

UNIVERSITY OF CAPE COAST

THE FIDELITY APPROACH TO THE TEACHING OF CORE ENGLISH
LANGUAGE IN BOMPEH SENIOR HIGH SCHOOL – A CASE STUDY

DOROTHY MORGAN ZAR

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BY

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Thesis submitted to the Department of Arts and Social Sciences Education of the
College of Education Studies, University of Cape Coast, in partial fulfilment of
the requirements for award of Master of Philosophy Degree in Curriculum Studies

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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: Dorothy Morgan Zar

Supervisors' Declaration

We 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.

Principal Supervisor's Signature: Date:

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ABSTRACT

The study examines the approach used by teachers of Core English language to teach the core English language curriculum in Bompeh Senior High School, in the Western Region of Ghana. Specifically, the study focused on the academic qualifications teachers of the Core English language curriculum possessed, how topics were arranged in the syllabus, the method used by these teachers to teach, the teaching and learning materials they used during the teaching and learning process. A case study which employed both the quantitative and qualitative methods, enabled cross-validation of the data and ensured consistency and authentication. The population was made up of one head teacher, one circuit supervisor, eight teachers (six females and two males) and 135 student-participants who were randomly selected. Data was collected through documentation, questionnaires, interviews and observation of classroom lessons.

The outcome of the study revealed that majority of teachers were degree holders of English language. The results also revealed that the most prominent method for teaching English language was the lecture method, which was sometimes combined with demonstrations. The study concluded that the teachers have the skills, knowledge and competencies required to support the implementation of the core English Language curriculum. However, on-going in-service training should be given to teachers in curriculum implementation so that they would be able to implement the curriculum effectively to reflect on ideas expressed in the developed curriculum.

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DEDICATION

To my loving husband, my parents, siblings and my children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The history of formal education in Ghana can be traced to the arrival of the Europeans. Before their arrival in Gold Coast, now, Ghana, people were educated at the family level. According to McWilliam and Kwamena-Poh (1975), one of the major purposes of such family education was the inculcation of good character and good health in the young growing members of the community. The other was to equip them with adequate knowledge of their history, beliefs and culture, thus enabling them to participate fully in the social life in the community. During this period, education was purely informal and this type of education for that matter, was passed on from one generation to another along family lines. Hence, at that time, the home served as a school, with the parents and elders being the teachers.

When the European missionaries, merchants, and administrators arrived in Ghana, they realised that there was the need to train people to manage the affairs of the new society that was evolving. So they established local schools in order to train people. Before the introduction of the local school system, the need to introduce general education by then was triggered by the need for the colonial

masters to educate the mulattos, the children they fathered with the local women. According to McWilliam and Kwamena-Poh (1975), this system was called “Mulatto Education”.

The European merchants established castle schools and English language was one of the subjects taught, because it was the language that was used in communicating with the natives (Antwi, 1992). As years passed by, the needs of the Ghanaian society became more complex, necessitating the need to expand the educational facilities in the country. This led to the establishment of the pioneer secondary schools in Ghana, among which are: Mfantshipim school (1876), Adisadel College (1910), Achimota school (1927), Saint Augustine College (1930).

After Ghana gained independence in 1957, English language became the official language of the country. English Language still serves as the language of government, education, commerce, and to some extent, social interactions, especially among the educated elite. English Language enjoys a wider geographical spread than any of the indigenous languages in Ghana today. English language is therefore the “lingua franca”, that is the common language used by people from different ethnic backgrounds to communicate (McWilliam & Kwamena-Poh, 1975).

Active and effective participation in any given society is said to be based on one’s ability to speak, listen, view, read, and write with fluency, confidence, purpose, and with enjoyment in a wide range of contexts. Communication is, therefore, seen as the life blood of the school curriculum. The study of English

Language encompasses a student's ability to use English language appropriately and effectively, as well as one's ability to use English language as a means of learning in other areas of the curriculum. Language is vital to achieving many of our goals and careers. Thus it is a source of artistic satisfaction or simple pleasure (Cook, 1991). Students need to understand English Language to develop the competence and confidence needed to meet the demands of school, employment, and further education. The world has become a global village; hence, an English Language curriculum is a imperative for all societies.

After independence, the existing curriculum in Ghana was changed because the economic needs of the country were not being met. From 1960/61 to 1974/75 as many as nine committees were set up, one after the other, to conduct comprehensive reviews of the educational system in the country. Committees such as: the Botsio Committee of 1960-61, the Amisah Committee of 1963, the Kwapong Committee of 1966-67, the Cockerft Committee of 1966, the Busia Committee of 1967, the Russel Committee of 1969, the Dowuona Committee of 1970, the Dzobo Committee 1972 and the Evans Anfom Committee of 1974-75. The Anamuah – Mensah Committee of 2002 was also established at a point in time, to make recommendations that would improve education. Each of these committees came out with useful suggestions on how education should be related to the socio-economic needs of the country.

It was realized by the Dzobo committee of 1974 that the educational system of Ghana was not able to provide the requisite labour force suitable for the Ghanaian job market. Thus, to make education more relevant to the Ghanaian

society, vocational and technical courses were introduced into the educational system as part of the reform. This called for the implementation of the Junior Secondary School (JSS) system on experimental basis. This system also helped with the introduction of practical subjects and activities into the educational system, allowing students to acquire occupational skills which after apprenticeship could lead to self-employment.

The educational reform which was implemented in 1987 called for the number of years spent in pre-tertiary education to be reduced. This resulted in a 9-year basic education consisting of a 6-year primary school and a 3 year Junior Secondary School (JSS) now Junior High School (JHS). Junior Secondary School students were required to write a Basic Education Certificate Examination (BECE), in order to gain admission into a 3-year Senior Secondary School (SSS) now Senior High School (SHS). By the new educational structure, the duration of pre-tertiary education was reduced from 17 years to 12 years, phasing out the Middle School Leaving Certificate Examination which was written at the end of the middle school education. The General Certificate of Education: Ordinary levels and Advanced levels (G. C. E. 'O' and 'A' levels) examinations, by which students gained admission to tertiary institutions was changed during this reform. This time, admission into tertiary institutions became dependent on students' performance in the Senior Secondary School Certificate Examination (SSSCE) now West African Senior Secondary School Certificate Examination (WASSCE).

As part of one such reform, English was introduced as a subject to be taught in the basic schools while the medium of instruction was the prominent and

accepted local language used within that locality, and the medium of instruction from the fourth year through the secondary and tertiary levels of education was English language. Notwithstanding the numerous changes, innovations and reviews made to the educational curriculum in general and specifically to the English Language curriculum, results from W.A.E.C. showed that the performance of students in English Language was not good enough.

Curriculum, content and methods for teaching a subject are very important. According to Frede (1998), curricula are influenced by many factors, including society's values, content standards, research findings, community expectations, culture, language and quality of teachers. Although these factors differ per country, state, region and even programme, high-quality well-implemented English Language curricula provide developmentally appropriate support and cognitive challenges that can lead to positive outcomes. Bertrand (2007) argued that there is growing consensus on the importance of an explicit curriculum with clear purpose, goals and approaches for zero-to-school-age children. In the view of Litjens and Taguma (2010), curriculum is a complex concept containing multiple components, such as goals, content and pedagogical practices.

It is argued that the best designed programme in education will fail to have the intended impact and results if it is not properly implemented. This means that the degree of implementation of a particular programme will determine the successes or otherwise of the programme outcomes (Ruiz-Primo, 2006). Fullan and Stiegelbauer (2000) are of the view that achieving effective curriculum

implementation is a complex process. According to them, “implementation consists of the process of putting into practice an idea, programme, or set of activities and situations new to the people attempting or expected to change” (p.65). They further stated that the existence and persistence of people-related problems and challenges in educational change is the single most essential factor that determines the achievement of desired educational objectives.

Moreover, it is observed that successful implementation of a new educational programme depends on such key variables and these variables as the characteristics of the educational change, local characteristics and external factors. Erden (2010) conducted a study and elaborated in the findings of the study that curriculum change alone is not adequate enough for the provision of high quality education. Rather, there is a need for good implementers of the curriculum in order to make it a successful one.

Erden (2010) also opines that since teachers are the principal agents who translate all the theoretical educational information in the curriculum into real classroom practices, there is therefore the need to get trained and qualified teachers to implement the curriculum in every community. In line with this, Park, cited in Erden (2010), indicates that teachers’ understanding of the curricula is crucial for apt adaptation and implementation. This is because if teachers are able to figure out what the curriculum’s philosophy and theoretical framework is in details, they will be able to successfully implement such a new curriculum.

According to Slater (1986), the selection of teaching methods and strategies for the effective and successful implementation of a particular

curriculum is also important as the selection of the content in itself. Vespoor (quoted in Rogan & Grayson, 2003) points out that “when training courses fail to take teachers’ level of knowledge into account, implementation of the reform will be hampered” (p.1179).

According to the Chief Examiner’s Report on students’ performance in the West African Senior Secondary Certificate Examination [WASSCE], most students find it difficult to understand basic concepts in English (WAEC, 2008). This is clearly manifested in their poor performance at the examination. The fact remains that it is not enough to develop a new curriculum for schools to implement when such schools do not have the needed expertise and materials to support the implementation process. It is stated that how a change is put into practice determines to a large extent how well the new programme will succeed (Fullan, 1991).

On the implementation and continuation of new reforms, Fullan (1991) again maintains that most attempts at educational reforms do not succeed, not only because of inadequate materials, ineffective in-service training or minimal administrative support but, educational change can also fail partly due to the poor assumption of planners and partly due to some problems that are inherently solvable. This means that the success story of every curriculum implementation is a function of multiple factors. Unless these factors are collectively resolute, the implementation process will never materialize. This explains why Rogan and Grayson (2003) assert that many visionary and educationally sound ideas and

policy documents are much slower and more difficult to be implemented than usually anticipated.

It is against this backdrop that this research needs to be carried out to help find out whether teachers teaching Core English Language in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis, are implementing the Core English syllabus for Senior High Schools, using the fidelity approach to curriculum implementation.

Statement of the Problem

Although English Language has been with the Ghanaian society and culture from the colonial times, there seems to be challenges in the teaching of the subject. The educational reform of 1987 brought into existence the J.S.S. and the S.S.S. systems. This reform brought in its wake, new ways and improved methods of teaching subjects like English Language, even at the senior secondary school level. Records from West African Examination Council (W.A.E.C.) over the past few years have shown that the W.A.S.S.C.E results in Core English Language in Bompeh Senior High Technical School have not been the best.

In 2006, the number of students who wrote the W.A.S.S.C.E. was 289 and the percentage of students who passed the Core English Language paper was 15.5% with 84.5% failing. In the year 2007, the percentage of students who passed the Core English Language paper was 22.1%, with 78.9% failing. In 2008, the percentage of students who passed the Core English Language paper was 17.2%.with 82.2% failing. In 2009, the total number of students who sat for the examination was 364, with 189 (13.5%) obtaining a pass and 175 (86.5%) failing.

In 2010, there were no WASSCE Examinations. The high percentage of results that were low reflects the poor performance in Bompeh Senior High Technical School. What could, therefore, be the reasons for this? The most common factors that affect students' performance are the family, teacher, school environment, and personal profile of the students (Diaz, 2003; Hijaz & Naqvi, 2006). This study examined the teacher factor. It will, therefore, be worthwhile to find answers to questions in relation to how the teacher implements the curriculum and its effects on students' performance.

Purpose of the Study

The purpose of the study was to find out whether teachers teaching Core English Language in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis are implementing the Core English syllabus for Senior High Schools using the fidelity approach to curriculum implementation. Specifically, the study sought to:

1. Examine the academic background of the teachers teaching English Language in Bompeh Senior High Technical School;
2. Examine how topics are arranged in the syllabus for teaching English Language;
3. Assess the method that the teachers of English Language use in the teaching and evaluation of English Language; and
4. Find out whether Core English teachers have access to the requisite teaching and learning materials to enable them to implement the curriculum

Research Questions

The following research questions were designed to guide the research

1. What academic qualifications do teachers of English Language possess in Bompeh Senior High Technical School?
2. How are topics arranged in the syllabus for teaching English Language?
3. Which teaching methods do teachers of Bompeh Senior High Technical School use during teaching and learning of Core English?
4. What specific teaching and learning materials do teachers have access to for the implementation of the curriculum for Core English?

Significance of the Study

The findings of this study would be significant in various ways: first, it would provide greater insight to teachers of Bompeh Senior High Technical School who teach the Core English Language curriculum, as to the best methods to use during teaching and learning to enable them effectively implement the curriculum. It will also help them to know the teaching and learning materials that can help them to implement the curriculum faithfully. Out of this research, teachers will be able to identify the best evaluation techniques that can better help them to implement the curriculum with faithfulness.

The study would also benefit the head teacher and the head of the English Department in Bompeh Senior High School and other schools with similar problems, when planning the training needs of teachers. The study would also enlighten policy makers and the Ghana Education Service (GES) about issues in the implementation process which would help redirect policies towards

addressing how to help teachers in general and the teachers of the core English Curriculum in particular, to use the fidelity approach in the implementation of the Core English Curriculum. It would also enable the GES to organize effective seminars and in-service training for teachers and to make sure that the syllabus and the requisite textbooks get to the teachers in the various schools.

Delimitation of the Study

This research focuses on issues relating to the Core English Language teachers' ability to carry out the suggested principles in the Core English syllabus for Senior Secondary Schools faithfully. The study will also focus on the main groupings found in the syllabus, that is, the content, teaching and learning strategies, and teaching learning materials. The study will not consider factors such as the class size, the school learning environment, the intellectual level of the students etc, which could have effect on the teaching and learning process. Nonetheless, the research is confined to issues relating to how teachers teach Core English curriculum in Bompeh Senior High Technical School.

Limitations of the Study

The main purpose of the study is to find out whether the teachers of the Core English Language in Bompeh Senior High Technical School are implementing the Core English syllabus for Senior High Schools using the fidelity approach to the curriculum implementation. However, the study has a number limitations. Other relevant variables that have not been covered will form the basis for further research. Given that the study covered only Bompeh Senior High Technical School, the findings cannot be generalized for the whole country.

That notwithstanding the study the procedural processes in research comprehensively as such can be depended on to make further research.

The limitations of the study were mainly a function of the instruments used to collect data. Hence the researcher sought the consent of the teachers observed in the study. The result of this observance of ethics in research could lead to a 'hawthorne effect': when people are aware that they are being observed, they tend to fake behaviours. Therefore, the teachers might have faked behaviours which could also affect the validity of the findings. As such the teachers were observed more than twice to identify consistencies in their behaviour to confirm their actions

Also, some of the teachers felt uncomfortable that their lessons had to be observed and recorded so they refused to allow the researcher to observe the lessons. This affected the number of teachers whose lessons were observed and this in the long run can affect the results of the study. The researcher as such observed those teachers who were comfortable and gave their consent to be observed severally to ensure consistency in their behaviour and observation. Again, teachers who teach the final year students could not be observed because; the students were being prepared to write their WASSCE. Lessons for these students were not following what had been stated in the syllabus.

Organisation of the Rest of the Study

The second chapter deals with the review of related literature. This covers the theoretical and empirical framework related literature to the study. Chapter Three covers the methodology which comprises the research design, population,

sample and sampling technique, research instrument, validity and reliability of instrument, data collection procedure and data analysis.

Chapter Four of the study deals with the presentation of results or findings of the study. The final chapter which is Chapter Five covers the summary of the study, key findings of the study, conclusions based on the findings and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature in curriculum implementation. It provides the conceptual review for the study. The chapter also contains an empirical review of related studies that have been conducted over the years by different researchers. In reviewing literature for this study, the following topics were highlighted:

1. The concepts of Curriculum
2. The curriculum and its implementation
3. The approaches to curriculum implementation and their assumptions.
4. Factors affecting curriculum implementation
5. The aims, goals and objectives of the Core English Curriculum
6. The scope and content of the S.H.S. syllabus and organization of content, sequencing etc.

Conceptual Review

There have been studies on curricula, from conceptual frameworks to actual practice. This aspect of the subject is not new. For a very long time, researchers and educators have dwelt on many aspects of curriculum. The most debated aspect arguably concerns of the definition of a curriculum.

The origin of the word “curriculum” can be traced to a Latin word ‘Currere’ which means a ‘race course’ or a runway on which one runs to achieve a goal. This definition was taken up by Kelly “as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school” (Kelly, 1983, p. 10). Curriculum is, therefore, the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. Curriculum also specifies the main teaching, learning, assessment methods and provides an indication of the learning resources required to support the effective delivery of the course.

Morris (1993) identified four definitions for the term ‘curriculum’:

1. Disciplined study of permanent subjects such as grammar, logic and reading
2. Knowledge which comes from the established disciplines
3. Planned learning outcomes for which the school is responsible
4. Experiences the learner has under the guidance of the school

Print (1993, p. 9) defined curriculum as “all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when that curriculum is implemented”. Thus, he was of the opinion that the curriculum is made up of:

1. Planned learning experiences
2. Offered within an educational institution or programme
3. Presented as a document
4. Includes experiences resulting from implementing that document

Marsh and Willis (2003, p. 13) refined the definition of curriculum as “the interrelated set of plans and experiences that a student undertakes under the guidance of the school”. Therefore, the curriculum incorporates the entire scope of formative deed and experiences occurring in and out of the school, and not only the experiences occurring in school; experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society.

Curriculum means two things: (i) the range of courses from which students choose what subject matter to study, and (ii) a specific learning program. In the latter case, the curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study. Thus, curriculum is that aspect of education that is institutionalized.

Whichever way we define curriculum does not matter much; it depends on how we implement, differentiate, and assess curriculum. To some scholars, curriculum is simply defined as all planned activities or occurrences that take place in the classroom during teaching and learning process (Wiles & Bondi, 2007). For others, curriculum is narrowly defined as the content they teach every day. Still, others view curriculum to be more than all classroom occurrences and broader than content. No matter how curriculum is defined, it has three most important components which include the intended outcomes, what is taught, and the manner of implementation.

Eisner (2002) suggested that curriculum pertains to instruction that is planned with associated intended outcomes, recognizing that much more may

occur in the teaching and learning process in classroom that is meaningful and relevant, even though it may be unintended. It is, therefore, necessary for educators to become aware of how they define or view curriculum because their perspectives are directly connected to how they implement, differentiate, and assess curriculum effectiveness.

A curriculum is more than a syllabus. A syllabus describes the content of a programme and can be seen as a part of a curriculum. The syllabus was originally a Greek word which means a concise statement or table of heads of a discourse which is connected with courses leading to examinations. A syllabus will not generally indicate the relative importance of the topic or the order in which they should be studied. In some cases, those who compile a syllabus tend to follow the traditional textbook approach for order of the content or a pattern.

A curriculum is an important element of education. The aims of education are reflected in the curriculum. In other words, the curriculum is determined by the aims of life and society. Aims of life and society are subject to constant change. Hence, the aims of education are also subject to change. The aims of education are attained through the school programmes, concerning knowledge, experiences, activities, skills and values. The different school programmes are all jointly known as the curriculum.

Society is dynamic and is constantly evolving, so there is the need to provide programmes and facilities that suit the needs of the society in relation to the times. As trends in the world of work change, so is the need for educational institutions to constantly adapt their practice to suit the current market demands

(Lewy, 1977). Thus, to suit the times, change of the educational system may be required or modification of some aspects. Educational change could therefore imply a total shift to an entirely new thing or an update of some aspects of the educational system that are considered out-of-date.

Curriculum change may see the birth of either curriculum improvement or curriculum change. Some people use these two terms interchangeably (Zais, 1976; Wiles & Bondi, 1979). Nonetheless, Taba (1962) draws a thin line between the two. She explains that curriculum improvement does not affect the rationale or philosophy of the curriculum. This means that certain aspects of the curriculum are changed to make it more relevant to the times, while maintaining its structure and founding principles. In contrast, curriculum change goes beyond mere refinement of the status quo, shaking its foundation to reconstitute it and thereby creating something new.

Taba (1962) further opines that it involves a change of the entire institution of education. According to Zais (1976), “this involves a change in the values, people, society, culture, and basic assumptions about what constitutes education and good life” (Zais, 1976, p.19). Specific curriculum innovations may lead to a particular direction (Print, 1993). In these instances, both the content and the process by which changes occur should be considered.

Curriculum Implementation

A curriculum is “written by external experts describing what is to be taught” (Shkedi, 1998, p. 210) whereas the curriculum which is put into practice by the teachers is considered as the curriculum in use. This means the

implemented curriculum. There is insufficient information about the process of curriculum implementation. Thus, the extent, to which teachers carry out the curriculum change as intended by the curriculum developers and also, how teachers implement the curriculum to suit their own context is something worth looking into. For a successful delivery of every curriculum there is the need to implement it thoroughly in all the target areas for its coverage.

Curriculum implementation, as defined by Fullan (1991, p. 378) “is the process of putting a change into practice”. The process ranges from the use of formative evaluation devices such as tryout and field trial to the actual large scale and final open use of the programme (Lewy, 1977). Thus, implementation can be on piecemeal basis so that in a situation where the programme is failing, it can quickly be revised and reinforced or discarded to avoid the commitment of huge amount of resources into a wasteful venture.

There are several dissemination strategies used to smoothen the implementation process. They comprise translocation, communication, animation and re-education. The three main approaches to curriculum implementation are fidelity, mutual adaptation and enactment. Depending on the system of education, an approach is adopted to implement educational programmes as noted by Snyder, Bolin and Zumwalt (1992).

Approaches to Curriculum Implementation and their Assumptions

There are various approaches to the successful implementation of curriculum. Snyder et al. (1992) identified three different approaches to curriculum implementation: the fidelity or the programmed approach, the mutual

adaptive or process orientation, and the curriculum enactment. This section contains a critical examination of these approaches to curriculum implementation, their underlying assumptions and the suitability or otherwise of each approach to the Ghanaian context. In every educational institution, teachers adopt various approaches such as fidelity, mutual-adaptation or enactment approach when implementing curriculum. Those adopting the fidelity approach to curriculum implementation are known as curriculum-transmitters whose major role is to deliver curriculum materials to the targeted group.

In contrast, those following the adaptation approach are curriculum-developers who undertake curriculum adjustments; whereas those who enact curriculum act as curriculum-makers, they achieve significant curriculum changes (Snyder, Bolin, & Zumwalt, 1992). Although differences exist in curriculum changes, the difference itself has no significant importance. Each approach involves different processes and has different implications for the student, teacher, curriculum and school development (Craig, 2006; Schultz & Oyler, 2006).

More so, different curriculum approaches can turn the official curriculum into something different from the taught curriculum (Doyle, 1992; Randolph, Duffy, & Mattingly, 2007). On the other hand, each of the approaches impact differently on teachers' professional development, since each approach entails different roles and opportunities (Schön, 1983; Munby, 1990; Parker, 1997; Eisner, 2002; Craig, 2006). Moreover, teacher curriculum approaches directly impact student learning and motivation (Erickson & Shultz, 1992; Wells, 1999; King, 2002; Shaver, 2006).

Fidelity Approach

The 'fidelity' approach which can also be referred to as the 'programmed approach' to curriculum implementation, suggests curriculum as 'a course of study, a textbook, a guide' to follow (Snyder et al. 1992, p. 427) and the faithful implementation thereof. Experts in curriculum define curriculum as knowledge for teachers. This means that curriculum change occurs through a central model in systematic stages, which confines the teacher's role to delivering curriculum materials in the educational system. Shaver (2003) added to this and indicated that the fidelity approach leads teachers to become curriculum-transmitters who use the student's book as the only source of instructional content.

According to Shaver (2003), teachers transmit textbook content as its structure dictates by means of linear unit-by-unit, lesson-by-lesson and page-by-page strategies. Neither do they use 'adaptation' strategies to adjust curriculum to their context; nor do they employ 'skipping' strategies to eliminate irrelevant studying units in the syllabus, lessons or tasks. Moreover, these teachers in his view rarely supplement the missing elements in the curriculum and focus solely on covering content without responding to classroom dynamics. In the end, these teachers only scratch an aspect of the syllabus and the curriculum, neglecting some other important issues of concern to the educators.

According to Lewy (1991), fidelity of implementation is the delivering of instruction in the way in which it was designed to be delivered. The fidelity approach rests on the assumption that the main goal of implementing a particular educational programme is to bring about change. Also, to assess the extent to

which the actual use of the programme corresponds ‘faithfully’ to the kind of use it was intended by the developers of the innovative idea. It has been defined as the determination of how close the programme is implemented according to its original design or as intended by the developers (Fullan & Pomfret, 1977; Dobson & Shaw, as cited in Ruiz-Primo, 2006).

The concept of fidelity of implementation is meant, in research, to ensure that every intervention has a successful outcome. The approach is sometimes called the ‘Fidelity Perspective’ since the criterion for achieving successful implementation is the faithful use of an innovation (Ruiz-Primo, 2006). Other authors also refer to fidelity of implementation as *integrity verification* (Dane & Schneider, cited in Ruiz-Primo, 2006) or *treatment integrity* (Gresham; Waltz, Addis, Koerner, & Jacobson, cited in Ruiz-Primo, 2006).

Fullan et al. (1977) assert that the idea of the fidelity approach takes root in the notion that every educational change has certain key programme requirements that are clearly established by its developers. This programme with its requirements can in turn be installed and assessed for any group of users who are attempting to use it. Thus, if a particular programme is to be implemented with fidelity, teachers must adhere to certain curriculum and assessment protocols. To achieve fidelity of implementation, the developers must design monitoring procedures for teachers’ adherence to the protocols. In this case, the emphasis of the implementation process is to clearly ensure that the new practice actually conforms to the developers’ intention (Barman, Hall & Locks, cited in Lewy, 1991).

In following this perspective, curriculum implementers are usually highly optimistic about achieving the desirable predetermined goals. Hence, the implementation process is undertaken in a systematic, rational manner and any innovative programme which is considered worth implementing is seen as the only solution to societal problems. Thus, the approach holds that the role of any innovation is to serve as the solution to defined problems in the school system. This means that the fidelity orientation will result in a homogenous implementation of curriculum and instructional practices throughout a country and this will provide a sound basis for uniformity in assessment across situations (Lewy, 1991).

The implementers are, therefore, motivated to give full support and attention to the educational programme and make sure that it is fully implemented to help them find answers to the problems. As a result, the implementation of any curriculum material is assumed to be non-problematic and to occur as a “result of reasonable people quickly grasping the value of an innovation and readily following its prescribed practices” (Lewy, 1991, p.144). Lewy identified the following as highly characteristic of the fidelity approach to implementation: it involves strategic planning from the top centralized system; content dominates decision about change; the nature of change process tends to be incremental in nature; outcomes are predictable since they are specified by the innovation; it is linear and mechanistic; and implementers are passive in the process.

Factors Related to Fidelity of Implementation

Reschly and Gresham (as cited in NRCLD, 2006) and Ruiz-Primo (2006) have noted that several factors may reduce the fidelity of implementing a particular intervention. They asserted that such factors are associated with the programme and the context within which the programme is to be implemented (Oppong, 2009). Figure 1 shows a summary of the factors that affect the degree of fidelity curriculum implementation.

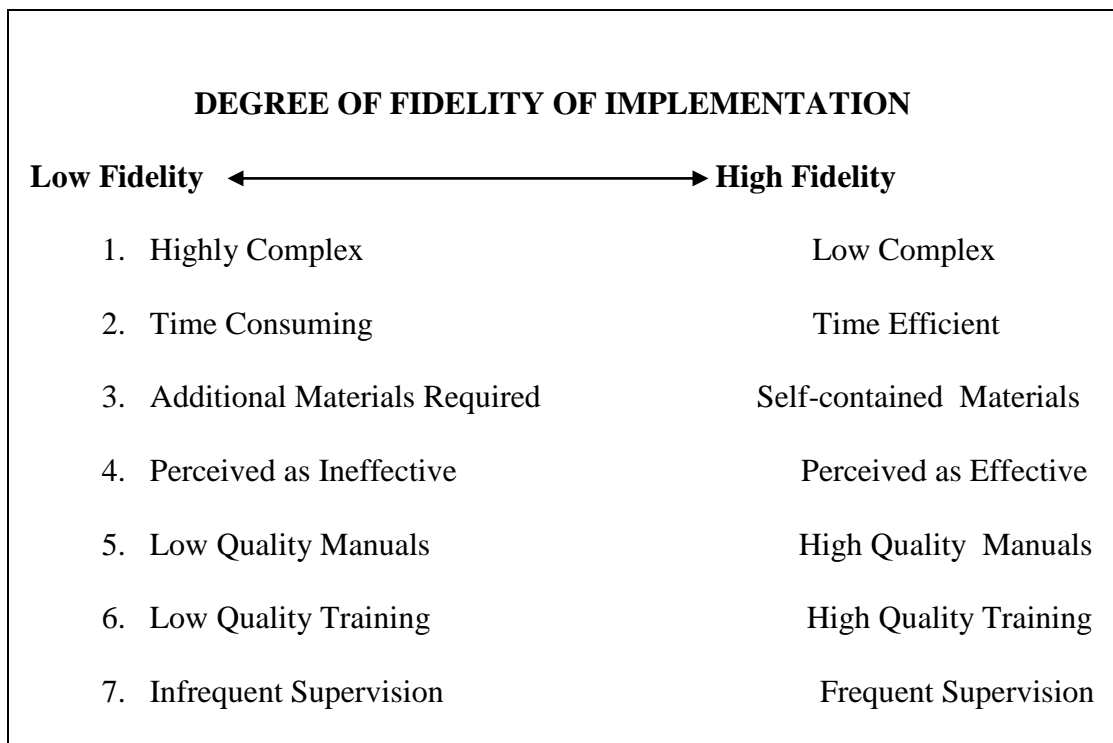


Figure 1: Factors Related to the Degree of Fidelity of Implementation

According to Ruiz-Primo (2006), in complexity of the programme and time required for implementing the programme effectively, the more difficult the intervention, the lower the fidelity. This is so because, a complex programme requires more time to educate the teachers to be able to effectively implement that intervention. Therefore, when there is inadequate time for instruction in the

intervention, teachers may not understand the requirements of programme implementation; thus won't be able to effectively implement the programme. Okra (2002, p. 53) supports this and states that "The degree of the use of the fidelity approach to curriculum implementation depends basically on the documents that are being implemented." Complexity in this context refers to the number of interrelated programme components, to the steps involved, to the precision or coordination requirements, or the difficulty in grasping what makes the programme effective (Oppong, 2009). Time required to implement the programme is a factor that interacts with the complexity of the programme. The more complex the programme, the more time is required for its implementation. The longer a programme takes, the less likely that it will be implemented using the fidelity approach (Gresham, 1989).

Materials and resources required: In the view of Ely (1990) an innovation without the necessary resources, such as money, tools and materials, to support its implementation, will not be successful. This means that if new or substantial resources are required, they need to be readily accessible for the new programme to be implemented. This corroborates the early finding of Okra when he revealed that the unavailability of curriculum materials such as recommended textbooks, syllabuses and teachers' manuals tend to lower the faithful implementation of instructional programmes (Oppong, 2009).

In a similar vein, Gresham (1989) observed that programmes that require additional materials and resources for effective implementation are likely to be implemented with poorer fidelity than it has been planned. The number of

providers of the programme also affects fidelity (Gresham, 1989). Programmes requiring more than one provider may be implemented with less fidelity than programmes requiring one provider.

In addition, implementation manuals or guides for programme implementation have proved to enhance fidelity. However, in order to achieve implementation of the curriculum with the use of fidelity approach, the quality of teaching matters. Manuals and guidelines should provide explicit strategies for techniques and strategies that comprise acceptable implementation of a given programme or approach (Moncher & Prinz, 1991). Manuals and guidelines should be both prescribed and proscribed since it is equally important to know about techniques and strategies that are inconsistent with the programme treatment approach (Dobson & Shaw, 1988).

More so, the manuals and guides should provide criteria for evaluation of competency. That is, high quality manuals should facilitate the decision about when a programme provider is trained to the level that is representative of the programme approach (Dobson & Shaw, 1988; Moncher & Prinz, 1991). Clearly, manuals alone are insufficient to ensure fidelity. *Training* is fundamental to support fidelity by marking boundaries for the delivery of the programme (Moncher & Prinz, 1991). If the training does not make clear what exactly makes a programme successful, the fidelity of its implementation will be reduced (Gresham, 1989; Witt & Elliot, 1985).

Perceived and actual effectiveness (credibility): Even with a solid research base, if teachers believe that a new programme and its approaches will not be

effective, or where the new programme is inconsistent with their teaching style, they will not faithfully implement it (NRCLD, 2006). Programmes that are perceived by their providers to be effective may be implemented with greater fidelity than those perceived to be ineffective or which effectiveness is unknown (Gresham, 1989).

Similar conclusions are reached with respect to the perceived effectiveness of the programme by participants (Witt & Elliot, 1985). The acceptability or satisfaction of the programme by participants affects the fidelity of the programme. It is observed that participants in every programme follow instructions or conduct the necessary activities better when they like the programme than when they do not (Witt & Elliot, 1985).

Quality of Intervention: Kwarteng (2009) posits that “The level of training or qualification attained by teachers may have an impact in their bid to adopt and use an innovation as desired” (p.55). He further maintains that teachers who possess higher academic qualification are motivated to successfully and easily adopt and implement an innovation. Ely (1990) also points out that people who will ultimately implement any innovation must possess sufficient knowledge and skills before success in implementation can be achieved. This suggests that the number, expertise as well as the level of motivation of individuals who deliver the intervention determine the level of fidelity of implementation. A short fall of any of these factors will certainly impede the success of the implementation process.

Availability of Time: Ely (1990) maintains that the adoption and subsequent implementation of innovative programme takes time since the

acceptance of the innovation does not necessarily bring forth successful implementation. According to Ely (1990), the curriculum implementers must have time to learn, adapt, integrate as well as reflect on what they intend doing. Time consuming programmes need enough time frame before high level of faithful implementation can be achieved

Frequency of Supervision: The degree and quality of implementation is greatly facilitated by effective monitoring, supervision and assistance by co-coordinators (David & Pennie, 1993). Given that other factors and conditions are favourable, the higher the frequency of supervision, the greater the faithful use of an instructional programme. Frequent and regular supervision of programme increases fidelity, especially if feedback is provided (Moncher & Prinz, 1991).

The Fidelity approach is more appropriate and suitable than the either adaptation or muddling-through approach to implementation. In the opinion of Lewy (1991), the fidelity approach has the “advantage of being more clear, more specific, and easier to assess” (p.379). However, Kovalski, Gickling and Marrow (1999) disagree with Lewy indicating that the initial process of ensuring fidelity of programme implementation will be fairly resource intensive since the implementation process will continue to require more resources as schools receive new staff and students.

They also point out that when schools adopt new initiatives without the necessary support for faithful implementation of the programme being designed, the results of the programme are often poor. It is, therefore, possible that there

might be certain practical challenges associated with achieving high level of fidelity of implementation.

In a centralized educational system like that of Ghana where general directions, policy framework and formulations concerning education are programmed by a central body to be implemented at the grass-root level, the schools seem to be burdened by these numerous policy initiatives. In a similar vein, the English Language curriculum has been centrally designed and it is supposed to be homogenously implemented at all school levels in the country. However, the aims and objectives of this educational programme cannot be realized if teachers do not use appropriate methods and strategies in teaching.

In order to solve this problem, there is the need for the fidelity approach to be used in order to assess the practices which actually prevail at the school level where curricular decisions are put into open use. In support of this view, Obanya (2002, p. 204), opines that “in ideal situations there would be a perfect match between what is prescribed, what is practised, and consequently what is achieved.” Moreover, since the overall objective of all senior high schools in the country is to achieve a high level of fidelity in implementing the curriculum and its instructional practices, the use of this approach as the theoretical framework will help to find out the success or otherwise of the implementation process.

Assumptions of the Fidelity Approach

In the use of this approach, the first assumption is that the curriculum developers are the only people who plan and develop the curriculum. These experts create the curriculum in their offices by identifying all the factors that

make the curriculum work effectively and bring them together. This curriculum is then given to teachers on the field to implement it. This type of approach means that it would only work in countries which practice the centralized or unitary system of governance. Here, programmes are drawn up and developed for the whole country. It is then implemented in every part of that country, just like Ghana.

Another assumption is that teachers are only passive recipients, when it comes to the implementation of the curriculum. Marsh and Wallis (2003, p. 241) are of the opinion that “when the planned curriculum is exemplary and demonstrably effective, it will be readily and completely accepted by teachers”. The curriculum developers give the teacher detailed instructions and guidelines, as to how to make the curriculum work in the classroom setting. For curriculum implementation to be successful, therefore, it will depend on how faithful the teacher is to using the curriculum the way it was intended to be used.

The third and final assumption is that the process of curriculum change is linear in nature. That is, the curriculum is developed by the curriculum developers and handed down to the teacher in the classroom to implement. The teachers do not have any opportunity to make inputs into the curriculum. They are just to put what has been developed into practice. This is, thus, a one-way process of transacting business.

The Mutual Adaptation Approach

The ‘adaptation’ approach is a ‘process whereby adjustments in a curriculum are made by curriculum developers and those who use it in the school’

(Snyder et al. 1992, p. 410). This involves conversations between teachers and external developers to adapt curriculum for local needs. The approach does not suggest curriculum knowledge different from the fidelity approach, since experts still define it, but curriculum change has become more flexible through mutual adaptations. The teacher's role has also become more active through teachers' curriculum adjustments. Shaver (2003) noted that though the adaptation and curriculum-development approaches involve adaptations into the official curriculum; the development approach does not involve communications between external developers and teachers regarding teachers' adaptations. Through curriculum adjustments, teachers become curriculum-developers who use various sources in addition to curriculum materials.

Furthermore, teachers adapt existing materials and topics, add new topics, leave out irrelevant elements, use flexible lesson plans, respond to student differences and use various teaching strategies and techniques. The development approach reflects Cohen and Ball's (1999) notion of instructional capacity that results from 'the interactions among teachers and students around curriculum materials', where 'teachers' knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can' (p.4). This way, Cohen and Ball echoed Doyle (1992), who indicated that through this interaction teachers turn curriculum from the institutional into the pedagogical level (experienced/enacted curriculum).

On the other hand, Ben-Peretz (1990) and Remillard (1999) refer to this interaction as teacher curriculum development that occurs at two levels. At level

one, curriculum experts translate skills, knowledge, concepts and values into curriculum materials. This version has been termed the paper (Munby, 1990), intended (Westbury, 1983; Eisner, 1990) and official curriculum (Pollard & Triggs, 1997). Teachers develop the second version by using curriculum materials, termed as curriculum-in-use (Munby, 1990) and the enacted curriculum (Doyle, 1992). The curriculum development (adaptation) approach is, therefore, considered one form of classroom-level curriculum development.

Also, this approach to curriculum implementation involves the modification of a course of study by both the developers and the implementers. Here, persons who support a “proadaptation” or “reinvention” perspective allow a programme to be modified, to suit the local needs (Berman & McLaughlin, 1978). According to Barnes (2005, p. 2), “Teachers acknowledge the existence of programmes, policy, directives, school regulations, and recommendations but in practice they often feign what needs to be done to comply with requirements”. Curriculum implementation is defined as a process whereby adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom context (Fullan & Pomfret, 1977; Snyder et al, 1992).

Adaptation may occur as an addition, enhancement or deletion to the original model, a modification of existing programme components, or changes in the manner or intensity of administration of programme elements. Teachers have the liberty to adapt the change to obtain the highest possible result. Due to the lack of uniformity in conditions across schools, Paris (1989) explains “...to teachers, the skills, talents and knowledge necessary to enact a curriculum were

context specific ...” (p.13). Teachers achieve maximum curriculum returns by manipulating the conventional curriculum to meet their local needs. The curriculum that the students actually receive is influenced by what teachers believe, by what their peers believe and do, and by other cultural issues (Sergiovanni, 1996; Wallace, 1998 in Barnes, 2005). In order to meet the diversity in culture, there is need for “adaptations” of the regular curriculum.

Assumptions of the Mutual Adaptive Approach

The first assumption of this approach is that the advocates of this approach believe that knowledge about a curriculum resides in both curriculum developer and the teacher, who implements it in the classroom (Fullan & Pomfret, 1977, Fullan, 1991, Snyder et al., 1992). Another is that, teachers are not mere recipients of the curriculum. They are considered to be knowledgeable about the curriculum, since they are the people on the ground to implement the curriculum. Therefore, it is believed that for a curriculum to be effective, teachers must modify it as they see fit, in the course of implementing the curriculum in their classrooms. Thus, the teacher shapes the curriculum to suit the classroom situation. Also, since the change process involves the developers and the implementers, it is not linear. Here, the change is unpredictable with an active consumer at the end of the process (Snyder et al. 1992).

Curriculum Enactment

The ‘enactment’ approach sets curriculum as a process ‘jointly created and jointly and individually experienced by students and teacher’ (Snyder et al. 1992, p. 428). Curriculum-knowledge is no longer a product as in the fidelity and

adaptation approaches, but ongoing constructions out of ‘the enacted experiences... [that] students and teacher create’ (p.410). External knowledge is ‘viewed as a resource for teachers who create curriculum as they engage in the ongoing process of teaching and learning in the classroom.’

Moreover, ‘it is teachers and their students who create the enacted curriculum.’ In addition, curriculum change is neither about implementing nor even adapting curriculum, but ‘a process of growth for teachers and students, a change in thinking and practice’ (p.429). The teacher’s role ranges from using, adapting and supplementing external curriculum to curriculum-making (Connelly & Clandinin, 1988; Craig, 2006). The teachers have become curriculum-makers who assess students’ needs to derive curriculum themes, use strategies of curriculum-planning, curriculum-design, material-writing and curriculum-free topics. In addition, they improvise and develop and use their pedagogic techniques. The curriculum-making approach (enactment) also represents another form of classroom-level curriculum development (Shawer, 2003).

Snyder et al. (1992, p., 418) describe curriculum enactment to be “the educational experiences jointly created by student and teacher”. This is an approach that studies how a curriculum is formed through the evolving ideas of teachers and learners. The curriculum materials and instructional strategies created externally are seen as tools for both the teachers and the students. These are then used by both the teachers and the students to create their own experience in the classroom. The teachers and students are therefore the creators of the

curriculum rather than just being primary receivers of curriculum knowledge (Fullan & Pomfret, 1977).

Under this approach, researchers are interested in what teachers and students understand to be the curriculum and what they create, based on this understanding. In decentralized school systems it has been the norm to leave the development and implementation of school curricula in the hands of various school districts or schools in the locality. This has been the practice in the United States of America. This assertion is authenticated by the view of May (1991) that “uniform answers to educational problems are viewed as impossible to apply because practical problems are seen to be context bound, situationally determined and complex” (p. 359).

School curricula are tailor-made to suit conditions in each locality as opposed to the centrally developed one, operational in both the centralized and flexible school systems. Nonetheless, the local school curricula are derived from the national philosophy of education. This opportunity enables teachers to develop effective pedagogies that ensure sustainability, citizenship, enterprise, and globalization of learning experiences to meet the needs of the different areas.

The position of teachers in this approach is described by Paris as explorers who constantly strive for perfection through continuous practice. The involvement of teachers in this exercise ranges from the production of new syllabuses and curriculum guides at all stages, as syllabus-writers, as members of advisory committees to the syllabus-writers, and as participants in school-based trials of syllabuses and curriculum materials (David & Macdonald, 2001). The advantage

of their participation is shrouded in the mystery of promulgating their interest and advancing their views on how the curriculum should be.

According to Martin (1993a, 1993b, in Handal & Herrington, 2003), curriculum implementation approaches that do not consider teachers' beliefs have a temporary life. Incorporating teachers' beliefs is a sure way of inspiring teachers' enthusiasm and winning their trust for the curriculum adoption. Notwithstanding, granting unwarranted liberty to teachers without any control measure may lead to an abuse of freedom.

Assumptions of Curriculum Enactment

Advocates of this approach are of the view that knowledge is dynamic and it is an ongoing process and not a product or an event (Jackson, 1992). In this wise, as the teachers interact with their students, they will end up creating a curriculum, appropriate to their situation. This curriculum will not be the same all the time. It will, change depending on what happens as the teachers and students interact in the classroom.

The teachers' role, therefore, in the curriculum enactment approach cannot be over emphasized. The teacher is assumed to grow more competent by the day, in his ability to create positive educational experiences (Jackson, 1992). The teacher is therefore seen to have a very important role to play in the creation and the implementation of the curriculum. It is both the teacher and student who give form to the curriculum in the classroom or else there will be no curriculum (Snyder et al., 1992).

The above styles of curriculum implementation are all about the implementation of an instructional programme. Snyder et al. (1992) argue, however, that to speak of a curriculum being 'implemented' implies there is a plan to be carried out by teachers. Since the Core English curriculum is a programme to be carried out by teachers, its implementation must be restricted to the context of fidelity orientation. The review of previous studies on the degree of implementation of an instructional programme will, therefore, have direct bearing on the present study, the teaching of the Core English curriculum within the context of the fidelity approach to curriculum implementation more than both mutual adaptation and curriculum enactment.

Even though the curriculum implementation has all three approaches, this study looks at the fidelity approach to curriculum implementation. Research has shown that, more often than not, the term 'curriculum implementation' is restricted to fidelity orientation more than mutual adaptation and curriculum enactment.

Factors Affecting Curriculum Implementation

Fullan (2003) catalogue different factors that could affect the implementation or otherwise of an innovation. But Fullan (2001) compiled a more comprehensive list of factors which could affect the successful implementation of curriculum innovations. He puts these factors together in a well-structured framework, embracing the characteristics of innovation or change project, local roles and external factors. A total of nine critical factors are categorized according to their nature, as shown below. This framework was adopted to determine the

factors that influenced the implementation of the core English curriculum in this study.

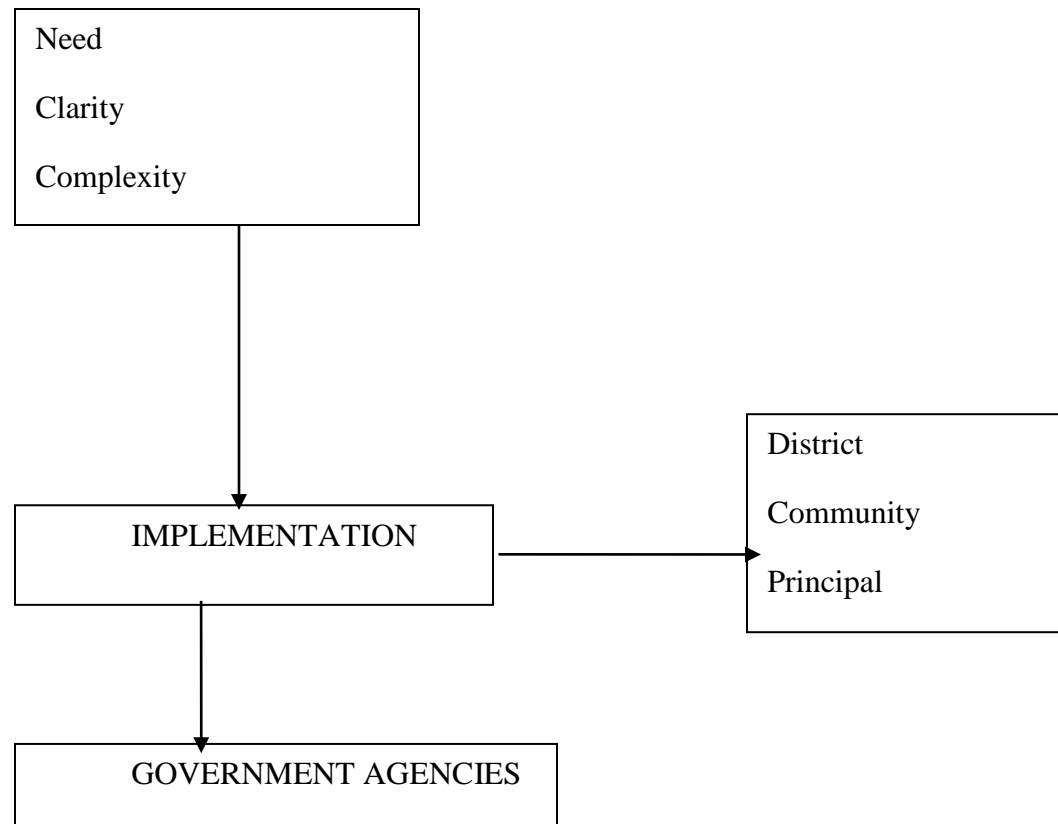


Figure 2: Factors Affecting Implementation (Fullan, 1991)

Need: Schools are often overloaded with improvement agendas or streamlining initiatives. “The problem is not the absence of innovations in schools, but rather the presence of too many disconnected, episodic, fragmented, superficially adorned projects” (Fullan, 2001, p., 21). The biggest problem for schools, according to Fullan (2001) is fragmentation and the overload of educational policies. He points out that there are abundant ‘unwanted uncoordinated policies and innovations raining down bureaucracies’ (p., 22). Schools normally do not

have the authority to sort out and choose the programmes that meet their needs. In addition, teachers frequently do not see the need for an advocated change.

It is not surprising that the higher a (*perceived or felt*) need for the solutions the innovation proposes is, the better the chances for implementation are. Usually, a general feeling of need or the expression of need by some political body or by academia is not enough, rather this need must be perceived by the constituencies directly involved in the implementation. It follows that “careful examination of whether or not [the changes] address priority needs” (Fullan, 1994, p. 2840) lays important groundwork before and during the production phase of a curriculum; and that frequent communication and open discussion of the curriculum's merit for coping with felt need must maintain and develop an awareness of this topic during the implementation process.

To make certain that there is a greater chance of success, specific needs must be identified and focused on by the school so that teachers can monitor easily. However, it requires effort to clarify the nature of the needs in order to create a ‘fit’ between the initiative and the need of the school (Fullan, 2001, p.66). He states that people involved in the process must think that the need is significant and they are making some progress towards meeting that need. For example, teachers might be quick to implement a policy if they see the need or the importance for such a change.

Clarity: This has to do with teachers and implementers becoming aware of how clear the goals and the methods that is supposed to be used for the implementation of the innovation. Clarity, in terms of goals and methods, are

crucial to the success of any form of implementation process. Innovation complexity arises from the number of components, like the degree of difference from existing practices and materials, and the difficulty of learning to make the necessary changes (Fullan, 2003).

Curriculum research unearthed examples of educational innovations where practitioners were not clear about what they were expected to do differently – what change meant for them in practice. At least, in initial implementation phases teachers relish concreteness and tangibility. They expect that teaching strategies are clearly described and material is well-thought of. The proposal should be clear about ways of doing, but not too linear and restricting in the sense that just one way of doing is advocated and no alternatives are possible. This need for clarity has been interpreted as an expression of a feeling of role ambiguity in a situation of uncertainty produced by the new challenges of the innovation on one side and by the partly lacking competencies on the teachers' part. It was also found that a more flexible approach may be appropriate in later phases of implementation when teachers have strengthened their feeling of competence with respect to the innovation (Lütgert & Stephan, 1983).

When introducing an initiative to teachers, they need to understand the aims and methods in implementing such initiatives since they may not recognize what they are to do differently. Therefore, policies, written guides, in-service programmes, and participation in innovation development can help clarify the meaning of change for those involved. Yet, clear understandings comes only

when teachers are given the opportunities and time to work with the innovation in the classroom and to talk about what they are doing with others (Fullan, 2003).

If incorrect clarity occurs, the goals will become dim and the means of implementation will be vague. People will be unable to figure out what the reform means in practice. They may then incorporate only those easy features of the innovation into their practice. For example, teachers may rely on the approved textbook as the curriculum and fail to put important features which are supposed to address learners' specific problems, if a sense of false clarity occurs. Fullan (2001) further adds that unclear and unspecified changes can cause great anxiety and frustration to those who really want to implement changes.

Complexity: A third factor is *complexity* which reflects the amount of new skills, altered beliefs and different materials etc. required by an innovation. Complexity refers to the level of difficulty and the extent of change required of individuals responsible for implementation. "... simple changes may be easier to carry out, but they may not make much of a difference. Complex changes promise to accomplish more, but they also demand more effort, and failure takes a greater toll (Fullan, 1994, p. 2841; Thomas, 1994, p.1852). The actual amount is different from one person to another. The main idea is that, any change can be examined according to difficulty, skills required, extent of alterations in beliefs, teaching strategies and use of materials. Studies have shown that, simple changes are often more easy to carry out than the complicated ones. The more complex the innovation is, the more difficult it is to put the ideas and plans into practice.

Quality and Practicability: A fourth factor lies in the (perceived) *quality and practicality* of the innovation proposal. Again, it is not (only) the quality a panel of curriculum developers would attribute to the curriculum proposal, but the quality as it is perceived by the relevant actors supposed to implement the curriculum. One might distinguish several aspects of quality in this respect.

Firstly (but not always foremost), there is *conceptual quality* flowing from plausibility and coherence of the conceptual elements employed. There is *formal or communicative quality* coming from the language, graphical and social design of the presentation of the innovation before and during the implementation process. And there is *practical or logistic quality* stemming from the availability of materials and other resources, such as, for example, time for development work or the consultation of external experts. As most innovation address 'urgent and ambitious needs', it happens that “decisions are frequently made without the follow-up or preparation time necessary to generate adequate materials” (Fullan, 1994, p. 2841).

It must be stressed that ‘quality’ with respect to implementation points to the perceptions of the different stakeholders. Thus, an essential feature of quality is *contextual suitability*: It has been frequently demonstrated that imported programs rarely work equally well in all contexts (e.g. Huberman and Miles, 1984). Innovation proposals must fit to available funds, specific student characteristics, the communities' language patterns, teachers' abilities, parents' expectations, cultural values and much more (Thomas, 1994, p.1853).

‘Quality’ also means that a curriculum can pass the test of *the ‘practicality ethic of teachers’* (Doyle & Ponder, 1977-1978): Teachers appreciate these ideas, proposals or teaching methods which have proven to work in practice or which promise by their appearance of practicality to do so. Those proposals are considered as ‘practical’ which “address salient needs that fit well with the teacher’s situation, that are focused and that include concrete how-to-do-possibilities. “Practical does not necessarily mean easy but it does mean the presence of next steps” (Fullan, 1994 p.2841). To generate adequate materials before the implementation, sufficient time and support are necessary.

Most times, curriculum innovations are rushed through without providing the requisite accoutrements to go with it, which does not augur well for that innovation. Initial forms of support such as providing equipment for teachers to use, giving enough time for them to learn what they should do, and allowing them to plan how it may be used, can all reduce sense of helplessness and frustration. If the innovation addresses learners’ and teachers’ salient needs and situation, and they have concrete how-to-do-it information, it is more likely to be implemented.

District: Fullan (1991) opines that, for effective implementation of a school curriculum, one major factor that should not be left out is the local school system. He observed that some school districts had a track record of always successfully implementing an innovation, which makes it easier for them to implement subsequent ones. This is not the case for other districts which are not able to implement innovative ideas will have difficulty implementing new ones.

The commitment and actions of district administrators are critical to the success of board-wide implementation.

They have a key responsibility to confirm and clarify the need for change. Implementation is more likely to happen when there is clear consistent communication from Administration, both initially and during implementation. They can also influence the quality of implementation because they understand thoroughly the subjective realities or the difficulties involved in the process of change. They are as well responsible for building up track records in managing and monitoring changes from time to time. Specific forms of support to schools to foster the implementation are also needed. Last but not least, clear responsibility for managing and facilitating the change effort in the district and the school should be established. This, on one hand, demonstrates to teachers that problems arise during the implementation process are identified and resolved; and on the other hand, real efforts being made are recognized.

Community: Implementation of most educational innovations proceeds without much community awareness and involvement. Effect of community on implementation is difficult to generalize. However, when community members do take an active role in the implementation of innovations, they could help the school financially, to provide resources and equipment for the school or they could serve as resource persons for the school. And their influence may be a major factor in decision making. If the school board and the district are actively working together, and if parents actively support the innovations, great

improvement can be expected. Thus, the community can be considered as both an inhibiting and a facilitating factor in the implementation of innovations.

Principal: These are the main agents and also the blockers of change. The principal or head teacher, within the school set-up is very important as far as the implementation of a curriculum is concerned. The school leaders' level of commitment is a crucial feature: "The degree to which people are committed to a reform is reflected in the time and energy they devote to its implementation and in the extent to which they remain faithful to their role in the face of opposition and operational difficulties." (Thomas, 1994: p.1852). Commitment is important at all levels of education but particularly among the personnel at the top, such among school principals or top administrators of districts or ministers of education. They are in the position to give resources and impose both rewards and penalties, and they provide well-observed images for how seriously the innovation is to be taken.

Firestone and Corbett (1988) have identified four leadership functions which facilitate educational change:

1. Obtaining resources (e.g. for equipment, supplies, training, clerical support and free time)
2. Shielding the project from outside interference (e.g. disruption of teachers' working time, resolving problems; protection from attacks by opponents and from many competing demands)
3. Encouraging staff members and furnishing recognition from peers, experts and supervisors

4. Adapting standard operating procedures to the needs of the project at an early stage in the reform process.

As Huberman and Miles (1984) suggested, that to stabilise and codify the new practices in school, the housing operating rules must revise the curricula, training programs, evaluation procedures and routine funding should all help in the process of development of curriculum (Thomas 1994, p. 1854). In other words, the earlier even in the project phase of implementation the curriculum is partially built into the routine operations of the school, the better. They perform the role of facilitator and systematic problem solver. Their active involvement in implementing innovations is critical since they have the power to build new learning cultures and learning communities, and to shape the school conditions necessary for success, such as developing shared goals, building collaborative work, and establishing procedures for monitoring results.

Therefore, principals need to be 'knowledgeable' about the goals of innovations and their expected uses in order to understand the needs, progress and problems teachers may experience during the implementation. Principals also have to provide teachers with enough resources, training and assistance. If a principal values only those who are like-minded innovators, this will only create even greater gap between the innovators and others.

Government and its Agencies: Any school in a given society or country is established, sustained and funded by that society or country, so that, that school can meet the needs and demands of that community. Therefore, what is lacking and is needed in the country will call for a reform in the education setup, to meet

that need. Also, the vision of the government of the day, will determine the kind of changes that will be made to educational system. Thus, when a government in power, brings about some changes in a curriculum and is committed to seeing it materialize, then that innovation will get implemented.

Government agencies such as the Ministry of Education (M.O.E.), Ghana Education Service (G.E.S.), Curriculum Development Council (CDC), all play vital and active role in investing ‘capability building’ (Fullan, 2001). They need to mediate the intended innovations to the schools and teachers. Besides, they need to provide professional support by running workshops and helping the development materials. These government agencies also need to pay attention to the difficulty of the implementation, allocation of resources, establishment of implementation units, assessment of the quality of potential changes, and many other related issues.

The Teacher: Teaching is said to be the process of facilitating learning. Every teaching must therefore cause the learner to have a change in behaviour by having added new information to what they already knew or revising what they knew. In the center of all this, is the teacher. The teacher’s, role therefore, in the planning, developing and the implementation of the curriculum is very important. The greatest determinant of the school curriculum is the teacher. It is daily becoming increasingly, clear that, no nation can rise or develop without the right caliber of teachers (Federal Government of Nigeria-F. G. N, 2004). Teachers are the nation builders (Okeke, 2004), since majority of the members of the society will pass through their molding hands. Eisner (1994) points out that it is the

teacher who effectively organizes and plans all the aspects of the curriculum such as the topics in a field of study, the set of aims, textbooks, instructional and evaluative methods resources and implements them effectively in the classroom.

Indeed, many parties come into play when it comes to the development of the curriculum but its implementation is largely in the hands of the teacher. Wheeler (1967) adds that the teacher is the cog in the wheel of curriculum implementation. Thus, it calls for high teacher competencies to achieve successful implementation of the programme. If teachers are incompetent or are misfits, excellent materials in the form of textbooks, syllabi, equipment etc. are likely to be ineffective, if not wasted (Ryan, 1962 p.370).

It is believed that an effective teacher is the one who consistently achieves goals, which either directly or indirectly focuses on the learning of his students. There is, therefore, the need to equip teachers with ideas in order to implement new ideas in the curriculum. Thus, there must be regular in-service trainings organized constantly for the teachers in the field when these changes are to be implemented. For those still under training, these changes should be made part of their course so they can learn it before they come to the field to teach. They should also form subject associations so that they could have the opportunity to learn some of these new changes as they occur. Finally, teachers should be adequately rewarded, so that they can give off their best, especially, going to great extents to implement new ideas they believe in.

The implementation of any programme or innovation has never been without impediments. Albeit, there are some other factors that facilitate it. Gross,

Giacquinta and Bernstein identified five factors that inhibit curriculum implementation (Snyder et al., 1992). They include:

1. Teachers' lack of clarity about the innovation;
2. Teachers' lack of skills and knowledge needed to conform to the role model;
3. Unavailability of required instructional materials;
4. Incompatibility of organisational arrangements with the innovation;
5. Staff's, lack of motivation.

These barriers can be categorized into three: the problems associated with the teachers' professionalism; those that are administratively oriented; and those problems that are associated with the change itself. Fullan (1991), however, summarizes these factors into four characteristics. These include characteristics of the change, characteristics of the school district, characteristics of the school and finally characteristics external to the local system (Marsh & Willis, 2003). These are not impediments per se but it depends on how they are managed to achieve results.

Teacher Qualification and Knowledge

The art of teaching is a complex activity that requires teachers to understand the content and pedagogy of the discipline as they come together to support student thinking and learning in the context of their classroom (Magnusson, Krajcik, & Borko, 1999). Educational change, whether caused by curriculum development, or the adoption of innovative programme, always places the teacher in a new role where he is supposed to function. Since teaching is the first step in the complex process of attempting to convert educational aims into

practical realities, it is asserted that efficient teaching will be facilitated when the teacher has the requisite professional skills and sound knowledge in everything that pertains to quality teaching and learning. It is found that limited or insufficient practical training makes the teachers ineffective in terms of relating the content, methods, sequence and pace of their work to the needs of learner (Farrant, 2004). Farrant maintains that a good teacher is “the one who has a good understanding of what his pupils need to learn and also of their capabilities for learning” (Farrant, 2004, p. 169).

The National Board for Professional Teaching Standards [NBPTS] (1998) sought to identify and recognize teachers who effectively enhance student learning. The NBPTS expresses the notion that effective teachers should reflect high level of knowledge, skills, abilities, and commitments. Such teachers should know the subjects they teach and have the necessary pedagogical knowledge. Effective teachers must master pedagogical knowledge used to convey and reveal subject matter to students. The NBPTS also indicates that effective teachers are dedicated to making knowledge accessible to all students based on their belief that all students can learn. Thus, they treat their learners equitably by acknowledging individual differences.

Accomplished teachers create, enrich, maintain, and alter instructional settings, materials, and strategies to capture and sustain the interest of their students. To make the most effective use of time, such teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students. In support of NBPT, Swanzy (2007) in his study

to identify the challenges associated with the implementation of vocational and technical programmes in Senior High Schools in the Sekondi/Takoradi Metropolis also found that lack of competent teachers affects the effective delivery of the programme. The study revealed that majority of the teachers were on part time appointment and this seriously inhibits the implementation process.

The involvement of the teacher in the implementation process is paramount. It is in consonance with this that Wilkins (as cited in Okra, 2002) states that the degree of professional training that a teacher acquires determines his or her success or failure in putting a particular instructional programme into operation (Oppong, 2009). Bishop (1985) also posits that, “a curriculum is enriched by the creativity and imagination of the best teacher...” (p.190). He adds that teachers are the heart of the entire curriculum process and the change process cannot proceed without the full co-operation and involvement of such teachers (Oppong, 2009). This implies that an unqualified and an untrained teaching force can affect the implementation process since education depends on the quality and mental health of the people who are recruited to the teaching service (Fullan & Stiegelbauer, 2000).

In support of these ideas, Onasanya (2003) indicates that “Resourcefulness of the teacher must be in line with the learners’ curriculum and environment so that classroom instruction does not have to be retarded by lack of fun...” (p. 204). These propositions imply that the professional quality and competence of teachers have greater influence on the teaching and learning process (Oppong, 2009).

Shulman (1987) also supports this view when he opines that teachers need to understand the subject matter deeply and flexibly so as to help students create useful cognitive maps, relate one idea to another as well to address their misconceptions. In his contribution to the scholarship of teacher knowledge, Shulman states that teachers need to master three types of knowledge, namely content knowledge also called “deep” knowledge of the subject itself, pedagogical content knowledge which is a special blend of content and pedagogy that is exclusive to teachers as a special form of understanding how best to teach a specific content and thirdly, knowledge of the curriculum development termed as curriculum knowledge.

Shulman (1987) also identified the following types of knowledge that must be possessed by teachers; general pedagogical knowledge (or generic teaching principles), knowledge of educational context or human relations, knowledge of the learner and their characteristics as well as knowledge of educational ends, purpose, values, and their philosophical and historical backgrounds. This demonstrates that the innate quality of the teacher does ultimately over-ride in importance (Oppong, 2009).

It is widely accepted among researchers that the quality of our schools cannot be higher than the quality of teachers in them and that the quality of our teachers in the schools is also dependent upon high quality teacher education and professional development opportunities. Thus, teachers who are well-prepared in traditional teacher education programmes and continue in-service education help ensure increased levels of student achievement which is one of the indicators of

successful curriculum implementation (Stafford & Barrow, 1994; Darling-Hammond, 2000c; Institute for Educational Development [AKU-IED] & the Society for the Advancement of Education [SAHE], 2004).

Similarly, Stenhouse (1975) on the quality of teachers in our schools, also asserts that “Teachers are supposed to be better than others” (p.169). He sees a teacher as a man of learning who is skilled in teaching and identifies strongly with his subject knowledge and his professional skills. Moreover, Hoyle sees teachers in the “concept of extended professionalism as opposed to restricted professionalism” (cited in Stenhouse, 1975, p.143). This means that it is enough for teachers to possess a high level of understanding and knowledge, classroom competence, practice of education and wide professional activities.

The Aims, Goals and Objectives of the Core English Curriculum

Teaching and learning are always channelled towards the achievement of some projected goals. These anticipated goals may either be close, in a short while or in the future (Wheeler, 1967). According to Wheeler (1967), future goals are general and remote in nature. They are, according to him, statements of desirable acts, feelings, attitudes, and knowledge integrated in a pattern and exhibited in suitable situations.

The major aims of teaching Core English are also general in nature. They are to reinforce and develop language skills and competencies of the learners, improve their communicative competence, develop their love for reading and their creative potentials, and increase their levels of proficiency and to prepare

them to function effectively in the society (GES, 1998). These aims are very general in nature and therefore of little significance in the classroom.

The second level goals which Wheeler (1967) has described as the patterns of expected behaviour at the various stages of the educational cycle. These goals are termed as general objectives in the Core English syllabus. The general objectives of comprehension, for example, are to help the student develop the use of several skills and techniques for effective reading, read coherently, acquire the skills both to answer comprehension questions and use the forms and know their various functions in any given situation.

The general objectives of composition writing are the development of skills for writing and making use of these skills to express oneself clearly and comprehensibly. Those of spoken English are the articulation of the various sounds in the English Language, knowledge of how to speak English accurately and the appropriate way of using stress and intonation in reading and speech. The general objectives of the literature component are the understanding and appreciation of the forms of oral and written literature, the use of literary works, and the development of love for creative writing (GES, 1998). Both “ultimate” and “mediate” goals are very difficult to be translated into particular classroom objectives. Wheeler (1967) admits this difficulty and suggests that ultimate goals should be stated first before deriving and setting up proximate goals so that specific behavioural objectives can be planned at the classroom level.

Each component of content under each subject matter in the syllabus has its “mediate” goals reduced further to specific objectives. These objectives lend

themselves to planning at the classroom level. These are the learning outcomes that teachers expect their students to demonstrate after every unit of instruction. They are, therefore, termed as behavioural or operational objectives. An example of a behavioural objective of summary writing in the syllabus is “students will be able to identify topic sentences and write out paragraphs using only essential points” (GES, 1998, p. 51). Thus, Core English has been described to comprise “ultimate”, “mediate”, and proximate goals and specific objectives “ultimate” and “mediate” goals cannot be planned at the classroom level unless they are reduced to proximate goals before lending themselves to classroom level planning for the specific objectives.

The Scope and Content of the S.H.S. Syllabus Organization of Content, Sequencing

Every subject of study in a school has its own curriculum or syllabus. The various structures of the subject show that boundaries between subjects are artificial. Social Studies, for example, has history, geography, economics, civics and sociology as its structures. These components show the scope of Social Studies. The Core English curriculum at the Senior High school level has two major structures or components: English language and literature that form the boundaries.

The English language component of Core English comprises speech work, comprehension and summary, grammar and essay writing. Each component comprises its own teaching strategies. In trying to teach each of these components as has been recommended by the syllabus, profile dimensions like knowledge and

understanding, and the use of knowledge are used to measure student learning. “Knowledge is the ability to remember or recall material already learned and constitutes the lowest level of learning” (GES, 1998, p. xiv) and the percentage that it should reflect in the teaching and learning that goes on in the classroom is 40%. Understanding, on the other hand, “is the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic” (GES 1998, p. xiv) and its percentage is 60%. For fidelity to be used in teaching the English language curriculum, students should be given the opportunity to apply, analyze, synthesize and evaluate, which according to Bloom’s taxonomy are higher level learning behaviour.

The teaching strategies under grammar or language study that constitute the use of knowledge are dialogue and the construction of original sentence. The rest are conversation drills, pair drills, competition drills, substitution drills, transformation drills and filling-in-the blank spaces also constitute knowledge and understanding. All the teaching strategies under essay writing, discussion, organizing unordered string sentence into lucid paragraphs, debating in preparation to argumentative essay and story-telling sessions in preparation to written work are all grouped under the use of knowledge. Those under comprehension, were silent reading, oral reading, linking comprehension lesson with literature lesson and testing, listening comprehension, constitute knowledge and understanding. Summary writing has all its teaching strategies expressing themes in single sentences, paraphrasing paragraphs and reducing passages to a

third of original length while retaining the mood - under use of knowledge except identifying themes of passages.

Speech work has pronunciation drill through modelling or repetition, contrastive drill, and poetry recitals under knowledge and understanding while conversation, debating and acting plays fall under the use of knowledge. The strategies of literature are the discussion of essential aspects emerging from the passage, role-playing of characters, dramatization of important scenes. These strategies constitute the use of knowledge. Its other teaching strategies' are oral reading and the identification of literary devices which constitute knowledge and understanding.

In all, this chapter has looked at the theoretical framework of the study, the literature of the fidelity perspective and the general view of the characteristics of the Core English curriculum at the Senior Secondary School level. It has given the outline of the findings of previous studies to support the present study. It has also illustrated the characteristics of the Core English curriculum, its aims and objectives and the scope of content.

Teaching Learning Materials

Teaching and learning materials are also very important to the effective implementation of a curriculum. Smith (1997) refers to teaching learning materials as anything that is used to support teaching and to help pupils' learning. It, thus, refers to materials used by both the teachers and students to facilitate the teaching and learning of concepts, ideas, principles, facts or skills. Tamakloe et al, (2005) indicate that such instructional resources are suitable for class teaching

than main ways through which learners gain access to the knowledge and skills specified in the syllabus. Teaching learning materials can be categorised into three main types: visual, audio – visual, and audio materials (Oppong, 2009).

Visual materials are learning aids such as charts, drawings, pictures etc. This category of teaching aid is the type which conveys information through the sense of sight. Such instructional materials ensure effective teaching and learning of English Language since they give a clear picture of what is being taught to students (Oppong, 2009).

Audio – visual materials also form another major type of the instructional resources used for the teaching and learning of English Language. For Tamakloe et al. (2005), audio – visual materials are those which fall into this category include television, slide projectors and film strips. These resources are most important in the teaching and learning of English Language because they help to make stories and plays read, look real to students and it helps to make lessons taught less abstract (Oppong, 2009).

Audio materials such as radio, tape recorders, cassette players, disc players among others are also teaching learning materials which help in teaching and learning speech work and oral drills in English Language. These instructional resources, according to Tamakloe et al. (2005), communicate information through the sense of hearing. These resource materials are used to play speeches, passages etc. for students to hear the correct pronunciations of words, how the various sentence types are spoken and answer questions on what they listened to.

Empirical Studies

It has been revealed that most well-intended and well-designed curricular programmes fail to be successfully implemented as a result of inadequate human and material resources. This is because putting a newly developed curriculum into use in the classroom demands that teachers who act as the principal agents of implementation should have a working knowledge of the programme requirements (Oppong, 2009).

Moreover, Arthur's (1999) study on the implementation of the Core English Language curriculum has revealed that inadequate supply of qualified teachers as well teachers' lack of skills and knowledge needed to implement the programme is a problem that besets the successful implementation of the syllabus. This supports Beeby's assertion (as cited in Bishop, 1985) that inadequately trained teaching force is a problem which is involved when trying to implement a new programme. Beeby (as cited in Bishop, 1985), discussed poorly educated teachers can teach only what they know, and do so by clinging to the textbooks as well as depending on the narrow, formal curricular textbooks. This does not promote any meaningful teaching and learning. On the training of geography teachers, Miller (1954) found that "Inadequate knowledge of subject matter is probably the greatest cause of failure among geography teachers" (p.375). He therefore suggested that training courses should enable teachers to think and act geographically since there is no substitute for a geography teacher (Oppong, 2009).

A study was conducted among Australian teachers by the Minister for Education, Science and Training to investigate why there has been a decline in the quality and rigour of teaching geography in schools. According to a Ministerial Media Release by the Minister for Education, Science and Training (February, 2008), the geographical content *social education (SOSE)* is often taught by teachers with no training in geography, and perhaps with no great enthusiasm for the subject. Teachers in several states reported that SOSE teachers in Years 8-10 were expected to teach across the disciplines of history, geography and economics, even though they may have studied only one of these subjects at the university level. Hence, these untrained teachers found it difficult to grasp the contents of disciplines in which they had no professional and academic training (Kwarteng, 2009).

Secondly, the study revealed that SOSE syllabuses were organized into complex structures of essential learnings, values, processes, strands and concepts, which do not adequately allow for a focus on geographical questions and their analysis. According to the Media Release, while it was important to recognize the factors that have negatively impacted on the teaching of geography, it was also important to note, and encourage practices that have a positive impact on learning in this area. The following recommendations among others were made to help facilitate the teaching and learning of the subject:

1. there should be supply of qualified teachers who have the academic background and skills to facilitate rigorous and in-depth learning;
2. teachers should keep their knowledge and skills current;

3. teachers should have access to technology such as computers, broadband internet services and software programs; and
4. teachers and students should have access to excursions and fieldwork.

These activities will not only develop students' learning skills but also enable them to connect classroom learning with real world applications (Kwarteng, 2009).

Moreover, Rogan and Grayson (2003) also state that another critical factor that can support or hinder the implementation of new ideas and practices in a school pertains to the "teacher's own background, training and level of confidence, and their commitment to teaching" (p.1187). They also identify lack of subject matter knowledge by teachers as one major problem associated with implementation. They state that teachers who are under-qualified or have minimum qualifications produce learners who are less proficient in the subject matter (Kwarteng, 2009).

Similarly, Gregg (2001) and Gross et al. (as cited in Okra, 2002) found that beginning teachers have problems with lesson content because they lacked sufficient knowledge about the content and that inaccurate information was either presented or allowed to stand unchallenged in the lessons. These researchers argued that lack of skills and knowledge on the part of teachers impedes the implementation process since such teachers will not be able to conform to the demands of the programmes. Gregg further maintains that such lessons lacked coherence, because the beginning teachers tended to make passing references to concepts (Kwarteng, 2009).

Various research findings affirm a positive relationship between professional quality of teachers and the success of the implementation process. A study conducted by Rowan, Chiang and Miller (1997) found that high school students taught by teachers with an academic major in their assigned subject area had higher student achievement in the subject than students taught by teachers without a major in the subject area (Kwarteng, 2009).

Ingersoll (1999) also posed the questions: What is the impact of teachers' sense of efficacy of having to teach courses for which they have little formal background preparation? Such out-of-field teaching is associated with decreases in teachers' morale and commitment. He therefore indicated that "teachers assigned to teach a subject for which they have little background are probably more likely to overly rely on textbooks, and the kinds of learning obtained from textbooks are probably what standardized examinations best capture" (p. 29).

Similarly, Ross, Cousins, and Gadalla (1999) found that teacher efficacy was lower for teachers who were teaching courses out-of-field. This indicates that the effectiveness of the teaching-learning is highly dependent upon the level of training that teachers attain in a particular subject area. Where teachers are more effective due to their professional training that they undergo, the teaching-learning process also tends to be effective (Oppong, 2009).

However, Sarason, Davidson and Blatt (as cited in Fullan & Stiegelbauer, 2000) have maintained that teacher's knowledge of subject matter does not bear any simple relationship with the effectiveness of the teaching process. Sarason and associates further argued that there is even "host of college professors whose

command of their subject matter is unquestioned but whose effectiveness in teaching is sad indeed” (quoted in Fullan & Stiegelbauer, 2000, p.313).

In furtherance to this, Morales, Anderson and McGowan (2003) also found that teachers who have a deep understanding of mathematics concepts and knowledge are not necessarily able to transfer these concepts and knowledge to the students that they teach. They further argued that some teachers who are well-versed in pedagogy have difficulty teaching elementary school mathematics effectively. This argument suggests that the qualification and knowledge level of teachers do not have any influence on the success or otherwise of the implementation process (Oppong, 2009).

However, Fullan and Stiegelbauer conducted a review of literature on Grossman’s (2004) study on six first-year English teachers: three teachers were teaching without teacher certification, and three with a formal teacher preparation. Although all these six teachers had strong subject matter knowledge, it was observed that the teachers with teacher preparation based their teaching exclusively on content. Thus, they could neither take cognizance of student variability nor adjust to it whenever such teachers encountered a situation of that sort. Their teaching business was defective since they lacked the pedagogical understanding of the subject matter as well as how students learn the concept of a particular discipline. But, the three competent teachers were more effective in dealing with difficulties that were encountered during the teaching-learning process (Oppong, 2009).

This is in agreement with the finding reported by Tshannen-Moran, Hoy and Hoy (1998) that pre-service teacher preparation helps to increase the efficacy of teachers in order to effectively implement new innovation. They indicated that by increasing their efficacy through pre-service and in-service training programmes, teachers were more likely to have a more positive impact on students' learning, achievement and motivation towards the entire teaching-learning interaction.

Fullan et al. (2000) also found that the psychological state of the teachers and students attempting to implement a new programme can be incapacitating to the implementation process. They explained that where teachers and students are more predisposed towards giving support to the implementation of a new programme, they can shape the organizational conditions necessary for success in the implementation. They found that “individual teachers and single schools can bring about change without the support of central administrators...” (Fullan et al., 2000, p.74).

In evaluating the success or failure of technology curriculum in school, David and Pennie (1993) conducted a multi-stage case study among technology co-coordinators, teachers and students by using questionnaire, interview and document analysis. They concluded differently that lack of articulation between new staff and those leaving the school is the single most important problem that beset success in curriculum implementation. They also revealed that success in implementation is greatly facilitated by effective monitoring and assistance by co-coordinators.

Moreover, teachers should have unimpeded access to high quality curriculum materials, developed by people with expertise in the content and pedagogy of the programme, as well as sufficient resources and time to design, test, and refine the materials for use in classrooms with the diverse students.

Therefore, implementing even a relatively minor change can often be a difficult, frustrating, and divisive process that will fail to produce the desired results (Rogan & Grayson, 2003; Ensminger & Surry, 2008). It is crucial that school principals and other officials must acknowledge the most important fact that any deficit in their level of commitment, allocation of time and physical materials such as special classrooms, appropriate textbooks and other instructional materials will tremendously retard the success of the implementation process of a curriculum (Oppong, 2009).

Olaniyan and Ojo (2008) have showed that poor funding, lack of tools and equipment, unavailability of instructional materials and the nonchalant attitude of government were some of the challenges that faced the successful implementation of the introductory technology curriculum. The researchers recommended that well-equipped workshops as well as instructional materials should be provided to enhance the teaching and learning of introductory technology (Oppong, 2009).

This confirms the findings of Amoah (1998) and Swanzy (2007) when they brought to light that the inadequacy as well as non-availability of educational resources such as qualified teachers, finance, tools and equipment makes the implementation of educational programmes to be difficult. These researchers further indicated that the successful implementation of any

educational programme depends on the supply of the necessary resources and capabilities. Kormos (as cited in Anderson, 2002) also states that lack of quality and usable classroom materials is a frequent problem in dealing with the implementation of instructional programmes.

A study conducted by Joof (1972) among teachers in West African teacher training institutions has also revealed that textbooks used in African schools were in most cases based on European countries. On the relevance of curriculum materials, Marsden (1989) also found that some textbooks are Eurocentric and tend to reflect racism, ethnocentrism, sexism and paternalism. These researchers observed that the textbooks were not relevant to the local situations in Africa (Oppong, 2009).

With emphasis on the above views being espoused, Bliss (1985) also maintains that such readily available materials create little opportunity for imagination. Moreover, he found that the acquisition of pre-digested information, with no other source of information, ensured that students' perspectives and understandings of topics were limited. Still on the suitability of textbook, Amuseghan (2007) also points out that a lot of textbooks in use are poorly organized. This makes them unsuitable for learners to use (Oppong, 2009).

In agreement with Joof's (1972) findings, the National Policy on Education [NPE] of 1981 (as cited in Amuseghan, 2007) has indicated that most of the textbooks at present are unsuitable, inadequate or expensive. It, therefore, states that every new curricula call for appropriate textbooks and reference books. Otherwise, in the classroom situations, teachers and learners sometime find it

difficult to comprehend the content of such curricular materials. In spite of the centrality of textbooks in the teaching and learning activities, Johnson, cited in Amuseghan (2007), asserts that teachers should not enslave themselves to particular textbooks or a set of materials. He further posits that teachers must understand and use the freedom that they have to adapt and to supplement the materials to conform to the needs and interests of the learners (Oppong, 2009).

Beeby (as cited in Bishop, 1985, p.195) again states that “The internal organization of the school is sometimes too authoritative or mechanical; the average headmaster is too indifferent and apathetic” (Beeby, as cited in Bishop, 1985, p.195). He states that such conditions of work are not conducive to the adoption of new methods and techniques of teaching. Also, the NRCLD (2006) reports that effective implementation of programmes requires some kinds of support systems. These systems fall into two categories:

1. professional development and training. This includes opportunities for workshops and in-service training as well as partnership with other coaches or mentor teachers.
2. attainment or redistribution of resources within the school. Most teachers do not have the proper resources to implement the programme, it is the duty of that school leadership to obtain or redistribute resources since the absence or inadequacy of such materials negatively affects the implementation process.

Moreover, Fullan et al. (1991) found that inadequacy of instructional materials or resources to fully support the implementation of an initiative has caused most task and reform-oriented teachers to fail in their attempts. They

stated that where there is pressure to do things better, support must also be readily available. Otherwise, the implementation process will suffer a setback and defeat. Fullan et al. (2000) also opine that financial allocations are necessary but most developing countries are unable to meet the demand for these material and financial resources. This, therefore, breaks the implementation of well-designed educational programmes (Kwarteng, 2009).

Moreover, Long (1974) also found that most “teachers of today is faced with many problems” some of which may be attributed to the changing educational ideas as well as methods of teaching the subject in schools” (1974, p.3). He asserts that new subjects have been added to the school curriculum in almost a random fashion and this has led to time-table difficulties. He further states that it has become impossible for schools to find time for the growing list of subjects. The results, according to him, are that aspects which could have been taught separately are now integrated into other subjects.

Teaching Methods

Several studies have conducted done to find out the methods teachers employ in the teaching of a subject. In a study on methods of teaching high school history conducted by Adejunmobi (1978) in Nigeria, the findings showed that with eighty – one 81 secondary school history teachers, 74% of the respondents indicated that they used the lecture method very often. Adeyinka (1990) reacts that, it appears that the external examination syllabus in history restricts the history teachers in using these methods (debates, projects and dramatization). This is because in an attempt to cover the school certificate history teachers in the top

classes of these schools may not find it profitable to ask their students to work in groups very often. In another research conducted by Adeyinka (1990) in Nigeria on the objectives and methods of teaching history, the findings showed that the lecture method was the most frequently used for history teaching in the senior secondary schools of Kwara State. With a sample size of 108, the lecture method had a mean score of 4.92 out of a maximum possible of 5, with as many as 99 (91.7%) of the respondents indicating that they used the method always, and 9 (8.3%) indicating that they use it often. Arthur (1999) further concludes that majority of the Senior Secondary School teachers used more teacher – centered activities. In a study conducted by Ragland (2007) involving twenty (20) history teachers in America, the results showed that the majority of teachers (70%) used the lecture method. In a related study by Germanou (2007) in Cyprus, it was revealed that the lecture and discussion methods of teaching were most frequently used in teaching history in Cyprus secondary education. From the above discussion, it is clear that instructors patronized the discussion, question and answer as well as the lecture methods of teaching in the various study areas (Education Commission on Education in Morals and Ethics 1994).

Summary of Literature Review

To sum up, the literature review shows that several studies on curriculum implementation have been done globally. The review of literature also shows that, for curriculum to be possible, the teacher is the greatest determiner. It has been identified that the quality of teaching affects curriculum implementation (Kwarteng, 2009; Ely, 1990; Shulman 1987) reiterates that by adding that, the

teacher must not only possess the pedagogical skills but must also have knowledge of the educational context.

Apart from the teacher, other factors such as the teaching learning materials, the various methods used by the teachers to teach and the nature in which topics have been arranged all go to affect the rate of implementation of a given curriculum (Ely, 1990; Smith, 1997; Fullan, 2001; Okra, 2002;).

The literature review also established that in Ghana, where the educational policy is centralized and the approach expected for use is the fidelity approach, there is therefore need to unearth what prevails in Bompeh Senior High School in Takoradi, so as to help improve the teaching and learning of English Language.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the method used for the study. This includes the research design, population, sample and sampling procedure, the instrument used in the data collection, validity and reliability of the instrument, data collection procedure, pre-testing of instruments and data analysis.

Research Design

The research design that was used for the study was case study. Yin (2003) identifies case study research to be the best strategy if the research questions are explanatory, when the research is on contemporary issue and when behavioural events within the research environment occurs within a real world context and outside the control of the researcher. According to Ofori and Dampson (2011, p.34) “a case study is an in –depth analysis conducted, usually over a limited period of time, and focusing upon a number of subjects”. In a case study, “a single person, program, event, process, institution, organisation, social group or phenomenon is investigated within a specified time frame, using a combination of appropriate data collective devices” (Creswell, 1994, p.12).

The case study approach employed both quantitative (nomothetic) and qualitative (ideographic) methods. In so doing, the researcher built a fuller, richer picture surrounding the phenomenon than depending on their individual capabilities and they also enabled for cross-validation to ensure consistency and authenticity (Cavaye, 1996).

According to Walliman (2004), a mixed method research strategy is sometimes appropriate in collecting data in descriptive studies. On the strength of this recommendation, both quantitative and qualitative methods were used in carrying out the study. The mixed method was used for the following reasons. First, because the study addresses several relatively unexplored questions, it is uncertain which method is most appropriate to generate the best answers. Second, it is believed that bridging qualitative and quantitative methods will generate more inclusive results than either method in isolation. The researcher hopes to show that quantitative methods are valuable to test the relative importance of qualitatively informed ideas. The qualitative method will further give extra information to explain the issues in the study that the quantitative method could not well explain with figures.

Study Population

The study was limited to Takoradi Metropolis in the Western Region of Ghana. The target population for the study comprised all English language teachers and students in Bompoh Senior High Technical School in the Western Region of Ghana. There are eight teachers teaching English Language in Bompoh Senior High Technical School, six females and two males. These teachers teach

Core English Language to all the students in the school who offer courses in Business, General Arts, Home Economics, Technical, Science and Visual Arts.

The students were selected from SHS 1 and SHS 2. This is because the SHS 3 students were being prepared for external examinations. The target group was 135 students. This target group was used as the population for the study. The teachers, for instance, had been teaching the subject for over five years, and hence, they had adequate knowledge and information to offer towards the success of this study. They were, therefore, abreast with relevant information and knowledge on the issue under study.

Sample and Sampling Procedure

Best and Khan (1995) have expressed the view that the primary purpose of a research is to discover principles that have universal application but to study a whole population to arrive at generalization would be impracticable, if not impossible” (p. 10). This informed the researcher to use a representative sample of the population for the study. Two sampling methods were used for the selection: a simple random and purposive sampling. A simple random sampling technique was used to sample the students’ respondents. Simple random sampling is a method of selecting samples such that all members of the various groups stand equal opportunity of being chosen.

In quantitative research, one basic way of determining the sample size is to calculate the population size of the target population. The researcher used Krejcie and Morgan (1970) sample size determination formula $S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$ to determine the quantitative sample size for the study.

Where S- required sample size

X^2 - chi- square for the specified confidence level at 1 degree of freedom

N- Population size

P- Population proportion (.50 in this table)

d^2 - Desire margin of error (expressed as a proportion)

Table 1: Required Sample Size Table

Population size	Confident 95%	Confident 99%
	Margin of error- 5.0%	Margin of error -5.0%
100	80	87
150	108	122
200	132	154
250	152	182
300	169	207
400	196	250
500	217	285
600	234	315
700	260	341

Source: Krejcie and Morgan (1970)

Out of the target population of 135 students, a representative sample of 100 was selected for the study, using Krejcie and Morgan (1970) sample size determination formula. The lottery method of the simple random sampling was used. The names of both males and female students were segregated and coded, and each code matched with a particular sex. The names were then written on

slips of paper, folded and put into a container. This was done separately for males and for females.

The folded paper slips were mixed thoroughly and a number of slips were picked at random. Picking was done by students until the required number for male and female was obtained. In all, a sample size of 100 students was chosen for the study. Purposive sampling was used to select one Head teacher, one Circuit Supervisor, and 8 Core English Language teachers for the study. This gives the total sample size of 110.

This sample was used because the selected teachers and students had the desirable characteristics as well as the information needed for the study. McMillan (1996) supports this idea by stating that the sample chosen should possess the needed characteristics for a research to be conducted.

The rationale for the choice of the sample technique was to select respondents who were abreast with the relevant information and knowledge in the issue under study. These people were included in order to gather extensive and in-depth information on the issue under study.

Research Instruments

The main sources of data for the study were primary and secondary sources. With regard to the primary data, I used questionnaire, interview guide and observation guide to collect data from respondents. For the secondary data, relevant documents, lesson notes, schemes of work, books, journals, internet search, and libraries were depended on for more detailed information. The secondary data provided me with more information on the issue under study.

Questionnaire was used to collect quantitative data from the students. The questionnaire was used because the respondents were literate and could read and respond to the questions. A questionnaire comprises a number of questions or statements that relate to the purpose of a study. It is a data-gathering instrument through which respondents are made to answer questions or respond to a given statement in writing (Best & Kahn, 1995). This method would give the necessary information that the researcher needed from the respondents.

Also, an interview guide was used to assist me to collect qualitative data from the head teacher and the circuit supervisor. The interview guide was also necessary because the respondents might be busy and would not have time to read and respond to the items. Again, it gave me the chance to read, interpret and redirect questions to solicit more information. Interview allowed the researcher to probe further issues which were not clear.

Data were also gathered by observing English lessons. This was done for the purpose of cross-checking views expressed on the questionnaire and interview. It was to find out the situation on the ground with respect to the teaching and learning of Core English language. The 8 teachers selected for the observation exercise were used for the study. Each teacher was observed twice in a double period lesson of eighty (80) minutes each. The teachers were rated on a four-point scale, indicating the extent to which they demonstrated the competencies outlined in the observation guide. All observations were done by the researcher alone.

The questionnaires were divided into five sections A, B, C, D, and E. Section A covered the background information of respondents including gender. The rest of the sections dealt with issues related to the research questions. This was done in order to help elicit adequate information on the topic under study.

Validity and Reliability of Instruments

Borg and Gall (1996) have stressed the need for pre-testing of survey instruments before administering the instruments to the respondents. The reliability of the instruments was obtained through pre-testing of the instruments. Pre-testing of questionnaires on a sample of respondents drawn from the target population is useful in fine tuning aspects of the questions (Foddy, 1995). Respondents used in pre-testing the instrument were asked to make comments on the clarity of the questions. These comments were taken into consideration to make the questions as clear as possible.

The researcher did a pre-testing of the study by using five teachers from Sekondi Senior High School. The reliability of the instruments was confirmed by examining the individual test items with the Crombach's alpha (Gall et al. 1996). The unitary Crombach alpha values for the pilot test were 0.83 and 0.83 for the first and second set of questionnaires respectively. However, the Crombach alpha values for the teachers questionnaire, Section B was 0.8, Section C was 0.81 Section D was 0.82 and Section was 0.82. That of students the Crombach alpha values for the questionnaire, Section B was 0.8, Section C was 0.81 Section D was 0.82 and Section was 0.82. Moreover, the pilot testing for the observation guide was used at Sekondi Senior High School. And the outcome was that most of

the teachers and head teachers discussed inadequate and low quality of curriculum materials such as computers, internet, video cameras, projectors et cetera. Some of the effective classroom activities discussed includes using teaching – learning resources, delivery good content among others. This value is in line with that of Tavakol, Mohagheghi, and Dennick (2008) that the acceptable values of alpha, ranges from 0.70 to 0.95. Hence, the alpha value of 0.83 was accepted and used for the study.

Data Collection Procedure

The researcher obtained a letter of introduction from the Department of Arts and Social Sciences Education, the University of Cape Coast in order to secure trust from the respondents. In order to get respondents to respond to the instrument on time, the researcher made an initial contact explaining the objective of the thesis and soliciting the respondents' cooperation. The researcher explained to them the rationale and purpose of the study and appealed to them to participate in the study. The researcher took time to explain the items to the respondents to enhance the validity of the data. A number of follow ups were made to ascertain whether the respondents had completed the questionnaires. The visits were necessary because they provided opportunity for further explanations to respondents who had some difficulties. All the questionnaires were retrieved within one week representing 100 (100%).

Data Analysis

The raw data collected from the respondents were processed by coding them and were later analysed using Statistical Product and Service Solution (SPSS version 16) and the results presented in frequencies and percentages.

The questionnaires were coded for easy analysis. For the coding, the items were assigned numerical values of 1, 2, 3, and 4 for each of the following:

- i. “Strongly Disagree” (1); “Disagree” (2); “Agree” (3) and “Strongly Agree” (4)
- ii. “Poor” (1); “Good” (2) “Very Good” (3) and “Excellent” (4)
- iii. “Not True” (1); “Moderately True” (2) “True” (3) and “Very True” (4)
- iv. “Yes” (1); and “No” (2)

The analysis of the results helped to determine the direction of the responses. The analysis of the qualitative data collected from the interview and observation, helped the researcher to gain comprehensive understanding and analytical descriptions of statements made by respondents. The written and recorded data were transcribed and put into various themes for easy analysis. Narrative notes were used to analyse patterns in the observations and the interviews undertaken. These helped to identify patterns that were similar. These were then categorized into themes and classified. Care was taken to identify points where there was convergence and divergence of themes during the coding and classifying. The data were carefully analysed and presented in relation to the research objectives and research questions. The results were interpreted and validated to match the findings of the study.

CHAPTER FOUR
RESULTS AND DISCUSSION

This chapter deals with the presentation and discussion of the results of the study. The results were discussed in relation to the research questions as well as the literature review. The descriptive design was employed in this study. Frequencies and percentages were used in presenting the results.

Background Information

This section gives background information about respondents. It deals with the gender and age of respondents from which the data was collected. Table 2 shows the distribution of the respondents by gender.

Table 2: Distribution of Respondents by Gender

Gender	English Teachers		Students	
	No.	%	No.	%
Male	2	25.0	70	70.0
Female	6	75.0	30	30.0
Total	8	100.0	100	100.0

From Table 2, out of the total number of 8 teacher respondents 6 (75.0%) were female, whereas 2 (25.0%) were males. This indicates that there were more females teachers in Bompeh Senior High Technical School. On the part of the

student respondents, 70 (70.0%) were males and 30 (30.0%) were females. From the result, males represented the majority.

Teaching Experience of Teachers

The study further sought to elicit information on the teaching experience of the teacher respondents. Table 3 shows the results.

Table 3: Teaching Experience of Teachers

Years	No	%
1 – 4 years	2	25
5 – 9 years	4	50
10 and above	2	25
Total	8	100.0

Source: Field data, 2014.

As can be seen from Table 3, it is realised that the majority of the teacher-respondents 6 (75%) have taught for over 5 years. It can, therefore, be concluded that most of the teachers have enough experience in the teaching of the English Language. The main results of the study are as follows:

Research Question 1: What academic qualifications do teachers of English Language possess in the teaching of the subject?

It is widely accepted that the quality of any school cannot be higher than the quality of teachers in the school and that the quality of teachers in the schools is also dependent upon high quality teacher education and professional development opportunities in every country. Thus, teachers who are well-prepared in traditional teacher education training programmes and continuous in-

service education help ensure increased levels of student achievement which is one of the indicators of successful curriculum implementation in every country. Effective teachers should, therefore, have high level of knowledge, skills, abilities, competencies, and commitment necessary for teaching and implementation of any educational programme. Such teachers should know the subjects they teach and have the necessary professional and pedagogical knowledge and skills in the teaching and learning process. Effective teachers therefore must master pedagogical knowledge used to convey subject matter to students.

The results showed that the majority of the respondents, 4 (50.0%) were first degree holders and professional teachers, 2 (25.0%) were Bachelor of Arts degree holders with no qualification in education. Master of Education degree holders were made up of 2 (25%) as presented in table 4 below.

Table 4: Academic Qualification of Teachers

Years	No	%
B.Ed	4	50
B.A	2	25
M. Phil	0	0
M.Ed	2	25
Total	8	100.0

Source: Field data, 2014.

Table 4 shows that the majority of the teachers in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis possess the professional qualifications required for the effective teaching of Core English Language. One can, therefore, say that the teachers have the requisite skills, knowledge and

competencies that are desirable to support the implementation of the core English Language curriculum.

Rogan and Grayson's (2003) findings support the finding that a critical factor that can support or hinder the implementation of new ideas and practices in a school pertains to the teacher's own background, training, qualification and level of confidence, and their commitment to teaching. This finding was again supported by Kwarteng (2009) in a study he conducted in the Ashanti and Central Regions of Ghana, on the status of accounting curriculum implementation using; A concerns – Based Adoption Model assessment in Ashanti and Central Regions.

A study conducted by Rowan, Chiang and Miller (1997) found that high school students taught by teachers with an academic major in their assigned subject areas had higher student achievement in the subject than students taught by teachers without a major in the subject area.

From the findings of this study and the literature supporting the findings, it can be concluded that the teachers in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis possessed the professional qualifications required for effective teaching of Core English Language.

The study was further interested in finding from respondents the effects of academic qualification of teachers on curriculum implementation. This was necessary because the involvement of the teacher in the curriculum implementation process is paramount in every educational system. It is in consonance with this that Wilkins (as cited in Okra, 2002) stated that the degree

of professional training that a teacher acquires determines his or her success or failure in putting a particular instructional programme into operation.

Respondents in this study were, therefore, asked to indicate the extent to which they agreed that the qualification of a teacher can affect curriculum implementation. Table 4 represents the responses. In discussing the results, Strongly Agree (SA) and Agree (A) were considered as agree, and Strongly Disagree (SD) and Disagree (D) were considered as disagree.

From the results in Table 5, it can be deduced that the majority of teachers and students agreed that the academic qualification of teachers is very important in the curriculum implementation process and it is related to students' academic performance. This is because over 50% of responses in all the items indicated that teachers' academic qualification, competency, subject area of specialization are related to curriculum implementation and students' academic performance. From the results in Table 4, one can say that there is consensus among the teachers and the students about the importance of the academic qualification of teachers.

The findings here agreed with Wheeler (1967) that the teacher is the cog in the wheel of curriculum implementation. Thus, it calls for high teacher competencies to achieve successful implementation of the programme. It is also believed that, an effective teacher is the one who consistently achieves goals, which either directly or indirectly focuses on the learning of his students. There is therefore the need, to equip teachers so as to be able to implement new ideas.

Table 5: Effects of Academic Qualification of Teachers on Curriculum Implementation

Academic Qualification of Teachers	Teachers				Students			
	SA %	A %	D %	SD %	SA %	A %	D %	SD %
English teachers with a major in English are able to teach better than teachers without a major	50	25	25	0	50	30	20	0
Students' achievement in English is directly related to their teachers' competence in teaching	50	50	0	0	50	40	10	0
Students taught by trained teachers have higher level of understanding than those taught by non-trained teachers	25	50	25	0	60	40	0	0

Teachers N=8 Students N=100 Source: Field data, 2014

Thus, there must be on-going in-service training for teachers on the field when these changes are to be implemented. Kwarteng's (2009) finding about teachers' qualification and its impact on curriculum implementation supports this finding when he posits that the level of training or qualification attained by teachers may have an impact in their bid to adopt and use an innovation as desired. He further maintains that teachers who possess higher academic qualification are motivated to successfully and easily adopt and implement an innovation.

The study was equally interested in finding out teacher's command of the subject matter, teacher's knowledge of the pedagogical skills, and the delivery of curriculum content and its effects on curriculum implementation. From the observation, it was revealed that the majority of teachers had the required professional qualification necessary to be able to teach effectively and deliver the curriculum content as expected.

Nonetheless, it was observed that even though some of the teachers had the requisite professional qualification; they did not have command over the subject matter. This was so because some of them were not English Language subject major. Ingersoll (1999) supported the idea that teachers must not only have professional qualification but knowledge in the subject matter to be able to teach effectively. He, therefore, indicated that "teachers assigned to teach a subject for which they have little background are probably more likely to overly rely on textbooks, and the kinds of learning obtained from textbooks are probably what standardized examinations best capture" (pp. 26-27).

Similarly, the result is consistent with that of Ross, Cousins, and Gadalla (1999) who found that teacher efficacy was lower for teachers who were teaching courses out-of-field. This indicates that the effectiveness of the teaching-learning method is highly dependent upon the level of training that teachers attain in a particular subject area. Where teachers are more effective as a result of the professional training that they undergo, the teaching-learning process also tends to be effective.

Relating this observation further to the literature, it confirmed what Rogan and Grayson (2003) found as an impediment to curriculum implementation. In their study, they concluded that a critical factor that can support or hinder the implementation of new ideas and practices in a school pertains to the teachers' own background, training and level of confidence, and their commitment to teaching. They also identified lack of subject matter knowledge by teachers as one major problem associated with curriculum implementation. They stated that teachers who are under-qualified or have minimum qualifications produce learners who are less proficient in the subject matter.

Similarly, Gregg (2001) and Gross et al. (as cited in Okra, 2002) found that beginning teachers have problems with lesson content because they lacked sufficient knowledge about the content and that inaccurate information was either presented or allowed to stand unchallenged in the lessons. These researchers argued that lack of skills and knowledge on the part of teachers impedes the implementation process since such teachers will not be able to conform to the demands of the programmes. Gregg (2001) concluded that such lessons lacked

coherence, because the beginning teachers tended to make passing references to concepts. This was seen in the classroom observation.

Research Question 2: How are topics arranged in the syllabus for teaching English Language?

Research question 2 sought to find out from the respondents how topics were arranged in the syllabus for teaching core English Language. Table 6 represents the result. Respondents were asked to indicate the extent to which they agreed with the statement using the tools below; SA-Strongly agree, A-Agree, D-disagree, SD-Strongly disagree. In discussing the results, Strongly Agree (SA) and Agree (A) were taken as agree, and Strongly Disagree (SD) and Disagree (D) were also taken as disagree.

From the results in Table 6, it can be deduced that the way the topics have been arranged in the syllabus does not support the effective implementation of the core English Language curriculum. For instance, the syllabus was to be used during the students' three or four year stay in school. The academic year is supposed to begin in September every year. Unfortunately, most of the first years enter the Senior High schools when the first term has almost ended and some come as late as the second and third terms. So, some topics ended up not being covered at all before these students write their final exams. The study revealed that all the teachers 8 (100%) and all the students 100 (100%) agreed to the statement that the syllabus was overloaded and this made it difficult for teachers to complete the syllabus.

Table 6: How topics are arranged in the Syllabus for Teaching English Language

Arrangements of topics	Teachers				Students			
	SA %	A %	D %	SD %	SA %	A %	D %	SD %
The syllabus is poorly planned and organized	40	30	20	10	50	30	10	10
The syllabus is too overloaded to be completed on time	50	50	0	0	50	50	0	0
Some Topics in the English curriculum is difficult to understand	25	50	25	0	60	40	0	0
Lack of alignment between English curriculum and requirements of examination bodies	20	40	20	20	30	40	20	10

Teachers N=8 Students N=100 Source: Field data, 2014

Concerning certain topics in the English curriculum being difficult to understand, the study showed that all the students 100 (100%) and 6 (75%) of the teacher' respondents agreed to the statement. The same trend of high response could be observed from the remaining responses.

Thus, the findings of the study clearly indicated that the syllabus for core English Language has been poorly planned and organized, the syllabus was too overloaded to be completed on time, some of the content of the English curriculum was complex, and lack of alignment between English curriculum and requirements of examination bodies in Ghana militate against effective implementation of the English language curriculum.

This confirms Amuseghan's (2007) that a lot of textbooks in use in our schools are poorly organized. This makes them unsuitable for learners to use. Amuseghan (2007) further indicated that most of the textbooks at present are inadequate or expensive to acquire. Amuseghan (2007), was the opinion that every new curricula calls for appropriate textbooks and reference books in order to be implemented. Otherwise, in the classroom situations, teachers and learners sometime find it difficult to comprehend the content of such curricular materials. In spite of the centrality of textbooks in the teaching and learning activities, Johnson, cited in Amuseghan (2007) asserts that teachers should not enslave themselves to particular textbooks or a set of materials alone. He further posits that teachers must understand and use the freedom that they have to adapt and to supplement the materials to conform to the needs and interests of the learners.

These findings are also in collaboration with the findings of Shaver (2003), who indicated that the fidelity approach leads teachers to become curriculum-transmitters who use the student's book as the only source of instructional content. According to Shaver (2003), teachers transmit textbook content as its structure dictates by means of linear unit-by-unit, lesson-by-lesson and page-by-page strategies. Neither do they use 'adaptation' strategies to adjust curriculum to their context; nor do they employ 'skipping' strategies to eliminate irrelevant studying units in the syllabus, lessons or tasks. Moreover, these teachers in his view rarely supplement the missing elements in the curriculum and focus solely on covering content without responding to classroom dynamics.

Obanya (2002) supported this assertion and concluded that, in ideal situations there would be a perfect match between what is prescribed, what is practiced, and consequently what is achieved. This mean that, since the overall objective of all senior high schools in the country is to achieve a high level of fidelity in implementing the curriculum and its instructional practices, there is the need for teachers to use the syllabus the way it was meant to be used.

Research Question 3: Which teaching methods do teachers use during teaching and learning?

Research question 3 sought to find out the teaching methods teachers use during teaching and learning of core English. To answer this question, items 14-21 on the students' questionnaire and item 3 on the interview guide for head teacher and circuit supervisor asked respondents to indicate how often specific teaching techniques were used during English lessons. Their responses are

presented in Table 6. Apart from the questionnaire data, data on teachers' actual use of the teaching techniques were gathered from observing lessons taught by eight teachers. The selected respondents were asked to indicate the extent to which they agree with the statement using the following: Always, Sometimes and Never. Table 6 illustrates their responses.

The statistics from Table 7 revealed that the majority of the teachers (70%) agreed that they always used lecture method in teaching, and (30%) of the teachers said sometimes. Also, (80%) of the students said their teachers always used lecture method and combination of the methods in teaching. Concerning the use of field trip in teaching, 80% of the students and 70% of the teachers responded that teachers never used field trip in teaching. On the issue of the use of demonstration method to teach, 50% of the students said their teachers never used it and 40% of the teachers responded that they always used it, but 40% of the teachers said they sometimes used it. The figures in Table 6 all show that the other teaching methods are not often used by teachers during teaching.

Items 17-25 on the questionnaire (See Appendix A) were used by the researcher to show the actual and appropriate use of the teaching methods used by the teachers during teaching and learning. The observation established that English teachers in Bompeh Senior High Technical School, indeed used lecture method a lot during teaching. When they entered a class, they would begin by talking and would spend almost the whole time talking. Students were only questioned when it was some minutes to the end of the lesson.

Table 7: Methods of Teaching

Methods of teaching	Teachers			Students		
	Always %	Sometimes %	Never %	Always %	Sometimes %	Never %
Lecture method	70	30	0	80	10	10
Discussion method	50	40	10	40	40	20
Demonstration method	40	40	20	30	20	50
Debates	20	30	50	20	20	60
Field trip method	10	20	70	10	10	80
Combination of methods	70	20	10	80	20	0

Teachers N=8 Students N=100 Source: Field data, 2014

Discussion, demonstration, debates, field trips methods were not as regularly used as the questionnaire responses indicated. Also, teachers did not demonstrate that they could use those methods competently. For instance, a teacher who wanted to use debate did not group the students in the class, give the students ample time to go and research on the topic to be used for the debate but as she was teaching, gave the students the topic and asked for any student to get up and speak either for or against the motion. Another instance was seen when teachers after using the combination method involving lecture method and question and answering method, failed to ask questions to check if students had understood the lessons, giving the excuse that the bell had announced the end of the lesson. The lecture method which dominated all lessons observed made most of the English lessons were dull. The use of the lecture method made lessons that were observed, mostly teacher-centred.

The findings indicate that most of the recommended methods for teaching English language were not used during lessons. Some of the recommended methods for teaching English language include discussion, debates, dramatization/role play, lecture, question and answer, field trip, demonstration, etc. The findings of this research, however, showed the unpopularity of some of the methods like debates, role play, discussions and field trips among teachers. This is not encouraging because of the numerous advantages associated with these methods in teaching a subject like English language. For instance, the use of role play and dramatization in teaching helps the students to develop the ability to

speak in public. It is, therefore, unfortunate that such methods are not used by some English teachers.

Relating this to the literature, Bishop (1985) posits that, “a curriculum is enriched by the creativity and imagination of the best teacher...” (p.190). He adds that teachers are the heart of the entire curriculum process, and the change process cannot proceed without the full co-operation and involvement of such teachers. This implies that an unqualified and an untrained teaching force can not affect the implementation process since education depends on the quality and mental health of the people who are recruited to the teaching service (Fullan & Stiegelbauer, 2000).

Research Question 4: What teaching and learning materials do teachers have access to for the implementation of the curriculum for Core English?

The researcher was interested in finding out from the respondents the teaching and learning materials teachers have access to for the effective and successful implementation of the curriculum for Core English. The result is illustrated in Table 8.

From the study, it was revealed from Table 8 that 70% of the teacher-respondent and 50% of the student-respondents believed that there were English textbooks for the teaching and learning of Core English. However, 30% of the teachers and 20% of the students believed that they did not have visual aids such as pictures, chart, etc, to aid in the implementation of the curriculum.

Table 8: Teaching and Learning Materials for the Implementation of the Curriculum for Core English

Statement	Teachers		Students	
	Yes (%)	No (%)	Yes (%)	No (%)
Does your school/department have the teaching and learning materials for core English				
1 English textbooks	70	30	50	50
2 Teacher's handbook	80	20	60	40
3 Visual materials	30	70	20	80
4 Audio materials	40	60	40	60
5 Audio-visual materials	30	70	20	80

Teachers N=8 Students N=100 Source: Field data, 2014

Also, the study showed that 30% of the teacher-respondents and 20% of the student-respondents agreed that there were no audio-visual aids to help in the teaching of core English language in Bompeh Senior High School.

This result supports the view of Ely (1990) that an innovation without the necessary resources, such as money, tools and materials, to support its implementation, will not be successful. This means that if new or substantial resources are required, they need to be readily accessible for the new programme to be implemented. This corroborates the finding of Okra (2008) when he revealed that the unavailability of curriculum materials such as recommended textbooks, syllabuses and teachers' handbooks tend to lower the faithful implementation of instructional programmes.

In similar vein, Gresham (1989) observed that programmes that require additional materials and resources for effective implementation are likely to be implemented with poorer fidelity than it has been planned. The finding is consistent with that of Fullan et al. (1991) who found in their study that inadequacy of instructional materials or resources to fully support the implementation of an initiative has caused most task and reform-oriented teachers to fail in their attempts. They stated that where there is pressure to do things better; support must also be readily available. Otherwise, the implementation process will suffer a setback or defeat.

The findings of Bliss (1985) study support this when he concluded by indicating that schools without access to computers limited the students' use of information and communication technology system which can enhance the

learning and understanding of issues. Zevin (2000) also supports Bliss' findings by stating that teachers depend on the textbooks as their main source of ideas without much enrichment or supplementation from other forms of curricular materials such as reading journals and supplementary readers, using the internet to do more research on topics to be taught, and many more.

Similarly, Grossman and Thompson (2004) agreed with this when they found that the curriculum materials did, indeed, powerfully shape teachers' ideas about teaching language arts as well as their ideas about classroom practice. The study also found that teachers are the avid consumers of curriculum materials. The curriculum materials they use for teaching seem to have a profound effect on how such teachers thought about and taught the subject matter (Grossman & Thompson, 2004) According to these researchers, materials offer teachers and students the opportunity to grasp subject matter knowledge as well as offer teachers many opportunities to acquire pedagogical content knowledge.

The result is in line with findings of Lewy (1991) who is of the opinion that the fidelity approach has the "advantage of being more clear, more specific, and easier to assess" (p.379). However, Kovalski, Gickling and Marrow (1999) disagree with Lewy by indicating that the initial process of ensuring fidelity of programme implementation will be fairly resource intensive since the implementation process will continue to require more resources as schools receive new staff and students. They also point out that when schools adopt new initiatives without the necessary support for faithful implementation of the programme being designed, the results of the programme are often poor. It is

therefore possible that there might be certain practical challenges associated with achieving high level of fidelity of implementation in the senior high schools when the resources available for teachers to implement the curriculum are inadequate.

In a centralized educational system like that of Ghana where general directions, policy framework and formulations concerning education are programmed by a central body to be implemented at the grass-root level, the schools seem to be burdened by these numerous policy initiatives. In a similar vein, the English Language curriculum has been centrally designed and it is supposed to be homogenously implemented at all school levels in the country. However, the aims and objectives of this educational programme cannot be realized if teachers do not use appropriate methods and strategies in teaching.

In order to solve this problem, there is the need for the fidelity approach to be used in order to assess the practices which actually prevail at the school level where curricular decisions are put into open use. Moreover, since the overall objective of all senior high schools in the country is to achieve a high level of fidelity in implementing the curriculum and its instructional practices, the use of this approach as the theoretical framework will help to find out the success or the otherwise of the implementation process.

The research also sought to find out about the adequacy of the material that respondents said were available for the implementation of the core English language curriculum in Bompeh Senior High Technical School. The results are shown in table 9 below:

Table 9: Adequacy of Teaching and Learning Materials used for Teaching

Statement	Teachers		Students		
	Adequate	Not adequate	Adequate	Not adequate	
	(%)	(%)	(%)	(%)	
Does your school/ department have					
adequate teaching and learning materials					
for core English					
1	English textbooks	60	40	50	50
2	Teacher's handbook	80	20	60	40
3	Visual materials	30	70	20	80
4	Audio materials	40	60	40	60
5	Audio-visual materials	30	70	20	80

Teachers N=8 Students N=100 Source: Field data, 2014

With respect to the adequacy of the English textbooks, 50% of the teachers said that the textbooks were enough for teaching and learning however, 30% of the students disagreed to the statement. Concerning visual, audio and audio-visual aids, the teachers and the students all agreed that they were inadequate.

From Table 9, it is obvious that teachers only use the English textbooks and syllabus to the neglect of the other resources. This means that the other teaching learning materials were either occasionally used or were not used at all. The observation guide was used to find out the appropriate use and the adequacy of these teaching learning materials during English lessons. Items 12-17 on the observation guide (See Appendix D) were used by the researcher to find this out. The observation established that indeed, textbooks dominated English lessons.

The questionnaire and the observation data showed that with the exception of the English textbooks, all the other instructional resources are not used by teachers and students during lesson delivery. Such a situation may be due to the non-availability of instructional resources in the schools. It can also be due to the inadequate time allocation allotted to English lessons.

This confirms the findings of Amoah (1998) and Swanzy (2007) who identified that the inadequacy as well as non-availability of educational resources such as qualified teachers, finance, teaching and learning resources, tools and equipment makes the implementation of educational programmes to be difficult. These researchers further indicated that the successful implementation of any educational programme depends on the supply of the necessary resources and

capabilities. Kormos (as cited in Anderson, 2002) also states that lack of quality and usable classroom materials is a frequent problem in dealing with the implementation of instructional programmes.

In this case, the inadequacy of the teaching and learning resources as noticed from the findings of this study, imply that the curriculum implementation process is going to be challenged. Since the resources were available but, inadequate, getting access to and the effective use of the resources will pose a problem in the curriculum implementation process. It was also realized that the inadequacy of the teaching learning materials posed a great problem to the teachers and the students' ability to understand what is being taught. Both teachers and students confirmed that the inadequacy of the materials led to low level of understanding and retention especially in the English Language lessons

Effectiveness of Classroom Activities, Availability and Quality of Curriculum Materials

The researcher made observation on the effectiveness of classroom activities, availability and quality of curriculum materials in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis. It was realized from the observation that the availability and quality of curriculum materials in the school for the teaching and learning of English Language was inadequate. The recommended curriculum materials in the syllabus for the effective teaching of English language include textbooks, teacher's handbook, visual aids such charts and pictures, newspapers, audio-visual aids such as films and television sets, audio aids such as tapes and CDs. Though it was observed that some of the

curriculum materials such as textbooks, tape, CDs were available, the quality and adequacy of these materials were an issue of concern. Concerning the use of teaching-learning resources, it was observed that the majority of the teachers taught English Language lesson without teaching and learning resources. Some of these materials were also found to be in poor state. When the teachers were questioned about this, they said some of the other teachers were using the teaching and learning resources and some were not even available for them to use. An instance could be sighted, when most of the SHS 2s had lessons in comprehension at the same time. The English textbooks available were 40 pieces. Due to the inadequacies of the textbooks, the other classes that also had lessons in comprehension, had their passages written on the board by their teachers. This made the teachers waste so much time. According to the teachers, the cost involved in providing those teaching and learning resources was expensive for that matter they could not provide the resources themselves to facilitate teaching and learning.

It can be concluded from the questionnaire, interview and observation data that curriculum materials needed for the teaching and learning of English language are not available in Bompeh Senior High School. This situation can be attributed to the high number of students in the school using the few available curriculum materials. The results of this observation confirmed the findings of Fullan et al. (1991) assertion that inadequacy of instructional materials or resources to fully support the implementation of an initiative has caused most task and reform-oriented teachers to fail in their attempts to implement the reforms. They stated further in their findings that where there is pressure to do things better; support

must also be readily available; otherwise, the implementation process will suffer a setback and defeat at the end. Fullan et al., (2000) also supported this when they opined that financial allocations are necessary but most developing countries are unable to meet the demand for these material and financial resources. This therefore breaks the implementation of well-designed educational programmes leading to failure.

Again, the quality of the teaching-learning process was observed. It was realized from the observation that the teaching-learning process was not very conducive to promote learning. This was due to the fact that the teachers were using mostly the lecture method to teaching, so the teaching – learning atmosphere was more teacher-centered than child-centered. Students were not given the opportunity to explore, analyse and find things out for themselves. Students' were often, quiet during lessons; they did not ask questions, neither did they contribute to the lesson. Students' were unable able to solve examples teacher wrote on the board. Students learn by doing. Therefore, from the data collected from classroom observation, it could be deduced that learning did not take place. This was because students became passive listeners as teaching was on going instead of becoming active listeners which could have helped in giving their feedback to the teachers for re teaching and re emphasis on concepts and topics that are a bit difficulty and lacks clarity.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions drawn from the study and recommended actions. Areas for further research are also suggested in this final chapter of the study.

Overview of the Study

The main focus of the study was to ascertain whether teachers of core English language in Bompeh Senior High Technical School, in the Western Region of Ghana use the fidelity approach in the teaching of the Core English language curriculum

The following research questions guided the study:

1. What academic qualifications do teachers of English language possess in Bompeh Senior High School?
2. How are topics arranged in the syllabus for the teaching of English language?
3. Which teaching methods do teachers of Bompeh High School use during the teaching and learning of Core English?
4. What specific teaching and learning materials do teachers have access to for the implementation of the curriculum of Core English?

Key Findings

The researcher found out that majority of the English teachers in Bompeh Senior High Technical School (75%) possessed the professional qualification required to effectively teach English language. These teachers should, therefore, be able to deliver the content well. However, in some of the lessons that were observed, there were some teachers who did not seem to have mastery of their content. This, the researcher attributed to the fact that English was not their major subject at university.

The researcher also found out that majority of the teachers (100%), students (100%) were of the opinion that the syllabus for teaching English language was too broad and overloaded with topics. This, the researcher believes is the reason why the teachers of English Language in Bompeh Senior High School found it difficult to complete the English Language syllabus. The topics arranged in the syllabus also do not seem to be in alignment with the requirement of the examining body in Ghana.

In addition, the researcher found out that most English language teachers of Bompeh Senior High Technical School used the lecture method to teach English language. Methods like debates, discussions, dramatization, and fieldtrips were seldomly used for teaching; when they were used, they were not used appropriately.

Finally, the researcher found out that the materials that the English language teachers of Bompeh Senior High Technical School had access to was mostly the syllabus and English textbooks. Other teaching learning materials like

pictures, charts, tapes, television sets, were not available and those available were woefully inadequate to aid in the implementation of the curriculum.

Conclusions

Conclusions drawn from the main findings are that:

Since most of the respondents had obtained professional qualification, it can be concluded that the majority of the teachers in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis possess the professional qualifications required for effective teaching of Core English Language. One can, therefore, conclude that the teachers have the skills, knowledge and competencies required to support the implementation of the core English Language curriculum using the fidelity approach.

The way the topics have been arranged in the syllabus could generally affect how faithfully teachers could implement the curriculum. In this study, there are so many topics teachers are supposed to cover before students write their WASSCE. Teachers are not able to cover all these topics. Some of these topics are so broad, so more time is needed for their effective teaching and learning.

English language teachers at Bompeh Senior High Technical School are selective when they are adopting instructional methods for their lessons. They usually choose methods that are easy to use to deliver their lessons to the disadvantage of students' thorough understanding and this in the long run would affect how faithfully these teachers implemented the curriculum.

Even though majority of the English teachers in Bompeh Senior High Technical School had the syllabus and textbooks to help with the implementation

of the curriculum, these materials were not enough. There is the need to have other materials which would help the students to understand the lessons better.

Recommendations

Based on the findings of the study and the conclusions that have been drawn, the following recommendations are made to help improve the curriculum implementation in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis.

1. Teachers should be encouraged and motivated by the stakeholders such as Ghana Education Service, Teacher Education Division, Government and Non-governmental organisations to enable them to undertake professional training to upgrade themselves. The teachers should take their responsibilities seriously by engaging in educational activities that could enhance their skills. These include, among others, strategic seminars, workshops, and team teaching. This will help to increase their knowledge in curriculum implementation. More training, pre-service and in-service-training should be given to teachers by the Ghana Education Service. This would help to solve the problem of inadequacy of skills and knowledge in specific subject area.
2. The Curriculum Research and Development Division should review the content of the current Core English Language syllabus in consultation with teacher organizations and the teachers in the classrooms so as to make the content of the syllabus achievable within the duration of the Senior High School period. This should be done by making the topics easy to follow and teach. Some of the topics taught in the Junior High Schools should not be

repeated in the Senior High Schools so that it would be easier for the teachers to complete the syllabus and in the long run help in the easy implementation of the curriculum. The syllabus, the recommended textbooks and the requirements of examination bodies should all be considered so that they would all be in alignment.

3. The government, Ministry of Education, and Ghana Education Service should make budgetary allocation for school to supplement the provision of teaching and learning resources and supply the schools with the appropriate teaching-learning materials. Funds should be made available to school administration to enable them to procure the necessary instructional materials which will facilitate the implementation of the English Language curriculum.
4. There is the need for adequate provision and supply of instructional resources to schools by the Ministry of Education for effective teaching and learning. It is suggested that English language teachers in general, and particularly those at Bompeh Senior High Technical School be trained to improvise some of the materials they need for teaching.

From the findings of the study, Core English Language teachers should try as much as possible to integrate the use of different teaching and learning resources in teaching. They should ensure that students are effectively engaged in the teaching and learning process.

Suggestions for Further Research

Taking into consideration its limitations, the researcher wishes to suggest that further research should be conducted in the following areas:

1. Teachers' attitude towards the use of teaching and learning resources in teaching Core English Language in Senior High Schools.
2. The influence of the use of teaching and learning resources in the effective teaching and learning of English Language in Senior High Schools.
3. Challenges of curriculum implementation in Senior High Schools.

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APPENDICES

APPENDIX A

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

UNIVERSITY OF CAPE COAST

English Teachers' Questionnaire

Dear Participant,

This is a research being conducted to find out whether teachers teaching Core English Language in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis, are implementing the Core English syllabus for Senior High Schools using the fidelity approach to curriculum implementation. This research is purely an academic exercise and your views and responses will contribute immensely towards the success of this exercise. Please, your anonymity is rest assured and all your views, responses and comments with regard to this study would be treated confidentially. Please, try as much as possible to be frank with your responses. The questionnaire is structured into sections and you are requested to tick [√] on the scale which reflects most clearly your judgment about how far each statement applies. For other items, you may specify by writing in the appropriate space provided to reflect your opinion.

SECTION A

Background Information

1. Gender:

Male [] Female []

2. How long have you been teaching English?

0 – 4 years []

5 – 9 years []

10years and Above []

SECTION B

Academic Qualification of Teachers

3. What is your highest level of academic qualification?

B. Ed []

B. A []

M. Phil []

M. Ed []

Others (Please specify)

Please indicate the degree to which you agree or disagree with each statement.

4. English teachers with a major in English are able to teach better than teachers without a major.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

5. Students' achievement in English is directly related to their teachers' competence in teaching.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

6. Students taught by trained teachers have higher level of understanding than those taught by non-trained teachers.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

7. My academic and professional qualification helps me to teach effectively.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

SECTION C

How topics are arranged in the Syllabus for Teaching English Language

Please indicate the degree to which you agree or disagree with each statement

8. The syllabus is poorly planned and organized.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

9. The syllabus is too overloaded to be completed on time.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

10. The content of the programme is difficult to be taught within the stipulated time period.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

11. The inclusion of certain difficult body of knowledge in the syllabus discourages students from learning English.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

12. Certain content of the English curriculum is complex for my students to understand.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

13. I refuse to teach certain aspects of English because they are difficult.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

14. The content is difficult such that I do not know which instructional material to use.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

15. The programme is difficult for me to understand how it should be taught.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

16. Lack of alignment between English curriculum and requirements of examination bodies.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

SECTION D

Teaching Methods Teachers use in Teaching

Respond to the following items based on the methods used by teachers in teaching core English by ticking in the columns provided.

Method	ALWAYS	SOMETIMES	NEVER
17. Lecture method			
18. Discussion method			
19. Demonstration method			
20. Case study method			
21. Field trip method			
22. Combination of methods			

Adopted from Oppong (2009)

23. Which of the following methods do you used most often?
 Discussion [] Role play [] Lecture [] Question and answers []
 Others, specify.....
24. Which of these teaching methods will you recommend for the teaching of core English?
 Discussion [] Role play [] Lecture [] Questions and answers []
 Others specify.....
25. How would you grade your students' performance with methods chosen?
 Excellent [] Very good [] Good [] Poor []

SECTION E

Teaching and Learning Materials for the Implementation of the Curriculum for Core English

26. Do your school/department have the appropriate teaching and learning materials for core English? Yes [] No []
27. If 'Yes', are these materials adequate to enable you teach the subject?
 Yes [] No []
 When you use the curriculum materials to teach:
28. My students gain greater understanding, concepts and knowledge.
 Very True [] True [] Moderately True [] Not True []
29. My students are able to retain knowledge and information for some time.
 Very True [] True [] Moderately True [] Not True []
30. I get motivated to effectively teach.
 Very True [] True [] Moderately True [] Not True []

APPENDIX B

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

UNIVERSITY OF CAPE COAST

Students' Questionnaire

Dear Participant,

This is a research being conducted to find out whether teachers teaching Core English Language in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis, are implementing the Core English syllabus for Senior High Schools using the fidelity approach to curriculum implementation. This research is purely an academic exercise and your views and responses will contribute immensely towards the success of this exercise. Please, your anonymity is rest assured and all your views, responses and comments with regard to this study would be treated confidentially. Please, try as much as possible to be frank with your responses.

The questionnaire is structured into sections and you are requested to tick [√] on the scale which reflects most clearly your judgment about how far each statement applies. For other items, you may specify by writing in the appropriate space provided to reflect your opinion.

SECTION A

Background Information

1. Gender: Male [] Female []
2. Form: One [] Two []

SECTION B

Academic Qualification of Teachers

Please indicate the degree to which you agree or disagree with each statement.

3. English teachers with a major in English are able to teach better than teachers without a major.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

4. Students' achievement in English is directly related to their teachers' competence in teaching.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

5. Students taught by trained teachers have higher level of understanding than those taught by non-trained teachers.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

SECTION C

How topics are arranged in the Syllabus for Teaching English Language

Please indicate the degree to which you agree or disagree with each statement

6. The syllabus is poorly planned and organized.

Strongly Disagree [] Disagree [] Agree [] Strongly Agree []

7. The syllabus is too overloaded to be completed on time.
Strongly Disagree [] Disagree [] Agree [] Strongly Agree []
8. The content of the programme is difficult to learn within the stipulated time period.
Strongly Disagree [] Disagree [] Agree [] Strongly Agree []
9. The inclusion of certain difficult body of knowledge in the syllabus discourages students from learning English.
Strongly Disagree [] Disagree [] Agree [] Strongly Agree []
10. Certain content of the English curriculum is complex for me to understand.
Strongly Disagree [] Disagree [] Agree [] Strongly Agree []
11. I refuse to learn certain aspects of English because they are difficult.
Strongly Disagree [] Disagree [] Agree [] Strongly Agree []
12. The programme is difficult for me to understand how it should be learnt.
Strongly Disagree [] Disagree [] Agree [] Strongly Agree []
13. Lack of alignment between English curriculum and requirements of examination bodies.

SECTION D

Teaching Methods Teachers use in Teaching

Respond to the following items based on the methods used by teachers in teaching core English by ticking in the columns provided.

Adopted from Oppong (2009)

Method	ALWAYS	SOMETIMES	NEVER
14. Lecture method			
15. Discussion method			
16. Demonstration method			
17. Case study method			
18. Field trip method			
19. Combination of methods			

20. Which of the following methods do your teacher used most often?

Discussion [] Role play [] Lecture [] Question and answers []
 Others, specify.....

21. Which of these teaching methods will you recommend for the teaching of core English?

Discussion [] Role play [] Lecture [] Questions and answers []
 Others specify.....

22. How would you grade your performance with methods chosen?

Excellent [] Very good [] Good [] Poor []

Adopted from Oppong (2009)

SECTION E

Teaching and Learning Materials for the Implementation of the Curriculum for Core English

Please, tick [] in the appropriate space to indicate the truth or otherwise of each of the following statements about curriculum materials.

23. Do your school/department have the appropriate teaching and learning materials for core English? Yes [] No []

24. If 'Yes', are these materials adequate to enable you learn the subject?

Yes [] No []

When my teacher uses curriculum materials:

25. I gain greater understanding, concepts and knowledge.

Very True [] True [] Moderately True [] Not True []

26. I am able to retain knowledge and information for some time.

Very True [] True [] Moderately True [] Not True []

27. I get motivated to effectively learn.

Very True [] True [] Moderately True [] Not True []

APPENDIX C

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

UNIVERSITY OF CAPE COAST

Interview Guide for Head Teacher and Circuit Supervisor

Dear Participant,

This is a research being conducted to find out whether teachers teaching Core English Language in Bompeh Senior High Technical School in the Sekondi-Takoradi Metropolis, are implementing the Core English syllabus for Senior High Schools using the fidelity approach to curriculum implementation. This research is purely an academic exercise and your views and responses will contribute immensely towards the success of this exercise. Please, your anonymity is rest assured and all your views, responses and comments with regard to this study would be treated confidentially. Please, try as much as possible to be frank with your responses.

1. What academic qualifications do teachers of English Language possess in the teaching of the subject?
2. How are topics arranged in the syllabus for teaching English Language?
3. Which teaching methods do teachers use during teaching and learning?
4. What specific teaching and learning materials do teachers have access to for the implementation of the curriculum for Core English?

APPENDIX D

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
UNIVERSITY OF CAPE COAST
OBSERVATION GUIDE**

SECTION A

Effectiveness of Classroom Activities

	Excellent	Very Good	Good	Poor
1. The use of teaching-learning resources is	[]	[]	[]	[]
2. The quality of the teaching-learning process is	[]	[]	[]	[]
3. Teacher's command of the subject matter is	[]	[]	[]	[]
4. Teacher's knowledge of the pedagogical skills is	[]	[]	[]	[]
5. The delivery of curriculum content is	[]	[]	[]	[]

SECTION B

Availability and Quality of Curriculum Materials

	Availability		Good Quality	
	Yes	No	Yes	No
6. Textbooks and other reference books for teachers and students	[]	[]	[]	[]
7. Computers	[]	[]	[]	[]
8. Internet	[]	[]	[]	[]
9. Video cameras/recorders	[]	[]	[]	[]
10. Projectors	[]	[]	[]	[]
11. Others (Specify).....				
.....				

SECTION C

TEACHING – LEARNING RESOURCES

Please tick [√] the appropriate column to indicate the teaching-learning resources available for the teaching and learning of English Language.

No.	Resource/Materials	Available and adequate	Available not Adequate	Not available at all
12.	English Syllabus			
13.	English Textbook			
14.	Teachers' Guide			
15.	Audio materials e.g. cassette players, radios etc.			
16.	Visual materials e.g. maps, charts, pictures etc.			
17.	Audio-Visual materials e.g. television, filmstrips, slide projectors etc.			

Adopted from Oppong (2009)

APPENDIX E

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

Department of Arts & Social Sciences Education

TELEPHONE: +233 42 35411/

EXT. (268), Direct: 35411.

Telegrams & Cables: University, Cape Coast



University Post Office,
Cape Coast, Ghana.

OUR REF: DASSE/ED/CSP/11/0005

YOUR REF:

Date: 25th February, 2013

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

The bearer of this letter, Miss Dorothy Morgan Zar, is a graduate student of the Department of Arts and Social Sciences Education of the University of Cape Coast, Ghana. She requires some information from your institution for the purpose of writing a thesis as a requirement of M.Phil Degree programme.

I should be grateful if you would kindly allow her to collect the information from your institution. Kindly give the necessary assistance that Miss Dorothy Morgan Zar requires to collect the information.

While anticipating your co-operation, I thank you for any help that you may be able to give.

A handwritten signature in black ink, appearing to be 'S. Asare-Danso'.

REV.DR. SETH ASARE-DANSO
HEAD OF DEPARTMENT

DEPARTMENT OF ARTS &
SOCIAL SCIENCES EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA