UNIVERSITY OF CAPE COAST

BASIC SCHOOL TEACHERS' PERCEPTIONS ON THE NEW EDUCATIONAL CURRICULUM REFORM IN THE ATEBUBU AMANTIN MUNICIPALITY

EDWARD OPOKU BOAHEN

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BY

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Thesis submitted to the Department of Education and Psychology of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Educational Psychology

OCTOBER 2021

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:……..

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: ……..……

Name:……..

Co-Supervisor's Signature: ……. Date: ……..……

Name:……...

ABSTRACT

The study examined basic school teachers' perceptions about the new reforms in the Ghanaian educational curriculum. The descriptive survey design, specifically, the cross-sectional design, with a quantitative approach was utilised in conducting the study. The study's population was made up of all public basic school classroom teachers in the Atebubu Amantin Municipality, with a total number of 1,126. A multi-stage sampling technique was employed in choosing the study's respondents. Copies of Questionnaires were administered to 582 basic school teachers. Three hundred and fifty copies of the questionnaires were however filled and returned, this resulted in a (60%) response rate. Hence, all the analyses were based on 350 respondents. The data collected were analysed using means and standard deviations, independent samples t-test, and one-way analysis of variance (ANOVA). The study discovered that basic school teachers within the Atebubu Amantin Municipality had positive perception regarding the implementation of the new educational curriculum. Furthermore, teachers encountered challenges concerning sufficient economic resources, suitable facilities, and large class sizes in their effort to apply the recent educational curriculum. The investigation concluded that curriculum developers did not provide sufficient financial support and suitable facilities such as tables, chairs and computers for the effective execution of the new curriculum. The Ministry of Education and instructional programme developers are therefore encouraged to provide sufficient economic resources as well as suitable facilities required for effectively implementing the new educational curriculum.

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DEDICATION

To my family

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CHAPTER ONE

INTRODUCTION

Background to the Study

The responsibilities of educational institutions are changing all over the globe due to the socioeconomic dynamics, and swings in political and fiscal policies in cultures in recent years (Flores, 2005). Several researchers such as (Day & Smethem, 2009; Fullan, 2011; Luttenberg, Carpay & Veugelers, 2013; Priestley, 2011) have noted that, educational systems all over the globe are changing at a faster rate due to the hunger to advance, revolutionise and produce improved successes, through the employment of well-structured curricula and modifications that are installed beforehand.

The Government of Ghana (GoG) enacted a new curriculum into its system of education in September 2019 (Aboagye & Yawson, 2020). The foremost aim of the new curriculum was to address the gaps and weaknesses that were identified in the previous curriculum which was characterised by excessive load regarding the content, restrictions of the objective-based curriculum, as well as the inability of the assessment system to make available adequate information upon which formal or classroom education would be based. According to Smith and Desimone (2003), teachers over the world are central or key agents in the success of reforms in educational setups.

The knowledge, beliefs and views of classroom teachers are significant players or agents in understanding modifications in the curriculum (Blignaut, 2007). It is imperative to note that teachers have different viewpoints regarding the application of the curriculum and this affects their attitude and behaviour

towards its implementation. According to Maba (2017), peoples' perceptions are also regarded as their opinions. Perception is a natural procedure in which an individual acquires certain knowledge about something through their senses. Myriad of factors may be responsible for shaping classroom teachers' perception of the curriculum. Teachers' perception of curriculum implementation is the view of classroom teachers regarding their experiences in the process of ensuring that the curriculum is carried out.

Undoubtedly, education is one of the known and most efficacious poverty reduction tools as well as a tool for bridging the gap in inequalities in societies in the 21st century. Education is also employed as the basis for sustenance, growth and improvement of many countries or economies (Ezeanya-Esiobu 2019). A high-quality education enables people to discover the peculiarities of their environment and makes it possible for them to achieve mastery that will result in creativity and development. Education in Africa has not reached the aforementioned goals; western interference in Africa has bred the abandonment of the originality of Africa and a detraction from the authentic experiences of the continent. This has singularly brought the environment, the experiences of Africans and the way they live, their beliefs, their belief systems and their framework and curriculum backwards (Ezeanya-Esiobu, 2019).

Curriculum connotes different meanings to various investigators (Kausar & Akhtar, 2013). Cuban (1995) viewed curriculum as frameworks and educational guidelines that are developed by government officials that are to be followed in teaching learners in the educational setups.

Consequently, curriculum is referred to as a guideline of academic instruction that is structured by experts and limited to the particular subject that

classroom teachers are supposed to teach their students. In the light of this, curriculum is rigorously employed and trailed by differing contributors (Kausar & Akhtar, 2013). This notwithstanding, Majeed (2009) viewed curriculum as a multi-dimensional programme that presents learners with comprehensive opportunities by offering them with concrete understanding with the aim of building their skills for future life experiences. Curriculum entails what learners ought to know, the manner and quantity to assimilate, assessment procedures, background knowledge of learners, how daily activities of the school is planned, activities that take place during learning and recess as well as the experiences occurring beyond the confines of the school (Kanjee, Sayed, & Rodriguez, 2010).

In Adu and Ngibe's (2014) perspective, presenting a collectively cherished understanding, capabilities and attitudes given to learners by way of employing different strategies as they remain in the educational institution is termed as curriculum. Modifications in the curriculum in education plays a vital role in the educational setting. Govender (2018) established that modifications in the educational curricula is key in accomplishing the set aspirations of a society. Hence, Govender espoused that in many low-and middle income countries (LMICs) worldwide, the process of modifying educational curricula is continuously experiencing amendments. Fullan (2011) explained that educational programme restructuring is an objective of "raising the bar for all students and closing the gap for lower performing groups, training learners with the talents and aptitudes essential for a successful global citizen" (p. 5). Within such restructuring, classroom facilitators are important agents in the reformation

process especially at the application stage where the interpretation of the programme is subjective to the classroom teacher's opinions and judgments.

The opinions and philosophies of the classroom teacher are basically peculiar to their expertise, mastering the subjects' content, preparing to deliver the content, assessing learners and interacting with the learners (Peck & Herriot, 2014). To Hinde (2004), the appeal for the modification in the educational curricula is basically dedicated to the self-assurance of the classroom teacher in their significance and value as well as their ability to own what they do. According to Pinnegar, Mangleson, Reed and Groves (2011), the manner in which classroom facilitators connect with their training and their acquisition of knowledge tells more about how they yearn their expert responsibilities and the commitment they have for teaching students what they ought to learn.

On the contrary, Day and Smethem (2009) explained that the modification of the curriculum used in education does not always bring about procedural change and when government forces its enactment, the implementers may oppose its implementation on the field. This according to Fullan (2011) will probably negatively affect the intrinsic passion, academic enrichment, cooperation and an extensive friendliness which form the basic tenets of restructuring the educational setup.

Some scholars (Priestley, 2011; Thomas & Beauchamp, 2011) have espoused that restructuring of the educational programmes (i.e., curricula) in the recent dynamic world have been distasteful for a number of professional classroom facilitators. Normally, reformation of the educational curriculum come from higher ranking government officials to the bottom and left for classroom teachers to act as the actual implementers without having any

discussion whatsoever, meanwhile, the classroom facilitators are expected to model learners' behavioural patterns, agreements and morals (Fullan 2006; Raz, 2006). According to Thomas and Beauchamp, the practice of continuously restructuring the curricula all over world has come to stay and classroom teachers are expected to embrace this culture in the education setting as it augments the acquisition of new and current educational information together with taking up new forthcoming obligations. Day and Smethem (2009) and Day (2002) professed that classroom teachers are now accountable for learners' welfare, nationalism education and advancement and success. Thomas and Beauchamp claimed that classroom facilitators work in a dynamic environment and unbalanced situations. As a result, they ought to continuously upgrade their knowledge and technical expertise in the teaching field. For that reason, trainers of classroom teachers need to take a critical look at how they can help improve classroom teachers' practical expertise, instructive abilities and proficiency in teaching (Zhao et al., 2010).

The curriculum reform offers perspectives on personal and institutional problems as well as opportunities and both the curriculum's framework and the reform procedure. On the basis of the case studies of schools in Scotland, it was found that teachers' dedication to their current practice involves structural challenges, improvements in their school workforce together with diverse strategies to learn professionally (Priestley et al. 2014). Classroom facilitators were worried about the effect of change on the credibility of their subject matter and pedagogy (Priestley, 2011). Lee et al. (2018) recounted that cultural improvement in the framework of education as a whole remains important for a successful execution of curriculum transformation in the curriculum reform in

Hong Kong. For teachers and local government leaders in Finland, Pyhältö et al. (2018) found that shared sense-making is working on currency reform to bridge the possible top-down/bottom-up rift to build workable resolutions. Classroom teachers and district officials have been mindful of their autonomy and the duty they have entrusted to them. A similar argument was made by Tronsmo (2019), who points out the need for strong leadership to promote change and collective accountability. Latest curriculum reform studies point out difficulties but also the effect on the schools and teachers of greater autonomy (Demarest, 2015; Gruenewald, 2003; Penetto, 2009;).

Hinde (2004) emphasised that power is the leading challenge of curriculum restructuring in education. As such, superiors and interested parties of education who mostly focus on the outcomes may possibly not actualise their ambitions or expectations from the reformation of the curriculum (Fullan, 2011). This phenomenon might result in the reduction in the confidence of classroom teachers as they may feel relegated to the background (Ball, 2008). Evidence from empirical studies (Luttenberg et al., 2013; Zhao et al., 2010) indicate that when classroom teachers are regarded as mere implementers of the curriculum while more authority is placed in the hands of other external bodies or individuals, the entire process of applying the curriculum is thwarted and attributed to classroom teachers' inadequate knowledge, apathy, inadequate autonomy, and motivation to empower themselves and act in line with the modification of the programme.

According to Fullan (2011), individuals feel more encouraged when their efforts are recognised or they are wholly involved in the operations of something that is worthwhile. To Priestley (2011), such arrangements with

inventions authorises classroom facilitators to function as representatives of change. As Priestley and Luttenberg et al. (2013) emphasised, classroom teachers are regarded as significant component necessary for accomplishing curriculum restructuring in the educational system. Also, classroom teachers are seen as co-discoverers, with prominence on intrinsic practices as well as on contribution, expert beliefs and objectivity. To Fullan, it appears that countries that begun with teaching and continued with it came to appreciate and revered classroom teachers as important contributors in the transformation of the entire educational framework. As Luttenberg et al. have already intimated, other researchers such as (Louis, 2007; Seung, Park & Narayan, 2011) have also confirmed that as a result of the already mentioned developments, classroom teacher factors including personal identity and philosophies they have regarding the modification of the educational curriculum now receive more emphasis than before.

Hammerness (2003), and Mahlios et al. (2010) claimed that classroom teachers' opinions influence how they prepare, instruct, collaborate and act in the learning environment, which can be translated converted as one gather substantial expertise or through practice or rehearsal. Perceptions mould classroom facilitators' uniqueness (Pinnegar et al., 2011), and this according to Mahlios et al. arise from personal understanding, previous educational training and certain understandable views that have been recommended. Few scholars (Guan & Meng, 2007; Shi & Liu, 2004) have espoused that newly modified educational guidelines (curricula) concentrates on the alterations in educational principles, performances and frameworks with the intent of enhancing learners' welfare and comprehensive progression, however, minimal amount of data is

evident to actually settle on the overall accomplishment of such modifications (Dello-Iacovo, 2009). It has been said that actual execution of a new educational programme in the classroom setup is not easy compared with passing directives or commands and planning activities. To this end, classroom teachers have been acknowledged as important agents of reformation of curriculum (Shao & Bruening, 2005). As a result of the differences in classroom teachers' experiences and ideals, clarifying issues regarding how the curricula are to be applied may emanate from their personal understanding of the curricula and the manner in which they interact the entire teaching environment may deviate from what other classroom facilitators do in their separate teaching and learning environment (Remillard, 2005).

According to Kruger, Won and Treagust (2013), "when government or stakeholders in education formulate and approve a new curriculum, it is demanded that teachers interpret and implement the given document based on their own perception" (p. 121). Kruger et al. further stated that aside from the above, learners who are thought with a new curriculum are exposed to numerous learning experiences. Similarly, Clandinin and Connelley was mentioned by Kruger et al. that the architects of the new curriculum, classroom facilitators, learners as well as parents could have varied understanding of a common educational guideline or programme on the basis of the individual or collective experiences and belief patterns.

Kruger et al. (2013) quoted scholars such as Rosier and Keeves, and Treagust to have studied the nexus among the intended, executed, professed and accomplished curricula over a number of years within the learning environment as well as internal comparative scientific investigations. Those investigations

unearthed diverse views relating to the recent modification of the educational curriculum that classroom teachers, learners and architects of the curricula have. In the same manner that Kruger et al. made reference to Waugh and Punch, the dissimilar frameworks of understandings of a new curriculum is a key component of this study, which indicates that classroom facilitators' views of a recently enacted curriculum have significant repercussion on its application and the expected modification in education. Van Driel, Beijaard and Verloop (2001) asserted that classroom teachers' comprehension, abilities and opinions markedly impact the manner they teach in the learning environment and how receptive they are to the educational reorganisation efforts.

Curriculum reforms have been a necessary evil in the African terrain for the reason that most school leavers become incapable of translating what they learnt in school into the job market. Again, it is also alleged in some circles that school leaders are not innovative because outmoded curriculums are still applied in schools despite the advancement in global education landscape (Kanjee, Sayed, & Rodriguez, 2010).

According to UNESCO's 2005 Quality Imperative Global Monitoring Report (GMR), the first step toward developing a high-quality curriculum is to put students at the center of the educational process. The reality is that many students graduate from formal education with only the bare essentials. For example, according to international assessment standards, over 65% of South African school leavers are functionally illiterate. According to a 2003 TIMSS research (Hanushek & Wößmann, 2007), just 29% of South African Grade 8 students were able to properly answer a fundamental subtraction question. The kind of education a person receives has a significant impact on their abilities

and capabilities when they enter the formal or informal labour market. For the underprivileged, the quality of training is far more essential than the number of years spent. The comparatively wealthy have access to social and cultural capital, which benefits them and compensates for poor educational quality (Kanjee, Sayed, & Rodriguez, 2010).

Curriculum improvements, teacher quality, and teacher supply are particularly pressing issues in sub-Saharan Africa. According to the UNESCO Statistics Institute (UIS), sub-Saharan nations have had to expand teacher production many times since 2006, yet none of them generates enough teachers to meet demand at present delivery rates. By 2015, it was estimated that an additional 3.8 million teachers will be required to provide education for all (EFA), although the requirement would undoubtedly vary by country (UNESCO 2009).

When teachers' attitudes and actions are consistent with the educational innovations being implemented, success can be assured during the implementation process (Levitt, 2001). Curriculum reforms in education are an integral component of the teacher learning process, and thus a thorough comprehension of the reforms and a clear perception of the curriculum are important conditions for effective implementation of the new curriculum (Sahlberg, n.d.).

Significant educational improvements have occurred recently in Ghana at the elementary level to reflect academic curriculum reforms and the creation of self-sufficient workers. These curriculum revisions are necessary because many school leavers and graduates are not guaranteed work in the public sector, which employs approximately 30% of graduates (Chen, 2000). These

educational curriculum improvements place a premium on practical experience and job-related skills, as well as students' ability to think critically (Kruger et al., 2013). As such, teachers become critical stakeholders in ensuring the effectiveness and success of new curriculum modifications (Lucas, 2005).

Statement of the Problem

Schools and teachers' roles have shifted globally in recent decades as a result of social, historical, political, and economic upheavals (Flores, 2005). This according to Flores is because new demands arise as a result of shifting societal expectations, political and social agendas, and as a result, curriculum modifications are necessary. However, teachers in state-supported schools are not provided with the necessary chances to participate in curricular improvements (Bumen, 2006; Karakaya, 2004; Yuksel, 2004). There have been conceptual inconsistencies in the majority of recent educational curriculum reforms (Hale, 2008; McNeil, 2006; Ornstein & Hunkins, 2009; Posner, 2004; Wiles, 2005), as well as concerns about how such new curriculum reforms might affect output on a practical level (Hale & Dunlop, 2010; Hale, 2008; McNeil, 2006; Ornstein & Hunkins, 2009; Posner, 2004; Wiles, 2005; Weber, 2011). Lucas (2005) asserts that these inconsistencies can result in inadequate curriculum implementation, which can result in academic failure of students. Similarly, teachers are forced to comprehend the new curriculum as a result of their lack of involvement in curriculum adjustments.

While some studies (Beans, 2006; Fairris; 2008; Hinton, 2005; Huffman, 2002; Shilling, 2011; Wilansky, 2005) examined curriculum reforms in terms of implementation, effects on collaboration, and academic achievement, there is a dearth of data on teachers' perceptions of curriculum

reforms in Ghana. Additionally, because the government has invested significant amounts and resources in preparing teachers for the implementation of the new educational curriculum, it is worthwhile to learn how these teachers perceive the new curriculum's implementation. That instance, if teachers have a negative attitude toward the new curriculum's implementation, it may render the government's efforts ineffective. Therefore, it is necessary to ascertain teachers' perspectives of the new curricular revisions in Ghana, with a focus on the Atebubu Amantin Municipality.

Purpose of the Study

The purpose of this study is to ascertain classroom teachers impressions of Ghana's new educational curriculum revisions.

The study aims to ascertain the following:

1. basic school classroom teachers perception regarding the application of the new educational curriculum in Ghana;
2. basic school teachers' perception regarding the orientation they received for the application of the recent educational curriculum in Ghana;
3. basic school teachers' perception about the challenges they encounter in implementing the new Ghanaian educational curriculum;
4. gender differences in teachers' impressions about the execution of the new educational curriculum in Ghana;
5. differences in teachers' opinions about the implementation of the new educational curriculum in Ghana based on professional qualification.

Research Questions

1. What is the perception of basic school classroom teachers regarding the implementation of the new educational curriculum in Ghana?

2. What is the perception of basic school teachers regarding the orientation they received for the application of the recent educational curriculum in Ghana?
3. What are basic school classroom teachers opinions about the challenges they encounter in implementing Ghana's recent educational curriculum?

Research Hypotheses

1. H_0: There is no statistically significant gender difference in classroom teahers opinions regarding the application of the recent educational curriculum.

   H_1: There is a statistically significant gender difference in classroom teachers' opinions regarding the application of the recent educational curriculum.
2. H_0: There is no statistically significant difference in teachers' perception regarding the implementation of the recent educational curriculum based on professional qualification.

   H_1 There is no statistically significant difference in teachers' perception regarding the implementation of the recent educational curriculum based on professional qualification.

Significance of the Study

The findings of this research may assist the Ghanaian Ministry of Education (MoE) in addressing implementation problems associated with the recent education curriculum. This could effectively contribute to the strengthening of policies pertaining to the reform of the national education curriculum. Additionally, the outcomes of this study could inform the Ghana Education Service (GES) on the difficulties teachers have in implementing the

new curriculum. Essentially, the findings of this investigation would guide their decisions regarding the challenges teachers encounter in their quest to implement the new curriculum.

Obtaining information from basic school teachers' regarding their perceptions of new educational curriculum reforms in Ghana may also assist stakeholders in the field of education to address the challenges that come with the application of the recent curriculum. Additionally, the outcomes of this study would provide the government and even the MoE with more information about the repercussion of restructuring curricula, allowing them to allocate materials necessary to guarantee quality of teaching and learning of topics. This, could further contribute to the new curriculum's full achievement of its objectives. Additionally, the observations made from this study would contribute to the current body of knowledge in the area of new educational curricula.

Delimitations

This study was delimited to only public basic school classroom teachers in the Atebubu Amantin Municipality. Again, this study focused on primary school classroom teachers perception regarding the execution or operalisation of the new educational curriculum reform. Additionally, the study employed a cross-sectional survey approach. The study used a quantitative method and also elicited information from respondents via questionnaires.

Limitation

The self-report nature of the questionnaire predisposes the results to some biases as the relevance and consistency of the results are contingent on the accuracy of the respondents' responses. Again, generalisations of the

findings of this study to basic schools in other Municipalities is limited, since respondents came from one Municipality.

Definition of Terms

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

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

Organisation of the Study

The research is structured into five components. The study's first chapter is an introduction. It outlines the study's context, defines the research problem, and defines the study's purpose, research questions, and importance. The chapter explains the study's scope and discusses the study's methodological constraints. Chapter Two is devoted to a survey of the literature on various elements of the research. It goes into detail about the theoretical and empirical frameworks that underpin the study.

The methodology section of Chapter Three discusses the study's methodology. It details the research design, the study region, the population, the procedures employed in sampling, the instrument used in gathering the data, the manner in which the instrument was administered, and the analysis of the obtained data. Chapter Four is devoted to the presentation and discussion of the results. Lastly, Chapter Five reviews the whole research process, draws inferences, and provides recommendations for policies and practices together

with additional research suggestions.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This study aims at investigating basic school classroom teachers' perceptions regarding the restructuring of Ghana's recent educational curriculum. Relevant and related literature regarding the issue under investigation are presented in this section. The literature comprises conceptual issues, theoretical review, and the empirical review. The subsequent paragraphs throw more light of this chapter.

Conceptual Review

Perception of Teachers on Curriculum Implementation

Teachers' differing perspectives have an effect on how they evaluate curriculum implementation (Widiastuti, 2018). According to Kiarie (2016), the differing views might influence how teachers behave and the decisions they make when presenting the curriculum. Positive and negative teacher views can be classified. Positive or favorable teacher perspective will serve as a solid foundation for responding to all aspects of the assessment process throughout curriculum implementation, including the preparedness of assessment operationalisation during curriculum implementation. On the contrary, an undesirable attitude toward assessment will serve as an impediment to the application of norms governing the assessment process.

According to Elliot (1994), classroom teachers play a critical role in the process of developing and implementing curricula. Additionally, Oliver (1965) underlines the growing importance of classroom teachers in the formulation and implementation of curricula today. Oliver continues by stating that classroom

facilitators play a critical part in the process of building curriculum because they are familiar with learners' interests and requirements, are capable of adapting curriculum to regional conditions, and can suggest resolutions. Stenhouse (1975) emphasises the need of utilising teachers' teaching experiences to design the most appropriate curriculum. According to Connelly (1972), classroom teachers are involved in the improvement and implementation of curricula through their involvement in a process overseen by curriculum development experts.

According to Gurol (2004), regardless of how good a curriculum is established, it will fall short of its targets until the teachers who implement it perform their duties effectively. Thus, classroom facilitators must get training on the principles, methodologies, objectives, evaluation, and technical abilities associated with the adopted curriculum (Tasdemir, 2003). Classroom facilitators have a significant part in the process of implementing a curriculum, and as such, they bear responsibility for implementing an established curriculum in harmony with its philosophies. Moreover, classroom teachers are viewed as active curriculum implementers as well as important components providing input on the present curriculum as a way of enhancing it.

Whatever ideal dimensions a curriculum may have, if it cannot be implemented, its effectiveness cannot be guaranteed. As a result, a seemingly perfect curriculum will accomplish its goals provided it is successfully implemented by classroom teachers who have a good perception about it. In this regard, the expectation is that classroom teachers exercise effective control over the curriculum, particularly at the implementation phase, by becoming proficient with the philosophies of teaching, intentions, content, strategies in

teaching and learning, educational tools or gadgets, and processes of evaluating the curriculum.

While most classroom facilitators make the claim that a new curriculum will yield an innovative, mathematical, and scientifically literate Ghanaian child capable of thinking critically in order to answer the country's plethora of difficulties, others have recognised numerous complications that require immediate rectification (Aboagye & Yawson, 2020). While classroom teachers believe that infrastructure continues to be the primary impediment to the process of implementing curriculum, disregarding other obstacles is impossible. Some classroom teachers believe that they are unable to communicate because they lack access to a communication connectivity, while others believe they face challenges accessing electricity. Amofah (2019) asserted that class sizes are a significant barrier to a learner-centered strategy, as the majority of Ghanaian schools have class sizes of 20 or more. According to Hockings (2005), huge class sizes impede learners' classroom involvement, learning activities, and the classroom teacher's capacity of meeting the learners' desires. Perceptions of teachers on some key problems concerning the curriculum also include an inability to take into account Ghanaian students' social structure and way of life, together with a lack of classroom teachers who could have raised concerns regarding abysmal internet connectivity and non-existence of electricity in rural communities.

According to Adentwi (2005) curriculum design "is a process which involves making basic decisions about who will partake in curriculum decision-making process and how it will proceed" (p. 13). The classroom teacher is an integral component of the curriculum architects. The extent to which classroom

teachers are involved in the curriculum planning procedure differs significantly depending on whether the system is a centralised one (i.e., relatively less involving) or school-based (i.e., relatively more involving). Likewise, classroom teachers participate in this procedure for a variety of reasons. Eunitah, Chindedza, Makaye and Mapetere (2013) submitted that country variations exist in the procedures involved in designing and implementing an educational programme. According to Eunitah et al. and Carl (2005), either a central body designs it or it is done by decentralising the process. Adentwi, Ziba (2011) and Eunitah et al. emphasised that the curriculum is centrally managed in Ghana, Burkina Faso, Zimbabwe and France while in other jurisdictions (i.e., Australia, United Kingdom [UK], Canada and US), managing the curriculum is decentralised. Essentially, centralising or decentralising the curriculum have their associated merits and limitations.

For example, centrally recommended curricula face difficulties in developing curricula that are appropriate throughout all education institutions due to a lack of engagement among the system's curriculum designer and the school environment (Eunitah et al., 2013), whereas teachers in decentralised or school-based curricula are enthusiastically engaged in the procedure of instructional design (Maphosa & Mutopa, 2012). To Maphosa and Mutopa, and Eunitah et al., when classroom teachers are simply directed to implement curricula, they did not contribute or adequately consulted before designing, it usually results in them rejecting or willingly implementing it. Yet, given the critical role classroom facilitators play in the educational sector, it remains essential that they play a pivotal role in curriculum design.

With classroom facilitators' active participation in the process of implementing a curriculum, a competent and operative curriculum will be perfectly feasible (Ben-Peretz, 1980). Classroom teachers' obligation as objective definers during the process of implementing the curriculum is critical to the success of curriculum execution. Curriculum development process is continuing in the classroom. Thus, educators' duty as curriculum developer entails instituting constructed curriculum within the learning environment. As a result, classroom teachers are viewed as the most critical component of the curriculum restructuring continuum which starts with the identification of educational deficiencies and concludes with the formulation of possible solutions or answers. Most teachers opine that Ghana's recent curriculum support the idea of working collectively as one and helped learners in acquiring long-lasting skills that could be used in throughout one's life. This notwithstanding, the classroom teachers disagreed to the claim that the curriculum entails relatively difficult teaching and learning (instructional) content. The connotation of this is that Ghanaian classroom teachers have desirable or positive impressions regarding the curriculum. Concerning the challenges and complications of implementing a new curriculum, teachers have the perception that a new curriculum may lack resources required for teaching and learning, may contain huge work load and may discourage diminutive class sessions. Classroom teachers may sometimes depend on the internet for information that could be used in successfully teaching their lessons.

Moreover, teachers believe that engaging them in the process of restructuring the curriculum, making books and other resources required for teaching and learning available, building the professional capacities of

classroom teachers and conducting a pilot to test the feasibility of implementing the curriculum would be helpful. Involving classroom teachers in building the curriculum is worthwhile particularly when they are supposed to be the teachers of the curricula's content to learners. Meryem and Sabri (2009) concurred that when classroom teachers are not familiar with the educational guidelines (i.e., curricula) it could result in several issues including challenges in achieving the curricula's aspirations.

Reforms in Education

According to Cheung (2009), society is now very different from what it was 10 years ago, and curriculum restructuring cannot be side-lined or ignored in keeping up with the global changes and enable students in meeting the demands of society of the future. The latest educational restructuring has brought about new plans for education, with the expectation that schools would create a new crop of learners who are capable of thinking and learning on their own as well as exploring new fields of learning outside the conventional focus on ethics, knowledge, physiotherapy, social skills and aesthetics. These changes appear to have indirect and direct influence on educational reforms in many jurisdictions. Education reform is the term for the purpose of improving the philosophy and practice of public education. Where the reform of education once based on inputs, it is now based on accomplishments as students. Reform of education may aim to resolve inequities, including poverty, sex and class inequalities.

The reform is led by evidence-base education, in which scientific findings point to the most successful approaches (Arini, Langley, & Sauni, 2007). In realising the changing growth intentions of every country, education

reform is vital in restructuring the content of the educational setting. Young and Levin (1999) described the education reforms as a government-led, openly political study and justified educational change program based on the need to make a very significant break from the established practice.

Bello (2007) identified some key motives behind restructuring education as including the necessity to:

1. have education that is the country's important desire,
2. empower learners with knowledge that is relevant in changing their professional and personal lives,
3. increase the accessibility of education to a lot more persons,
4. concentrate on science and technology,
5. empower learners with modern technological information and abilities,
6. fortify educational institutions with adequate materials,
7. enhance teaching strategies and educational performances,
8. enhance managing and financing educational activities,
9. enhance assessment practices of educational institutions, and
10. place citizens in readiness of globalisation-related difficulties.

Educational Reforms in Ghana

The education system of Ghana has been 'tampered' on a number of occasions from the time the Accelerated Development Plan (ADP) for Education was developed around 1951, starting with the 1961 Education Act. This disruption was in some way optimistic since many other present day nations including Ghana saw education as a necessary instrument for its socio-economic growth. The organisation wants to adapt to its developmental needs a high-quality preparation (Adu-Gyamfi, Donkoh, & Addo, 2016). This view is

testified by the new government's emphasis on human resource development. However, it is unfortunate that Ghanaians continue to ignore the acceptable form of education they need. For example, the 1961 Education Act, which marked a significant first step in promoting quality and sufficient education, encompassed a vast number of education initiatives to improve the educational progress achieved and to advance (Mankoe, 2002). The Act specified education rules that governed education in the country more clearly among its many provisions.

Since the independence of Ghana, successive governments have shown acknowledgment to national development of the value of education through pursuit of policies to make education available to all and important for the social, industrial and technological development of the country (Ministry of Education, 2007). Ghana's education landscape is the product of significant policy changes in education today. In 2007, a further education reform was carried out on the basis of the recommendation of the Anamuah-Mensah Committee. Studies show that the inconsistency in government policy, lack of political will to seek sustainable solutions in the face of educational issues, lack of the personnel needed to sustain policies, insufficient resources, and up-to-date approaches to education have been found, for many reasons, in the absence of effective implementation of past reforms (Bello, 2007; Osei-Dadzie, 2005).

Reforms in Educational Curriculum

Many countries embarked on education changes at the beginning years of the 21st century as a reaction to globalisation challenges (Deng, 2011). They have been engaged in the development of state-oriented curricula: curriculum preparation, development and implementation; a project involving the

articulation of the vision and objectives, the implementation of vision and objectives in the official curriculum, and the curriculum implementation in schools and classrooms. In line with the social, cultural and economic conditions, many Governments have established and institutionalized mechanisms and processes which regulate and support curriculum reforming activities (Deng, 2011; Rosemund, 2000; Rosemund, 2007).

The structure and outcomes of different strategies to restructuring educational curriculum have been adequately represented in extant literature (Boatman, 2012; Cho, Kopko, Jenkins, & Jaggars, 2012; Edgecombe, 2011; Edgecombe, Hern, 2010; Jaggars, Baker, & Bailey, 2013; Rutschow & Schneider, 2011; Visher, Weiss, Weissman, Rudd, & Wathington, 2012). Data presented by some of the mentioned investigations indicates that several models for school transformation appear to have comparatively short-term consequences. For example, Visher et al. found the modest desirable repercussions on regular (i.e., full time) registering, the credit attempted in subjects and total credit tried and received during the first semester for learning communities which included a developmental education reform course. Nevertheless, at the end of the third semester, those repercussions persisted for just one result: credits tried and earned in the subjects. According Cho et al. and Edgecombe et al., after carefully analysing the educational curriculum restructuring further, desirable repercussions that are short in duration were detected and these depleted with time.

While longer timeframes for analyses may show stronger distal results, there is no evidence available that such effects can be predicted. Colleges also make compromises from the start that hinder implementation. Those

compromises will hinder reform efforts and results because of resource constraints and long-standing institutional norms. The effect of these compromises is exacerbated because there is no process to detect and counteract flaws in implementation with the most reform initiatives. Growth education changes ought to be well tailored and executed efficiently to substantially enhance learners' success (Edgecombe, Cormier, Bickerstaff, & Barragan, 2013).

Research is minimal on educational curriculum change, but decades of academic research into K-12 and higher education local and national policy changes have had a brief and flawed effect in the success of the students (Bowen, Chingos & McPherson, 2009; Kazis, Vargas & Hoffmar, 2004). Other patterns like the increased variability among learners from wealthy backgrounds and those from economically disadvantaged backgrounds have eroded progress on important fronts, such as the racial breakdown (Reardon, 2012). Moreover, the outcomes of 30 years of federal, governmental, local and philanthropic policy investments have shown both the challenges of transforming education and the strong progress levers.

The reasons for reform failure were identified by Elmore (2008) as exceptionally "persistent and robotic" and this was due to the failure to apply desirable and recommended practice as against what educational institutions actually practice. This means that proposals can be misguided right from the beginning, as there is a lack of mechanisms to link the difference between policy strategies and the current practices of schools. Payne (2010) indicated that reformers lack a detailed grasp of the reasons behind the failure of the school. Unless this understanding is achieved, changes cannot be successfully enforced,

especially in fragmented school contexts: yet the efforts to introduce change in ways that are obviously improbable at school, at district and national level, even though improvement id identified. Some of these items according to Payne are simply political expediency or severe incompetence, but some of them have no structural comprehension of the antecedents of the disappointing conditions, partly because unstable societal engagements which usually lead to the failure of leaders are often very helpful in obscuring their roots.

Education, in particular the schooling culture (Christensen & Eyring 2011; Marcus 2011; Shogart 2012) is also described as resistant to change and creativity. Several studies converge on the concept of substantial structural obstacles to change. However, it may be too deterministic to characterize the school's culture as resistant to change, disguising those characteristics that allow for progress or restrict it. For example, an empirical inquiry showed that relational confidence in schools was key to improving schools (Bry & Schneider, 2002). They concluded that "the existence and local cultural characteristics of such social exchanges are conditional on the willingness of a school to improve. Recent research has defined additional features needed to enhance schools, including leadership as a catalyst of transformation, faculty and staff ability, the learning environment focused on students, parents and the community and instructional guidance (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).

Coburn (2003) offered less clear but equally convincing insights into the weaknesses of emerging approaches to education reform. She argued that deep and lasting educational development involves attention to the essence of change in classroom instruction; issues of sustainability; spread of standards, values,

and beliefs; and a shift in ownership so that a reform can become self-generative. If these reform dimensions are not recognised as important, the likelihood of new approaches being implemented in a diffuse, superficial manner with limited effects is increased. Although considerable efforts and investments in educational reforms have so far not significantly increased student performance, policymakers and higher-education professionals are still seeking ways to address systemic educational failures, especially in the area of education for development (Edgecombe, Cormier, Bickerstaff, & Barragan, 2013).

Researchers and educators are much more conscious of developmental education results and far more conscious than they were five years ago of policy methods today. However, the results of the changes in development education appear to be moderate and short-term. Research on development reform indicates some models may promise, but it also brought forth new issues related to implementing and improving reforms (Bryk, Gomez, & Grunow, 2010; Quint et al., 2011; Visher, Schneider, Wathington, & Collado, 2010).

Importance of Reforms in Education

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

(Lingam, Lingam, & Sharma, 2017). The numerous large and small reforms in contemporary times throughout the world necessitate the evolving position and functions of teachers, which are more difficult to fulfill as they must adapt more effectively not only to changes in framework but also to the fundamentally changing nature of 21st Century learners (Hall, 2009). Proponents argued that whether teachers are adequate to know them and also whether they possess adequate coping strategies such as skills and experience to make them an integral part of their reform processes depends on the progress or failure of these improvements (Kerr, 2006).

To this end, there must be great care in the continuing professional development of education workers at every level, now more than ever (Schechter, Sykes, & Rosenfeld, 2004). They need to develop their skills and learn from them, so that their chances of being compliant with continuously evolving job demands are not far short of the fulfilment of their vision and tasks by educational organisations. (Butt, & Gunter, 2005; Cardno & Home, 2005). Several studies have stressed that educational changes adopted have resulted in task overload, uncertainty, and stress (Bell & Stevenson, 2006; Cardno & Howse, 2005; Stevenson 2007). Researchers in developing countries have framed related topics such as intensification and accountabilities to highlight the variety of changes happening in teachers' work and their workload. For instance, in the 90's Hargreaves (1994) in North America, Boyle and Woods (1996) in the UK, Mander (1997) and Seddon & Brown (1997) in Australia (1997) all commented on the quick pace of changes in the workplace of teachers.

For example, in conjunction with North America 's evolving world environment in learning and education Hargreaves (2003) highlights the influence of globalisation, reform and market-orientated educational systems. Similarly, in Australia, there were many changes, including job intensification in Australia, (Smyth, Dow, Hattam, Reid & Shacklock, 2000), which placed tremendous pressure on teachers in the workplace. In the United Kingdom this is the same case (Stevenson, 2007). In short, in most developed countries of the world, the increasing difficulty and ever-changing demands of the work of teachers are well known (Lingam et al., 2017).

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

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

the resistance mechanisms used by teachers in the light of successive downs, but also records changes that occur (Ingersoll, 2003).

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

The improvements, challenges and external pressures listed above undeniably warrant that, teachers are provided sufficient opportunities for ongoing professional development (Bush, 2007; Wong, 2004). Similarly, Crow (2006) notes that the possible obsolescence of knowledge and skills would require ongoing preparation and education for teachers in view of the dynamic changes in schools and the changeable climate in schools. Such considerations led Lumby, Crow and Pashiardis (2008) and Bush (2008) to emphasize the importance of professional development in all contexts for teachers, but more so for the sake of developing teacher work and improving the level of learning success of children.

Curriculum Reforms and Teachers Reactions

A complete understanding of the idea of curriculum change is only conceivable after being thoughtful of what a curriculum is. Glatthorn (1987) defined curriculum as the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the implementations of those plans in the classroom; those experiences take place

in a learning environment that also influences what is learnt. Opinions on curriculum change has produced other understandings of curriculum such as; the ideal curriculum-what scholars believe should be taught; the formal curriculum-what a monitoring agency such as the state mandates; the perceived curriculum-what teachers say they are teaching in response to students; the operational curriculum- what local supervisors, parents and other observers see being taught in classrooms; the experiential curriculum-which includes learners interests ,abilities, learning styles and prior experiences (Goodlad, Klein & Tyek, 1979).

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

Disconnections between teachers and educational policy are severe (Meyer, 2010), as curriculum reform actors work at various stages in 'relatively separate political arenas;' when their priorities clash, they may use resources to

promote, sabotage, or neglect actors' efforts at other level (Meyer, 2010). Obviously, teachers ask significantly different questions during the program implementation than politicians who concentrate on the method, not on the actual classes (Peskova, Spurna, & Knecht, 2019). To find a solution for the successful implementation of curriculum reforms, we first need to explore the teacher's interests and reasons for accepting or rejecting the reforms. Teachers are positioned differently in relation to the education-al policy at different levels at different stages of their careers, with different amounts of experience, aspirations and competences (Ball, Maguire, Braun, & Hoskins, 2011).

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

Effect of Teachers' Beliefs and Attitudes on Curriculum Implementation

Attitudes and beliefs are important concepts in understanding teachers' thought processes, classroom practices, change, and their teaching methods. While attitudes received considerable attention in teaching and teacher education research between the early 1950's through the early 1970's, teacher beliefs only recently gained prominence in the literature (Richardson, 1996). Summaries of the research suggest that both attitudes and beliefs drive classroom actions and influence the teacher change process (Nespor, 1987; Pajares, 1992; Richardson, 1996). Teacher attitudes and beliefs towards curriculum implementation, therefore, are important considerations in understanding classroom practices and conducting teacher education designed to help prospective and in-service teachers develop their thinking and practices. In such change programs, beliefs and attitudes of in-service teachers strongly affect what they practice and how they go about with their duties as far as the curriculum is concerned.

Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions. Other constructs in this set include conceptions, perspectives, perceptions, orientations, theories, and stances. The heyday of studies that focused on teachers' attitudes occurred in the 1950's through the early 1970's. While teacher attitudes are still examined from time to time, beliefs have taken over as a major construct of interest in studying teachers' thoughts and beliefs about the curriculum as well as their classroom practices.

Allport (1967) defines attitude as a "mental and neural state of readiness, organised through experience, exerting directive or dynamic influence upon the

individual's response to all objects and situations with which it is related" (p. 9). Thus, attitudes are dispositions that constantly influence people's actions or activities. Rokeach's (1968) also defines "attitude as a relatively enduring organisation of beliefs around an object or situation predisposing one to respond in some preferential manner" (p. 112). In Fishbein's (1967) understanding, three components make up attitudes. These are the "affective, cognitive, and conative or action". Thus, Fishbein believes that attitudes are learned inclinations in responding to an object or class of objects in a manner that is either helpful or not.

Goodenough (1963) describes beliefs as propositions that are held to be true and are accepted as guides for assessing the future, are cited in support of decisions, or are referred to in passing judgment on the behaviour of others. Eisenhart, Shrum, Harding, and Cuthbert (1988) assert that a belief is a means of describing the linkage among an assignment, an act, an incident, or another individual and an individuals' attitude towards it. As a consequence, it is almost impossible that classroom teachers will accept the educational programme without interrogating or criticising the processes involved in restructuring it. This according to Simon (1995) is not only typical of classroom teachers as human beings naturally employ the inquiry strategy in their everyday activities (i.e., inquiry approach to leaning). This could account for classroom teachers' reluctance to embrace a new educational programme upon their introduction.

The common perception is that the procedures involved in accomplishing a policy is complete after successfully legislating and completing the said guideline. This notwithstanding, Fullan (2005) reminds us that at the policy implementation phase, more time is utilised usually (i.e., about

three times) compared with the beginning stages of the entire process of implementing the programme. It is to be critically noted that until a curriculum is practically applied by classroom teachers with learners within an academic setting or learning environment, it is still a plan or proposal (Ornstein & Hunkins, 2012). Despite the fact that planning a curriculum is obviously vital, the meaning of the intent of the curriculum will be lost until classroom teachers have been made to understand the content and the processes involved in its application

Available literature has acknowledged a number of factors that could potentially influence the application of a newly structured curriculum which need to be noted before introducing any improvement or newt in the education setting. Ghaith and Yaghi (1997) claimed that classroom teachers' attitude is one of the significant factors and this assertion was confirmed by Kennedy and Kennedy (1996), and Markee (1992). Restructuring a curriculum requires that classroom teachers to also modify their attitude in line with the new changes. Leviit (2001) also asserted that if the attitudes of classroom facilitators not congruent with curriculum implementation, their probability of resisting the application of the curriculum is enormous. Put differently, achieving substantial triumph in curriculum modification as well as its application need classroom teachers' complete collaboration and devotion.

This points to the importance of classroom teachers' attitude in implementing a new curriculum. Essentially, classroom teachers are active participants of curriculum implementation. They are receptive to original or new concepts such as implementing a curriculum after judging the suitability and being convinced of the efficaciousness in its application in the learning

environment. Before a curriculum is accepted and finally applied in various classrooms, classroom teachers might have scrutinised and ascertained the practicability and feasibility in classrooms. To Kennedy (1988) and Holliday (1994), the practicability and feasibility of the curriculum may relate to materials, time, classroom teachers' views, learners' desires and teaching approaches employed by classroom teachers.

It is also important to consider the various circumstances in which classroom teachers are introduced to current knowledge concerning curriculum, such as whether such information is imposed on them by superiors or gained through personal decisions or experiences. When the reorgnisation of a specific curriculum is pushed on classroom teachers, which may be likened to highly formalised educational institutions and colleges, even the most assertive members of the teaching staff are introduced to the new curriculum and must either adhere to its application or cease teaching it.

According to Benett (1978), when individuals who are extreme followers of principles in a structured organisation acquire knowledge on curricula implementation, their likelihood to systematically appreciate them into their systems of belief-disbelief is substantial. There are marked variability among classroom teachers who are highly principled or not in their behaviours in implementing curriculum when those diverse groupings have completely understood the implementation process and related issues on a levelled-ground where one is not better than the other. This notwithstanding, in structured establishments like educational institutions, overly dogmatic teachers (owing to their illogic and overdependence on power) may perhaps be anticipated to

experience a “party-line” modification and implement the new curriculum change.

Attitudes and beliefs of teachers towards curriculum implementation may also vary depending on the distinguished attributes of the individual. In Eysenck’s (1947) perspective, when it comes to human private character, it has an underlying framework in the sense that two dimensions, “extraversion and neuroticism”, are the most widespread accounting for a major amount of individual personality dissimilarities. Nevertheless, the theory developed by Eysenck is featured in physiological and neurological response patterns and also relates with behavioural principles espoused by Clark Hull. This nexus with Hull’s system describes a possible relationship among behaviours of classroom teachers to the programme implementation and opposition in character which is attached to neuroticism and friendliness. It must be noted that curriculum implementation may be accompanied with a magnitude of ambiguity regarding the aim, the methodological arrangements and results, and for most classroom teachers, the intimidations that come with the curriculum implementation offers considerable anxiety experiences to their professional persona.

As a result, greater anxiousness (or 'drive') is possible to be detrimental for classroom teachers with a high level of neuroticism, as it will increase their great desire in responding with their prevailing, entrenched behaviours toward the programme. According to this logic, an extraordinary degree of neuroticism among classroom teachers is connected with an undesirable behaviour toward implementing the curriculum, whereas a diminished neuroticism magnitude is related to a desirable behavior. Introverts have comparatively elevated cortical arousal (in comparison with ambiverts) whereas individuals who are extroverts

are characterised by reduced level of arousal according to concept of personality developed by Eysenck (1947).

Introverts' behaviour is limited by their cerebral dominance. They are exhibit increased conscientiousness and fewer impulsivity. Societal and organisational norms of conduct are more likely to have a repercussion on them. As a result, when a specific restructuring of the curriculum is institutionalised in subject departments of educational institutions (i.e., schools and colleges) that operate under very stiff normative regimes, introvert classroom teachers are highly probable to adopt and integrate the new curriculum concepts as against those who are extroverts.

In Clark and Elmore's (1981) opinion, classroom teachers employ a curriculum that is suitable to their objectives, the uniqueness of the learning environment and their knowledge. On the other hand, other scholars (Brophy & Good, 1974) established that classroom teachers impact the reorganisation of a curriculum by determining the blocks of topics or themes and contents that are suitable for the learners. It has also been noted that the propensity that the restructuring of a curriculum will succeed is dependent on the judgment of classroom teachers concerning the modification needed for implementing the curriculum (Doyle & Ponder, 1977). Again, it must be noted that classroom teachers face challenges in the application of curriculum that highlight standards that deviate or are the direct opposite of what the classroom teachers know and practice.

Theoretical Framework

In all areas of the world, including social, political, economic and technical fields, the curricular changes have proliferated more than ever before.

The unprecedented nature of developed world transitions and globalisation, inasmuch as the previous models of management might not be enough, has placed insurmountable pressures on managing these changes (Amimo, Bosire, & Role, 2014). This research is based on curriculum change and looked at complexity theory, planned change theory as well as the philosophy of change, definition and extent of change in curricula, the status of curriculum change theories in educational reforms.

Fullan Theory of Change

In the current research on changing teacher worlds, Fullan (2007) theory of change is significant and valid. Fullan (2007) suggested a detailed conceptualisation system. The system consists of three significant categories of interaction. Factors that emerge from changes characteristics (need, clarification, difficulty, quality/practice), local (district, neighbourhood, principal, classroom teacher) characteristics and extrinsic elements (i.e., government and additional institutions). The absence of concern for the interplay of these factors in the overall educational perspective within any setting may result in complications that advertise classroom teachers' workload and further enforce any programme reformation. As well as the fact that companies and colleges, as Fullan (2007), are faced by chaotic, unpredictable conditions, the additional pressure of unwelcome uncoordinated policy and creativity from hierarchic bureaucracies is only on the schools (Fullan, 2007).

Since an educational system is interconnected with the larger social climate in the country in which it operates in multifaceted and nuanced ways, it is therefore important to consider the context in ensuring the efficaciousness of any expected formal educational reform (Levin, 2001). To Beycioglu,

Braukmann and Pashiardis (2012), and Segedin and Levin (2012), it is not advisable that changes should be taken from one system and exported to the next given the variances with systems in several respects. Therefore, transferring and introducing reorganisations to new economies in a manner which is inconsistent with ecological understanding, for instance cultural, may result in a miscarriage in the newty of the reorganisation. The work of teachers does not rely on abstraction, but is constantly influenced and formed by a variety of historical, ideological and socio-political factors (Cochran-Smith, 2003). To Stevenson (2007), teachers can have a high degree of self-government in deciding their everyday practice in educational institutions, indigenous authorities as well as the vicinity they live and work.

Classroom teachers must also live in a power system. This indicates teachers simply have little influence over the contents of their work, and as such, work by external forces such as employers could easily be overwhelmed. The inevitable change in education requires educational systems to strategize well to adapt effectively to multiple changes occurring both internally and externally. However, interaction between main imperatives, including change characteristics, local characteristics and external influences, means that changes are not easy to enforce. The impacts of numerous factors complicate the successful implementation of any changes at the same time, or even separately, in particular if the workload of teachers is not given the attention it needs (Lingam, Lingam, & Sharma, 2017).

Lewin's Theory of Planned Change

One of the original models that helped in directing organisational change was Lewin 's Principle of Planned Change in 1947. It focuses on four things,

namely the theory of fields, the dynamics of groups, action research and the 3-phase model of transition. The field concept illustrates the significance of knowing change by drawing the field's completeness and complication. The area reflects the world for its individuals or communities, and the entirety of coexisting influences considered to be mutually independent (Lewin, 1947).

The collective dynamics is explained as "group forces". In group dynamics, Lewin (1947) noted that the entire psychological area 'life space' must be examined in its entirety and scope in understanding behaviours that are connected to transformation (Burnes, 2004). Additionally, the field is known as being within a constant condition of adaptation which is referred as "quasi-stationary balance," and thus shift and constancy are known as relative ideas since group existence is by no means unchanged. The amendment factors, which influence the group, trigger variations in the apparently rhythmic and patterned actions, procedures detected and must participate in self-organisational practices for the group to survive (Amimo, Bosire, & Role, 2014). In changing circumstances, it is necessary to recognise, build and assess the strength of the field forces in understanding personal, collective and organisational reactions. The strength field analysis is a technique in management, with a certain goal of recognising as well as resolving issues associated with change, considering those forces that promote (drive) and restrict change. According to Lewin, effective change management involves changing managers to balance the competing forces by appropriate methods to move the balance through the expected change in the three-step model.

As stated, the three main stages of the 3-stage changing model are the unfreezing, transformation and refreezing. Taken literally If you have a big ice

which is shaped as a cube but you want it to be cone-shaped, the first thing you have to do is to modify (unfreeze) it by melting it. After the frozen water has been formed and then solidified into the new form (refreeze). In Thompson's (2013) perspective, unfreezing denotes changing the balance by aggravating changes of forces which directs the action against current circumstance as well as decreases the counteracting forces, adversely affecting the movement or combines the prevailing balance.

The constraint forces can be minimised by posing a disruptive aspect to make people understand the need for change and educate them about evolving pressure – to show them the difference between current and desired improvements, while at the same time building morale and promoting active involvement in problem recognition and brainstorming for solutions. In this process, the who, when, where, how and why of the transition" must be obviously articulated. If this is not done carefully, transition will probably be resisted. According to Lewin (1947), and Kritsonis (2005), changes in community, values and procedures are a characteristic of successful transformation.

The next phase is to shift the goal system to a new degree of balance. Three steps which could aid in the conversion entails convincing change beneficiaries to agree and participate in the search for the new one. Lewin suggests the group 's engagement in self-organised activities at this point through action studies, to see measurements and achievements as some advantages of progress start to increase (Lewin, 1947). After the adjustment has been introduced there is the third phase to refreeze. Its central goal is to balance the driving forces and restraint forces in stabilising the next balance that results

from the transition. This final stage of crystallisation and adaptation to own up to the new changes (Kritsonis, 2005). He predicts that the reform will be short-term and the method will come again to ancient practices if this move is not completed. One step can be taken to strengthen and institutionalise the new trends via structured and unstructured mechanisms involving legislation, guidelines and processes (Amimo, Bosire, & Role, 2014).

Sarayreh and Khudair (2013) say that Lewin 's planned strategy has been formed on a rigid, simplified and a robotic interpretation of organisational life. Theory of Planned Change is critical of this approach. In particular, Lewin's (1947) 3-step model was condemned since it was overly simplistic and straight forward in helping to explain the sometimes-complicated organisational circumstances. Sarayreh and Khudair, however defended Lewin by arguing that simulations simplify phenomena which generate representations of the workings of the universe. Since all models are simplifications, many are to a degree inaccurate. The key factor we need to follow is whether it is useful or not. The duo with a hanging from "Lewin 's complete" point to the importance of the principle of expected reform as the restoration of order, an important aspect of any sober organisation.

Empirical Review

In this aspect of the literature review, empirical investigations on basic school classroom teachers' perceptions concerning the restructuring of the new educational programme, perceptions about the orientation they receive prior the curriculum's application, perceptions about the challenges in implementing the new programme, among others are reviewed.

Basic School Teachers' Perception About the Implementation of the New Educational Curriculum

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

Oh and French (2004) conducted a study to investigate trainee classroom teachers' impressions regarding a beginning instructional technology subject based on the National Education Technology Standards (NETS) in the Southeast's College of Education. In this study, Oh and French adopted the descriptive survey research design. In all, 80 preservice teachers who took part in the course participated in the study. Survey questionnaires were utilised in gathering data. Data analytical tools such as means, frequencies and analysis of variance (ANOVA) were employed in analysing data. Oh and French found that respondents had positive perceptions regarding the newly implemented programme and the application of project-based assessment (PBA) as it played a vital role in making students accomplish all the required abilities and understanding via different practical programmes as the course was in session.

A study Sulaiman, Sulaiman and Abdul Rahim (2017) investigated teachers' perceptions towards the application of the newly developed English language programme in Malaysian basic educational institutions. Sulaiman et al. adopted the multiple-case qualitative research design as the research approach. An interview guide (i.e., semi-structured) was ustilised in gathering information from respondents (classroom teachers). The study made use of five

teachers from five national primary schools. Thematic content analysis served as the main analytical means for the information obtained from the interviewees. Sulaiman et al. observed that the classroom teachers had good impressions about the newly restructured language programme which confirmed willingness and approval of implementing the newly designed English language programme.

Sabbir (2019) also carried out a study to investigate teachers' perceived view about the newly designed 'Pentaksiran Tingkatan Tiga' (PT3) (Form Three Assessment) English Language curriculum. The work employed a qualitative research design with specific emphasis on the case study approach. In obtaining data from respondents, a snowball sampling stretegy was adopted. A total of five Teaching English as Second Language (TESL) teachers took part in an interview by utilising open-ended interrogations in ascertaining their observed views regarding the PT3 English language curriculum. It was observed that the classroom teachers generally possessed a desirable perception about the PT3 English language curriculum.

In Malaysia, Sulaiman (2016) conducted a study to explore classroom teachers' execution of the newly designed Standard-Based English Language Curriculum (SBELC) in the first-year primary language instruction in some selected educational institutions in Pahan. The study followed the qualitative research design. Overall, five teachers were randomly selected and used as the interviewees for the inquiry. Interviews (i.e., semi-structured) were used in soliciting for information. In analysing the obtained information for the intention of interpretation and conclusions, thematic content analytical medium was employed. The findings from Sulaiman's study suggested that the teachers

had positive perceptions about the newly designed SBELC, phonics approach, and their professional knowledge notwithstanding their needs for instructional materials, technological aids for instructional sessions, and professional development training.

A similar study by Puteh (2013) also investigated the impressions of classroom facilitators towards application of play-based strategy in developing children's language and literacy newly designed National Preschool Curriculum Standards (NPCS) which was launched by the Malaysian Education Ministry. Sixty classroom facilitators from four institutions offering early childhood education were the primary respondents of the study. Data analysis was done by means of One-way ANOVA analysis. The respondents used in the study were selected randomly. The results of Puteh's study indicated that teachers had a positive impression about the implementation of a play-based strategy within preschoolers' lingual and literary progression.

Moreover, Syeda (2015) conducted a study that aims at exploring the issues in teaching a newly prescribed educational programme designed for middle school learners in private-owned and public educational institutions in the Pakistan context. In probing into teachers' perceptions about the newly instituted standardised curriculum, Syeda adopted a qualitative research design in fulfilling the purpose of the study. Generally, five private college teachers took part in the interview process with the assistance of a semi-structured interview guide in determining these setbacks or obstacles that teachers encountered in teaching the new curriculum. Data were analysed thematically with content analysis. Finding of the investigation uncovered that classroom facilitators generally had pleasant perceptions regarding the newly prescribed

curriculum. They reckoned that recommending such a programme to classroom facilitators and schools by prescribing such a curriculum to teachers, educational institutions could be in a relatively better position in maintaining teaching standards.

Another study by Mmopi (2015) explored classroom teachers' opinions about the execution of a recent standard-based curriculum and grading (SBCG) in Junior Secondary School (JSS) in Moeti. Following the descriptive study, the study adopted an interpretive qualitative approach. Using the purposive sampling technique, a school was from the North West region for the study. The study's population comprised 79 teachers and 318 JSS 2 students. Out of these numbers, 20 teachers and 40 students were randomly sampled to take part in the study. In collecting data from respondents, open-ended questionnaires and interviews (i.e., focus group) were adopted in collecting classroom teachers' and students' information, respectively. Percentages counts and thematic content analysis were utilised in analysing data. Mmopi's study clearly revealed that respondents held pleasant perceptions about the recent SBCG. In their view, they recounted that SBCG as it involved transformation of curriculum from the traditional curriculum to a new one which is standard-based has contributed to the academic performance of the school which was previously declining before the introduction of the new SBCG.

Yoon and Baek (2019) also evaluated classroom facilitators' opinions about Korean's achievement standard-based testing system (ASTS) which was recently adopted and the procedures in implementing, and recommend a strategy of appraising learners' academic ability in line with university entry standards. The study adopted a descriptive survey research design. On-line or

internet administered questionnaires served as a means of gathering data from respondents. One hundred and twenty-four teachers responsible for learner vocation counselling in intermediate and high educational institutions within Jeonbuk region were the study participants. Yoon and Baek observed that classroom facilitators possessed good perception about the implementation of the ASTS. This is also an indication that they had a relatively better understanding of the system.

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

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

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

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

Aboagye and Yawson (2020) examined classroom teachers' opinions about the newly designed educational programme in Ghanaian schools. A mixed method design (specifically, exploratory sequential) was adopted for this study. As a result, data was solicited in two segments, that is using questionnaires and interviews concurrently. The targeted population was 383

teachers. Seventy-four teachers answered the online questionnaires. Random sampling method was employed in choosing six classroom facilitators for the interview (semi-structured). Information gathered were analysed with both content analysis and frequencies and percentages. The classroom teachers had the impression that the recent curriculum enhances working collectively, helps learners in gaining abilities that will help them throughout life, empowers learners for the world of work, enhances inclusiveness in education, encourages equality in gender and deliberates on the traditions and societal norms of the average Ghanaian learner. This implies that the broad impression of classroom teachers in Ghana regarding the recent educational programme was appreciable.

In contrast with what was observed in the above enumerated studies, Latif and Mahmoud (2012) studied the manner in which a newly implemented standards-based English communicative programme reformation in Egyptian general secondary educational institutions has altered the classroom activities of teachers, as well as the underlining factors influencing those practices. Latif and Mahmoud relied on triangulation data to distribute questionnaires to 263 classroom facilitators, while employing observations and interviews (i.e., semi-structured) for 33 classroom teachers. Analysis of obtained information were done with frequencies and percentages, and grounded analysis approach. Latif and Mahmoud observed that the classroom teachers commonly had undesirable or bad perception about the new standards-based curricular reform and claimed that it has not resulted in the anticipated changes in teachers' practices.

Basic School Teachers' Perception about the Orientation Received for the Implementation of the New Educational Curriculum

Some studies have attempted to assess basic school teachers' perception

about the orientation or training they received before implementing new educational programme in other places and revealed different results which could be useful to the current study in that regard. This aspect of the literature therefore lays particular emphasis on investigating basic school teachers' perception about the orientation or training they received leading to the restructuring of a recent educational curriculum or programme. The subsequent paragraphs highlight some these limited studies identified in the literature.

Çimer, Çakır and Çimer (2010) evaluated how efficacious the in-service career enrichment programmes which was roles out by the Ministry of National Education (MNE) were. This was purposed at informing classroom facilitators about the modifications that accompany the recent basic and middle educational institutions' programmes. Çimer et al. also aimed at revealing whether such modifications penetrated through the learning environment upon the basis of classroom facilitators' opinions about the in-service training career enrichment programmes they joined. In this light, interviews (i.e., semi-structured) were carried out with basic and high school classroom facilitators within one academic year (i.e., 2007-2008). Twenty basic and 18 high school classroom teachers were randomly selected for the study. Data were analysed with thematic content analysis. Çimer et al. observed that the classroom teachers' perception about the in-service training courses was that the training was unsuccessful, basically with respect to the worth of those in charge of training or coaching others (trainers), techniques utilised in teaching, the courses' time span and post-training assistance.

Kriek and Basson (2008) determined the answers and opinions of some classroom facilitators regarding the recent FET PS programme during its

application in the northern part of South Africa. Interviews (i.e., focus group) and questionnaires helped in obtaining 10th and 11th grade classroom teachers' opinions with regards to the recent curriculum they taught their learners in 2006 (year of implementation) and 2007. Overall, 59 classroom teachers were utilised in Kriek and Basson's study. Both frequencies and thematic content analysis assisted in analysing data obtained from respondents. The study revealed that the teachers generally had negative perception about the training they received prior the curriculum restructuring. Some of the concerns were that the preparation on the content was not enough, it was vague, the duration was short, facilitators were not well trained, among others.

Eraslan (2013) explored the thoughts of classroom facilitators about the execution of a newly structured mathematics programme in a pilot school in Samsun in Turkey. The study employed qualitative methodologies. For the stated aim, data were gathered from classroom teachers' experiences in teaching and interviews that were semi-structured. Three experienced teachers were randomly selected for the interviews and subsequent observations. Data analysis were done with thematic content analysis. Eraslan's finding pointed out that the classroom facilitators did not possess substantial training before fully implementing the new mathematics programme.

Molapo and Pillay (2018) explored educators' experiences when implementing Curriculum Assessment Policy Statements (CAPS), their preparations procedures and the impediments they faced when implementing it in South African schools. Molapo and Pillay approached their study with a qualitative strategy, hence. Interviews were conducted. Purposive sampling was employed. In Molapo and Pillay's study, three Limpopo basic educational

institutions located in the Sekgosese East catchment were chosen as study areas. Using the overall size of the educational institution as basis of selection and out these numbers nine 3rd grade classroom facilitators were finally chosen with their years of teaching as a criterion. Data were analysed thematically using content analysis. The study found that respondents had negative views about the training they received before the implementation of CAPS. According to the teachers, they did not receive adequate training organised by the government. However, they seemed to prefer training offered by their teacher unions.

Ha et al. (2004) appraised the efficaciousness of an in-service training programme and understand classroom facilitators' receptivity in the restructuring of the PE introduced by the Chinese University of Hong Kong. An overall figure of 183 basic educational institution classroom facilitators were chosen for the investigation by their choice. The participants were invited to answer a survey about the alteration in how they will embrace the newly instituted programme reorganisation as well as the entire effectiveness of programmes used in developing classroom teachers. Eventually, interviews (i.e., in-depth) with few classroom facilitators were done after the 6th month of the programme to appreciate the long-lasting usefulness of the programme. Means and thematic content analysis were used in analysing data. The results observed by Ha et al. indicated that the classroom facilitators had the impression that the training they received was not sufficient hence capacity building programmes were required in implementing a PE programme which conforms to the restructuring of the curriculum.

Kırkgöz (2008) investigated the manner in which English facilitators in Turkish government-owned basic institutions approached the restructuring of a

Communicative-Oriented Curriculum (COC) change as well as the factors affecting classroom teachers' practices in the learning environment. Data were solicited with interviews, questionnaires, and observing the learning environment to ascertain the change process from a wider background. In all, 50 classroom facilitators of English diverse government-owned basic educational institutions were involved. Thematic content analysis and means were used in analysing data obtained from respondents. The result of the study indicated that classroom facilitators' training prior implementing the programme was insufficient, therefore, more assistance particularly capacity building programmes and provision of materials is required for classroom teachers in ensuring better application of the new programme.

Basic School Teachers' Perception about the Challenges Encountered in the Implementation of the New Educational Curriculum

Some studies have attempted to examine basic school classroom facilitators' perception about the challenges regarding the operationalisation of new educational programme in other places and revealed different results which could be beneficial to the current study in that regard. This aspect of the literature therefore concentrates on investigating basic school classroom facilitators' perception of the challenges regarding the operationalisation of new educational programme. The subsequent paragraphs highlight some these limited studies identified in the literature.

Kriek and Basson (2008) determined the answers and opinions of some classroom facilitators regarding the recent FET PS programme during its application in the northern part of South Africa. Interviews (i.e., focus group) and questionnaires helped in obtaining 10th and 11th grade classroom teachers'

opinions with regards to the recent curriculum they taught their learners in 2006 (year of implementation) and 2007. Overall, 59 classroom teachers were utilised in Kriek and Basson's study. Both frequencies and thematic content analysis assisted in analysing data obtained from respondents. Kriek and Basson' investigation revealed that classroom facilitators experienced challenges regarding the quantity of the content, their capability of effectively delivering the content to their learners, the presence of resources and the magnitude of assistance they received as well as the quality of the preparation they went through.

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

Kırkgöz (2008) investigated the manner in which English facilitators in Turkish government-owned basic institutions approached the restructuring of a COC change as well as the factors affecting classroom teachers' practices in the

learning environment. Data were solicited with interviews, questionnaires, and observing the learning environment to ascertain the change process from a wider background. In all, 50 classroom facilitators of English diverse government-owned basic educational institutions were involved. Thematic content analysis and means were used in analysing data obtained from respondents. The results indicated that the factors that were identified as challenges to classroom facilitators' execution of the COC included classroom teachers' knowledge about the restructuring of the programme, their former training, inadequate teaching assistance, non-existence or materials and huge class size.

Syeda (2015) conducted a study to examine the issues in teaching a recently recommended programme in Pakistan for both private and public intermediate college students. In probing into classroom teachers' opinions on the newly prescribed programme, a qualitative research design was adopted. A total of five private college classroom facilitators were interviewed with an interview guide (semi-structured) to determine these issues or challenges that teachers encountered in teaching the curriculum. In analysing data, thematic analysis of content was utilised. Findings of the investigation showed that there was a disconnection with reality, nonexistence of resources and teaching challenges linked to the intermediate curriculum. Syeda advised that the missing role of classroom facilitators involvement in programme implementation process ought to be recognised and a modernised programme is desired in meeting educational wants of Pakistani learners.

Puteh (2013) investigated the impressions of classroom facilitators towards application of play-based strategy in developing children's language and literacy newly designed NPCS which was launched by the Malaysian

Education Ministry. Sixty classroom facilitators from four institutions offering early childhood education were the primary respondents of the study. Data analysis was done by means of one-way ANOVA analysis. The respondents used in the study were selected randomly. The results of Puteh's study indicated that most classroom facilitators verified not integrating play in their lingual and literacy lessons. It was clear that, allocating time for play activities, restricted and inappropriate playing space, lack of understanding of the programme and the necessary attributes and abilities needed in implementing teaching activities that are appropriate such as play were some of the most cited challenges the classroom facilitators mentioned as facing the execution of a play-based strategy in developing lingual and literary abilities of early childhood pupils.

Additionally, Yoon and Baek (2019) evaluated classroom facilitators' opinions about Korean's ASTS which was recently adopted and the procedures in implementing, and recommend a strategy of appraising learners' academic ability in line with university entry standards. The study utilised a descriptive survey research design. In gathering data via the internet, questionnaires were used. One hundred and twenty-four teachers responsible for learner vocation counselling in intermediate and high educational institutions within Jeonbuk region were the study participants. Yoon and Baek observed that some of the challenges associated with the scores from the new student ASTS included difficulty of comparing scores across schools; grade inflation; advantages and disadvantages with the type of high school; and the increased essence of university entrance examination. In the ASTS, the fairness during the evaluation of the high school grades and the reliability of the evaluation proved worrying. Ultimately, selecting students based on university admissions data proved to be

unreliable.

Paramasivam and Ratnavadivel (2018) investigated the difficulties experienced in managing the restructuring of a new programme in basic educational institutions. To do this, how the restructuring of the new history standard-based programme for fourth year primary educational institutions was managed was analysed. The study was a qualitative descriptive-interpretative (i.e., instrumental) case study. Data gathering was done with document analysis in-depth interviews (i.e., semi structured) and observing history lessons in the classroom. The study was concentrated on eight government-owned basic educational institutions. Twenty-eight respondents were interviewed. Paramasivam and Ratnavadivel observed that the respondents encountered difficulties in handling the restructured programme. The challenges were linked with the content of the programme, processing involved in teaching the programme, assessment, presence and utilisation of time, training and staff development, and physical facilities.

Xu (2012) explored the challenges that native Chinese classroom teachers encountered in delivering lesson in Chinese as a foreign language (CFL) to non-native Chinese students in United States (US) learning environments. The study implemented the qualitative research design. A total of 7 Chinese teachers were interviewed with a semi-structured interview guide. Contents of the data were analysed thematically. Results of Xu's study showed that Chinese teachers were faced with several difficulties including language barriers and culture shock, variations in the impressions and expectations of classroom facilitators and learners, communication with parents, different teaching methods and styles, classroom management, and inclusion of students

with special needs.

Another study by Mmopi (2015) explored classroom teachers' opinions about the execution of a recent SBCG in JSS in Moeti. Following the descriptive study, the study adopted an interpretive qualitative approach. Using the purposive sampling technique, a school was from the North West region for the study. The study's population comprised 79 teachers and 318 JSS 2 students. Out of these numbers, 20 teachers and 40 students were randomly sampled to take part in the study. In collecting data from respondents, open-ended questionnaires and interviews (i.e., focus group) were adopted in collecting classroom teachers' and students' information, respectively. Percentages counts and thematic content analysis were utilised in analysing data. The study established that the challenges associated with the implementation of SBCG were teachers' failure to link their planning and lesson implementation to the identified standards, non-existent teacher professional advancement, unavailability of materials and absence of involvement of stakeholders.

Bantwini (2010) explored how classroom facilitators' perceived meanings of the Revised National Curriculum Statement (reform) contribute to its limited or non-implementation in classrooms in a South African educational institution. The study's respondents were participants in the study were primary school teachers of grades 1-6, with an emphasis on natural science. In this study, both the quantitative and qualitative research designs were employed. Questionnaires were utilised in collecting data from 160 teachers while in-depth interviews (i.e., semi-structured) were used in collecting data from 14 teachers. Some of the difficulties classroom facilitators faced in delivering the newly designed curriculum were that the teachers lacked understanding of the reforms,

adequate classroom support, and in-service professional development required to empower them in adequately implementing the curriculum.

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

Differences in Teachers' Perception about the Implementation of the New Educational Curriculum Based on Gender

Few studies have examined whether any statistically significant difference exist in teachers' perceptions regarding the execution of the newly rolled out educational programme based on gender in other places and revealed differing results which could be beneficial to the current study in that regard. This aspect of the literature therefore concentrates on investigating the differences in teachers' perceptions about the implementation of the new educational curriculum based on gender. The subsequent paragraphs highlight some these limited studies identified in the literature.

Awofala et al. (2012) studied basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme. Awofala et al. used descriptive survey in conduct the investigation. In all, 200 skilled mathematics classroom facilitators in 40 government assisted educational institutions and 20 lower level high educational institutions in Nigeria's two localities (i.e., Calabar Municiplaity and North Local Government), using the random sampling technique. Questionnaires were used in collecting data. The t-test analysis of the results indicated that no marked difference was detected among basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme based on gender, [t (2, 198) = 0.989, p > 0.05]. The implication of Awofala et al.'s finding was that being a male or female does not impact mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme.

Konokman, Yelken, Karasolak and Cesur (2018) assessed the opinions of classroom teachers regarding the competencies in developing a programme and whether these opinions vary in terms of their gender, the branch they are, their seniority and the type of school they graduated from. The study adopted the descriptive survey research design. In all, 472 teachers in Turkey were used. Questionnaires were used in collecting data. In determining the gender differences in the opinions of classroom teachers regarding the competencies in developing a programme, a test of Mann Whitney U was utilised. The result showed that there was no substantial gender difference in opinions of classroom teachers regarding the competencies in developing a programme, (U = 27355,

$p > .05$).

Singhal (2012) studied teachers' perception about the Indian scheme of Continuous and Comprehensive Evaluation (CCE). Singhal utilised a descriptive survey in conducting the work. Hundred public-school classroom facilitators were sampled for the study. In selecting the public-owned educational institutions used for the study, Singhal employed purposive and convenient sample strategies. Questionnaires and interviews (i.e., semi-structured) were used in collecting respondents' information. Frequencies and percentages, mean, standard deviation and t-test were, and thematic content analysis helped in analysing the gathered data quantitatively and qualitatively, correspondingly. Singhal's study revealed no marked gender difference regarding the selected classroom facilitators' opinions of CCE. Singhal concluded that the observation might have been as a result of the newty of the CCE making all classroom facilitators, regardless of gender have similar opinion concerning it.

Park, Byun, Sim, Han and Baek (2016) studied the impressions and practices of South Korean educational institutions' classroom facilitators about science, technology, engineering, arts, and mathematics (STEAM). The descriptive survey research design was employed. The study chose 729 classroom teachers practicing STEAM education in 252 STEAM model educational institutions throughout South Korea in 2014. On-line survey questionnaires were used in collecting data from respondents. Results from the ordinary least squares (OLS) regression indicated substantial gendered difference in the impressions and practices of South Korean educational institutions' classroom facilitators about the STEAM. Female classroom

facilitators teachers had more undesirable or bad opinions about STEAM education as against male classroom teachers.

Differences in Teachers' Perception About the Implementation of the New Educational Curriculum Based on Professional Qualification

Few scholars have attempted to investigate whether any statistically significant difference exist in teachers' perceptions about the implementation of new educational curriculum based on their professional qualification in other jurisdictions and found differing results which could direct the current study in that regard. This aspect of the literature therefore focuses on assessing the differences in teachers' perceptions about the implementation of new educational curriculum based on their professional qualification. The subsequent paragraphs highlight some these limited studies available in the literature.

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

academic qualification did not have any linkage with their views about the newly formulated nine-year Nigerian primary school mathematics programme.

Singhal (2012) teachers' perception about the scheme of CCE in India. Singhal utilised a descriptive survey in conducting the work. Hundred public-school classroom facilitators were sampled for the study. In selecting the public-owned educational institutions used for the study, Singhal employed purposive and convenient sample strategies. Questionnaires and interviews (i.e., semi-structured) were used in collecting respondents' information. Frequencies and percentages, mean, standard deviation and t-test were, and thematic content analysis helped in analysing the gathered data quantitatively and qualitatively, correspondingly. Singhal's study revealed no substantial difference in their impressions about the CCE between classroom teachers who had graduate and post-graduate qualifications.

Puteh (2013) investigated the impressions of classroom facilitators towards application of play-based strategy in developing children's language and literacy newly designed NPCS which was launched by the Malaysian Education Ministry. Sixty classroom facilitators from four institutions reading early childhood education were the primary respondents of the study. Data analysis was done by means of one-way ANOVA analysis. The respondents used in the study were selected randomly. Puteh observed no substantial difference in the impressions of classroom facilitators towards application of play-based strategy in developing children's language and literacy of the newly designed NPCS among the four groups when segregated by their professional qualification, [F (3, 46) = 1.47, p = 0.2].

Oh and French (2004) also conducted a study to investigate trainee

classroom teachers' impressions regarding a beginning instructional technology subject based on the National Education Technology Standards (NETS) in the Southeast's College of Education. In this study, Oh and French adopted the descriptive survey research design. In all, 80 preservice teachers who took part in the course participated in the study. Survey questionnaires were used in gathering data. Data were analysed with means, frequencies and ANOVA. Oh and French observed no statistically significant variabilities in the classroom teachers' perceptions of the three groups regarding the course in terms of their professional qualifications.

Chapter Summary

This study aimed at investigating basic school classroom teachers' impressions about Ghana's newly formulated educational curriculum restructuring. The literature was captured under four (3) categories. These categories include the conceptual review, theoretical framework and the empirical. Issues such as perception of teachers on curriculum implementation, reforms in education, educational reforms in Ghana, reforms in educational curriculum, importance of reforms in education, curriculum reforms and teacher reactions as well as effect of teachers' beliefs and attitude on curriculum implementation were captured under the conceptual review. In the same vein, theoretical framework expatiated on two theories that guided the conduct on the study. The theories include the Fullan theory of change and Lewin's theory of planned change. Regarding the empirical studies, literature was reviewed with the study's objectives in mind.

CHAPTER THREE

RESEARCH METHODS

Introduction

The study sought to ascertain basic school classroom teachers' impressions about Ghana's newly formulated educational curriculum restructuring. This chapter covers the methodology used in conducting the study. The chapter, specifically, presents a step-by-step procedure in gathering valid and reliable information as well as how the data is analysed with the aim of achieving the overall study objective. The chapter is organised into the following sections: research design, study area, population, sampling procedure, data collection instrument, data collection procedures, data processing and analysis, and chapter summary.

Research Design

Descriptive research design is a type of design where researchers are often interested in describing the attitudes and behaviours of a relatively wider population regarding a specific concept or phenomenon at a particular point in time (Fraenkel, Wallen, & Hyun, 2012). In survey designs, the principal investigator or trained research assistants administer a survey instrument to a some selected few (i.e., sample or subset) or the whole universal set of individuals to measure the attitudes, behaviours, or characteristics of the population. The circumstance or interactions to be explained must exist in descriptive investigations, and the purpose is to accurately describe actions, items, procedures, and people (Amedahe & Asamoah-Gyimah, 2015).

In using the survey design, information was gathered on the perception of basic educational institution classroom facilitators regarding the application

of Ghana's newly designed educational programme reforms. This was done by asking teachers a number of statements and counting their answers to provide information for the research questions and the hypotheses. The final goal, nevertheless, was to describe the perception basic school classroom facilitators had regarding the execution of the recent educational programme through surveying a number of basic school teachers and learning about them (Leedy & Ormrod, 2010). This is because the total population of basic school teachers was very large and as a result, could not be studied accurately due to difficult accessibility to all participants within the duration of the research and also limited resources in reaching out to all the teachers (Cohen, Manion, & Morrison, 2007; Neuman, 2007).

The cross-sectional type of survey was employed in data collection. Data was solicited from basic school classroom facilitators at a particular time point (Cohen et al., 2007: Leedy & Ormrod, 2010; Neuman, 2007). The cross-sectional type of survey has the advantage of determining present practices in comparison with other designs and helps obtain information from selected basic school teachers within a limited period (Creswell, 2012). Hence, the inquiry best fits the use of a cross-sectional design.

In furtherance, survey design was employed in this study because of its simplicity - I asked a number of questions to willing participants (basic school teachers), summarised their answers with proportions, frequency counts, and more complex statistical tools; and then drew implications about the entire basic school teachers from the responses of the sampled teachers (Leedy & Ormrod, 2010). Again, survey design was preferred because high reliability was achieved by giving basic school teachers a standardised instrument and this, to a greater

extent, reduced subjectivity in the process of data collection (Cohen et al., 2007).

However, surveys focus on a transitory period in time, similar to operating a camera taking a single-frame photo of an on-going event. Thus, concluding from a fleeting assemblage of information, one may generalize about the current status of events over a long time period (Leedy & Ormrod, 2010). Because this study examined basic school classroom facilitators' impressions about the newly formulated educational programme reforms within a particular point in time, say the year 2021, conclusions drawn from this study could be misleading as time passes. To explain further, the perceptions of these basic school teachers might change in some years' time due to a lot of factors (e.g., change in institutional/government policies) and therefore, the findings might not hold as time passes. This makes finding from survey research less valid as time passes by.

Study Area

The current study was conducted in the Atebubu-Amantin Municipal District, within the Bono East Region of Ghana. The Atebubu-Amantin Municipal is among Ghana's 260 Metropolitan, Municipal and District Assemblies (MMDAs), and forms part of the 11 Municipalities and Districts in the Bono East Region and has Atebubu as its administrative capital. The Atebubu-Amanten District was carved out of the then Atebubu District in 2004 and was elevated to a Municipality by the Legislative Instrument (LI) 2266 in 2017. In furtherance, the municipality is located in the east central part of Bono East Region.

It shares boundaries with the Pru East District to the north, the Sene West District to the East and to the West Kintampo South District and Nkoranza North District all in the Bono East Region. To the south, it is bounded by three districts in the Ashanti Region namely Ejura Sekyedumase Municipal, Sekyere East District and Sekyere South District. The population of the district according to 2010 population and housing census stands at 105,938 with 53,674 (50.7%) males 52,264 (49.3%) females.

Population

The population of this study covered all public basic school classroom facilitators in the Atebubu Amantin Municipality. Records from the Ghana Education Service (GES) within the Municipality indicates that there are 1,126 basic school teachers comprising 599 males and 527 for the 2020/2021 academic year. Table 1 presents details of the population.

Table 1- *Population Distribution of Public Basic School Teachers*

		Kindergarten (KG)			Primary Schools			Overall Total		
SN	Name of Schools	Male	Female	Total	Male	Female	Total	Male	Female	ALL
1.	Amanten North	3	19	22	61	12	73	64	31	95
2.	Amanten South	2	22	24	50	16	66	52	38	90
3.	Amanten Central	5	20	25	58	26	84	63	46	109
4.	Atebubu North	7	32	39	70	26	96	77	58	135
5.	Atebubu South	6	35	41	81	15	96	87	50	137
6.	Atebubu East	14	17	31	61	16	77	75	33	108
7.	Atebubu West	10	29	39	63	41	104	73	70	143
8.	Atebubu Central 'A'	1	50	51	61	50	111	62	100	162
9.	Atebubu Central 'B'	0	41	41	46	60	106	46	101	147
	Total	**48**	**265**	**313**	**551**	**262**	**813**	**599**	**527**	**1,126**

Source: GES, Atebubu Amantin Municipal Directorate (2021)

Sampling Procedure

A sample of 582 was used for the study. The decision of using 582 was arrived at, having considered the guidelines by Krejcie and Morgan (1970) and Gleen (1992). According to Krejcie and Morgan's formular, a population of 1,126 should have a minimum representative sample of 291. Gleen also emphasised the need for adjustment in sample size, where the population has sub-groups, and some comparisons would be made among these sub-groups. Based the aforementioned, the sample of 291 by Krejcie and Morgan was doubled, and this constituted the sample of 582.

The multi-stage sampling method was, therefore, utilised in enrolling the study's respondents. Multi-stage sampling, according to Ogah (2017) and Trochim (2015), is the use of a combination of sampling methods. They further indicate that, with multi-stage sampling, the population is put into levels, and sampling is done within each level till the final sampling units is selected. To engage the individual respondents in this study, a multi-stage sampling technique was used to sample the 582 students for the study First, a proportionate stratified sampling technique was utilised in determining the number of teachers to sample from each of the schools. In each school, the number of teachers selected took in consideration the gender of the respondents. The simple random sampling technique, specifically, the table of random method was then used to roll-in the students for the investigation. Stratified sampling was adopted in ensuring that the sample was fairly represented in terms of the category of school and gender. Table 2 shows the distribution of the sample.

Table 2- *Sample Distribution*

SN	Name of School	Male	Female	Total
1.	Amanten North	33	16	49
2.	Amanten South	27	20	47
3.	Amanten Central	33	24	57
4.	Atebubu North	40	30	70
5.	Atebubu South	45	26	71
6.	Atebubu East	39	17	56
7.	Atebubu West	37	36	73
8.	Atebubu Central 'A'	32	52	84
9.	Atebubu Central 'B'	24	51	75
	Total	**310**	**272**	**582**

Source: GES, Atebubu Amantin Municipal Directorate (2021)

Data Collection Instrument

The questionnaire which had 25 items were organised under two sections labelled Section A to Section B was made up of two items, which solicited information on the respondents' demographic attributes. The demographic information included gender and the educational qualification of the respondents. Section 'B' entailed 23-items on a 4-point Likert-type scale; the scale had four dimensions. The first dimension of the scale "beliefs about the theoretical curriculum" had 5 items which solicited information on teachers' perception regarding the execution of the recent educational curriculum. The second dimension of the scale "level of implementation of the curriculum" was also made up of 6 items which also solicited information on teachers' perception regarding

the execution of the new curriculum in the learning environment. The third dimension of the scale "difficulties in implementing the curriculum" was also made up of 8 items; these items solicited information on teachers' perception about the challenges they encounter in implementing the new programme. The fourth and final dimension of the scale "professional development" was made up of 4 items which solicited information on teachers' perception about the orientation they received before implementing the recent curriculum. The reliability estimates for the adapted sub-scales were .91 for "beliefs about the theoretical model," .94 for "level of implementation of the model," .85 for "difficulties in implementing the model," and .78 for the professional development dimension of the scale.

Validity and reliability evidence

The adapted instrument was pilot-tested with 150 randomly selected basic school teachers from the Techiman Municipality. The teachers in the Techiman Municipality were chosen for the pilot testing since they possessed similar attributes as those selected for the actual investigation and could equally serve as respondents for the study. The feedback on the pilot test was used to refine the instrument before the final data collection. The questionnaire was also given to my supervisor and two other experts in the area of Educational Psychology to vet the content and its appropriate. This helped in ensuring content and construct-related validity evidence. Also, the reliability evidence was gathered using Cronbach Alpha coefficient. This helped in determining the internal consistency of the items on the various sub-sections of the questionnaire. Table 3 presents the reliability estimates.

Table 3- *Internal Reliability*

Name of Scale	No. of Items	Cronbach Alpha
Beliefs about the theoretical model	5	.72
Level of implementation of the curriculum	6	.73
Difficulties in implementing the curriculum	8	.83
Professional development	4	.71
Overall	23	.75

Source: Field survey (2021)

As indicated in Table 3, the reliability coefficients of the scales of the instrument after the pilot testing ranged from .71 to .83 for all the four sub-scales that were pilot tested. Generally, these coefficients are above .70, therefore, the scales on the questionnaire can be referred to as highly reliable (Karagoz, 2016).

Data Collection Procedure

On the approval of the research proposal, a letter of introduction from the University of Cape Coast (UCC) was obtained to gain an authorisation from the District Director of Education and all head teachers whose schools were on the list for the researcher to carry out the research with teachers in the district. Appointments were also made to visit the various schools to administer the questionnaires. Having been granted permission, dates were prearranged for the commencement of data collection. A period of one month was used for the data collection. Three research assistance were trained in assisting the principal investigator in gathering data. Basically, they were trained on the purpose of the study and some ethical issues in research. As a way of testing their efficacies in data collection, they were engaged in the pilot testing.

During the data gathering phase of the investigation, the intent the study's intent was unambiguously explained to the respondents in their various schools, and their consent was sought before the actual data collection. After the purpose had been explained and consent sought, questionnaires were distributed to the respondents. Some were retrieved the same day, while others were retrieved some days after.

Ethical Considerations

Before data was collected a number ethical issues were adhered to. First the consent of respondents was sought after which the study's motive was thoroughly clarified to them. Respondents who consented were directed to sign a consent form. Confidentiality of information and anonymity were strictly adhered to. Deception was not used in this study. Participants were told about their autonomy to opt out of the research at any point they deem necessary. More so, anything that curtailed their freedom of participation was eliminated. Respondents' informed consent was obtained prior to administering the data collection instrument.

Data Processing and Analysis

All data gathered were examined one after the other to ensure its completeness. Respondents who did not respond to more than 10% of the items on the questionnaire were eliminated (Martin & Bridgmon, 2012). The questionnaires were then numbered from one to the last number. The data was coded and entered into the 23rd version of the IBM SPSS programme. The entire data was screened for entry errors and outliers. Both descriptive and inferential analysis were utilsed to process the data gathered. Inferential analysis was done using a confidence

interval of 95% and an alpha level of .05. For inferential analysis, the researcher checked for the normality assumptions together with other significant assumptions depending on the type of statistical analysis.

In testing for the normality, multiple indicators were used since only one test cannot be relied on. The normal Q-Q plot, as well as mean and median were employed in testing the data's normality. In cases where the Shapiro-Wilk test did not provide enough evidence, an inspection of the graphs was necessary. In some cases, the mean and the median were also compared. After testing for statistical significance, the practical significance (effect sizes) was also computed to examine the magnitude of the differences.

Research Question One

What is the perception of basic school teachers regarding the implementation of the new educational curriculum in Ghana?

In finding out the perception of basic school teachers about the implementation of the new educational curriculum, mean and standard deviation were utilised in analysing the data collected. Considering the scale used (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis for comparison. Essentially, a mean value exceeding 2.5 implied that a greater proportion of the respondents agreed to the statement. Conversely, a mean below 2.5 showed that a greater proportion of the respondents disagreed to the statement. However, a mean of 2.5 depicted that the greater proportion of the respondents were undecided about the statement.

Research Question Two

What is the perception of basic school teachers regarding the orientation they received for the implementation of the new educational curriculum in Ghana?

To examine basic school teachers' perception regarding the orientation they received for implementing the new educational programme, responses were analysed using mean and standard deviation. In using a four-point scale (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis for comparison. Essentially, a mean value exceeding 2.5 implies that a greater proportion of respondents agreed to the statement. Conversely, a mean value below 2.5 indicates that respondents disagreed to the statement. A mean of 2.5 however depicted that, the greater proportion of the respondents were neutral about the statement.

Research Question Three

What are the views of basic school teachers about the challenges they encounter in the implementation of the new educational curriculum in Ghana?

To investigate the perception of teachers regarding the challenges they encounter in implementing the newly formulated educational programme, data collected was analysed with mean and standard deviation. This was because the items were measured on a four-point scale (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis of comparison. In essence, a mean value exceeding 2.5 implies that a greater proportion of the respondents agreed to the statement. Conversely, a mean value

below 2.5 implies that respondents disagreed to the statement. Nevertheless, a mean of 2.5 depicted that the greater proportion of the respondents were indecisive.

Hypothesis One

H_0: There is no statistically significant difference in the perception of teachers about the implementation of the new educational curriculum in Ghana based on gender.

The intent of this hypothesis was to test whether a statistically significant gender difference exist in basic school classroom teachers' perception about the application of the newly designed educational programme. In achieving this aim, an independent t-test was used to analyse obtained data. This was necessary because, "gender", as a variable, had two levels (categorical) whereas "teachers' perception regarding the implementation of the new educational curriculum" was on continuous measure. Since the idea was to find differences between two groups of people on a construct (Creswell, 2012), the independent t-test was deemed necessary to be used.

Hypothesis Two

H_0: There is no statistically significant difference in the perception of teachers about the implementation of the new educational curriculum in Ghana based on professional qualification.

The aim of this hypothesis was to test whether statistically significant differences exist in teachers' perception of the execution of the new educational programme with regards to professional qualification. In order to achieve this aim, the one-way ANOVA was employed in analysing gathered data. This was deemed

appropriate because "professional qualification" as a variable had more than two levels (categorical) while "teachers' perception regarding the implementation of the new educational curriculum" was on continuous measure. Since the idea was to find differences among more than two groups on a construct (Creswell, 2012), one-way ANOVA was deemed necessary to be used.

Chapter Summary

The study sought to ascertain basic school classroom teachers' impressions about Ghana's newly formulated educational curriculum restructuring. The descriptive survey design was used to conduct the investigation within Atebubu Amantin Municipality using teachers in basic schools. Five hundred and eighty-two classroom teachers were engaged in this investigation. The questionnaire was adapted from existing ones and used in gathering data. Descriptive statistics (i.e., frequencies, percentages, means and standard deviation) as well as inferential statistics (such as independence sample t-test and one-way ANOVA) helped in analysing data obtained from the field.

CHAPTER FOUR

RESULTS AND DISCUSSION

The study sought to ascertain basic school classroom teachers' impressions about Ghana's newly formulated educational curriculum. The study was guided by three research questions and two hypotheses. Standardised scales on teachers' perception regarding the execution of the recent educational curriculum were adapted for the conducted of this work. Out of the 582 questionnaires administered, 350 of them were completely responded to and returned. This led to a response rate of 60%. This percentage is above Amedahe and Asamoah-Gyimah's (2015) assertion that 5% to 20% of the population size is enough for generalisation purposes. Therefore, all the analysis in this chapter was based on 350 respondents. The chapter presents an explanation of the sample characteristics, followed by the analysis of the main data and then the discussion of the findings.

Demographic Characteristics of Respondents

This section presents results on the demographic characteristics of respondents. The demographic characteristics included gender and the educational qualification of the respondents. The results are presented in Table 4.

As shown in Table 4 there were more female respondents (n = 194, 55.4%) than male respondents (n = 156, 44.6%). This suggests that the responses were dominated by female teachers compared to their male counterparts. This is understandable as the population of basic school teachers in the Atebubu Amantin Municipality is dominated by female teachers.

Table 4 - *Demographic Distribution of Respondents* (n = 350)

Demographic Factors	Frequency	Percentage (%)
Gender		
Male	156	44.6%
Female	194	55.4%
Education Qualification		
Certificate A	31	8.9%
Diploma	220	62.9%
First Degree	85	24.3%
Masters/PhD	14	4.0%

Source: Field Survey (2020)

The results in Table 4 further revealed that a greater proportion of the respondents (n = 220, 62.9%) were diploma holders and just a hand few of the respondents (n = 14, 4.0%) had educational qualification of Masters/PhD. This suggests that all the respondents had the required level of education.

Results and Discussion of Main Data

This section presents the results and discussion of the main data. The analysis was done in addressing the following definite study aims. The subsequent paragraphs present the results of the study together with the findings.

Research Question 1

What is the perception of basic school teachers regarding the implementation of the new educational curriculum in Ghana?

The aim of this research question was to determine basic school classroom teachers' impressions about the implementation of the newly formulated educational curriculum within the Atebubu Amantin Municipality in Ghana. Descriptive statistics (i.e., means and standard deviation) helped in analysing the

data collected on this research question. Considering the scale used (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis for comparison. Thus, in interpreting the score of a particular respondent, the mean score of the respondents is compared with 2.5 (thus, [1+2+3+4]/4 = 2.5). That is, mean value exceeding 2.5 implies that a greater proportion of the respondents agreed to the statement. Conversely, a mean value below 2.5 means that a greater proportion of the respondents disagreed with the statement. Table 5 outlines the details of the results.

Table 5- *Teachers' Perception Regarding the Implementation of the New Educational Curriculum*

Beliefs about the theoretical Curriculum	**Mean**	**SD**
A standard-based curriculum was necessary in Ghana	2.626	1.120
The standard-based curriculum model has the potential to improve on the previous curricular approach in Ghana.	2.760	.914
The standard-based curriculum presents a realistic approach which can be implemented in the curriculum in Ghana.	2.717	.891
The standard-based curriculum is improving the previous curricular approach in Ghana.	2.589	.976
The workload involved in implementing the standard-based curriculum is not balanced with the benefits obtained in Ghana.	2.469	1.042
Overall Mean	2.632	.593
Level of implementation of the Curriculum	**Mean**	**SD**
I use the standard-based curriculum in my teaching in school.	2.857	.968
My lesson planning follows the standard-based curriculum model in school.	2.789	.967
I take into account the standard-based curriculum when designing units of work in school.	2.680	.924
I design teaching activities which aim to develop the key competences in school.	2.814	.971
The teaching strategies I use are in line with the standard-based curriculum in school.	2.740	1.006
I evaluate my students' achievement of competences when assessing their learning using the standard-based curriculum.	2.777	.961
Overall Mean	2.776	.583

Source: Field survey (2020); SD- Standard Deviation.

The results in Table 2 further showed that, all the respondents agreed to the statements regarding the level of implementation of the new curriculum. Generally, the respondents expressed positive perception regarding the level of implementation of the new curriculum (M = 2.78, SD = .58). Specifically, the respondents agreed hierarchically to the following statements concerning the level of implementation of the curriculum: "I use the standard-based curriculum in my teaching in school" (M = 2.86, SD = .97), "I design teaching activities which aim

to develop the key competences in school." (M = 2.81, SD = .97), "My lesson planning follows the standard-based curriculum model in school" (M = 2.79, SD = .97), "I evaluate my students' achievement of competences when assessing their learning using the standard-based curriculum" (M = 2.78, SD = .96), "The teaching strategies I use are in line with the standard-based curriculum in school." (M = 2.74, SD = 1.01), "I take into account the standard-based curriculum when designing units of work in school" (M = 2.68, SD = .92).

The study revealed that basic school classroom teachers within Atebubu Amantin Municipality have positive perception with respect to the execution of the newly designed educational curriculum. Most of the respondents generally agreed to the fact that, they possess positive beliefs about the new educational curriculum (M = 2.63, SD = .59). Majority of the respondents also expressed positive perceptions regarding the level of application of the recent programme (M = 2.78, SD = .58). The results of this study suggests that the application of the new educational programme by educational stakeholders was a "good move" on the part of basic educational institution classroom teachers Atebubu Amantin Municipality; in that, the new educational curriculum affords a genuine strategy which is worth applying in the Ghanaian curriculum.

Research Question 2

What is the perception of basic school teachers regarding the orientation they received for the implementation of the new educational curriculum in Ghana?

This research question sought to examine basic school teachers' perception regarding the orientation they received for the execution of the recent educational

programme within Atebubu Amantin Municipality in Ghana. In achieving this objective, means and standard deviations helped in analysing the data gathered on this research question. In using a four-point scale (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis for comparison. Essentially, mean values exceeding 2.5 indicated that a greater proportion of the respondents agreed to the statement. Conversely, an average below 2.5 implies that the respondents disagreed to the statement. An average of 2.5 however depicted that, the greater proportion of the respondents were neutral about the statement. Table 6 outlines the details of the results.

Table 6-*Teachers' Perception Regarding Orientation Received for the Implementation of the New Educational Curriculum*

Statements	**Mean**	**SD**
My need for training in lesson planning for the development of the key competences is achieved.	2.560	.906
My need for training in lesson planning to link key competences to specific competences of an area/areas of curricular knowledge is achieved.	2.551	.881
My need for training in the design of tasks to develop the key competences is achieved.	2.554	.896
My need for training in designing a model to assess the development of the key competences is achieved.	2.603	1.029
Overall Mean	2.567	.639

Source: Field survey (2020); SD- Standard Deviation.

Basic school classroom teachers' perception concerning orientation received before implementing the newly formulated educational programme was sought. As shown in Table 6, all the respondents agreed to the statements presented. Generally, all the respondents agreed to the fact that, they received orientation prior to implementing the new educational programme (M = 2.57, SD = .64). Specifically, most of the respondents reported that "Their need for training

in designing a model to assess the development of key competences was achieved" (M = 2.60 SD = 1.03). The respondents also agreed to the fact that "Their need for training in lesson planning for the development of key competences was achieved" (M = 2.56, SD = .91). The respondents further reported that "Their need for training in the design of tasks to develop key competences was achieved" (M = 2.55, SD = .90). When respondents were asked whether their "need for training in lesson planning for the development of key competences was achieved", most of the respondents were in agreement to this statement (M = 2.51, SD = .88).

Generally, the study revealed that basic school classroom teachers within Atebubu Amantin Municipality received adequate orientation before implementing the new educational curriculum (M = 2.57, SD = .64). This is evident in the fact that, respondents' need for training for effectively implementing the new educational programme was achieved; in that, a greater proportion of the respondents received specific trainings in designing models to assess the improvement of major competences in their learners. Similarly, majority of the respondents were trained in lesson planning for the development of the key competences in students. The findings of this study suggests that effective provision was made by curriculum developers regarding the training, orientation and execution of the new educational curriculum.

Research Question 3

What are the views of basic school teachers about the challenges they encounter in the implementation of the new educational curriculum in Ghana?

The intent of this research question was to examine teachers' perception about the challenges they encountered in implementing the new educational curriculum within Atebubu Amantin Municipality in Ghana. Means and standard deviations helped in analysing the data collected on the research question. This was because the items were measured on a four-point scale (i.e., Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 served as the basis for comparison. Essentially, an average score exceeding 2.5 implies that a greater proportion of the respondents agreed to the statement. Conversely, an average score below 2.5 means that a greater proportion of the respondents disagreed to the statement. Table 7 outlines the details of the analysis.

Table 7- *Teachers' Perception Regarding the Challenges Encounter in the Implementation of the New Educational Curriculum*

Statements	**Mean**	**SD**
The level of implementation of the standard-based curriculum is similar across all the teaching staff in my school.	2.537	1.031
The level of implementation of the standard-based curriculum is similar in all schools.	2.609	.971
The educational authorities set clear guidelines for developing a standard-based curriculum	2.586	.935
When I am unsure about something related to standard-based teaching, I have access to appropriate advice in school.	2.534	.977
The number of pupils per class is suitable for standard-based teaching in school.	2.300	1.067
The classroom materials available are suitable for standard-based teaching in school.	2.346	1.064
The facilities at my school are suitable for standard-based teaching in school.	2.257	1.069
The economic resources available at my school are sufficient to implement a standard-based curriculum in school.	2.066	1.086
Overall Mean	2.404	.535

Source: Field survey (2020); SD- Standard Deviation.

The challenges experienced by basic school classroom facilitators in implementing of the newly launched educational curriculum was sought. As shown in Table 7, respondents generally reported experiencing several impediments in their effort to implement the new educational curriculum (M = 2.40, SD = .54). Specifically, most of the respondents disagreed to the following statements: "The economic resources available at my school are sufficient to implement a standard-based curriculum in school" (M = 2.06, SD = 1.09), "The facilities at my school are suitable for standard-based teaching" (M = 2.26, SD = 1.07), "The number of pupils per class is suitable for standard-based teaching in school" (M = 2.30, SD = 1.07), "The classroom materials available are suitable for standard-based teaching in school" (M = 2.35, SD = 1.06).

Contrarily, some of the respondents agreed to the following statement regarding the challenges they faced in implementing the new educational curriculum: "The level of implementation of the standard-based curriculum is similar in all schools" (M = 2.61, SD = .97), "The educational authorities set clear guidelines for developing a standard-based curriculum" (M = 2.59, SD = .94), "The level of implementation of the standard-based curriculum is similar across all the teaching staff in my school" (M = 2.54, SD = 1.03), "When I am unsure about something related to standard-based teaching, I have access to appropriate advice in school" (M = 2.53, SD = .98).

Generally, this study discovered that, although basic school teacher had easy access to appropriate advice for effectively implementing the new educational curriculum, the classroom teachers experienced several challenges in implementing

the newly designed educational curriculum (M = 2.40, SD = .54). Among some of these challenges encountered by teachers include: the insufficiency of economic resources for implementing the newly formulated curriculum, unsuitability of facilities for standard-based teaching in schools, unsuitability of materials for standard-based teaching in schools as well as of large class size in schools which often makes the curriculum a difficult task to execute. Findings from this inquiry suggest that adequate facilities were not provided by curriculum in effectively implementing the curriculum.

Hypotheses Testing

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

Hypothesis 1

H_0: There is no statistically significant difference in teachers' perception regarding the implementation of the new educational curriculum on the basis on gender.

This hypothesis sought to examine whether a statistically significant gender difference exist in classroom teachers' opinions regarding the implementation of the newly formulated educational programme. An independent samples t-test analysis helped in testing this hypothesis. The dependent variable was the composite score for the respondents' perception about the execution of the newly designed educational curriculum. Prior to the analysis, assumptions underlying the use of independent t-test were checked. Results from the normal Q-Q plot revealed that the data did not violate the normality assumption (Figure 1)

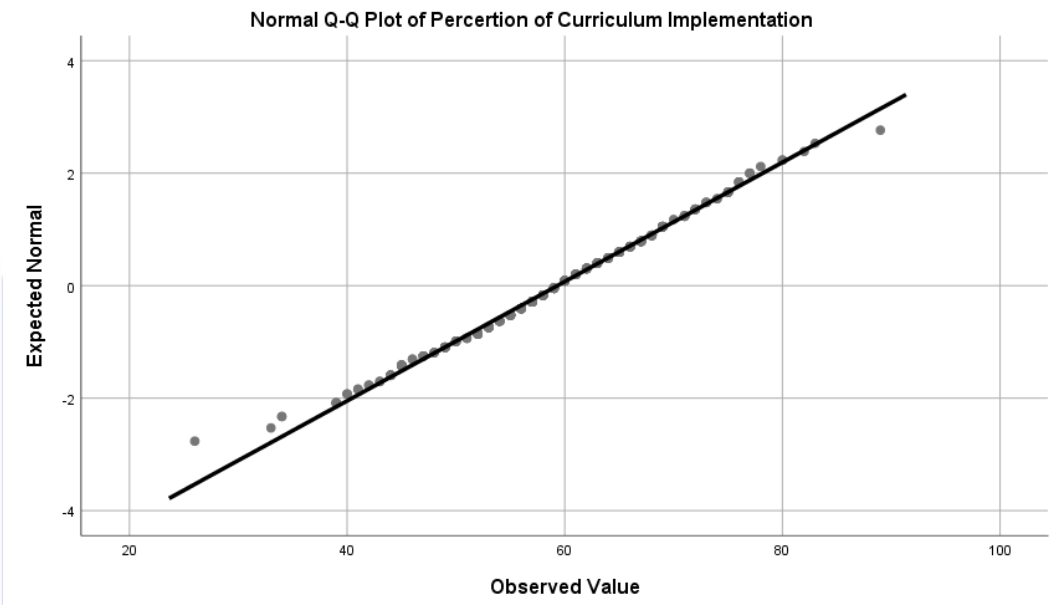

Figure 1- The normal Q-Q plot

The result was further supported by the Shapiro-Wilk test, which revealed that the data did not violate the normality assumption (p = 392). The normality of the data was also confirmed by the histogram which showed that majority of the data score lied between ±2 standard deviation (see Appendix D). This gives a "green light' for a parametric test tool to be employed in analysing the data. Hence, the independent t-test was utilised.

Similarly, the equal variance assumption was also tested to find out whether the variances between the groups were the same. Results from the Levene's test for equality of variances discovered that the equality of variance assumption was not violated (F = 2.579, p =.109). Table 8 further presented the actual analysis testing the difference among the two unpaired groups (i.e., male and females) with respect to the dependent variable.

Table 8- *Gender Differences in Teachers' Perception of New Educational Curriculum Implementation*

Gender	N	Mean	SD	t-value	df	p-value
Male	156	59.385	9.825	.115	348	.909
Female	194	59.268	9.134			

Source: Field survey (2020)

As presented in Table 8, there was no statistically significant gender difference in basic school teachers' perception about the implementation of the new curriculum, t (348) = -.115, p=.909. Thus, male and female basic school classroom teachers in Atebubu Amantin Municipality did not differ in terms of their perception regarding the implementation of the new educational programme. This signifies that both male and female basic school classroom teachers in the Atebubu Amantin Municipality had the same perception regarding the execution of the newly formulated educational curriculum. Based on this result, the null hypothesis which stated that "There is no statistically significant difference in teachers' perception regarding the implementation of the new educational curriculum on the basis on gender" was retained.

Hypothesis 2

H_0: There is no statistically significant difference in teachers' perception regarding the implementation of the new educational curriculum on the basis of professional qualification.

This hypothesis was interested in finding out whether significant differences exist in classroom teachers' impression of curriculum implementation on the basis of educational qualification. The categorical variable (i.e., education qualification) was made up of four groups (Cert "A", Diploma, Degree and

Masters/PhD) while the composite score on "teachers' perception of curriculum implementation" served as the dependent variable, this was measured on a continuous basis. One-way ANOVA was used to test this hypothesis.

As a rule of thumb, for one-way ANOVA test to be conducted, the data needs to meet the normality assumption and thus, Shapiro-Wilk test was performed in testing the normality of the data (Table 9).

Table 9- *Testing for Normality (ANOVA) for Hypothesis Two*

		Shapiro-Wilk		
		Statistic	df	Sig.
Groups	Cert "A	.921	31	.025
	Diploma	.991	220	.170
	Degree	.981	85	.231
	Masters/PhD	.922	14	.231

*Significant at .05 level; Source: Field survey (2020)

As outlined in Table 9, the respondents' scores in the various groups i.e., Cert "A" (p = .025), Diploma (p = .170), Degree (p = .231), and Masters/PhD (p = .231), did not violate the normality assumption since the significant value for the respective groups were greater .05. Similarly, a visual inspection of the Q-Q plot for the aforementioned groups provides enough evidence to suggest that the normality assumption was satisfied (see Appendix D).

Based on this result, there was the need to conduct a test for homogeneity of variance to ensure the variances are the same across all the groups. Results for the homogeneity of variance test also revealed that, the data did not violate the assumption of homogeneity of variance (p =.238). This is evident as the p-value for the test exceeded the significance level (p >.05), and consequently not significant.

This implies that the variances are the same (equal variance assumed). Following meeting the normality and homogeneity of variance assumptions of ANOVA, the actual test was conducted to determine the differences that exist in score of "teachers' perception of curriculum implementation" on the basis of educational qualification. Table 10 presents the results of the ANOVA test.

Table 10- *ANOVA Test*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	976.014	3	325.338	3.741	.011*
Within Groups	30090.146	346	86.966		
Total	31066.160	349			

*Significant at .05 level

The result from the ANOVA test (Table 10), discovered a statistically significant difference in the mean scores among teachers from the four groups, F (3, 346) = 3.741, p = .011. To make the results clearer, descriptive statistics of each of the various groups (educational qualifications) as well as the overall performance are presented in Table 11.

Table 11- *Descriptive Statistics*

Educational Qualifications	N	Mean	Std. Deviation	Minimum	Maximum
Cert "A	31	54.484	12.083	39.00	89.00
Diploma	220	60.286	8.862	33.00	82.00
Degree	85	58.588	9.496	26.00	83.00
Masters/PhD	14	59.286	8.489	49.00	76.00
Total	350	59.320	9.435	26.00	89.00

As shown in Table 11, the overall mean score was 59.32 with a standard deviation of 9.44. The mean scores and standard deviations of the groups were as follows: Cert "A" (M = 54.48, SD = 12.08), Diploma (M = 60.29, SD = 8.86), Degree (M = 58.59, SD = 9.50), and Masters/PhD (M = 59.29, SD = 8.49). The descriptive statistics in Table 11 only gave the mean and standard deviations. Even though differences exist in the mean scores among the various groups, the results failed to tell whether the observed differences are significant or not, and if significant, where the differences lie.

In view of that, a post hoc test (multiple comparison analysis) was conducted. The Tukey HSD was performed as a follow-up. Tukey HSD is used when: equal variances are assumed, sample sizes among the levels are equal, and pairwise comparison is needed. The result of this study assumed equal variance, sample sizes were equal across all levels, and the study also sought to compare each class with one another. The aforementioned conditions justify the use of Tukey HSD test in this study. The result of the post hoc are presented in Table 12.

The results from the post hoc (Table 12) showed a statistically significant difference in the mean scores of teachers who had "Cert A qualification" and teachers who had "Diploma qualification" ($p < .001$). The post hoc (multiple comparison test) suggests that, the mean score of teachers who had educational qualification of Diploma (M = 60.286) was greater than mean score of teachers who had educational qualification of "Cert A" (M = 56.48).

Table 12- *Multiple Comparisons (Tukey HSD)*

Educational Qualification	Educational Qualification	Mean Difference	Std.		95% Confidence Interval	
					Lower	Upper
(I)	(J)	(I-J)	Error	Sig.	Bound	Bound
Cert "A"	Diploma	-5.802*	1.789	.007	-10.421	-1.184
	Degree	-4.104	1.957	.156	-9.156	.947
	Master/PhD	-4.802	3.003	.380	-12.553	2.950
Diploma	Cert A	5.802*	1.789	.007	1.184	10.421
	Degree	1.698	1.191	.484	-1.376	4.773
	Master/PhD	1.001	2.570	.980	-5.635	7.636
Degree	Cert A	4.104	1.957	.156	-.947	9.156
	Diploma	-1.698	1.191	.484	-4.772	1.376
	Master/PhD	-.697	2.689	.994	-7.641	6.246
Master/PhD	Cert A	4.802	3.003	.380	-2.950	12.554
	Diploma	-1.001	2.570	.980	-7.636	5.635
	Degree	.697	2.689	.994	-6.246	7.641

*The mean difference is significant at the 0.05 level.

The implication of this result is that, educational qualification plays a significant role in teachers' perception regarding the implication of the new educational curriculum. Put differently, higher educational qualification plays a significant role in teachers' perception regarding the implication of the new educational curriculum compared to lower educational qualification.

The study discovered a significant difference in classroom teachers' perception concerning the implementation of the new curriculum on the basis of educational qualification. That is to say, perception in relation to the execution of the newly formulated curriculum differed for classroom facilitators on the basis of their education qualification. Thus, higher educational qualification (Diploma)

plays a substantial role in classroom facilitators' perception concerning the application of the new curriculum relative to lower educational level (Cert A). Based on this finding, the hypothesis that "There is no statistically significant difference in teachers' perception regarding the implementation of the new educational curriculum on the basis of professional qualification" was overruled in favour of the working hypothesis which stated that "There is a statistically significant difference in teachers' perception regarding the implementation of the new educational curriculum on the basis of professional qualification."

Discussion

This section discusses the results of the study as presented in the previous paragraphs. The discussion was organised under the following topical issues:

1. Teachers' Perception regarding the Implementation of the New Educational Curriculum
2. Teachers' Perception regarding Orientation Received for the Implementation of the New Educational Curriculum
3. Teachers' Perception regarding the Challenges Encountered in the Implementation of the New Educational Curriculum
4. Demographic characteristics (i.e., gender, and education) and Teachers' Perception regarding the Implementation of the New Educational Curriculum

Teachers' Perception regarding the Implementation of the New Educational Curriculum

The findings of the study revealed that basic school teachers within the Atebubu Amantin Municipality have positive perception regarding the implementation of the new educational curriculum. Most of the respondents generally agreed to the fact that, they possess positive beliefs about the new educational curriculum (M = 2.63, SD = .59). Majority of the respondents also expressed positive perceptions regarding the level of application of the new curriculum (M = 2.78, SD = .58). The results of this study suggests that the operationalisation of the new educational curriculum by educational stakeholders was a "good move" on the part of basic school classroom teachers in the Atebubu Amantin Municipality; in that, the new educational curriculum offers a genuine strategy which may be applied in the Ghanaian curriculum.

The findings of this study agree with Oh and French (2004) who found that respondents had positive perceptions regarding the newly implemented curriculum and the use of project-based assessment as it played a vital role in making students accomplish all the necessary skills and knowledge through cross-curricular hands-on practice as the course was in session. Unlike this study which was conducted using basic school teachers, Oh and French (2004) conducted their study using preservice teachers. Regardless of the differences in the population, both studies found similar results regarding the respondents' perception with relation to the operationalisation a new programme. The finding of the current study is also consistent with Sulaiman, Sulaiman and Abdul Rahim (2017) who investigated

teachers' perceptions towards the application of the newly developed English language curriculum in Malaysian lower educational institutions. Sulaiman et al. discovered that participants had desirable opinions towards the new language curriculum which were the early indicator of their acceptance and readiness to implement the newly designed English language curriculum.

The finding of this study also agrees with Awofala et al. (2012) who discovered that a substantial proportion of the classroom teachers possessed desirable impressions about the newly installed programme. Unlike the current study, Awofala et al. (2012) studied basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics pogramme. The finding of this study that, classroom teachers have positive impression regarding the implementation of the new educational curriculum however contradicts with Mahmoud (2012) who discovered that teachers generally had negative perception about the new standards-based curricular reform and claimed that it has not resulted in the anticipated changes in teachers' practices.

Teachers' Perception regarding Orientation Received for the Implementation of the New Educational Curriculum

On the issue of whether teachers received orientation prior to the implementation of the curriculum, the findings of the study revealed that basic school classroom teachers within the Atebubu Amantin Municipality received adequate orientation before implementing the newly developed educational curriculum. This is evident as respondents' need for training for effectively

implementing the newly developed educational curriculum was achieved; in that, a greater proportion of the respondents received specific trainings in designing models to assess the development of key competences in their students. Similarly, majority of the respondents received training to help the plan their lessons for the improvement of the key competences in students. The findings of this study suggests that effective provision was made by curriculum developers in relation to the training, orientation and execution of the new educational curriculum.

The finding that basic school teachers within the Atebubu Amantin Municipality received adequate orientation for implementing the new educational curriculum is inconsistent with Kriek and Basson (2008) who discovered that classroom teachers generally had negative perception about the training went through before the operationalisation of the curriculum. Thus, some of the concerns of the respondents were that the training on the content was not enough, it was vague, the duration was short, facilitators were not well trained, among others. The finding of this current study also disagrees with Eraslan (2013) who found that teachers did not have adequate capacity building before the full operationalisation of the newly designed mathematics curriculum in Turkey. Eraslan explored the reflections of teachers' views on the implementation of the new mathematics curriculum in a pilot school in Samsun in Turkey.

Unlike the present study which adopted a quantitative approach, Eraslan's study adopted a qualitative approach. Similarly, the finding of this study contradicts Molapo and Pillay (2018) who discovered that respondents had negative views about the training they received before the operationalisation of CAPS. According

to the teachers, they did not receive adequate training organised by the government. However, they seemed to prefer training offered by their teacher unions.

Teachers' Perception regarding the Challenges Encountered in the Implementation of the New Educational Curriculum

Generally, the findings of this study revealed that, although basic school classroom teachers had easy access to appropriate advice for effectively implementing of the newly designed educational curriculum, the classroom teachers experienced a number of challenges in their effort to implement the new educational curriculum. Among some of these challenges encountered by teachers include: the insufficiency of economic resources for the operationalisation of the newly formulated curriculum, unsuitability of facilities for standard-based teaching in schools, unsuitability of materials for standard-based teaching in schools as well as of large class size in schools which often makes the operationalisation of the curriculum a difficult. The study finding suggests that adequate facilities were not provided by curriculum developers for effectively implementing the curriculum.

The finding of this study is in harmony with Syeda (2015) who discovered that teachers in Pakistan experienced a number of challenges in implementing the newly outdoored curriculum. Among some of the challenges experienced by teachers included: a disconnection with reality, lack of resources and teaching challenges linked to the intermediate curriculum. Based on this, Syeda advised that the missing role of teachers' involvement in curriculum implementation process needs to be recognised and a modernised curriculum is required to meet educational needs of college students in Pakistan. The findings of this current study also support

that of Kırkgöz (2008) who found that Turkish teachers faced several difficulties in trying to implement the COC. Kırkgöz (2008) discovered that the factors that were identified as challenges to classroom facilitators' execution of the COC included classroom teachers' knowledge about the restructuring of the programme, their former training, inadequate teaching assistance, non-existence or materials and huge class size.

Furthermore, the findings that, teachers of Atebubu Amantin Municipality experienced a number of challenges in their efforts to implement the new educational curriculum validates that of Kriek and Basson (2008) who found that South African classroom teachers had a number challenges in their effort to implement the FET Physical Science curriculum. Kriek and Basson explained that, teachers had challenges regarding the quantity of the content, their capability of effectively delivering the content to their learners, the presence of resources and the magnitude of assistance they received as well as the quality of the preparation they went through. Although the current study adopted quantitative approach of investigation, Kriek and Basson adopted a mixed method approach of investigation.

Demographic characteristics (i.e., gender, and education) and Teachers' Perception regarding the Implementation of the New Educational Curriculum

Demographic characteristics play a significant role as far as teachers' perception regarding the new educational curriculum is concerned. The study explored demographic characteristics of respondents such as gender and educational qualification of respondents, against their perception regarding the operationalisation of the curriculum. Thus, the study sought to find out whether

significant differences exist in teachers' perception regarding the implementation of the curriculum on the basis of gender and educational level of respondents.

The study revealed no statistically significant gender difference in basic school teachers' opinions about the operationalisation of the newly designed curriculum. Thus, male and female basic school classroom teachers in the Atebubu Amantin Municipality did not differ in terms of their perception regarding the execution of the newly out doored educational curriculum. The implication of this is that both male and female basic school classroom teachers in the Atebubu Amantin Municipality had the same perception about the operationalisation of the newly out doored educational curriculum. Based on this result, the null hypothesis stating that "There is no statistically significant difference in teachers' perception regarding the implementation of the new educational curriculum on the basis on gender" was maintained.

The finding that gender has no significant influence on teachers' perception regarding the implementation of the new curriculum is consistent with a number of authors (Awofala et al. 2012; Konokman et al., 2018; Singhal, 2012). For instance, Awofala et al. (2012) studied basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme. Awofala et al.'s results indicated that no marked difference was detected among basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme based on gender. That is to say, being a male or female does not impact mathematics classroom facilitators' views about the newly

formulated nine-year Nigerian primary school mathematics programme. Similarly, Konokman et al. (2018) the opinions of classroom teachers regarding the competencies in developing a programme and whether these opinions vary in terms of their gender. Konokman et al. found no substantial gender difference in opinions of classroom teachers regarding the competencies in developing a programme.

The findings of this study also support that of Singhal (2012) who studied teachers' perception about the Indian scheme of CCE. Singhal's study found no marked gender difference regarding the selected classroom facilitators' opinions of CCE. Singhal concluded that the observation might have been as a result of the newty of the CCE making all classroom facilitators, regardless of gender have similar opinion concerning it. On the contrary, the findings of this study disagree with Park et al. (2016) who studied the impressions and practices of South Korean educational institutions' classroom facilitators about science, technology, engineering, arts, and mathematics STEAM. On their part, Park et al. discovered a substantial gendered difference in the impressions and practices of South Korean educational institutions' classroom facilitators about the STEAM. Female classroom facilitators teachers had more undesirable or bad opinions about STEAM education as against male classroom teachers.

In furtherance, the current study also examined whether differences exist in classroom teachers' perception of curriculum implementation on the basis of educational qualification. The study revealed a significant difference in classroom teachers' perception concerning the implementation of the new curriculum on the basis of educational qualification. That is to say, perception concerning the

operationalisation of the newly out doored curriculum differed for classroom teachers on the basis of their education qualification. Thus, higher educational qualification (Diploma) plays an important role in teachers' perception concerning the operationalisation of the newly out doored curriculum relative to lower educational level (Cert A). Based on this finding, the hypothesis stating that, "There is no statistically significant difference in teachers' perception regarding the implementation of the new educational curriculum on the basis of professional qualification" was rejected in favour of the working hypothesis which stated that "There is a statistically significant difference in teachers' perception regarding the implementation of the new educational curriculum on the basis of professional qualification."

The findings that, educational qualification plays a significant role in teachers' perception regarding the implementation of the education curriculum disagrees with a number of studies (Awofala et al., 2012; Singhal, 2012; Puteh, 2013; Oh & French, 2004). For instance, in their study, Awofala et al. discovered no marked difference in basic and second cycle mathematics classroom facilitators' views about the newly formulated nine-year Nigerian primary school mathematics programme in terms of their academic achievement (qualification). That is to say, classroom teachers' academic qualification did not have any linkage with their views about the newly formulated nine-year Nigerian primary school mathematics programme. Similarly, Puteh (2013) discovered in his study that, teacher's professional qualification has no significant influence on teacher's perception

regarding the implementation of the mandatory National Preschool Curriculum Standards.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, the conclusions drawn from the study, suggestions and recommendations for further studies were also captured in this chapter. The suggestions and recommendations for further studies were based on the findings of the study.

Summary

Overview of the Study

The study examined the perceptions held by teachers at the basic level concerning the new educational curriculum reforms in Ghana. The study was guided by five objectives which were transformed into three research questions and two hypotheses. The descriptive survey design, specifically, the cross-sectional design, with a quantitative approach was employed in the conduct of the study. The population of this study comprised all public basic school teachers in the Atebubu Amantin Municipality, with a total number of 1,126. Through a multi-stage sampling technique, questionnaires were administered to 582 basic school teachers. Three hundred and fifty (350) of the questionnaires were however filled and returned, this resulted in a 60% response rate. Hence, all the analyses were based on 350 respondents. The various scales on the questionnaire were standardised scales adapted from authors in the area of curriculum implementation. The scales were pilot tested and good indicators of internal consistency, (i.e., $\alpha = .70$ and above) were achieved. The data collected were analysed using means and standard

deviations, independent samples t-test, and one-way analysis of variance (ANOVA).

Key findings

The study revealed the following findings:

1. The findings of the study revealed that basic school teachers within the Atebubu Amantin Municipality have positive perception regarding the implementation of the new educational curriculum. Most of the respondents generally agreed to the fact that, they possess positive beliefs about the new educational curriculum (M = 2.63, SD = .59). Majority of the respondents also expressed positive perceptions regarding the level of implementation of the new curriculum (M = 2.78, SD = .58).
2. Generally, the findings of the study revealed that basic school teachers within the Atebubu Amantin Municipality received adequate orientation for the implementation of the new educational curriculum. (M = 2.57, SD = .64). This is evident in the fact that, respondents' need for training for the effective implementation of the new educational curriculum was achieved; in that, most of the respondents received specific trainings in designing models to assess the development of key competences in their students. Similarly, majority of the respondents received training in lesson planning for the development of the key competences in students.
3. Generally, the findings of this study revealed that, although basic school teacher had easy access to appropriate advice for the effective implementation of the new educational curriculum, the teachers

experienced a number of challenges in their effort to implement the new educational curriculum (M = 2.40, SD = .54). Among some of these challenges encountered by teachers include: the insufficiency of economic resources for the implementation of the new curriculum, unsuitability of facilities for standard-based teaching in schools, unsuitability of materials for standard-based teaching in schools as well as of large class size in schools which often makes the implementation of the curriculum a difficult.

4. The study revealed no statistically significant gender difference in basic school teachers' perception about the implementation of the new curriculum. Thus, male and female basic school teachers in the Atebubu Amantin Municipality did not differ in terms of their perception regarding the implementation of the new educational curriculum. This implies that both male and female basic school teachers in the Atebubu Amantin Municipality had the same perception about the implementation of the new educational curriculum.
5. The findings of the study revealed a significant difference in teachers perception concerning the implementation of the new curriculum on the basis of educational qualification. That is to say, perception concerning the implementation of the new curriculum differed for teachers on the basis of their education qualification. Thus, higher educational qualification (Diploma) plays an important role in teachers' perception concerning the implementation of the new curriculum relative to lower educational level (Cert A).

Conclusions

Based on the findings of this study, it can be concluded that, basic school teachers within the Atebubu Amantin Municipality possess positive perception regarding the implementation of the new curriculum. The findings of this study also provide enough evidence to conclude that, educational stakeholders as well as curriculum developers provided adequate and intensive orientation to basic school teacher prior to the implementation of the new educational curriculum.

On the contrary, it can be concluded that financial as well as provision of suitable facilities such as computers were hindrances to the effective implementation of the new curriculum. It stands to reason that curriculum developers did not provide adequate financial support and suitable facilities for the effective implementation of the new curriculum. It can further be concluded that small class-size is a better option compared to large-class size for effective curriculum implementation. More so, the study concluded that higher educational qualification plays an important role in effective implementation of the new curriculum. The study finally concluded that gender does not have any significant effective on basic school teachers' perception regarding the implementation of the new educational curriculum.

Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendations were made to guide the development of policy and practice:

1. In view of the findings that teachers exhibited a positive perception regarding the implementation of the new curriculum, educational

stakeholders as well as curriculum developers are encouraged to continue and also strengthen the implementation of the new educational curriculum among teachers in the respective basic schools in Ghana.

2. Since basic school teachers within the Atebubu Amantin Municipality received adequate orientation for the implementation of the new educational curriculum, respective educational stakeholders, curriculum trainers as well as curriculum developers are encouraged to continue and also intensify the orientation given to teachers for effective implantation of the new curriculum. This is very important in the sense that, when implementers of the curriculum (i.e., teachers) are given the appropriate orientation, they will be in a better position to ensure an effective implementation of the new curriculum in their respective schools.
3. In view of the findings that basic teachers had challenges with adequate financial support and adequate facilities for the implementation of the new curriculum, the Ministry of Education is encouraged to provide sufficient financial support as well as suitable facilities which will enhance the effective implementation of the new educational curriculum.
4. It is also recommended by the findings of this study that, since large class sizes was a challenge to the effective implementation of the new curriculum, curriculum developers can liaise with headteachers to ensure a reduction in large class sizes. This will further enhance the effective implementation of the curriculum.

5. Again, since higher educational qualification played a significant role in teachers' perception regarding the implementation of the new curriculum, teachers are encouraged by the finding of this study to aspire to achieve a higher education qualification in their respective area of studies.

Suggestions for Future Research

The following were suggestions made for future studies:

1. It is recommended that this study be replicated in other private basic schools, since some variations in internal policies could bring about variations in the results.
2. The current study focused on only one municipality, other studies can be carried out on a broader perspective by looking at two or more municipalities. This will facilitate easy comparison of teachers' perception concerning the new educational curriculum.
3. Future studies could investigate the impact of teachers' perception of the curriculum on teaching and learning in the classroom.

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APPENDIX A

INTRODUCTORY LETTER

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

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

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

19th April, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION: MR. EDWARD BOAHEN OPOKU

We introduce to you Mr. Opoku, a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing a Master of Philosophy Degree in Educational Psychology and he is currently at the thesis stage.

Mr. Opoku is researching on the topic: **"BASIC SCHOOL TEACHERS' PERCEPTION ON THE NEW EDUCATIONAL CURRICULUM REFORM IN THE ATEBUBU-AMANTIN MUNICIPALITY."**

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

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

Thank you.

Yours faithfully,

Gloria Sagoe (Ms.)
Chief Administrative Assistant
For: **Head**

APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD
UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucchdu/vs/21-40
Your Ref: .....
Date: 15th April, 2021

Chairman, CES-ERB
Prof. J. A. Omotosho
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Vice-Chairman, CES-ERB
Prof. K. Edjah
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0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
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Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Edward Opoku Boahen, Reg. No. ..... is an M.Phil. / ~~Ph.D~~. student in the Department of Education and Psychology ..... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Basic school teachers' perceptions on the new educational curriculum reform in the Atebubu Amantin Municipality

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

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

Thank you.
Yours faithfully,

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

APPENDIX C

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Dear Respondent,

I am embarking on a study that seeks to find out "**Basic School Teachers' Perceptions on The New Educational Curriculum Reform".** I would be grateful if you could answer the questions below. There are no right or wrong answers. I am interested in your personal experience and opinion. The confidentiality of your information is guaranteed.

SECTION A: Demographic Data

Instruction: For each item, please choose the answer which best describes your gender and qualification by ticking [√]

1. **Gender: Male [ ], Female [ ]**
2. **Educational Qualification:** Certificate A [ ], Diploma [ ], Bachelors [ ], Masters/PhD [ ]

SECTION B: Perceptions of Curriculum Reforms

Instruction: In the table below, for each statement, mark the answer you think best describes conditions in your school with a tick **[√]** in the box to the right of each statement. The responses are on the scale 1-4, where **1** = Strongly Disagree **[SD], 2** = Disagree **[D], 3** = Agree **[A]** and **4** = Strongly Agree **[SA].**

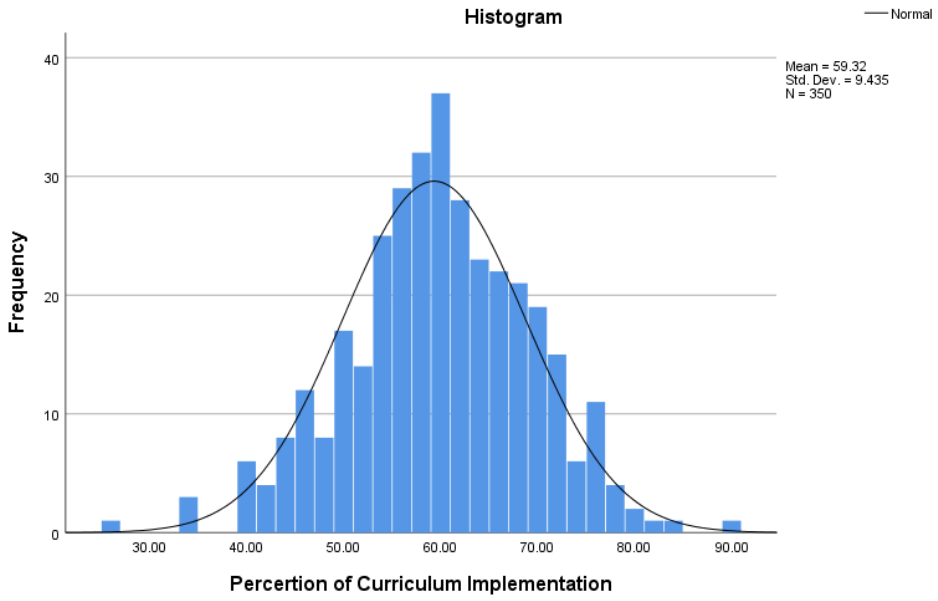
Statements	SD	D	A	SA
Beliefs about the theoretical Curriculum				
1. A standard-based curriculum was necessary in Ghana				
2. The standard-based curriculum model has the potential to improve on the previous curricular approach in Ghana.				
3. The standard-based curriculum presents a realistic approach which can be implemented in the curriculum in Ghana.				
4. The standard-based curriculum is improving the previous curricular approach in Ghana.				
5. The workload involved in implementing the standard-based curriculum is not balanced with the benefits obtained in Ghana.				
Level of implementation of the Curriculum				
6. I use the standard-based curriculum in my teaching in school.				
7. My lesson planning follows the standard-based curriculum model in school.				
8. I take into account the standard-based curriculum when designing units of work in school.				
9. I design teaching activities which aim to develop the key competences in school.				
10. The teaching strategies I use are in line with the standard-based curriculum in school.				
11. I evaluate my students' achievement of competences when assessing their learning using the standard-based curriculum.				
Difficulties in Implementing the Curriculum				
12. The level of implementation of the standard-based curriculum is similar across all the teaching staff in my school.				
13. The level of implementation of the standard-based curriculum is similar in all schools.				

14. The educational authorities set clear guidelines for developing a standard-based curriculum				
15. When I am unsure about something related to standard-based teaching, I have access to appropriate advice in school.				
16. The number of pupils per class is suitable for standard-based teaching in school.				
17. The classroom materials available are suitable for standard-based teaching in school.				
18. The facilities at my school are suitable for standard-based teaching in school.				
19. The economic resources available at my school are sufficient to implement a standard-based curriculum in school.				
Professional Development				
20. My need for training in lesson planning for the development of the key competences is achieved.				
21. My need for training in lesson planning to link key competences to specific competences of an area/areas of curricular knowledge is achieved.				
22. My need for training in the design of tasks to develop the key competences is achieved.				
23. My need for training in designing a model to assess the development of the key competences is achieved.				

APPENDIX D

NORMALITY TEST

HYPOTHESIS ONE



HYPOTHESIS TWO