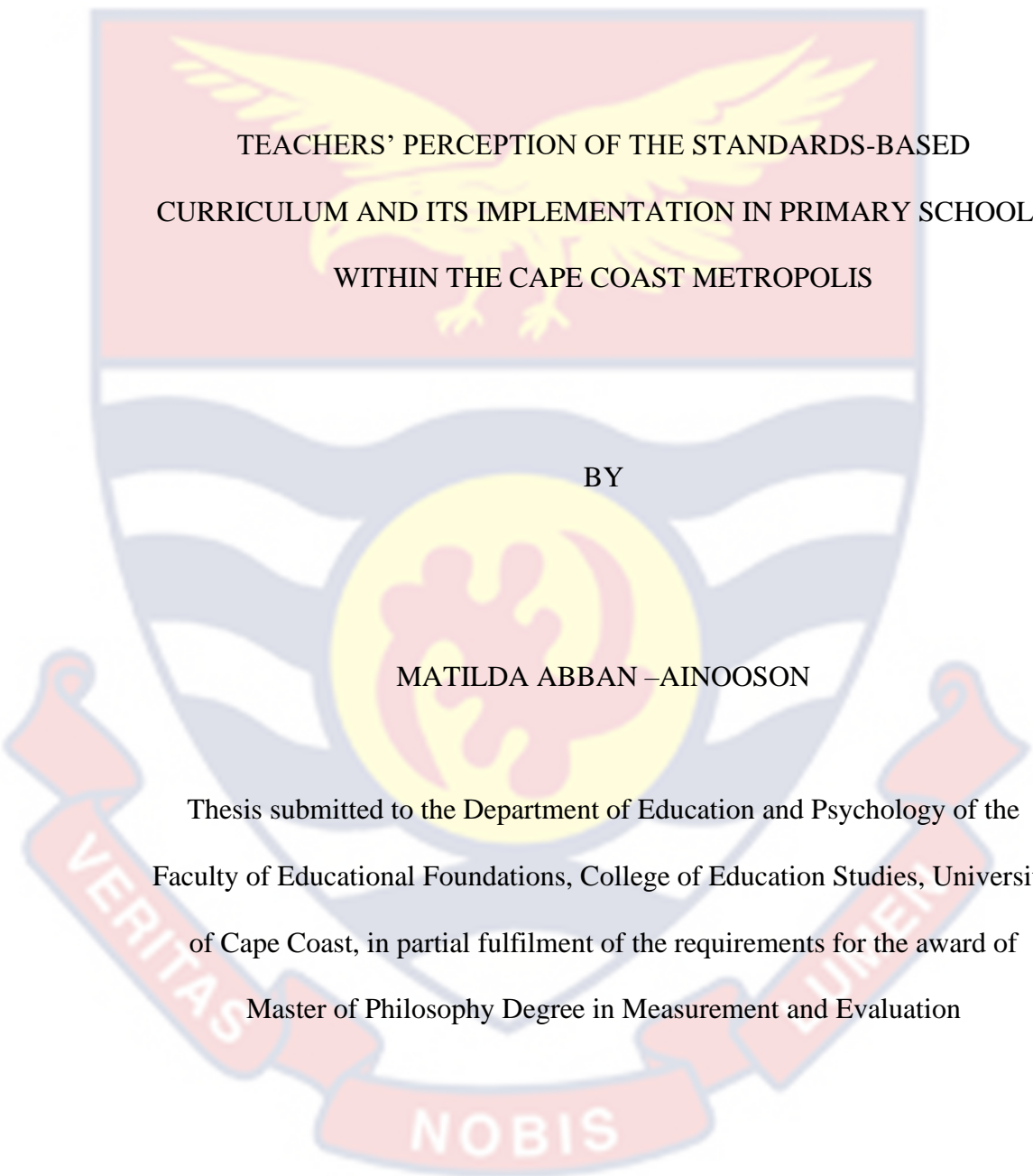# UNIVERSITY OF CAPE COAST

TEACHERS' PERCEPTION OF THE STANDARDS-BASED CURRICULUM AND ITS IMPLEMENTATION IN PRIMARY SCHOOLS WITHIN THE CAPE COAST METROPOLIS

MATILDA ABBAN –AINOOSON

2022

UNIVERSITY OF CAPE COAST

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CURRICULUM AND ITS IMPLEMENTATION IN PRIMARY SCHOOLS

WITHIN THE CAPE COAST METROPOLIS

BY

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Master of Philosophy Degree in Measurement and Evaluation

AUGUST 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ……………………….. Date: ………………………….

Name:………………………………………………………………………………..

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: ………………………. Date: ……..…………………
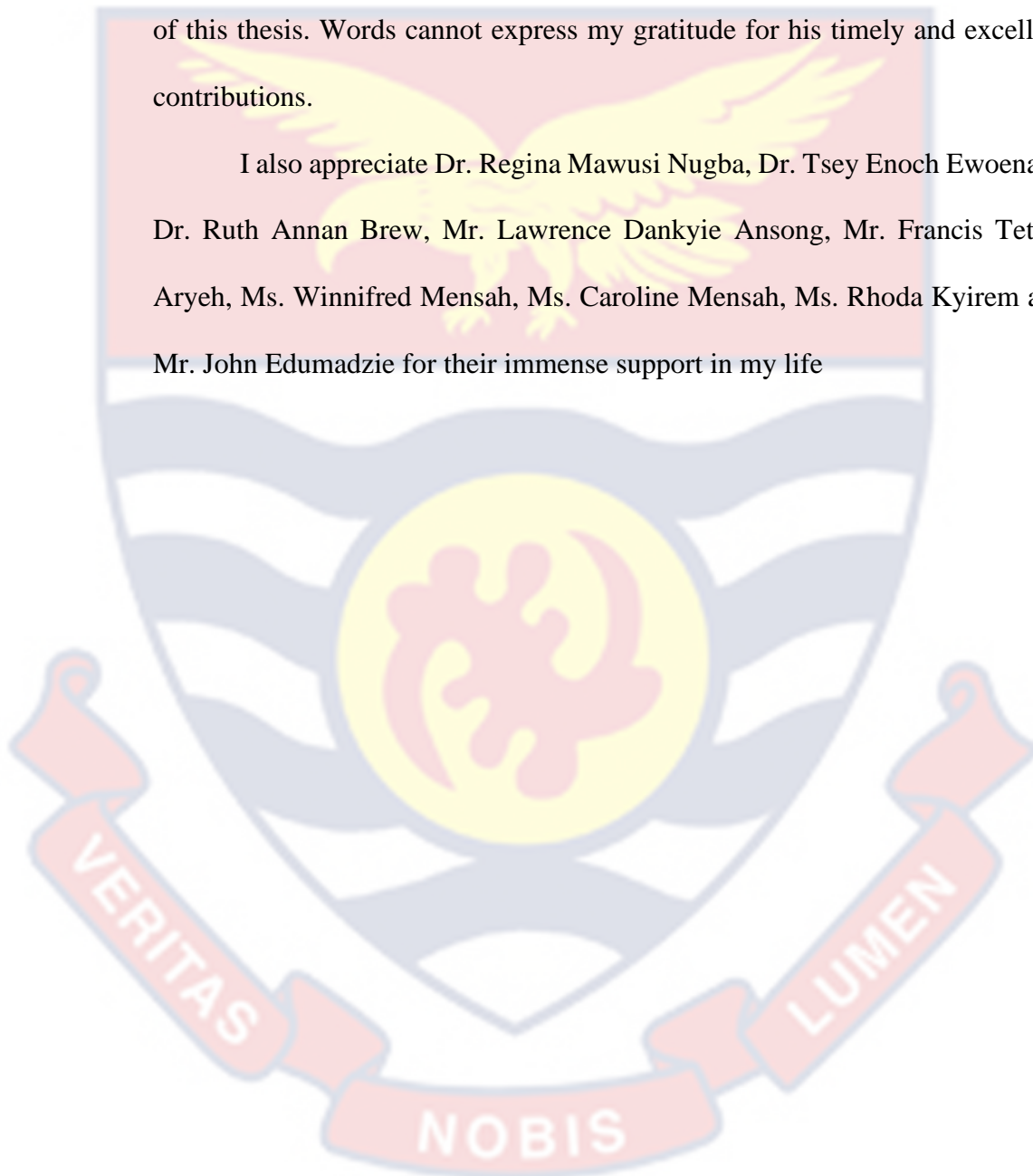
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ABSTRACT

The study examined basic school teachers' perception of the new standards-based curriculum within the Cape Coast Metropolis. The study was guided by five objectives which were converted into three research questions and two hypotheses. The descriptive survey design, specifically, the cross-sectional design, with a quantitative approach was employed in the conduct of the study. The study targeted all public primary school teachers in the Cape Coast Metropolis, with a total number of 748. Through a multi-stage sampling technique, questionnaires were administered to 300 basic school teachers. Two hundred and seventy-nine of the questionnaires were however completed and returned, this resulted in a 93% response rate. Hence, all the analyses were based on 279 respondents. The various scales on the questionnaire were standardised scales adapted from authors in the area of curriculum implementation. The data collected were analysed using means and standard deviations as well as one-way analysis of variance (ANOVA). The study discovered that basic school teachers within the Cape Metropolis generally had positive perceptions regarding the implementation of the standards-based curriculum. The study further discovered that challenges such as large class sizes and increased workload on the part of teachers affected the smooth implementation of the standards-based curriculum. Curriculum developers are therefore entreated to liaise with head teachers to ensure a reduction in large class sizes as well as teachers' workload, in order to enhance the effective implementation of the curriculum.

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DEDICATION

To my family

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CHAPTER ONE

INTRODUCTION

The implementation of any curriculum initiative at classroom level depends largely on teachers' ability to provide ideas regarding their day-to day teaching and the extent to which they regard a new curriculum policy as desirable and practical. A curriculum connotes the total of educationally valuable experiences that learners undergo in a school or other training institutions (Adentwi, 2005). The process of curriculum planning and development differs from country to country; in that, while some countries adopt a central format of developing a curriculum, others adopt a decentralized format of curriculum development (Eunitah, Chindedza, Makaye & Mapetere, 2013). Interestingly, both centrally and decentralized developed curriculums have their strengths and weaknesses. For instance, centrally prescribed curriculum has the problem of being insensitive to the needs of some groups within the country and the process takes a long time before the final document is produced whereas the decentralized has no guarantee that national goals will be achieved, and that there may not be adequate expertise in the local community to develop the curriculum (Maphosa & Mutopa, 2012).

It is important that, in Ghana, the curriculum is centrally managed and, in most cases, teachers are just ordered to carry out or implement a curriculum they did not take part in designing (Maphosa & Mutopa, 2012; Eunitah et al., 2013) making the curriculum liable to a high rate of rejection by the implementers. It is however imperative to emphasise that teachers all over the globe are important contributors to the development of any educational curriculum since they contribute to the success of educational reforms (Smith

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& Desimone, 2003; Spillane & Callahan, 2000). That is to say, the knowledge, beliefs and perception of teachers play a pivotal role in understanding curriculum reforms (Blignaut, 2007; Haney, Lumpe, Czerniak, & Egan, 2002). Therefore, teachers are not likely to accept the educational curriculum without questions and criticisms when they are not part of the reform process. This is not limited to only teachers, since human beings by nature use inquiry in almost everything they do as far as the inquiry learning approach is concerned. This to a very large extent could be the reason why some teachers are reluctant to accept new curriculum when they are introduced. From the forgoing, since the views of teachers are central in the development of any curriculum, this study examined the perception of basic school teachers on the standards-based curriculum in the Cape Coast Metropolis.

Background to the Study

The purpose of education is to prepare children to become responsible citizens and knowledgeable workers. Therefore, educators and schools should impart certain aspects that instruct and provide students with the necessary tools to improve their livelihoods in four areas; which includes, helping students develop as individuals, empowering students with the ability to engage others in a positive way, empowering students to become thoughtful and critical thinking citizens as well as preparing students for the world of work (Fink, 2013). The process in which education should be structured should allow each teacher to facilitate the necessary tools to ensure students have a balance between becoming responsible citizens and knowledgeable workers.

These foundations can guide educators as they work and guide schools to make education better for all. One other key function of education is to build

teaching and learning environments capable of bringing about desired learner improvement. Education is a tool for attaining national goals (Odili, Ebisine, & Ajuar, 2011; Fuseini &Abudu, 2014). This accounts for the enormous amount of money government allocates in annual budgets for education. In order to make education meaningful and relevant to the society, much depends on how the curriculum is developed.

A curriculum is the aggregate of meaningful educational experiences gained by learners in a school or other training institution (Adentwi, 2005). The core essence of any subject is to allow the learner to acquire the requisite skills and competence. Therefore, these skills should shelter the learner with more awareness, better skills and influence him / her with attitudes and values. (Malan, 2000). Cate (2007) defined competence as the usual and prudent usage of the message, understanding, practical abilities, scientific thinking, feelings, ethics, and reflection in everyday preparation for the advantage of the individual and public concerned.

According to Malan (2000), competence-based education is built on six strong gears such as (a) explicit learning outcomes with respect to the required skills and standards for assessment, (b) flexible time frame to master these skills, (c) variety of instructional activities to facilitate learning, (d) criterion-referenced testing of the required outcomes, (e) certification based on demonstrated learning outcomes, and (f) adaptable programmes to ensure optimum learner guidance. This is to say, in this approach, learners are also accountable for their own achievements (Malan, 2000).

In their view, Kabita and Ji (2017) defined the term "curriculum" as the vehicle through which a country empowers its citizens with the necessary

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knowledge, skills, attitudes and values in order to empower such citizens for personal and national development. The implication of the aforementioned definition of the term 'curriculum' drives home the point that a curriculum should meet the needs of the individual citizens as well as the country as a whole. Based on this expectation, a daily curriculum update is imperative for its adequacy, relevance and coherence to keep pace with the changing global situation (Tarabo, 2018).

It is equally important to put on records that the concept of curriculum development and implementation varies from one country to the other (Eunitah, Chindedza, Makaye & Mapetere, 2013). In their view, Eunitah et al., (2013), explained that curriculum is either centrally planned or decentralised. While the curricular in Countries like Burkina Faso, Ghana, France and Zimbabwe, have been reported to be centrally managed (Ziba, 2011; Eunitah et al., 2013), others, such as Australia, Canada, United Kingdom and United States of America they practice decentralisation (Adentwi, 2005).

For example, centrally prescribed curricula are observed to have the problems of finding the right curricula for all schools because of less collaboration between the planners of curriculum and the stakeholders in the classroom (Eunitah et al., 2013), while in that of the decentralised or school-based curriculum also, teachers are active in the curriculum development process (Maphosa & Mutopa, 2012). In a centrally planned system, the teachers are just instructed to carry out the curricula that they did not take part in designing (Maphosa & Mutopa, 2012; Eunitah et al., 2013) making the curriculum liable to a high rate of rejection by the implementers.

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During implementation, numerous curriculum reforms in Africa faced challenges as stated in the UNICEF Think Piece Series: Curriculum Reforms (Cunningham, 2018). In most studies the role of teachers in curriculum design is highlighted. No consideration is paid to the obstacles that teachers face when attempting to be part of the curriculum design process (Abudu & Mensah, 2016). The report by UNICEF Think Piece Series noted that it is necessary to find out the perception of teachers regarding their role in curriculum design and development, their perception of curriculum reforms and challenges faced while implementing a new curriculum, as well as factors that impede its successful implementation.

Regarding the issue of modifying an old curriculum, Govender (2018) explained that modifications in educational curriculum plays a vital role in every educational setting. Govender (2018) established that the modifications in the educational curricula is key in accomplishing the set aspirations of society. Hence, Govender espoused that in many low-and middle-income countries (LMICs) worldwide, the process of modifying educational curricula is continuously experiencing amendments. It is important to note that, the idea of modifying an old curriculum or introducing a new curriculum is not new in the Ghanaian educational setting.

For instance, in September 2019, the government of Ghana implemented a new curriculum into the educational system. This new curriculum which is sometimes termed as the standards-based curriculum aimed at addressing the loopholes in the old curriculum. Among some of the loopholes of the old curriculum included content overload, as well as the failure of the assessment system to provide enough data on which teaching and learning could be used.

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Considering the aforementioned deficiencies of the old curriculum, the new curriculum was purposely designed to improve the acquisition of reading, writing, arithmetic and creativity skills across the entire primary curriculum while strengthening the teaching of Mathematics (Aboagye &Yawson, 2020).

In 2019, the government of Ghana implemented a new curriculum into the educational system. The new curriculum aimed at addressing the loopholes in the old curriculum Thus, the new curriculum was purposely made to improve the acquisition of reading, writing, arithmetic and creativity skills across the entire primary curriculum while strengthening the teaching of mathematics. In furtherance, the curriculum was intended to bring back topics such as the history of Ghana, physical education and sports as a pivotal part of balancing education and development of important basic and lifelong skills (Lizer, 2013).

As far as the standards-based curriculum is concerned, every student or learner is expected to demonstrate competency and mastery of knowledge in whatever subject he/she studies. All students, including primary two, primary four and primary six students are expected to undergo a mandatory assessment in order to check and track their performances in various subjects. Similarly, primary 2 to primary 6 students are also required to study history as a mandatory subject. The standards-based curriculum has some key feature.

Among some of these features include the fact that the standards-based curriculum places emphasise on reading, writing, arithmetic as well as creative art in all primary schools (Arnett, 2010). In their view, Brown and Knowles (2007) proposed that a standards-based curriculum contains six characteristics: comprehensibility, coherence, development of in-depth ideas, engagement of students, and motivation for learning. The standards-based curriculum is very

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paramount in that, the curriculum seeks to encourage group work, assist students acquire lifelong learning skills, prepare students for the job market, promote inclusive education, promote gender equality, and considers Ghanaian students' culture and society.

In furtherance, the standards-based curriculum follows an objective-based curriculum design model and is officially defined by subject syllabuses. It emphasises the use of official syllabuses, textbooks and teacher's handbooks, which are the only curriculum materials available to teachers; classroom activities are also generally textbooks based, even though there are not enough textbooks for all school learners (Hughes, 2010). It is also important to put on records that the standards-based curriculum emphasises an activity-based approach which involves inquiry, creativity, manipulation, collaboration and social interaction, upon implementation. Again, as far the standards-based curriculum is concerned, learning and teaching activities in classrooms tend to favour an expository or didactic teaching approach which is largely teacher-centred (Ministry of Education, 2020).

Interestingly, the standards-based curriculum also makes provision for the use of Ghanaian languages as the medium of instruction for kindergarten and the first three years of primary school through which leaners are to learn the mechanics of reading and writing in their local Ghanaian language, as a necessary prerequisite for introducing learners to a foreign language. The curriculum also makes use of School-Based Assessment (SBA) with a focus on Class Assessment Tasks (CATs) as a replacement for continuous assessment in order to make assessment more comprehensive (i.e., to cover more applications and affective qualities).

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A lot of countries in the world are reforming their curricula. The majority of non-western countries adopted their curricular from western countries (Dagher & BouJaoude, 2011; Alshammari, 2013). According to Eamon (2005), the curriculum change offers boards of management, schools and teachers with a sole occasion to involve in professional development, advance educational outcomes, and make learners overcome the future problems and grasp its prospects. Additionally, the curriculum change should occur in the classroom and it requires teachers to put the curriculum document into action, adapting the new teaching platforms and approaches, therefore giving a wide range of their learners' learning proficiencies (Eamon, 2005). In the successful implementation of any educational reform or curriculums, the role of teachers may not have a substitute.

Many countries have made considerable attempts to introduce curriculum reform in the last few decades. These initiatives are mostly, well-designed and have important goals such as addressing the loopholes in an old or previous curriculum. However, their implementation has, in many cases, resulted in less than satisfactory results and well-intentioned curriculum changes have never been translated into practice in the classroom (Park, & Sung, 2013). According to Mbonyiryivuze et al (2018), in order for a curriculum change to be useful in school context, its implementation mechanisms must be adequately flexible and the specifics of individuals, classrooms and schools should be taken into consideration. That is to say, it is also important for teachers to feel more engaged in the development of any new curriculum (Mbonyiryivuze, Kanamugire, Yadav & Ntivuguruzwa, 2018) as their impressions of curriculum reform will be expressed by its implementation.

Teachers all over the world are important as they contribute to the success of educational reforms (Smith & Desimone, 2003; Spillane & Callahan, 2000). The knowledge, beliefs and perception of teachers play a pivotal role in understanding curriculum reforms (Blignaut, 2007). Literature shows that teachers are the key to an effective curriculum change (Kirk & McDonald, 2001; Spillane, 1999). Their awareness, opinion and expectations play a fundamental role in making reforms successful. Fullan (2007) points out that change is a subjective process in which individual teachers from the changes they encounter create personal definitions. It is therefore imperative to understand the conceptual "maps" that teachers construct regarding the meanings they attach to reforms.

Collectively, these analyses point to the difficulty and complexity of the process of curricular reform. It is necessary to note that irrespective of the background and nature of a curriculum concept, the instructor is an integral figure in the long and arduous process of implementation. Teachers are the key agents of curricular change, and without their willingness to participate, there can be no change. It important to note that because teachers are key players in the educational sector it is critical that they play a central role in curriculum development.

Despite the critical role of teachers in the success of any educational curriculum, research has shown that teachers are often neglected in the process of developing a particular curriculum (Carl, 2002; Oloruntegbe et al., 2010). This study therefore seeks to ascertain teachers' perception of curriculum implementation, especially, the new standards-based curriculum which was introduced in the year 2019

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Statement of the Problem

Available literature shows that globally, curriculum implementations are unsuccessful due to some challenges. For example, research shows that challenges such as heavy workload and inadequate in-service training to tutors impeded the Hong Kong Department of Curriculum and Instruction's implementation of an integrated curriculum in China (Harrell, 2010). Other researchers have also reported that teachers complained about limited teaching resources, lack of guidelines in terms of how to improve teaching, learning and assessment activities and heavy workload of teachers (Gobingca, Athiemoolamand, & Blignaut, 2017; Kanamugire, Yadav & Mbonyiryivuze, 2019). On his part, Lizer (2013) conducted a study on curriculum implementation in Rwanda and discovered that inadequate resources, lack of human capacity, lack of skills and knowledge and lack of pre-planning on new curriculum development affected effective curriculum implementation within the educational system of Rwanda.

The new curriculum in Ghana has seen a complete overhaul. There has been a massive change in the content while some subjects have paved way for others. Additionally, approaches to teaching have been revised to a more learner-centred approach with ICT as a tool for pedagogy. Since the introduction of the curriculum, there seems to be limited studies on teachers' perception regarding the implementation of the new curriculum. For instance, while some studies (Beans, 2006; Fairris; 2008; Hinton, 2005; Shilling, 2011; Wilansky, 2005) examined curriculum reforms in terms of implementation, effects on collaboration, and academic achievement, there appears to no empirical study on teachers' perceptions of curriculum implementation in

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Ghana, particularly the Cape Coast Metropolis. Additionally, because the government has invested significant amounts and resources in preparing teachers for the implementation of the new curriculum, it is worthwhile to learn how these instructors perceive the new curriculum's implementation. This study therefore, seeks to examine teachers' perception of the new standards-based curriculum and the implementation at the primary schools in the Cape Coast Metropolis.

Purpose of the Study

The main purpose of the study is to investigate the perception of basic school teachers on the standards-based curriculum in the Cape Coast Metropolis. Specifically, the objectives of this study seek to;

1. examine the perception of basic school teachers regarding the new standards-based curriculum.

2. explore the challenges basic school teachers face in the implementation of the standards-based curriculum.

3. examine the expectations of basic school teachers on the standards-based curriculum.

4. examine basic school teachers' perception of the standards-based curriculum with respect to years of teaching experience.

5. assess basic school teachers' perception of the standards-based curriculum with respect to academic qualification.

Research Questions

Based on the objectives of the study, the following research questions will be posed to guide the study:

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1. What are the perceptions of basic school teachers on the new standards-based curriculum in the Cape Metropolis?

2. What challenges do basic school teachers face in the implementation of the new standards-based curriculum in the Cape Metropolis?

3. What are the expectations of basic school teachers on the standards-based curriculum in the Cape Metropolis?

Hypotheses

The following hypothesis will also be tested to guide the study;

1. H_0: There is no statistically significant difference in basic school teachers' perception of the standards-based curriculum on the basis of years of teaching experience.

   H_1: There is a statistically significant difference in basic school teachers' perception of the standards-based curriculum on the basis of years of teaching experience.

2. H_0: There is no statistically significant difference in basic school teachers' perception of the standards-based curriculum on the basis of academic qualification.

   H_1: There is a statistically significant difference in basic school teachers' perception of the standards-based curriculum on the basis of academic qualification.

Significance of the Study

The findings of this study would be beneficial to the Ministry of Education, Ghana (MoE), Ghana Education Service (GES), National Council for Curriculum Assessment (NaCCA), and heads of the various basic schools in the Cape Coast Metropolis and this will inform policies on the challenges

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teachers encounter in their pursuit to implement the new curriculum. Obtaining information from basic school teachers' regarding their perceptions of new standards-based curriculum would also assist educators, policy and decision makers in the field of education to address the challenges that come with the implementation of the new curriculum. In furtherance, the findings of the study would contribute to expanding the existing literature on the introduction of the standards-based curriculum in Ghana.

Delimitation

The study focuses solely on, the perception, challenges as well as the expectations of primary school teachers in the Cape Coast Metropolis on the standards-based curriculum. Although, basic school education in Ghana is made up of kindergarten, primary and junior high school, the scope of the study took into consideration only teachers who teach at the kindergarten and primary school levels. Similarly, although there are private basic schools in the Cape Coast Metropolis, this study was delimited to only teachers in public basic schools in the Cape Coast Metropolis.

Limitations

The self-report nature of the questionnaire predisposes the results to some biases as the validity and reliability of the results obtained are dependent on the accuracy of the responses provided by the respondents. Thus, respondents who provide false information cannot be easily traced and removed from the analysis. However, respondents were assured of confidentiality and informed consent was taken to ensure that respondents provided accurate and objective data.

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Definition of Terms

Perception: This encompasses the way people see, organise and interpret sensory information.

Curriculum: This term refers to the academic teachings and information delivered in a school or during a particular course of study. The curriculum refers to the material covered in a particular course or discipline. It is a term that denotes an interactive system of education and learning that incorporates specified objectives, material, tactics, resources and assessment.

Organisation of the Study

The study was organized into five chapters. Chapter One consists of the introduction to the study; the background of the study, statement of the problem, the purpose of the study and objectives of the study. In addition, the research questions, hypotheses, significance of the study, delimitation, limitations, definition of term were described. Chapter Two was devoted to the review of related literature based on the objectives of the study. The literature was gathered from both published and unpublished documents, including books, journals, as well as other materials that were relevant to the study. Chapter Three dealt with the research methods used in the study. Contents of this chapter included the research design, study area, population, sampling procedure, data collection instruments, data collection procedure as well as the data processing and analysis plan. Chapter Four dealt with the presentation of results and discussion of findings. Chapter Five presented the summary of the study, key findings, conclusions, recommendations as well as suggestions for further research.

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CHAPTER TWO

LITERATURE REVIEW

This chapter reviewed theoretical, conceptual and empirical literature related to the study. The theoretical framework took into consideration major theories that guided the conduct of the study, the conceptual review dealt with notions, ideas and perceptions of scholars relevant to the study. The empirical review on the other hand focused on the research questions as well as the hypotheses to help affirm or refute the findings of other studies when making comparisons. For the purpose of clarity, the review was organised under the following headings:

Theoretical Review

This section presents theoretical background to this study. Basically, two theories are considered for the purpose of this study. The self-efficacy theory developed by Bandura (1999) and the constructivist theory developed by Vygotsky (1978).

Self -efficacy Theory (Bandura, 1999)

Self-efficacy theory (Bandura, 1977, 1990) is one of the more recent in a long tradition of personal competence or efficacy theories and has generated more research in clinical, social, and personality psychology in the past decade and a half than other such models and theories. The crux of the self-efficacy theory is that the initiation of and persistence at behaviours and courses of action are determined primarily by judgments and expectations concerning behavioural skills and capabilities and the likelihood of being able to successfully cope with environmental demands and challenges. Self-efficacy theory also maintains that these same factors play an important role in

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psychological adjustment and dysfunction and in effective therapeutic interventions for emotional and behavioural problems.

According to self-efficacy theory, changes in defensive behaviour produced by different methods of treatment derive from a common cognitive mechanism (Bandura, 1977). It is postulated that psychological procedures, whatever their format, serve as ways of creating and strengthening expectations of personal effectiveness. Perceived self-efficacy affects people's choice of activities and behavioural settings, how 77much effort they expend, and how long they will persist in the face of obstacles and aversive experiences. The stronger the perceived self-efficacy, the more active the coping efforts (Bandura & Adams, 1977). Those who persist in subjectively threatening activities will eventually eliminate their inhibitions through corrective experience, whereas those who avoid what they fear, or who cease their coping efforts prematurely, will retain their self-debilitating expectations and defensive behaviour.

In this social learning analysis, expectations of personal efficacy stem from four main sources of information. Performance accomplishments provide the most influential efficacy information because it is based on personal mastery experiences. The other sources of efficacy information include the vicarious experiences of observing others succeed through their efforts, verbal persuasion that one possesses the capabilities to cope successfully, and states of physiological arousal from which people judge their level of anxiety and vulnerability to stress (Bandura & Adams, 1977).

High teacher self-efficacy is positively associated with teacher's use of praise, individual attention, and monitoring students' learning as well as with higher student achievement. An important aspect of teacher self-efficacy may

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be self-efficacy for classroom management. Scholars have shown that teachers with lower self-efficacy for classroom management are more likely to experience emotional exhaustion (Dicke et al., 2014) and burnout (Aloe, Amo, & Shanahan, 2014). Conversely, teachers with higher classroom self-efficacy report greater job satisfaction (Klassen & Chiu, 2010). And these relations may begin before teachers enter the profession. Evidence shows that self-efficacy for classroom management, instructional strategies and student engagement relates positively to preservice teachers' commitment to the teaching profession (Chestnut & Cullen, 2014).

Teacher efficacy has been remained a very important variable in education over the past 25 years (Cakiroglu, 2008). These variable impacts students' outcome like students' achievement scores (Shaukat & Iqbal, 2012; Ashton, 1984). Teacher self-efficacy is meant by, "teacher's belief in his or her own ability to organise and execute courses of action essential to successfully achieving the specific teaching tasks in specific situations" (Tschannen-Moran, Hoy, & Hoy, 1998, p. 207). Teacher efficacy is based on two dimensions, i.e., teaching efficacy and personal efficacy. First dimension is concerned with teaching ability and competence to encourage and stimulate students for learning by overcoming external factors like student background. Second dimension is about teachers' personal beliefs to transfer the crucial teaching behaviours to affect student learning (Klassen & Chiu, 2010). Woolfolk and Hoy (1990), however, found no relationship between the two dimensions of teacher efficacy beliefs.

Teachers with greater sense of self-efficacy attempt new ideas and are more eager to test novel methods to bring about a change in students' learning

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(Ziba, 2011; Tschannen-Moran & Hoy, 2007). Self-efficacy impacts teachers' determination when things do not go smoothly and their resilience in the face of disappointment. Teachers with higher sense of self-efficacy have revealed less criticism on students' mistakes (Klassen & Chiu, 2010), and exhibit more enthusiasm and commitment for teaching (Guskey, 1984; Allinder, 1994). This has been shown to apply for both in-service and middle school teachers (Coladarci, 1992) and prospective teachers (Evans & Tribble, 1986). Efficacious teachers devote more time on students' learning, support students with their aims and reinforce their intrinsic motivation (Bandura, 1997).

It is also worth mentioning that teachers with high sense of self-efficacy are more enthusiastic about teaching (Allinder, 1994; Guskey, 1984), and more dedicated to it (Coladarci, 1992; Evans & Tribble, 1986). In addition, under school reforms, these teachers also tend to be more open to new ideas and more willing to experiment and adopt teaching innovations to better meet the needs of students (Shaukat & Iqbal, 2012; Klassen & Chiu, 2010). Teacher's self-efficacy has constantly been found to relate to positive student and teacher behaviours, and has a positive effect on educational system and its improvements (Eunitah et al., 2013; Dicke et al., 2014).

This serves as a crucial factor in improving teacher education and promoting education reforms (Shaukat & Iqbal, 2012; Hoy & Spero, 2005). Teachers with greater sense of efficacy tend to demonstrate high levels of planning, organisation and passion for teaching (Allinder, 1994), and spend more time teaching in subject areas where their sense of efficacy is higher (Klassen & Chiu, 2010). High sense of efficacy enables teachers to work longer with a student who is striving hard to get high grades (Tschannen-Moran & Hoy,

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2007) and to be less inclined to refer a difficult student to special education (Aloe et al., 2014; Cakiroglu, 2008).

Self-efficacy has been applied to teachers and students. Teacher (or instructional) self-efficacy refers to personal beliefs about one's capabilities to help students learn (Klassen, Tze, Betts, & Gordon, 2011; Woolfolk Hoy, Davis, & Anderman, 2013). Teacher self-efficacy should influence the same types of activities that student self-efficacy affects: choice of activities, effort, persistence, and achievement (Bandura, 1997). Self-efficacy theory predicts that teachers with higher self-efficacy should be more apt to develop challenging activities, help students succeed and persist with students who have difficulties. Klassen et al (2011) found that teachers with higher self-efficacy were likely to have a positive classroom environment, support student's ideas, and meet the learning needs of all students.

In relation to the study, teachers with high self-efficacy will have positive perception in the implementation of the standards-based curriculum. These teachers are likely to follow the instructional procedures in the implementation of standards-based curriculum. On the other hand, teachers with low self-efficacy concerning the standards-based curriculum are likely to have a negative perception towards the implementation of the standards-based curriculum.

Constructivist Learning Theory (Vygotsky, 1978)

Education is experience. Students need to learn how to learn. Subject matter needs to be made meaningful and relevant to the learner. Education is life-long learning. Learning is building upon students' prior knowledge. Learning is constructing meaning from experience. All these statements have

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become standard expressions that teachers use to explain the meaning of constructivism. But what do they really mean? How do teachers translate them into meaningful classroom learning experiences? The familiar comment, "Sounds good in theory but doesn't work in practice" can be added to the above list when the term "constructivism" is used to label almost any hands-on activity that involves students' prior knowledge. Indeed, the way we educators interpret and translate those phrases into curriculum and instructional practices has to be grounded in a sound understanding of constructivist principles and ideas.

Because of the differing perspectives about what constructivism means and how it is translated into classroom practices, I shall clarify some major distinctions. First, a very significant issue is the nature of knowledge and how learners construct meaningful knowledge. Historically, this issue has been associated with the distinctions between Piagetian cognitive constructivism and Vygotsky's social constructivism. Cognitive constructivism is based on the idea that knowledge is constructed and made meaningful through an individual's interactions and analyses of the environment. In that sense, knowledge is constructed in the mind of the individual (Piaget, 1926).

That has been interpreted to mean that the teacher creates a learning environment of hands-on exploration and discovery that allows students to make connections between any new subject matter and their prior knowledge (Jadallah, 2000). The emphasis here is on the individual constructing knowledge through a cognitive process of analysing and interpreting experiences. Taken to the extreme, this definition of constructivism becomes totally student centred, and any direct instruction is perceived as stifling the discovery process of

learning. The purpose of any social interaction is simply to confirm or test one's understandings.

From the Vygotskian perspective, social interactions with the teacher and other students are a significant part of the learning process. Knowledge is not solely constructed within the mind of the individual; rather, interactions within a social context involve learners in sharing, constructing, and reconstructing their ideas and beliefs. Social interaction provides the necessary language skills and understanding of cultural norms that facilitate learning (Vygotsky, 1978). The emphasis here is still student centred and experiential, but the teacher is more involved in planning and guiding social interactions that allow students to build and test knowledge within a social context.

Social constructivism is a theory of knowledge in sociology and communication theory that examines the knowledge and understandings of the world that are developed jointly by individuals. This theory assumes that understanding, significance, and meaning are developed in coordination with other human beings (Vygotsky, 1978). The most important elements in this theory are (a) the assumption that human beings rationalise their experience by creating a model of the social world and the way that it functions and, (b) the belief in language as the most essential system through which humans construct reality (Leeds- Hurwitz, 2009). Vygotsky stated that cognitive growth occurs first on a social level, and then it can occur within the individual. To make sense of others and construct knowledge on such a social level allow learners to relate themselves to circumstances (Roth, 2000). Roth also states that the roots of individuals' knowledge are found in their interactions with their surroundings and other people before their knowledge is internalised.

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According to Derry (1999) and Amineh and Asl (2015), culture and context in understanding what occurs in society and knowledge construction based on this understanding are emphasised in social constructivism. Kim (2001) pointed out that social constructivism is based on specific assumptions about reality, knowledge, and learning. The first assumption of social constructivism is that reality does not exist in advance; instead, it is constructed through human activity. Mvududu and Thiel-Burgess (2012) argue that members of a society or group together (and not individual) invent the properties of the world or group. Furthermore, social constructivism believes that since reality is not made before social invention, it is not something that can be discovered by individuals.

Again, social constructivism represents knowledge as a human product that is socially and culturally constructed (Kim, 2001). Individuals can create meaning when they interact with each other and with the environment they live in. The last assumption of social constructivism stresses that learning is a social process. Learning does not take place only within an individual, nor is it a passively developed by external forces (Amineh & Asl, 2015). Social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration.

Social constructivism, strongly influenced by Vygotsky's (1978) work, suggests that knowledge is first constructed in a social context and is then internalized and used by individuals (Bailey & Pransky, 2005; Kim, 2001). Social constructivists believe that the process of sharing individual perspectives called collaborative elaboration (Shunk, 2000) results in learners constructing understanding together and this construction cannot be possible alone within

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individuals (Leeds-Hurwitz, 2009). Leeds-Hurwitz (2009) represent a few strategies such as reciprocal questioning, jigsaw classroom, and structured controversies for cooperative learning.

Social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence they encourage and promote the guesswork and intuitive thinking in learners (Bailey & Pransky, 2005; Kim, 2001). In other words, social constructivist highlights that reality is not something that individuals can discover because it does not pre-exist prior to their social invention of it. Other constructivist scholars agree with this and emphasise that individuals make meanings through the interactions with each other and with the environment they live in.

Moreover, Vygotsky (1978) believes that learning is a continual movement from the current intellectual level to a higher level which more closely approximates the learner's potential. This movement occurs in the zone of proximal development (ZPD) as a result of social interaction. The ZPD has been defined by Vygotsky as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (p. 86). Vygotsky emphasises that human mental activity is a particular case of social experience. Thus, an understanding of human thinking and knowledge depends on an understanding of social experience and the force of the cognitive process derives from the social interaction.

According to Shunk (2000), social constructivist teaching approaches

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emphasise reciprocal teaching, peer collaboration, cognitive apprenticeships, problem-based instruction, web quests, anchored instruction, and other methods that involve learning with others. Instructional models based on the social constructivist perspective highlight the need for collaboration among learners and with practitioners in the society (Lave & Wenger, 1991; Vygotsky, 1978). Lave and Wenger assert that the relations among practitioners, their practice, and the social organisation and political economy of communities of practice are all important and effective in a society's practical knowledge. For this reason, learning should involve such knowledge and practice (Lapsley & Wright, 2004).

According to Wertsch (1997), social constructivism not only like constructivism acknowledges the uniqueness and complexity of the learner, but actually encourages, utilises and rewards learner as an integral part of the learning process. Social constructivism or socio-culturalism encourages the learner's own version of the truth that is influenced by his or her background, culture or knowledge of world. Social constructivism also stresses the importance of the learner's social interaction with knowledgeable members of the society.

Wertsch (1997) suggested that acquisition of social meaning of important symbol systems and learning how to utilise them are dependent to social interaction with other more knowledgeable people. Also, Wertsch (1997) added that young children develop their thinking abilities through interaction with other children, adults and the physical world. From the social constructivist viewpoint, it is thus important to take into account the background and culture of the learner during learning process. The learner's background also helps to

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shape the knowledge and truth that the learner creates, discovers and attains in the learning process.

According to the social constructivist approach, instructors in this approach are introduced as facilitators and not as teachers (Lapsley & Wright, 2004). Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content. The learner plays a passive role when the instructor just teaches, however the learner plays an active role when the instructor facilitates the learning process and helps learners to learn. Bailey and Pransky (2005) stated that in social constructivism the emphasis turns away from the instructor and the content, and towards the learner.

This significant change of instructor's role indicates that an instructor as facilitator needs to display a completely different set of skills than that of an instructor as a teacher (Brownstein, 2001). To compare the role of teacher and that of facilitator, Rhodes and Belly (1999) proposed that a teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a predetermined curriculum, a facilitator provides guidelines and creates the appropriate environment for the learner to arrive at his or her own answer and conclusions; a teacher mostly gives a monologue, a facilitator is in continuous and interactive dialogue with the learners.

Researchers have intimated that the designed learning environment should both support and challenge the learner's thinking (Bailey & Pransky, 2005; Kim, 2001; Shunk, 2000). While it is advocated to give the learner ownership of the problem and solution process, the instructors should consider

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that not any activity or any solution is adequate. The critical and most important goal is to help the learner in becoming an effective thinker. This goal can be achieved when instructors have multiple roles, such as consultant and coach.

In relation to the study, one significant aspect of the constructivist theory is that the individual should be knowledgeable about the activities he or she is involved. Hence, teachers who are knowledgeable about the standards-based curriculum are likely to have a positive perception towards the standard-based curriculum and its implementations. However, teachers who have less knowledge about standard-based curriculum may have a negative perception towards standards-based curriculum and its implementations.

Conceptual Review

This section presents a review of key concepts (i.e., educational reforms, curriculum implementation and curriculum development) used in this study. The subsequent paragraphs present the conceptual review.

Educational Reforms

The history of education reform in Ghana dates back to 1592, when the Danes and Portuguese first arrived in what was then called the Gold Coast, now Ghana. Since that time educational reforms have had many different goals such as training teachers to acquire skills essential in spreading the gospel to creating an elite group to run the colony alongside the colonial masters. After gaining independence from Britain in 1957, Ghana's educational system, then modelled on the British system, underwent a series of reforms. Significant among them are the: Education Act of 1961, New Structure and Content of Education 1974, Dzobo Report of 1975 (first to recommend the Junior Senior Secondary [JSS] concept), Education Commission Report on Basic and Secondary Education

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1987/88, Education Reform Program 1987, University Rationalisation Committee Report 1988, Free Compulsory Universal Basic Education Program (FCUBE) 1996 (based on the1992 Constitution), FCUBE Policy Document and Program of Operations, 1996, Ghana Education Trust Fund- GET Fund Act 2000 (Act 581), Anamuah-Mensah Report in 2002 and Standards-based Curriculum in 2019.

The present structure of education, which starts at the age of six years, is a six-three-three-four (6-3-3-4) structure representing, six years of primary education, three years of Junior High School, three years of Senior High School and four years University course. Furthermore, students who successfully pass the Senior Secondary School Certificate Examination (S.S.S.C.E) now West African Secondary School Certificate Examination (WASSCE) can also pursue courses at a Technical University, College of Education or other tertiary institutions (Adu-Gyamfi, Donkoh, & Addo, 2016). In the year 2000, the New Patriotic Party (NPP) under the leadership of Mr. John Agyekum Kuffour changed the senior secondary education from the three-years system to a four-years system. However, in 2008, the change in government saw the National Democratic Congress (NDC) reverted the decision back to three years.

Several Educational Reforms have been initiated over the years aimed at finding lasting solutions to problems concerning education in Ghana (Adu-Gyamfi et al., 2016). For example, the number of years a student is supposed to spend in the second cycle institution has not been permanent. According to Adu-Gyamfi et al., during the National Redemption Council (1974) under the leadership of Ignatius Kutu Acheampong, the second cycle institution was four

years. However, the Provisional National Defence Council (1987) changed this period from four years to three years of secondary school education.

On the other hand, the New Patriotic Party in 2000 reversed the decision back to four years but only to be reverted to the three years system under the National Democratic Congress administration from 2009 till present (Adu-Gyamfi et al., 2016). This issue of the number of years students spend in Senior High School Education has been a challenge for the Ghanaian educational system. However, leaders in government do not determine the number of years students should spend at the second cycle level alone. There are other actors or agents of change toward this end.

Until recently, formal Basic Education was for all Ghanaian pupils from KG to JHS 3 (Grade 9), after which learners could progress to formal Senior High education, vocational education and training, direct entry to employment or distance learning. However, in the current education reforms, Basic Education has been redefined as a concept to include Senior High School, and the system sub-divided into five key phases as follows: Key Phase 1 (Foundation level comprising Kindergarten 1 & 2), Key Phase 2 (Lower primary level made up of B1 to B3), Key Phase 3 (Upper primary level of B4 to B6), Key Phase 4 (Junior high school level of B7 to B9), and Key Phase 5 (Senior high school level comprising SHS1- SHS3) (Ministry of Education [MOE], 2018). Key Phases 1 and 2 constitute Early Years.

Education at Key Phase 1 begins at age four with Kindergarten (KG) education and connects with Lower Primary education up to age eight. KG education pre-disposes children to conditions of formal schooling, instilling in them the desire for learning during future years. The second, or Upper Primary

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phase, seeks to lay a strong foundation for inquiry, creativity and innovation, and lifelong learning in general, and to provide building blocks for higher levels of education (Republic of Ghana [Anamuah-Mensah Committee Report], 2002). The third phase of basic education is the three-year Junior High School or JHS (age 12-15 years) which is lower secondary education and provides the opportunity for pupils to discover their interests, abilities, aptitudes and other potential.

The final phase of basic education is the three-year SHS (age 15-18 years), which is upper Secondary education and allows learners to specialise in any one of the following programmes: Science, General Arts, Technical and Vocational, Business, and a not less than one-year appropriate apprenticeship training programme. The SHS education is the platform that delivers an extensive range of academic knowledge and skills required for entry into further education and training in the tertiary institutions of Ghana and elsewhere. In this context, after sitting and passing the West Africa Secondary School Certificate Examination (WASSCE) conducted by the West African Examination Council (WAEC, 2018), SHS graduates may gain admission into the Universities, Technical Universities and such specialised institutions as Nursing Training Colleges, Colleges of Education and Ghana Police Command.

In the year 2019, the National Council for Curriculum and Assessment (NaCCA) and the MOE rolled out the new standards-based curriculum for Ghanaian basic schools, which is a demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education (Baah-Duodu, Osei-Buabeng, Cornelius, Hegan, & Nabie, 2020). Provision of accessible quality education for all is non-negotiable if we are to

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meet the human capital needs of our country, required for accelerated sustainable national development.

It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed Ministry of Education, 2019). It provides a set of core competencies and standards that learners are to know, understand and exhibit as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, writing, arithmetic and creativity by all learners (Ministry of Education, 2019). It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative (Baah-Duodu et al., 2020).

The graduates from Ghana's schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation. For

this reason, the MOE expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens (Ministry of Education, 2019).

Education is the act of transferring knowledge in the form of experiences, ideas, skills, customs, and values, from one person to another or from one generation to generations (Adu-Gyamfi et al., 2016). Education is widely acknowledged as the foundation of civilisation and development. Reform is used to describe changes in policy, practice or organisation. Reforms also refer to intended or enacted attempts to correct an identified problem.

In recent years, reform of the public sector has been a major focus of policy makers (Lapsley & Wright, 2004), practitioners and academicians. Many countries have been trying to change public organisations, responding to the mounting pressure to reduce budgets and improve the quality of services provided (Arnaboldi et al., 2004). There have been continuous, rapid, and fundamental changes in society, and the economy in terms of purpose as well as in terms of shape and delivery in many countries of the world since the past two decades (Watson et al., 1997). Education as an important public service is not immune from these changes in the public sector being influenced by 'managerialism' and the prominence of 'economic rationalism' (Mok, 2000).

According to Ilon (1994), McGinn (1994) and Watson (1995), many of these changes have resulted from global economic pressures and often originating from the policies of multinational corporations and international agencies. These pressures and changes have indeed made governments throughout the world face with series of educational dilemmas (Watson et al.,

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1997). Watson et al (1997) list some of these dilemmas of the governments in reforming their educational sectors as: how to exert greater government control while at the same time allowing for local autonomy at institutional level and allowing for the individual development of pupils within the school system, and how to spread the burden of finance for an ever expanding and changing system within increasing resource constraints.

Other dilemmas according to Watson et al (1997) are: how to reform the curriculum and assessment procedures while at the same time raising academic standards; how to improve the management and efficiency of education through greater parental and community involvement in the decision-making process. Taylor (1997) argues that education at present does not only focus on results, efficiency, and effectiveness but on decentralised management environments, flexibility to explore alternatives to public provision of services, establishment of productivity targets and a competitive environment between public sector organisations, and the strengthening of strategic capacities at the centre of organisation.

Reforms in Educational Curriculum

Many countries embarked on education changes at the beginning years of the 21st century as a reaction to globalisation challenges (Deng, 2011). They have been engaged in the development of state-oriented curricula: curriculum preparation, development and implementation; a project involving the articulation of the vision and objectives, the implementation of vision and objectives in the official curriculum, and the curriculum implementation in schools and classrooms. In line with the social, cultural and economic conditions, many Governments have established and institutionalized

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mechanisms and processes which regulate and support curriculum reforming activities (Rosemund, 2000; Rosemund, 2007).

The structure and outcomes of different strategies to restructuring educational curriculum have been adequately represented in extant literature (Edgecombe, Cormier, Bickerstaff, & Barragan, 2013; Deng, 2011; Madden, Wilks, Maione, Loader & Robinson, 2012). Data presented by some of the mentioned investigations indicates that several models for school transformation appear to have comparatively short-term consequences. For example, Visher et al. found the modest desirable repercussions on regular (i.e., full time) registering, the credit attempted in subjects and total credit tried and received during the first semester for learning communities which included a developmental education reform course (Deng, 2011). Nevertheless, at the end of the third semester, those repercussions persisted for just one result: credits tried and earned in the subjects. According to Edgecombe et al., after carefully analysing the educational curriculum restructuring further, desirable repercussions that are short in duration were detected and these depleted with time.

While longer timeframes for analyses may show stronger distal results, there is no evidence available that such effects can be predicted. Colleges also make compromises from the start that hinder implementation. Those compromises will hinder reform efforts and results because of resource constraints and long-standing institutional norms (Deng, 2011). The effect of these compromises is exacerbated because there is no process to detect and counteract flaws in implementation with the most reform initiatives. Growth education changes ought to be well tailored and executed efficiently to

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substantially enhance learners' success (Edgecombe, Cormier, Bickerstaff, & Barragan, 2013).

Research is minimal on educational curriculum change, but decades of academic research into K-12 and higher education local and national policy changes have had a brief and flawed effect in the success of the students (Bowen, Chingos & McPherson, 2009). Other patterns like the increased variability among learners from wealthy backgrounds and those from economically disadvantaged backgrounds have eroded progress on important fronts, such as the racial breakdown (Reardon, 2012). Moreover, the outcomes of 30 years of federal, governmental, local and philanthropic policy investments have shown both the challenges of transforming education and the strong progress levers.

The reasons for reform failure were identified by Elmore (2008) as exceptionally "persistent and robotic" and this was due to the failure to apply desirable and recommended practice as against what educational institutions actually practice. This means that proposals can be misguided right from the beginning, as there is a lack of mechanisms to link the difference between policy strategies and the current practices of schools. Payne (2010) indicated that reformers lack a detailed grasp of the reasons behind the failure of the school. Unless this understanding is achieved, changes cannot be successfully enforced, especially in fragmented school contexts: yet the efforts to introduce change in ways that are obviously improbable at school, at district and national level, even though improvement id identified. Some of these items according to Payne are simply political expediency or severe incompetence, but some of them have no structural comprehension of the antecedents of the disappointing conditions,

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partly because unstable societal engagements which usually lead to the failure of leaders are often very helpful in obscuring their roots.

Education, in particular the schooling culture is also described as resistant to change and creativity (Marcus 2011). Several studies converge on the concept of substantial structural obstacles to change. However, it may be too deterministic to characterize the school's culture as resistant to change, disguising those characteristics that allow for progress or restrict it. For example, an empirical inquiry showed that relational confidence in schools was key to improving schools (Bry & Schneider, 2002). They concluded that "the existence and local cultural characteristics of such social exchanges are conditional on the willingness of a school to improve. Recent research has defined additional features needed to enhance schools, including leadership as a catalyst of transformation, faculty and staff ability, the learning environment focused on students, parents and the community and instructional guidance (Wilks, Maione, Loader & Robinson, 2012).

Coburn (2003) offered less clear but equally convincing insights into the weaknesses of emerging approaches to education reform. She argued that deep and lasting educational development involves attention to the essence of change in classroom instruction; issues of sustainability; spread of standards, values, and beliefs; and a shift in ownership so that a reform can become self-generative. If these reform dimensions are not recognised as important, the likelihood of new approaches being implemented in a diffuse, superficial manner with limited effects is increased. Although considerable efforts and investments in educational reforms have so far not significantly increased student performance, policymakers and higher-education professionals are still

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seeking ways to address systemic educational failures, especially in the area of education for development (Edgecombe, Cormier, Bickerstaff, & Barragan, 2013).

Researchers and educators are much more conscious of developmental education results and far more conscious than they were five years ago of policy methods today. However, the results of the changes in development education appear to be moderate and short-term. Research on development reform indicates some models may promise, but it also brought forth new issues related to implementing and improving reforms (Bryk, Gomez, & Grunow, 2010)

Importance of Educational Reforms

It is extensively accepted that the rising difficulty of education systems in the modern era has placed bigger burdens for responsibility in all dimensions of teachers' professional work (Lingam, Lingam, & Sharma, 2017). The various reforms that education systems across the spheres of the world are experiencing are destined to have a reflective influence on teaching and learning practices (Madden, Wilks, Maione, Loader & Robinson, 2012). As continually with changes in education, appropriate establishments need to be aware of any consequences on teachers' workload and children's learning outcomes (Lingam, Lingam, & Sharma, 2017).

The numerous large and small reforms in contemporary times throughout the world necessitate the evolving position and functions of teachers, which are more difficult to fulfill as they must adapt more effectively not only to changes in framework but also to the fundamentally changing nature of 21st Century learners (Hall, 2009). Proponents argued that whether teachers are adequate to know them and also whether they possess adequate coping

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strategies such as skills and experience to make them an integral part of their reform processes depends on the progress or failure of these improvements (Kerr, 2006).

To this end, there must be great care in the continuing professional development of education workers at every level, now more than ever (Schechter, Sykes, & Rosenfeld, 2004). They need to develop their skills and learn from them, so that their chances of being compliant with continuously evolving job demands are not far short of the fulfilment of their vision and tasks by educational organisations. (Butt, & Gunter, 2005; Cardno & Home, 2005). Several studies have stressed that educational changes adopted have resulted in task overload, uncertainty, and stress (Bell & Stevenson, 2006; Cardno & Howse, 2005; Stevenson 2007).

Researchers in developing countries have framed related topics such as intensification and accountabilities to highlight the variety of changes happening in teachers' work and their workload. For instance, in the 90's Hargreaves (1994) in North America, Boyle and Woods (1996) in the UK, Mander (1997) and Seddon & Brown (1997) in Australia (1997) all commented on the quick pace of changes in the workplace of teachers.

For example, in conjunction with North America 's evolving world environment in learning and education Hargreaves (2003) highlights the influence of globalisation, reform and market-orientated educational systems. Similarly, in Australia, there were many changes, including job intensification in Australia, (Smyth, Dow, Hattam, Reid & Shacklock, 2000), which placed tremendous pressure on teachers in the workplace. In the United Kingdom this is the same case (Stevenson, 2007). In short, in most developed countries of the

world, the increasing difficulty and ever-changing demands of the work of teachers are well known (Lingam, Mohan, & Chand, 2017).

An OECD report (2006) finds that 'educational changes have expanded and improved the positions of teachers. Sloan (2007) also states that evolving standards of schools have increased. In the majority of jurisdictions, the role of teachers has been expanded, especially in areas of greater liability and liability. A number of contexts, such as social, political and economic, underlie pressure for reform and have an effect on educational environments in all settings (Ball, 2005; Ingersoll, 2003; Kerr, 2006; Schratz, 2003; Smyth, 2001). Such changes can considerably increase teachers' workload and inadvertently affect their performance.

Since successful evaluation policy implementation may lead to major workload challenges, teachers should spend more time documenting evaluation issues that can have an impact on learning and teaching activities. This opinion has been reinforced by Morrow (2007), who suggests that in reality teachers are pushed to such an outburst by "assessment" and "portfolios." The shifting literature not only explores the relative significance of coping reactions towards the resistance mechanisms used by teachers in the light of successive downs, but also records changes that occur (Ingersoll, 2003).

In recent years, rapid and massive education reforms have not only taken hold of developed countries, but in the developing world have also gained traction (Stevenson, 2007). Some education improvements include school growth preparation, teacher evaluation, curriculum and evaluation in the Salomon Islands, a small Pacific Island developing country (Lingam, 2014).

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These adjustments enable the teaching staff to update their technical skills and abilities.

The improvements, challenges and external pressures listed above undeniably warrant that, teachers are provided sufficient opportunities for ongoing professional development (Bush, 2007; Wong, 2004). Similarly, Karen (2003) notes that the possible obsolescence of knowledge and skills would require ongoing preparation and education for teachers in view of the dynamic changes in schools and the changeable climate in schools. Such considerations led Lumby, Crow and Pashiardis (2008) and Bush (2008) to emphasize the importance of professional development in all contexts for teachers, but more so for the sake of developing teacher work and improving the level of learning success of children.

Curriculum Reforms and Teachers' Reactions

A complete understanding of the idea of curriculum change is only conceivable after being thoughtful of what a curriculum is. Glatthorn (1987) defined curriculum as the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the implementations of those plans in the classroom; those experiences take place in a learning environment that also influences what is learnt. Opinions on curriculum change has produced other understandings of curriculum such as; the ideal curriculum-what scholars believe should be taught; the formal curriculum-what a monitoring agency such as the state mandates; the perceived curriculum-what teachers say they are teaching in response to students; the operational curriculum- what local supervisors, parents and other observers see being taught in classrooms; the experiential curriculum-which includes learners

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interests ,abilities, learning styles and prior experiences (Goodlad, Klein & Tyek, 1979).

Curricular improvements are also welcomed as promising for the advancement of education quality. Therefore, curriculum changes are commonly articulated in the demonstrations of education and programs as one aspect of educational improvement. Building on Fullan (2014), it is clear that the introduction of curriculum changes is a mechanism leading to its final implementation from the birth of the reform concept. Learner acceptance and the values of the changes rely on the vitality of curricula since the teachers are required to adopt reform ideas (Park & Sung 2013). Different forms of resistance of teachers could block new reforms as the reaction to the reforms is an intimate, interactive and ongoing interpretation act (Bantwini 2010). The resistance of teachers is the inevitable response to the reforms that have been shown to steadfastly resist reform (Berkovich, 2011; Noyes, Wake, & Drake, 2013).

Disconnections between teachers and educational policy are severe (Meyer, 2010), as curriculum reform actors work at various stages in 'relatively separate political arenas;' when their priorities clash, they may use resources to promote, sabotage, or neglect actors' efforts at other level (Meyer, 2010). Obviously, teachers ask significantly different questions during the program implementation than politicians who concentrate on the method, not on the actual classes (Peskova, Spurna, & Knecht, 2019). To find a solution for the successful implementation of curriculum reforms, we first need to explore the teacher's interests and reasons for accepting or rejecting the reforms. Teachers are positioned differently in relation to the education-al policy at different levels

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at different stages of their careers, with different amounts of experience, aspirations and competences (Ball, Maguire, Braun, & Hoskins, 2011).

Other terminologies like educational improvement, growth and creativity are recognized for curriculum change. Where innovation refers to the implementation of fully different facets of the curriculum, growth and change means an overall enhancement of what already exists (Fullan, 2007). Education is a big tool for society. For the simple reason that society tends to evolve from time to time, there is not going to be a flawless curriculum for all ages (Shiundu & Omulando 1992; Otunga, Odero & Barasa, 2011). Curriculum reform can occur at three levels, namely minor, middle and major, according to Otunga, Odero and Barasa (2011). Minor adjustments may involve rearranging or simply adding a topic or approach to the education program or series of the subject material or learning activities. Innovations such as the integrated topics, a new topic or the new approach to the current subject may require medium modifications. Significant adjustments would influence many facets of the program, such as, for example, content, processes, approaches and material. Changes in the design and organization of projects may also be important for new planning (Amimo, Bosire, & Role, 2014).

Curriculum Development

When there is a myriad of definitions of a concept in the literature (as with curriculum), it is often difficult to keep a clear focus on its essence. In those cases, it often helps to search for the etymological origin of the concept. The Latin word 'curriculum' refers to a 'course' or 'track' to be followed. In the context of education, where learning is the central activity, the most obvious interpretation of the word curriculum is then to view it as a course or 'plan for

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learning' (Taba, 1962). This very short definition (reflected in related terms in many languages) limits itself to the core of all other definitions, permitting all sorts of elaborations for specific educational levels, contexts, and representations. Given this simple definition, a differentiation between various levels of the curriculum has proven to be very useful when talking about curricular activities (policy-making; design and development; evaluation and implementation).

Education is an instrument for the achievement of national goals (Odili, Ebisine & Ajuar, 2011; Tshabalala & Khosa, 2014). This accounts for the huge chunk of money government spend on education every year. In order to make education meaningful and relevant to the society it depends on how the curriculum is developed. A curriculum is the total of educationally valuable experiences that learners undergo in a school or other training institutions (Adentwi, 2005). The process of curriculum planning and development differs from country to country (Eunitah, Chindedza, Makaye, &Mapetere, 2013). It is centrally designed or decentralised (Elliott, 1994; Carl, 2005; Eunitah et al., 2013). Similar to Ghana, in some countries like Burkina Faso, France and Zimbabwe, the curriculum is centrally managed (Adentwi, 2005; Ziba, 2011; Eunitah et al., 2013) and in others, such as Nigeria, Australia, Canada, United Kingdom and United States of America they practice decentralisation (Adentwi, 2005).

Both centralisation and decentralisation have their strengths and weakness. For instance, centrally prescribed curricula have the problem of being insensitive to the needs of some groups within the country and the process takes a long time before the final document is produced (Stenhouse, 1975; Eunitah et

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al., 2013) while that of the decentralised there is no guarantee that national goals will be achieved and that there may not be adequate expertise in the local community to develop the curriculum (Maphosa & Mutopa, 2012).

In a centrally planned system, the teachers are just ordered to carry out the curricula that they did not take part in designing (Oloruntegbe et al., 2010; Maphosa & Mutopa, 2012; Eunitah et al., 2013) making the curriculum liable to a high rate of rejection by the implementers. However, because teachers are key players in the educational sector it is critical that they play a central role in curriculum development. It is in the light of this that Skilbeck (1984) and Obanya (1985) indicated that to develop a relevant curriculum, teachers must take part since they can feed their field experiences about what and how to teach into the work of the curriculum team in designing a curriculum to suit different schools.

Curriculum is an organised set of experiences to which learners are subjected so that their behaviour will be modified in a desired and predetermined manner. According to this definition, curriculum is planning strategy, which cultivates an environment for program development, implementation, and evaluation (Dopson & Tas, 2004). According to Dopsin and Tas (2004), curriculum development certainly includes changes in items of subject matter and the planning of the timetable: much work is done and is needed to maintain the vitality of day-to-day classroom practice in order to meet the needs of particular groups.

Curriculum emphasises the importance of providing students with a set of organised classroom experiences, which hopefully will impact and change them in a constructive way. In addition, planning is essential when developing

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curriculum for a program. It should be based on overall curriculum questions about developing educational purposes and objectives, selecting learning experiences, organising learning experiences, and evaluating the effectiveness of learning experiences (McNeil, 1990; Dopson & Tas, 2004). By developing a greater awareness of the important decisions to be made and the alternative courses of action available at each decision point, teachers are assisted in becoming flexible and systematic curriculum planners.

Curriculum Implementation

A new curriculum may be described as an attempt to change teaching and learning practices which will also include the transformation of some of the beliefs and understandings hitherto existent in the setting to be changed. It is usually strong on the material side by providing a written curriculum, text books, recommendations for teaching strategies, working material for students, and probably also new artefacts for learning (e.g., in science education or in Montessori classrooms) (Dopson & Tas, 2004). It is usually less explicit on the organisational side but may also advocate the use of changed time-tabling and new social structures, such as peer group interaction and decision-making in the subject group.

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner (Dopson & Tas, 2004). The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are

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aimed at enabling the same learner to function effectively in a society. Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Putting the curriculum into operation requires an implementing agent.

Stenhouse (1971) identifies the teacher as the agent in the curriculum implementation process. Stenhouse argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students.

Lemon (2004) concurred that new reform proposals are portrayed in documents or by their advocates inside and outside the school, they are subject to individual, collective and institutional interpretations. Lemon furthermore argued that responding to reforms is an interpretive act which for teachers is personal, interactive, and continuous. It is part of the inquiry process undertaken by individuals when they encounter new phenomena and it normally results in the formulation of new meaning. In the case of curriculum reform, the newly formulated meaning(s) may or may not support the new curriculum, and this will have consequences when it is implemented in the classroom.

A considerable amount of planning and even de facto policy formulation takes place during the actual implementation process. These include the following reasons: (1) circumstances related to implementation constraints

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cause policy modifications to take place; (2) feedback obtained during implementation causes reassessment of aspects of the policy decision and subsequent modifications by policymakers; and (3) the mere translation of abstract policy intentions into concrete implementation causes re-assessment and re-design.

Undertaking such changes is not exceptional during educational reform process since implementation problems are frequently under-estimated during policy planning. Indeed, misjudging the ease of implementation is probably the most frequent error in policy making (Stenhouse, 1971). Lemon (2004) warns that when implementation stage has not been well planned and structured, it may result in strong resistance to policy messages and unexpected outcomes. Consequently, the reform policy may be diluted by ad hoc adjustments and short-term strategies for coping.

Empirical Review

In this section of the review of literature, empirical research on perceptions of teachers on the new standards-based curriculum, challenges teachers face in teaching the new standards-based curriculum, future expectations, among others are reviewed.

Perceptions of Primary Teachers on the New Standards-based Curriculum

Some researchers have attempted to unearth some of the perception teachers had regarding the teaching or implementation of newly designed curricula. In this aspect of the literature appraisal, empirical studies that focused on perceptions of teachers regarding standards-based curriculum are reviewed. The subsequent paragraphs throw more light on the studies in this regard.

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Sulaiman, Sulaiman and Abdul Rahim (2017) investigated teachers' perceptions towards the implementation of the standards-based English language curriculum in Malaysian primary schools. The study adopted the qualitative case study as the research approach and specifically, a multiple-case design. Data were collected through semi-structured interviews. The study involved five teachers from five national primary schools. Thematic content analysis was used in analysing the data derived from interviewees. The findings suggested that the participants had positive perceptions towards the new language curriculum which were the early indicator of their acceptance and readiness to implement the standards-based English language curriculum.

Oh and French (2004) also investigated preservice teachers' perceptions of an introductory instructional technology course based on the National Education Technology Standards (NETS) in the Southeast's College of Education. The study adopted the descriptive survey design. Participants in this study were 80 preservice teachers (students) who enrolled in the introductory instructional technology course. Survey questionnaires were used in gathering data. Data were analysed with means, frequencies and analysis of variance (ANOVA). Findings of the study revealed that respondents were positive regarding the standards-based curriculum and the use of project-based assessment as it enabled students to achieve all the necessary skills and knowledge through cross-curricular hands-on practice during the course.

Similarly, Sabbir (2019) investigated the perceived view of teachers towards 'Pentaksiran Tingkatan Tiga' (PT3) (Form Three Assessment) English Language. A qualitative research method using snowball sampling was employed in obtaining the data. This study was designed based on a case study

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approach. Five Teaching English as Second Language (TESL) teachers were interviewed by using open-ended questions to ascertain their perceived views on the PT3 English language. The findings showed that the teachers were generally positive on the Common European Framework of References-aligned (CEFR) PT3 English language.

In his study, Puteh (2013) also investigated teachers' perception towards the use of the play-based approach in the language and literacy development of pre-schoolers in the new mandatory National Preschool Curriculum Standards introduced by the Ministry of Education in Malaysia. The respondents consisted of 60 teachers from four agencies which provide preschool education. One-way ANOVA was used to analyse data from the survey. All respondents were randomly selected. The results showed that teachers had a positive response towards a play-based approach in pre-schoolers' language and literacy development.

Sulaiman (2016) investigated teachers' implementation of the Standards-based English Language Curriculum (SBELC) in year one basic literacy instruction in selected schools in Pahan, Malaysia. The study adopted the qualitative research design. Five teachers were recruited and used as the interviewees for the study. Semi-structured interviews were used. Thematic content analysis was used to analyse data. The research findings suggested that the participants had positive perceptions about the SBELC, phonics approach, and their professional knowledge despite their needs for instructional materials, instructional technology, and professional development training.

Syeda (2015) conducted a study that aims to explore the issues in teaching a prescribed curriculum in Pakistan for intermediate students at both

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private and government colleges. A qualitative paradigm was adopted to probe into teachers' perceptions on a standardised curriculum. Five private college teachers were interviewed with the guidance of a semi-structured interview guide to determine these issues or challenges that teachers faced in teaching the curriculum. Data were analysed with thematic content analysis. The finding indicated that the teachers generally had positive perceptions about the prescribed curriculum. They believed that by prescribing a curriculum to teachers, educational institutions will be able to maintain teaching standards.

Yoon and Baek (2019) also evaluated teachers' perception of Korean's achievement standards-based testing system (ASTS) and its process of implementation, and to propose a method of evaluating students' academic aptitude based on university entrance examinations. The study adopted a descriptive survey research design and questionnaires were used in gathering data via the internet. A total of 124 teachers in charge of student career counselling in middle and high schools in the Jeonbuk province participated in the study. The findings of the study revealed that teachers had positive perception towards the implementation of the ASTS. This also implies that they had a relatively good understanding of the method.

Mmopi (2015) conducted a study to explore the experience of teachers in the implementation of standards-based curriculum and grading (SBCG) in Moeti Junior Secondary School (JSS). The study adopted an interpretive paradigm using a qualitative approach in the form of descriptive study. One school was selected purposively for this study in North West region. The population for the selected school was 79 teachers and 318 JSS 2 students. In all 20 teachers and 40 students were sampled for the study. Open-ended

questionnaires and focus group interviews were used to collect data from teachers and students respectively. Percentages and thematic content analysis were used in analysing data. From the study, it was clear that participants had positive perceptions about the SBCG as they believed that SBG as it involved change of curriculum from the traditional curriculum to standards-based has contributed to the school's academic performance which was declining in consecutive years since the introduction of SBCG.

Kriek and Basson (2008) determined some classroom instructors' answers and opinions regarding the newly drafted Further Education and Training (FET) Physical Science (PS) programme during implementation in northern part of South Africa. Interviews (i.e., focus group) and questionnaires helped in soliciting data from classroom instructors who applied the newly introduced programme to 10th grade learners in 2006 (i.e., first year) and 11th grade learners at the onset of the following year (i.e., 2007). An overall figure of 59 classroom instructors took part in the investigation. Both frequencies and thematic content analysis were utilised in analyzing information obtained from respondents. Kriek and Basson found that the classroom facilitators generally were of good impressions about had positive views about the newly launched PS programme.

Ha, Lee, Chan and Sum (2004) appraised the efficaciousness of an in-service training programme and understand classroom facilitators' receptivity in the restructuring of the physical education (PE) introduced by the Chinese University of Hong Kong. An overall figure of 183 basic educational institution classroom facilitators were chosen for the investigation by their choice. The participants were invited to answer a survey about the alteration in how they

will embrace the newly instituted programme reorganisation as well as the entire effectiveness of programmes used in developing classroom instructors. Eventually, interviews (i.e., in-depth) with few classroom facilitators were done after the 6th month of the programme to appreciate the long-lasting usefulness of the programme. Means and thematic content analysis were used in analysing data. Regarding their readiness for the restructuring of the programme, the study found that the classroom facilitators largely expressed having constructive opinions regarding the reorganisation of the forthcoming programme and availed themselves for the modification after being enlightened.

Awofala, Ola-Oluwa and Fatade (2012) studied basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme. Awofala et al (2012) used descriptive survey in conduct the investigation. In all, 200 skilled mathematics classroom facilitators in 40 government assisted educational institutions and 20 lower-level high educational institutions in Nigeria's two localities (i.e., Calabar Municiplaity and North Local Government), using the random sampling technique. Questionnaires were used in collecting data. Solicited information were summarised and analysed with means scores, standard deviation, t-test, ANOVA as well as factor computations (analyses). Result of the study revealed that a substantial proportion of the classroom instructors possessed desirable impressions about the newly installed programme.

Aboagye and Yawson (2020) examined classroom instructors' opinions about the newly designed educational programme in Ghanaian schools. A mixed method design (specifically, exploratory sequential) was adopted for this study. As a result, data was solicited in two segments, that is using questionnaires and

interviews concurrently. The targeted population was 383 teachers. Seventy-four teachers answered the online questionnaires. Random sampling method was employed in choosing six classroom facilitators for the interview (semi-structured).

Information gathered were analysed with both content analysis and frequencies and percentages. The classroom instructors had the impression that the recent curriculum enhances working collectively, helps learners in gaining abilities that will help them throughout life, empowers learners for the world of work, enhances inclusiveness in education, encourages equality in gender and deliberates on the traditions and societal norms of the average Ghanaian learner. This implies that the broad impression of classroom instructors in Ghana regarding the recent educational programme was appreciable.

Contrary to the observations of the above studies, Latif and Mahmoud (2012) examined how a standards-based communicative curricular reform in general secondary school English in Egypt has changed teachers' classroom practices, and the factors influencing such practices. The study depended on data triangulation through administering a questionnaire to 263 teachers, and using classroom observations and semi-structured interviews with 33 teachers. Frequencies and percentages, and grounded analysis approach were used in analysing data. The results of the study indicated that the teachers had negative perception about the standards-based curricular reform and claimed that it has not brought about the desired changes in teachers' practices.

Challenges Primary Teachers Face in Teaching the New Curriculum

Some researchers have attempted to unearth some of the challenges associated with the teaching or implementation of newly designed curricula.

This aspect of the literature focuses on the challenges that teachers face in implementing or teaching new curricula. The subsequent paragraphs highlight these challenges as identified in the literature.

Puteh (2013) investigated teachers' perception towards the use of the play-based approach in the language and literacy development of pre-schoolers in the new mandatory National Preschool Curriculum Standards introduced by the Ministry of Education in Malaysia. The respondents consisted of 60 teachers from four agencies which provide preschool education. One-way ANOVA was used to analyse data from the survey. The results indicated that many teachers confirmed that they do not integrate play in teaching and learning language and literacy skills. Apparently, factors such as time allocation for play activities, limited and unsuitable space for play, and lack of knowledge and skills required to implement developmentally appropriate teaching including play, are the main challenges the teachers cited as facing the implementation of a play-based approach to develop language and literacy skills for pre-schoolers in all types of preschools.

Syeda (2015) conducted a study that aims to explore the issues in teaching a prescribed curriculum in Pakistan for intermediate students at both private and government colleges. A qualitative paradigm was adopted to probe into teachers' perceptions on a standardised curriculum. Five private college teachers were interviewed with the guidance of a semi-structured interview guide to determine these issues or challenges that teacher faced in teaching the curriculum. Data were analysed with thematic content analysis. Findings of the study revealed that there was a disconnection with real life, lack of resources and teaching challenges related to the intermediate curriculum. Syeda

recommended that the missing role of teachers' involvement in curriculum development process needs to be recognised and an updated curriculum is required to meet educational needs of college students in Pakistan.

Moreover, Yoon and Baek (2019) evaluated teachers' perception of Korean's achievement standards-based testing system (ASTS) and its process of implementation, and to propose a method of evaluating students' academic aptitude based on university entrance examinations. The study adopted a descriptive survey research design and questionnaires were used in gathering data via the internet. A total of 124 teachers in charge of student career counselling in middle and high schools in the Jeonbuk province participated in the study. Some of the challenges associated with reflecting the scores from the new student ASTS include difficulty of comparing scores across schools; grade inflation; advantages and disadvantages associated with the type of high school; and the increased importance of university entrance examination. In the ASTS, the fairness during the evaluation of the high school grades and the consequently the reliability of the evaluation proved worrying. As an ultimate result, selecting students based on university admissions data became untrustworthy.

Paramasivam and Ratnavadivel (2018) explored and explained the issues and challenges experienced in the management of curriculum change in primary schools. This was done by analysing the management of curriculum change brought about by the introduction of the History curriculum for the Year Four Primary Schools Standards-based Curriculum. This case study used a descriptive-interpretative approach grounded in the qualitative research tradition. Precisely, it was an instrumental case study. Data was collected through analysis of documents, in-depth interviewing (based on semi-structured

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interviews) and the direct observations of learning and teaching of History lessons. It was located within the context of eight selected schools (four National Primary Schools and four Tamil Type National Primary schools). A total of 28 respondents were interviewed. The findings showed that the respondents did face issues and challenges in managing the Year Four History curriculum. They were pertaining to curriculum content, teaching and learning process, assessment, availability and utilisation of time, training and staff development, and physical facilities.

Xu (2012) explored the challenges that native Chinese teachers face in teaching Chinese as a foreign language to non-native Chinese students in United States (US) classrooms. The study adopted the qualitative research design. Seven Chinese teachers were interviewed using a semi-structured interview guide. Results of the study showed that Chinese teacher participants encountered numerous challenges including language barriers and culture shock, different perceptions and expectations of the roles of the teacher and students, communication with parents, different teaching pedagogies and styles, classroom management, and inclusion of students with special needs.

Mmopi (2015) conducted a study to explore the experience of teachers in the implementation of SBCG in Moeti JSS. The study adopted an interpretive paradigm using a qualitative approach in the form of descriptive study. One school was selected purposively for this study in North West region. The population for the selected school was 79 teachers and 318 JSS 2 students. In all 20 teachers and 40 students were sampled for the study. Open-ended questionnaires and focus group interviews were used to collect data from teachers and students respectively. Percentages and thematic content analysis

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were used in analysing data. The study established that the challenges associated with the implementation of SBCG were teachers' failure to link their planning and lesson implementation to the identified standards, lack of teacher professional development, lack of resources and lack of stakeholder involvement.

In their study, Aboagye and Yawson (2020) also examined classroom instructors' opinions about the newly designed educational programme in Ghanaian schools. A mixed method design (specifically, exploratory sequential) was adopted for this study. As a result, data was solicited in two segments, that is using questionnaires and interviews concurrently. The targeted population was 383 teachers. Seventy-four teachers answered the online questionnaires. Random sampling method was employed in choosing six classroom facilitators for the interview (semi-structured). Information gathered were analysed with both content analysis and frequencies and percentages. The results regarding the complications showed that the recent programme lacks instructional resources, characterised by heavy workloads and discourage diminutive class phases. This is attributable to the non-provision of instructional materials during the period the programme was launched.

Kriek and Basson (2008) determined the answers and opinions of some classroom facilitators regarding the recent FET PS programme during its application in the northern part of South Africa. Interviews (i.e., focus group) and questionnaires helped in obtaining 10th and 11th grade classroom instructors' opinions with regards to the recent curriculum they taught their learners in 2006 (year of implementation) and 2007. Overall, 59 classroom instructors were utilised in Kriek and Basson's study. Both frequencies and

thematic content analysis assisted in analysing data obtained from respondents. Kriek and Basson' investigation revealed that classroom facilitators experienced challenges regarding the quantity of the content, their capability of effectively delivering the content to their learners, the presence of resources and the magnitude of assistance they received as well as the quality of the preparation they went through.

Molapo and Pillay (2018) explored classroom instructors' experiences when applying CAPS, their preparation procedures and the impediments they faced when implementing it in South African schools. Molapo and Pillay approached their study with a qualitative strategy, hence. Interviews were conducted. Purposive sampling was employed. In Molapo and Pillay's study, three Limpopo basic educational institutions located in the Sekgosese East catchment were chosen as study areas. Using the overall size of the educational institution as basis of selection and out these numbers nine 3rd grade classroom facilitators were finally chosen with their years of teaching as a criterion. Data were analysed thematically using content analysis. Molapo and Pillay's study found that the classroom facilitators expressed in implementing the CAPS, they faced numerous challenges including being extreme bureaucracy, non-existence of resources and insufficient training of classroom facilitators.

Kırkgöz (2008) investigated the manner in which English facilitators in Turkish government-owned basic institutions approached the restructuring of a COC change as well as the factors affecting classroom instructors' practices in the learning environment. Data were solicited with interviews, questionnaires, and observing the learning environment to ascertain the change process from a wider background. In all, 50 classroom facilitators of English diverse

government-owned basic educational institutions were involved. Thematic content analysis and means were used in analysing data obtained from respondents. The results indicated that the factors that were identified as challenges to classroom facilitators' execution of the COC included classroom instructors' knowledge about the restructuring of the programme, their former training, inadequate teaching assistance, non-existence or materials and huge class size.

Bantwini (2010) explore how teachers' perceived meanings of the Revised National Curriculum Statement (reform) contribute to its limited or non-implementation in classrooms in a school in South Africa. The participants in the study were primary school teachers of grades 1-6, with a focus on natural science. The study adopted both the quantitative and qualitative research designs. Questionnaires and semi-structured in-depth interviews were used to collect data from 160 and 14 teachers respectively. Some of the challenges associated with the teaching of the new curriculum that emerged from Bantwini's study were that, the teachers lacked understanding of the reforms, classroom support, and in-service professional development required to empower them to adequately implement the curriculum.

Expectations of Primary Teachers on the Standards-based Curriculum

Some researchers have attempted to propose some future expectations regarding the teaching or implementation of newly designed curricula based on the results derived from their respective investigations. This aspect of the literature therefore focuses on future expectations regarding the teaching or implementation of newly designed curricula. The subsequent paragraphs

highlight some these future expectations from a handful few studies identified in the literature.

Latif and Mahmoud (2012) examined how a standards-based communicative curricular reform in general secondary school English in Egypt has changed teachers' classroom practices, and the factors influencing such practices. The study depended on data triangulation through administering a questionnaire to 263 teachers, and using classroom observations and semi-structured interviews with 33 teachers. Frequencies and percentages, and grounded analysis approach were used in analysing data. The study suggested that for this standards-based communicative curricular reform to serve as a catalyst for changes in instruction, there has to be another parallel reform in the students' examination system. Additionally, other teacher-related and contextual problems should be addressed.

Mmopi (2015) conducted a study to explore the experience of teachers in the implementation of SBCG in Moeti JSS. The study adopted an interpretive paradigm using a qualitative approach in the form of descriptive study. One school was selected purposively for this study in North West region. The population for the selected school was 79 teachers and 318 JSS 2 students. In all 20 teachers and 40 students were sampled for the study. Open-ended questionnaires and focus group interviews were used to collect data from teachers and students respectively. Percentages and thematic content analysis were used in analysing data. The study forecasted that for effective implementation of SBCG all stakeholders and experienced teachers or experts must be taken aboard.

Mmopi (2015) further recommended that Botswana Examination Council with the input of the Ministry of Education and skills Development should establish a policy document for SBCG. Empowerment for school management on SBCG is recommended in order for them to be conversant with the changed curriculum and components necessary for implementation. Mmopi (2015) also recommended that there is the need for needs assessment in order to determine how well the SBCG meets the needs of the learners, teachers and society.

Bantwini (2010) explore how teachers' perceived meanings of the Revised National Curriculum Statement (reform) contribute to its limited or non-implementation in classrooms in a school in South Africa. The participants in the study were primary school teachers of grades 1-6, with a focus on natural science. The study adopted both the quantitative and qualitative research designs. Questionnaires and semi-structured in-depth interviews were used to collect data from 160 and 14 teachers respectively. Some of the future expectations that emerged from Bantwini's study were that, firstly, teacher involvement in the conceptual and development stages of the reforms is advised. Secondly, school districts should invest significantly in continuous professional development, provide support structures, monitoring and evaluation, and promote teacher collaboration within the schools and other learning institutions. Thirdly, teachers should be given adequate tools, space, opportunities and other mechanisms to construct the knowledge and meaning of the new reforms in a supportive atmosphere.

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Differences in Primary School Teachers' Perception about Standards-based Curriculum in terms of Teaching Experience

Few researchers have attempted to examine whether any statistically significant difference exist in teachers' perceptions about standards-based curriculum based on their teaching experience elsewhere and found various observations which could direct the current study in that regard. This aspect of the literature therefore focuses on investigating the differences in teachers' perceptions about standards-based curriculum based on their teaching experience. The subsequent paragraphs highlight some these limited studies identified in the literature.

Puteh (2013) investigated teachers' perception towards the use of the play-based approach in the language and literacy development of pre-schoolers in the new mandatory National Preschool Curriculum Standards introduced by the Ministry of Education in Malaysia. The respondents consisted of 60 teachers from four agencies which provide preschool education. One-way ANOVA was used to analyse data from the survey. Result of One-Way ANOVA revealed that teachers' perception, based on duration of teaching experience among the four groups, was at $F(3, 46) = 0.855$, $p = 0.471$, indicating no significant differences in perceptions among them. The analysis of the result showed that duration of teachers' teaching experiences was not the major factor determining teachers' perceptions of the use of play in language and literacy development of pre-schoolers.

Oh and French (2004) investigated preservice teachers' perceptions of an introductory instructional technology course based on the NETS in the Southeast's College of Education. The study adopted the descriptive survey

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design. Participants in this study were 80 preservice teachers (students) who enrolled in the introductory instructional technology course. Survey questionnaires were used in gathering data. Data were analysed with means, frequencies and t-test. Result of the t-test analysis revealed that there were statistically significant differences in mean scores of the perceptions of the respondents. The students without teaching experience had more positive perceptions or valued the use of technology slightly more than the students with teaching experience.

Differences in Primary School Teachers' Perception about Standards-based Curriculum based on Academic Qualification

Few researchers have attempted to examine whether any statistically significant difference exist in teachers' perceptions about standards-based curriculum based on their academic qualifications elsewhere and found various observations which could direct the current study in that regard. This aspect of the literature therefore focuses on investigating the differences in teachers' perceptions about standards-based curriculum based on their academic qualifications. The subsequent paragraphs highlight some these limited studies identified in the literature.

Puteh (2013) investigated teachers' perception towards the use of the play-based approach in the language and literacy development of pre-schoolers in the new mandatory National Preschool Curriculum Standards introduced by the Ministry of Education in Malaysia. The respondents consisted of 60 teachers from four agencies which provide preschool education. One-way ANOVA was used to analyse data from the survey. Result of One-Way ANOVA test revealed that teachers' perceptions among the four groups, based on their academic

qualifications, was at F (3,46) =1.469, p = 0.235 indicating no significant difference in the level of perceptions among them. Analysis showed that a teacher's academic background was not the main factor that determined his or her perception of the use of play-based approach in language and literacy development.

Awofala et al. (2012) studied basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme. Awofala et al (2012) used descriptive survey in conduct the investigation. In all, 200 skilled mathematics classroom facilitators in 40 government assisted educational institutions and 20 lower-level high educational institutions in Nigeria's two localities (i.e., Calabar Municiplaity and North Local Government), using the random sampling technique. Questionnaires were used in collecting data. The t-test analysis of the results revealed no marked difference in basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme in terms of their academic achievement (qualification). Awofala et al (2012) concluded that classroom instructors' academic qualification did not have any linkage with their views about the newly formulated nine-year Nigerian primary school mathematics programme.

Singhal (2012) teachers' perception about the scheme of CCE in India. Singhal utilised a descriptive survey in conducting the work. Hundred public-school classroom facilitators were sampled for the study. In selecting the public-owned educational institutions used for the study, Singhal employed purposive and convenient sample strategies. Questionnaires and interviews (i.e., semi-structured) were used in collecting respondents' information. Frequencies and

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percentages, mean, standard deviation and t-test were, and thematic content analysis helped in analysing the gathered data quantitatively and qualitatively, correspondingly. Singhal's study revealed no substantial difference in their impressions about the CCE between classroom instructors who had graduate and post-graduate qualifications.

Oh and French (2004) investigated preservice teachers' perceptions of an introductory instructional technology course based on the NETS in the Southeast's College of Education. The study adopted the descriptive survey design. Participants in this study were 80 preservice teachers (students) who enrolled in the introductory instructional technology course. Survey questionnaires were used in gathering data. Data were analysed with means, frequencies and ANOVA. Findings of the study revealed that there were no statistically significant differences in mean scores of the perceptions of the respondents of the three groups regarding the course in terms of their academic backgrounds.

Chapter Summary

The purpose of the study was to investigate the concerns of Basic School Teachers on the standards-based curriculum in the Cape Coast Metropolis. Two theories, the self-efficacy theory and the constructivist learning theory guided the study. The self-efficacy theory posits that the initiation of and persistence at behaviours and courses of action are determined primarily by judgments and expectations concerning behavioural skills and capabilities and the likelihood of being able to successfully cope with environmental demands and challenges.

The constructivist learning theory also posits that knowledge is not solely constructed within the mind of the individual; rather, interactions within

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a social context involve learners in sharing, constructing, and reconstructing their ideas and beliefs. Social interaction provides the necessary language skills and understanding of cultural norms that facilitate learning. Moreover, a conscious attempt was made to explain the concepts that surround educational reform, reforms in educational curriculum, importance of educational reforms, teachers' reactions regarding curriculum reforms, curriculum development as well as curriculum implementation.

Empirical studies that relate to curriculum change, development and implementation from other countries were also reviewed to provide some basis for discussion in the current study. Teachers' perceptions regarding the teaching of new curriculum, challenges, future expectations and differences in their perceptions in terms of teaching experience and academic qualifications were also reviewed using related studies from other jurisdictions.

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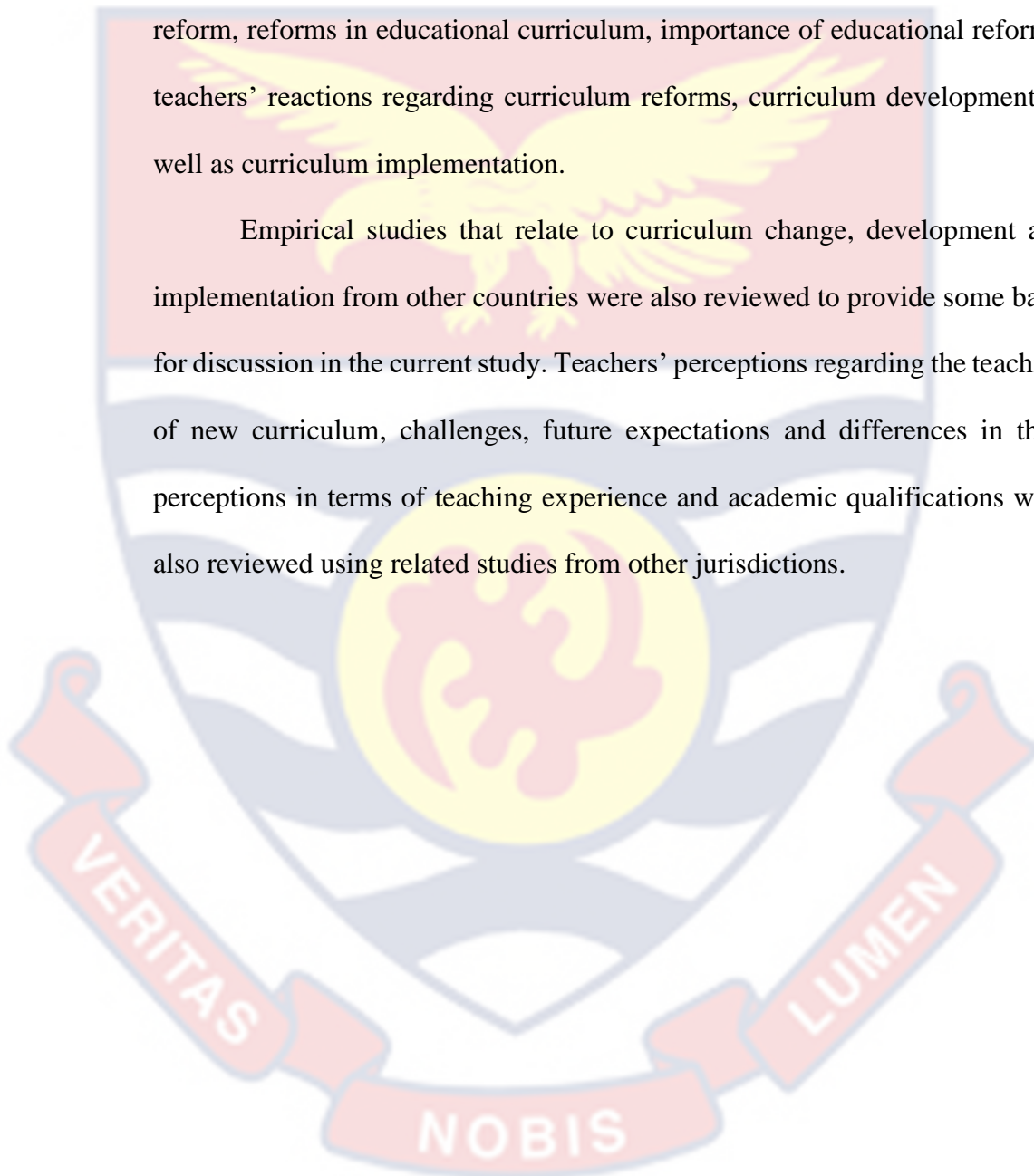
CHAPTER THREE

RESEARCH METHODS

The current study investigates the concerns of basic school teachers on the standards-based curriculum in some selected primary schools within the Cape Coast Metropolis. This chapter presents the research methods that were employed to conduct the study. The methods comprised the research design, study area, population, sampling procedures, data collection instruments, data collection procedures, and data processing and analysis.

Research Design

This study was cross-sectional in nature. The descriptive cross-sectional design was appropriate for this because this study sought to collect data from people of different age groups at one point in time, summarise their responses to provide answers to the research questions.

According to Fraenkel, Wallen, and Hyun (2012), descriptive cross-sectional is a type of design where researchers are often interested in describing the attitudes and behaviours of a large group of people about a particular topic or issue at a particular point in time. In survey designs, investigators administer a survey instrument to a sample or to the entire population of people to measure the attitudes, behaviours, or characteristics of the population. In this procedure, survey researchers collect quantitative data using questionnaires and analyse the data to describe trends about responses to questions and to test research hypotheses.

This study examined teachers' perception regarding the implementation of the standards-based curriculum. These phenomena or variables exist. That is to say, primary school teachers engage themselves in the implementation of the

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new standards-based curriculum. Exhibition of these traits clearly shows the existence of these phenomena, hence an endorsement of the descriptive design. This design was also chosen because it has the advantage of measuring current practices. The designed allowed for teachers' perception regarding the implementation of the standards-based curriculum to be assessed. It also provides information in a short amount of time, such as the time required for administering the survey and collecting the information.

Again, this design is suitable because the study intends to generalise from a sample to a population so that inferences can be made about the personality characteristics and academic performance of students in the entire population. It must, however, be noted that this design is not a fact finding per se, it serves as a starting point for hypotheses generation or theory development. Also, descriptive design is time-bound in the sense that data collected at a particular point and for that, finding are more likely to vary with respect to time.

Study Area

The study was conducted in the Central Region of Ghana, within Cape Coast Metropolis. The Central region shares boundary with Western region on the west, Ashanti and Eastern regions on the north, Greater Accra region on the east, and to the south by the Gulf of Guinea. The Central region is the third smallest of the regions in Ghana. It was the former administrative centre of the Gold Coast. Its capital, Cape Coast with the local name Oguaa, was the capital of Gold Coast until 1877, when the capital was moved to Accra (Ghana Statistical Service, 2021). The region's major economic activities include services followed by mining and fishing. It has three public universities, three Colleges of Education including Komenda College, three Nursing training

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colleges, and 56 senior high schools (Ghana Statistical Service, 2021). Figure 1

shows the map of the Central Region, Ghana.

Figure 1- Map of Central Region of Ghana.
Source: (Ghana Statistical Service, 2021)

The Central region can be broadly divided into two: the coast, which

consists of undulating plains with isolated hills and occasional cliffs

characterized by sandy beaches and marsh in certain areas, and the hinterland,

where the land rises between 250 metres and 300 meters above sea level. The

region lies within the dry equatorial zone and the moist semi-equatorial zone.

Annual rainfall ranges from 1,000 mm along the coast to about 2000 mm in the

interior. The wettest months are May-June and September-October while the

drier period occurs in December-February and a brief period in August. The

Mean monthly temperature ranges from 24°C in the coolest month (August) to

about 30°C in the hottest months (March-April).

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The region is endowed with rich natural resources like gold, beryl and bauxite in the Upper Denkyira District, petroleum and natural gas at Saltpond, kaolin in the Mfantsiman district, diamond at Nwomaso, Enikokow, Kokoso all in the Asikuma-Odoben-Brakwa District; clay including pigment clay in all the districts, tantalite and columbite at Nyanyano in the Awutu-Effutu-Senya District, quartz, muscovite, and other minerals like mica, granite, feldspar as well as timber in all the forest areas, rich fishing grounds along the coast, forests and rich arable land.

The region is decorated with forts and castles which, together with the Kakum National Park that attract tourists and other travelers who wish to discover the historical links between Africa and the Americas and Europe originating from the trans-Atlantic slave trade. Central region plays a pivotal role in the development of tourism in the country with its wealth of beaches, forts and castles and festivals. The main dish of the costal part of Central Region is "dorkunu" or kenkey with fish and gravy.

Population

The target population for this study comprised all public primary school teachers in the Cape Coast Metropolis. Records from the Metropolitan Directorate of Education (2020) indicates that, there are 80 public basic schools (KG and Primary) with a population of 748 basic school teachers, with a breakdown of 108 males and 640 females in the Cape Coast Metropolis. Details of the population distribution is presented in Table 1.

Table 1- *Population Distribution of Public Basic School Teachers in Cape Coast*

SN	Name of Schools	Kindergarten (KG)			Primary Schools			Overall Total		
		Male	Female	Total	Male	Female	Total	Male	Female	ALL
1.	Pedu/Abura	3	39	42	16	81	97	19	120	139
2.	Cape Coast	2	33	35	25	66	91	27	99	126
3.	Aboom	1	30	31	13	110	123	14	140	154
4.	Ola	0	18	18	9	51	60	9	69	78
5.	Efutu	1	43	44	25	67	92	26	110	136
6.	Bakano	0	34	34	13	68	81	13	102	115
	Total	**7**	**197**	**204**	**101**	**443**	**544**	**108**	**640**	**748**

Source: GES, Cape Coast Metropolis (2021)
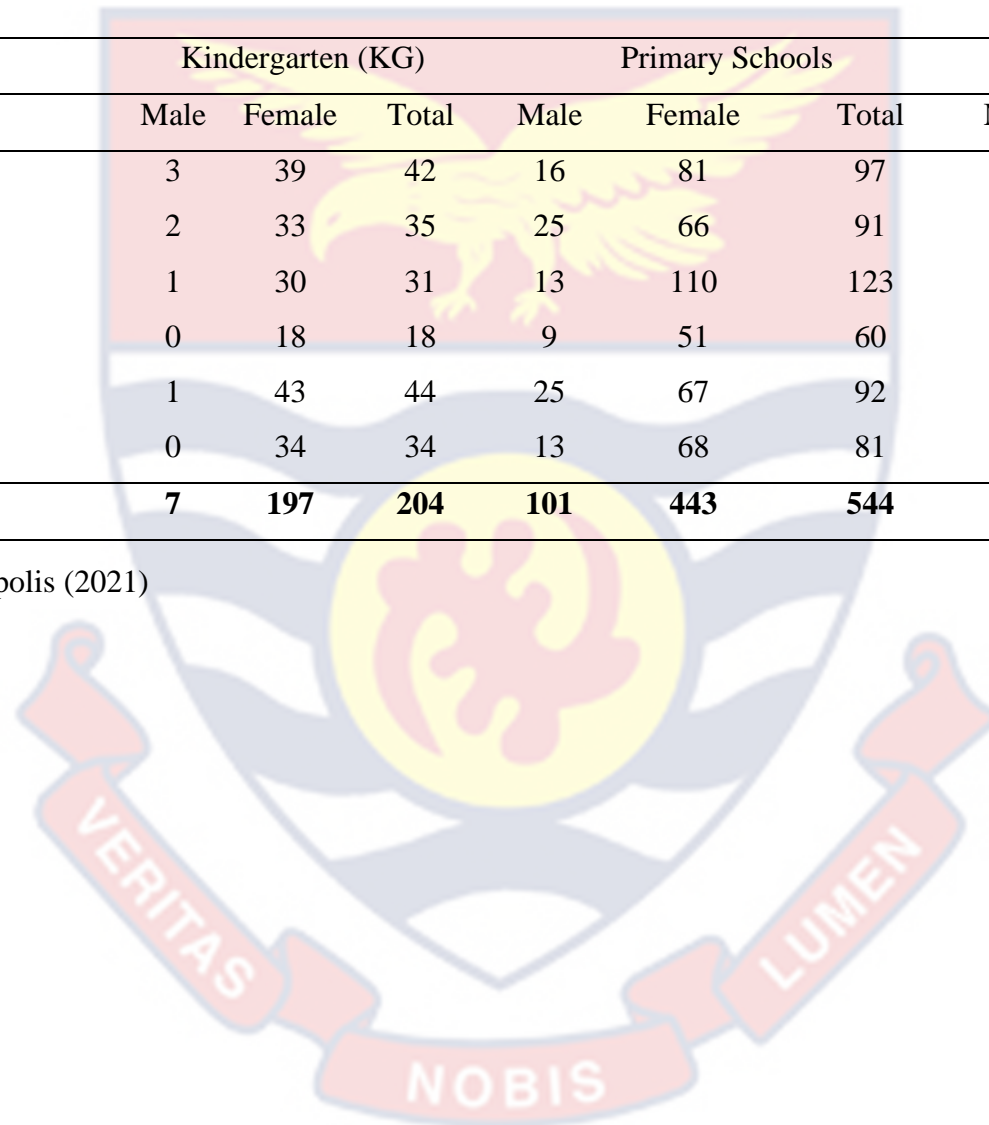
Sample and Sampling Procedures

The sample for the study was determined using Krejcie and Morgan's (1970) table for determining sample size. According to Krejcie and Morgan's sample size determination table for determining the sample size, a population of 748 should take a minimum sample of 254. Based on this assertion, a sample of 254 teachers was deemed appropriate for this study. In order to cater for the possibility of non-response, the sample size was increased to 300. Based on this, the researcher's choice of 300 as a sample for this study was appropriate.

The proportionate stratified sampling technique was utilised in determining the number of teachers to sample from each of the circuits, and the representation of gender from each of the circuits. Stratified sampling was adopted in ensuring that the sample was fairly represented in the various circuits with their respective gender distribution from each circuit. To get the sample figure for the first stratum for instance, i.e., Pedu/Abura, the following formula was used $\frac{19}{748}$ x $300 = 7.32$. Where 19 is the population for male teachers in Pedu/Abura circuit, 748 is the population for basic school teachers in the Cape Coast Metropolis and 300 is the sample size. Based on these, 7 male teachers from Pedu/Abura circuit were sampled for the study (See Table 2). Moreover, the simple random sampling technique, specifically, the table of random method was then used to roll-in the teachers for the investigation. Details of the sample distribution is presented in Table 2.

Table 2 – *Sample Distribution of Respondents*

SN	Circuit	Male	Female	Total
1.	Pedu/Abura	07	48	55
2.	Cape Coast	11	40	51
3.	Aboom	06	56	62
4.	Ola	4	28	32
5.	Efutu	10	44	54
6.	Bakano	05	41	46
	Total	**43**	**257**	**300**

Source: GES, Cape Coast Metropolis (2021)

Data Collection Instruments

The data collection instrument for this study was questionnaire (see Appendix C). A questionnaire is an instrument or tool which consists of a written list of questions for collecting data. It requires respondents to read and understand and then write down answers to satisfy the objective of the study (Howitt, 2010). The questionnaire was selected because it is less expensive and offer greater anonymity or confidentiality particularly when sensitive issues are involved. It is also beneficial when studying a larger sample (Cohen, Manion & Morrison, 2011). Specifically, the questionnaire was adapted from Aboagye and Yawson (2020) as well as Garcia-Lopez, Gutierrez, Pastor and Romo (2018). The questionnaire was made up of two sections (Section A and Section B) with 36 items.

The first section of the questionnaire (Section A) gathered information on respondents' demographic characteristics. These demographic characteristics include: gender, age-range, teaching experience, as well as educational qualification. The second section of the questionnaire (Section B) was made up of 32 items on 4-point Likert-type scale which gathered information on respondents' perception regarding the standards-based curriculum (Aboagye & Yawson, 2020).

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The adapted scale of teachers' perception on standards-based curriculum by Aboagye and Yawson (2020) had three dimensions. The first dimension of the scale "teachers' perception of the new curriculum" was made up of 10-items ($\alpha= .83$). These items solicited information on basic school teachers' perception of the new standards-based curriculum. Similarly, the second dimension of the scale "challenges of the new curriculum" was made up of 13-items ($\alpha= .79$) which also solicited information on the challenges or difficulties basic school teachers experience in the implementation of the standards-based curriculum.

Lastly, the third and final dimension of the scale "Expectations of teachers on the new curriculum" was made up of 9-items ($\alpha= .91$). The overall reliability of the teachers' perception on standards-based curriculum scale was .77 These items solicited information on the expectations of basic school teachers regarding the new standards-based curriculum. In terms of the psychometric properties of the adapted instrument, the reliability coefficients were checked and the results are presented in the subsequent paragraphs.

It is also important to emphasis that, in order for the adapted scale to contextually squeeze in the current enquiry, some items on the scale were reworded to enhance easy understanding on the part of the respondents. For example, a statement like "Assist students to get lifelong skills" was reworded to "The new curriculum assists students to acquire lifelong learning skills," similarly, a statement like "considers Ghanaian students' culture and society" as reworded to "The new curriculum incorporates Ghanaian culture into students' learning activities. These rewording were essential because the sample that was used for the current study differed from the sample that was used in constructing the instrument. While that original instrument was structured using

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primary and secondary education teachers in Spain, this study was conducted using only basic school from Cape Coast in Ghana.

Validity and Reliability

To ascertain the content validity the items in the questionnaire were shown to the supervisor for expert review. This was to examine whether: (a) the items were related to the research questions; (b) the items elicited the appropriate responses from the respondents; (c) the vocabulary structure was appropriate; (d) the items were properly arranged; (e) the items fitted into sections they had been placed; and (f) if any of the items were ambiguous. The suggestions given by the supervisor were used to improve the instrument and thereby helped to establish the content and face validity of the instrument.

In the same vein, the adapted scales employed for the conduct of the study had the following reliability estimate: 0.89 for "teachers' perception of the new curriculum", 0.70 for "challenges of the new curriculum" and 0.86 for the "expectation of teachers on the new standards-based curriculum" scale. All in all, the adapted scale had an overall reliability The reliability estimate for the aforementioned sub-scales were assessed using Cronbach's alpha estimations. The Cronbach's alpha of the adapted scales ranged from 0.70 to 0.89. These coefficients are indication of appropriate internal consistency. Thus, according to Pallant (2010), a reliability coefficient of .70 or above is appropriate, hence the coefficients obtained for this instrument fall within the accepted range.

Pilot Testing

Prior to the data collection, the adapted scales employed in the conduct of the study were pilot tested using 100 teachers from Elmina Basic Schools in the Central region of Ghana. The teachers from Elmina Basic Schools were

chosen for the pilot testing since they possessed similar attributes as those selected for the actual investigation and could equally serve as respondents for the study. These teachers were randomly selected for the pilot testing. This was done to enhance the validity and reliability of items on the questionnaire before a final data collection. Additionally, the adapted scales were also pilot tested to determine whether the items on the questionnaire portray the intended meanings by the original researchers in Ghanaian context. Feedbacks on the items were taken, after which some parts of the instrument were refined. In addition, the Cronbach's alpha reliability estimate was used to compute for the reliability coefficients of the subscales. The coefficients achieved are presented in Table 3.

Table 3- *Internal Consistency of sub-scales of the Instrument*

Name of Scale	No. of Items	Alpha
Teachers' perception of the new standards-based curriculum	10	.88
Challenges of the new standards-based curriculum	13	.75
Expectation of teachers on the new standards-based curriculum	9	.84
Overall	**32**	**.82**

Source: Field survey (2021)

From Table 3, the internal consistency of the subscales using Cronbach's alpha showed that the coefficients for all the variables were greater than .70. Therefore, the scales can be said to be highly reliable (Pallant, 2010).

Data Collection Procedure

A letter of introduction (see Appendix A) was taken from the Department of Education and Psychology, University of Cape Coast, to seek for permission from the Municipal Directorate and Headteachers in the Cape Coast

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Metropolis. The researcher also took the necessary permission and clearance from Institutional Review Board, UCC (IRB) [See Appendix B]. Further, the researcher trained two research assistants to assist in the collection of the data. The questionnaires were administered to the respondents within a period of four weeks. The study also sought the consent of the respondents and the purpose of the study was clearly explained to all the respondents. The respondents were given 10-15 minutes to respond to the items on the questionnaire. The questionnaires were given to the respondents and collected within the same day. This strategy was employed to prevent respondents from taking questionnaires home to refer to literature before responding.

Ethical Consideration

Ethical protocols were duly observed in as much as the study was concerned. In conducting research there are ethical principles that must be considered, some of these include informed consent, assuring anonymity and confidentiality. Teachers of selected basic schools in the Cape Coast Metropolis were adequately informed about the purpose of the study. Participants were also told that they might decline or accept their participation in the study. The study also took into account the anonymity of research participants. Anonymity is a crucial issue in research ethics because it permits participants to keep their identities disguised.

The consents of participants were sought before data collection commenced. On the issue of confidentiality, every attempt was made to keep the responses of the respondents confidential. Thus, participants were promised about the fact that their responses would be kept private, and that no one would have access to the information they supplied without their consent.

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Additionally, after defending the proposal, the researcher sought ethical permission from the Directorate of Research, Innovation, and Consultancy (DRIC) before heading to the field to collect data.

Data Processing and Analysis

After the data was collected, they were sorted and numbered in order to ensure that all the questionnaires were valid. The items on the questionnaires were then coded and entered using the Statistical Product and Service Solution (SPSS version 22) computer software programme. The data were also screened and cleaned for errors and mis-keyed items. The data were analysed quantitatively using frequencies, percentages, means and standard deviations, as well as one-way Analysis of Variance (ANOVA). Data on the demographic characteristics of the respondents was analysed using frequency counts and percentages.

Data on research questions 1, 2 and 3 were analysed using means and standard deviations. Considering the scale used (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis for comparison. Thus, in interpreting the score of a particular respondent, the mean score of the respondents is compared with 2.5 (thus, [1+2+3+4]/4 = 2.5). That is, mean value exceeding 2.5 implies that a greater proportion of the respondents agreed to the statement. Conversely, a mean value below 2.5 means that a greater proportion of the respondents disagreed with the statement.

Hypothesis 1 was tested using one-way Analysis of Variance (ANOVA). One-way ANOVA was performed to find the differences in the mean scores of more than two groups. In this case, hypothesis 1 sought to find out whether differences exist in teachers' perception of the standards-based

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curriculum on the basis of teaching experience. In this regard, the composite score for "teachers' perception of the standards-based curriculum" was computed and used as the dependent variable. This variable was measured on a continuous basis. Similarly, the independent variable, "teaching experience" which was a categorical variable had four levels, i.e., 1-5 years, 6-10 years, 11-16 years and Above 16 years. In view of that, the one-way ANOVA was deemed appropriate for testing hypothesis one. It is important to emphasise that, prior to the use of this statistical procedure, all underlying assumptions regarding this procedure were duly followed.

Hypothesis 2 was also tested using one-way Analysis of Variance (ANOVA). This hypothesis sought to find out the difference that exist in teachers' perception of the standards-based curriculum on the basis of educational qualification. The one-way Analysis of Variance (ANOVA) was considered appropriate because "educational qualification" as a categorical variable had five levels while the composite score of "teachers' perception of the standards-based curriculum" was on continuous measure. Since the researcher was interested in determining whether there were any significant differences in the mean scores of the five independent groups (i.e., educational qualification), one-way ANOVA was deemed appropriate for testing hypothesis two.

Chapter Summary

This chapter described the research methods employed in the conduct the study. It comprised research design, population, sampling procedures, data collection instruments, data collection procedures, and data processing and analysis. The descriptive survey design was employed to conduct the study

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using basic school teachers in the Cape Coast Metropolis. A sample of 300 respondents were engaged in the study. Teachers' perception of the new educational curriculum standardised questionnaire was used to gather data from respondents. The data collected were analysed in both descriptive and quantitative forms using frequency counts and percentages, means and standard deviations, as well as one-way Analysis of Variance (ANOVA).

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CHAPTER FOUR

RESULTS AND DISCUSSION

The study examined the perception of basic school teachers on the new standards-based curriculum within the Cape Coast Metropolis. This investigation was carried out using a descriptive cross-sectional design. Questionnaire was used as the main data collecting instrument for the study. Out of the 300 questionnaires administered, 279 of them were completely responded to and returned. This led to a response rate of 93%. Hence, all the analysis in this chapter was based on 279 respondents. This chapter presents the results as well as the discussion of the results. In terms of the results, the demographic characteristics of the respondents were presented first, and this was subsequently followed by the results of the research questions, hypotheses as well as the discussion of the results.

Demographic Characteristics of Respondents

This section presents results on the respondents based on demographic distribution. The demographic information includes gender, age-range, teaching experience as well as educational qualification of respondents. Details of the demographic characteristics are presented in Table 4.

Table 4- Demographic Characteristics of Respondents (n = 279)

Variable	Frequency	Percentage (%)
Gender		
Male	40	14.3
Female	239	85.7
Age-range		
Below 25 years	52	18.6
25-35years	89	31.9
36-45 years	49	17.6

Table 5 *Continued…*

46-55 years	65	23.3
Above 55 years	24	8.6
Teaching Experience		
1-5 years	46	16.5
6-10 years	118	42.3
11-15 years	59	21.1
Above 16 years	56	20.1
Educational Qualification		
Diploma/HND	48	17.2
B.ED/BSC./BA/BCOM	94	33.7
M.ED/MA/MSC	37	13.3
MPHIL	84	30.1
PHD	16	5.7

Source: Field survey (2021)

From Table 4, the majority of the respondents 239(85.7%) were females, while 40(14.3%) of the respondents were males. Most of the respondents 89(31.9%) were within the age-range of 25 – 35 years, followed by 65(23.3%) who were within the age-range of 46 - 55 years. Only 24(8.6%) of the respondents were above 55 years. Most of the respondents 118 (42.3%) indicated they have served for 6-10 years and least of them 46(16.5%) said they had 1-5 years of teaching experience. Again, most of the respondents 94(33.7%) had B.Ed./BSC/BA/BCOM as their highest educational qualification, 84(30.1%) had MPHIL as their highest educational qualification whereas only 16(5.7%) of the respondents had educational qualification of PHD. The results suggest each of the respondents who participated in the study had some level of education in their respective area of study.

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Main Results

The section presents result on each of the five objectives of the study, i.e., three research questions and two hypotheses. For Research Questions 1, 2, and 3, a criterion mean of 2.5 was used as the basis for judgment of the responses. Items with mean scores of 2.5 and above depict agreement, whereas items with mean below 2.5 depict disagreement. Data on hypotheses 1 and 2 were however tested using one-way analysis of variance (ANOVA)

Research Question 1

What are the perceptions of basic school teachers on the new standards-based curriculum in the Cape Metropolis?

The focus of this research question was to gather information from teachers regarding their perception about the new standards-based curriculum. Descriptive statistics (i.e., means and standard deviation) helped in analysing the data collected on this research question. Considering the scale used (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis for comparison. Thus, in interpreting the score of a particular respondent, the mean score of the respondents is compared with 2.5 (thus, [1+2+3+4]/4 = 2.5). That is, mean value exceeding 2.5 implies that a greater proportion of the respondents agreed to the statement. Conversely, a mean value below 2.5 means that a greater proportion of the respondents disagreed with the statement. Table 5 outlines the details of the results.

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Table 6- *Teachers' Perception of the New Standards-based Curriculum*

Statements	M	SD
The new curriculum encourages students to contribute to the society	2.34	1.17
The new curriculum assists students to acquire lifelong learning skills	3.08	1.05
The new curriculum promotes inclusive education in basic schools	2.23	1.20
The new curriculum promotes gender equality among basic school students.	3.12	1.06
The new curriculum incorporates Ghanaian culture into students' learning activities.	2.24	1.15
The new curriculum encourages group work among basic school students.	3.20	1.04
The new curriculum contains difficult content that makes teaching difficult.	2.05	1.11
The new curriculum provides specific objectives of each unit	3.09	1.09
The new curriculum matches unit objectives with specific content to be taught.	2.32	1.19
The new curriculum provides clear guidelines on how to achieve specific objectives of lessons taught in the classroom.	2.89	1.13
Mean of means	**2.66**	**.42**

Source: Field survey (2021)

Teachers' perception of the new standards-based curriculum was sought. As shown in Table 5, a greater proportion of the respondents generally agreed to the fact that, they had positive perceptions about the new standards-based curriculum (M=2.66, SD=.42). Specifically, most of the respondents reported that "The new curriculum encourages group work among basic school students" (M=3.2, SD=1.04) The respondents also agreed to the fact that "The new curriculum promotes gender equality among basic school students" (M=3.12, SD=1.06). The respondents further agreed to the fact that "The new curriculum provides specific objectives of each unit (M=3.09, SD=1.09). When the respondents were asked whether "The new curriculum contains

difficult content that makes teaching difficult", most of the respondents were in disagreement to this statement (M=2.05, SD=1.11). As shown in Table 5, most of the respondents further disagreed to the following statements regarding their perceptions about new standards-based curriculum: "The new curriculum incorporates Ghanaian culture into students' learning activities" (M=2.24, SD=1.15), "The new curriculum promotes inclusive education in basic schools" (M=2.23, SD=1.20), and "The new curriculum encourages students to contribute to the society" (M=2.24, SD=1.17).

The findings of the study revealed that generally, basic school teachers within the Cape Metropolis had positive perceptions regarding the implementation of the new standards-based curriculum. Among some of the positive perception held by basic school teachers concerning the new curriculum were as follows: the new standards-based curriculum encourages group work among basic school students, it provided specific objectives of each unit, the new standards-based curriculum also assisted students to acquire lifelong learning skills. The study however discovered that some respondent possessed negative perceptions as far as the implementation of the new standards-based curriculum was concerned. Among some of these negative perceptions were as follow: the new curriculum did not incorporate Ghanaian culture into students' learning activities, the content of the new curriculum did not promote inclusive education in basic school. It was also revealed that the new standards-based curriculum did not encourage students to contribute to their society.

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Research Question 2

What challenges do basic school teachers face in the implementation of the new standards-based curriculum in the Cape Metropolis?

The intent of the research was to find out teachers' perception concerning the challenges they experienced in their quest to implement the new standards-based curriculum. Means and standard deviations helped in analysing the data collected on the research question This was because the items were measured on a four-point scale (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis for comparison. Essentially, an average score exceeding 2.5 implies that a greater proportion of the respondents agreed to the statement. Conversely, an average score below 2.5 means that a greater proportion of the respondents disagreed to the statement. Table 6 provides details of the analysis.

Table 7- *Challenges Faced by Teacher in Implementing the New Curriculum*

Statements	M	SD
The new curriculum brings about an increase in workloads for teachers.	2.93	1.14
The new curriculum has brought about large class size.	2.52	1.09
The classroom materials available in my school are suitable for the implementation of the new curriculum.	2.56	1.30
My school is well-resourced with adequate facilities for the implementation of the new curriculum.	2.42	1.27
The new curriculum encourages short class periods in basic schools	1.95	1.08
The financial resources available at my school are sufficient to implement a standards-based curriculum in school.	2.16	1.29
Limited expertise on the part of teachers affects the smooth implementation of the curriculum.	2.15	1.17
Teachers' roles in the implementation of the curriculum are not well defined, this affects the smooth implementation off the new curriculum.	3.09	1.08

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Table 8 *Continued…*

	M	SD
Lack of effective training for teachers affects the smooth implementation of the curriculum	2.18	1.17
Limited professional knowledge of teachers on curriculum theory and pedagogy hinders the smooth implementation of the curriculum.	2.98	1.14
Huge teacher responsibilities; such as preparing lesson notes, teaching, as well as grading students hinders the smooth implementation of the curriculum.	2.10	1.18
Inadequate time at the disposal of teachers affects the smooth implementation of the curriculum	3.00	1.07
Access to communication network and electricity by teachers hinders the smooth implementation of the curriculum	2.91	1.25
Mean of means	**2.51**	**.31**

Source: Field survey (2021); M = Mean, SD = Standard Deviation

From Table 6, majority of the respondents indicate that generally, there were challenges faced by the teacher in implementing the new curriculum ($M = 2.51$; $SD = 0.31$). This implies that the teachers faced a lot of problems when implementing the new curriculum. Specifically, the respondents agreed that teachers' roles in the implementation of the curriculum were not well defined, this affects the smooth implementation of the new curriculum. ($M = 3.09$; $SD = 1.08$). Also, the teachers indicated that they had inadequate time at their disposal to ensure the smooth implementation of the curriculum (3.00, 1.07).

Again, the respondents attested to the fact that their limited professional knowledge on theory and pedagogy hinders the smooth implementation of the curriculum ($M = 2.98$; $SD = 1.18$). Furthermore, most of the teachers stated that the new curriculum contains a lot of workloads for teachers (M=2.93, SD=1.14). They also agreed that the new curriculum has resulted in large class size (M=2.5, SD=1.09). Most of the teachers also indicated that access to communication network and electricity by teachers hindered the smooth implementation of the

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curriculum (M=2.91, SD=1.25). On the contrary, most teachers also disagreed to the fact that the new curriculum encourages short class periods in basic schools (M=1.95, SD=1.08).

The findings of the study revealed that basic school teachers in the Cape Coast Metropolis encountered a number of challenges in their quest to implement the new standards-based curriculum. Among some of these challenges include: inadequate time at the disposal of teachers hindered the smooth implementation of the curriculum, difficulty in accessing communication networks and electricity affected teachers' ability to implement the curriculum, limited professional knowledge of teachers on curriculum theory and pedagogy hindered the smooth implementation of the curriculum, insufficient availability of financial resources in basic schools hindered the implementation of the curriculum, large class size as well as teachers' workload affected the smooth implementation of the curriculum. The study also discovered that unclear definition of teachers' role hindered the implementation of the curriculum. It was further discovered that lack of adequate facilities required for the implementation of the curriculum was a challenge experienced by most teachers in their quest to implement the curriculum.

Research Question 3

What are the expectations of basic school teachers on the new standards-based curriculum in the Cape Metropolis?

The focus of this research question was to identify the expectations of basic school teachers on the new standards-based curriculum. Nine (9) items were used in measuring this construct which were on a four-point Likert scale

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(Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1). Mean and standard deviations were used to analyse the data gathered. A mid-point of 2.5 was used as the baseline for comparison such that mean values above 2.5 indicated that most of the respondents were in agreement with the statement whereas a mean value less than 2.5 showed that most of the respondents were in disagreement with the statement. Results on the analysis of the data are presented in Table 7.

Table 9- *Teachers' Expectation of the New Curriculum*

Statements	M	SD
Teachers should be involved in the planning of future new curriculum	2.57	1.342
It is important to pilot future new curriculum before its final implementation.	2.96	1.223
It is important to train teachers in advance before the implementation of future or new curriculum.	2.52	1.300
Provision of learning materials (e.g., text books) should be made ready before the implementation of future curriculum	3.33	1.053
It is important for curriculum developers to provide electricity and communication networks to schools in rural as well as urban areas in order to enhance the smooth implementation of the new curriculum.	2.54	1.269
Reducing the class size of students in the classroom will enhance the implementation the new curriculum.	3.08	1.134
It is important to equip teachers with the required expertise for a smooth implementation of the new curriculum.	2.51	1.275
Reducing the workload of teachers in the classroom will enhance the implementation of the new curriculum.	3.08	1.111
Increasing the number of teachers in the classroom will enhance the implementation of the new curriculum.	2.19	1.276
Mean of means	**2.75**	**.62**

Source: Field survey (2021); M = Mean, SD = Standard Deviation

As shown in Table 7, basic school teachers' expectation of the new standards-based curriculum was sought. As shown in Table 7, the respondents generally agreed to the fact that they had a number of expectations regarding

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the new standards-based curriculum (M= 2.75, SD= 0.62). This was evident in the specific responses of the respondents. For instance, majority of the respondents agreed to the fact that provision of learning materials (e.g., text books) should be made ready before the implementation of future curriculum (M=3.33, SD=1.05). Also, most of the teachers were in support of the fact that reducing the class size of students in the classroom will enhance the implementation the new curriculum (M=3.08, SD=1.13). Similarly, the greater number of the teachers attested to the fact that reducing the workload of teachers in the classroom will enhance the implementation of the new curriculum (M=3.08, 1.11). In a nutshell, most of the teachers were in agreement to the fact that it is important to pilot future new curriculum before its final implementation (M=2.96, SD=1.22).

The findings of the study revealed that basic school teachers in the Cape Coast Metropolis generally had a number of future expectations regarding the new standards-based curriculum. Among some of these expectations include: the importance for planners and organisers of the curriculum to pilot future curriculum before its final implementation, learning materials such as text books should be made ready before the implementation of the curriculum, reducing of students' class size with will promote enhanced implementation of future curriculum, decreasing the workload of teachers will enhance implementation of future curriculum as well as involving teachers in the planning stages of the curriculum could enhances its future implementation.

Hypotheses Testing

The study tested two hypotheses. These hypotheses were tested with a significance level of .05 and a confidence level of 95%.

Hypothesis 1

H_0: *There is no statistically significant difference in basic school teachers' perception of the standards-based curriculum on the basis of years of teaching experience.*

H_1: H_0: *There is A statistically significant difference in basic school teachers' perception of the standards-based curriculum on the basis of years of teaching experience.*

This hypothesis sought to find out whether significant differences exist in basic school teachers' perception of the standards-based curriculum on the basis of teaching experience. The categorical variable (i.e., years of teaching experience) was made up of four groups (1-5 years, 6-10 years, 11-15 years and Above 16 years) while the composite score on "teachers' perception of the standards-based curriculum" served as the dependent variable, this was measured on a continuous basis. One-way ANOVA was used to test this hypothesis.

Prior to the analysis, assumptions underlying the use of ANOVA were checked. Results from Table 8 and the normal Q-Q plot revealed that the data did not violate the normality assumption (Appendix D). On the contrary, the homogeneity of variance assumption ($p = .031$) was violated, this warranted the use of the Welch test.

Table 10- *Normality for Hypothesis One*

Parameters	1-5 yrs	6-10 yrs	11-15 yrs	Above 16 yrs
Mean	89.065	81.509	85.627	83.286
Standard deviation	10.7049	9.622	8.3230	11.975
5% Trimmed mean	89.490	81.305	85.660	83.365
Median	91.500	80.000	84.000	80.000

Source: Field survey (2021)

As presented in Table 8, the mean, median, and 5% trimmed mean for the various year groups (i.e., 1-5 years, 6-10 years, 11-15 years and Above 16 years) were approximately the same. This implies that the distribution of scores of the aforementioned year groups were normally distributed. Additionally, the normal Q-Q plots for all the various groups were also examined (see Appendix D). From Appendix D, the normal Q-Q plots for all the years groups revealed that the distribution of all the scores were closer to the straight line. Again, prior to the testing of hypothesis 1, the test for homogeneity of variance assumption was carried out. Results revealed that the assumption has been violated (p =.031). Due to this, the Welch test was used to compare the means across the levels of study instead of the ANOVA.

Findings from the Welch test revealed a significant difference, $F_{(3, 120)}$ = 6.813, p < .001, basic school teachers' perception of the standards-based curriculum on the basis of teaching experience. This suggests that basic school teachers' perception of the standards-based curriculum differed on the basis of teaching experience. To make the results clearer, descriptive statistics of each academic level is presented in Table 9.

Table 11- *Descriptive Statistics*

Teaching Experience	N	Mean	SD
1-5 years	46	89.065	10.7049
6-10 years	118	81.509	9.6217
11-15 years	59	85.627	8.3230
Above 16 years	56	83.286	11.975
Total	279	83.982	10.387

SD- Standard Deviation
Source: Field survey (2021)

As shown in Table 9, the overall mean score was 83.98 with a standard deviation of 10.39. The mean scores and standard deviations of the various groups were as follows: 1- 5 years (M = 689.07, SD = 10.70), 6-10 years (M = 81.51, SD = 9.62), 11-15 years (M = 85.63, SD = 8.32), and above 16 years (M = 83.29, SD = 11.10).

The descriptive statistics in Table 9 only gave the mean and standard deviations. Even though differences exist in the mean scores among the various years of teaching experience, the results failed to tell whether the observed differences are significant or not, and if significant, where the differences lie. In view of that, a post hoc test (multiple comparison analysis) was conducted. The Games-Howell (2016) was performed as a follow-up. Games-Howell is used when equal variances are not assumed and when the sample size among the levels are not equal. Since the result of this study did not assume equal variance and the sample sizes were unequal across the various levels, using Games-Howell for the post hoc test was deemed appropriate. The result of the post hoc are presented in Table 10.

Table 12- *Multiple Comparisons (Games-Howell)*

Teaching Experience (I)	Teaching Experience (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-5 years	6-10 years	7.557*	1.809	.000	2.801	12.313
	11-15 years	3.438	1.915	.283	-1.581	8.458
	Above 16 years	5.780	2.248	.055	-.094	11.653
6-10 years	1-5 years	-7.557*	1.809	.000	-12.313	-2.801
	11-15 years	-4.119*	1.399	.020	-7.760	-.477
	Above 16 years	-1.777	1.829	.766	-6.565	3.011

Table 13 *Continued…*

11-15 years	1-5 years	-3.438	1.915	.283	-8.458	1.581
	6-10 years	4.119*	1.399	.020	.477	7.760
	Above 16 years	2.341	1.933	.621	-2.710	7.393
Above 16 years	1-5 years	-5.780	2.248	.055	-11.653	.094
	6-10 years	1.777	1.829	.766	-3.010	6.565
	11-15 years	-2.341	1.933	.621	-7.393	2.710

*The mean difference is significant at the 0.05 level.
Source: Field survey (2021)

The result from the post hoc (Table 10) showed a statistically significant difference in the mean scores of teachers who had a teaching experience of "1-5 years" and teachers who had taught for a period of "6-10" (p < .001). Similarly, there was a statistically significant difference in the mean scores of teachers who had a teaching experience of "6-10 years" and teachers who had taught for a period of "11-15 years" (p = .020).

The post hoc (multiple comparison test) suggests that, the mean score of teachers who had served for a period of "1-5 years" (M = 89.07) was greater than the mean scores of teachers who had served for a period of "6-10 years" (M = 81.51). This result implies that basic school teachers who had served for a period of 1-5 years had positive perception about the standards-based curriculum compared to teachers who had served for a period of 6-10 years. The results of the post hoc further suggest that the mean score of teachers who had served for a period of "6-10 years" (M = 81.509) was less than the mean scores of teachers who had served for a period of "11-15 years" (M = 85.627). This result implies that teachers who have longer years of service possess a positive perception regarding the implementation of standards-based curriculum compared to teachers who have shorter years of service.

The findings of the study revealed a significant difference in basic school teachers' perception of the standards-based curriculum on the basis of teaching experience. In order words, teachers' perception of the standards-based curriculum differed on the basis of teaching experience (1-5 years, 6-10 years, 11-15 years, and Above 16 years). Thus, perception of the standards-based curriculum was higher for teachers who had taught for a period of "11-15 years" compared to teachers who had served for a period of "6-10 years" Also, perception of the standards-based curriculum was higher for teachers who had taught for "1-5 years" relative to teachers who had served for a period of 6-10 years."

Hypothesis 2

H_0: *There is no statistically significant difference in basic school teachers' perception of the standards-based curriculum on the basis of academic qualification*

H_1: *There is a statistically significant difference in basic school teachers' perception of the standards-based curriculum on the basis of academic qualification*

This hypothesis sought to find out whether significant differences exist in basic school teachers' perception of the standards-based curriculum on the basis of academic qualification. The independent variable (i.e., academic qualification) was made up of five groups (Diploma/HND, Degree, MPhil, PhD) while the composite score on "teachers' perception of the standards-based curriculum" served as the dependent variable, this was measured on a continuous basis. One-way ANOVA was used to test this hypothesis.

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Prior to the analysis, assumptions such as normality and equality of variance assumptions underlying the use of ANOVA were checked. Results from Table 11 and the normal Q-Q plot revealed that the data did not violate the normality assumption (Appendix D). On the contrary, the homogeneity of variance assumption was violated, this warranted the use of the Welch test.

Table 14- *Normality for Hypothesis Two*

Parameters	Diploma	Degree	M.ED/MA/MSC	MPhil	PhD
Mean	87.625	83.840	82.216	83.512	80.438
Standard deviation	1.243	1.092	1.604	1.2414	1.294
5% Trimmed mean	87.380	83.744	82.420	83.622	80.264
Median	84.500	81.500	82.000	80.000	80.000

Source: Field survey (2021)

As presented in Table 12, the mean, median, and 5% trimmed mean for the various academic levels (i.e., Diploma, Degree, M.ED/MA/MSC, M.Phil. and PhD) were approximately the same. This implies that the distribution of scores of the aforementioned academic levels were normally distributed (Pallant, 2010). Additionally, the normal Q-Q plots for all the academic levels were also examined (see Appendix D). From Appendix D, the normal Q-Q plots for all the groups revealed that the distribution of all the scores were closer to the straight line. Again, prior to the testing of hypothesis 2, the test for homogeneity of variance assumption was carried out. Results revealed that the assumption has been violated ($p = .017$). Due to this, the Welch test was used to compare the means across the levels of study instead of the ANOVA.

Findings from the Welch test revealed a significant difference, $F_{(4, 87)} = 3.879$, $p = .006$, in basic school teachers' perception of the standards-based

curriculum on the basis academic qualification. This suggests that basic school teachers' perception regarding the standards-based curriculum differed on the basis academic qualification. To make the results clearer, descriptive statistics of each academic level is presented in Table 12.

Table 15 - *Descriptive Statistics*

Teaching Experience	N	Mean	SD
Diploma/HND	48	87.625	9.2429
Degree	94	83.840	10.589
M.ED/MA/MSC	37	82.216	9.756
M.Phil.	84	83.512	11.378
PhD	16	80.438	5.176
Total	279	83.982	10.387

SD- Standard Deviation
Source: Field survey (2021)

As shown in Table 12, the overall mean score was 83.98 with a standard deviation of 10.39. The mean scores and standard deviations of the various academic levels were as follows: Diploma/HND (M = 87.63, SD = 9.24), Degree (M = 83.84, SD = 10.59), M.ED/MA/MSC (M = 82.22, SD = 9.76), M.Phil. (M = 83.51, SD = 11.38) and PhD (M = 80.44, SD = 5.18).

The descriptive statistics in Table12 only gave the mean and standard deviations. Even though differences exist in the mean scores among the various academic levels, the results failed to tell whether the observed differences are significant or not, and if significant, where the differences lie. In view of that, a post hoc test (multiple comparison analysis) was conducted. The Games-Howell was performed as a follow-up. Games-Howell is used when equal variances are not assumed and when the sample size among the levels are not equal. Since the result of this study did not assume equal variance and the sample sizes were

unequal across the various levels, using Games-Howell for the post hoc test was

deemed appropriate. The result of the post hoc are presented in Table 13.

Table 16- *Multiple Comparisons (Games-Howell)*

Teaching Experience (I)	Teaching Experience (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Diploma/HND	Degree	3.785	1.724	.190	-.999	8.569
	M.ED/MA/MSC	5.409	2.086	.082	-.422	11.239
	MPHIL	4.113	1.822	.167	-.938	9.164
	PHD	7.188*	1.859	.003	1.915	12.459
Degree	Diploma/HND	-3.785	1.724	.190	-8.569	.999
	M.ED/MA/MSC	1.624	1.940	.918	-3.807	7.055
	MPHIL	.329	1.654	1.000	-4.231	4.888
	PHD	3.403	1.693	.280	-1.430	8.234
M.ED/MA/MSC	Diploma/HND	-5.409	2.086	.082	-11.239	.422
	Degree	-1.624	1.940	.918	-7.055	3.807
	MPHIL	-1.297	2.028	.968	-6.957	4.365
	PHD	1.779	2.061	.909	-4.059	7.617
MPHIL	Diploma/HND	-4.113	1.822	.167	-9.164	.938
	Degree	-.329	1.654	1.000	-4.888	4.231
	M.ED/MA/MSC	1.296	2.028	.968	-4.365	6.957
	PHD	3.074	1.793	.435	-2.008	8.157
PHD	Diploma/HND	-7.188*	1.859	.003	-12.459	-1.915
	Degree	-3.403	1.693	.280	-8.236	1.430
	M.ED/MA/MSC	-1.779	2.061	.909	-7.617	4.059
	MPHIL	-3.074	1.793	.435	-8.157	2.008

*The mean difference is significant at the 0.05 level.

The result from the post hoc (Table 13) showed a statistically significant

difference in the mean scores of teachers who had an academic qualification of

"Diploma/HND" and teachers who had an academic qualification of "PhD" (p

= .003). The post hoc (multiple comparison test) suggests that, the mean score

of teachers who had an academic qualification of "Diploma/HND" (M = 87.63)

was greater than the mean scores of teachers who had "PhD" as their highest

academic qualification (M = 80.438). Thus, the result suggests that basic school

teachers who had lower academic qualification had positive perception about the standards-based curriculum compared to teachers who had higher academic qualification. The implication of this result could also suggest that, as basic school teacher acquire higher academic qualification, they become a little bit complacent in the discharge of their duties, this complacency in the discharge of the duties tend to affect how they generally perceive the standards-based curriculum.

The findings of the study revealed a significant difference in basic school teachers' perception of the standards-based curriculum on the basis academic qualification. In order words, teachers' perception of the standards-based curriculum differed on the basis of their academic qualification. Thus, perception of the standards-based curriculum was higher for teachers who had lower academic qualification compared to teachers who had higher academic qualification.

Discussion

This section discusses the results of the study. The discussion was organised under the following topical issues:

1. Basic school teachers' perception of the standards-based curriculum.

2. Challenges encountered by basic school teachers in the implementation of the standards-based curriculum.

3. Expectations of basic school teachers on the standards-based curriculum

4. Demographic characteristics (i.e., years of experience and academic qualification) and teachers' perception of the standards-based curriculum.

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Basic School Teachers' Perception of the Standards-based Curriculum

Generally, the findings of this study revealed that basic school teachers within the Cape Metropolis had positive perceptions regarding the implementation of the new standards-based curriculum. Among some of the positive perception held by basic school teachers concerning the new curriculum were as follows: the new standards-based curriculum encourages group work among basic school students, it provided specific objectives of each unit, the new standards-based curriculum also assisted students to acquire lifelong learning skills. The study however discovered that some respondent possessed negative perceptions as far as the implementation of the new standards-based curriculum was concerned. Among some of these negative perceptions were as follow: the new curriculum did not incorporate Ghanaian culture into students' learning activities, the content of the new curriculum did not encourage promote inclusive education in basic school. It was also revealed that the new standards-based curriculum did not encourage students to contribute to their society.

The findings of this study agreed with Sulaiman, Sulaiman and Abdul Rahim (2017) who examined teachers' perceptions towards the implementation of the standards-based English language curriculum in Malaysian primary schools. The authors discovered that teachers in Malaysian primary school had positive perceptions towards the new language curriculum which were the early indicator of their acceptance and readiness to implement the standards-based English language curriculum. Although the findings of the current investigation agree with that of Sulaiman et al. (2017), both studies adopted different method of enquiry. For example, while this study adopted a descriptive cross-sectional

survey with a quantitative approach in the conduct of the investigation, Sulaiman et al (2017) adopted a qualitative case study, specifically, a multiple-case design. These differences in methodology did not however introduce any difference in the results of both studies. The findings of this study were also consistent with Yoon and Baek (2019) who found that teachers in Korea had a positive perception regarding the implementation of the Achievement Standards-based Testing System (ASTS).

The findings that basic school teachers in Cape Coast Metropolis generally had positive perceptions regarding the implementation of the new standards-based curriculum agreed with Oh and French (2004) who investigated preservice teachers' perceptions of an introductory instructional technology course based on the National Education Technology Standards (NETS) in the Southeast's College of Education. Findings of the study revealed that respondents were positive regarding the standards-based curriculum and the use of project-based assessment as it enabled students to achieve all the necessary skills and knowledge through cross-curricular hands-on practice during the course.

The findings that basic school teachers in Cape Coast Metropolis generally had positive perceptions regarding the implementation of the new standards-based curriculum however contradict that of Latif and Mahmoud (2012) who examined how a standards-based communicative curricular reform in general secondary school English in Egypt has changed teachers' classroom practices, and the factors influencing such practices. The results of the study indicated that the teachers had negative perception about the standards-based

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curricular reform and claimed that it has not brought about the desired changes in teachers' practices.

Challenges Encountered by Basic School Teachers in the Implementation of the Standards-based Curriculum

It was evident in the findings of the current study that basic school teachers within the Cape Coast Metropolis encountered a number of challenges in their quest to implement the new standards-based curriculum. Among some of these challenges include: inadequate time at the disposal of teachers, difficulty in accessing communication networks and electricity, limited professional knowledge of teachers on theory and pedagogy, insufficient availability of financial resources in basic schools, large class, size as well as teachers' workload affected the smooth implementation of the curriculum. The study also discovered that unclear definition of teachers' role hindered the implementation of the curriculum. It was further discovered that lack of adequate facilities required for the implementation of the curriculum was a challenge experienced by most teachers in their quest to implement the curriculum.

Regarding the challenge of increase workload on the part of teachers, the findings of this study could suggest that there are limited teaching and learning materials (such as text books) in the basic schools, as a result, teachers will always have an extra workload of engaging in intensive research work as well as reading from order text books in their quest to teach students in the classroom. Again, regarding the challenge of large class size, one can infer that the introduction of government policies such as free feeding and non-payment of school fees has attributed to the shot up in students' enrolment in the basic

schools. This has consequently resulted in large class sizes in basic schools. As a result, per the nature of the new curriculum, basic school teachers are faced with the challenge of handling large class sizes.

The findings of the current study support that of Puteh (2013) who investigated the challenges teachers experienced in implementing new mandatory National Preschool Curriculum Standards introduced by the Ministry of Education in Malaysia. The author discovered that teachers experienced a number of challenges in their quest to implement the new curriculum. Among some of these challenges include factors such as time allocation for play activities, limited and unsuitable space for play, and lack of knowledge and skills required to implement the new curriculum.

The findings of this study discovered that difficulty in accessing communication networks and electricity affected the smooth implementation of the curriculum. This finding also concurs with Paramasivam and Ratnavadivel (2018) who explored and explained the issues and challenges experienced in the management of curriculum change in primary schools. The authors discovered that respondents did face issues and challenges in managing the Year Four History curriculum. The challenges experienced by the teachers were related to curriculum content, teaching and learning process, assessment, availability and utilisation of time, training and staff development, and physical facilities.

In furtherance, the findings of this study revealed that unclear definition of teachers' role hindered the implementation of the curriculum. This fining is consistent with the findings of Xu (2012) who explored the challenges that native Chinese teachers face in teaching Chinese as a foreign language to non-native Chinese students in United States (US) classrooms. The findings of the

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author revealed that Chinese teachers encountered numerous challenges including language barriers and culture shock, different perceptions and expectations of the roles of the teacher and students, communication with parents, different teaching pedagogies and styles, classroom management, and inclusion of students with special needs.

Expectations of Basic School Teachers on the Standards-based Curriculum

The findings of the study revealed that basic school teachers in the Cape Coast Metropolis generally had a number of future expectations regarding the new standards-based curriculum. Among some of these expectations include: the importance for planners and organisers of the curriculum to pilot future curriculum before its final implementation, learning materials such as text books should be made ready before the implementation of the curriculum, reducing of students' class size with will promote enhanced implementation of future curriculum, decreasing the workload of teachers will enhance implementation of future curriculum as well as involving teachers in the planning stages of the curriculum could enhances its future implementation.

The findings of this study validate that of Bantwini (2010) who provided a number of future expectations of a new curriculum. The author advised that for effective future implementation of the Revised National Curriculum, there is the need to engage teachers in the conceptual and development stages of the reforms is advised. Again, school districts should invest significantly in continuous professional development, provide support structures, monitoring and evaluation, and promote teacher collaboration within the schools and other learning institutions. This to a very large extent could assist in effective future implementation of the curriculum. Bantwini (2010) further asserted that it is

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important for teachers to be given adequate tools, space, opportunities and other mechanisms to construct the knowledge and meaning of the new reforms in a supportive atmosphere.

Demographic characteristics (i.e., years of experience and academic qualification) and Teachers' Perception of the Standards-based Curriculum

Demographic characteristics play a significant role as far as teachers' perception regarding the standards-based curriculum is concerned. The study explored demographic characteristics of respondents such as years of experience and teachers' academic qualification, against their perception regarding the standards-based curriculum. Thus, the study sought to find out whether significant differences exist in teachers' perception regarding the implementation of the curriculum on the basis of years of experience and academic qualification of the respondents.

The findings of the study revealed a significant difference in basic school teachers' perception of the standards-based curriculum on the basis of teaching experience. In order words, teachers' perception of the standards-based curriculum differed on the basis of teaching experience (1-5 years, 6-10 years, 11-15 years, and Above 16 years). Thus, perception of the standards-based curriculum was higher for teachers who had taught for a period of "11-15 years" compared to teachers who had served for a period of "6-10 years" Also, perception of the standards-based curriculum was higher for teachers who had taught for "1-5 years" relative to teachers who had served for a period of 6-10 years."

The findings of this study agree with the findings of Oh and French (2004) who investigated preservice teachers' perceptions of an introductory instructional technology course based on the NETS in the Southeast's College of Education. Oh and French (2004) discovered a statistically significant differences in mean scores of respondents, as far as their perceptions regarding the implementation of the curriculum was concerned. Thus, the authors found that students without teaching experience had more positive perceptions or valued the use of technology slightly more than the students with teaching experience in the implementation of the new curriculum.

The findings of the current study however disagree with the findings of Puteh (2013) who discovered that duration of teachers' teaching experiences was not a major factor in determining teachers' perceptions of the use of play in language and literacy development of pre-schoolers. In order words, the author found that, the teaching experiences of teachers was not a significant determinant of teachers' perception regarding the implementation of the National Preschool Curriculum Standards introduced by the Ministry of Education in Malaysia.

Regarding the issue of academic qualification and teachers' perception of the standards-based curriculum, the current study discovered a significant difference in basic school teachers' perception of the standards-based curriculum on the basis academic qualification. In order words, teachers' perception of the standards-based curriculum differed on the basis of their academic qualification. Thus, perception of the standards-based curriculum was higher for teachers who had lower academic qualification compared to teachers who had higher academic qualification.

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The findings of this study is inconsistent with the findings of a number of authors (Oh & French, 2004; Puteh, 2013). Oh and French (2004) for instance conducted a study to find out whether differences exist in the perception of teachers regarding the implementation of a new curriculum on the basis of teachers' academic qualification. Findings of their study revealed no statistically significant differences in the mean scores of respondents, regarding their perception on the implementation of the new curriculum in terms of their academic backgrounds. Similarly, Puteh (2013) discovered in his study that a teacher's academic background was not the main factor that determined his or her perception of the use of play-based approach in language and literacy development in the new mandatory National Preschool Curriculum Standards introduced by the Ministry of Education in Malaysia.
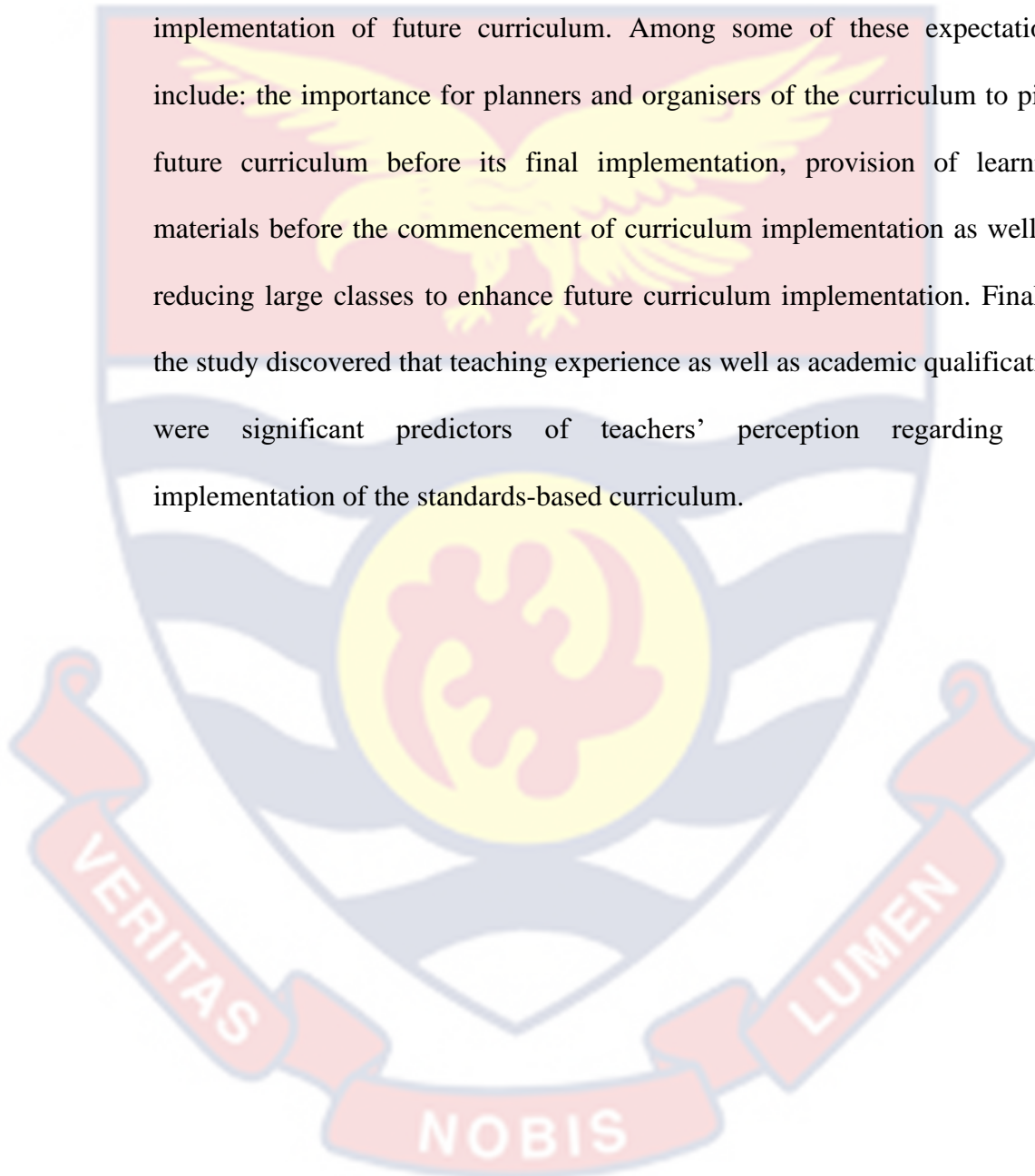
Chapter Summary

The current investigation examined the perception of basic school teachers on the new standards-based curriculum within the Cape Coast Metropolis. Specifically, the study examined the general perception of basic school teachers regarding the new standards-based curriculum, the challenges basic school teachers encountered in their quest to implement the standards-based curriculum, as well as the expectations of basic school teachers on the standards-based curriculum. The study further examined whether teachers' experience and academic qualification in any way affected their perception regarding the implementation of the standards-based curriculum.

The study discovered that basic school teachers within the Cape Metropolis generally had positive perceptions regarding the implementation of the new standards-based curriculum. It was further discovered that challenges

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such as inadequate time at the disposal of teachers as well as difficulty in accessing communication networks and electricity negatively affected teachers' ability to implement the curriculum.

Teachers also expressed some expectations regarding the implementation of future curriculum. Among some of these expectations include: the importance for planners and organisers of the curriculum to pilot future curriculum before its final implementation, provision of learning materials before the commencement of curriculum implementation as well as reducing large classes to enhance future curriculum implementation. Finally, the study discovered that teaching experience as well as academic qualification were significant predictors of teachers' perception regarding the implementation of the standards-based curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main thrust of this study was to examine the perception of basic school teachers on the standards-based curriculum in the Cape Coast Metropolis. The current chapter provides a summary of the study and its findings. The chapter also presents the conclusions and recommendations made from the findings.

Summary

Overview of the study

The study examined the perception of basic school teachers on the new standards-based curriculum within the Cape Coast Metropolis. The study was guided by five objectives which were converted into three research questions and two hypotheses. The descriptive survey design, specifically, the cross-sectional design, with a quantitative approach was employed in the conduct of the study. The study targeted all public primary school teachers in the Cape Coast Metropolis, with a total number of 748. Through a multi-stage sampling technique, questionnaires were administered to 300 basic school teachers.

Two hundred and seventy-nine (279) of the questionnaires were however filled and returned, this resulted in a 93% response rate. Hence, all the analyses were based on 279 respondents. The various scales on the questionnaire were standardised scales adapted from authors in the area of curriculum implementation. The scales were pilot tested and good indicators of internal consistency, (i.e., α = .70 and above) were achieved. The data collected were analysed using both descriptive and inferential statistics. While data on research questions 1, 2 and 3 were analysed using means and standard

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deviations, data on hypotheses 1 and 2 were tested using one-way analysis of variance (ANOVA).

Key findings

The study revealed the following findings:

1. Generally, basic school teachers within the Cape Metropolis had positive perceptions regarding the implementation of the new standards-based curriculum. Among some of the positive perception held by basic school teachers concerning the new curriculum were as follows: the new standards-based curriculum encourages group work among basic school students, it provided specific objectives of each unit, the new standards-based curriculum also assisted students to acquire lifelong learning skills. The study however discovered that some respondent possessed negative perceptions as far as the implementation of the new standards-based curriculum was concerned. Among some of these negative perceptions were as follow: the new curriculum did not incorporate Ghanaian culture into students' learning activities, the content of the new curriculum did not promote inclusive education in basic school. It was also revealed that the new standards-based curriculum did not encourage students to contribute to their society. This finding could be attributed to the fact that students perhaps adopted a shallow approach in learning the content of the curriculum. As a result, such students were not in a good standing to contribute to the society since they did not adopt a deep learning approach in understanding the content of the curriculum.

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2. Basic school teachers in the Cape Coast Metropolis encountered a number of challenges in their quest to implement the new standards-based curriculum. Among some of these challenges include: inadequate time at the disposal of teachers affected the smooth implementation of the curriculum, difficulty in accessing communication networks and electricity affected teachers' ability to implement the curriculum, limited professional knowledge of teachers on theory and pedagogy hindered the smooth implementation of the curriculum, insufficient availability of financial resources in basic schools hindered the implementation of the curriculum, large class size as well as teachers' workload affected the smooth implementation of the curriculum, The study also discovered that unclear definition of teachers' role hindered the implementation of the curriculum. It was further discovered that lack of adequate facilities required for the implementation of the curriculum was a challenge experienced by most teachers in their quest to implement the curriculum.

3. The findings of the study revealed that basic school teachers in the Cape Coast Metropolis generally had a number of expectations regarding the new standards-based curriculum. Among some of these expectations include: the importance for planners and organisers of the curriculum to pilot future curriculum before its final implementation, learning materials such as text books should be made ready before the implementation of the curriculum, reducing of students' class size will promote enhanced implementation of future curriculum, decreasing the workload of teachers will enhance implementation of future curriculum

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as well as involving teachers in the planning stages of the curriculum could enhances its future implementation.

4. The findings of the study revealed a significant difference in basic school teachers' perception of the standards-based curriculum on the basis of teaching experience. In order words, teachers' perception of the standards-based curriculum differed on the basis of teaching experience (1-5 years, 6-10 years, 11-15 years, and Above 16 years).

5. The findings of the study revealed a significant difference in basic school teachers' perception of the standards-based curriculum on the basis academic qualification. In order words, teachers' perception of the standards-based curriculum differed on the basis of their academic qualification. Thus, perception of the standards-based curriculum was higher for teachers who had lower academic qualification compared to teachers who had higher academic qualification.

Conclusion

Based on the findings of the study, it can be concluded that basic school teachers within the Cape Coast Metropolis had positive perception regarding the implementation of the standards-based curriculum. Again, although teachers generally possessed a positive perception regarding the implementation of the curriculum, the findings of the current investigation provide enough evidence to conclude that the content of the new curriculum did incorporate issues of Ghanaian culture in students' learning activities. This to a very large, is a step in the wrong direction, since basic school students will not have the opportunity to abreast themselves with issues of their culture as Ghanaians. It can further be concluded that challenges such as difficulty in accessing communication

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networks and electricity, as well as limited professional knowledge on curriculum theory and pedagogy on the part of basic school teachers hindered the effective implementation of the curriculum. It stands to reason that curriculum developers did not provide teachers with adequate learning materials, financial resources as well as training or orientation required for the effective implementation of the standards-based curriculum. Based on the evidence of the finding, the study concluded that teachers who have taught for 6-10 years have low perception towards the implementation of standards-based curriculum compared to teachers who have taught for the period of 1-5 years and 11-15 years. The teachers who have higher qualifications (PhD holders) were having low perception towards the implementation of standards-based curriculum.

Recommendations

The following recommendations were made based on the findings and the conclusions of the study:

1. Since basic school teachers within the Cape Coast Metropolis had a positive perception regarding the implementation of the standards-based curriculum, educational stakeholders as well as curriculum developers are encouraged to continue and also intensify the implementation of the new standards-based curriculum among teachers in the respective basic schools in Ghana.

2. Again, the Cape Cost Educational Directorate should partner with stakeholders to provide support for teachers, in terms of providing assessable communication network, electricity, etc. These will help in smooth implementation of the standards-based curriculum.

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3. It is also recommended that, the Cape Cost Educational Directorate should provide learning materials such as text books and reduction of students' class size. When these are done, expectations of teachers will be met which will enhance the implementation of the standards-based curriculum.

4. Educational stakeholders such as the Ministry of Education (MoE), Ghana Education Service (GES), as well as heads of the various basic schools in the Cape Coast Metropolis curriculum planners, are entreated by the findings of this study to provide teachers with the adequate training and orientation required for the effective implementation of the curriculum, especially for teachers who have taught for the period of 6-10 years, since the findings indicated that teacher who have taught for 6-10 years have low perception towards the implementation of standards-based curriculum compared to teachers who have taught for the period of 1-5 years and 11-15 years.

5. The Cape Cost Educational Directorate should continue to provide training and orientation required for the effective implementation of the curriculum for teachers who have higher qualifications (PhD), since the results of the study showed that teachers who are PhD holders were having low perception towards the implementation of standards-based curriculum.

Suggestions for Further Studies

The following were suggestions made for future studies

1. The current research focused on only public basic schools. It is recommended that this study be replicated in other private basic schools,

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since some variations in internal policies could bring about variations in the results.

2. Further research ought to include qualitative analysis that would either compliment and/or challenge the findings and interpretations of this study.

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APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
Email: dep@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

2nd November, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION: MS. MATILDA ABBAN-AINOOSON

We introduce to you Ms. Abban-Ainooson, a student from the University of Cape Coast, Department of Education and Psychology. She is pursuing a Master of Philosophy Degree in Measurement and Evaluation. She is currently at the thesis stage.

Ms. Abban-Ainooson is researching on the topic: **"TEACHERS' PERCEPTION ON THE STANDARD-BASED CURRICULUM AND ITS IMPLEMENTATION IN THE PRIMARY SCHOOL AT THE CAPE COAST METROPOLIS."**

She has opted to collect or gather data at your institution/establishment for her Thesis work. We would be most grateful if you could provide her with the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

Daniel Hagan (Mr.)
Administrative Assistant
For: **Head**

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APPENDIX B

ETHICAL CLERANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v5/21-38

Date: 15th April, 2021

Your Ref: ....

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Matilda Abban-Ainooson, Reg. No. EF/MEP/19/0001 is a M.Phil. / Ph.D. student in the Department of ...Education and Psychology... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Teachers' perception of the standard-based curriculum and its implementation at the primary schools in the Cape Coast Metropolis

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

This study seeks to investigate perceptions of basic school teachers on the standards-based curriculum. Your participation is essential to the success of this study. Information provided is solely for academic purposes and would be kept as *confidential* as possible. Responses provided would be anonymous during data collection. Participation is voluntary and thus, you have the right to withdraw any time without any given reason(s).

SECTION A – DEMOGRAPHIC INFORMATION

Kindly provide your responses by checking [√] in the blank spaces provided.

1. Gender: a. Male [   ]   b. Female [   ]

2. Age-range

 a. Below 25 years [   ]   b. 25-35years [   ]

 c. 36-45 years [   ]   d. 46 – 55 years [   ]

 e. Above 55 years [   ]

3. Teaching Experience

 a. 1- 5 years [   ]   b. 6-10 years [   ]

 c. 11-15 years [   ]   d. Above 16 years [   ]

4. Educational Qualification

 a. Diploma/HND [   ]   b. B.ED/BSC./BA/BCOM [   ]

 b. M.ED/MA/MSC [   ]   d. MPHIL [   ]

 c. PHD [   ]   Others, please specify……………………..

SECTION B- Teachers' Perception on the Standards-based Curriculum

Please read the following statements carefully and check [√] the option which best applies to you using the following options: **SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree**
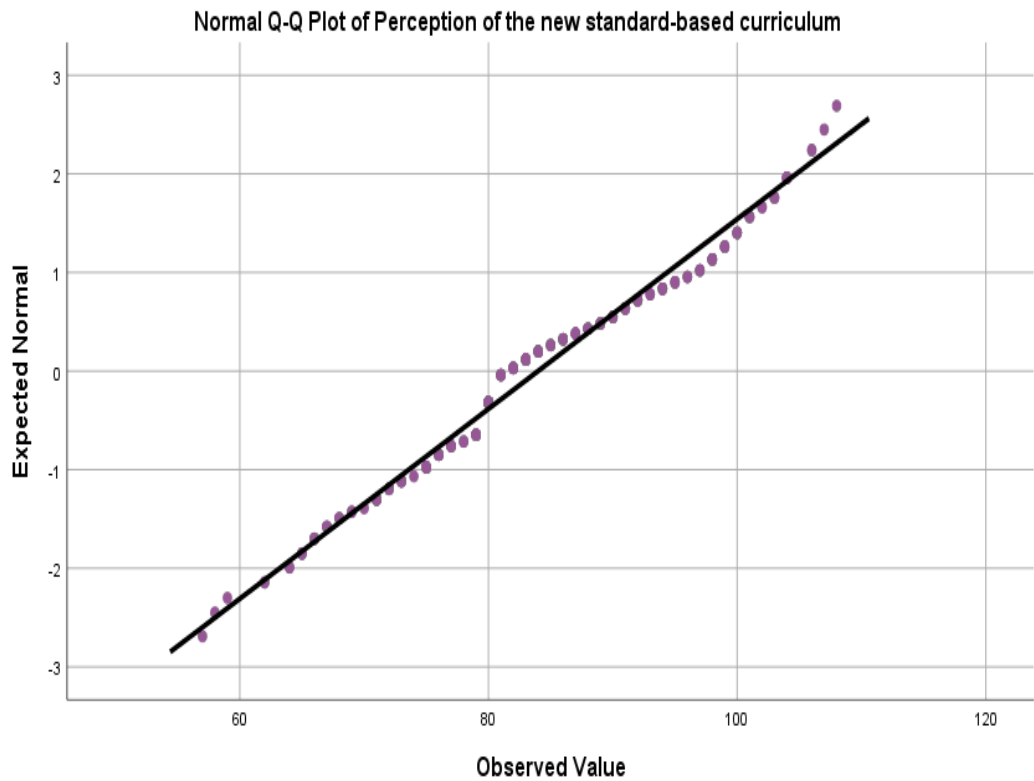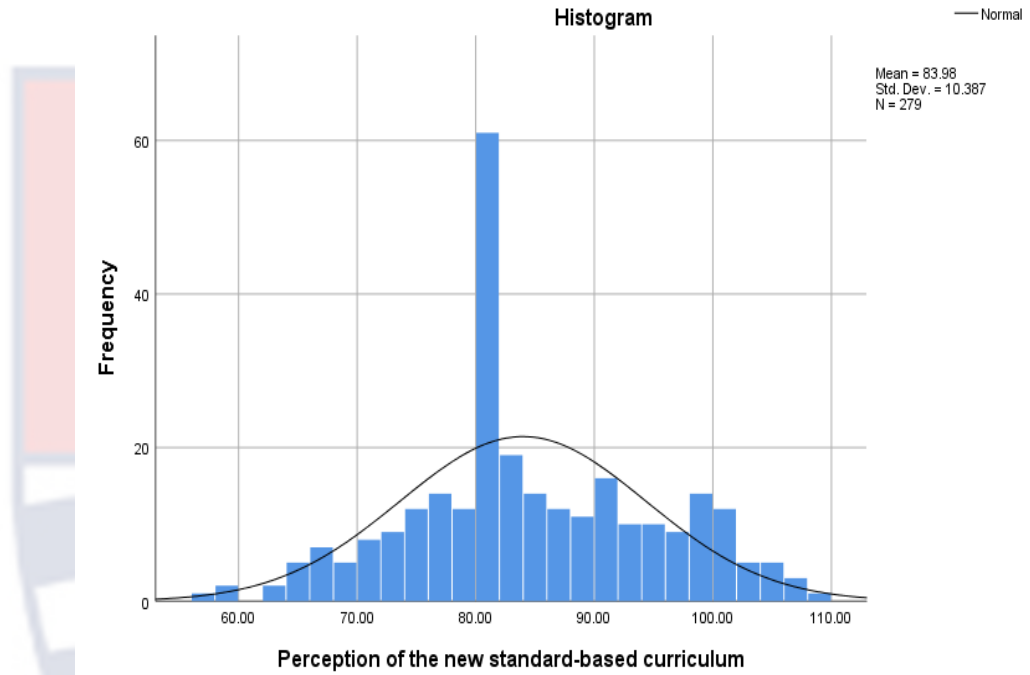
S/N	Statements	SA	A	D	SD
	Teachers' Perception of the New Standards-based Curriculum				
1.	The new curriculum encourages students to contribute to the society				
2.	The new curriculum assists students to acquire lifelong learning skills				
3.	The new curriculum promotes inclusive education in basic schools				
4.	The new curriculum promotes gender equality among basic school students.				
5.	The new curriculum incorporates Ghanaian culture into students' learning activities.				
6.	The new curriculum encourages group work among basic school students.				
7.	The new curriculum contains difficulty content that makes teaching difficult.				
8.	The new curriculum provides specific objectives of each unit				
9.	The new curriculum matches unit objectives with specific content to be taught.				
10.	The new curriculum provides clear guidelines on how to achieve specific objectives of lessons taught in the classroom.				
	Challenges/ Difficulties of Implementing the New Standards-based Curriculum				
11.	The new curriculum brings about an increase in workloads for teachers.				
12.	The new curriculum has brought about large class size.				
13.	The classroom materials available in my school are suitable for the implementation of the new curriculum.				
14.	My school is well-resourced with adequate facilities for the implementation of the new curriculum.				
15.	The new curriculum encourages short class periods in basic schools				
16.	The financial resources available at my school are sufficient to implement a standards-based curriculum in school.				
17.	Limited expertise on the part of teachers affects the smooth implementation of the curriculum.				

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|					
18.	Teachers' roles in the implementation of the curriculum are not well defined, this affects the smooth implementation off the new curriculum.				
19.	Lack of effective training for teachers affects the smooth implementation of the curriculum				
20.	Limited professional knowledge of teachers on curriculum theory and pedagogy hinders the smooth implementation of the curriculum.				
21.	Huge teacher responsibilities; such as preparing lesson notes, teaching, as well as grading students hinders the smooth implementation of the curriculum.				
22.	Unavailability of adequate time at the disposal of teachers serves affects the smooth implementation of the curriculum				
23.	Access to communication network and electricity by teachers hinders the smooth implementation of the curriculum				
	Expectations of Teachers on the New Standards-based Curriculum				
24.	Teachers should be involved in the planning of future new curriculum.				
25.	It is important to pilot future new curriculum before its final implementation.				
26.	It is important to train teachers in advance before the implementation future curriculum.				
27.	Provision of learning materials (e.g., text books) should be made ready before the implementation of future curriculum.				
28.	It is important for curriculum developers to provide electricity and communication networks to schools in rural as well as urban areas in order to enhance the smooth implementation of the new curriculum.				
29	Reducing the class size of students in the classroom will enhance the implementation the new curriculum.				
30.	It is important to equip teachers with the required expertise for a smooth implementation of the new curriculum.				
31.	Reducing the workload of teachers in the classroom or increasing the number of teachers in the classroom will enhance the implementation of the new curriculum.				
32.	Increasing the number of teachers in the classroom will enhance the implementation of the new curriculum.				

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APPENDIX D

NORMALITY TEST

Hypothesis One

Histogram

Mean = 83.98
Std. Dev. = 10.387
N = 279

Perception of the new standard-based curriculum

Normal Q-Q Plot of Perception of the new standard-based curriculum
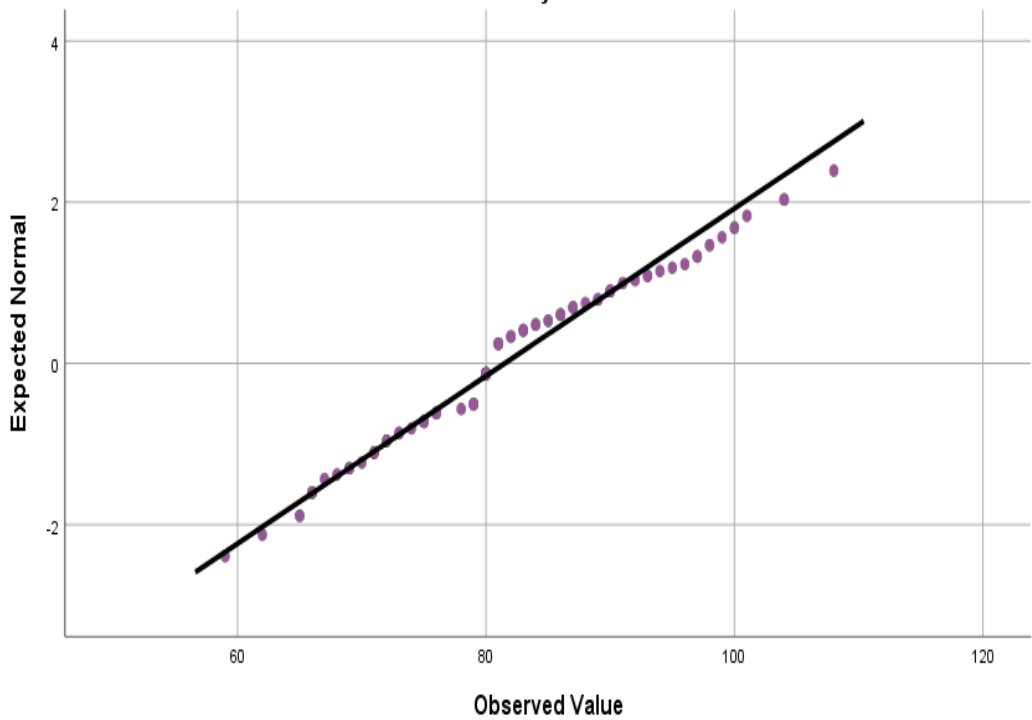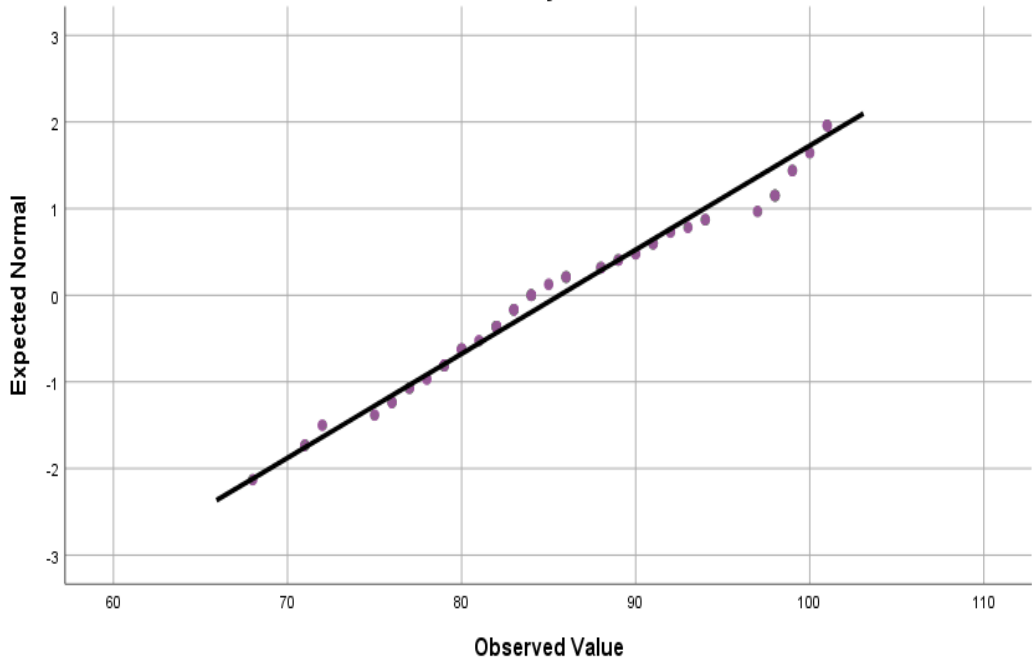
Observed Value

Normal Q-Q Plot of Perception of the new standard-based curriculum

for A3= 1-5 years
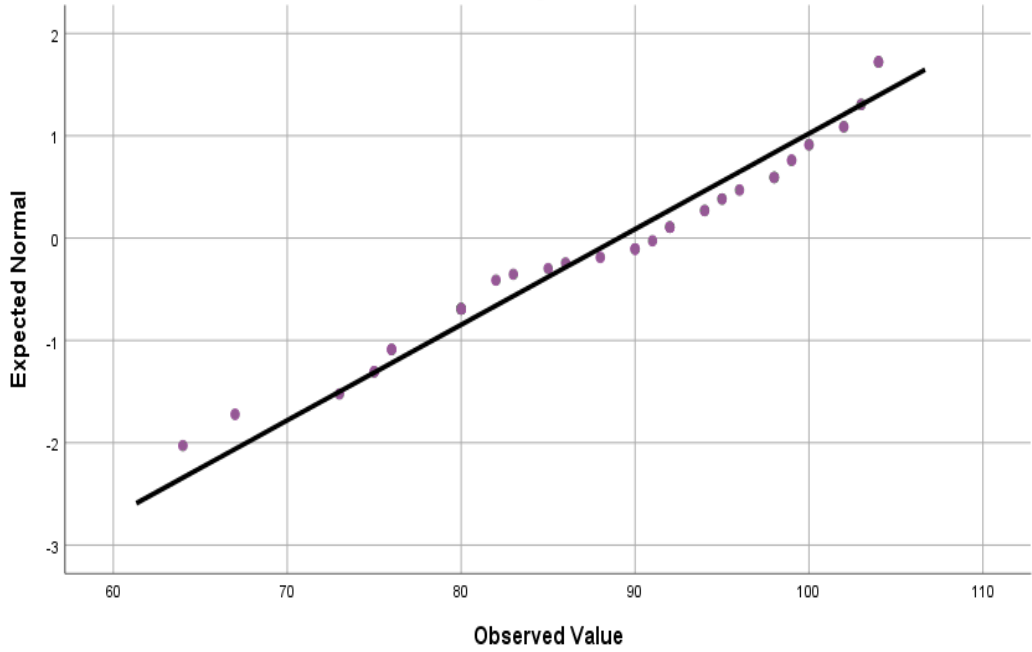
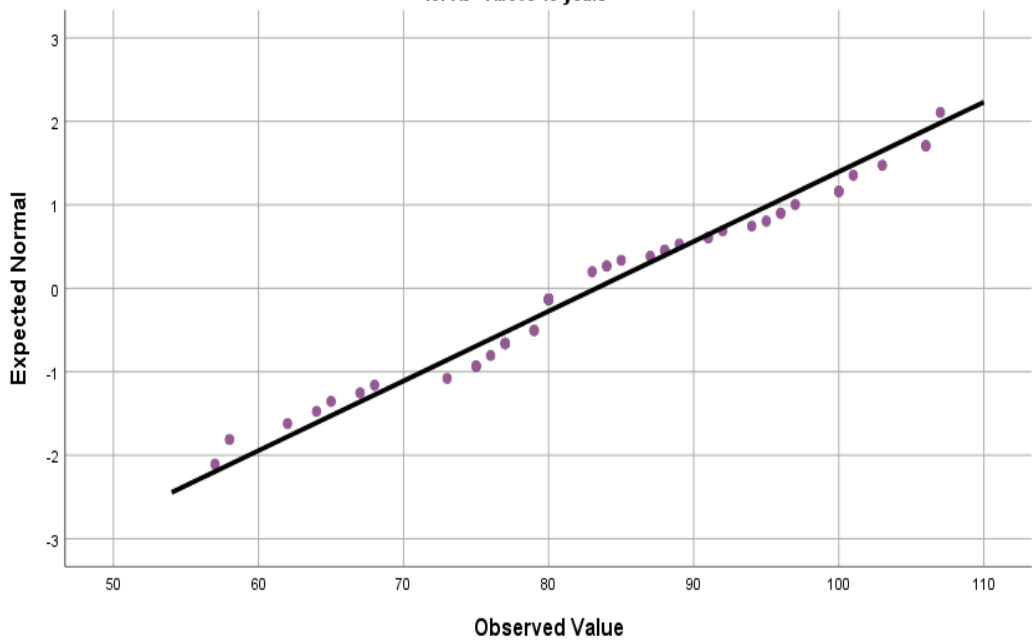**Normal Q-Q Plot of Perception of the new standard-based curriculum**
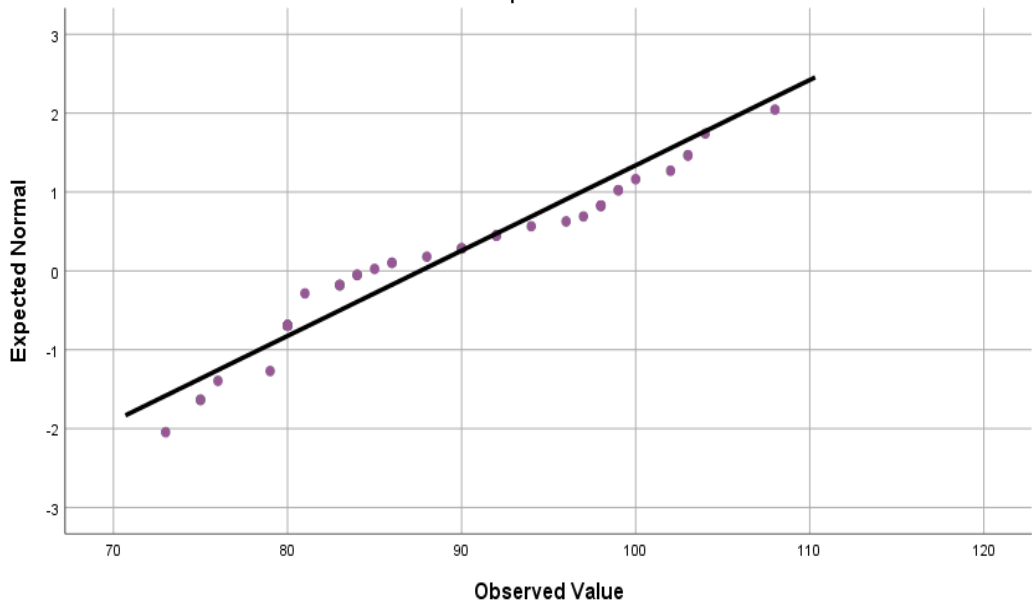
for A3= 6-10 years

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Normal Q-Q Plot of Perception of the new standard-based curriculum for A3= 11-15 years

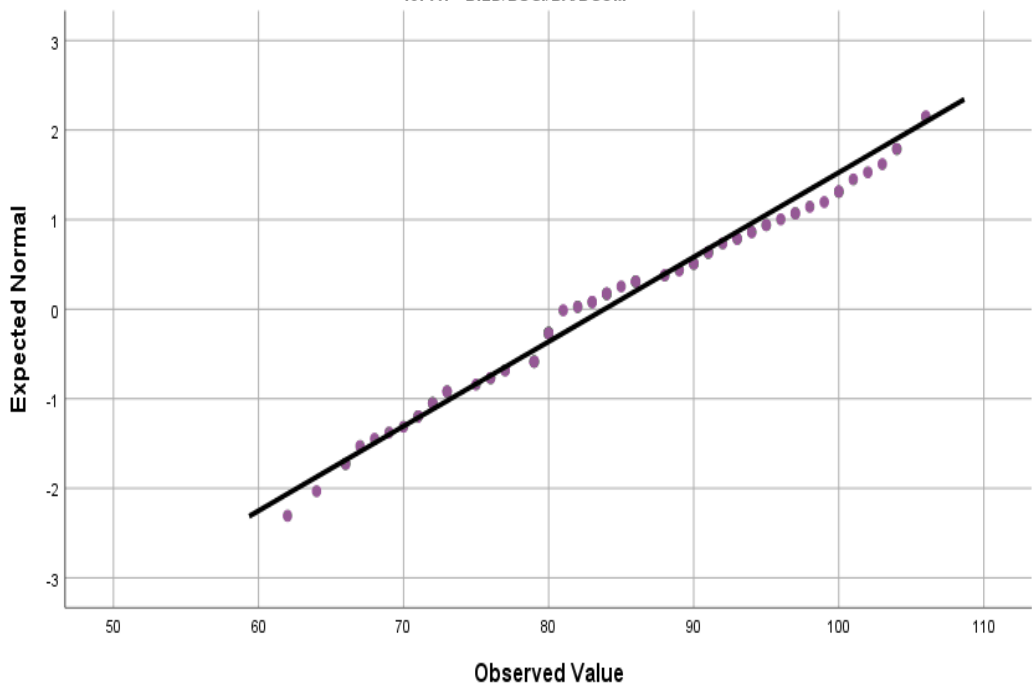Normal Q-Q Plot of Perception of the new standard-based curriculum for A3= Above 16 years
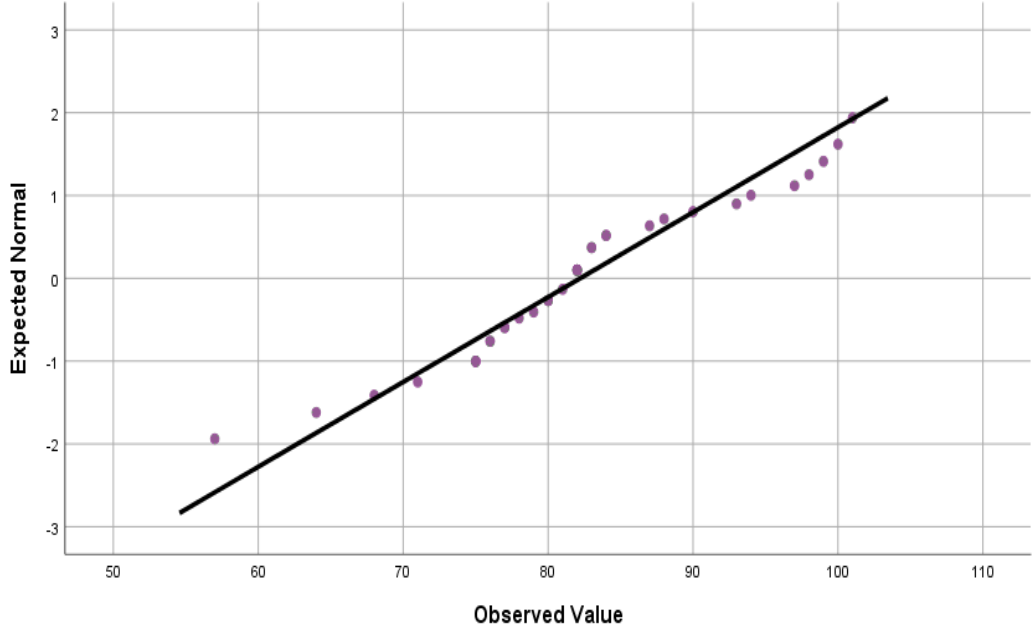
144

Hypothesis Two

Normal Q-Q Plot of Perception of the new standard-based curriculum
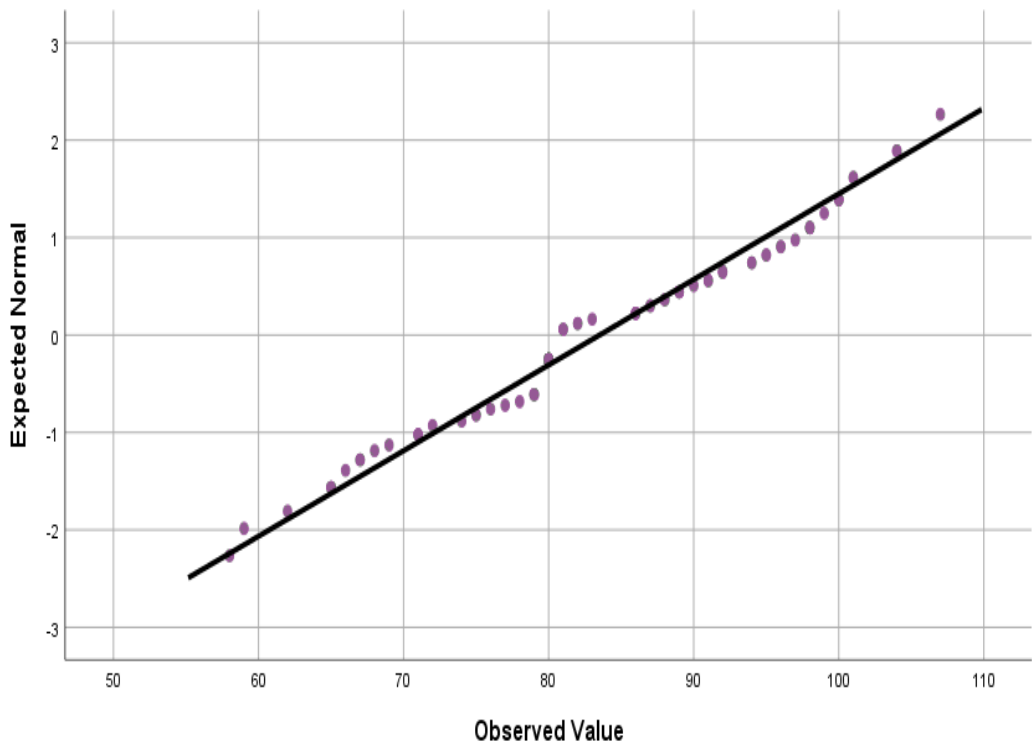
for A4= Diploma/HND

Normal Q-Q Plot of Perception of the new standard-based curriculum

for A4= B.ED/BSC./BA/BCOM

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Normal Q-Q Plot of Perception of the new standard-based curriculum

for A4= M.ED/MA/MSC

Normal Q-Q Plot of Perception of the new standard-based curriculum

for A4= MPHIL

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Normal Q-Q Plot of Perception of the new standard-based curriculum

for A4= PHD