them (Agbofa, Mensah, Opoku-Amankwaah, Kyeremeh, & Adu-Boahen, 2023; Aboagye & Yawson, 2020; Mpuangnan & Adusei, 2021), little is understood about the perception and management of teacher involvement in curriculum development. Studies on curriculum related issues in Ghana have mostly emphasized on teachers' perceptions with little focus on the factors influencing teacher selection and involvement in curriculum development. This makes it worth investigating for how teachers are involved in curriculum development.

1.2 Statement of the Problem

Curriculum development is a comprehensive and dynamic process that extends beyond determining what is taught in schools to include how it is designed, implemented, and evaluated (Glatthorn, Boschee, Whitehead, & Boschee, 2019). A well-structured

curriculum requires the collaborative engagement of multiple stakeholders, including teachers, school leaders, policymakers, parents, and industry experts (du Plessis, 2017; Pillay & Shipalana, 2023). However, across Africa, research has identified managerial issues in curriculum developments with regards to the exclusion of key stakeholders particularly teachers from the development process (Nyika & Motalenyane, 2023; Pule & Raxangana, 2024; Rakolobe & Teise, 2024).

In Ghana, teacher involvement in curriculum development remains a subject of debate. On one hand, some teachers express concerns about being excluded from curriculum planning, as evident during training workshops organized by the National Council for Curriculum and Assessment (NaCCA). Teachers who participated in the training on the Standards-Based Curriculum (SBC) reported difficulties in unpacking and delivering subject content effectively, largely due to their limited involvement in the curriculum development process (Kpedator, 2019). Similarly, some studies argue that the government rushed the introduction of the SBC without sufficient teacher consultation, prioritizing political timelines over educational efficacy (Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016; Kpedator, 2019).

On the other hand, Tetteh and Khumi-Agbasa (2019) claim that teachers are indeed involved in curriculum development. This claim is also supported by Aboagye and Yawson (2020). However, these studies did not throw light on how teachers are made to participate or the roles teachers play in curriculum development. This therefore raises thought provoking questions about who gets to participate, how they are selected, what their contributions are and how their involvement is managed given that Ghana has over 300,000 teachers, making it impossible to include every teacher. Also, the selection process for teacher involvement is largely undocumented, creating concerns about

awareness, transparency, equity, and representativeness in decision-making. Aboagye and Yawson, (2020) suggest that many teachers are only engaged at the implementation stage, leaving them as executors rather than co-creators of the curriculum. This limited participation has led to challenges in teacher preparedness, lack of curriculum ownership, and resistance to reforms (Abudu & Mensah, 2016).

Beyond participation, how teacher involvement is managed in curriculum development remains unexplored. Studies suggest that engagement strategies such as transparent selection processes, structured training, and participatory leadership models can improve teacher participation in curriculum design (Brendan & Gordon, 2023; Pule & Raxangana, 2024). However, research in Ghana has yet to investigate the processes of selecting and managing teacher involvement in curriculum development. Hence, this study sought to inquire for how teachers are involved in curriculum development in Ghana, the selection processes used to determine which teachers participate, investigate the factors influencing teacher selection and participation, and explore strategies for improving teacher engagement in curriculum design. Addressing these topics of interest is essential for unravelling how teacher involvement is managed to ensure effective participation, ultimately enhancing curriculum effectiveness and teacher professionalism.

1.3 Purpose of the Study

This study sought to unravel how teacher involvement in developing a curriculum is perceived and managed in Ghana.

1.4 Research Objectives

Teacher participation in curriculum development has become a factor for effective educational reforms. As primary implementers of the policy, they possess the

competencies for feasibility and sustainability of curriculum decisions, ergo justifying their thoughts on the policy and making their involvement instrumental. However, with the dearth of existing literature on teacher participation in curriculum development, this study sought to:

1. To explore the perceptions of teachers regarding their participation in curriculum development in Ghana.
2. To investigate how teachers have been involved in curriculum development in Ghana.
3. To find out the factors influencing teacher involvement in curriculum development in Ghana.
4. To explore ways of improving the management of teacher involvement in curriculum development in Ghana.

1.5 Research Questions

Understanding teacher participation in curriculum development requires a systematic inquiry into how such participation is perceived, organized and practices within the educational system. Giving the aim of this study, the following questions are asked:

1. How do teachers perceive their participation in curriculum development in Ghana?
2. How are teachers involved in curriculum development in Ghana?
3. What factors influence teacher involvement in curriculum development in Ghana?
4. How can teacher involvement in curriculum development be better managed in Ghana?

1.6 Significance of the Study

This study contributes to the rising international discourse on teachers' participation in curriculum development with regards to policy formulation, theoretical underpinnings and practicality of findings

1.6.1 Policy Significance

The findings of this study offer valuable insights for school leaders, policymakers, and educational stakeholders seeking to improve the management of teacher involvement in curriculum development. Identifying best practices for participatory curriculum development and strategies for enhancing teacher engagement is a way the study provided practical guidance on fostering inclusive and structured teacher participation in curriculum planning, design, and implementation.

A key contribution of this study is its emphasis on the structured management of teacher participation, ensuring that teacher involvement is not only encouraged but also effectively coordinated. The knowledge gained will enable educational authorities develop targeted professional support programs and curriculum initiatives that enhance teacher preparedness, engagement, and ownership of educational reforms.

Furthermore, the findings serve as a resource for raising awareness among curriculum experts, policymakers, parents, subject-matter specialists, industry professionals, and community leaders about the importance of structured teacher involvement in curriculum decision-making. This study also advocates for support mechanisms that ensure teachers are well-equipped, well-informed, and actively engaged in curriculum development processes, fostering a sense of ownership and accountability among all stakeholders.

1.6.2 Theoretical Significance

This study is anchored in participatory Leadership Theory, while also recognizing the significance of Curriculum Leadership Theory and Teacher Empowerment Theory in shaping teacher involvement in curriculum development. Together, these educational theories provide a comprehensive framework for understanding the structured participation of teachers in curriculum planning, decision-making, and implementation.

At its core, Participatory Leadership Theory emphasizes inclusive decision-making, collaboration, and shared responsibility, making it highly relevant to examining how teachers are involved in curriculum development. This study contributes to the theoretical discourse by providing empirical insights into how structured participation can enhance teacher engagement, ownership, and commitment to curriculum implementation. It underscores the need for transparent selection processes, professional development, and institutional support mechanisms to ensure that teachers play a substantive role in shaping educational policies and practices.

1.6.3 Significance to Professional Practitioners

The findings of this study are valuable for school leaders, educators, and educational stakeholders involved in curriculum development and implementation. Identifying best practices in participatory curriculum development and strategies for improving teacher involvement in curriculum development, the study provided practical guidance for enhancing professional practices. Knowledge gained from this study also enables educational leaders to target and tailor professional support and curriculum development initiatives to address inclusivity in curriculum development especially as it related to teacher participation to promote ownership of the curriculum on the sides of all stakeholders. This can contribute in building the capacity of school leaders and

educators to effectively lead curriculum change and improvement efforts. The findings also serve as a resource for raising awareness among stakeholders such as curriculum experts, parents, subject matter specialists, social analysts, industry, and the community about the importance of participatory curriculum development and advocate for support mechanisms to facilitate effective curriculum implementation. It also provides basis for further research and inquiry into curriculum development processes and where teachers can play the outmost role on educational outcomes.

1.7 Delimitations of the Study

Delimitations are factors that the researcher intentionally chooses to exclude or limit in a study to help define the scope and boundaries of the research (Creswell, 2014).

This study was delimited to basic school teachers in the Prestea Huni Valley Municipality, officials from the National Council for Curriculum and Assessment (NaCCA), and selected teachers with prior experience in curriculum development. The focus was on exploring the management of teachers' involvement in curriculum development, examining their experiences, challenges, and contributions.

Additionally, while NaCCA plays a national role in curriculum development, only selected officials directly engaged in teacher selection and curriculum planning were included. The study did not assess learners, parents, and policymakers outside NaCCA as their perspectives fall outside the scope of this research.

1.8 Limitations of the Study

Limitations deal with the issues that are sometimes beyond the control of the researcher but affects the methodology or outcome of the study (Creswell, 2014).

The study focused on public basic school teachers in the Prestea Huni Valley Municipality limiting the diversity of perspectives included. This limitation can be mitigated by extending similar studies to other regions and school types.

1.9 Operational Definition of Terms

Research usually incorporates different terms from many fields. For the purpose of providing complete understanding of the results to readers, the following are some terms used in the study.

Curriculum: The planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives

Curriculum Planning: This is the process of developing, organizing, and structuring the content, learning experiences, and instructional strategies that will be used to educate students. It involves making deliberate and systematic decisions about what students need to learn, how they will learn it, and how their learning will be assessed

Curriculum Design: This refers to the systematic planning and organization of the elements within a curriculum. It is the process of deciding what students will learn, how they will learn it, and how their learning will be assessed. It involves making deliberate choices about the content, structure, sequence, instructional methods, and assessment practices to create a coherent educational experience.

Curriculum Construction: This is the process of developing and assembling the various elements of a curriculum into a cohesive and structured educational plan. It involves creating the detailed framework, materials, and instructional methods necessary to achieve the desired learning outcomes. Curriculum construction is a comprehensive approach that integrates the goals, content, teaching strategies, learning

activities, and assessments to form a complete curriculum that can be effectively implemented in educational settings.

Barriers: An obstacle, challenge or constraint that hinders, prevents or slows down the progress, movement or achievement. It could be physical, emotional, social, cultural, economic, psychological or systemic in nature

Participation: The act of taking part in an activity, process or decision making process. It involves engaging with others, contributing ideas, sharing responsibilities and collaborating to achieve a common goal.

1.10 Organization of the Study

The study was organized into five chapters. Chapter One includes the introduction, background to the Study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, scope and delimitations, limitations, operational definitions of terms, and the organization of the study. Chapter Two comprises a review of relevant theories underpinning the study, a theoretical framework for the study, a review of related literature on teacher participation in curriculum development, a review of literature on the factors influencing teacher selection and involvement in curriculum development, and a review of the strategies to augment teacher participation in curriculum development. Chapter Three highlights the methodological stance adopted for the study. It includes the various methods employed in conducting the research, the specific tools and procedures used in collecting and analyzing data, the trustworthiness of the study and the ethical considerations that guided the study. Chapter Four presents an analysis and interpretation of results obtained from the field. It also includes the comparison of the findings to relevant literature and similar findings from other studies. Chapter Five provides a summary of

the findings, draws conclusions and offers recommendations and suggestions for further studies.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature on teacher participation in curriculum development, the factors that influence teacher participation in curriculum development and the measures to augment teacher participation in curriculum development. The literature discusses global levels of curriculum development in the both decentralized and centralized educational systems. The review begins with a theoretical framework, providing a net for which the study can be comprehended, a review of literature related to each concept and a general summary of the reviewed literature.

2.1 Theoretical Review

This study reviewed three interrelated educational theories to provide a comprehensive framework for understanding teacher participation in curriculum development. These were the Participatory Leadership Theory, Curriculum Leadership Theory, and Teacher Empowerment Theory. These theories collectively emphasize the need for teacher involvement, shared decision-making, and professional autonomy in curriculum design and implementation. They highlight the relationship between teacher engagement in curriculum development and its successful implementation, reinforcing the importance of teacher leadership in shaping education policies and practices.

2.1.1 Participatory leadership theory

Participatory Leadership Theory, rooted in the works of Mary Parker Follett (1923), Kurt Lewin (1937), Douglas McGregor (1954), and Rensis Likert (1971), underscores the importance of inclusive decision-making, collaboration, and shared responsibility

in leadership processes. This theory argues that involving team members in decision-making fosters commitment, innovation, and ownership, ultimately leading to more effective organizational outcomes.

2.1.2 Curriculum leadership theory

The Curriculum Leadership Theory is another theory that provides a lens through which this study can be understood by emphasizing the role of teachers as curriculum leaders. Glathorn, Boschee, Whitehead and Boschee, (2019) argue that curriculum development should not be solely the responsibility of policymakers and administrators but should actively involve teachers who engage with students and implement educational programs. Curriculum leadership entails collaborative decision-making, professional autonomy, and the active participation of teachers in shaping curriculum policies. From this perspective, effective curriculum development requires an approach where authorities create avenues for teachers to contribute to curriculum design, instructional strategies, and assessment practices.

2.1.3 Teacher empowerment theory

Teacher Empowerment Theory, developed by Short and Rinehart (1992) provides further insights into the significance of teacher involvement in curriculum development. This theory posits that teachers who are empowered through leadership roles, decision-making opportunities, and professional development become more motivated, satisfied, and effective in their instructional practices. Teacher empowerment in curriculum development means giving teachers autonomy over their professional practice, fostering collaborative engagement, and recognizing their contributions as key stakeholders.

2.2 Theoretical Framework

The Participatory Leadership Theory which emphasizes shared decision-making, collaboration, and stakeholder involvement in organizational processes provides a net for which the study is comprehended. This theory posits that leaders should actively engage team members in decision-making to foster commitment, innovation, and ownership. This argument is supported by the curriculum leadership theory as it also speaks of collaborative engagement of educational stakeholders in developing, implementing and evaluating a curriculum. In an integrated way, these two theories advocate for participatory curriculum leadership and this is where the specific stakeholder this study concentrates on comes to mind, ‘the teacher’. This therefore gives room for the inclusion of the teacher empowerment theory as it posits teacher autonomy over professional practice. In light of what has been made known, a theoretical framework known as the teacher curriculum participation framework underpins this study.

These theories reject hierarchical and authoritarian leadership structures, instead promoting inclusive governance where team members contribute ideas, share responsibilities, and play active roles in decision-making in the context of curriculum development. Together these theories argue that teachers are not merely passive implementers of policy but active contributors to curriculum design, evaluation, and reform. As front-line educators, teachers possess firsthand knowledge of classroom realities, student needs, and pedagogical challenges making their involvement in curriculum development essential for ensuring curriculum relevance, feasibility, and effectiveness.

Despite the growing recognition of participatory leadership in education, many curricula development processes, particularly in centralized systems like Ghana, remain top-down, with limited teacher engagement. Thus, these theories provide a useful framework for understanding teachers' perceptions of their role in curriculum development. The Participatory Leadership Theory and curriculum leadership theories also provide a lens to examine how teachers are currently engaged in curriculum development. In many centralized education systems, teachers are often brought in at the implementation stage rather than during curriculum planning and design. Tetteh and Khuni-Agbasa (2019) suggest that in Ghana, teacher involvement is often limited to curriculum implementation workshops, with little room for input during the planning and construction phases. Through this lens, the study reveals the structured opportunities and challenges to contribute to curriculum decisions.

Participatory Leadership Theory is particularly useful in examining who gets selected to participate in curriculum development and why. In participatory leadership models, selection processes should be transparent, merit-based, and inclusive, ensuring that all stakeholders have equal opportunities to contribute. However, research suggests that in many centralized systems, teacher selection for curriculum development is often opaque and influenced by institutional politics, favoritism, and external pressures (Bentrovato & Chakawa, 2022; Guerrero & Camargo-Abello, 2023).

The theories serve as guiding principles for developing structured and effective models for managing teacher involvement in curriculum development. Through transparent selection processes, capacity-building and professional development, inclusive governance structures and collaborative leadership models, the theory, proposes a structured management framework that ensures access, coordination and sustainability.

These theories are central to understanding, evaluating, and improving how teacher participation in curriculum development is structured and managed. It is therefore applied in this study to help examine teacher perceptions, participation models, selection processes, and management strategies, providing valuable insights for policymakers, school leaders, and curriculum developers.

2.3 Teacher's Perception of Participating in curriculum development

Curriculum development is a process which involves planning, designing and construction (Shawer, 2010). These processes are basically about making decisions about what, why, where, who partakes and how curriculum decision and proceedings are made (Adentwi, 2005). It requires a continuous process of evaluations and adjustments to ensure that the learning objectives and outcomes an educational program or institution aims to achieve are being met in the most effective ways possible (Pillay & Shipalana, 2023). Proponents of teacher involvement in decision-making have articulated their perspectives with considerable fervor (Guerrero & Camargo-Abello, 2023; Heng & Song, 2023; Korhonen et al., 2023). They assert that transformative change cannot rest solely in the hands of experts, positing that the authority of teachers within the classroom may have been unjustly diminished when they transitioned into conventional teaching roles, becoming mere implementers of a new curriculum rather than being entrusted with the critical responsibility of its effective design and execution.

Some studies have indicated that teacher have perceived minimal to no teacher involvement in curriculum development within a centralized educational framework (Carl, 2009; Oloruntegbe et al., 2010). For instance, Oloruntegbe et al. (2010) conducted a study in Nigeria, where the curriculum is centrally formulated, revealing

that teachers are perceived merely as implementers of the curriculum, yet they are seldom engaged in the developmental processes. Similarly, Carl (2005) uncovered in his investigation in South Africa that teachers were predominantly excluded from participation in curriculum development at levels beyond the classroom. In a related vein, Mokua (2010) also found that South African school teachers experienced a lack of motivation to engage in curriculum development. Nevertheless, these studies did not concentrate on the perceptions of the teachers themselves, thereby leaving a significant gap in the literature that warrants exploration. Furthermore, the studies failed to elucidate the impediments that constrain teacher participation in curriculum development, a limitation that this study seeks to address.

According to Fullan (2015), teacher participation in curriculum development is essential for fostering a sense of ownership and commitment, leading to better implementation outcomes. Hence the approach to curriculum development should not dictate the level of teacher involvement. This participatory role allows teachers to contribute their classroom experiences, ensuring that the curriculum is relevant and practical (Kirk & Macdonald, 2018). Ball and Cohen (2019) suggest that in a decentralized educational system, teachers are actively involved in the curriculum development process and tend to have a more positive attitude toward the curriculum, as they feel their professional expertise is valued. Wang (2017) also suggests that teachers who perceive to have been highly involved in curriculum development tend to be more active in the implementation process, as they bring practical knowledge and a deep understanding of student needs, which can help create a more responsive and adaptable curriculum. This involvement of teachers ensures that the curriculum is more closely aligned with the realities of classroom teaching. Goodson (2017) supports the aforementioned arguments and is of the view that teachers who perceive their

participation in curriculum development to be the way to effective curriculum implementation, are more likely to feel a sense of ownership, leading to greater motivation and commitment to implementing the curriculum.

Penuel et al., (2020) is also of the view teacher exclusion from the curriculum development processes, spreads disempowerment and demotivation amongst teachers while implementing the curriculum. In their study, teachers revealed that their exclusion from curriculum development was detrimental to their motivation to implement the curriculum effectively as some of them started to find faults with the curriculum document. Smith and Benavot, (2019) revealed that some teachers were of the view that their workload did not offer them the time and space to offer any contributions to the development of the curriculum. These perceptions of teachers regarding their participation in curriculum development directly impacts the effectiveness of curriculum implementation (Oloruntegbe et al., 2010). When teachers feel that their inputs are valued and that they have a stake in the curriculum, they are more likely to implement it with fidelity and enthusiasm (Cohen, 2019). On the other hand, if teachers perceive that they have little influence over the curriculum, they may be less committed to its implementation, leading to sub-optimal educational outcomes (Cohen, 2019)

With regard to the importance of teacher involvement in curriculum design, Smith and Benavot (2019) emphasized that the engagement of educators in curriculum development is paramount. They consequently advocated for collaborative efforts between teachers and curriculum specialists to effectively organize content and materials during the curriculum design process. Similarly, Cohen (2019) endorsed the active participation of teachers in curriculum committees at all levels, positing that such

involvement would enable educators to align content with the needs of students, given their ongoing interactions with them.

In the Ghanaian context, it has been revealed that the involvement of teachers in curriculum development is a critical aspect of educational development and enhancement (Abudu & Mensah, 2016). Teachers, being the primary implementers of curricula, possess practical insights that can significantly contribute to the relevance and effectiveness of educational programs (Apau, 2021). However, research indicates that teachers' participation in this process is limited. For instance, a study by Boakye and Ampiah (2017) revealed that teachers often serve merely as implementers of curricula they did not help design, leading to challenges in addressing students' needs effectively. Further research by Aboagye and Yawson (2020) highlighted that while teachers recognize the importance of new curricula in promoting skills like group work and lifelong learning, they face significant challenges due to their exclusion from the planning stages. Teachers reported that the new curriculum introduced in 2019 lacked adequate teaching and learning materials, imposed increased workloads, and suffered from insufficient preparatory training. They advocated for greater involvement in curriculum planning, timely provision of resources, and piloting of new curricula before full implementation. Similarly, a study by Aboagye and Yawson (2020) found that teachers consider the National Pre-tertiary Education Curriculum Framework (NPECF) relevant for Ghana's educational progress. However, they encounter numerous challenges during implementation, such as inadequate resources and support, which could hinder the curriculum's effectiveness. The study recommended providing necessary resources and fostering teacher autonomy in instructional design to ensure successful implementation. These findings underscore the need for to explore what has

been the involvement of teachers in the curriculum development process and if need be, solicit for systemic changes in Ghana's approach to curriculum development.

2.3.1 Teacher participation in curriculum development and the effectiveness of curriculum practicality

In the development of a curriculum, the educator plays an indispensable role within the collaborative framework. The extent of teachers' engagement in the curriculum design process varies significantly, contingent upon whether the system is centralized (resulting in diminished involvement) or school-based (yielding greater participation). Moreover, educators possess diverse motivations for partaking in this undertaking (Abudu & Mensah, 2016). Gasva and Moyo (2017) assert that the absence of teacher involvement in the curriculum creation process precipitates challenges in the implementation of curricular modifications. Given that curriculum reform and development initiatives have become imperative in response to global trends, national aspirations, social priorities, and the pressing socioeconomic challenges confronting nations, effective implementation must be prioritized above all else.

Previous studies indicate that educators, positioned as the final participants in the implementation trajectory, are neither consulted nor heard; consequently, their perspectives remain marginalized (Carl, 2009; Fullan, 2015). However, contemporary research has illuminated the voices of teachers regarding their navigation of the complexities associated with curriculum implementation by delving into their lived experiences (Bentrovato & Chakawa, 2022; Guerrero & Camargo-Abello, 2023; Heng & Song, 2023; Korhonen et al., 2023). Findings from a majority of these investigations reveal that teachers are often deemed culpable due to their lack of preparedness, perceived incompetence, attitudes and beliefs, frustrations, and resistance to the

intentions of reforms. Nonetheless, when solicited for their insights on the underlying reasons for discrepancies between policy and practice, educators' express concerns regarding the manner in which the curriculum is disseminated, which typically follows a top-down approach (Chimbunde & Kgari-Masondo, 2021a; Guerrero & Camargo-Abello, 2023; Heng & Song, 2023; Korhonen et al., 2023). The educators advocate for curriculum designers to engage with them and facilitate their involvement in all stages of the curriculum process, from conception through to implementation.

Teacher engagement in curriculum development is not a novel concept in the realm of education. There exists a substantial historical record, encompassing both theoretical frameworks and practical applications, regarding the active participation of educators in the curriculum formulation process. Advocacy for the inclusion of teachers in curriculum development was articulated during the early twentieth century in the writings of influential educators such as Newlon, Caswell, Briggs, Bonser, and Hopkins, as well as within various educational organizations. (Carl, 2002). Goodson, (2017) also made the assertion to support Dewey's claim on teacher involvement in curriculum development. He contended that the curriculum for a specific school or educational system ought to be a collaborative endeavor involving the entire faculty. Educators should engage in any revisions of the curriculum to such an extent that they perceive a substantial sense of authorship regarding its modifications and assume considerable responsibility for implementing these changes.

From the aforementioned studies, it can be inferred that curriculum development presents considerable challenges; thus, the engagement of all stakeholders, particularly those directly involved in student instruction, is an indispensable element in the successful formulation and revision of curricula (Johnson, 2001). In practice, the

curriculum serves as a conduit through which subject matter is conveyed into the classroom and imparted to students, and it can be posited that the essence of curriculum materializes when the teacher shuts the classroom door (Toghyani-Khorasgani & Rahmani, 2021). Toghyani-Khorasgan, and Rahmani (2021) assert that in order for curriculum development to be effective and schools to be successful, teachers must be involved in the development process. His study revealed that the success of curriculum implementation is dependent on the involvement of teachers in the development of the curriculum as it will portray ownership. He argues that an effective curriculum should reflect the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that comprise a specific educational program (Toghyani -Khorasgan & Rahmani 2021)

Toghyani-Khorasgan and Rahmani (2021) assert that undeniably, the most pivotal figure in the curriculum implementation process is the educator. Armed with their knowledge, experiences, and competencies, teachers occupy a central role in any endeavor of curriculum development. Superior educators facilitate enhanced learning, as they possess profound insights into the art of teaching and bear the responsibility for actualizing the curriculum within the classroom (Alsubaie, 2016). Should another entity have previously crafted the curriculum, it becomes imperative for teachers to endeavor to familiarize themselves with and comprehend it. Consequently, it is essential for educators to engage actively in the curriculum development process.

Carl (2009) elucidated that for the successful implementation of the curriculum, it is imperative to incorporate teachers' perspectives and insights into the developmental process. Furthermore, the curriculum development team must regard teachers as integral components of the environment influencing the curriculum. Consequently,

teacher involvement is vital for achieving meaningful and effective curriculum development. According to various scholars (Nyika & Motalenyane, 2023; Pule & Raxangana, 2024; Rakolobe & Teise, 2024), teachers serve as the principal agents behind proper implementation, reinforcing the necessity of engaging educators in all curriculum-related endeavors to ensure equilibrium for these reasons.

2.3.2 Teacher ownership

When teachers are involved in developing the curriculum, they are more likely to feel a sense of ownership and responsibility for its implementation. Current studies emanating from Zimbabwe (Bentrovato & Chakawa, 2022; Chimbunde & Kgari Masondo, 2021a; Dube & Jita, 2018) have significantly contributed to the discourse surrounding the challenges of curriculum implementation; however, they have largely overlooked the perspectives of educators in the realms of curriculum design, development, and execution. Some of these investigations assert that educators exhibit resistance to change. Nevertheless, a recent literature review conducted by Chimbi and Jita (2022) posits that teachers do not perceive themselves as being as resistant to change as has been historically asserted; rather, they are averse to the notion of unilateral curriculum imposition. Numerous studies have consistently illustrated over the decades that curriculum implementation is a daunting, arduous, and multifaceted phenomenon fraught with challenges, anxieties, and expectations (Dube et al., 2022; Dube & Jita, 2018; Heng & Song, 2023; Moloi et al., 2023; Pham et al., 2023; Winoto, 2022), as many change agents harbor apprehensions regarding the unknown and contend that innovations may jeopardize their sense of efficacy in fulfilling their responsibilities or even threaten their employment security (Guerrero & Camargo-Abello, 2023).

2.3.2.2 Teachers' contextual knowledge

Teachers have firsthand experience with the students, school, and community, which enables them to provide valuable insights into what works best in the classroom. Not consulting the educators who act as proponents of the implementation can consequently precipitate a considerable setback in the process, as their involvement is advantageous due to their familiarity with the methodologies and strategies employed within the classroom where the implementation will transpire (Mulkeen & Chen, 2008). Should experts be solely entrusted with the task of enacting the educational transformation, they may lack the requisite skills and insights to yield favorable outcomes applicable to real-world contexts. This underscores the necessity for collaboration among all stakeholders engaged in the development and execution of the new curriculum.

Another pivotal aspect illuminated by the literature criticizes the exclusion of implementers from the decision-making process. It illustrates that the lack of information regarding the curriculum change renders the teachers responsible for its implementation oblivious to the expectations placed upon them (Ngoben, 2011). Consequently, as a result of their perspectives being overlooked, these educators may adopt specific curriculum modifications that undermine the theoretical foundations of the change.

2.3.2.3 Practical expertise

Teachers possess pedagogical knowledge and understanding of how to translate curriculum goals into effective teaching practices. Different perspectives are emerging regarding the implementers' insufficient engagement in curricular revisions (Ngwenya, 2019). Advocates for teacher involvement in decision-making have been particularly

vocal in their writings (Guerrero & Camargo-Abello, 2023; Heng & Song, 2023; Korhonen et al., 2023). They assert that the responsibility for change cannot rest solely with the experts and that the preeminence of teachers in the classroom may have been undermined when they transitioned to mere executors of a new curriculum, rather than being held accountable for its effective design and implementation. While teachers constitute the primary force behind successful execution, some scholars (Nyika & Motalenyane, 2023; Pule & Raxangana, 2024; Rakolobe & Teise, 2024) argue that it is essential to engage both policymakers and educators in all activities related to implementation to ensure equilibrium. Consequently, it is highly probable that challenges will arise during implementation, as policymakers and educational leaders who spearhead curricular innovations and reforms for future application may have neglected the voices of those at the implementation level, rendering the process implausible and irrelevant. Literature indicates that policymakers frequently overlook the contributions of teachers. Thus, incorporating teachers into the decision-making process is imperative. Rogan (2007) posits that teachers who were not involved in the innovation are likely to exhibit minimal allegiance to it and lack a sense of ownership. Therefore, when teachers are excluded, policymakers impose the curriculum without soliciting input. The consequence is that those responsible for enacting the reforms may reject them due to a lack of understanding of their rationale and a sense of alienation. Similarly, Rakolobe and Teise (2024) contend that involvement cultivates teachers' creativity and ingenuity, empowering them to devise innovative data-sharing strategies, which in turn aids teachers in becoming competent decision-makers.

2.3.2.4 Improved relevance

Teacher involvement ensures that the curriculum is relevant to the students' needs and interests, increasing its chances of successful implementation. Because educators must

engage in curriculum development, they should be equipped with the requisite knowledge and skills that enable them to contribute effectively to the curriculum development process (Heng & Song, 2023). Consequently, teachers require training and workshops focused on professional development to enhance their ability to participate in curriculum development. Conversely, it is crucial to emphasize the importance of empowering educators in the curriculum development process (Carl, 2009). This empowerment entails fostering improvements in various aspects of their professional capacity, such as experience and autonomy.

2.3.2.5 Enhanced teacher motivation

When teachers are included in curriculum development, they are more likely to be motivated to implement the curriculum effectively. The educator engaged in curriculum organization assumes a multitude of roles and responsibilities (Heng & Song, 2023). Educators aspire to relish the act of teaching while witnessing their students cultivate interests and competencies within their areas of passion (Ngobeni, 2011). The educator may be required to devise lesson plans and syllabi within the confines of the established curriculum, as their duties encompass the implementation of the curriculum to fulfill the diverse needs of students (Carl, 2009). Numerous studies advocate for the empowerment of teachers through active participation in curriculum development. For instance, Fullan (2015) discovered that the degree of teacher involvement as a pivotal element in curriculum development correlates with the effective realization of educational reform. Consequently, the educator emerges as a critical factor in the success of curriculum development, encompassing the phases of implementation and evaluation. Chimbunde and Kgari-Masondo (2021) similarly underscored the necessity for teacher engagement in the curriculum development process. Educators can contribute by collaboratively and effectively collaborating with curriculum

development teams and specialists to organize and compose materials, textbooks, and content. The involvement of teachers in the curriculum development process is paramount for aligning the curriculum content with the needs of students within the classroom (Ngoben, 2011).

2.4 Teacher selection and involvement in curriculum development

The selection of teachers for curriculum development is an important aspect in the process which aims at ensuring that educational programs are effectively designed to meet the needs of learners and align with national educational goals. In Ghana, as in many countries, the process involves identifying individuals with specific qualifications, expertise, and experience in education (NaCCA, 2019). However, studies (Aboagye & Yawson, 2020; Boakye & Ampiah 2017) suggest that teacher selection for curriculum development in Ghana has not been as systematic or inclusive as it could be, often limiting the effectiveness of the curricula developed.

2.4.1 Criteria for Teacher Selection

a. Professional Qualification and Experience

The selection of teachers for curriculum development is largely influenced by their professional qualifications and teaching experience. Teachers who participate in curriculum design are expected to possess strong academic backgrounds and practical classroom experience, as these attributes ensure that their contributions are pedagogically sound and contextually relevant. According to NaCCA (2019), curriculum development is a cumulative and expert-driven process that requires inputs from teachers who not only understand subject content but also have a deep grasp of instructional strategies, learner diversity, and assessment methodologies. Carl (2009) argues that experienced teachers contribute meaningfully to curriculum development

because they bring practical insights from the classroom, bridging the gap between policy and practice. Furthermore, Darling-Hammond (2010) emphasizes that teachers with substantial experience are better equipped to provide critical feedback on curriculum relevance, feasibility, and alignment with student learning needs. This aligns with the constructivist approach to curriculum development, which underscores the role of teachers in co-constructing knowledge based on their direct interaction with learners.

In Ghana, curriculum reforms such as the Standards-Based Curriculum (SBC) recognize the role of experienced and well-qualified teachers in designing educational materials that meet 21st-century learning demands (Amoako & Ampadu, 2021). However, despite this emphasis, Aboagye and Yawson (2020) note that many teachers feel excluded from curriculum development processes, citing a lack of clear selection pathways and limited opportunities for professional growth.

b. Subject Matter Expertise

Subject-matter expertise is a key determinant in selecting teachers for curriculum development, as it ensures that those involved possess deep knowledge of their respective disciplines. According to NaCCA (2019), teachers who specialize in particular subject areas bring valuable insights into curriculum design, ensuring that learning materials are accurate, relevant, and aligned with contemporary educational needs. For example, a science teacher with years of classroom experience is well-positioned to develop a science curriculum that not only covers theoretical concepts but also integrates practical applications, hands-on experiments, and problem-solving strategies to enhance student learning.

The importance of subject-matter expertise in curriculum development is well-documented in educational research. Ball, Thames, and Phelps (2008) argue that

curriculum developers should have both subject-specific knowledge and an understanding of how students learn that subject to ensure the content is developmentally appropriate and engaging. They also highlight that, teachers with subject expertise can help align curricula with industry standards, real-world applications, and emerging trends, making learning more meaningful and applicable. For example, in technical and vocational education. However, Amoako and Ampadu (2021) caution that while content knowledge is essential, teachers must also possess curriculum design skills to effectively contribute to structuring learning experiences. Some subject-matter experts may struggle with translating their deep content knowledge into well-scaffolded curriculum frameworks, reinforcing the need for training in curriculum writing and instructional design.

c. Innovative and Creative Thinking

Innovation and creativity are essential attributes for teachers involved in curriculum development, as they enable educators to design learning experiences that are engaging, relevant, and adaptable to evolving educational needs. According to NaCCA (2019), curriculum development requires innovative approaches to address contemporary educational challenges, such as technological advancements, diverse learning needs, and competency-based education. Teachers selected for curriculum development must demonstrate creative problem-solving abilities and the capacity to integrate modern pedagogical methods, including technology-enhanced learning, student-centered teaching, and interdisciplinary approaches.

The significance of innovative and creative thinking in curriculum design is well-supported by research. Fullan (2015) argues that curriculum reforms that embrace

creativity, adaptability, and forward-thinking approaches are more likely to succeed in preparing students for real-world challenges.

2.3.3.2 The process of teacher selection for curriculum development in Ghana

The nomination process for selecting teachers to participate in curriculum development is largely overseen by educational authorities, such as the Ghana Education Service (GES), the Ministry of Education, and the National Council for Curriculum and Assessment (NaCCA). This centralized nomination system is designed to ensure a standardized and structured selection process, where only teachers with proven expertise, experience, and professional competence are considered for participation.

Ensuring regional and institutional representation is a key another process in the selection of teachers for curriculum development. This approach aims to create a balanced and inclusive curriculum development team that reflects the diverse educational landscape of Ghana, including urban, rural, and underserved communities. Incorporating teachers from various regions and educational institutions, the process helps address regional disparities, school-specific challenges, and diverse learner needs. And also, before participating in curriculum development, selected teachers often undergo workshops and training to familiarize themselves with the objectives of the curriculum reform and the tools required for the process.

2.3.3.3 Challenges in teacher selection

Empirical research highlights a pervasive sense of exclusion among teachers regarding curriculum development in Ghana (Boakye & Ampiah, 2017). The selection process is often restricted to a small, elite group, relegating the majority of teachers to the role of curriculum implementers rather than active contributors. This limited participation raises concerns about the inclusivity and representativeness of curriculum reforms, as

a significant portion of the teaching workforce is excluded from decision-making processes that directly impact their instructional practices (Tetteh & Khuni-Agbasa, 2019).

Furthermore, Chimbunde and Kgari-Masondo, (2021) argue that the lack of transparency in teacher selection for curriculum development has been a subject of criticism. They indicate that selection criteria are not always clearly defined, leading to perceptions of favoritism, bias, and inadequate stakeholder representation. The absence of equitable selection mechanisms undermines the legitimacy of curriculum development efforts and may result in curricula that do not fully address the diverse educational needs across different regions and school settings.

2.5 Factors Influencing Teacher Involvement in Curriculum Development

This section of the study sought to find out the factors influencing teacher selection and involvement in curriculum development to bridge a gap between the views of teachers and authorities in charge of developing a curriculum. Abudu and Mensah (2016) assert that as the teachers wish to take part in the curriculum planning and design process, there would be certain demands to meet. These demands vary from country to country based on the approach adopted to curriculum development. A more centralized approach in the educational system is likely to have teachers fulfilling more demands in participating in curriculum development than they would in a more decentralized educational system and form of curriculum development (Abudu & Meansh, 2016). Guerrero and Camargo-Abello (2023) believe that an approach to participation in the process of developing will be very challenges for teachers if not well defined. As a result, they advocated for significant advancements in teacher development to enable educators to critically engage with the societal demands at each phase of the curriculum

development process. The participation of teachers in this process is vital for addressing the needs of society. Curriculum development necessitates that educators act upon and contemplate the societal requirements throughout every stage of the developmental framework. However, the procedural guidelines that educators are expected to adhere to remain ambiguous. For example, Guerrero and Camargo-Abello (2023) revealed that in South Africa, most teachers are not qualified and lack the necessary skills to participate in curriculum development. What is unclear about this how the study generalized the no qualification of all teachers in contributing towards developing a curriculum because Chimbunde and Kgari-Masondo (2021) assert that not all teachers will have the chance to be involved in these processes due to certain differences in educational levels. To add up, they revealed that continuous professional development, teacher empowerment and teacher autonomy are important factor contributing to the success of teacher participation in curriculum development and the smoothening of implementation (Chimbunde & Kgari-Masondo, 2021).

However, there exist factors influencing teacher selection and involvement in curriculum development in Ghana which practices a centrally planned educational system by the way. Studies have revealed the following to be the contributing factors influencing teacher selection and involvement in curriculum development.

2.5.1 Politics

This barrier resides within the political dimension of curriculum transformation and pertains to the dynamics of power and influence. A substantial body of evidence suggests that experts and policymakers remain the primary architects of curricular decisions. As articulated by Gasva and Moyo (2017), the newly instituted curriculum in Zimbabwe incorporated supplementary content for which educators were

inadequately prepared. Dube and Jita (2018) further advance this discourse, positing that since politicians "form the curriculum," teachers are left with a framework whose purpose they find perplexing and difficult to implement. Consequently, some scholars argue that politicians should refrain from dictating curricular changes to educators (Rogan, 2007). In a study conducted in Kenya, Syomwene (2013) similarly observed that the formulation and execution of educational policies are inherently political endeavors, as administrators and planners rarely engage in policy development and implementation without interference from political figures, which manifests in various forms such as edicts and political declarations issued from the upper echelons.

Similar trends can be observed in Zimbabwe, where national curricula for educational institutions are meticulously planned and developed under the auspices of the Curriculum Development Unit, a politically appointed entity (Chinyani, 2013). Consequently, curriculum resolutions are formulated at the central office, incorporating numerous elements from the ruling political party, and subsequently disseminated to educators, who implement them at the local level. Chinyani (2013) identifies several impediments associated with this methodology, including the potential for the user system at the furthest end receiving an altered copy of the originally established curriculum, indicating that the educational framework envisioned by policymakers may not reach students in the manner they intended.

As previously indicated, Carl (2005) discovered that educators are often excluded from curriculum modifications at various curricular levels outside the classroom. This suggests that teachers are merely informed of the new reforms, rather than being actively engaged in the decision-making process concerning enhancements to education. This puts the curriculum implementation process in reaction mode as

teachers may feel reluctant to adhere to the fidelity of instruction if they believe that better content and method of instructing exist to suit the level of their learners.

2.5.2 Centralization of curriculum development

According to Rahman et al. (2018), the insufficient engagement of educators in the curriculum development process engenders challenges in the execution of curricular modifications. Various studies (Chimbi & Jita, 2022; 2023; Chimbunde & Kgari-Masondo, 2021a; Chinyani, 2013; Sung & Choi, 2022) elucidate that the manner in which the curriculum is constructed and disseminated constitutes a substantial contributing factor to implementation difficulties. When examined through this lens, numerous issues arise with the top-down or centralized approach to curriculum development. Many educational reforms, as elucidated by Prendergast and Treacy (2017), have historically favored a top-down methodology, neglecting the concerns and perspectives of educators. Given that officials and governmental entities frequently impose curricula upon teachers through such a hierarchical strategy, there is a conspicuous absence of literature indicating that teachers were extensively involved in the curriculum design process. Nevenglosky et al. (2019) scrutinized whether educators adhered faithfully to the new curriculum, while Dube and Jita (2018) and Van de Yar (2017) concentrated on teachers' beliefs, stages of concern, and philosophical contradictions, highlighting that the contributions of educators to educational reform and their professional experiences are often marginalized, particularly when a top-down approach is employed in the reforms (Fullan, 2015; Yidana & Aboagye, 2018). Chinyani (2013) identifies several impediments associated with this methodology.

2.5.3 Teacher- expertise in curriculum design

Effective curriculum transformation cannot transpire if faculty members are inadequately trained to execute the new methodologies (Korhonen et al., 2023). Research has demonstrated that educators who receive insufficient training and possess limited content knowledge also struggle to comprehend and implement curriculum transformations (Bentrovato & Chakawa, 2022). Furthermore, the literature substantiates that the epistemological beliefs of educators significantly influence the efficacy of curriculum transformation (Guerrero & Camargo-Abello, 2023). Teachers' epistemologies encompass their convictions regarding content, pedagogy, and specific contexts, which may affect their capacity to accurately interpret and successfully enact curricular modifications (Heng & Song, 2023). Absent substantial investment in time, financial resources, and appropriate mentorship to adequately and promptly equip staff for the implementation of a new curriculum, resistance to such changes will invariably persist (Korhonen et al., 2023). Resistance to transformation is regarded as a natural and anticipated response to any significant curriculum change (Fullan, 2015), as change invariably engenders a sense of loss among participants. Moreover, negative attitudes among staff members are perceived as one of the most exasperating and debilitating obstacles to curriculum transformation within higher education (Korhonen et al., 2023).

A revelation in primary education institutions across China, as articulated in a study by Wang, Chen, Yue, Zhang, and Xu (2022), illuminated a fundamental deficiency among educators regarding their comprehension of the nuances and significance of curriculum development. Teachers exhibited a limited understanding of the concept of curriculum leadership, the profound implications of participating in curriculum development for both the execution of the curriculum and the advancement of student growth, as well as the mechanisms through which they could exercise curriculum leadership.

Furthermore, educators demonstrated a notably low engagement in curriculum leadership practices and exhibited a deficit in the practical competencies necessary for the effective implementation of such leadership. Ultimately, there was a prevailing skepticism among teachers concerning the notion that “teachers as a professional cohort can and should engage in curriculum leadership, management, and decision-making.” Additionally, educators possessed a diminished sense of self-identity and exhibited a lack of confidence in their capacity to partake in curriculum leadership endeavors.

Some studies indicate that teachers’ lack of proficiency in curriculum design constitutes a significant barrier to their involvement in the process (Ramparsad, 2001; Handler, 2010). According to Ramparsad (2001), the under-qualification of the majority of educators in South Africa renders this approach to curriculum development exceedingly burdensome, thereby diminishing their motivation to participate. Handler (2010) asserts that insufficient consideration of professional knowledge, particularly knowledge pertaining to curriculum theory and critical pedagogy, serves as a fundamental reason for the inability of teachers to assume meaningful leadership roles that support educational reforms and enhance student outcomes. Consequently, the limited knowledge possessed by teachers often acts as an impediment to their engagement in curriculum design.

2.5.4 Status quo comfort

According to Heng ad Song, (2023), teachers may resist curriculum change because they are comfortable with the way things are, especially when the institution is performing well. Given such a situation, without factual, effective communication to teachers on the benefits of curriculum change, it will be very difficult to get their support for the proposed change. This has been the situation in may educational system

especially in a centralized educational system. According to Ball and Cohen (2019), older and experienced teachers within a centralized educational system tend to prefer the status quo more than accepting change. They argue that by adequately communicating the change to all stakeholders, teachers tend to see that the benefits of the change, for themselves and their students, and this outweighs the personal cost likely to expend, and such stakeholders are likely to make the sacrifice required.

2.5.5 Workloads

Studies have demonstrated that educators in primary institutions encounter significant workload pressures while fulfilling their professional responsibilities (Fitzgerald 2009; Wise & Bennett 2003). Such elevated workloads are attributed to teachers having minimal or no influence over curriculum development and insufficient time to lead and manage curricular changes (Dube & Jita, 2018). The literature further substantiates that a substantial portion of these high workloads arises from tasks deemed managerial, rather than those directly related to enhancing teaching and learning (Fitzgerald 2009; Hipkins & Hodgen 2004). By assuming the role of implementers, Cragg (2011) contends that teachers inadvertently incur additional workloads, devoting a considerable amount of their time to mediating tensions between two conflicting interests: the demands of upper management and the needs of their students, rather than focusing on their curriculum responsibilities. The extensive obligations teachers are required to fulfill curtail their willingness to engage in curriculum development (Chinyani, 2013). For instance, Fitzgerald (2009) posits that a teacher's day is consumed with lesson preparation, instruction, and grading, leaving them with little time or energy for the arduous task of developing new curricula. In a similar vein, Chinyani (2013) reported that educators in Zimbabwe cited factors such as substantial teaching loads, averaging 36 periods per week for secondary teachers and 11 subjects

for primary school instructors, alongside an average class size of 45-60 pupils. This predicament severely restricts their capacity to participate in any curriculum planning initiatives due to time constraints. Likewise, Fitzgerald (2009) identified in a study conducted in Sydney that time constraints were perceived by teachers as a significant barrier to their involvement in curriculum design. This is attributable to the stress experienced by teachers and the competing priorities for their time. This indicates that the lack of adequate time available to teachers serves as a formidable obstacle to their participation in curriculum design.

The above is also confirmed by Guerrero & Camargo-Abello, (2023) who argued that while on one hand top management demand that teacher assume the role of passive implementers and take a whole-school approach to putting the curriculum into practice, on the other hand, the operational core also demands that teachers represent their needs and that of their students at the top management. This situation leaves teachers with little time to concentrate on curriculum issues such as curriculum change. Thus, limiting their involvement in curriculum development.

2.5.6 Society

The curriculum aspires to address the developmental and educational requisites of the children it serves within the context of the contemporary society in which they reside (Fitzgerald, 2009). It caters to children's immediate learning needs and interests, while simultaneously equipping them to reap the benefits of advanced education (Smith & Benavot, 2019). It empowers children to navigate effectively in an evolving society and aids them in adeptly managing the demands of modern existence. The interplay between education and society is both dynamic and interactive. Education not only mirrors societal constructs but also plays a pivotal role in shaping its progression (Fitzgerald,

2009). It endeavors to prepare children to partake in the advantages of the society in which they dwell and to contribute meaningfully to its sustainability and evolution. The curriculum acknowledges the fluid nature of knowledge and societal change, accommodating the individual needs of children as they adapt to such transformations, thereby rendering social influence a critical component in the curriculum development process (Syomwene, 2013).

Society harbors distinct expectations regarding the aims and objectives that ought to be considered in the design of the curriculum (Cragg, 2011). It also possesses a specific perception of what the outcomes of the educational system should entail. Social issues such as substance abuse, delinquency, sexual behavior, and crime, along with other pressing concerns, are invariably integrated into the curriculum; when these societal expectations are unmet, the curriculum risks becoming obsolete. Additionally, themes such as the nation's human resources, demographic growth, migration patterns, and urbanization significantly influence the shaping of students' knowledge, warranting their incorporation into the curriculum (Cragg, 2011).

2.5.7 Culture

Culture embodies the knowledge and ideas that imbue meaning into the beliefs and actions of individuals and societies, serving as a framework for describing and evaluating those actions (Syomwene, 2013). Cultural and ideological divergences within a nation can significantly influence the curriculum development process. Certain communities may resist an overarching culture or governmental ideology, thereby impacting the formulation of a centrally planned curriculum (Toghyani-Khorasgani & Rahmani, 2019). A society whose educational framework is not rooted in its cultural heritage risks alienating the beneficiaries of that system from their own cultural identity.

It is imperative to incorporate cultural elements into the curriculum (Walker, 2018), as the curriculum must authentically reflect the actions, emotions, and beliefs of the people. Curriculum developers must grasp the nuanced ways in which curriculum development activities are attuned to cultural characteristics (Walker, 2018). As cultural nuances become more pronounced and tangible, strategies can be devised to enhance cultural sensitivity within the curriculum development process (Syomwene, 2013).

Ghana's spending on education has been around 25% of its annual budget in the past decade (World Data on Education, 2014). The paramount rationale for government financing of education lies in the enhancement of the nation's economic landscape. Countries that allocate funds towards education anticipate a substantial economic return, as educated individuals contribute to the national economy with globally competitive capabilities in technical domains (Smith & Benavot, 2019). Consequently, it becomes imperative that the national curriculum aligns with the economic imperatives of the nation. As the age-old adage asserts, "Children of today are the future leaders of tomorrow," underscoring the necessity for industry-relevant skills to be intricately woven into the content and learning experiences of students. The competencies, knowledge, and attitudes requisite for industrial success should be cultivated within the classroom setting.

2.6 Measures to Improve the Management of Teacher Involvement in Curriculum Development

In the realm of education, curriculum development serves as a fundamental pillar for cultivating high-quality learning experiences and enhancing student achievement. Within primary educational institutions, where foundational learning is established, active engagement in curriculum development is crucial. The following are

recommended strategies, supported by research, to facilitate effective teacher participation in the curriculum development process.

2.6.1 Collaborative planning

Collaborative Planning is a new paradigm for planning practice that is built on the long tradition of public involvement in planning (Eunitah et al., 2013). It seeks to bring together major stakeholders to address controversial issues and build consensus rather than the use of majority rule. The idea is that, collaborative planning forges processes that follow models of good consensus building that are likely to achieve high quality outcomes (Maphosal & Mutopa, 2012). Participation by a wide range of interests is necessary in planning because many controversial issues are complex and inter related and requires a multi-disciplinary approach that enables participants to identify mutually acceptable goals in order to achieve the objectives of the plan. Besides, the process of sharing information and interacting generates new ideas and approaches that lead creative solutions (Winoto 2022). Collaborative planning is thus a decision-making process through which a multitude of stakeholders, each possessing distinct perspectives on a problem, can constructively navigate their differences and collectively endeavor to discover solutions that transcend the capabilities of any individual acting in isolation. In light of this, collaborative planning opines that planners are like all other people who are governed by feelings, and their driving forces are anything but purely rational (Smith & Benavot, 2019). And it is important to note that one of the strongest driving forces in planning is social interaction which explains why people want to be a part of the group, contribute and be recognized (Winoto 2022). The success of curriculum development depends to a large extent on its relation with the people associated with it right from the planning stages. Furthermore, stakeholders are made to collaborate because they always want to be involved and help each other.

It is imperative to emphasize that curriculum development constitutes a process encompassing planning, design, and construction, and there exists no such entity as an infallible plan (Fullan, 2015). A pivotal aspect of formulating a new curriculum is the inherent unpredictability and uncontrollability of various elements. This underscores the significance of planning. All endeavors necessitate a foundational blueprint to adhere to; however, the specifics must remain adaptable throughout the journey (Fullan, 2015). Traditional methodologies commence with planning, followed by execution, and ultimately evaluation. In contrast, contemporary approaches advocate for simultaneous planning and execution, with continuous evaluation integrated throughout the process. Consequently, planning is classified as a dynamic, living process (Wang, 2017). This implies that one cannot meticulously delineate every aspect; rather, proactive engagement is essential, as action fosters clarity. A critical determinant of success pertinent to this notion is that those engaged in the work must also partake in the planning process. Involvement in planning cultivates a deeper comprehension of the initiative's essence, which, in turn, amplifies engagement (OECD, 2017). These principles underscore the fundamental mechanisms of management, often referred to as collaborative planning, which posits that all participants in an initiative should have access to information regarding significant decisions, the individuals responsible for those decisions, and the rationale behind them. No individual should be marginalized or relegated to receiving only fragmented information (Wang, 2017). It is essential that all relevant parties, including the project team, the client, and all stakeholders especially those with peripheral connections to the work are invited to contribute. This embodies the quintessence and fundamental principle of collaborative planning (Channa, 2016). Each participant derives support from colleagues and contributes, as planners are inherently social beings.

2.6.2 Curriculum decentralization

Decentralization is frequently employed interchangeably with decentralized governance. It denotes the reconfiguration of authority to establish a system of co-responsibility among governance institutions at the central, regional, and local levels, adhering to the principle of subsidiarity (Channa, 2016; Jeong, Lee, & Cho, 2017). Decentralization is intrinsically linked to governance and democracy. Based on these principles, functions or tasks are delegated to the lowest institutional or social level that possesses the capability (or potential capability) to execute them (Channa, 2016). Decentralization pertains to the dynamics of, and the interplay between, central and sub-national institutions. Thus, it can be articulated as the transfer of responsibilities for planning, management, and resource acquisition and allocation from the central government and its agencies to: operational entities of central government ministries or agencies, subordinate units or tiers of government, semi-autonomous public authorities or corporations, area-wide, regional or functional authorities, or non-governmental, private, voluntary, or community-based organizations (Jeong, Lee & Cho, 2017).

Decentralization has emerged as a pivotal aspect of contemporary educational reforms across numerous nations. Governments advocating this approach typically establish a framework of block grants also referred to as conditional grants for social or educational expenditures directed towards local authorities (Ziba, 2011). Subsequently, grassroots local governments are tasked with augmenting these grants through local resources, including tax revenues or private contributions, and are entrusted with the autonomy to allocate funds in alignment with local exigencies. In theory, curriculum decentralization aims to render the educational system more adaptable and attuned to actual needs by empowering local authorities, schools, educators, and parents to partake in educational decision-making (Jeong, Lee & Cho, 2017; Mokua, 2010). This paradigm shift has

intensified interest in a broader array of educational alternatives, encompassing both private and public schools, as well as diversification within public education in the Organization for Economic Co-operation and Development (OECD) and select middle-income countries (OECD, 2018).

Most OECD nations have substantially decentralized decision-making, delegating authority either to the school level or to a hybrid of both the school and local authority levels (Belgium, Denmark, Finland, Germany, Ireland, New Zealand, Norway, Sweden, the United Kingdom, and the United States). In the middle-income countries of central and eastern Europe, educational and curriculum decentralization has been based on ideas governing the management and financing of their educational systems. In other nations, such as Russia, the Federation's Education Act of July 1992 affords local educational authorities' complete autonomy in determining pedagogical methodologies, curricula, and textbooks, contingent upon the stipulation that graduation examinations adhere to minimum governmental standards (OECD, 2018). Private, municipal, and cooperative educational institutions are now permitted to function alongside the state system. The funding of schools has been restructured based on an index-linked government grant per pupil (norms and standards), which also encompasses private schools, and is to be augmented by allocations from local authorities, tuition fees, and tax-deductible contributions from enterprises, predominantly within the private sector (OECD, 2018). Occasionally, decentralization implies a degree of privatization (Channa, 2016). It is essential to differentiate between countries that decentralize their educational systems to enhance flexibility in education itself and those where decentralization primarily serves as a mechanism to diminish the central government's administrative and, particularly, financial obligations concerning educational expansion and quality (Abudu & Mensah, 2016).

There are no universal organizational and managerial strategies pertaining to educational decentralization. Generally, tailored strategies are formulated to address specific objectives (Xu & Chen, 2022). Consequently, the successful implementation of decentralization necessitates a comprehensive understanding of both the articulated and implicit goals underpinning the reform, alongside the development of suitable strategies to actualize this reform. At least eight objectives of curriculum decentralization can be identified, which include: accelerated economic development, enhanced management efficiency, reallocation of financial responsibilities, increased democratization through the distribution of power, greater local autonomy via deregulation, market-driven education, and the neutralization of competing centers of influence.

2.6.3 Investing in leadership development

Providing targeted training and professional development opportunities for teachers is essential for enhancing their leadership skills and capacity (Dube & Jita, 2018). Workshops, seminars, and coaching sessions focused on curriculum implementation, instructional leadership, data analysis, and strategic planning can empower teachers to effectively navigate challenges and drive positive change in their schools (Smith & Benavot, 2019). Investment in leadership development represents a promising strategy for enhancing teacher participation in curriculum development in Ghana. Dube and Jita (2018) believed that educational leaders are important in shaping curriculum development, implementation, and evaluation processes. They believed that through training, coaching, professional learning communities, and research-practice partnerships (RPPs), teachers will be more equip professionally and will be more knowledgeable when it comes to curriculum matters and can overcome contextual challenges affecting curriculum implementation. By providing targeted leadership

development opportunities, teachers as stakeholders can be empowered as educational leaders with the knowledge, skills, and competencies necessary to navigate complex challenges, drive innovation, and foster continuous improvement in curriculum practices (Kirk & Macdonald, 2018). Leadership development programs tailored to the curriculum needs of teachers can aid in offering specialized training in areas such as instructional leadership, curriculum design, assessment practices, and community engagement strategies.

Additionally, mentorship programs, peer collaboration networks, and ongoing support mechanisms can provide valuable opportunities for teachers to exchange best practices, receive feedback, and cultivate a culture of shared learning and professional growth (Nketsiah, 2017). Developing teachers' curriculum leadership needs can foster teachers' ability to focus on behaviors, beliefs, and ways of being to leverage action and address problems of practice that lead to increased outcomes for basic schools' academic engagement. It can also enhance the social-emotional development, creating a culture that honors the wisdom of stakeholders, the capacity of basic school teachers to deliver high-quality education and foster positive change in underserved communities can be heightened (Nketsiah, 2017).

2.6.4 Engaging stakeholders and building partnerships

Engaging parents, community members, and external stakeholders in curriculum development strengthens support for educational initiatives and promotes a culture of collaboration (Zukerman, 2019). Resourceful teachers can organize community forums, advisory councils, or parent workshops to solicit feedback, communicate curriculum goals, and build partnerships that enhance student learning experiences both inside and outside the classroom. Garcia and Rodriguez (2019) investigated the impact of

community-based organizations on curriculum development and implementation in basic schools. Their research highlighted the valuable resources, expertise, and support provided by community stakeholders, which enhanced curriculum leaders' capacity to address local needs and priorities.

Engaging stakeholders and building partnerships is a crucial strategy for improving teacher participation in curriculum development in Ghana. Teachers as a professional group of educators foster collaboration and create synergies among various stakeholders, including teachers, parents, community members, government agencies, and non-governmental organizations (NGOs). By advocating for the involvement of all stakeholders in curriculum development, implementation, and evaluation processes, teachers can leverage collective expertise, resources, and support to enhance educational outcomes and address the unique challenges faced by rural schools (Zukerman, 2019).

Nketsiah (2017) opines that, engaging stakeholders and building partnerships leads to positive outcomes in schools. For example, in a study focused on finding the challenges encountered by teachers in implementing curriculum changes, Ngwenya, (2019) recommended that involving parents and community members in decision-making processes can increase their sense of ownership and commitment to the school's mission and goals. Additionally, partnerships with local organizations, businesses, and NGOs can provide schools with access to additional resources, expertise, and support services, enriching the curriculum and expanding learning opportunities for students (Nketsiah, 2017).

Furthermore, engaging stakeholders and building partnerships fosters a sense of shared responsibility and collective accountability for student success (Guerrero &

Camargo-Abello, 2023). By creating platforms for dialogue, feedback, and collaboration, teachers can facilitate open communication and mutual understanding among stakeholders, leading to more informed decision-making and collaborative problem-solving (Zukerman, 2019). Moreover, partnerships with external agencies and community organizations can help bridge the gap between school and community needs, ensuring that curriculum initiatives are culturally relevant, responsive, and aligned with local priorities.

2.6.5 Embrace innovation and continuous improvement

Encouraging a culture of innovation and continuous improvement is essential for staying responsive to evolving educational needs and challenges (Fullan, 2015). Teachers as curriculum leaders can foster a growth mindset among staff, encourage experimentation with new teaching methods or technologies, and create opportunities for reflective practice and peer learning. Embracing innovations and continuous improvement is a strategy for enhancing teacher participation in curriculum development in Ghana (Nketsiah, 2017). Teachers can adapt to changing educational landscapes, technological advancements, and evolving student needs to ensure that teaching and learning experiences remain relevant and effective (Oyen & Schweinle, 2021; Pendola & Fuller, 2018). Research has shown that embracing innovations and continuous improvement leads to positive outcomes in basic schools (Oyen & Schweinle, 2021). Integrating technology into the curriculum can enhance teaching effectiveness, student engagement, and learning outcomes (Zuckerman, 2019). Teachers can leverage digital tools, online resources, and educational software to create interactive and personalized learning experiences that cater to diverse student needs and learning styles. Additionally, embracing innovative teaching methods, such as project-based learning, inquiry-based instruction, and experiential learning, can enhance

student motivation, critical thinking skills, and problem-solving abilities (Pendola & Fuller, 2018).

Furthermore, embracing innovations and continuous improvement fosters a culture of professional growth and collaboration among teachers. Experienced teachers can provide opportunities for newly appointed colleague educators to explore new pedagogical approaches, experiment with innovative teaching strategies, and reflect on their practice (Nketsiah, 2017). By promoting a growth mindset and supporting risk-taking and experimentation, teachers can empower teachers to embrace change, adapt to new challenges, and continuously improve their instructional practices. Moreover, embracing innovations and continuous improvement requires a commitment to ongoing evaluation and feedback. This can help teachers regularly assess the effectiveness of curriculum initiatives, instructional strategies, and student learning outcomes, soliciting input from stakeholders and adjusting course as needed (Pendola & Fuller, 2018).

Other ways by which the study believes can help improve teacher selection and involvement in curriculum development include; Establish clear and transparent selection criteria where a well-defined set of criteria is developed to ensure that the selection process is fair and inclusive, prioritizing teachers with the necessary expertise and experience, and enhancing the pilot programs and feedback mechanisms where before finalizing curricula, pilot programs are conducted in selected schools, with feedback from participating teachers informing final revisions.

2.7 Summary of Chapter

No curriculum will ever attain perfection, nor will it emerge as a definitive artifact impervious to scrutiny; however, for it to be effective, it must garner acceptance from educators and be regarded as educationally valid by parents and the broader community

(Abudu & Mensah, 2016). Curriculum development should be perceived as a dynamic process wherein the fulfillment of student needs catalyzes enhancements in student learning. Furthermore, curriculum development cannot remain static; it is a perpetual endeavor that necessitates ongoing evaluation, amendments, and adjustments. Curriculum must be regarded as a dynamic entity, perpetually evolving to accommodate shifts within the educational landscape and society at large. Only through such adaptability can it serve as an effective catalyst for transformation within the educational process. The imperative for teacher engagement in curriculum development as a journey of change manifests in various phases, wherein collaboration and constructive feedback are paramount (Glickman, Gordon & Ross-Gordon, 2013). Teachers, as both supervisors and primary implementers, must be integrally involved in the developmental process to facilitate data collection, engage in reflective dialogue, and render informed decisions pertinent to classroom dynamics.

Teachers' participation in curriculum development buttresses their role as instructional leadership as participation allows data to be shared with teachers, in its most progressive forms to aid in making the curriculum document cast as collegial investigation, reflection, and coaching (Harris, Jones, & Crick, 2020). Challenges and misconceptions of the curriculum implementation do happen, but it is through these challenges, we are able to find the right position to situate our educational systems (Glickman, Gordon & Ross-Gordon, 2013). Finally, for educational institutions to thrive amidst change and development, they must embrace the notion that fostering a culture of continuous improvement is essential for adapting to evolving needs and circumstances. Schools must engage in ongoing self-assessment and aspire toward self-actualization; this is where the domain of teacher curriculum leadership becomes paramount (Glickman, Gordon & Ross-Gordon, 2013).



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The research methodology constitutes the segment of the research that delineates the approaches, philosophies or paradigms adopted in the collection, organization, and analysis of field data (Carver-Thomas & Darling-Hammond, 2017). It elucidates the procedures, frameworks, and sources of data. This encompasses the research design, target population, geographical location, sampling techniques, and sample size. Furthermore, it addresses the research instruments employed in the study, the credibility of the findings, and the ethical considerations involved.

3.1 Research Paradigm

The study was guided by the interpretivist philosophy. As an interpretivist, my stance on how knowledge is created is influenced by my ontological, epistemological, and axiological perspectives of knowledge creation. Ontologically, I hold a position that emphasizes the subjective nature of reality and the idea that multiple interpretations of reality exist as propounded by Bryman, (2016). I acknowledge that reality is socially constructed and shaped by individual perceptions, experiences, and interactions (Kivunja & Kuyini, 2017; Morgan, 2007). I view reality as fluid and context-dependent, with meanings and understanding continually negotiated and interpreted by individuals within specific social and cultural contexts.

Epistemologically, I am closely aligned with the stance that recognizes the importance of understanding and interpreting human experiences and meanings. I also emphasize the significance of subjective interpretations and the role of individuals' perspectives, values, and beliefs in shaping knowledge. Also, I view knowledge as socially

constructed and situated within specific contexts (Creswell, 2002), emphasizing the importance of qualitative methods, such as interviews, focus group discussions, observations, and document analysis, to explore and understand individuals' interpretations and meanings.

Axiologically, I am aligned with a perspective that acknowledges the influence of researchers' values, biases, and perspectives on the research process and outcomes (Crotty, 1998). I openly acknowledge my subjective positionality and the potential impact of my beliefs and values on the research process. I strived to maintain reflexivity and transparency throughout the research process, critically reflecting on the assumptions and biases, thence, considering how these assumptions and biases may influence the interpretation of data and construction of knowledge (Creswell, 2013)

I declare and justify my stance on how knowledge is created by emphasizing the subjective nature of reality, the importance of understanding human experiences and meanings, and acknowledgment of my values and biases. I advocate for an approach to research that recognizes the fluidity of reality, values subjective interpretations, and maintain reflexivity and transparency during the research process.

3.2 Research Approach

Interpretivism necessitates methodologies that facilitate an understanding of an individual's viewpoint and the contextual framework in which they operate. This objective is most effectively realized through a qualitative research approach (Morgan, 2007). Qualitative inquiries endeavor to unravel the independent, intricate, and distinctive experiences of individuals (Kivunja & Kuyini, 2017), examining real-world scenarios as they unfold, evolve, and transform (Bryman, 2016; Patton, 2015). As Bryman (2016) elucidates, qualitative researchers investigate phenomena within their

natural environments, striving to comprehend or interpret occurrences in terms of the meanings attributed to them by individuals. It can also be characterized as a situated activity that positions observers within the world. Qualitative research encompasses a collection of interpretive material practices that render the world visible (Creswell, 2014). For qualitative researchers, the objective is to seek answers to inquiries that emphasize how social experiences are constructed and imbued with significance (Bryman, 2016). This study is conducted within a natural setting rather than a controlled scientific laboratory. Consequently, it is judicious to approach this investigation within the same organic context. This study is particularly amenable to qualitative methodologies, as attaining a deeper comprehension of teacher participation in curriculum development is inherently a subjective and value-laden endeavor.

3.3 Research Design

This study employed Phenomenology as the most appropriate design for the study. Phenomenology is a well-known qualitative research design in the field of education (Creswell, 2014; Marshall & Rossman 2010). It serves as a philosophical foundation for qualitative research approaches (Bryman, 2016) that focus on the lived experiences of specific groups. The primary objective of this approach is to provide a comprehensive description of the nature of a particular phenomenon (Creswell 2013).

This design was appropriate for this study due to the exploratory nature of the research objectives which depended on the lived experiences of participants. The choice of this design is rooted in the exploratory nature of the research questions, which sought to understand the perceptions, processes, challenges, and opportunities associated with teacher involvement in curriculum development, which can only be revealed through the lived experiences of participants. Given the limited existing literature and practical

ambiguity surrounding how teachers are selected and involved in curriculum development within the Ghanaian context, an exploratory approach was deemed the most appropriate.

As argued by Stebbins (2001), phenomenology is exploratory qualitative research particularly useful in studies where the problem is not clearly defined or where current understanding is fragmented. Thus, this design allowed to probe deeper into phenomena by exploring the views, experiences, and beliefs of different groups of participants in rich detail. Creswell and Poth (2018) explained that, exploratory qualitative research focuses on discovering patterns, meanings and relationships that may not yet be formally established or as they emerge.

Phenomenology was appropriate for this study because teacher involvement in curriculum development in Ghana is a multi-dimensional and under-investigated issue. The flexibility embedded in this design presents the opportunity to generate insights in stages from different perspectives (Patton, 2015). The design also aligns with the constructivist epistemological stance of the study, which holds that knowledge is socially constructed and that multiple realities exist depending on individuals' contexts and experiences (Bryman, 2016).

3.4 Site and Sample Characteristics

A site or area can be defined as an immersive environment containing many settings for the researcher to investigate (Bryman, 2016). This study was conducted in multiple locations across Ghana, ensuring a diverse range of perspectives from teachers and curriculum experts. The research involved teachers from the Prestea-Huni Valley Municipality, officials from the National Council for Curriculum and Assessment

(NaCCA), and teachers from selected regions who had prior experience in curriculum development.

3.4.1 Prestea-Huni valley municipality

The first phase of the study was conducted in Prestea-Huni Valley Municipality, located in the Western Region of Ghana. This area was selected because it represented the source of the research problem. I got to know of the concerns of teachers at a workshop for implementing the standards-based curriculum, organized for teachers in the municipality. Basic school teachers from this municipality were selected to explore their perception, knowledge and experiences regarding teacher involvement in curriculum development.

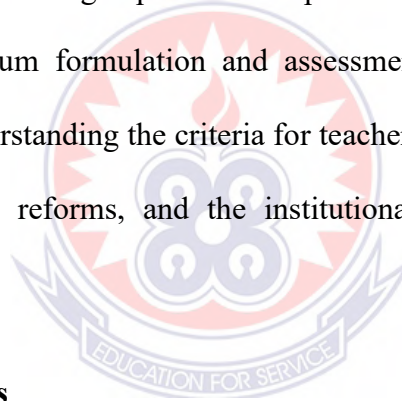
There was a total of sixteen participants from this area. These were both teachers and headteachers who expressed interest in partaking in the study. These participants were present at the workshop for implementing the standard-based curriculum.

3.4.2 The National Council for Curriculum and Assessment (NaCCA)

The second phase of the study was responded to by officials from The National Council for Curriculum and Assessment (NaCCA). This is a statutory body under the Ministry of Education in Ghana. Established as part of broader educational reforms, NaCCA plays a central role in shaping and maintaining the quality of education in the country. Its mandate is grounded in Ghana's quest to provide equitable, relevant, and quality education that equips learners with skills, knowledge, and values for personal and national development. NaCCA is responsible for developing, reviewing, and revising the national curriculum for pre-tertiary education. This includes ensuring that the curriculum is aligned with national educational policies and global standards. The council integrates local and global best practices into curriculum design to prepare

learners for the 21st century. The council also formulates assessment guidelines and frameworks for pre-tertiary education. These assessments are designed to be competency-based, emphasizing practical skills, critical thinking, and problem-solving. They collaborate with various stakeholders, including teachers, educational organizations, parents, and policymakers, to create inclusive and representative curricula and engage with international bodies to adopt global innovations in education to play an advisory role to the Ministry of Education on curriculum and assessment-related policies, ensuring that reforms are evidence-based and contextually relevant.

There were three participants in total for this phase of the study. Participants had nine, seven- and five-years working experiences respectively. These participants had direct experience in curriculum formulation and assessment at the national level. Their insights helped in understanding the criteria for teacher selection, the decision-making process in curriculum reforms, and the institutional challenges affecting teacher participation.



3.4.3 Selected teachers

The scope of the study was extended to include some teachers purposively selected to validate or debunk the claims made earlier by participants from both ends of the study. Interviews were conducted with a teacher from Tamale, Techiman, Kumasi, and Assin, each of whom had prior experience in curriculum development. These locations were selected to confirm claims made by officials of NaCCA on the use of the zoning method to ensure representativeness in teacher selection for curriculum development. In a way, these locations also helped to capture regional diversity, ensuring that perspectives from different parts of Ghana, including northern, central, and southern region. The selected teachers shared their experiences on teacher involvement and contributions in

curriculum design, their roles in curriculum writing and review, and recommendations for enhancing teacher participation in future curriculum reforms.

3.5 Population of the Study

The population for this study comprises three key groups of participants involved in curriculum development and implementation in Ghana. These groups were selected based on their experience, role in curriculum processes, and regional representation, ensuring a diverse range of perspectives on teacher involvement in curriculum development. The first group included basic school teachers from the Prestea-Huni Valley Municipality in the Western Region of Ghana. The second group involved officials of NaCCA and the third group comprised of selected teachers with prior experience in curriculum development.

3.6. Data Sources

The study utilized primary data sources to comprehensively address the research questions. Primary data was obtained directly, teachers, NaCCA officials and selected teachers with prior experience in developing a curriculum through in-depth, semi-structured interviews and focus group discussions. (Creswell & Poth, 2018). These interviews elicited first-hand accounts of participants experiences on teacher involvement in curriculum development.

3.7 Sample and Sampling Technique

This study employed a combination of snowball and purposive sampling techniques to select participants who could provide in-depth insights into teacher involvement in curriculum development (Gupta et al., 2019). Given the qualitative nature of the research, these non-probability sampling methods were chosen to ensure that participants had relevant experiences and knowledge related to the study's objectives.

These techniques enabled me explore the identified research problem among the selected participants. The goal was to explore for the perceptions teachers had on participating in curriculum development, find out how teachers have been the involved in curriculum development, look out for the factors influencing teacher participation in curriculum development and solicit for measures that can improve the management of teacher participation in curriculum development.

Snowball sampling was used to select sixteen basic school teachers from the Prestea-Huni Valley Municipality. This technique was chosen because the study relied on teachers who had insights into the rationale of the study and participated in the workshop for implementing the standards-based curriculum could refer other colleagues with relevant experiences, ensuring a gradual expansion of the sample. Given that it's been six years since the curriculum was introduced and new teachers join the force each year, the use of snowball was justified as it helped identify the right participants for the study.

Maximum variation purposive sampling was then used in selecting three officials from The National Council for Curriculum and Assessment. This was done to ensure that the selected officials were in the right position to provide answers to the research questions. Maximum variation purposive sampling was again adopted in the final phase of the data collection process. Here, four teachers from Tamale, Techiman, Kumasi, and Assin were selected based on their prior experience in curriculum development. These participants were selected to provide clarifications to what had been made known by both teachers and the officials of NaCCA. Hence a total of twenty-three participants formed the sample size of the study.

The appropriateness of adopting these sampling techniques for this study lied in their ability to ensure that participants possess the relevant knowledge, experiences, and perspectives needed to provide rich and insightful data related to teacher involvement in curriculum development in Ghana. This approach maximized the richness of the qualitative data while ensuring that the study focused on participants with the most relevant experiences.

3.8 Methods for Data Collection

To gather comprehensive and insightful qualitative data, this study employed semi-structured interviews and focus group discussions. These methods are among the most commonly used qualitative research techniques for collecting in-depth data, as noted by Ary, Jacobs, Irvine, and Walker (2018). Their flexibility allowed for the exploration of key themes while also enabling participants to express their perspectives freely.

3.8.1 Semi-structured interviews

The semi-structured interviews in this study were designed to provide a comfortable and open environment for participants, increasing the likelihood of obtaining honest and reflective responses (Kivunja & Kuyini, 2017). Participants were given copies of the interview guide before the interview, allowing them prepare their thoughts and responses in advance. Furthermore, interviews were scheduled at times and locations convenient for participants, ensuring that they felt at ease throughout the process. I also took time to establish rapport with participants before beginning the interview, which helped foster trust and openness, ultimately leading to richer and more meaningful responses (Kivunja & Kuyini, 2017).

A key strength of semi-structured interviews is that they strike a balance between structure and flexibility. The use of predetermined questions helped minimize

researcher bias and ensured that all key research themes were covered (Creswell, 2014). At the same time, the open-ended nature of the questions allowed participants to share their views freely, providing deeper insights into their perceptions of teacher participation in curriculum development. To ensure a high level of validity and reliability, questions were framed in ways that encouraged participants to share their personal experiences and viewpoints, rather than providing rehearsed or socially desirable responses (Ary et al., 2018).

3.8.2 Focus group discussions

In addition to individual interviews, focus group discussions were conducted to facilitate collaborative dialogue and shared reflections among participants. Focus group discussions provided an opportunity for teachers to exchange ideas, compare experiences, and build upon each other's responses, leading to richer discussions and deeper insights into teacher participation in curriculum development (Ary et al., 2018).

The interactive nature of focus group discussions allowed for dynamic engagement, where teachers could challenge or support each other's viewpoints, ultimately leading to a broader understanding of the research themes. The same predetermined research questions were used in the focus groups to ensure consistency in data collection. However, unlike individual interviews, focus group discussions encouraged participants to reflect on one another's perspectives, leading to greater depth in responses and the emergence of new ideas that may not have surfaced in one-on-one conversations (Creswell, 2014).

3.8.3 Phone interviews

Phone interviews are a widely used qualitative data collection method that allows researchers to gather in-depth responses from participants remotely. They provide a

convenient, cost-effective, and flexible way to engage with participants, particularly when dealing with geographically dispersed participants or individuals with demanding schedules (Cachia & Millward, 2011). As a semi-structured data collection technique, phone interviews enabled me to ask open-ended questions, probe for deeper insights, and clarify responses in real-time while maintaining an interactive conversation (Irvine, Drew, & Sainsbury, 2013). Phone interviews were used to collect data from officials of the National Council for Curriculum and Assessment (NaCCA) and teachers with prior experience in developing a curriculum. This choice was guided by multiple factors, including accessibility, cost-effectiveness, confidentiality, and the ability to obtain rich qualitative data despite logistical constraints.

Given that NaCCA officials had tight schedules and the experienced teachers were geographically dispersed, conducting face-to-face interviews could have posed significant challenges. The phone interviews provided an accessible platform for these participants to share their insights at a time that was convenient for them, without the need for travel (Opdenakker, 2006). The phone interviews also provided a degree of anonymity and psychological comfort, which has been shown to encourage participants to express their views more openly and honestly compared to face-to-face interactions (Vogl, 2013).

According to Cachia and Millward (2011) phone interviews are effective for semi-structured interviews since it is well suited for probing deeper into participants' responses, clarifying ambiguities, and exploring follow-up questions based on real-time conversation flow. The interactive nature of phone interviews ensured that the I could engage participants meaningfully, prompting elaboration where necessary while maintaining the flexibility to adapt questions to emerging insights.

3.9 Instrument for Data Collection

Based on my understanding of the research instruments and the objectives of the study, qualitative investigations are amenable to a variety of research instruments (Bell & Waters, 2018). The selection of precise and suitable data collection methodologies substantiates the integrity and reliability of the research. Furthermore, these instruments facilitate researchers in obtaining profound insights from participants.

For the purpose of this study, a semi-structured interview guide and an interview schedule were employed to address the research questions. These instruments functioned as both reminders and frameworks throughout the data collection process. They were meticulously developed by articulating the research objectives and delineating the specific information required, comprising a series of open-ended questions. Furthermore, with the consent of the participants, a tape recorder was utilized to capture their responses, thereby facilitating more efficient transcriptions and data analysis.

3.9.1 Semi-Structured interview guide

Interviews constitute one of the principal methodologies for gathering information (Vogl, 2013) within the realm of qualitative research. According to Creswell (2002), an interview facilitates the researcher's ability to obtain data from the respondent's viewpoint. Instruments such as interview guides possess the advantage of generating a substantial volume of data in a relatively brief timeframe. Interviews may be conducted in a one-on-one format or as part of a group discussion, and are typically administered by the researcher utilizing an interview guide.

An interview guide comprising a meticulously prepared set of questions directed the dialogue between myself and the participants. Semi-structured interviews were

employed in this study, enabling me to delve into various themes alongside the participants. This approach also facilitated the exploration of novel ideas inspired by the insights shared during the interviews. Participants were encouraged to articulate their thoughts freely on the diverse themes, leading to the emergence of several compelling ideas. However, semi-structured interviews can be time-consuming and labor-intensive. Nonetheless, they yielded profound insights with the intention of uncovering participants' opinions and experiences.

3.9.2 Interview schedule

For the purpose of garnering a comprehensive and diverse array of perspectives on educators' perceptions concerning their involvement in curriculum development, I conducted a focus group discussion facilitated by a meticulously crafted interview schedule. This interview framework for the focus group discussions enabled me to gather data by convening teachers with analogous characteristics (Bell, Harley & Bryman, 2022). This methodological approach is particularly advantageous as it empowers individuals who may struggle to articulate their thoughts freely to do so, inspired by the contributions of their peers present. A total of four focus group discussions were held, with three educators participating in each session. According to Morgan (2007), a focus group consisting of 3 to 5 participants is sufficient to achieve data saturation.

Creswell, (2007) opined that focus groups make room for some form of interaction among the participants. The interview schedule in focus group discussions also aid the collection of extensive data and participation by all individuals in the group. Misconceptions and misunderstandings of participants are revealed and corrected in the course of the interaction between myself and the participants. Teachers were assigned

names according to their subject areas and were also made to speak one after the other to make the information clear for analysis. There were four focus group discussion sessions in line with the research questions. Each group was made up of four participants. The sessions lasted for forty-five minutes and were held at an agreed upon location.

3.10 Pilot Testing

Bryman (2016) argued that it is always valuable to pre-test an instrument before administering it to participants to eliminate ambiguities and errors in the data collected and to assess the validity and reliability of the instrument.

The instruments were piloted with two headteachers, and two teachers from the Tarkwa-Nsuaem Municipality leading to refinements in question phrasing, sequencing, and the addition of relevant probes (Patton, 2015). The participants were interviewed to determine the flaws with the instruments and to make the necessary corrections if any.

3.11 Data Collection Procedure

Prior to commencing fieldwork, myself together with the research supervisor reviewed studies on the research objectives of this study in order to identify gaps which in turn aided on the development of the first research instrument. The instrument was then scrutinized through expert and peer review. Once that was done, an introductory letter was obtained from the Department of Educational Administration and Management at the University of Education, Winneba. This letter served as formal permission and endorsement for the research endeavor. This letter was then presented to the authorities of schools within the Prestea-Huni Valley area to request permission to collect data.

Once permission was granted, the first phase of the study begun with a briefing session conducted with the headteachers and the teachers who were identified as persons of interest for the study. Following the briefing session, specific dates was scheduled for individual interviews with each headteacher. The study area was then divided into four for a much structured, smooth and effective data collection, these areas were termed PHV1, PHV2, PHV3 and PHV4. Each areas had similar characteristics as it represented a town in the Municipality. Each area had a headteacher interviewed and three teachers for focus group discussions. The headteacher in each division was first interviewed followed up by the focus group discussion with teacher who fell in that particular division. The goal was to find out teachers' perception on participating in curriculum development and find out the level of knowledge these teachers had on curriculum development. These engagements evoked rich information which yielded a remarkable description of how teachers in the municipality perceived teacher participation in curriculum development.

The findings from the first group of participants informed the development of a new instrument which was used in gathering data from the officials of NaCCA. The research supervisor sought for permission from NaCCA and purposively selected officials from NaCCA who were in the right position to provide the needed information. The second phase of the study also begun with a briefing session with the selected officials of NaCCA. These briefings were done to provide an overview of the study's objectives and methodology. During these briefings, copies of the instruments were given to selected participants to condition their minds on the rationale behind the study and prepare for the interviews. The briefing also served to establish a professional rapport between myself and the participants, fostering mutual understanding and cooperation. In this phase, interviews were conducted to gain a wealth of information about the

management of curriculum development and the processes of teacher selection and involvement in curriculum development.

After data was collected from the officials of NaCCA, there was the need for further investigations to support or debunk the claims made by the original participants of the study. Hence, with the help of the research supervisor, I purposively selected teachers with prior experience in developing a curriculum and sought for their views to buttress the initial findings. This constituted the third phase of the data collection. Individual interviews were conducted with the selected teachers concerning their involvement in the development of a curriculum. These participants were encouraged to talk about their experiences in relation to how they became a part of the development process and their contributions to the development.

This process of data collection took a period of six months to complete successfully. During the interviews and the focus group discussions, open-ended questions were used to explore for responses from participants. With the help of a field notebook and a tape recorder, I was able to document and record findings from each interview and discussions as it related to the research questions.

Throughout the data collection process, ethical considerations, such as obtaining informed consent from participants and maintaining confidentiality, were rigorously upheld to safeguard the rights and privacy of all involved parties (Bryman, 2016). Finally, data collected was systematically analyzed using qualitative analysis techniques to identify recurring themes and patterns. Rapport building as defined by Bryman (2016) as the relationship of mutual understanding between individuals, aided me better communicate with teachers who were participating in the focus group discussions. It also aided in the turnout of participants for the focus group discussions.

Data reached saturation upon the fourth focus group discussion, the third interview with the representative of NaCCA and the third interview with teacher with prior experience in developing a curriculum. Cohen, (2019) define data saturation as a situation where data obtained from any additional respondent or sample will not provide any new information to what has already been obtained from research participants. Cohen, Manion, and Morrison (2002) assert that the research design of a study fundamentally dictates its sample size. In qualitative investigations, the sample size typically encompasses a smaller number compared to quantitative studies, with a sample size of ten increasingly emerging as the preferred standard.

3.12 Data Analysis Procedure

Data analysis, as described by Creswell and Creswell (2018), involves synthesizing information from various sources to derive meaningful insights. It entails organizing, combining, and identifying trends in data to determine significance and inform decision-making. Creswell and Creswell (2018) emphasize that data analysis is an ongoing process integral to qualitative research, involving the systematic organization and interpretation of participant information.

In this study, a thematic analysis approach, aligned with the guidance of Braun and Clarke (2006), was employed to analyze the data collected from interviews and focus group discussions. In doing this, the field notebook was reviewed and the audio recordings from the interviews and focus group discussions conducted were transcribed manually. Transcripts of the interviews and discussions were then meticulously reviewed to identify key themes and concepts. Subsequently, codes were applied to relevant excerpts, facilitating the categorization of data into meaningful themes by collating similar codes into broader patterns of meaning, creating visual mind maps to

explore relationships between codes and emerging themes. These themes were then further analyzed by refining, splitting, combining, and discarding initial themes to ensure internal homogeneity and external heterogeneity, checking them against the coded extracts and the entire dataset. A detailed analysis of each theme was done, considering its relation to the research questions and the overall narrative emerging from the data. These were then interpreted in conjunction with the past literature and the theoretical frameworks, as recommended by Creswell and Creswell (2018).

3.13 Trustworthiness of the Study

All research must be deemed trustworthy to be deemed relevant. This necessitates that research is recognized as familiar and acknowledged as legitimate by researchers, practitioners, policymakers, and the public at large. Consequently, as articulated by Lincoln and Guba (1985), trustworthiness serves as a mechanism through which researchers can convince themselves and their audience that their findings merit attention. Lincoln and Guba (1985) further posited that research is regarded as trustworthy if it satisfies the criteria of credibility, transferability, dependability, and confirmability. To attain trustworthiness in qualitative research, I undertook data analysis in a meticulous, consistent, and exhaustive manner, meticulously recording, systematizing, and elucidating the analytical methods with sufficient detail to enable the reader to ascertain the credibility of the process.

3.13.1 Credibility

According to Bryman (2016), credibility is involved with establishing that the results of a study are credible and believable from the perspective of the participants in the research. The credibility of this research was tested using the member check method. Data collected and interpretations was sent back to participants via email and

WhatsApp in the form of a report to improve the quality of the research and to also eliminate researcher biases. Member checks is an important process that any qualitative researchers undergo because it is the heart of credibility (Guba & Lincoln, 1989; Onwuegbuzie & Leech, 2007). It is a qualitative research methodology that assists researchers in enhancing the precision and dependability of their findings. The member checks strategy entails establishing structural corroboration or coherence, which involves scrutinizing all data to ensure the absence of internal conflicts or inconsistencies, as well as establishing referential adequacy; this entails evaluating the analyses and interpretations against the documents utilized during data collection prior to the production of the final document (Guba & Lincoln, 1989). This process encompasses the verification of data, analytical categories, interpretations, and conclusions by the participants from whom the data was gathered (Bryman, 2016).

3.13.2 Dependability

Dependability pertains to the precision and replicability of the employed methodology. This implies that conducting the study under identical conditions, utilizing the same methods and participants, would yield comparable results. Consequently, to attain dependability, the research supervisor meticulously scrutinized the processes involved in instrument development, data collection, data analysis, and the study's outcomes. Also, I used peer examination to check the dependability of data collected and interpretations. During peer reviews, I discussed the findings with colleagues who teach in basic schools. According to Bryman, (2016) peer examination helps to develop deeper reflexive analysis and identify categories or areas not covered by the research.

3.13.3 Confirmability

Confirmability entails establishing that the researcher's interpretations and findings are unequivocally derived from the data, necessitating the researcher to elucidate the processes through which these interpretations and conclusions were formulated (Gupta, Shaheen, & Reddy, 2019). To ensure the establishment of confirmability, I endeavored to achieve credibility, transferability, and dependability by substantiating the findings with pertinent literature. Ideally, I meticulously documented the process of scrutinizing and re-scrutinizing the data throughout the study to exemplify quality. As advocated by Gupta, Shaheen, and Reddy (2019), I also articulated the rationale behind my theoretical, methodological, and analytical choices throughout the entirety of the study.

3.13.4 Transferability

Transferability, as articulated by Creswell (2014), pertains to the generalizability of inquiry. Consequently, qualitative data is deemed valid if the findings of the study can be extrapolated to diverse contexts. Considering that I cannot anticipate the specific sites that may seek to apply these findings, Lincoln and Guba (1985) assert that the researcher must furnish comprehensive descriptions of the study context. This allows those interested in transferring the findings to their own settings to critically assess the transferability. Accordingly, I ensured transferability by providing a robust description of the study context and the assumptions that were central to the research. The study area, participants of the study and the themes were all described into details to enable readers to make informed decisions about the applicability of the findings to other settings or similar contexts.

3.14 Researcher Positionality

My stance or positioning in regard to the study's social and political setting is referred to as positionality. According to Marshall and Rossman (2010). Positionality is influenced by an individual's political affiliations, religious convictions, gender, sexuality, historical and geographical context, ethnicity, race, social class, status, (dis)abilities, and various other factors. The personal, social, or political stance adopted by a researcher permeates every phase of the research process (Holmes, 2020). Thus, my positionality has an impact on what researchers choose to explore and how the research is conducted, as well as the outputs and outcomes. The author of this research is a student of the department of Educational Administration and Management (UEW) and a former teacher of a private basic schools in a town of the municipality. This positionality helped to ensure the cooperation of the participants and the quality of the research outcomes.

3.15 Ethical Considerations

To achieve the objectives of the study, the conduct of the study was in compliance with standard ethical considerations in educational research. These ethical considerations are discussed as follows.

3.15.1 Access

Formal letters of introduction were solicited from the University and subsequently presented to relevant authorities and stakeholders to elucidate the research and formally seek their consent for inclusion in the study. Participation in the study was entirely voluntary; no individual was compelled or coerced into taking part. The process of participant selection was executed in a manner that ensured the eradication of bias

towards any specific group or demographic characteristic, encompassing, but not limited to, gender, age, race, ethnicity, and socioeconomic status.

3.15.2 Informed consent

Prior to the execution of the interviews and focus group discussions with the designated participants, I elucidated the purpose of the study to each interviewee and solicited their verbal consent to proceed with the interviews. Individuals who declined to grant their consent were excluded from the study. Furthermore, participants were provided with copies of the interview guide and schedule in advance, thereby enabling them to familiarize themselves with the research questions and to be better prepared for the data collection process.

3.15.3 Confidentiality

Confidentiality pertains to the reciprocal accord established between the investigator and the participant, ensuring that any sensitive or proprietary information will be managed with the utmost level of care and discretion (Creswell, 2014). The essence of confidentiality is inherently rooted in the cultivation of trust. In adherence to the ethical considerations surrounding confidentiality in research, interviewees were afforded a solemn assurance of confidentiality and the meticulous handling of their data. In this context, the interviewees were apprised of the duration for which the acquired data would be retained, and they were reassured that the collected material would be utilized exclusively for scholarly purposes.

3.15.4 Anonymity

Anonymity is occasionally regarded as a form of confidentiality, specifically designed to protect the identities of individuals participating in a study (Creswell, 2007). A widely accepted understanding of anonymity asserts that an individual's identity

remains indiscernible or untraceable to the information associated with them. To fulfill the imperative of anonymity, the data collection and analysis processes were meticulously structured to ensure that participants' responses could not be linked to their identities. In most instances, pseudonyms were utilized when deemed necessary. The interviews and focus group discussions deliberately refrained from soliciting personal information about the participants, adopting an objective stance that focused solely on the pertinent issues at hand.

3.15.5 Transparency

In further adherence to ethical considerations, I meticulously refrained from employing ambiguous and misrepresentative statements during the interviews and focus group discussions. Participants were apprised of the intended use of the information provided, as well as the eventual dissemination of the final document, which will be submitted to the university for academic purposes.

3.16 Summary of Chapter

This research on managing teacher participation in curriculum development focusing on basic school teachers within the Prestea-Huni Valley municipality and the staff of the National Council for Curriculum and Assessment, adopted a qualitative approach with a phenomenology design. This design aimed to explore and understand the lived experiences and perceptions of participants regarding teacher participation in curriculum development. The research method consisted of interviews and focus group discussions. Interviews were conducted with NaCCA officials, headteachers and teachers with prior experience in developing a curriculum. with the help of an interview guide while focus group discussions were held with teachers with the help of an interview schedule. Data collection started with briefing session with headteachers and

teachers after permission was granted to establish rapport and explain the study's objectives. Scheduled interviews with NaCCA official and headteachers were then conducted, after which focus group discussions with teachers. Ethical considerations, including informed consent and confidentiality, are prioritized throughout the data collection process. Data was analyzed thematically and interpreted with the help of the study supervisor and relevant related literature. Recommendations were made based on each specific research objective and question.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter is made up of the analysis, presentation and interpretation of the findings resulting from this study. From the interviews and focus group discussions, substantial data were drawn from NaCCA official, headteachers and teachers in the Prestea Huni Valley Municipality selected for the study. This section of the research was conducted in three ways, through individual interviews, focus group discussion and phone interviews. The data was analyzed by the light of related findings and the curriculum leadership, participatory and teacher empowerment theories. From the analysis of data emerged themes which were operationalized and discussed.

4.1 Teachers' Perception on Participation in Curriculum Development

Alsubaie (2016) contended that, without question, the most pivotal figure in the curriculum development process is the educator. With their extensive knowledge, diverse experiences, and refined competencies, teachers are integral to any curriculum development initiative. Hence their perceptions on educational efficacy translates directly into classroom practices.

Superior educators foster enhanced learning outcomes as they possess profound insights into the art of teaching and bear the responsibility of implementing the curriculum within the classroom. Yet in the Ghanaian context, findings of Tetteh and Khumi-Agbasa (2019) revealed that basic school teachers were not aware of the curriculum development process in Ghana and did not express deeper understanding of curriculum concepts and terminologies required to play substantial roles in curriculum development. These contrasting arguments made it very necessary for this study to

bring to light the perceptions basic school teachers had on teacher participation in curriculum development. The findings suggests that participants had varying views on teacher participation in curriculum development. Among these views included the level of understanding they had on the issue at hand, the value of teacher participation, willingness to participate, and ways of promoting maximum participation. The following are themes and sub-themes generated from the data gathered from participants.

4.1.1 Knowledge on Curriculum Development Processes

This theme captures the range of understanding and involvement teachers perceive to have with curriculum development. It highlights the difference in awareness and knowledge from educators who have some understanding of curriculum development phases. From the gathered data, it was evident that some participants had good understanding of the processes of curriculum development, while others demonstrated limited understandings. Therefore, two sub themes were derived namely good appreciation and limited understanding

4.1.1.1 Good Appreciation

This subtheme demonstrated the higher levels of comprehension among some participants. Participants here were confident in their responses as they provided detailed information on how much they understood the curriculum development process. For instance, Educator 3 responded:

I am quite familiar with the curriculum development process. I understand the phases from conducting a needs assessment, where they gather information about what students need to learn, to setting specific goals, designing the curriculum content, and planning the assessment methods.

In the same vein, Educator 1 added:

I believe it begins with planning; which involves conducting a needs assessment, setting goals, selecting the content, organizing the content and designing the curriculum. To the best of my knowledge, I think these are the processes involved.

English teacher also responded; “I think it involves several stages, like planning, setting learning objectives, selecting the appropriate content, and then finding the best ways to teach that content”

The excerpts above indicate a good appreciation of the curriculum development process. It debunks claims that teachers have limited knowledge of curriculum development processes. It contradicts the findings of Tetteh and Khumi-Agbasa (2019) and aligns with scholars (Alsubaie, 2016; Chimbunde & Kgari-Masondo, 2021a) who argue that teachers have the needed skill and knowledge to take part in curriculum construction and that their participation brings some benefits because teachers could bring the practical perspectives and experiences that are lacking in courses of study developed solely by administrators and curriculum experts.

The findings here is also in line with the views of Chimbunde and Kgari-Masondo, (2021a) who argued that, it is a misconception and quite misleading to believe that teachers are not well trained and prepared to engage in curriculum development activities. To support this, Guerrero and Camargo-Abello, (2023) argued that professional teachers who are well trained in well-established institutions possess the needed traits to participate in curriculum development processes and recommended continuous professional development opportunities for all teachers so as to keep them on their toes on curriculum and pedagogical issues.

From a theoretical standpoint, this finding supports the Curriculum Leadership Theory, which posits that teachers should be recognized as leaders in curriculum planning due

to their first-hand experience in classroom instruction. The Teacher Empowerment Theory also reinforces this argument by asserting that teachers, when equipped with the right training, can take ownership of the curriculum and influence its effectiveness (Heng & Song, 2023).

4.1.1.2 Limited Understanding

Regardless of the display of knowledge about curriculum development process, other teachers showed limited understanding. Their responses reflected the inadequate exposure and comprehension of the processes of curriculum development. Participants were aware that their knowledge and skill in curriculum development process was limited.

Mathematics teacher remarked:

My understanding of curriculum development is quite limited. I know it's about planning what students will learn and how they will be taught, but I'm not aware of all the steps involved. I follow the curriculum and guidelines given to me.

RME teacher added "I do not have a very good understanding of the curriculum development processes but I know what the curriculum is. It is a plan for learning".

This perspective aligns with findings from Aboagye and Yawson (2020), who observed that many Ghanaian teachers feel excluded from curriculum development because they are primarily positioned as implementers rather than active contributors. Their study revealed that while teachers understand curriculum as a structured guide for teaching, they lack clarity on the broader framework, including policy formulation, content design, and assessment strategies. Consequently, teachers rely on prescribed guidelines, reinforcing their passive role in the process.

Similarly, Tetteh and Khumi-Agbasa (2019) argue that this limited understanding stems from inadequate training in curriculum theory and design. Pre-service teacher education often emphasizes pedagogy and subject knowledge, with little focus on curriculum planning. This leads to a workforce that is well-equipped to deliver instruction but not necessarily to shape the curriculum they implement. This gap is exacerbated by the fact that curriculum development is often centralized, with decision-making primarily controlled by policymakers, curriculum specialists, and educational authorities, leaving teachers as recipients of pre-approved syllabi. There is growing advocacy for teacher participation in curriculum development to bridge the gap between design and implementation. Integrating this advocacy of curriculum development training into professional development programs to ensure that teachers with limited knowledge on curriculum development not only understand the content they deliver but also the rudiments of its evolution align with the curriculum leadership theory which posits that members will disengage if their involvement is perceived as limited.

4.1.2 Teachers interest in curriculum development

This theme reflected the interest teachers demonstrated in participating in curriculum development. Teacher empowerment and professional growth were critical components embedded in teacher engagement in curriculum development. As described by participants, teachers can not only contribute to shaping educational content but can also experience professional development through participating in curriculum development. This provides grounds to solidify the integrity and credibility of the teaching profession as the teachers' ability to influence decisions, take ownership of the curriculum, and feel confident in their roles as educators are heightened. Participants claimed that they can bring on board an extra energy that can mitigate a number of

constraints teachers face when implementing the curriculum if they are made to participate in its development. For instance, Science teacher responded:

The curriculum is a very powerful tool and thus needs the attention of all stakeholders involved in educating students. I see myself to be a leader in this school. I believe teacher participation in curriculum development is the way to perfect curriculum design and help deal with implementation challenges. (Science Teacher)

Some participants also expressed interest in participating in future curriculum designs and planning, iterating that it is a form of professional recognition.

I perceive my role in the curriculum development process to be very important. I haven't participated in developing a curriculum yet but my participation in future curriculum developments will prove that I am a recognized member of the educational community (Mathematics teacher)

While acknowledging limited involvement in the current curriculum, participants saw themselves as instrumental in ensuring that the curriculum aligns with the realities of the classroom. These perspectives demonstrate a desire for greater involvement and recognition. These assertions by participants gives a clear vision for greater involvement in the future, emphasizing a collaborative approach to curriculum development as a way of developing professionally. As described by Tetteh and Khumi-Agbasa, (2019), this vision illustrates the link between empowerment and professional growth, as the teacher aspires to play a more active role. This vision enhances teacher professional expertise and influence within the educational system (Toghiani-Khorasgani & Rahmani, 2021). As argued by the curriculum leadership theory, when teachers engage in curriculum leadership, they develop stronger pedagogical skills and instructional autonomy. Additionally, this finding validates the Teacher Empowerment Theory, which asserts that teacher participation fosters a sense of ownership and enhances the credibility of the teaching profession (Guerrero & Camargo-Abello,

2023). Teachers who influence curriculum design are more invested in its implementation, which improves educational outcomes.

Teachers emphasized that their involvement in curriculum development ensures that content remains practical and contextually relevant. Some teachers noted that they had to modify curriculum materials to suit their students' needs, suggesting that earlier teacher involvement could enhance curriculum applicability. This finding aligns with Mpuangnan and Adusei (2021), who revealed that teachers frequently adapt the curriculum to meet classroom realities, indicating a need for greater inclusion in curriculum development stages. It also supports participatory Leadership Theory, which argues that engaging those who directly implement policies leads to better decision-making and outcomes. Again, teachers expressed concerns about the lack of inclusivity in curriculum development, arguing that their voices were not adequately represented. They believed that a more equitable approach would improve curriculum ownership and legitimacy. This aligns with Bentrovato and Chakawa (2022), who assert that effective school systems promote inclusivity in decision-making. The participatory Leadership Theory further supports this claim, emphasizing that collaboration among educators fosters balanced and well-rounded curriculum reforms.

4.1.3 The value of teacher participation in curriculum development

Relevance, practicality and inclusion in curriculum development relate with the extent to which the curriculum is aligned with the real-world needs of students, the local context, and the national development goals. The engaged educator is an invaluable asset, embodying numerous roles and responsibilities in the organization of the curriculum. Educators aspire to relish the art of teaching while witnessing their students cultivate interests and skills in their chosen domains. To facilitate this, the educator

meticulously devises lesson plans and syllabi within the parameters of the established curriculum, as it is their duty and obligation to implement the curriculum in a manner that addresses the diverse needs of their students (Carl, 2009). This theme underscores the significance of educators in the realm of curriculum development through the advocacy of curriculum practicality and inclusivity.

4.1.3.1 Promotion of curriculum's practicality

Participants believed that their involvement in the curriculum development process can ensure that the content is not only theoretically sound but also practically applicable and relevant to the students and the contexts they teach. Educator 3 responded:

I use to find myself needing to modify the contents of the OWOP curriculum on my own. I found that by doing that I can make it more practical. I believe that teacher participation in curriculum development could have helped avoid personal modifications.

Science teacher also added:

Teacher participation can make the final curriculum more practical. The current curriculum has omitted certain topics which were relevant for aligning the contents we teach. For instance, a topic like measurement which is a very important topic in physics has been omitted but it lays the foundation for other subsequent topics.

The responses above suggests that teachers have the potential to make the curriculum more relevant if they are involved earlier in the process. Without their involvement, the curriculum might not fully address the specific needs and conditions of the classroom, making it less practical for effective teaching as revealed by Mpuangnan and Adusei (2021). The excerpt also shows how participants who were not selected feel about the limited role they played in developing the current curriculum, which they claimed to often necessitate personal modifications to make it more applicable. This directly links to the participatory theory, as it shows these participants feeling of being left even when the situation isn't really as such.

4.1.3.2 Promotion of equity and inclusion

Equity and inclusion in curriculum development have to do with the fair and meaningful involvement of all teachers, regardless of their background, experience, or position, in the process of creating and implementing curriculum. This theme is in line with the works of Carl, (2009) as it emphasizes the importance of ensuring that diverse voices are heard, particularly those from marginalized or underrepresented groups. Participants expressed a concern that their opinions were not valued in the process of developing the current curriculum which raises questions about the integrity and credibility of the curriculum because if certain teachers or groups of teachers feel marginalized or overlooked in decision-making, it indicates a lack of inclusivity in the institutional processes. Their responses suggested that teacher participation in curriculum development can create more equitable practices that ensure all teachers, regardless of their status or background, have an equal voice in shaping the curriculum. Educator 2 responded: “Teacher participation can promote equity in the sense that every teacher will have the feeling of playing a major part in developing what he or she is imparting into the students. So, I think it’s a really good initiative”.

Science teacher added: “For me I strongly believe teacher participation is good for inclusion. Giving teachers the maximum respect and responsibilities to participate is a great call”

The sub-theme highlights the need for fair and meaningful participation of teachers in the curriculum development process as supported by the works of Bentrovato and Chakawa (2022) who argue that effective school systems are the ones that embrace equity in all its operations. These responses suggest that practices of developing a curriculum can be made to fully support the inclusion of diverse voices, leading to the avoidance of potential inequities in who gets to influence the curriculum as argued by

the curriculum leadership theory and explained by the participatory theory as a necessity to the development of any organization or institution.

4.1.4 Challenges to teacher participation in curriculum development

This theme discusses the challenges to teacher participation in curriculum development participants acknowledged. It presents the loopholes participants believed to exist in propagating for the need for teacher involvement in curriculum development. The feasibility of teacher participation was questioned as participants revealed certain circumstances both internal and external to be reasons why teacher participation can be challenging. These were further developed into two sub themes.

4.1.4.1 Self-perceived inadequacy in curriculum development

This sub-theme explores participants' perceptions of their role in curriculum development, particularly their self-assessed limitations in actively engaging in the process. The findings reveal that many teachers perceive themselves as lacking the necessary qualifications, experience, and preparation to contribute effectively to curriculum design. As a result, they express uncertainty about their ability to shape curricular reforms, viewing curriculum development as a task reserved for policymakers and educational specialists rather than classroom practitioners.

Other participants doubted the feasibility of teacher-led curriculum initiatives, citing the absence of structured professional development programs to equip them with the required skills and knowledge. They argued that without systematic training, their role remains marginal, reducing their influence on educational decision-making. Consequently, they believe that their limited preparation diminishes their ability to play meaningful roles in shaping the school curriculum.

Mathematics teacher responded: “I admit to not having any experience regarding curriculum development. It could be that I lack some important skill or knowledge. I don’t think I am qualified to play any important role”

Fante teacher added:

Where we find ourselves limit opportunities to develop professionally. Per my responses, you can see that I don’t have enough knowledge about the topic at hand. And that’s concerning. We need more training to be able to participate. (Fante teacher)

These responses illustrate a barrier in terms of adequate knowledge and skills to be an integral part of developing the curriculum at its very core as argued by Oloruntegbe et al., (2010). Thus, being brought in to implement the curriculum was the only role these participants believed to play a part in the processes. From a theoretical standpoint, this supports Teacher Empowerment Theory, which emphasizes that when teachers receive structured training and mentorship, they gain confidence in taking on leadership roles. The Curriculum Leadership Theory also argues that teachers who are well-trained in curriculum matters are more likely to take ownership of educational reform.

4.1.4.2 Curriculum development is meant for experts

Contrary to the contributions experienced teachers in curriculum studies raised, some participants who demonstrated limited know-how on the subject suggested to leave the development of the curriculum to experts only. These participants opposed the idea of teachers participating in curriculum development as they viewed curriculum development as the role of experts in education exposed to the worldwide movements that call for reforms in curriculum.

Social studies teacher remarked:

If there are people in the ministry who go around the world looking for the best curricular to integrate into our educational system, I believe they should develop it and help us understand it and implement in classrooms.

English teacher added: “For me I perceive curriculum development as the job for experts. Even though teachers are experts in lesson delivery, our expertise may not be enough to participate in curriculum development”.

Educator 4 also responded:

It is like separation of powers in government; they develop it we implement it. I believe that we participating in the processes of curriculum development won't be necessary, we must do our part well and that I think is enough.

These responses from these participants reveals that while some teachers perceive curriculum development as an embedded responsibility of all teachers in the profession, others saw it as not a duty for teachers. As cited in Tetteh and Khumi-Agbasa, (2019), Snell and Swanson (2000) noted a palpable lack of enthusiasm among certain educators regarding their participation, attributing this phenomenon to the "absence of sufficient and systematic preparation." In other words, minimal or no prior preparation is afforded to teachers, rendering the endeavor of curriculum development devoid of personal significance and value for them. Snell and Swanson assert that educators, as a general rule, have not been adequately trained to discern their pivotal role in the evolution of the school curriculum. The arguments here coupled with that of the participants of this study reflect Wang, (2022) findings where he argues that teachers had limited knowledge on curriculum development. Wang also revealed that some teachers were against the idea of participating in curriculum development as they saw it not to be a duty they are to perform as part of their job description. This contradicts the findings Guerrero and Camargo-Abello, (2023) as it suggests teachers would willingly dismiss the idea of participating in curriculum development and again challenges the ideologies of the Participatory Leadership theory.

4.2 Teacher Involvement in Curriculum Development.

Teachers play a pivotal role in curriculum development and implementation. According to Fullan (2016), teachers are the "change agents" in education who bridge the gap between policy and practice. Their involvement in curriculum development ensures that the content and pedagogical strategies align with classroom realities and learner needs. However, studies (Boakye & Ampiah, 2017; Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016) in Ghana indicates that teachers are often treated as passive implementers rather than active contributors to curriculum design. Hence, this section of the study sought to focus on what has been the involvement of teachers in curriculum development. The goal here was to reveal the holistic management processes regarding how teachers been involved in curriculum development to help uncover the extent to which their practical insights are utilized as the Ghana Education Service (GES) and the National Council for Curriculum and Assessment (NaCCA) have emphasized the need for inclusive and evidence-based curriculum policies.

From the gathered data, four sub-themes emerged pointing out to the management of teacher selection and involvement in curriculum development. These were; teachers' role and contributions, selection of teachers for participation, representation in teacher selection and challenges in teacher selection and involvement in curriculum development.

4.2.1 Teacher role and contributions

Teachers are recognized as integral participants in curriculum development due to their direct interaction with the curriculum in classrooms. Contributions include serving as writing panel members, curriculum writers, reviewers, and contributors to the creation of teacher manuals and learner guides. These were made known by the officials of

NaCCA and teachers with prior experience in curriculum development as some of the important role teachers played with regards to the creation of a curriculum. Participants here, claimed that teachers help define philosophies, mission, vision, and subject-specific content, pedagogies, resources, and assessment modes for every curriculum developed. For instance, NaCCA official 1 responded:

The role of teachers cannot be understated. Teachers are the users of the curriculum so they are the ones to tell how relevant a curriculum is. During needs assessment their input is crucial to decisions that are made for curriculum review, development and implementation. They cannot be dispensed with when it comes to school-based curriculum and even with centralized national curricula they form the core of subject panels.

NaCCA fellow 4 remarked: “Teachers contribute by reviewing learning objectives, suggesting content improvements, and piloting new instructional strategies”.

NaCCA fellow 2 added: “Teachers contribute by writing content, reviewing content for clarity and feasibility, aligning topics with students’ cognitive levels, and suggesting practical teaching strategies”

4.2.1.1 Writing panel members

Providing further clarification on the contributions of teachers in curriculum development, officials from NaCCA and the teachers with prior experience in developing a curriculum, revealed that teachers do participate in curriculum development. They further revealed that teachers provide insight into the educational philosophy, objectives, and reasoning behind the subject specific curriculum design as they served as writing panel members in designing and constructing the curriculum. They further revealed that as practitioners with firsthand experience in the classroom, teachers bring invaluable experiences that bridge the gap between policy and practice. Their involvement as panel members ensures that curricula are practical, contextually

relevant, and aligned with the needs of both learners and educators. NaCCA official 2 remarked:

They serve as writing panel members and are involved in the actual writing. As panel members, they recommend teaching methodologies that are engaging and suitable for diverse learning needs so we involve teachers right from the word go depending on the information required at each stage because the teacher provide valuable insights on the educational philosophies of the subjects they handle.

NaCCA official 3 added: “Teachers on the writing panel help design assessments that evaluate not only knowledge retention but also critical thinking, problem-solving, and practical application skills”.

NaCCA fellow 2 responded: “Teachers like myself have been a part of the curriculum panel for a while now. It is here that I provide insights on practical classroom implementation and contribute to content development”.

4.2.1.2 Co-writers of the teacher manuals and learner guide

It was also made known that teachers play a role as co-writers of the teacher manuals and learner guides. This task was explained to leverage classroom experience and pedagogical expertise to create practical, user-friendly resources that support both teaching and learning. In doing this, participants asserted that teachers contribute to the development of essential teaching and learning materials, ensuring that the curriculum’s goals are translated effectively into classroom practices. In serving as co-writers of the of the teacher manuals and learner guides, teachers simplify and clarify complex curriculum content to make it accessible for learners. They use their understanding of students’ learning capabilities to create materials that cater to diverse learning needs.

NaCCA official 3 responded;

One of the significant role teachers play in curriculum development is serving as co-writers of teacher manuals and learner guides. These resources are essential tools that support the implementation of the curriculum by

providing guidance on instructional strategies, content delivery, and assessment techniques.

NaCCA fellow 3 also responded: “Some of the teachers I know who were selected were assigned to content writing. They helped write the learners guide and teacher’s manual”.

NaCCA fellow 1 added; “Some teachers are assigned tasks such as writing content. They review specific subject areas, drafting sample lesson plans, and provide assessment methods in the teacher manual and learner guides”.



4.2.1.3 Reviewers of the curriculum

Teachers have firsthand experience with the curriculum, having implemented it in their classrooms. They provide expert opinions into what works and what doesn't work in classroom situations. Playing the role of reviewers was revealed as a way of ensuring that the curriculum is relevant, effective, and aligned with the country's educational goals. It was explained that as reviewers, teachers bring their expertise, experience, and perspectives to the curriculum development process, helping to shape the content, structure, and delivery of the curriculum.

Some serve as reviewers depending on their expertise. Those who serve as reviewers are responsible for analyzing curriculum content, examining the curriculum to ensure it is aligned with national standards, learning objectives, and assessment requirements, evaluating curriculum structure; its organization, sequencing, and pacing to ensure it is logical, coherent, and manageable and providing feedback on the curriculum, highlighting strengths, weaknesses, and areas for improvement. (NaCCA official 1)

NaCCA fellow 3 continued: "Others too served as curriculum reviewers.

These teachers assisted NaCCA in looking out for weaknesses and strengths of the subjects they have expertise in".

4.2.1.4 Piloting of a new curriculum

NaCCA official 3 revealed that one important role teachers played in curriculum development was piloting the new curriculum. The participant claimed that the council depended heavily on teachers during piloting and reviewing stages as the service teachers provided during these stages could not be performed by any other entity or organization. He responded;

Piloting of the curriculum and reviewing processes is heavily dependent on teacher involvement. It is through teachers we are able to pilot a new curriculum and address all issues with the curriculum before rolling it out. We depend solely on teachers during this stage. (NaCCA official 3)

In the same vein, NaCCA fellow 3 explained that piloting the curriculum was a major task teachers performed in contributing to the development of the curriculum. He continued that this particular stage was heavily reliant on teachers because of their classroom expertise.

Teachers are involved in pilot testing the curriculum to identify any issues and suggest improvements. Through this NaCCA reviews this feedback from teachers, makes necessary adjustments, and incorporates practical suggestions to enhance the curriculum. (NaCCA fellow 3)

The findings here contradict the arguments of made by some scholars (Kpedator, 2019; Boakye & Ampiah, 2017; Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016) on teacher involvement in curriculum development in Ghana. These studies argued that teachers were sidelined during the initial stages of curriculum development serving as passive implementers and not playing substantial roles apart from implementing what has already been developed. As revealed by the officials of NaCCA and teachers who have been selected to participate before, teachers are involved in the crafting of a curriculum in Ghana from its inception through implementation and evaluations. Their roles are known to improve curriculum relevance and practicality. This rather aligns with Korhonen et al., (2023), revealing that teachers are more professional and participate in curriculum development as it helps them understand the fundamentals and concepts needed to lead the curriculum in schools.

These findings support the Curriculum Leadership Theory, which argues that teachers must lead curriculum implementation efforts by aligning instructional materials with classroom dynamics (Glatthorn, Boschee, Whitehead, & Boschee, 2019). It also validates Korhonen et al. (2023), who found that teacher participation in curriculum development enhances their ability to lead curriculum implementation in schools.

Teachers also contribute as curriculum reviewers, assessing curriculum documents to ensure they are logically structured, aligned with national education standards, and feasible for classroom implementation. Their feedback helps refine curriculum content before its final adoption. This finding challenges the notion that teachers have no role in curriculum decision-making (Kpedator, 2019; Boakye & Ampiah, 2017). Instead, it aligns with Teacher Empowerment Theory, which advocates for teacher agency in shaping educational reforms (Short & Rinehart, 1992). When teachers review curriculum content, they exercise professional autonomy, ensuring that policies reflect classroom realities and student needs.

Findings revealed that teachers play an important role in piloting new curricula, providing feedback on content effectiveness, assessment structures, and instructional strategies before full-scale implementation. NaCCA officials confirmed that curriculum piloting is heavily dependent on teacher involvement, as their classroom expertise allows them to identify potential gaps and propose refinements. This aligns with participatory Leadership Theory, which emphasizes the importance of field expertise in policy formulation and refinement. When teachers pilot curricula, they ensure practical feasibility, reducing the risk of implementation failures due to unrealistic content or ineffective teaching methodologies (Fullan, 2007).

4.2.2 Selection of teachers for curriculum development

On the quest to find out what has been the involvement of teachers in curriculum development, the study was able to reveal that not all teachers participated in the development of a new curriculum. The officials from NaCCA revealed that there were some standards, requirement, qualifications and multi-national and national demands together with a formal process involved in the selection of teachers for such an exercise. They explained that teachers are selected through advertised calls and recommendations from educational organizations. After which a deliberate effort is made to ensure diversity across regions, school types, and demographics. With the help of teacher organizations, universities, and other stakeholders, nominations for representatives are made provided the nominated persons fit the criterion as demanded. These claims were supported by teachers with prior experience in developing a curriculum as they revealed that the criteria for selection included: subject expertise, teaching experience, professional qualifications, and familiarity with curriculum standards.

NaCCA official 1 responded: “The teachers are selected based on qualification in the subject area, years of experience, evidence of continuous professional development, and involvement in previous curriculum writing sessions or related activities”.

NaCCA fellow 2 added: “Teachers are selected based on subject expertise, teaching experience, professional qualifications, and familiarity with curriculum standards”

4.2.2.1 Process of teacher selection

The selection of teachers for curriculum development is a structured and multi-stage process designed to ensure that only qualified and experienced educators contribute to curriculum design, evaluation, and revision. According to officials from the National

Council for Curriculum and Assessment (NaCCA), this process involves floating advertisements, handpicking candidates based on recommendations, nominating teachers through educational institutions, and shortlisting candidates for final selection. These methods collectively aim to balance transparency, expertise, inclusivity, and institutional representation in curriculum development.

1. Floating of Advertisement

The National Council for Curriculum and Assessment (NaCCA) employs floating advertisements as a way of selecting teachers. This is a transparent and inclusive approach designed to attract qualified and experienced teachers from diverse backgrounds. This strategy aligns with the organization's commitment to equity, meritocracy, and inclusivity in the curriculum development process. It was revealed that NaCCA advertises and calls for teachers to apply through their website and other educational websites. They also advertise through their Facebook channel, and some important media outlets.

NaCCA official 1 responded:

NaCCA floats adverts. NaCCA uses advertisements in newspapers, websites, social media platforms, and other communication channels to announce opportunities for teachers to participate in curriculum development. These announcements typically outline the qualifications needed for selection.

NaCCA fellow 2 added: "I got to know about the recruitment on their website. They specifically asked teachers with the requisite qualifications to apply".

2. Handpicking Based on Recommendation

In addition to floating advertisements, the National Council for Curriculum and Assessment (NaCCA) employs handpicking based on recommendations as a strategy for selecting teachers for curriculum development. This method involves soliciting

nominations from reputable educational institutions and teacher organizations to identify highly qualified and experienced candidates who meet specific selection criteria. Participants revealed that NaCCA partners with universities, teacher associations (e.g., Ghana National Association of Teachers, GNAT), and other stakeholders in the education sector. These entities are invited to recommend individuals with expertise in curriculum development, pedagogy, or subject-specific areas. This claim was supported by teachers who have worked with NaCCA on developing a curriculum, these teachers further explained that these recommendations are dependent on the experience and knowledge the teacher possesses.

You must know that some are deliberately handpicked to satisfy some criteria that cannot be achieved using the normal system of selection. However, the instances where teachers are handpicked is based on recommendations from teacher organizations, universities and stakeholder associations. NaCCA partners with universities, teacher associations and other stakeholders in the education sector to recommend individuals with expertise in curriculum development, pedagogy and subject specifications. (NaCCA official 1)

NaCCA fellow 1 remarked:

Some teachers are recommended by their authorities to be selected. These are sometimes based on a specific criterion. It could be the experience and knowledge a teacher has on a subject.

NaCCA fellow 4 added: “I was recommended for selection based on my expertise and experience”

3. Nominating and Shortlisting Teachers for Selecting

The selection of teachers for curriculum development is a systematic process that ensures only qualified and competent individuals are involved. This process typically involves three key stages: nomination, shortlisting, and final selection, with criteria designed to align with the national education policy of creating an effective and inclusive curriculum. Participants revealed that at the nomination stage, teachers are proposed by educational institutions, teacher organizations, or through open

applications. Teachers must possess strong subject-specific qualifications, typically a bachelor's degree or higher, relevant to the subject area for which they are nominated. Nominees are expected to have substantial teaching experience, which provides practical insights into learner needs and classroom realities. Nominees should demonstrate previous involvement in curriculum-related activities, such as material development, training workshops, or curriculum piloting.

The shortlisting stage involves filtering nominees based on specific, more refined criteria to identify the most suitable candidates. Shortlisted candidates must show participation in CPD programs, reflecting a commitment to lifelong learning and keeping pace with educational trends. Teachers are assessed for skills such as analytical thinking, creativity, and collaboration, which are crucial for curriculum development. It was also reiterated that NaCCA ensures that shortlisted candidates represent various regions, school types, and demographics.

The final selection involves choosing the most qualified candidates from the shortlist. Teachers must demonstrate mastery in their subject area, ensuring they can contribute to the accuracy and relevance of curriculum content. Experience in previous curriculum writing or related activities, such as piloting or teacher training. Teachers with expertise in specialized areas, such as special education, international teaching practices, or the integration of technology. Candidates must demonstrate their ability to commit time and effort to the curriculum development process, balancing this responsibility with existing duties.

NaCCA official 3 provided a detailed description of the criteria or demands teachers had to meet to be considered fit for selection. He said:

For teachers to fit the demands for selection, the teacher's qualification in the subject area must be strong. Also, he or she must have a lot of years of experience. There should also be the evidence of continuous professional development, Involvement in previous curriculum writing sessions or related activities, Skills and competencies that are appropriate at the time of the review. Other demands like teacher exchange programs embarked on, I mean international experiences is important as well. There are other demands that may be determined as relevant at the time to be fit for selection. (NaCCA official 3)

The findings here suggests that the National Council for Curriculum and Assessment goes through a vivid and scrutinized process in selecting teachers for curriculum development. It also revealed that not all teacher fit the demands for selection as the demands are deeply rooted in the competencies of the teacher. This explains why some teachers have a very limited view about teacher participation in curriculum development and claim teachers are not made to participate at the initial stages of the developmental process. The findings have revealed that the absence of this kind of knowledge is what has accounted for several accusations against NaCCA. The criteria outlined by the NaCCA official emphasize the importance of selecting teachers with relevant qualifications, experience, skills, competencies and credibility to contribute meaningfully to curriculum development. Each aspect of the selection criteria aligns with the goals of creating a robust and relevant curriculum that meets educational standards and classroom realities as described by the curriculum leadership theory. The findings align with the arguments of Hargreaves and Fullan (2012) who argue that experienced teachers bring wisdom and contextual knowledge that are invaluable in curriculum leadership. The need for an extensive criterion to be fit for selection is supported by Carl (2009) notes that teachers with such experience are better equipped to contribute to curriculum processes, as they understand the methodologies and collaborative efforts required in curriculum design.

From a theoretical point of view, the Curriculum Leadership Theory emphasizes the importance of teacher engagement in curriculum design to enhance its effectiveness and practical relevance and thus the theory aligns with the approach adopted by NaCCA to collaborate with other stakeholders as effective curriculum design requires contributions from a broad range of educators to reflect different pedagogical contexts and learner demographics.

4.2.3 Representation and equity in teacher selection

Emphasizing on the sharing of best practices and practical experiences from teachers across the nation, representatives of NaCCA revealed that the council avoids overly prescriptive curriculum requirements to foster teacher autonomy and ensures equitable regional representation and inclusion of underrepresented areas by zoning the country and selecting schools across a diverse demographic for the selection of teachers and the piloting of the curriculum. Participants claimed this was done to encourage teacher input during final decision-making processes and establish a pool of experienced teachers for consistent curriculum development involvement. NaCCA official 1 responded;

To make it more systematic and formal in selecting teachers and schools for the piloting stage, the country is zoned and selection is done across. This process takes a lengthy period of time and it's done to perfection. In the piloting process, schools are not only selected across the country but across grades of schools. This is to ensure maximum representation of teachers and grade levels across the country.

NaCCA official 3 added:

NaCCA does everything in its power to make sure the representation of teachers for curriculum development is across the country. Aside from those handpicked by the council based on strong organizational influence and recommendations, a systematic process of selection is followed in selecting teachers from rural and urban areas for this exercise. We abide by the nation education policy and the selection of teachers is guided by policy.

NaCCA fellow 4 remarked: “I am aware NaCCA considers regional representation when selecting teachers to ensure diverse perspectives are included”.

The findings here provide clear picture of the efforts and processes put in place by The National Council for Curriculum and Assessment on the selection of teachers for curriculum development. Responses here indicate that regardless of the accusations leveraged against NaCCA about the misrepresentation and sidelining of teachers from curriculum development, NaCCA follows the national education policy in carefully selecting teachers for curriculum development activities. Abudu and Mensah (2016) revealed that teachers possess first hand experiences when it comes to education and with that in mind, substantive efforts are to be made to ensure equal representation of teachers for their nuanced contribution in curriculum development. The findings reflect on the curriculum leadership theory as opined by Glathorn, Boshee, Whitehead and Boshee, (2019) as it throws more light on the selection and equity in curriculum development.

4.2.4 Challenges in teacher selection and involvement

After revealing the roles, contributions, modes of selection and criteria for selecting teachers, the official of NaCCA admitted that there were some challenges with the teacher selection process as they attempt to expand teacher involvement by adopting international best practices and strengthen collaborations with global curriculum organizations. They explained that there are a lot of external and internal pressures in selecting teachers aside the fact that there are high volumes of teachers to select from. It was made known that high volume of applicants, stakeholder pressure, teacher availability and political and bureaucratic influences were a known challenge in teacher selection for curriculum development.

The process of selecting and involving teachers in curriculum development at NaCCA is not without challenges. These challenges stem from systemic, logistical, and external factors that complicate the process and require strategic management. (NaCCA official 1)

4.2.4.1 High number of applications

It was made known that; one significant challenge faced by NaCCA is managing the high volume of applications for participation in curriculum development. After floating adverts through the various media platforms, it attracts a widespread interest among teachers who recognize the importance of contributing to national educational reforms and the professional prestige associated with such roles. While this enthusiasm reflects the commitment of educators, it presents logistical and administrative hurdles for NaCCA.

The overwhelming number of applications requires significant time and resources to screen, evaluate, and shortlist. the high volume of applications makes selection competitive. Due to the competitive nature of the process, equally capable and qualified teachers may be inadvertently excluded. (NaCCA official 2)

NaCCA fellow 1 added: “From a general perspective, I think the increasing teacher involvement is the challenge because not every teacher who applies can be selected”.

4.2.4.2 Stakeholder pressure

Participants revealed that NaCCA faces significant pressure from various stakeholders to include or increase representation in the selection of teachers for curriculum development. Stakeholders such as teacher organizations, universities, policymakers, and local education authorities often advocate for the inclusion of their representatives in curriculum panels. Participants explained that different stakeholder groups, such as teacher unions, universities, and education policymakers, often have competing

interests. Each group may lobby for greater representation of their members, leading to conflicts in determining the appropriate balance of stakeholders on curriculum panels.

Some stakeholders may prioritize their institutional or organizational interests over national educational objectives. Political stakeholders, for instance, may push for the inclusion of teachers aligned with their agendas, potentially undermining the objectivity of the selection process. This situation complicates the process. (NaCCA official 1)

The findings reveal that the challenges faced by NaCCA in selecting teachers for curriculum development highlight the complexities of balancing inclusivity, meritocracy, and logistical efficiency. The high volume of applications underscores teachers' enthusiasm to contribute to national reforms but strains administrative resources, risking the exclusion of qualified candidates and delaying the process. Stakeholder pressure to increase representation further complicates matters, creating tensions between equity and quality, as reflected in Darling-Hammond's (2010) findings on the necessity of equitable representation without compromising merit. Additionally, managing teacher availability and workload, along with navigating political and bureaucratic influences, aligns with global challenges identified by UNESCO (2015) in curriculum reform processes. These interconnected issues underscore the need for transparent selection criteria, efficient systems, and collaborative stakeholder engagement which is enshrined in the curriculum leadership theory as a way to strengthen NaCCA's capacity to develop curricula that are inclusive, practical, and aligned with Ghana's educational goals, fostering both teacher ownership and learner success.

From a theoretical standpoint, these findings emphasize the importance of participatory governance, as outlined by the participatory Leadership Theory. Transparent

stakeholder engagement frameworks should be established to ensure that teacher selection processes remain fair, merit-based, and inclusive.

4.3 Factors Influencing Teachers selection and involvement in Curriculum

Development

The quest to identify the best possible ways of managing teacher participation in curriculum development will be a difficult attempt if we fail to first identify the factors influencing teacher selection and involvement in curriculum development. This argument is necessary as Chimbunde and Moreeng, (2024) provided emphasis on the need to reveal and understand the roots of situations in order to best find solution to. Hence, this section of the study sought to find out the factors that served as influences to teacher selection and involvement which ultimately determines the role teachers play of curriculum development. The results revealed that factors including professional training, teaching experience and knowledge, centralization of curriculum development, political influence, number of applicants and pressure from stakeholders were determining factors. The themes below were generated from the responses of participants on the factors that influenced teacher selection and involvement in curriculum development.

4.3.1 Knowledge and experience in curriculum development

Teachers' knowledge and experience in curriculum development is very important as it relates with their ability to contribute effectively to designing, evaluating, and revising educational programs. However, a recurring challenge in Ghana's education systems is the insufficient expertise among teachers regarding curriculum processes (Tetteh & Khumi-Agbasa, 2019). This limitation often stems from a lack of specialized coursework, limited access to continuous professional development, and minimal

practical training in curriculum design during teacher education programs (Abudu & Mensah, 2016). Without structured exposure to curriculum development, many teachers remain unprepared to engage in discussions and decision-making related to curriculum reforms.

As revealed in teacher responses, this knowledge gap affects their confidence and participation, making them hesitant to advocate for curriculum changes or to contribute meaningfully when given the opportunity. Their limited experience in curriculum planning further reinforces their role as implementers rather than developers, a situation that is widely recognized in both local and global studies (Boakye & Ampiah, 2017; Fullan, 2007). Officials from NaCCA echoed these concerns, emphasizing that not all teachers possess the necessary expertise to be directly involved in curriculum development. They pointed out that curriculum planning demands a high level of subject-matter knowledge, pedagogical expertise, and analytical skills, which many teachers may not have acquired. This suggests that while teachers are essential to curriculum implementation, their role in its development remains constrained by their level of preparedness and exposure to curriculum-related activities.

NaCCA official 2 responded:

Some teachers do not have the necessary experiences and qualifications and do not fit the selection criteria to play substantial roles in curriculum development. Therefore, only those who fit are nominated and shortlisted for selection to play major roles.

Creative Arts teacher added

A typical determinant to teacher participation in curriculum development is we the teachers ourselves, if I am being honest, I will say I don't know what it takes to be a part of a curriculum development team, I do not possess the needed skills or knowledge to function well. And I tell you this, if most teachers are being honest, they will tell you as I have.

NaCCA fellow 3 also added;

Teacher selection is very much based on the experience and expertise of the teacher. I for one was selected based on recommendation because I have experience in curriculum writing for mathematics, particularly in aligning instructional materials with curriculum frameworks.

This revelation by teachers was a topic that was discussed with the officials of NaCCA and also with teacher who have worked with NaCCA in developing a curriculum. The officials provided clarification on the requirements participation comes with. They further revealed that not all teachers participate in the initial stages of curriculum development because the criteria for selection is robust and looks out for teachers with enough experience, rich educational background and strong subject specification to shortlist for final selection.

These findings suggests that a major determining factor to teacher participation in curriculum development is the teacher himself. Teachers with the needed qualification and experience needed for selection and participation are nominated or handpicked while the ones with limited know-how are not made to play roles in the initial stages of the development process. These findings reflect the need for adequate training on curriculum matters for teachers to boost their morale and chances of selection to participate in matters related to curriculum and pedagogy. As has been revealed by Chimbunde and Moreeng, (2024), Yidana and Aboagye, (2018), curriculum knowledge and expertise on the path of the teacher is the sure way of making it possible for considering teachers views. Again, it is a way of empowering teachers to take up higher responsibilities aside classroom duties. This is line with the curriculum leadership theory and the teacher empowerment theory as the findings suggest that professionalism and adequate training on the acquisition of curriculum knowledge on the path of

teachers, are ways to validate teachers' views on participating in curriculum developments.

4.3.2 The centralization of curriculum development

The centralized approach to curriculum development refers to a system where key decisions about curriculum design, content, and participant selection are made by higher-level authorities, such as government agencies and educational policymakers. In such systems, curriculum guidelines and policies are standardized at the national level, restricting the direct involvement of teachers in the development, evaluation, and revision of curricula (Rakolobe & Teise, 2024). This model influences both the selection process for teacher participation and the extent of their involvement in shaping curriculum reforms. Teachers from the Prestea-Huni Valley Municipal expressed concerns that the centralized structure limits opportunities for grassroots educators to contribute meaningfully to curriculum decisions. They noted that who gets selected and what role they play is often determined by policymakers and curriculum experts rather than by a broader consultation with teachers who implement the curriculum daily. This hierarchical approach reduces teachers to curriculum implementers rather than contributors, affecting their sense of ownership and professional autonomy in curriculum-related matters.

RME teacher responded “It feels like when it comes to curriculum development, all decisions are made at the top and brought down for us to obey. So, we cannot play any important role except implement the curriculum”.

The officials from NaCCA also argued that the centralized approach to curriculum development in Ghana is an influential factor to teacher selection and participation. They argued that, provided that the system was centralized current roles played by

teachers was adequate enough. They further argued that the claims of teachers that the centrality of the development limits their involvement would have been verified if Ghana practices the school-based curriculum.

NaCCA official 1 responded: “One thing that influence teacher involvement is the centralized approach to curriculum development. We do not practice the school-based curriculum”.

The response from teachers falls in line with studies by Chimbunde and Moreeng, (2024), who argue that, sidelining teachers from decision making in curriculum matters hinder teacher participation. They revealed that teacher participation empowers collaboration and boosts the sense of ownership among teachers. The responses from NaCCA’s official provide further details of how knowledge in curriculum development aids in the addressing misconceptions. This is in alignment with the works Nyika and Motalenyane, (2023) who argue that one’s perception of a phenomena can be blurred if viewed in the wrong lens. This reflects the need for adequate information on matters before making judgement statements about the said phenomena. (Pule & Raxangana, 2024). Both responses assert justifies the importance of teachers in partaking in decision making. This reflects the theory of participation and curriculum leadership.

4.3.3 Political influence

Political interferences in curriculum development refer to the governance structures and political influences that influences the shaping of the curriculum. This stems from multinational, local and political agendas, which prioritize central authority and control over grassroots participation (Chimbunde & Kgari-Masondo, 2021). Both the officials of NaCCA and teachers from the Prestea Huni valley municipal claimed that curriculum development is often influenced by political considerations, with decisions sometimes reflecting the priorities of the ruling government rather than educational needs. Political

agendas, such as promoting international identities, ideologies, or cultural values, can lead to the imposition of content that may not align with teachers' experiences or the needs of their students and the local contexts (Chimbunde & Kgari-Masondo, 2021) and as such goes a long way to influence teachers who participate in developing a curriculum.

NaCCA official 1 responded;

In curriculum designing, there's no way there won't be political influence either overtly or covertly. Politicians sometimes push for the inclusion of teachers aligned with their agendas and most at times their political party's agenda but we rely on our mandate to navigate such terrains

Educator 3 also responded:

The education service in Ghana is seriously interfered by politicians and I believe their ideologies of education even influences who gets involved in developing a curriculum. Politician gets to decide what we teachers are to even teach.

NaCCA fellow 1 added; "I know curriculum development can sometimes be influenced by political considerations, which may impact the selection and involvement of teachers".

The responses here reflect the arguments of Gasva and Moyo (2017) who believed that, the way to a successful educational system is the given of autonomy to teacher and making the educational system independent of political interferences. As revealed by participant, politicians have had influence on the development of the curriculum for so long, and it has affected previous reforms and is affecting the current one too. Dube and Jita (2018) further this argument by saying that because politicians "form the curriculum," teachers "get a curriculum which they wonder what its purpose is," which is again challenging to apply. This situation challenges the theories of participation and teacher empowerment as it disempowers teachers through its ability to sideline them and make them passive in matters related to decision makings in curriculum. Simmons

and Maclean, (2018) contend that politicians should not prescribe to teachers when recommending changes to the and must not be made to influence education. As described by the curriculum leadership theory, processes involved in developing a curriculum should be made transparent and free from external influences.

4.3.4 Subject-matter expertise

This theme refers to a teacher's deep knowledge and understanding of a specific academic discipline, including its content, theories, methodologies, and best teaching practices. In curriculum development, subject-matter expertise is a critical selection criterion, as it ensures that teachers involved in designing, evaluating, and revising curricula possess the necessary competencies to contribute effectively. It was explained by the officials of NaCCA that teachers with strong subject expertise help maintain curriculum accuracy, relevance, and alignment with educational standards. hence, justifying the selection of such teachers for curriculum development.

NaCCA official 1 responded:

Teachers with subject-matter expertise bring in-depth knowledge that helps create curricula that are factually accurate, comprehensive, and pedagogically sound. They contribute to what is taught and also how it is taught, ensuring that instructional methodologies suit the complexity of the subject matter.

The teachers who have worked with NaCCA also provided clarification on subject-matter expertise as a determinant of teacher participation, NaCCA fellow 4 claimed that she was selected due to her expertise in the English Language. She responded: "I for one was selected based on recommendation due to my qualification, experience and my expertise in English Language as a subject".

NaCCA fellow 2 added: “Some of the teachers are selected due to their specialization in a particular subject area. These are the people who help write textbooks, teacher manuals and learner guides”.

From the excerpts, it can be deduced that the area of expertise of a teacher and the knowledge base a teacher has a strong influence on teacher selection and involvement in curriculum development. From the responses it was made vivid that subject specialists are often selected to co-write textbooks, teacher manuals and learner guides. This is because it is the way to ensure that learning materials reflect accurate content, structured progression and appropriate difficulty levels. These assertions align with the arguments of Carl (2009) that a curriculum reforms that incorporate subject specialists are more applicable to real-world settings and better suited to learner needs. The findings also correspond to the curriculum leadership theory as the findings highlight the usefulness of subject specialist to better assessment methods and instructional resources.

4.3.5 Number of teacher applicants

It was made known during interviews with the officials of NaCCA that an influential factor to teacher participation was the volume of teachers who apply for participation in curriculum development. After floating adverts through the various media platforms, a widespread interest among teachers who recognize the importance of contributing to national educational reforms and the professional prestige associated with such roles apply for participation yet due to standard regularity, some cannot be selected to play the roles assigned to teachers in the processes. This has been one of the determinants of teacher participation in curriculum development.

NaCCA official 2 responded:

The overwhelming number of applications requires significant time and resources to screen, evaluate, and shortlist. the high volume of applications makes selection competitive. Due to the competitive nature of the process, equally capable and qualified teachers may be inadvertently excluded.

The findings reveal that a factor influencing teacher selection and involvement in developing a curriculum is the high number of teachers who are willing to participate in the development process of a curriculum. NaCCA in selecting teachers for curriculum development highlight the complexities of balancing inclusivity, meritocracy, and logistical efficiency. The high volume of applications for curriculum development roles presents a significant limitation to teacher participation, as it introduces challenges in ensuring that all qualified and motivated teachers are given a fair opportunity to contribute. While this reflects the enthusiasm of teachers to engage in shaping educational reforms, it also creates structural and procedural bottlenecks that hinder broader participation and but strains administrative resources, risking the exclusion of qualified candidates and delaying the process. NaCCA's resources and administrative capacity may be insufficient to handle the overwhelming number of applications effectively. This can result in delays, oversights, and potentially unfair exclusions during the selection process which according to Carl (2009), a lack of adequate resources and systems to manage high application volumes can create barriers to participation, especially for equally qualified but less visible candidates. Findings by Aboagye and Yawson (2020) also reveal that perceived biases in teacher involvement processes can erode trust and discourage future participation.

4.3.6 Stakeholder pressure

Stakeholder pressure to include or prioritize their representatives in curriculum development is a double-edged sword. While it aims to ensure inclusivity and representation, it skews the selection process in favor of specific groups or interests.

This challenge manifests in the form of lobbying by universities, teacher organizations, policymakers, and other entities, which complicates and influences efforts to ensure merit-based and equitable teacher involvement. Officials of NaCCA revealed that NaCCA faces significant pressure from various stakeholders to include or increase representation in the selection of teachers for curriculum development. Stakeholders such as teacher organizations, universities, policymakers, and local education authorities often advocate for the inclusion of their representatives in curriculum panels. The official again explained, that different stakeholder groups often have competing interests. Each group may lobby for greater representation of their members, leading to conflicts in determining the appropriate balance of stakeholders on curriculum panels.

Some stakeholders may prioritize their institutional or organizational interests over national educational objectives. Political stakeholders, for instance, may push for the inclusion of teachers aligned with their agendas, potentially undermining the objectivity of the selection process. this situation complicates the process. (NaCCA official 1)

Stakeholder pressure to increase representation complicates matters, creating tensions between equity and quality, as reflected in Darling-Hammond's (2010) findings on the necessity of equitable representation without compromising merit. This situation often which aligns with global challenges identified by UNESCO (2015) in curriculum reform processes. These interconnected issues underscore the need for transparent selection criteria, efficient systems, and collaborative stakeholder engagement which is enshrined in the curriculum leadership theory as a way to strengthen NaCCA's capacity to develop curricula that are inclusive, practical, and aligned with Ghana's educational goals, fostering both teacher ownership and learner success.

This section of the study revealed that the selection and involvement of teachers in curriculum development are shaped by multiple factors, including knowledge and

experience in curriculum development, the centralized nature of curriculum planning, political influences, subject-matter expertise, the high volume of teacher applicants, and stakeholder pressure. These findings highlight the complexities in managing teacher involvement in curriculum design.

With regards to the level of expertise and experience, the findings indicate that many teachers lack specialized training in curriculum development, limiting their ability to contribute meaningfully to curriculum design. This aligns with Abudu and Mensah (2016), who argue that teachers' participation is often constrained by limited coursework in curriculum planning and inadequate access to professional development programs. This finding aligns with Teacher Empowerment Theory, which emphasizes the need for continuous professional development to enhance teacher competence and decision-making abilities (Short & Rinehart, 1992). The Curriculum Leadership Theory further supports this by asserting that teachers must be equipped with curriculum knowledge to effectively shape curriculum reforms (Glatthorn, Boschee, Whitehead, & Boschee, 2019).

The study also revealed that the centralized nature of curriculum development in Ghana limits teacher participation. In centralized systems, curriculum decisions are made by higher authorities, with limited consultation from teachers. This aligns with Rakolobe and Teise (2024), who assert that centralized decision-making structures restrict grassroots participation, diminishing teachers' sense of curriculum ownership. Chimbunde and Moreeng (2024) further argue that teacher participation in decision-making fosters collaboration and enhances curriculum implementation. This emphasizes the importance of participatory Leadership Theory, which advocates for decentralized, inclusive decision-making structures. The Curriculum Leadership

Theory also supports the integration of teacher insights into curriculum design to ensure that curricula are both relevant and implementable.

The findings again revealed that political considerations play a significant role in determining teacher involvement in curriculum development. Teachers argued that politicians exert significant control over education policies, determining what is taught and who gets to be involved in curriculum development and NaCCA officials admitted that political stakeholders occasionally push for the inclusion of teachers aligned with their agendas. These findings align with Gasva and Moyo (2017), who argue that educational systems should be free from political interference to maintain integrity and objectivity. Dube and Jita (2018) further explain that when politicians dictate curriculum reforms, teachers may struggle to implement policies that lack clear educational objectives. The participatory Leadership Theory challenges political interference by advocating for teacher-led decision-making processes. The Curriculum Leadership Theory also supports this argument, emphasizing that curriculum decisions should be made based on pedagogical expertise rather than political interests (Simmons & Maclean, 2018).

Subject-matter expertise was another key factor revealed as determinant of teacher selection for curriculum development. The study found that teachers with deep knowledge of specific subjects are more likely to be selected as content developers, textbook writers, and reviewers. Officials from NaCCA emphasized that subject specialists help maintain curriculum accuracy, alignment with educational standards, and instructional relevance. The study again revealed that teachers with subject expertise co-write textbooks, teacher manuals, and learner guides, ensuring that materials reflect accurate content and pedagogical best practices. This aligns with Carl

(2009), who asserts that curriculum reforms that incorporate subject specialists lead to improved content alignment and instructional effectiveness. The Curriculum Leadership Theory also highlights the importance of teacher expertise in shaping curricula, reinforcing the need for knowledgeable educators in decision-making processes.

4.4 Measures to Improve the Management of Teacher involvement in Curriculum Development

It is imperative to emphasize that no curriculum is flawless, a definitive artifact set in stone, or devoid of critique; however, to be truly efficacious, it must garner the endorsement of educators and be recognized as educationally sound by parents and the broader community alike. This argument proves that just like any other policy developed for humans, a curriculum stands to be criticized at all times since all human cannot be satisfied. Yet, one can agree that collective thoughts on how innovations are developed, presented and managed often eliminates prejudices and resistances. Hence, this research question sought for the collective thoughts from participants on how to improve the management of teacher participation in curriculum development. The themes that emerged from this question included the establishment of teacher committees on curriculum planning, continuous professional development, collaborative planning and curriculum decentralization.

4.4.1 Establishing teacher committees

Establishing Teacher Committees was a strategy proffered by teachers in the Prestea-Huni Valley municipal to augment teacher participation in curriculum development. This was believed to create formal structures that can empower teachers to actively engage in the process. Teacher committees which in this case are groups of educators

who exist in a specific geographic location was perceived to be a way that can ensure equity in selecting from various regions. Participants from here believed that members of these said committees who will be selected can collaborate to design, evaluate, and revise curriculum materials. These committees will provide teachers with a platform to share their expertise, insights, and classroom experiences, ensuring that curriculum decisions are grounded in practical realities and directly reflect the needs of students and teachers.

English teacher responded:

One effective strategy would be to establish dedicated teacher committees at the district and school levels that focus on curriculum development. These committees could include representatives from various schools who meet regularly to discuss curriculum-related issues and share their insights. Creating these committee can allow teachers to have a formal platform to voice their opinions and contribute to curriculum revisions.

Social studies teacher 1 added:

I believe integrating structured feedback committees where teachers can regularly share their experiences with the curriculum is necessary. This can be done through monthly meetings or online platforms where teachers can provide feedback on what is working well and what needs adjustment.

The responses here suggests that the creation of teacher committees can provide a structured way for teachers to have a say in curriculum-related decisions. Participants expressed beliefs that through these committees their voices can be heard and concerns addressed. Committees formalize teachers' input, making it part of the official decision-making process which conforms with the participatory theory. This can ensure that teachers' ideas and feedback are consistently considered by curriculum experts and curriculum developers. As recommended by Chimbunde and Moreeng, (2024), using teachers to construct the curriculum content is useful though unique and may be time-consuming. However, we are more worried about the results of our intentions rather

than cosmetic take-homes. Hence teachers on committees can be actively involved in the design, review, and modification of the curriculum, moving beyond the passive role of simply implementing decisions made by others. The belief that teacher committees can act as a bridge between teachers and curriculum developers also aligns with the views of Brendan and Gordon, (2023) as they improve communication by creating a formal channel through which teachers can share their insights and receive feedback. Serving on a teacher committee provides educators with opportunities for professional growth and teachers can gain new skills in curriculum design, leadership, and collaboration, which can enhance their overall effectiveness as educators

4.4.2 Continuous professional development for teachers

Continuous professional development is an impactful strategy for augmenting teacher selection and participation in curriculum development. Workshops and course work that bring teachers together with curriculum developers, and other stakeholders to actively engage in discussions, planning, and problem-solving related to curriculum design and implementation was revealed as a way to augment teacher selection and participation in curriculum development. Collaborative workshops create a structured yet flexible environment for teachers to share their experiences, insights, and ideas, leading to a curriculum that is more practical, relevant, and tailored to classroom realities. Participants from all sides of this study were of the view that collaborative workshops which provides a dedicated space where teachers can actively engage with curriculum developers rather than passively receiving directive can augment the chances of teacher selection and participation. They claimed that the knowledge that can be acquired from professional development trainings can increase the chances of selection and participating in curriculum developments

NaCCA fellow 1 responded:

I believe a way to enhance teacher selection and involvement is through workshops that enhances the professional know-how of teachers. These sessions can bring together teachers from different schools and subject areas to work directly with curriculum developers and education officials.

NaCCA official 2 also responded:

I suggest we build and pool of experienced teachers who are involved in curriculum and supplementary curriculum writing. Through them we can Offer training and capacity-building programs for teachers to improve their curriculum knowledge.

Educator 4 added: “Hands-on workshops where teachers can actively learn and acquire the needed knowledge and skills to participate in the process of curriculum development would be highly beneficial”

Continuous professional development through workshops and course works supervised by experienced professional can enhance teachers’ professional knowledge, experience and skills, particularly in curriculum design, pedagogical strategies, and assessment methods. This aligns with the findings of Chimbunde and Kgari-Masondo (2020). These workshops are in tandem with the participatory and teacher empowerment theory as it provides a platform for teachers to work together, share experiences, and learn from one another. This peer collaboration can enrich the curriculum development process by incorporating diverse perspectives. Through this, teachers can be in the right position to and will be well prepared to play substantive role understand the rudiments of the curriculum.

4.4.3 Collaborative planning

Collaborative planning is a powerful strategy for augmenting teacher participation in curriculum development. It involves teachers working together with curriculum developers, school leaders, and other stakeholders to plan, co-create and refine the

curriculum. Collaborative planning was believed by teacher participants to ensure that teachers have an active voice in shaping the curriculum. Collaborative planning is argued to foster a sense of collective responsibility for the curriculum's success (Hargraves & Fullan, 2012). Participant claimed teachers will no longer feel like passive recipients of a top-down curriculum, instead, they will feel like they are co-creators, which will increase their commitment to implementing the curriculum effectively. Sharing ideas, experiences, and instructional strategies is a way Darlin-Hammond, (2010) asserts that, teachers can use to collectively improve their knowledge and skills related to curriculum development.

Yes, I believe collaborative planning can provide a valuable platform for teachers to share their ideas and innovative teaching methods. When teachers come together in these sessions, they can brainstorm and discuss what works and what doesn't in their classrooms. This collective sharing of experiences not only helps in generating creative solutions but also makes the curriculum more dynamic and responsive. (Mathematics teacher 3)

NaCCA also revealed that as a way of showing transparency and collaboration with teachers, curricula have always been planned with teachers who form part of the panel. The representatives asserted that collaborative planning was the approach used in building the frameworks for all the subject curricula. They also asserted that they are currently working with teachers together with EMIS and the NIB to access the outcome of the current curriculum.

NaCCA plans the curriculum with teachers already. Teachers who will be part of the panel bring on board experiences from the classroom to help plan each subject curriculum properly. I understand the need for more representation and I think we can still do better. (NaCCA official 3)

NaCCA official 1 added

Currently we are working with the NIB and EMIS to collect data about the educational outcome which we will report the performance of the curriculum very soon. In doing this we employ the services of teachers from across the nation to help plan and design the framework for the exercise.

Findings revealed that teachers bring invaluable insights from their daily classroom experiences which cannot be understated especially in developing and evaluating the outcome of a curriculum. Collaborative planning resonates with the participatory theory as it ensures that practical insights inform the curriculum, making it more realistic and applicable to the classroom environment. Collaborative planning creates a platform for dialogue between teachers, educational authorities, administrators, curriculum developers, and other key stakeholders as it can open communication and ensures that all perspectives are considered, and teachers' voices are valued. This aligns with the curriculum leadership theory as it creates a space for innovation, where teachers can experiment with new ideas and creative approaches to curriculum development as opined by the National Education Association, (2011).

4.4.4 Decentralizing the curriculum

Curriculum decentralization is also a powerful strategy for augmenting teacher participation in curriculum development. Shifting decision-making from a centralized authority such as the Ministry of Education or National Council for Curriculum and Assessment to local or regional entities designed to take up curriculum development based on the needs and resources of a particular geographical location. This measure was argued by teachers in the Prestea-Huni Valley Municipal as a way teachers can have greater influence over the curriculum design, tailoring it to the specific needs of their students and communities. They were of the view that a school-based curriculum can increase teacher representation and as such foster a sense of ownership and promote curriculum contextual relevance.

Mathematics teacher responded: "A school-based curriculum would be challenging but innovational. When decisions are made at the local level, we can have more opportunities to contribute their insights and expertise".

Educator 1 remarked:

I do believe that decentralization can help ensure that the curriculum is more reflective to the local context. Teachers who are familiar with the local culture, challenges, and learning styles of their students can provide valuable input that helps tailor the curriculum to be more effective.

Curriculum decentralization was suggested to be a way to promote teacher representation in curriculum development. When the curriculum development process is decentralized, it creates more room for direct communication and collaboration between teachers and curriculum experts at local levels. Teachers can work closely with authorities to ensure that the curriculum aligns with both educational policies and classroom (Abudu & Mensah, 2016). The responses reflect a desire for a more inclusive and cooperative approach, where teachers are given structured opportunities to collaborate and share their expertise as argued by Lieberman and Miller (2016). They argue that, teachers can be very vital in curriculum development and that its just about how to integrate them into the development process. Hence, bringing the development of a curriculum to the local levels eliminates the scrutiny in selecting from a shortlisted number of teachers. This conforms with the theories of participation, teacher empowerment and curriculum leadership as it yearns to create a more dynamic and effective curriculum that draws on the collective strengths of all educators involved.

This section of the study revealed key measures that can enhance the management of teacher selection and participation in curriculum development. These measures included: establishing teacher committees, continuous professional development (CPD), collaborative planning, and decentralizing curriculum development.

With regards to the creation of teacher committees dedicated to curriculum development, it was believed that these committees would formalize teacher

involvement, ensuring that educators from various geographical locations and school types contribute to curriculum planning and revisions. The participatory Leadership Theory supports this measure, as it promotes shared decision-making and values teachers as active contributors to curriculum decisions (Likert, 1971). Chimbunde and Moreeng (2024) also argue that involving teachers in structured committees fosters a sense of ownership and reduces resistance to curriculum reforms. This also aligns with the Teacher Empowerment Theory, which emphasizes teacher leadership in educational decision-making (Short & Rinehart, 1992).

Continuous professional development was identified as a strategy for effectively managing teacher selection and participation in curriculum development. It was believed that CPD programs could help teachers develop expertise in curriculum design, assessment, and instructional strategies, thereby enhancing their chances of selection for curriculum development activities. This aligns with Chimbunde and Kgari-Masondo (2020), who argue that curriculum-related CPD enhances teachers' professional competencies and leadership potential. The participatory Leadership Theory reinforces the value of CPD by advocating for structured knowledge-sharing and skill-building among teachers, ensuring that educators are active participants rather than passive implementers in curriculum development (Likert, 1971). Also, the Teacher Empowerment Theory supports this measure, as empowering teachers through professional development strengthens their role in shaping curriculum decisions (Short & Rinehart, 1992).

Collaborative planning was highlighted as a powerful tool for improving the management of teacher involvement in curriculum development. This strategy involves teachers working alongside curriculum developers, policymakers, and school leaders to

ensure that curriculum content is practical, inclusive, and aligned with classroom realities. This aligns with Hargraves and Fullan (2012), who argue that collaborative planning fosters professional learning communities, improving curriculum ownership among teachers. Darling-Hammond (2010) also emphasizes that collaborative curriculum development results in better alignment between teaching practices and learning objectives. From a theoretical standpoint, participatory Leadership Theory advocates for collective decision-making, ensuring that teachers' voices shape educational policies. Similarly, the Curriculum Leadership Theory emphasizes collaboration as a core principle of effective curriculum development, ensuring that curricula are teacher-led and contextually relevant.

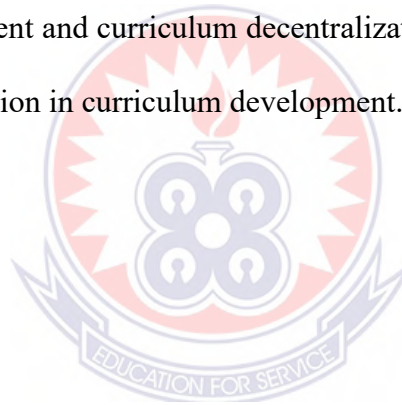
Finally, curriculum decentralization was suggested as another way to better manage teacher representation in curriculum development. This measure involves shifting decision-making from central authorities to local or regional entities, allowing schools and teachers to tailor curricula to the specific needs of their students. This aligns with Abudu and Mensah (2016), who argue that curriculum decentralization promotes inclusivity, allowing teachers to engage in curriculum planning based on real-world classroom experiences. From a theoretical perspective, the participatory Leadership Theory and Teacher Empowerment Theory both emphasize distributed decision-making, ensuring that teachers are active agents in curriculum development rather than passive recipients of top-down directives. Lieberman and Miller (2016) also advocate for decentralized curriculum development, as it eliminates barriers in teacher selection and enhances curriculum relevance.

4.5 Summary of Chapter

This chapter discussed the findings drawn from the data collected from the interviews and focus group discussions. The data was analyzed thematically with the help of the six stages process to thematic analysis by Braun and Clarke (2006) which first of all involves familiarization with data i.e. reading the transcribed data repeatedly to identify similar responses, phrases and ideas, then generating initial codes, generating initial themes which involved assigning codes in the form of colors to the identified responses that presented the same or similar ideas and placing them into different categories after which the themes are reviewed by reading through the generated codes to review the contents and assure its suitability in the categories they find themselves. I then defined and named themes by summarizing the identified codes and assigned a theme that suits the responses in the category. Finally, I created the report by discussing the themes in relation with findings from related literature and aligning the themes to the theories that underpin the study. The first research question revealed that teachers in the Prestea Huni Valley Municipal had differing perceptions about participation in curriculum development with a few demonstrating good appreciation of the topic at hand. However, most teachers acknowledged their limited involvement in the curriculum development process while giving out minimal information about curriculum development activities.

The findings from the first research question led to the need for clarifications on what has been teachers' involvement in developing a curriculum. This research question was initially assigned to the selected officials of NaCCA. Their responses suggested that teachers have always been involved and have played important roles. They further explained that not all teachers can play these important roles due to the selection criteria they observe. These assertions were confirmed by teachers who have been selected to

play various roles in developing a curriculum. From the information gained from the first and second research questions, the third research question sought to find out the factors that influenced teacher selection and involvement in curriculum development. Information to this question was gained from all parties involved in the study. It was revealed that curriculum knowledge, experience, subject-matter expertise, political interference, high number of applicants to select from, pressures from stakeholders, and centralization of the curriculum were factors that influenced teacher selection and participation in curriculum development. From this, the fourth research question sought out for measures to augment teacher selection and involvement in curriculum development. It revealed that teacher committees, collaborative planning, continuous professional development and curriculum decentralization could help improve teacher selection and participation in curriculum development.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the final part of the study. It summarizes the study's principal findings and perspectives derived from the prior chapters. The chapter also emphasizes significant recommendations for further studies. The study sought to inquire for what has been the involvement of basic school teachers in the cumulative processes and activities leading to developing a curriculum, find out the factors that influence teacher selection and involvement in curriculum development, and look out for ways to augment the management of teacher selection and involvement in curriculum development in Ghana.

The study adopted a qualitative research approach and a phenomenology design with exploratory intent to tap into the experiences of the different groups of participants. The study targeted teachers in public basic schools in the Prestea Huni Valley Municipality, officials from The National Council for Curriculum and Assessment (NaCCA) and teachers with prior experience in developing a curriculum. With the sample size determined by data saturation, the study had twenty-three participants; four interviewed headteachers, twelve teachers engaged in four focus group discussion sessions, three phone interviews with officials from the National Council for Curriculum and Assessment and four phone interviews with teachers who had prior experience in developing a curriculum. Participants were selected through purposive and snowball sampling technique. A semi-structured interview guide and an interview schedule were designed with the help of relevant related studies to elicit responses from teachers and the officials from NaCCA. Data was analyzed thematically with the help of the six stages process to thematic analysis by Braun and Clarke (2006) which

involves familiarization with data, generating initial codes, generating initial themes, reviewing themes, defining and naming themes and creating the report.

5.1 Summary of Findings

This section presents a synthesis of the key findings derived from the study, which explored teacher participation in curriculum development, the selection processes, and the challenges influencing their involvement.

5.1.1 Teachers' perception on Participating in curriculum development

The findings related to the first research question revealed variability in teachers' perceptions of their participation in curriculum development. While a small number of teachers demonstrated a strong understanding and appreciation of curriculum development, the majority acknowledged their limited level of knowledge in the process of developing a curriculum. Their responses reflected minimal awareness of curriculum development activities, depicting why teachers are primarily positioned as implementers rather than active contributors to curriculum design.

5.1.2 Teacher Involvement in curriculum development

It was brought to light that teachers do participate in the development of a curriculum and that the selected ones play active roles such as serving on the curriculum writing panel, co-writing the teacher manuals and learner guides, reviewing the curriculum and piloting the new curriculum. This section also provided explanation on the processes in selection teachers for participation. It revealed that advertisements are made on all forms of media to attract qualified teachers to apply for a role while others are handpicked based on strong recommendations.

5.1.3 Factors influencing teacher selection and involvement participation in curriculum development

The findings revealed that curriculum knowledge, teaching experience, subject-matter expertise, political interference, centralization of curriculum development processes, number of applicants, and stakeholder pressure were among the most significant determinants of teacher participation. These factors collectively influence who gets selected, how teachers engage in the process, and the extent of their contributions to curriculum reform.

5.1.4 Measures to improve the management of teacher selection and involvement in curriculum development

The findings revealed that participants advocated for the establishment of teacher committees, continuous professional development (CPD), collaborative planning, and curriculum decentralization as key mechanisms for enhancing teacher engagement in the curriculum development process. These recommendations align with Curriculum Leadership Theory, which emphasizes the empowerment of teachers as active contributors to curriculum design rather than passive implementers (Glathorn, Boshee, Whitehead & Boshee, 2019).

5.2 Conclusions

This study has revealed diverse teacher perceptions regarding curriculum development, reinforcing the argument made by NaCCA that not all teachers can participate in the initial stages of curriculum development due to selection criteria that prioritize expertise, experience, and curriculum knowledge. The findings confirm that teachers who are selected to participate in curriculum development play significant roles, including serving as curriculum panel members, reviewers, co-writers of teacher

manuals and learner guides, and piloting curriculum innovations. These specialized roles require high level of subject-matter expertise and practical classroom experience, ensuring that teachers who contribute bring valuable insights to curriculum design and implementation.

A key aspect of managing teacher participation in curriculum development is the transparent selection process facilitated through advertisements to attract qualified and interested teachers. This recruitment approach promotes openness and inclusivity, allowing teachers with the requisite qualifications and experience to apply. However, the study identified challenges in managing teacher selection, such as the overwhelming number of applicants and stakeholder pressures to include specific representatives. These factors complicate the selection process and may influence the composition of teacher participants.

The study also highlights systemic and institutional barriers that hinder teacher participation, including Limited curriculum knowledge among teachers, restricting their readiness for involvement, centralized nature of curriculum development, which concentrates decision-making at higher levels, limiting teacher input, Political interference, which influences selection decisions and curriculum priorities and curriculum misconceptions, where teachers perceive curriculum development as exclusive to policymakers and curriculum experts.

To enhance the management of teacher participation, the study identified several strategies, including continuous professional development (CPD), collaborative planning, establishing teacher committees on curriculum matters, and decentralizing curriculum development.

Effective management of teacher in participating in curriculum development require structured, transparent, and inclusive approach. Selection processes must balance expertise with inclusivity, ensuring that more teachers have opportunities to develop curriculum competencies through training and mentorship programs. Systemic barriers such as political interference and centralized decision-making must be addressed, allowing teachers to assume active leadership roles in curriculum design rather than serving only as implementers. Integrating these management strategies is a way teacher participation in curriculum development can be more effectively structured, ensuring that educational reforms are practical, relevant, and responsive to classroom realities.

5.3 Recommendations

In light of the findings, the following recommendations are proposed to enhance teacher involvement in curriculum development, improve selection processes, and strengthen professional capacity-building initiatives.

5.3.1 Teachers' Perception in Participating in curriculum development

The findings from the study indicate that while some teachers held positive perceptions regarding their participation in curriculum development, others lacked adequate information and knowledge about the process. This knowledge gap influenced their worldview on teacher involvement, leading to misconceptions about their roles in curriculum planning and implementation. The study, therefore, recommends the integration of curricula knowledge specifically designed to enhance teachers' understanding, skills, and experiences in curriculum-related activities into already existing continuous development programmes such as the PLCs. Such training initiatives, orchestrated by the Ghana Education Service (GES) and The National Council for Curriculum and Assessment (NaCCA) can equip teachers with the requisite

knowledge to actively engage in curriculum discussions, contribute meaningfully to curriculum design, and foster a sense of ownership and agency in educational reforms.

5.3.2 Teacher involvement in curriculum development

The study found out that teachers are instrumental in developing a curriculum in Ghana. Their roles included writing panel members, curriculum reviewers, and piloting of a new curriculum. However, not all teachers played these roles as many teachers do not meet the required standards for selection and involvement due to inadequate exposure to curriculum design theories and practices. Hence, the study recommends that teacher training institutions and the universities perusing education as major programs of study should integrate practical sessions on the process of developing a curriculum in the already existing course of study. The study also recommends that the National Council for curriculum and Assessment ensures transparency and merit-based selection by developing a clear, standardized selection criteria that prioritize subject-matter expertise, instructional experience, and curriculum knowledge rather than political affiliations.

5.3.3 Factors Influencing Teacher Selection and Involvement in Curriculum Development

Based on the identified factors influencing teacher selection and involvement in curriculum development, this study recommends incorporating specialized curriculum training into teacher education programs to ensure teachers develop the necessary knowledge and skills for curriculum planning and decision-making. The study also recommends that the Ghana Education Service together with other educational bodies should collectively Provide continuous professional development (CPD) programs focused on curriculum design, implementation, and evaluation to enhance teachers'

preparedness for selection. The study also recommends that educational authorities remain independent of political influences to help promote independent, stakeholder-driven selection panels, ensuring that decisions are based on competence rather than external influences.

5.3.4 Measures to improve the management of teacher involvement in curriculum development

In light of what the study has revealed, the recommended that NaCCA monitors and evaluate teacher involvement in curriculum development, create feedback mechanisms, such as post-engagement evaluations and surveys, to assess the experiences of teachers who participate in curriculum development and identify areas for improvement. They should also establish a database of trained teachers who have participated in curriculum development, ensuring a structured approach to future selection and engagement and conduct periodic assessments of teacher contributions to curriculum development, ensuring that teacher input is effectively integrated into national curriculum reforms.

5.4 Suggestions for Further Studies

The current study focused on managing teacher participation in curriculum development in Ghana. Findings proved how instrumental teacher participation in curriculum development could be for smooth implementation, teacher empowerment and student learning. Yet, there are other important stakeholders who ought to be taken into consideration as far as curriculum development is concerned and other areas in the country to investigate the said problem. Hence, the study recommends further studies into collaborative planning in curriculum development where other important stakeholders other than the teacher are included.



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APPENDIX A
UNIVERSITY OF EDUCATION, WINNEBA
MANAGING TEACHER PARTICIPATION IN CURRICULUM
DEVELOPMENT
INTERVIEW GUIDE FOR TEACHERS

Dear Sir/Madam,

My name is Emmanuel Akrono, a final year M.Phil. student of the University of Education, Winneba. You have been selected to participate in this interview as part of a research project being conducted as a requirement of the University of Education, Winneba for the award of an M.Phil. in Educational Management and Administration.

The study is designed to unravel the management of teacher participation in curriculum development. You have been selected to participate in this study because you have been involved in the implementation of the standards-based curriculum introduced in 2019 and you also possess the needed information which could help answer the research questions and ultimately help mitigate the problem identified in this study.

Your responses in this interview are entirely voluntary, and you have the right to decide to participate or withdraw from the study at any point. I expect that the interview will last approximately 30minutes.

By agreeing to participate in the interview, you affirm that you give your consent for me, to record this interview and to use your answers in this research. All responses will be anonymized, and there will be no way to trace your responses back to you. There are no known risks to participating in this study. If you have any questions about this research before or after this interview, you can contact the researcher: Emmanuel Akrono at www.emmanuelakrono9@gmail.com. Thank you.

Do you give your consent to participate in this study? Yes [☐] No [☐]

A. TEACHERS PARTICIPATION IN CURRICULUM DEVELOPMENT

(How do teachers perceive participation in curriculum development?)

1. How familiar are you with the phases and processes of curriculum development?
2. How do you perceive your participation in these development processes?
3. What are your thoughts on the importance of teacher participation in curriculum development?
4. How does your involvement in curriculum development impact your teaching practice?
5. Do you feel that your participation in curriculum development leads to better learning outcomes for your students? Why?
6. What changes would you suggest to improve teacher participation in curriculum development at your school?
7. What resources would you need to be more participatory in curriculum development?
8. How do you envision your future role in curriculum development?

B. FACTORS INFLUENCING TEACHER SELECTION AND INVOLVEMENT IN CURRICULUM DEVELOPMENT (What factors Influence Teacher Selection and Involvement in curriculum development?)

1. What do you perceive as an influencing factor in teacher selection and involvement in curriculum development?
2. Can you describe any specific challenges that have prevented you from being more involved in curriculum development?
3. In what ways do your other professional responsibilities influence your involvement in curriculum development?
4. Do you feel that a lack of resources can influence your participation in curriculum development?
5. Do you think administrative policies and decisions influences teacher participation in curriculum development?

6. How does the top-down approach in decision-making affect your involvement in curriculum development?
7. Have you ever encountered bureaucratic obstacles that made it difficult for you to contribute to curriculum development? If so, can you provide an example?
10. Do you feel adequately trained or prepared to participate in curriculum development? If not, what additional training or professional development would you need?
13. Do you think there is a cultural or institutional mindset that discourages teacher participation in curriculum development? If so, how does it manifest?
14. Have you ever felt that your input was undervalued or ignored in the curriculum development process? If so, how did that affect your willingness to participate?

C. MEASURES TO IMPROVE THE MANAGEMENT OF TEACHER SELECTION AND INVOLVEMENT IN CURRICULUM DEVELOPMENT.
(How can teacher selection and involvement in curriculum development be augmented in Ghana?)

1. What strategies do you think could be implemented to augment teacher participation in curriculum development?
2. In your opinion, what are the most effective ways to involve teachers more actively in the curriculum development process?
3. Can you suggest any initiatives or programs that would encourage teacher participation in curriculum development?
4. What type of professional development do you think is necessary to better equip teachers for participation in curriculum development?
5. How could training programs be designed to enhance teachers' skills and confidence in contributing to curriculum development?
6. What role do you think collaborative planning sessions could play in enhancing teacher participation in curriculum development?

7. What role do you think decentralizing the processes of curriculum development could play in enhancing teacher participation in curriculum development?

CONCLUSION

Is there anything else you would like to share regarding curriculum leadership in Ghana?

Thank you for your time and participation in this interview.



APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

MANAGING TEACHER PARTICIPATION IN CURRICULUM DEVELOPMENT

FOCUS GROUP DISCUSSION (FGD) SCHEDULE FOR TEACHERS

Introduction

Good day, and thank you for joining this focus group discussion (FGD). My name is Emmanuel Akrono, a final-year M.Phil. student at the University of Education, Winneba. I am conducting this research as part of my degree requirements.

The purpose of this study is to explore teacher participation in curriculum development and how their involvement can be better managed. This discussion is an opportunity for you to share your experiences, insights, and perspectives.

- Participation is voluntary – you may choose to withdraw at any point.
- Confidentiality is assured – your responses will remain anonymous.
- The session will last approximately 60 minutes and will be recorded for accuracy with your consent.

Do you all agree to participate in this discussion? Yes [] No []

Discussion Guide

A. Teachers' Participation in Curriculum Development

(RQ1: How do basic school teachers perceive participation in curriculum development?)

1. Can you share what you know about the phases of curriculum development?
2. Have you ever been involved in curriculum development? If so, in what capacity?
3. How do you perceive teacher participation in curriculum development?
4. Why do you think teacher involvement in curriculum development is important (or not important)?
5. Do you believe your participation (or lack of participation) impacts curriculum quality and student learning outcomes?
6. What challenges do teachers face when trying to participate in curriculum development?
7. What resources or support would help teachers become more involved?
8. How do you see your future role in curriculum development?
9. What changes would encourage you to participate more actively in curriculum planning and decision-making?

B. Factors Influencing Teacher Selection and Involvement in Curriculum Development

(RQ3: What factors influence teacher selection and involvement in curriculum development?)

1. In your experience, how are teachers selected for curriculum development roles?
2. What qualifications or characteristics do you think influence selection?
3. What factors do you believe limit teacher participation in curriculum development? (e.g., experience, training, workload, administrative decisions)
4. Do you think political influence or bureaucratic processes affect teacher selection?

5. Have you ever felt your input was ignored or undervalued in curriculum development? If so, how did it affect your willingness to contribute?
6. Do you feel adequately prepared to participate in curriculum development?
7. What type of professional development would help enhance teacher participation?
8. Do you think there are cultural or institutional beliefs that discourage teacher involvement in curriculum planning?
9. How does the centralized nature of curriculum development in Ghana affect teacher participation?

C. Measures to Improve the Management of Teacher Selection and Involvement in Curriculum Development

(RQ4: How can teacher selection and involvement in curriculum development be better managed?)

1. What strategies can be implemented to ensure more teachers participate in curriculum development?
2. How can teacher voices be better represented in decision-making?
3. What type of training would better equip teachers for curriculum development?
4. How should training programs be structured to make them more effective?
5. How can collaborative planning sessions enhance teacher participation?
6. What role can teacher committees play in improving curriculum development?
7. Do you think decentralizing curriculum development processes would improve teacher participation? Why or why not?
8. What changes should be made to allow for more localized input in curriculum planning?

Conclusion

1. Is there anything else you would like to share about teacher participation in curriculum development?
2. Do you have any final recommendations for improving teacher involvement in curriculum design?

Closing Remarks

Thank you all for your participation and valuable insights. Your contributions will help provide recommendations for improving teacher engagement in curriculum development. If you have any further thoughts after this discussion, feel free to contact me.



APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

MANAGING TEACHER PARTICIPATION IN CURRICULUM DEVELOPMENT

INTERVIEW GUIDE FOR NaCCA OFFICIALS

Dear Sir/Madam,

My name is Emmanuel Akrono, a final year M.Phil. student of the University of Education, Winneba. You have been selected to participate in this interview as part of a research project being conducted as a requirement of the University of Education, Winneba for the award of an M.Phil. in Educational Management and Administration.

The study is designed to unravel the management of teacher participation in curriculum development. You have been selected to participate in this study because you have been involved in developing a curriculum and possess the needed information which could help answer the research questions and ultimately help mitigate the problem identified in this study.

Your responses in this interview are entirely voluntary, and you have the right to decide to participate or withdraw from the study at any point. I expect that the interview will last approximately 30minutes.

By agreeing to participate in the interview, you affirm that you give your consent for me, to record this interview and to use your answers in this research. All responses will be anonymized, and there will be no way to trace your responses back to you. There are no known risks to participating in this study. If you have any questions about this research before or after this interview, you can contact the researcher: Emmanuel Akrono at www.emmanuelakrono9@gmail.com. Thank you.

Do you give your consent to participate in this study? Yes [☐] No [☐]

A. Teacher Involvement in Curriculum Development

(How are teachers been involved in curriculum development)

Introduction

1. Could you briefly describe your role at NaCCA?
2. How long have you been involved in curriculum development activities at NaCCA?

Section 1: Teacher Involvement in Curriculum Development

1. Can you describe the role teachers play in the curriculum development process?
2. At what stages of curriculum development are teachers involved?
3. How does NaCCA select teachers to participate in curriculum development?
4. What criteria or qualifications are prioritized in selecting teachers?
5. In what ways do teachers contribute to the development process?
6. Are teachers given specific roles or tasks during the process? If so, what are they?
7. How does NaCCA incorporate feedback from teachers in the final curriculum design?
8. Are teachers involved in reviewing and piloting the curriculum before implementation?
9. Would you say teacher involvement is adequate?
10. How does NaCCA ensure that a diverse range of teachers (different regions and subjects) are involved?

Section 2: Factors Influencing Teacher Selection and Involvement

1. What is the formal process for selecting teachers to participate in curriculum development?
2. Are teachers nominated by schools, districts, or other authorities?
3. What factors are considered when deciding which teachers to involve?
4. What challenges does NaCCA face in selecting and involving teachers?
5. How does NaCCA address issues such as teacher availability and workload?

6. To what extent do national education policies influence how teachers are selected?
7. Are there any political or bureaucratic factors that affect teacher involvement?
8. How does NaCCA ensure equitable representation of teachers across various regions, school types, and demographics?
9. Are rural and underrepresented areas adequately represented in the curriculum development process?

B. Measures To Improve The Management Of Teacher Involvement In Curriculum Development

1. In your opinion, what are the best practices for managing the involvement of teachers in curriculum development?
2. How can the teacher selection process be improved?
3. What strategies is NaCCA considering to improve the management of teacher involvement in the future?
4. Are there plans to expand or modify how teachers are engaged in curriculum development?

Conclusion

Is there anything else you would like to share about teacher involvement in curriculum development?

APPENDIX D

**MANAGING TEACHER PARTICIPATION IN CURRICULUM
DEVELOPMENT**

**INTERVIEW GUIDE FOR TEACHERS WITH PRIOR EXPERIENCE IN
CURRICULUM DEVELOPMENT**

Dear Sir/Madam,

My name is Emmanuel Akrono, a final year M.Phil. student of the University of Education, Winneba. You have been selected to participate in this interview as part of a research project being conducted as a requirement of the University of Education, Winneba for the award of an M.Phil. in Educational Management and Administration.

The study is designed to unravel the management of teacher participation in curriculum development. You have been selected to participate in this study because you possess the needed information which could help answer the research questions and ultimately help mitigate the problem identified in this study.

Your responses in this interview are entirely voluntary, and you have the right to decide to participate or withdraw from the study at any point. I expect that the interview will last approximately 30 minutes.

By agreeing to participate in the interview, you affirm that you give your consent for me, to record this interview and to use your answers in this research. All responses will be anonymized, and there will be no way to trace your responses back to you. There are no known risks to participating in this study. If you have any questions about this research before or after this interview, you can contact the researcher: Emmanuel Akrono at www.emmanuelakrono9@gmail.com. Thank you.

Do you give your consent to participate in this study? Yes [☐] No [☐]

Introduction

1. Have you been involved in developing a curriculum with NaCCA?
2. How do you perceive teacher participation in curriculum development?

Section 1: Teacher Involvement in Curriculum Development

1. Can you describe the role selected teachers play in the curriculum development process?
2. At what stages of curriculum development are teachers involved?
3. How were you selected to participate in curriculum development?
4. What criteria or qualifications were prioritized in selecting teachers?
5. In what ways do teachers contribute to the development process?
6. Are teachers given specific roles or tasks during the process? If so, what are they?
7. How does NaCCA incorporate feedback from teachers in the final curriculum design?
8. Are teachers involved in reviewing and piloting the curriculum before implementation?
9. Would you say teacher involvement is adequate?
10. How does NaCCA ensure that a diverse range of teachers (different regions and subjects) are involved

Section 2: Factors Influencing Teacher Selection and Involvement

1. What is the formal process for selecting teachers to participate in curriculum development?
2. Are teachers nominated by schools, districts, or other authorities?
3. What factors are considered when deciding which teachers to involve?
4. What challenges does NaCCA face in selecting and involving teachers?
5. How does NaCCA address issues such as teacher availability and workload?
6. To what extent do national education policies influence how teachers are selected?
7. Are there any political or bureaucratic factors that affect teacher involvement?

Section 3: Recommendations and Improvements

1. In your opinion, what are the best practices for involving teachers in curriculum development?
2. How can the teacher selection process be improved?
3. What strategies can NaCCA consider to improve teacher involvement in the future?

Conclusion

1. Is there anything else you would like to share about teacher involvement in curriculum development?



APPENDIX E

Letter of Introduction



DEAM/MPHIL/INTRO/VOL.1/83

Date: 6th August, 2024.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce **Emmanuel Akrono** a student pursuing a Master of Philosophy (Educational Administration and Management) Programme at the Department of Educational Administration and Management, University of Education, Winneba.

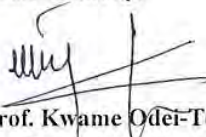
Emmanuel Akrono is currently working on a research project titled:

“CURRICULUM LEADERSHIP IN GHANA (TEACHER AUTONOMY AND CURRICULUM DEVELOPMENT)”.

We should be grateful if you could accord him the needed assistance to aid the completion of his research.

Thank you.

Yours faithfully,


Prof. Kwame Odei-Tettey
Ag. Head of Department

cc: Graduate School