

**UNIVERSITY OF CAPE COAST  
INSTITUTE OF EDUCATION FACULTY OF EDUCATION**

**PERCEPTION OF SENIOR HIGH SCHOOL TEACHERS ON  
EDUCATIONAL REFORMS IN GHANA: A CASE STUDY OF  
WINNEBA SENIOR HIGH SCHOOL**

**BY**

**KOFI BENTUM WILSON**

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Education, University of Cape Coast, in partial fulfilment of the  
requirements for the award of Master of education Degree in Educational  
Management**

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## CANDIDATE'S DECLARATION

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

Candidates Signature: ..... Date: .....

Candidate: **Kofi Bentum Wilson**

## SUPERVISOR'S DECLARATION

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

Supervisors Signature: ..... Date: .....

Supervisor: **Mr. N. K. Kutor**

## ABSTRACT

The nature of reform varies across countries due to unique combinations of historical, cultural, institutional and political factors. When education is reformed, some changes occur and these affect curriculum, teacher development, school plant and structures among many others. The study was to determine the causes of educational reforms, what should be done to make the reforms successful and how the reforms should be implemented.

The research design used for the study was a case study. In all, forty-five (45) teachers, made up of thirty-three (33) males and twenty-two (22) females were involved in the study. The respondents were purposively and randomly selected for the study. The purposive sampling method was used to select the Assistant Headmaster, Housemasters/Housemistresses and Heads of Department, as well as teachers who had stayed in the school for at least a year.

It was concluded that reforms in education are necessary when some problems or challenges are noted to be retarding the development of education in Ghana and that there is the need for the implementers of such educational reforms to be made aware, educated and involved in the planning and decision making processes of such reforms.

It is recommended that frequent and sustainable in-service training should be organised for teachers. Teachers should be assisted financially to develop Teaching and Learning Materials to support teaching and learning and there should be extensive education on reforms and its expected outcomes to the stakeholders of education and the citizenry.

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## **DEDICATION**

This work is dedicated to my wife Esther and daughters Ethel, Adela and Norma Wilson, brothers, sister and mum.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Education is the most potent tool for development; it requires thoughtful management, planning, modification, improvement and evaluation of previous educational systems compared to present educational system and to forecast for future educational needs as well as technological needs, socio-economic needs and others. Thus planning to modify educational institutions vis-à-vis social needs and priorities are major concerns, which needs thoughtful addressing. Education still needs attention in view of the rapidly changing society especially at the outset of the twenty-first century (Executives Online Interim Management 2004).

Education involves teaching and learning specific skills, and also something less tangible but more profound. It also has the fundamental impact of imparting culture from generation to generation. Education involves the application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines, such as humanities, science, technology and others. Education of humans begins at birth and continues throughout life, for some the struggles and triumphs of daily life provide far more instructions than does formal schooling (Wikipedia, 2007). It includes imparting knowledge, positive judgement and well developed wisdom of the individual. It is the application of pedagogy to a body of research and draws on many disciplines such as the sciences, humanities and others.

Education in Ghana involves the following, first cycle, second cycle and tertiary level. The first cycle is made up of the basic level from nursery to the Junior Secondary School. The second cycle includes Senior High Schools and Technical Institutes. Tertiary level comprises the Universities, Polytechnics, Colleges of Education, and Nursing Training. According to Credaro (2001) educational institutions, like all other organisations, require constant monitoring to identify areas for potential improvement. However, educational reforms are often not well implemented. This results in massive wastage of finances, human resources, and lost potential. Reforms encompass a lot of issues and affect all sectors of our social life. A hallmark of every non-trivial reforms is that consensus on the nature of the intended change is often at best fragile and at worse illusory. It is difficult to introduce reforms which require a change of teaching lifestyle, or a re-conceptualisation about what is valuable (Passey and Samways, 1997).

Education is the bedrock of the development of a community. A highly and well educated population brings about quality lifestyle. This seems to have compelled governments and nations to invest heavily in education and also to reform their education to bring about systematic improvement in the lifestyle of citizens. Education reform is a planned programme, or movement which attempts to bring about a systematic change in educational theory or practice across a community (Wikipedia, 2007).

In the past successive governments beginning from the colonial era brought public attention to focus on education that would propel the nation to respond to the demands of the world economic order. Like all other organisations, Educational institutions the world over, require constant

monitoring to identify areas for potential improvement. However, educational reforms are often not well implemented. This results in massive wastage of finances, human resources, and lost potential.

There seems to be a poor perception about change especially on the part of people and employees. Employees seem to believe that change will take away their jobs, their status or their social security or will bring about untold hardship. In most cases, first effects of change on employees, leaders, and on performance levels are negative. These include fears, stress, frustration and refusal to change. Thus most people to react with resistance to change rather than seeing change as a chance to initiate improvements. This mostly occurs when there is insufficient information on how the change processes will affect people, their personal situations in terms of tasks, workload, or responsibilities. These pose great challenges to implementers of policies, and management (Recklies, 2001).

Challenges come our way every day, how these challenges are handled will make or break us up. Most importantly during educational reforms personnel are tasked to implement policies formulated by policy makers. Implementation of policies and reforms are accompanied with challenges which ought to be managed efficiently. Since educational institutions involve human beings, it cannot escape the challenges that come the way of players in the institution. Managing change is an important issue, which ought to be handled tacitly by management to ensure success of laid down goals and implementation of policies.

Challenges in education include the following:

- \* Dealing with change and innovation in academic environments;

- \* Adjusting to new curriculum;
- \* Teacher development
- \* Experienced teachers moving up to occupy management positions
- \* Preparation of Teaching and Learning Materials
- \* Organisation and planning;
- \* Collaboration and teamwork;
- \* Evaluation and dissemination.

People resist change, and the reasons why this happens include the following:

- \* Fear of the unknown:
- \* Unnecessary task;
- \* Loss of position;
- \* Learning new things;
- \* Old is better than new system;
- \* Just not ready to adjust to new system.

Ghana has gone through several educational reforms since independence. What issues contributed to these reforms and what has been the impact of these various educational reforms. Have we as a nation moved forward with these reforms? It is in the light of these that the researcher embarked on this project. According to Credero (2001) educational institutions are organised on many levels, from the individual classroom under the management of a single teacher, to groups of classrooms supervised by a Head Teacher or Executive Teacher, to a whole-school structure, under the guidance of the principal. Both Government assisted and Independent or private schools generally report to a School Board (Board of Governors).

## **Statement of the Problem**

When an organisation's current state impedes its ability to serve the customer effectively, to innovate for the future, or to capitalise on a new initiative, change must happen, and happen fast. The very solidity of habits, processes and structures when they're competitive and productive can help strengthen an organisation. It is therefore imperative that from time to time changes are implemented to keep the organisation abreast with current trends.

Each passing decade seem to have brought in its wake one reform in education or the other in Ghana. These reforms though carefully thought through and always touted as the mother of all solutions to the nation's problems, cracks seem to show immediately after implementation. Teachers seem to find problems with the reforms and identify perceived weaknesses. Lervim as cited in Fry, Stoner & Hatwuck (1998) said before meaningful change can take place people have to go through an unfreezing, or breaking away from their current thought patterns and behaviour. Change will come when we adopt new attitudes, values and approaches.

Education reforms require that changes be made to the present set up. Ghana has experienced too many reforms after independence and the implementation of these reforms seems to generate anxiety and uncertainty among the citizenry. Implementing reforms in education requires changes in the existing setup.

Despite the comprehensive nature of each educational reform implemented since colonial era through to independence, the citizenry have had cause to complain about the reforms. Antwi (1995) indicates that many policies have been formulated to improve the quality of education in the

country. The earliest policy dates back to 1852 when the newly created British colonial administration enacted its first piece of legislation to provide for better education of the inhabitants of the Castles and Forts in the Gold Coast.

The question one needs to ask is what is the cause of this rampant reform in the education sector? According to Education Agenda (2008) President Kufour, launching the current reform on 11<sup>th</sup> April, 2007, stated that teacher quality is critical to the implementation of the reform programme at all levels, hence the commitment of government to improve conditions of service for teachers to put in their best. The President further stated that no amount of money spent on facilities would make a difference in achieving the goals of the reform unless teachers embraced the reforms at every stage of the educational system.

The implication of the Presidents statement is that the success of the comprehensive reform depends on the presence of a well prepared and a well motivated teacher. The above statement shows the place of teachers in the success of educational reform. In a one-on-one interaction with teachers after the implementation, it came out that a great number of them did not understand why the reform should be implemented. It also came out that some had not made the effort to find out what the new reform entails. The problem in this connection is that; what impact do teachers bring on reforms? What has caused previous reform to fail to warrant frequent reforms? What impact has teacher preparation on reform?

### **Purpose of Study**

Education is accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their faculties in

full. It is also accepted universally that good education enables individuals to contribute to development and improvement in the quality of life for themselves, their communities and the nation as a whole. When education is reformed, lots of changes are required to take place in the educational setup. These changes affect curriculum, teacher development, school plants and structures, economy and others. It is in view of this that the writer chose to work on managing these changes to bring about successful transformation at the education sector.

The purpose of this study is not to find faults with people but rather to find out:

- \* How educational reforms are handled to bring about transformation and change;
- \* Implications for change management;
- \* Whether we the personnel and actually understand the changes in the reform in its entirety;
- \* Whether we accept change as necessary evil

Ghana, a West African English speaking Country covers an area of approximately 238,540 km<sup>2</sup>. It is bordered on the North and North-West by Burkina Faso, on the East by Togo, on the South by the Gulf of Guinea, and on the West by Côte d'Ivoire. Ghana gained independence from Britain in 1957 and thus became the first independent majority-ruled nation in sub-Saharan Africa (Akyeampong, 2004). Its education system in the first one and half decades after independence had been described as one of the best in Africa (World Bank 2004). But by the mid 70s the education system had began to slip slowly into decline prompting several commissions of inquiry,



including the Dzobo Education Review to be set up to determine the causes and way forward for recovery (Akyeampong, 2004).

This is against the backdrop that successive governments before independence and after independence have launched many reforms at the educational sector before independence and after independence. However various reforms have been carried out since the British territories became a nation called Gold Coast. The reforms started under the colonial regime and have been carried out into the post colonial era.

The objectives of the study were to find out the causes for educational reforms; what should be done to make the reforms successful; and how the reforms should be implemented. It was also to investigate the training programmes adopted for reforming our educational setup. The development of infrastructure to support educational reforms and Teaching and Learning Materials needed for teaching.

### **Research Question**

The research is to be guided by the following questions:

1. What training programmes are given to teachers in Senior High Schools when educational reforms are carried out?
2. What teaching-learning materials are made available for schools to enable teachers undertake their activities effectively?
3. How necessary is educational reforms?
4. What are the causes of educational reforms?
5. How do education reforms affect the entire school curriculum?

6. How do infrastructural developments help in the implementation of educational reforms?

### **Delimitation**

The research is delimited to reforms in the educational service as carried out by the government of Ghana. The work will not involve the other areas affected by educational reforms such as book production, duration of academic programmes. This work will be limited to the teaching staff of Winneba Senior High School in the Effutu Metropolis of the Central Region of Ghana.

### **Limitations**

The possibility of encountering challenges when conducting research work is real. This research work is no exception to challenges. The researcher did not meet the head of the target Institution as she had travelled on national assignment. The teaching schedule of respondents also did not permit the researcher to meet all the respondents in the school. Some of the respondents were reluctant in filling the questionnaire. The researcher had to leave the questionnaire with a volunteer staff to collect from the respondents.

In a research work it is possible that the researcher may miss important information. This is because thoughts may not be properly communicated to respondents. Even if the instrument is carefully thought through, there is the likelihood of missing information. The failure to use language to communicate thought exactly, and the inability of two persons to witness the same obstacles in any research process, presents a major challenge to the data collected and the project in general. This statement has been corroborated by Black (1999).

In the opinion of Black questionnaires are ‘fashionable’ deceptively easy to create and commonly used in research they however cannot ask all the possible questions. This study is therefore no exception to the above limitations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The issue of managing educational reforms in Ghana, to bring about the intended change seems not to have received the much needed attention. It is disturbing that successive governments have instituted reforms in the educational sector to make Ghana's education more responsive to the ever changing world.

No matter the level of a country's development, there is a great demand for education reform in order to be able to face political, social, economic and cultural changes, as well as scientific and technological changes and transformations. Reforming educational systems represents human and financial challenges both for the countries concerned and for the international community.

According to Oyesiku, (2007) the future of any economy (developed or developing), does not only rigidly depend on the availability of endowed natural resources (renewable and non-renewable), but also on the specialized skills, competence and abilities possessed by its populace. These strengths must be harnessed to make effective utilization of its natural resources. Harnessing human resources attributes can only be acquired through educational policies and practices put forward by a country.

In carrying out this study, a lot of literature on the subject matter has been critically reviewed. These include reforms carried out by other countries. For purposes of clarity, and coherence the review has been divided into the following sub topics:

- i. Forms of education existing in Ghana

- ii. Development of education in Ghana
- iii. Causes of educational reforms in Ghana
- iv. History of educational reforms in Ghana
- v. Objective of educational reforms in Ghana
  - o Curriculum change
  - o Teacher development
  - o Infrastructure development
- vi. Educational reforms in other countries

#### **i. Forms of Education Existing in Ghana**

According to Annoh (1995), three forms of education exist in Ghana and these are basically; Quranic Education, School Education and Traditional Education. These forms of educational system still exist simultaneously in the country.

#### **Traditional Education**

Traditional form of education has existed within the Gold Coast before the Europeans even set foot in the Gold Coast. Even though formal education has expanded rapidly among communities, Traditional Education still exists within some communities in Ghana.

Annoh (1995) further explains that traditional education is the type of education that is directed towards the preparation of the individual to be able to make proper personal and social adjustment to his immediate environment. This system is characterized by lack of reading, writing, computing and a planned, systematic instruction.

## **Quranic Education**

Annoh further states that Quranic education was introduced into the country by the Muslims. The Islamic faith penetrated from North Africa along the old trans-Sahara trade routes. This form of education is mostly carried on mainly in the Muslim areas in the country. This form of education revolves around the study of the Quran and the Muslim religious way of life.

## **School Education**

In the opinion of Annoh (1995) School Education in Ghana on the other hand began with the arrival of the Europeans to the then Gold Coast. The Europeans needed people to assist them with their trading activities. Since their families were in Europe they opted to educate their “Mulatto” children (children from their Ghanaian wives), to assist them with their trading activities in the Gold Coast.

### **ii. Development of Education in Ghana**

Development of formal education in Ghana began when the Europeans established schools in the castles and forts in the Gold Coast. These castles and forts were dotted along the coast of the Gold Coast. According to McWilliam and Kwamena-Poh (1973), in 1529 the Portuguese traders in the Elmina castle made the first attempt to teach people to do arithmetic, read and write in Portuguese. Children born to these Portuguese traders and some African boys were the pupils for these schools. Outstanding students from the school were sent to Portugal to further their education. The Dutch followed suit when they captured the Elmina castle from the Portuguese in 1637. They were also educating children born to them by their Ghanaian wives. Some of

their children were sent back to Holland to receive further education. Notable among these was Jacobus Capitein.

Even though education was being conducted by the Portuguese and the Dutch, it was not until the British captured the castles and forts from the Dutch, that education experienced a major revolution. The arrival of the British marked a turning point in the development of education in the Gold Coast. The British used the castle schools to entice Missionaries to the Gold Coast to help sustain, develop and expand the schools.

The coming of these missionaries to the Gold Coast saw an increase in the establishment of more schools. Notable among these missionaries were the Wesleyan, Catholic, Bremen and Presbyterian missionaries. These missionaries introduced the western-style of education into the Gold Coast. Most of these established schools were located in the southern part of the country in what became the British Gold Coast Colony. Though funding was a major issue with education during this period, missionaries continued to establish more schools and by 1881 more than 139 had been established with an enrolment of about 5,000 students (Berry, 1994).

McWilliams (1971) said that these missionaries used schools and church activities to bring about changes in communities. The missionaries who restructured education, by introducing formal education and Christian religion into the Gold Coast got the support to establish more schools from 1765. A board of education was set up in the 1880s to inspect schools and to standardize their management. Grants were established for private schools that met government standards, and the government devised regulations for the

recognition of new schools. Primary education was emphasized until limited secondary education was introduced from late 1880's.

### **iii. Causes of Educational Reforms in Ghana**

Ghana has had many reforms since independence in 1957. Immediately after independence the objective was to increase the literacy rate of the populace. The rest were considered as falling standard in education. The fallen standards were attributed to the following: economic decline, inadequate and poor infrastructure, low morale among players in the educational setup, changing world order, political instability and political scores among others. To begin with, education in Africa seems to have literally collapsed everywhere. With low academic standards, children learn in ramshackle classrooms, and under trees. The collapse in education can be attributed to the following facts; protracted decline in the economy which compelled teachers and educators to migrate out of the country. Debt repayment and unstable political environment did not help matters. Though the collapse began earlier; the phenomenal fall became evident at the turn of the 1980's (Gaye, 1999).

In the opinion of Colclough and Lewin, (1993) Ghana's education suffered a disruptive progress during the later parts of the 1970's. This period sparked a massive exodus of Ghanaian teachers and other professionals to seek greener pastures. Qualified teachers fled the poor conditions in Ghana with the majority heading for the Federal Republic Nigeria where new found oil wealth was funding a rapid expansion of basic education. Consequently, untrained teachers filled the places of those who left. Meanwhile, population growth led first to a rise in class sizes and then to a steady fall in gross enrolment ratios - from 80 in 1980 to 70 in 1987. The exodus of teachers had a



ripple effect on the standard of education as the system was churning out school leavers who could effectively pass for illiterate and semi-literates.

These factors and conditions all contributed to a general demoralisation within the education system affecting school management, teacher morale and quality of primary education. By the turn of 1983 the economy of Ghana had hit its lowest ebb because of failures in domestic policy implementation and management, political instability due largely to frequent military coups that occurred between the period of 1966 to 1981, and from the droughts of 1982 and 1983 (World Bank 2004).

Successive governments of Ghana have sought to use education as the vehicle for accelerating the implementation of their development policies and programmes. However, it was realized, even before the attainment of political independence in Ghana, that the type and quality of education system inherited from the colonial era did not address the country's needs and critical problems of development and equity (Adeanet, 2007).

Prior to the reforms, basic education had been affected by a crippling economic decline with devastating consequences on the quality and efficiency of education provision and delivery. The proportion of GDP devoted to education had declined from 6.4% in 1976 to about 1.0% in 1983 and 1.7% in 1985 (World Bank, 1996). Schools were lacking the very basic and essential inputs such as textbooks and stationary, with school buildings, furniture and equipment in dilapidated state, and statistics needed for planning no longer collected (Yeboah, 1990).

According to a Ghana News Agency (GNA) report on April 11, 2007 President John Agyekum Kufuor on Wednesday launched a new Education

Reform Programme that proposes eleven years of Free Compulsory Universal Basic Education (FCUBE) and four years of Senior High School (SHS) formerly Senior Secondary School (SSS). The new system, which was implemented from September 1, 2007, starts with two years of kindergarten for pupils at age four; six years of primary school at which the pupil attains age 12; to be followed by three years of Junior High School (JHS) till the pupil is 15 years.

After the JHS, the student may choose to go into different streams of the four years of Senior High School which would offer General Education with electives in General, Business, Technical, Vocational and Agricultural Education options for entry into Tertiary Institutions or the job market. The president noted that the reform was designed, among other things, to prepare the appropriate human resource in the form of skilled, technologically-advanced and disciplined workforce with the right ethics to service the growing economy.

The President said the expectation of the Education Reform, which coincided with the UN's Millennium Development Goals, was to advance the literacy rate to 100 per cent by 2015, pay special attention to girls' education to make them better mothers and heighten awareness of the environment to preserve the nation. He said the Reform placed emphasis on Mathematics, Science and Technology, but to develop a well rounded society, the Arts and Social Sciences would continue to receive the necessary support in the curriculum (GNA, 2007).

According to Akyeampong (2008) many countries at independence look to reform education to accelerate economic and social

development. Ghana was no exception, and the newly independent government saw in education the keys to social and economic development. Ghana had a carefully articulated plan of how education was going to support the efforts to become a prosperous economy. Popkewitz (1988) believes that in order to reform and change, we must question our underlying assumptions about society, culture, history, economics, and politics. Failure to do so, Popkewitz argues, will result at best in only window-dressing. At worst rhetoric and rituals around reform, without questioning our underlying assumptions, serve to perpetuate our general myths of schooling as the major institution by which to improve society and the illusion we hold about reform as a way of progressing.

Though Ghana gained independence in 1957 her educational setup seems to be heavily based on the British colonial educational model. It is in view of these that successive governments have made stringent efforts to reform education to give Ghana's educational system a truly Ghanaian model based on Ghanaian culture. Ghana should therefore reform her education just like the Namibia example as explained by Mutorwa (2004)

#### **iv. History of Educational Reforms in Ghana**

Clarke (1993) explains that excellence in education has become a very big target. Though basic skills such as reading and writing, general science and mathematics have remained at the core of the curriculum. The abilities built on this foundation continue to change with the changing needs of our society. As people seek to adjust to the changing needs of our society, to find their footing in these continually evolving changes, they turn to education for reassurance and for assistance about the future.

Djangmah (1994) said several attempts were made by past governments to reform education and to correct the known deficiencies. These efforts are and were not unique to Ghana. America for instance, had to revamp its entire science education curriculum when the Soviet Union beat her in the space race by launching the world's first space satellite, Sputnik I in 1957. The Ghana example was a seven year Development Plan of the Nkrumah regime (1963-1970) which envisaged the conversion of the last two years of the Middle School into Continuing Schools to prepare their products more adequately for the labour force. According to Hopkins and Levin (2000) Governments everywhere have been embarking on substantial programs of reform in an attempt to develop more effective school systems and raise levels of student learning and achievement.

Successive governments beginning from the colonial era brought public attention to focus on a system of education that will propel the nation to respond to the demands of the world economic order. These governments brought about changes in the existing educational structures and systems. These changes came in the form of educational reforms. Notable among these reforms include the educational ordinances and educational review committees.

It should however be noted that education in Ghana has undergone changes since formal education became popular in Ghana. Initial attempt at reforming the educational system of Ghana came in the form of an educational ordinance in the 1800's. According to McWilliam and Kwamena-Poh (1973), in 1844 Lieutenant-Governor H. W. Hill proposed that a higher school be established in the colony. His aim was to prevent African Merchants spending

huge sums of money to send their children to England for further studies. He also sought to restructure the existing educational setup by reviewing the curriculum. The curriculum was restricted to studying the Bible and Testaments. Because of that educated boys were mostly unemployed and were restricted to being teachers in schools, clerks in government and mercantile establishments. His successor Winniett made a proposal that technical education be included in the curriculum to give educated boys skills to function in other disciplines that involved mechanical knowledge. However, as was done previously these proposals were also ignored.

According to McWilliam and Kwamena-Poh (1973), in 1850 a Governor by name Governor Stephen Hill was appointed to take charge of the forts in the Gold Coast only. The new Governor was provided with an Executive Council and a nominated Legislative Council. Previously he was under the governor of Sierra Leone.

The appointment of Governor Stephen Hill was the most singular act that gave education a major boost. In 1852 he passed the first Education Ordinance in the country. The objective of this ordinance was to provide better education for the inhabitants of Her Majesty's forts and settlements on the Gold Coast. The changes were to provide a superior system of education to meet changes in the advancing society. The system was also to empower the rising generation of females through education.

This ordinance failed miserably because of lack of funds to support the system. The British colonial government instituted a system called the poll tax. This system was to raise money from the citizens to support public schools, but the measure became unpopular and was therefore abolished in

1861. Another attempt was made to reform the educational system in the colony and in 1882 another Education Ordinance was introduced. This Ordinance was to introduce two categories of primary schools in the country namely “Government” and “assisted” schools (McWilliam and Kwamena-Poh, 1973).

In the year 1908 Governor Roger appointed a committee to study the educational set up in the Gold Coast. The recommendations from this committee were accepted by the Secretary of State in London. This reform received backing from the British government because the government was able to meet its recurrent expenditure as there was a sturdy increase in its revenue. The recommendations sought to change education from being bookish to skilled and practical training McWilliam and Kwamena-Poh (1973). In 1920 Governor Gordon Guggisberg brought improvement to the economic, health and education sectors of the country when he set up a Committee whose recommendations saw tremendous expansion to the education system in the Gold Coast.

According to McWilliams (1971) Sir Gordon Guggisberg declared that his Government regarded education as “the first and foremost step in the progress of the races of the gold coast and therefore as the most important item in its work”. With the assistance of various bodies, Guggisberg developed some policies which became known as the ‘sixteen principles of education.’ In 1925 these comprehensive principles were laid before the legislative council. Some of these principles were partially implemented.

These principles were that:

1. Primary education must be thorough and be from bottom to the top.
2. There must be high standard secondary schools that would prepare men and women for university education.
3. A university must be provided.
4. Boys and girls must have equal opportunities for education.
5. Co-education is desirable at certain stage of education.
6. Teachers must be of the highest possible quality.
7. Character training must take an important place in education.
8. Religious teaching should form part of school life.
9. Organized games should form part of school life.
10. The course in every school should include special references to health, welfare and industries of the locality.
11. Sufficient and efficient African inspectors of schools must be maintained.
12. Primary education must be based solidly on vernacular.
13. Education cannot be compulsory or free.
14. There should be cooperation between the government and the missions which should be given grants for educational purposes.
15. The government must have ultimate control of education throughout the Gold Coast.
16. There must be provision for trade schools with a technical and literary education that will make young men become skilled craftsmen and useful citizens.

At the turn of the 1940s Governor Burns desire for compulsory education for all children in the country engineered the Accelerated Development Plan (ADP) for Education in Ghana. The ADP was to be given a big attention in post-independent Ghana under the leadership of Dr. Kwame Nkrumah. For instance in 1952 the Nkrumah's CCP-led government drew up the Accelerated Development Plan for Education. The program, which became a reality in 1961, was designed to provide an education for every child aged six and above. To achieve this goal, the central government took responsibility for teacher training and funded schools through the Ministry of Education. Since this time, a considerable portion of the national budget has been spent on educating the population. Various attempts to shift the cost to students and parents, especially at the university level, have met great resistance (Berry, 1994).

According to Djangmah (1994) colonial education was geared towards the production of just enough cadres of educated people to run the colonial economy. The bulk of the population had no access to education. It was in the light of this grave deficiency that the Nkrumah government in 1952 made the first real attempt at implementing a policy of education for all with the Accelerated Development Plan (ADP). The ADP affirmed the place of education as a major instrument of national development, and initiated a policy to enrol all children of school going age.

Under the administration of Dr Kwame Nkrumah, secondary education in Ghana received particular attention since the government regarded it as the lynchpin for educational progress, manpower development and overall national development (Berry, 1994). A "national" secondary schools project



was implemented through the Ghana Educational Trust (GET), 1957–1964. The objective of the GET was to provide increased access to secondary education throughout the nation. This was particularly implemented and targeted at the rural and deprived areas by creating and increasing access and participation. As a result by 1960, GET had established nineteen secondary schools throughout the country (Berry, 1994).

In 1987 Ghana embarked upon yet another mission on what could well be described as one of the most ambitious programmes of educational reforms in sub-Saharan Africa based largely on the recommendations of the Dzobo commission.

The Provincial National Defence Council (PNDC) government under Flt Lt Jerry J. Rawlings's, implemented Dzobo committee's report on educational reforms. This was a massive major change from the structure inherited from the colonial educational structure (Berry, 1994). The implementation introduced a 3-3 structure, that is, three years of Junior Secondary School (JSS) and three years of Senior Secondary School (SSS) education. This was a major departure from the 5-2 Secondary School education model. More importantly it opened the avenue for more people to be enrolled in both JSS and SSS.

The reform also brought about changes at all the levels of education namely basic level, second cycle and tertiary levels; it also included non-formal education and other adult literacy programmes. This structure was a major departure from the British colonial 5- 2 models. Importantly, it made three years of secondary education compulsory for all primary school

graduates for the first time in Ghana (6-3-3, Primary, JSS and SSS) (Berry, 1994).

According to Quist (2003), two new examinations, namely, the Basic Education Certificate Examination (BECE) taken at the end of three years of Junior Secondary education, and the Senior Secondary School Certificate Examination (SSSCE) administered at the end of the Senior Secondary programme were also introduced. One significant change was the elimination of the old middle school.

According to Oduro (2000) the curriculum content of the Junior Secondary schools now included cultural studies, Ghanaian languages, environmental studies, agricultural science and life skills, mostly based on Ghanaian themes. Content, in most subjects at the senior secondary level, was also revised to reflect new standards and expectations. Despite these changes, a radical reform of the system was still absent.

The Senior Secondary programme essentially retained some of the features of the old system, such as course designations, syllabus, preparation and management of the examination and certification processes. Further, Senior Secondary schools still remained highly selective, meritocratic and elitist, especially the Cape Coast schools and Achimota (Berry, 1994).

The 1987 reform saw an increased enrolment of students at the Junior and Secondary school levels. For instance by 1990, an expanded secondary school system produced 252 Senior and 4,918 Junior Secondary schools nation-wide; the Junior Secondary institutions alone had a total enrolment of 507,168, while Senior Secondary schools (the old secondary schools) had 169,204 students. With the 1987 reforms, only Senior Secondary education

remained the prized aspect since it guaranteed access to the universities and other tertiary institutions (Adeanet, 2007).

The report prepared by Dzobo committee on educational reform stressed on the need and the importance of science and technology. However it should be noted that the importance of science and technology were also stressed in the reform initiated by Governor Gordon Guggisberg.

### **Independent Ghana**

Ghana has since independence made significant strides in its education system. The education landscape in Ghana today is the result of major policy initiatives in education adopted by past governments as well as the present one. Some of the laws, policy documents and reports, which have helped in meeting the educational needs and aspirations of the people are:

- \* The Education Act of 1961
- \* The Dzobo Report of 1973 (Recommended the JSS Concept)
- \* The New Structure and Content of Education 1974
- \* The Education Commission Report on Basic and Secondary Education 1987/88.
- \* The Education Reform Programme 1987/88
- \* The University Relationalization Committee Report 1988
- \* The Free Compulsory Universal Basic Education Programme, 1996.  
(1992 Constitution)
- \* The FCUBE Policy Document and Programme of Operations, 1996
- \* The Ghana Education Trust Fund - GET Fund Act 2000. (Act 581)  
(Ghana gov, 2006)

## **v. Objectives of Reforms**

According to Oduro (2000) the educational reforms which begun in 1987 had the following objectives:

- \* To expand and make access more equitable at all levels of education
- \* To change the structure of the school system
- \* To improve pedagogic efficiency and effectiveness
- \* To make education more relevant
- \* To ensure financial sustainability of the sector through the
- \* Containment of costs and sharing of such costs with users and
- \* To enhance sector management and budgeting procedures

The implication of the above is that every reform has some set objectives against which implementation is set. The objective of the reform is what is used to measure the success of the reform

## **Curriculum Change**

Educational reforms mostly affect the following: national curriculum; educational structure; teacher development and others. They are necessary since reforms are a direct response based on the high expense and poor outcomes of primary and secondary schools in relation to their counterparts in other countries.

Kristensen (1998) quotes from Ralph Tyler's book "Basic Principles of Curriculum and Instruction" published in 1949. He formulated four key questions, which are now commonly referred to as the "Tyler Rationale" (Husen & Pastlethwaite, 1985):

- \* What educational purposes should the school attain?

- \* How can learning experiences be selected which are likely to be useful in attaining these objectives?
- \* How can learning experiences be organised for effective instruction?
- \* How can the effectiveness of learning experiences be evaluated?

According to Clarke and Peter (1993) why is so much effort being devoted to curriculum development – particularly in mathematics, science, and technology – at present? Essentially:

- \* Many governments believe that school performance in teaching these subjects underpin economic success. A scientifically and computer literate populace is seen as essential to world economic eminence;
- \* Students need to develop mathematical and scientific literacy in such a way as to support informed citizenship.

Clarke and Peter (1993) continue by arguing that a number of approaches to curriculum change are in common use. These include:

- \* Development of new curriculum materials, for example, textbooks;
- \* Professional development, for example, courses, teacher certification;
- \* Compromise schemes for example, ‘quantum step’ or ‘box’ approaches; and
- \* Imposed better quality control, for example, of teachers or schools.

Material development involves changes to content of curriculum, teaching models and methods for teaching. Professional development involves acquisition of knowledge and attitudinal change. Retraining is important to professional development and leads to attitudinal change as well. This is very important especially as the target audience for curriculum materials is “all teachers” (Clarke & Peter, 1993). Good curriculum materials can also be

particularly useful to teachers at the start of their professional development (no matter the length of teaching years). As an approach to supporting curriculum reform, curriculum materials are good for widespread dissemination, supporting changes in content.

### **Teacher Development**

Passey and Ridgeway (1992) explain that the target audience for curriculum materials is 'all teachers. To them this approach to curriculum change is particularly good for teachers who work exclusively from textbooks. It is therefore useful for teachers who have skills to share, and who wish to be involved in networks for professional development potentially good for bringing about deep changes in attitude and beliefs, for developing process skills, and for establishing collegiality

They further say that good curriculum materials can also be particularly useful to teachers at the start of their professional development no matter the number of years served as a teacher. This is a good approach to curriculum reform since curriculum materials support changes in content.

In the opinion of Clarke and Peter (1993) it will be helpful to ask how changes in classroom practice come about. They offered a model which sets out to recognize the complexity of teacher development. Their model has several interesting features which include the following that:

- \* Classroom behaviour is determined directly by teacher beliefs;
- \* Classroom activities are the catalyst for professional growth;
- \* Reflection mediates between experiences and subsequent beliefs;

- \* Changes in beliefs regarding the efficacy of new practices depend upon teacher
- \* Evaluations of success or otherwise of associated classroom events

In the view of Hopkins (2002) School improvement reforms have attempted to change the professional and organizational culture of schools – to promote a more collegial environment with emphasis on collaboration and professional relations among the staff and extended to the local community, but has also given considerable attention to teacher development activities as a way to improve student behaviour, learning and achievement.

According to Tuor (2009) in educational reforms, the input of the classroom teacher, who is the most critical factor in the implementation of the reform, has been ignored. It is important that teachers are motivated to promote successful implementation of reforms. The motivation could be in the form of involving teachers in the formulation of policy. Moreover basic textbooks and other teaching and learning materials are often inadequate for use by the teacher.

Hopkins and Levin (2000) believe that it is important to develop the teacher if educational reform is to succeed. According to them the key issue with teacher development is that for classroom practice to be affected, then teachers' behaviours and practices, as well as their beliefs and understandings, need to be addressed. It is teachers' struggles to come to terms with the technical and psychological aspects of the change process that leads to 'implementation dip,' and explains the levels of resistance characteristically associated with school improvement efforts that focus on classroom change.

Policy formulation therefore has to be concerned with helping teachers through the change process.

Hopkins and Levin (2000) explain that there is the need to support teachers, school leaders and parents to accept and support reforms. There is also the need for a closer connection between school improvement work and initial teacher training, so that new teachers come to their work with at least some understanding of key improvement strategies and skills.

Darling-Hammond (1988) identified a major problem with teacher development. According to Darling-Hammond career progression has meant that skilled teachers get out of the classroom and move into managerial positions.

### **Infrastructure Development**

Four ways of gauging school improvement has been suggested by Gray *et al.* (1999).

- \* Loose descriptions of what has happened, starting with how things were and step by step description of what has happened since then;
- \* More systematic description where head teachers involved in effective school improvement programmes estimate how much change has occurred usually using different outcome measures such as changes in staff morale and pupil achievement;
- \* Judgement by people external (e.g. inspectors) to the school about how much change has taken place
- \* Judgements about extent of improvement based on 'harder' measures such as examination and test results



Oduro (2000) says the current educational reforms which begun in 1987 have not only helped in structurally transforming the education system but also improved considerably access, quality teaching and learning, infrastructure delivery as well as management efficiency.

The Education Reform Programme introduced in 1987/88 and the free Compulsory Universal Basic Education (FCUBE) 1996 programme, have contributed immensely to the structure of Basic Education that we have today and the achievements so far made (Ghana gov, 2006)

Change is sought at all levels of the school: classroom, teacher level, engaging teachers in professional dialogue and development and change in the school culture with the support of external professional agencies (Harris 2002). Thus the focus is on the school as the unit of change.

In the opinion of Tuor (2009) many schools are without basic infrastructure that makes for effective teaching and learning: Classrooms are either non-existent or are in such a dilapidated state that they are no inspiration for teaching and learning. According to Arthur (2008), the Government had spent about GH¢12 million on 62 projects in education in the Region. He made this revelation in the Fourth Central Regional Meet the Press series in Cape Coast. He said most of the infrastructure had reached various levels of completion and expressed appreciation to the management of the Ghana Education Trust Fund (GETFund).

Akordor (2009) reports in the *Daily Graphic* of Ghana that NAGRAT has asked the government to commit more funds to development and improve infrastructure. According to Akordor no educational system, no matter how well intentional and fashioned, can function properly if the essential

ingredients in the system are not adequate. He goes on to say that basic facilities for our schools are lacking. These include decent classroom accommodation, learning materials, well-motivated and disciplined teachers

Akyeampong (2004) states that change is sought at all levels of the school: classroom, teacher level, engaging teachers in professional dialogue and development and change in the school culture with the support of external professional agencies. Thus the focus is on the school as the unit of change. According to Akyeampong (2008) Ghana has managed a relatively successful diversification of funding for tertiary education. This can be attested in the fact that GETFund has come to support infrastructure development in education. In the view of Akyeampong (2004) for school improvement to be successful then those managing the school from within who are the critical agents of change should be involved in the planning. The following could be considered during reforms.

\* Change Management and School Conditions

Improving the “whole” school to improve student performance is also about change management as the school improvement literature suggests. As a change management strategy, it is concerned with changing the ‘whole’ school’s organisational culture and structure, and also the school community relations. In these changing relationships, head teachers are encouraged to adopt a more open and participatory management style, where parents, school management boards and students are considered crucial partners in the day-to-day functioning of schools.

Reform programmes also target poor school conditions for improvement. School conditions, in terms of infrastructure and facilities

correlate quite strongly with quality primary education (World Bank 2004). Total reforms thus include “rehabilitation” of school buildings and the provision of resources such as textbooks, furniture and stationary.

\* Commitment to Child-Centred Learning

As part of educational reforms, School improvement initiatives recognise how children learn and produce knowledge. It is very important if this is to enhance improvements in school performance. Thus, all school improvement programmes make an effort to improve the quality of the child’s experience of learning.

Typically, teaching in many developing countries is characterised by authoritarian, teacher-centred approaches that are linked to behaviourist approach to learning (Avalos 1991). It is important to add that this reflects a movement away from behaviourism and towards constructivism with its emphasis on the child’s active learning. How well this shift will stabilise given the deeply rooted behaviourist traditions in most developing world school instructional systems (Tabulawa 1997, Jessop & Penny 1998) remains one of the biggest challenges facing Whole School Development initiatives.

Warren (1994) believes that education reforms convey certain values and world views. According to Warren they communicate a vision of what it means to learn, and what it means to be educated; they communicate a vision of schools and teaching, of students and teachers. They are to a greater or lesser degree compatible with the organizational structures and cultures in which persons work. In these crucial ways, powerful reform ideas engage teachers in a broader consideration of the educational enterprise both in and beyond the classroom.

## **vi. Educational Reforms in Other Countries**

In the 1990's Mauritius made two attempts to reform their educational system: the Master Plan of Education (Ministry of Education and Scientific Research, 1991) and the Action Plan of Mauritius (Ministry of Education and Scientific Research, 1998). Bah-lalya (2006) explains that Mauritius has a 6+5+2 education structure, i.e. six years of compulsory primary schooling from Standard I to Standard VI leading to the Certificate of Primary Education (CPE). This is followed by five years of compulsory secondary education from Form I to Form V leading to the Cambridge School Certificate (SC) and two years more of secondary ending with the Cambridge Higher School Certificate (HSC).

Bah-lalya (2006) further says that education is now compulsory up to the age of 16, with the introduction of 11-year schooling in January 2005. This measure has involved relevant changes in legislation. Education is free at the primary and secondary levels. At the tertiary level, all full-time undergraduate programmes are free at the University of Mauritius. Again Bah-lalya, argues that implementation of School ITProject (SITP) in Mauritius in the year 2002 suffered some problems. This project aimed at allowing children to understand the basic aspects of information and communication technology. Though about 325 specialist teachers were recruited to teach ICT to all children in their schools, and appropriate syllabus and several transitional syllabuses prepared, none of the government and government-aided primary schools had a computer laboratory.

In several schools, a spare room was not available. Even where an institution had a spare room, it required a great deal of work before it could be

used. Moreover, the software and the hardware have not been purchased despite the fact that international tenders were launched. As a result, teachers have been teaching ICT on a theoretical basis only. Where a computer is available, a student may get hands-on practice occasionally (Bah-lalya, 2006).

Kristensen (1998) explains that when Namibia emerged as an independent nation in 1990, educational reform as a priority was emphasised by the Hon. President Dr. Sam Nujoma: The only way we can redress the apartheid legacy is by a massive education and training program for our people (MEC, 1993). The primary goals for this reform were identified as access, equity, quality, and democracy in education. After Independence the Ministry of Education and Culture (MEC) was faced with a daunting task as described by Angula & Grant (1997). The undoing of apartheid requires changing the purpose of schooling from that of selection and the education of elite to that of education for all. It involves replacing the philosophy and practices of education in the past with a new philosophy and practices appropriate to educating all citizens, a rethinking of 'what we do in schools and how we do it.

The Namibian educational reform is guided first and foremost by the policy statements in "Toward Education for All" (MEC, 1993). According to this document the previous educational system in Namibia was about educating elite in a positivistic system that was based on apartheid and racism. Mutorwa (2004) explains that Namibia at independence in 1990 inherited a society segregated along ethnic and racial lines. The apartheid policies and ideology led to dramatic inequalities in the quality of education services rendered to the various ethnic groups. The content and pedagogy assessment

practices and ethos of the colonial education was irrelevant and unsuitable to the needs and aspirations of Namibians. The biggest challenge therefore was to build a system where quality education for all became a cornerstone.

To ensure that this becomes possible and respond to the needs of the 21<sup>st</sup> century, Mutorwa (2004) explains further that a vision 2030 national document was developed. This document seeks to create a knowledge based society where the nation will move away from export of raw material to adding value to the material. For this vision to succeed, Namibians will require a total transformation into an “innovative, knowledge based society, supported by a dynamic, responsive and highly effective education and training system”.

For this to succeed an Educational Act was promulgated in 2001. The primary objectives of the Education Act are to:

- \* Provide for an accessible, equitable, qualitative and democratic national education service
- \* Provide for the establishment of the National Advisory Council on Education, the National Examination, Assessment and Certification Board, Regional Education forums, School Boards and the Education Development Fund
- \* Establish state and private hostels
- \* Establish the Code of Conduct for the teaching profession
- \* Establish the Teaching Service Committee
- \* Provide for incidental matters

The new educational system, as described by “Toward Education for All”, is built on Learner-Centred Education and is aimed at harnessing curiosity and excitement, and promoting democracy and responsibility in

lifelong learning. The stated intents of this system are to employ a holistic view of learning, to value life experiences and to assist learners in integrating school and life outside school. The document identifies learning as an active process with participation from the learners in developing, organising, implementing and managing learning (MEC, 1993).

It is therefore important that Ghana reforms her education just like the Namibia example. This is owing to the fact that even though Ghana gained political independence in 1957, Ghana's educational setup seems to be heavily based on the British educational model. It is in view of this that successive governments have reformed education to give Ghana's educational system a truly Ghanaian model.

In the opinion of Zeichner and Lars (1999) Namibia is not alone among developing nations that have made education the centrepiece for reconstruction and development, but it has won the distinction of being the only nation in Africa to make pre-service and in-service training of the nation's teacher corps, and professional development of teacher educators, central to the project of educational reform-to deconstruct apartheid, reconstruct political economy and renew culture.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter considers the methodology used in gathering information for this work. The chapter also covers areas of study such as the population, sampling techniques, method of collection, description of instrument used in the data collection and method of data analysis used for this work. Findings and relevance of the pilot study are presented in this chapter.

#### **Research Design**

The methodology adopted for this research is the case study type. This method was chosen because it allows the researcher the opportunity to explore complex issues from multiple sources of information including personal experience. Yin (1989) provides a useful definition that states that “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context; when boundaries between phenomenon and context are not clearly evident; and in which multiple source of evidence is used” Yin explains further that researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provided the basis for the application of ideas and extension of methods.

Trochim (2000) believes that a case study is an intensive study of a specific individual or specific context. For instance, Freud developed case studies of several individuals as the basis for the theory of psychoanalysis and Piaget did case studies of children to study developmental phases. According



to Trochim there is no single way to conduct a case study, and a combination of methods (e.g., unstructured interviewing, direct observation) can be used.

In the view of Glatthorn and Joyner (2005) case study research is undertaken to provide a detailed description of a particular situation, organisation, individual or event. Case studies often times make use of quantitative measures, which more often tend to take a qualitative perspective, concerned with exploring, describing, and explaining a phenomenon.

Soy (1997) and Osuala (2001) believe that case studies can extend experience or add strength to what is already known through previous research. It involves the observation of the individual unit such as a student, group, community event and others. It should focus on a bounded subject or unit that is representative.

Nworah (2006) argues that case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

This study was aimed at determining the knowledge, base of workers in the educational sector, attitude, understanding and practice of educators in managing educational reforms in the Winneba Senior High School of the Central Region of Ghana.

### **Population**

The research was conducted in Winneba Senior High School, in the Effutu District of the Central Region of Ghana. The target population

consisted of teachers of Winneba Secondary High School, these included the following:

1. School Management Members (Assistant Head, HOD)
2. Housemasters and
3. Class teachers

The reasons behind the selection of the population are that the Management team consisting of the Headmistress, Assistant Heads and Heads of Departments form part of the management team. The management team sees to the dissemination of government policies as well as the day to day activities of the school. With the backing of the assistant heads, heads of departments, offer supervisory role as well as provide teacher development to ensure successful transformation. Again authorities identify the training needs as well as direction of manpower to achieve success.

### **Sample**

As part of information gathering for this research work, teaching staff in the school under study was used. In this instance, teachers of Winneba Senior High School, in the Effutu Municipality of the Central Region of Ghana were used. The total number of teachers as at the time of the study was sixty-eight (68) comprising forty-eight (48) males and twenty (20) females. The sample size for the study was fifty-two (52) respondents. However, seven (7) respondents did not return their questionnaires. Thus, forty-five (45) respondents made up of thirty-three (33) males and twelve (12) females were involved in the study. This is shown in Table 1.

**Table 1**  
**Sex Distribution of Respondents**

<b>Item</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	33	73.3
Female	12	26.7
<b>Total</b>	<b>45</b>	<b>100</b>

**Source: Fieldwork (2008)**

### **Sampling Techniques**

The purposive and random sampling techniques were employed in obtaining the respondents for the study. By the purposive technique, the Assistant Headmistress, Senior Housemaster/Senior Housemistress, Housemasters/Housemistresses and Heads of Department were purposively selected since they were in leadership or management positions. Again, the purposive sampling technique was used to select teachers who had spent at least a year in the school. By the random sampling technique, teachers who had stayed in the school for at least one year were identified with the help of the Assistant Headmaster. The names of these teachers were written on pieces of papers and put in a sizeable container. After shaking the container, the pieces of papers were picked, each at a time until forty (40) of them had been sampled. Twelve questionnaires were given to teachers who were in leadership roles while forty (40) were given to the other teachers selected. In all, fifty-two (52) respondents were sampled for the study.

## **Data Collection**

In collecting the data the researcher sought permission from the school authorities and met the respondents in the Teaching Staff Common Room. After obtaining permission from the school authorities, the researcher waited for the teachers to gather in the staff common room and explained his mission and the purpose of his presence in the staff room. The respondents were assured about confidentiality and the use of the data. The respondents readily agreed to provide information after getting to know what the information was to be used for. Questionnaires were distributed to the identified respondents. Two weeks grace period was given for the collection of the data.

## **Instrumentation**

In collecting the data, the researcher adopted the Likert scale to design the questionnaires. A five-point Likert scale was used, and the agreement criteria selected were, strongly disagree, disagree, not sure, agree and strongly agree.

The questionnaires were divided into eight (8) sections. Each section had a different theme with each theme having sub-themes which reflected the main theme. The breakdowns were made to conform to the research questions raised in Chapter 1.

Section A: This section was used to gather bio-data of respondents; these included academic qualifications; length of teaching experience; the status in the school. Under Section B, the questions were based on teacher development. Respondents answered questions on teacher development and educational reforms.

Questions set under Section C were used to evaluate the use of, and the development of Teaching and Learning Materials (TLM), by teachers and educators. For Section D, the items aimed at eliciting personal opinions of respondents on educational reforms. Section E looked at the possible causes of educational reforms while Section F was on curriculum change and educational reforms. Section G was used to collect data on infrastructural development, in the wake of educational reforms. Under Section H, allowed individual respondents to express other opinions on educational reforms which were not captured in the questionnaire.

Black (1999) explains that questionnaires are the most used and the most abused survey instrument. He further states that though useful questionnaires have some limitations. According to the writer the greatest difficulty is the probable bias which exists when less than the total number in the sample actually respond.

### **Pilot Study**

As part of collecting data for this project the researcher conducted a pilot study at Mfantshipim School in Cape Coast. The selected institution is a senior high school which implements the same educational reforms, same academic calendar and common programmes under the auspices of the Ghana Education Service. The reasons laid out for the selection of Mfantshipim School is to allow the researcher identify the bottlenecks with the data required for the data. Ten (10) questionnaires were printed and administered to respondents in Mfantshipim School. The researcher explained to the respondents why the study was being conducted before administering the questions.

Furthermore, the pilot study tested the sensitivity of the instrument and offered the researcher the opportunity to grapple with the statistical analysis that was used in the main study. The results of the study helped the researcher to modify the original instrument.

The recovery rate for the pilot study was 90%, because one (1) questionnaire was not recovered. Out of the returned questionnaires, 3 questions were identified to be somehow duplicating each other and were therefore deleted. These questions were completely removed from the list. While 4 other questions were re-worded to reflect the needs of the questions in the research questions.

To establish the reliability for the items in the questionnaire the reliability analysis was done. Reliability co-efficient obtained for the various sections in the questionnaire were as follows: 0.7083 for section A, 0.8954 for section B, 0.6161 for section C, 0.8322 for section D, 0.6071 for section E, 0.7172, section F had 0.8553, 0.8011 and section G had 0.6971.

### **Data Collection Procedure**

The final draft of the questionnaire was administered to 50 respondents with the necessary instructions on how to respond to the statements. Prior to the data collection the researcher collected a letter of introduction from the Director of Institute of Education, University of Cape Coast and attached it to the questionnaires, before visiting Winneba Senior High School to collect data. The purpose was to introduce the researcher to the teaching personnel and also to seek their permission and co-operation and assure them of the confidentiality and anonymity of the data collected.

### **Data Analysis Procedure**

In analysing the data collected, the researcher used the Statistical Programme for Social Science (SPSS) software to generate appropriate statistics to analyse each of the research question. The SPSS software enabled the researcher to analyse the research questions one and two by using simple percentages, charts and others. The test items in the questionnaire were entered into the software as variables. The responses were then entered into the columns of each variable.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION OF FINDINGS**

This chapter looks at the presentation, analysis and discussion of the data obtained from the study. The analysis was done based on the research questions that guided the study.

#### **Analysis of Results**

Results of the findings were analysed and displayed in statistical forms in this chapter. Values are presented in frequencies and percentages. The total number of questionnaires prepared for this study was 50. Out of the 50 questionnaires prepared each questionnaire contained 50 items. Out of the prepared questionnaires 45 questions were received from the respondents. These respondents readily volunteered to answer the questionnaires instantly in the staff common room. However a fraction of the respondents that is 10% of the respondents promised to attend to the questionnaires overnight but failed to return them as promised. The return rate of the questionnaires used for this study was therefore 45 (n=45) 90%.

The questionnaires were broken down into themes to conform to the research questions. To make the analysis of the results easier to read, the results have been placed in tables. Each table has a heading to help identify the specific theme it represents.

Table 2 shows the data distribution of academic qualifications of the respondents used for this project. The qualifications ranged from Diploma to postgraduate degrees. Of the forty-five respondents one representing 2.2% had a Diploma certificate. A total number of thirty nine of the respondents representing 86.7% of the population are Bachelor degree holders.



**Table 2****Distribution of Highest Educational Qualification of Respondents**

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<b>Item</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Diploma	1	2.2
Bachelors degree	39	86.7
Post graduate studies	5	11.1
<b>Total</b>	<b>45</b>	<b>100</b>

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**Source: Fieldwork (2008)**

The data in Table 2 also shows that five of the respondents are Masters degree holders. In an interaction with the respondents it came out that some of the respondents started their teaching career by training as teachers in the training colleges. But through hard work they have vigorously pursued academic laurels to obtain various degrees.

**Table 3****Distribution of Responses of Years of Working Experience of Respondents**

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<b>Years of experience</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Under 2 years	5	11.1
2-5 years	7	15.6
6-9 years	11	24.4
10 years and above	22	48.9
<b>Total</b>	<b>45</b>	<b>100</b>

---

**Source: Fieldwork (2008)**

Table 3 provides information concerning the duration and teaching experience of respondents. The data in Table 3 provide varied degree of teaching experience of the respondents. The teaching experience ranged from under two years to over ten years experience. The data in Table 3 shows that twenty two respondents representing 48.7% had teaching experience of ten years and over. Moreover 73.3% have worked for fifteen (15) years as a teacher.

**Table 4**

**Distribution of Positions of Respondents**

Item	Frequency	Percentage (%)
Assistant school head	1	2.2
Heads of departments	4	8.9
Housemasters/housemistress	7	15.6
Teachers	33	73.3
<b>Total</b>	<b>45</b>	<b>100</b>

**Source: Fieldwork (2008)**

Table 4 shows the distribution of the population used for collection of information. The respondents used for this study includes both sexes. The respondents in management position that provided information for this study numbered twelve (12) people making 26.7% of the respondents. These included one (1) Assistant Headmaster, four (4) Heads of Departments and seven (7) being Housemasters/ Mistresses. The rest of the respondents making 33 people were class teachers. They implemented most of the reforms under the supervision of the school management team.

Teacher development has always been an issue and will always be an issue as far as the educational sector is concerned. This is because teachers are at the centre of the implementation of educational reforms. Table 5 shows the analysis of information on teacher development and educational reforms. Policies can be well formulated on paper but it takes the effort of school management and the classroom teacher to get the reforms well implemented. The competence level of teachers reflects in the output of school leavers. It is therefore important that the teacher knows how much effort they have to put in to make educational reforms successful. Failure of the educational system reflects in the output of a nation.

In Table 5 respondents agreed that teacher development should support educational reforms. Out of the 45 respondents interviewed 44.4 % of the respondents agreed to the fact that teacher development should support educational reforms. The other respondents representing 55.6% strongly agreed to the assertion that teacher development should support educational reforms. This brought the total percentage of respondents who agreed to this question to 100%. With respect to the stated percentage one may notice the strong assertion that teacher development should be regarded as a vital catalyst in educational reforms.

Though 100% of the respondents agreed that teacher development should support educational reforms, 13.3% of the respondents disagreed that teachers need retraining often. However, 86.7% of the respondents supported the idea that teachers need retraining often. Frequent retraining is good for the development of teachers especially coming at the back of a dynamic society where information seeking is on the ascendancy.

**Research question 1: What training programmes are given to teachers in Senior High Schools when educational reforms are carried out?**

**Table 5**

**Distribution of responses on Teacher Development**

Item	Perceptions					Total %
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Teacher dev. Should support educational reform	-	-	-	20, 44.4%	25, 55.6%	100
Teachers need retraining often	-	5, 11.1%	1, 2.2%	19, 42.3%	20, 44.4%	100
In-service training should be often	-	-	-	18, 40.0%	27, 60.0%	100
I receive orientation on educational reforms	12, 26.7%	13, 28.9%	1, 2.2%	15, 33.3%	4, 8.9%	100
Continuous retraining impacts positively on reform	-	1, 2.2	2, 4.4	30, 66.7	12, 26.7	100
In-service training affect supervision of teachers	-	11, 24.4%	20, 44.4%	7, 15.6%	7, 15.6%	100
In-service training disrupt academic calendar	9, 20.0%	29, 64.4%	1, 2.2%	6, 13.3%	-	100
I receive orientation on educational reforms	12, 26.7%	13, 28.9%	1, 2.2%	15, 33.3%	4, 8.9%	100
Enough teachers should be trained before reforms are implemented	-	5, 11.1%	-	10, 22.2%	30, 66.7%	100
Teachers are encouraged to attend In-service training	4, 8.9%	9, 20.0%	4, 8.9%	17, 37.8%	11, 24.4%	100

**Source: Fieldwork (2008)**

When a question was posed that whether “continuous retraining impacts positively on reform” 6.6% respondents from the population were against the notion that continuous retraining impact positively on education reform. However an overwhelming part of the respondents making up 93.4% agreed to this statement.

The unfortunate aspect of this is that even though respondents agreed to the fact that in-service training impacts positively on educational reforms, 57.8% of the respondents disagreed by declaring that they have never been given any orientation on educational reforms. However 42.3% of the respondents said they have received orientation on educational reforms.

In response to another question that “In-service training affects supervision of teachers” 68.8% of the respondents disagreed that it affects supervision of teachers. From the table it could be seen that 31.2% of the population agreed to this statement.

The table also shows that 86.6% of the population completely disagreed that “in-service training disrupts academic calendar”. The other 13.4% of the population agreed that “in-service training disrupts academic calendar”.

The research also tried to find out whether teachers are given orientation during educational reforms. The responses showed that 57.8% of the population disagreed that they receive any form of orientation on reforms. The data in the table also shows that 42.2% of the respondents indicated that they are given orientation on educational reforms.

Furthermore Table 5 shows that 11.1% of the respondents disagreed that “enough teachers should be trained before reforms are implemented”. A

closer look at the table showed that 88.9% of the respondents agreed that enough teachers should be trained before reforms are implemented. This overwhelming number believes that training is crucial in teacher development and that training should support educational reforms. They believe that in-service training should be organised more frequently. To them however it is practically impossible to train enough teachers before implementing reforms. Furthermore training enough staff first means putting on hold the implementation of the badly needed change expected in the educational sector. In probing further the respondents indicated that the attrition rate coupled with death and retirement makes it impossible to provide enough staff.

However there was mixed reaction to the question that “teachers are encouraged to attend in-service training”. The reaction stemmed from the fact that individual subject associations organised orientation for their members. More so GES organised orientation for some group of teachers. The data in table 5 showed that 37.8% disagreed that they received orientation on educational reforms. However 62.2% of the population agreed that they are encouraged to attend orientation on changes to educational setup. With these responses the implication is that some subject areas are given more attention over others hence these varied responses especially when educational reforms affect the entire national curriculum.

Whatever the case, change is inevitable in any human institution it is therefore important that in-house training should be an on-going process to constantly bring staff abreast with current trends in education. The in-house training is important for institutions to adapt to the changing environment.

According to Hopkins and Levin (2000) if classroom practice is to be affected then teachers' behaviours and practices, as well as their beliefs and understandings, need to be addressed. They further explain that allowing teachers' to struggle to come to terms with the technical and psychological aspects of the change process rather leads to 'implementation dip,' and this explains the level of resistance characteristically associated with school improvement efforts that focus on classroom change. They argue that policy formulation therefore has to be concerned with assisting teachers through the change process.

In the opinion of Hopkins and Levin (2000) if we are to increase the skills of teachers then we need to rethink our approach to staff development. They believe that there are two key elements in effective staff development designs: the workshop and the workplace. According to them the workshop is where we gain understanding, see demonstrations of the teaching strategy we may wish to acquire, and have the opportunity to practice them in a non-threatening environment. If, however, we wish to transfer those skills that the workshop has introduced us to back into the workplace -the classroom and school-this requires the opportunity for immediate and sustained practice, collaboration and peer coaching, and studying development and implementation.

Carlopio (1998) argues that change is a social process, undertaken over a period of time, and not a "decision event". And that those involved in the change must undergo a learning process in order to appreciate the aims and goals of the proposed change, make adaptations to cater for the new practices and be permitted to achieve personal and professional growth prior to

attempting to implement the change. These arguments support the fact that retraining and continuous preparation impacts positively on the change process.

In the view of Warren (1994) professional development opportunities resides in their capacity to engage teachers in the kinds of study, investigation, and experimentation required to understand and undertake the multiple challenges they are likely to face in the new reforms. Retraining also holds out an image of conditions of learning for children that their teachers have themselves experienced.

Data in Table 6 reports on the findings for Teaching and Learning Materials (TLM). The relationship between teaching and learning, what and how teachers teach, and how and what learners learn has always been a subject of controversy. Imparting knowledge is difficult especially where learning materials are not incorporated into the teaching. This brings a gap between what is taught and what is learned.

To ascertain whether teachers are equipped with the skills to develop teaching and learning materials (TLM's), 55.6% of the population responded that teachers are not trained to develop TLM's while the other 44.4% disagreed to the question.

To further strengthen this point on the above theme, another question on TLM's was asked. The question asked was "teachers have access to TLM's" 62.2% of the population disagreed with this statement. However 37.8% respondents agreed that teachers have access to TLM's.



Research question 2: What teaching-learning materials are made available for schools to enable teachers undertake their activities effectively?

**Table 6**

**Distribution of Responses on Teaching and Learning Materials**

Item	Perception					Total %
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Teachers are trained to dev TLM's	7, 15.6%	17, 37.8%	1, 2.2%	18, 40.0%	2, 4.4%	100
Teachers have access to TLM's	11, 24.4%	16, 35.6%	1, 2.2%	17, 37.8%	-	100
Materials for preparing TLM's are expensive	3, 6.7%	16, 35.6%	3, 6.7%	16, 35.6%	7, 15.6%	100
TLM development should be part of teacher development	-	2, 4.4%	1, 2.2%	17, 37.8%	25, 55.6%	100
TLM should be used whether there is reform or not	-	-	-	21, 46.7%	24, 53.3%	100
TLM distract students attention	22, 48.9%	20, 44.4%	-	2, 4.4%	1, 2.2%	100

**Source: Fieldwork (2008)**

To further buttress the point on the development of TLM's another item "Materials for preparing TLM are expensive" was introduced. This item saw 49% of the respondents disagreed to that effect. The data in Table 6 also shows that 51% of the respondents agreed that materials for preparing TLM's are expensive. Responses to these questions point to the fact that TLM's play a major role in deepening the learning process. Snippets from the responses show that support to teachers to prepare TLM's should be provided.

Furthermore 6.6% of the respondents disagreed to the question that "TLM development should be part of teacher development". However, 93.4% of the respondents agreed to this question. These responses show the importance of TLM's in the teaching and learning process. This is because TLM's have the ability to create a lasting impressions on the minds of learners. Apart from creating an impression on the minds of learners they also make the classroom lively and look real. It is therefore important that teachers should know how to make TLM's.

The respondents also agreed that TLM should be used at all times. This could be attested to the response given to this item "TLM should be used whether there is reform or not". This question received a unanimous response from all the respondents. All the respondents making 100% overwhelmingly responded positively to this item. To further strengthen this question another item was asked "TLM distract students' attention" 93.4% of the respondents disagreed that TLM's distract students' attention.

However 6.6% agreed that TLM's distract attention. To some extent it is true that TLM can distract attention. This is especially so when they are not properly prepared or properly used. The issue is at what point in time of the

teaching process, the teacher should use the TLM's in the teaching process. It is in view of this that teachers need to be trained in the development of TLM's.

The advantage of using TLM's in the teaching process is that they attract attention from learners. Learners get to see things physically and learn to associate academia with the real world. Learning is no longer isolated from reality. It will be interesting to see how oscillation is taught without using a pendulum.

TLM's support teachers and learners to succeed in the learning environment. On the part of learners it deepens what they learn. On the part of teachers they support in the delivery process. These include materials for teaching, prepared

Table 7 seeks to find out whether educational reform is necessary. The data in this table displays the statistics from the study. The questions under this theme try to seek the opinion of respondents on educational reforms.

As part of the fact finding measure from respondents, an item was placed before the respondents. Out of the population, 62.2% of the respondents disagreed to the question that "Educational system should be reformed often". However 37.8% of the respondents agreed that educational system should be reformed often.

A further look at the table showed that 91.1% of the respondents agreed that "Reforms bring about changes" while 8.9% of the respondents were against the question. The number that agreed to this item was interesting especially when majority did not accept that education should be reformed often.

In a response to another question that “Schools are adequately resourced to implement reforms” 82.2% of the respondents disagreed to this statement. However 17.8% of the population agreed to this question. The response for this item is an indicator that the issue of resources will always generate a debate among various institutions and people. The other issue is how much can be considered as enough.

Furthermore another question was asked to find out how “Managing change is important for successful transformation”. A small number of the population totalling 8.8% of the population completely disagreed to this question. However, 93.2% of the respondents agreed that good managing changes during educational reforms will bring about successful transformation of educational reforms.

To find out the appropriate period in which reforms should begin from, respondents gave mixed reactions to this question. A good number of the respondents representing 68.9% disagreed to the question that “Implementation of reforms should begin from primary only” the rest of the respondents representing 31.1% of the population responded positively to this item. The responses provided by the respondents indicate that though the respondents were for educational reforms they were however not exact on which level reforms should begin from.

In another development 17.8% of the population did not agree that “educational reforms affect curriculum change”. However 82.2% of the population agreed that educational reforms always bring about changes in national curriculum.

Research question 3: How necessary is educational reforms?

**Table 7**

**Distribution of Responses on Educational Reform**

Item	Perception					Total %
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Educational system should be reformed often	7, 15.6%	21, 46.7%	-	14, 31.1%	3, 6.7%	100
Reforms bring about changes	-	3, 6.7%	1, 2.2%	29, 64.4%	12, 26.7%	100
Schools are adequately resourced to implement reforms	21, 46.7%	16, 35.6%	-	5, 11.1%	3, 6.7%	100
Managing change is important for successful transformation	1, 2.2%	1, 2.2%	2, 4.4%	26, 57.8%	15, 33.3%	100
Implementation of reforms should begin from primary only	8, 17.8%	23, 51.1%	-	6, 13.3%	8, 17.8%	100
Reforms affect curriculum change	-	7, 15.6%	1, 2.2%	30, 66.7%	7, 15.6%	100
Reforms affect teacher development	2, 4.4%	9, 20.0%	3, 6.7%	26, 57.8%	5, 11.1%	100

**Source: Fieldwork (2008)**

To further buttress this point another item “Reforms affect teacher development” generated the following responses from the respondents. The table revealed that 31.1% of the respondents disagreed that educational reforms affect teacher development. However 68.9% of the population agreed that reforms in the educational sector affect teacher development. Changes in national curriculum have implications for teachers, and for that matter teacher development. This is because teachers are at the centre of implementation of, and delivery of curriculum.

Teachers directly implement the reforms in the various classrooms. It is therefore important that teacher development is reformed to conform to current educational system. The response to this item is therefore surprising since curriculum change affect teacher development. Nevertheless the implication for teacher development during educational reforms is that it supports educational reforms.

The responses from the table indicate that respondents agreed that the educational setup of a country should be reformed often. This is against the background that society is dynamic and not static. The world has undergone changes from one age to another age, thereby affecting the manner in which we do things. It is therefore important that the educational systems keep up pace with the changes that occur around the world. Furthermore, most of these changes at work places lead to retraining of staff on the job. Warren’s (1994) opinion is that reforms convey certain values and world views. Reforms communicate a vision of what it means to learn, and what it means to be educated, and also communicate the vision of a school, teachers and teaching of students.

Table 8 displays information concerning the possible causes of educational reforms. The data displayed in Table 8 shows that 28.9% of the population did not agree to the question that problems in existing structure cause education to be reformed. However, a good number of the population making 71.1% agreed that problems in existing educational structure cause educational reforms. The higher number of 70% response giving by the respondents indicate that the current educational structure has some weakness which needs to be addressed.

Again the data in Table 8 indicate that 17.8% of the respondents disagreed that “Lack of teaching personnel affect educational reforms” however 82.2% of the respondents agreed to this statement. The problem of adequate teaching personnel has always been an issue with or without educational reforms. Tuor (2009) supports this argument by stating that “there is lack of full complement of teachers for many schools. The situation is further worsened by the failure of some teachers to be effective instrument for teaching and learning”. To elicit information concerning infrastructure development and educational reforms this item was used: “Poor infrastructure affects educational reform”. Data in the table showed that an overwhelming 91.1% of the respondents gave an affirmative response to this statement with a mere 8.9% of the population disagreeing to this statement.

In a further development to this theme 15.6% of the population disagreed that “Low teacher morale affects educational reform” however 84.4% of the population agreed that low morale affects educational reform.

Research question 4: What are the causes of educational reform?

**Table 8**

**Distribution of Causes of Educational Reform**

Item	Perception					Total %
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Problems in existing educational structure cause reforms in education	5, 11.1%	3, 6.7%	5, 11.1%	27, 60.0%	5, 11.1%	100
Lack of teaching personnel affect educational reforms	2, 4.4	4, 8.9%	2, 4.4%	15, 33.3%	22, 48.9%	100
Poor infrastructure affect educational reform	-	4, 8.9%	-	18, 40.0%	51.1%	100
Low teacher moral affect educational reform	1, 2.2%	3, 6.7%	3, 6.7%	11, 24.4%	27, 60.0%	100
Lack of educational materials affect reforms	-	3, 6.7%	-	19, 42.2%	23, 51.1	100

**Source: Fieldwork (2008)**



Morale of any group of people is very important as low morale directly affects their output. Furthermore 93.3% of the population agreed that “Lack of educational materials affects reforms”, with 6.7% of the respondents disagreeing to this item. The implication is that for reforms to succeed the needed materials should be made readily available for use so as to promote successful reforms. When materials are made available during the reform stage, it enhances better transformation from the old state to the new state and makes the changes look more viable and concrete rather than abstract.

Thus Aguirre, and Calderone (2004) say that for a long-term structural transformation to be effective, four characteristics must be in place and these include: scale (the change affects all or most of the organization), magnitude (it involves significant alterations of the status quo), duration (it lasts for months, if not years), and strategic importance.

Table 9 is data collected to show whether reforms should affect the entire school curriculum. The data in the table show varied responses from the respondents. Responses obtained in table 9 showed that 13.3% of the respondents disagreed that “reforms affect existing curriculum” while 86.7% of the population agreed to this statement. In another question “Curriculum change should call for teacher development” 6.7% of the respondents disagreed with this question. However 93.3% of the respondents from the population agreed that change in curriculum should prompt development of teachers.

To buttress the point on curriculum development, another item “Curriculum redevelopment should form the core of educational reform” the

table showed that 17.8% disagreed to this statement however 82.2% agreed that Curriculum redevelopment should form the core of educational reform.

In a further development the researcher tried to elicit information on availability of text books to support educational reforms. The responses displayed in the table indicated that 93.3% of the population disagreed to the statement that “textbooks are readily available during reforms”. Only 6.7% of the respondents agreed to this statement. In a comment from some of the respondents, it came out that the reforms are mostly implemented before the needed text books are provided for use by both teachers and students.

Again when another item “Curriculum reform affects book content” was introduced, 82.2% of the respondents agreed that curriculum reforms affects book content while 17.8% of the population disagreed to the statement. Once the curriculum is changing the old books will definitely be changed. Interestingly it seems that most cases these reforms are started before the necessary books are provided.

Furthermore all the respondents (100%) agreed that practical and skills training should form part of educational reforms. The implications of the responses indicate that attention should therefore be given to practical training during the implementation of educational reforms. The era where skills training are taught in the classroom as a reading subject should therefore be discarded. Right materials and equipment should be provided to support practical training. This is against the background that the world is gradually becoming a computer world. The revolution in this present world enjoins us to become computer literate since our daily life revolves around the use of computers. It will be therefore be strange to teach computer studies without

Research question 5: How do education reforms affect the entire school curriculum?

**Table 9**

**Distribution of Responses on School Curriculum**

Item	Perception					Total %
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Reforms affect existing curriculum	1, 2.2%	2, 4.4%	3, 6.7%	26, 57.8%	13, 28.9%	100
Curriculum change should call for teacher development	-	2, 4.4%	1, 2.2%	20, 44.4%	22, 48.9%	100
Curriculum redevelopment should form the core of educational reform	-	4, 8.9%	4, 8.9%	23, 51.1%	14, 31.1%	100
Text books are readily available during reforms	19, 42.2%	19, 42.2%	4, 8.9%	2, 2.2%	1, 2.2%	100
Curriculum reform affect book content	-	4, 8.9%	4, 8.9%	23, 51.1%	14, 31.1%	100
Practical and skill training should be part of reforms	-	-	-	20, 44.4%	25, 55.6%	100
Technocrats should be involved in reforms	-	1, 2.2%	2, 4.4%	20, 44.4%	22, 48.9%	100
Civil society should have a say in reforms	-	1, 2.2%	2, 4.4%	29, 64.4%	13, 28.9%	100

**Source: Fieldwork (2008)**

actually using a computer. How students will be able to understand the operations and functions of the menu commands will be a problem.

Again 93.4% of the respondents agreed to the statement that “Technocrats should be involved in reforms” while 6.6% of the respondents disagreed to this statement. The involvement of technocrats will go a long way to support practical training, and further give meaning to skills development.

Finally, 93.4% of the respondents from the population agreed that “Civil society should have a say in reforms” and 6.6% of the population responding negatively to this question. The implication to this response is that, stakeholders are the direct beneficiary of educational reforms and as such they should be allowed to make an input into reforms.

Warren (1994) believes that reforms constitute a departure from canonical views of curriculum and from textbook-centred or recitation-style teaching. They demand a greater facility among teachers for integrating subject content, and for organizing students’ opportunities to learn. They represent, on the whole, a substantial departure from teachers’ prior experience, established beliefs, and present practice

However it seems academia and industry do not relate very much. It should be noted that industry is the direct beneficiary of academia. For example Ghana Institute of Engineers can make an input that all students pursuing technical programmes should study specific programmes or even then should be taught to use AutoCAD software. In this modern era where computers have permeated every aspect of life do we need the drawing board and Tee Square to study engineering?

Table 10 is a compilation of responses on infrastructural development. The research question is help find out whether educational reforms affect development of infrastructure. To a statement that “existing structures should be refurbished”, 97.8% of the respondents agreed to the statement that existing structures should be refurbished to support educational reforms. However 2.2% of the respondents disagreed to this statement. To further find out whether the respondents actually understood this question, the researcher restated this question in a different way, stating that “New curriculum requires infrastructural development” out of the 45 respondents 95.6% responded positively to this question with 4.4% of the population responded negatively to this question.

To buttress previous points another question was asked whether “Existing structures should be able to accommodate new curriculum”, the following were the results obtained, and 28.9% of the respondents were against this question. However 71.1% respondents responded positively to this item.

Furthermore 88.9% of the population overwhelmingly agreed that “Schools should be re-equipped with educational materials before reforms are introduced” however 11.1% of the population did not agree to this question. In another development 91.1% of the population responded positively that “Schools need new buildings to support implementation of reform”, with 8.9% of the population rejecting the item.

A closer investigation of the table also revealed that all the respondents (100%) agreed that “Refurbishment should be carried out to support practical courses in the new curriculum” and to further deepen this point, another item

was introduced that “Refurbishment should be part of every reform” interestingly 95.6% of the respondents agreed that refurbishment should be inculcated in every reform. However 4.4% of the respondents disagreed to this statement.

Data in the table also indicates that 91.2% of the respondents agreed to the question that “Existing structure should be expanded during reforms” 8.8% respondents from the population however were not in favour of the question. The responses showed that infrastructure development is necessary if educational reform is to succeed. As educational reforms affect curriculum there is the need to provide and to improve existing infrastructure to accommodate the new reform. For example the previous reforms called for establishment of science resource centres across the nation. Various Senior High Schools with science facilities had their laboratories refurbished and resourced to offer science programmes.

As stated by Akyeampong (2008), Anamuah-Mensah’s Committee (2002) on Educational reforms in Ghana which examined the reasons why most JSS students were unable to access senior secondary education, blamed this on a number of factors: which include inadequate facilities and infrastructure.

According to Akordor (2009) “NAGRAT’s position is that more funds should be committed to the development and improvement of infrastructure.” According to Akordor an educational system, no matter how well intentioned and fashioned, cannot function properly if the essential ingredients in the system are inadequate. He goes on to say that basic facilities for our schools

Research question 6: How do infrastructural developments help in the implementation of educational reforms?

**Table 10**

**Distribution of Responses on Infrastructure Development**

Item	Perception					Total %
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Existing structures should be refurbished	-	-	1, 2.2%	20, 44.4%	24, 53.3%	100
New curriculum requires infrastructural development	-	1, 2.2%	1, 2.2%	19, 42.2%	24, 53.5%	100
Existing structures should be able to accommodate new curriculum	4, 8.9%	7, 15.6%	2, 4.4%	20, 44.4%	12, 26.7%	100
Schools should be re-equipped before reforms are introduced	-	5, 11.1%	-	14, 31.1%	26, 57.8%	100
Schools need new buildings to support implementation of reform	-	4, 8.9%	-	19, 42.2%	22, 48.9%	100
Refurbishment should be carried out to support practical courses in the new curriculum	-	-	-	23, 51.1%	22, 48.9%	100
Refurbishment should be part of every reform	-	1, 2.2%	1, 2.2%	25, 55.6%	18, 40.0%	100
Existing structure should be expanded during reforms	1, 2.2%	2, 4.4%	1, 2.2%	18, 40.0%	23, 51.1%	100

**Source: Fieldwork (2008)**

are lacking. These include decent classroom accommodation, learning materials, well-motivated and disciplined teachers.

As stated by Tuor (2009) the unavailability of basic infrastructure affects the morale of teachers and learners. According to Tuor there have been instances where buildings collapsed on teachers and pupils.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of research findings, conclusions drawn from the study, suggestions arrived at and recommendations. In addition to that, the chapter also explains some limitations of the study and suggests areas for further research.

#### Summary

The researcher's determination to undertake this study was influenced by the fact that Ghana has experienced frequent educational reforms. These reforms date back to the colonial era. Various commissions and committees have been set up to review the existing structure and to come out with ways of improving the existing systems. Why did previous reforms fail to achieve their objectives? What caused the existing educational system to be changed? How were these reforms managed from the initial stages till new reforms were introduced? These questions prompted the researcher to embark on this study. What could be done to minimise wholesale reforms?

The purpose of this study was therefore to determine:

- \* If teacher development supports educational reforms
- \* Provision of infrastructure support educational reforms
- \* Importance of TLM's in supporting educational reforms
- \* Importance of infrastructure development to support educational reforms

Six research questions were formulated to guide this study and these were:

1. What training programmes are given to teachers in Senior High Schools when educational reforms are carried out?
2. What teaching-learning materials are made available for schools to enable teachers undertake their activities effectively?
3. How necessary is educational reforms?
4. What are the causes of educational reforms?
5. How do education reforms affect the entire school curriculum?
6. How do infrastructural developments help in the implementation of educational reforms?

Relevant literature on the study was reviewed and the case study method was used. The sample consisted of 45 teaching staff of Winneba Senior High School, in the Effutu Metropolis of the Central Region. The instrument for the study was pilot tested at Mfantshipim School in Cape Coast Municipality of the Central Region. The instrument is in seven sections:

Section 1: was meant to gather bio-data of respondents; section 2 was to evaluate importance of teacher development; section 3 was to evaluate the need for TLMs; section 4 was to know respondents view of educational reforms; section 5 was used to identify the causes of educational reforms; section 6 was used to find out about curriculum change and development in educational reforms and section 7 was to gather information on infrastructure development.

Reliability co-efficient obtained for the various sections in the questionnaire were as follows: 0.7083 for section A, 0.8954 for section B, 0.6161 for section C, 0.8322 for section D, 0.6071 for section E, 0.7172, section F had 0.8553, 0.8011 and 0.6971 for section G. The overall number of

questionnaires returned by respondents were 45 out of 52 sent out. The researcher used descriptive analyses to indicate frequency of occurrences and percentages.

The study revealed that:

1. Teacher development was important in successful implementation of educational reforms. Teachers form the backbone of educational reforms, especially as implementers of new curriculum and methodology, and should therefore be given the necessary training and retraining to make educational reforms successful.

The study also revealed that in-service training helps in the development of the teacher on the field. It should therefore be carried out often in order to deepen strategies adopted by the education service for teachers. It is also to sharpen their skills and improve their knowledge base. As stated by Warren (1994) one test of teachers' professional development is its capacity to equip teachers individually and collectively to act as shapers, promoters, and well-informed critics of reforms

2. TLMs were identified as an important component in the education sector. TLMs help to make lessons look more practical and therefore create a more lasting impression on the minds of learners. Preparing TLMs and actually integrating them in a lesson requires skill. The study also showed that respondents supported the idea that TLM development should be integrated in teacher training curriculum.

3. Education reform is necessary as the world dynamics keep changing. It is important that countries keep up with the changes of the world order. The reform is necessary to make a country and its citizens competitive in the entire world. This issue is also supported by the 2000 UNESCO report on education
4. Causes of educational reforms are many and they include the ever changing world order coupled with the need of this country to keep abreast with the world.
5. Educational reforms by their nature affect entire national curriculum. This is as a result of changes made to some subjects. They include changes to national curriculum, duration of programmes and reorganisation of subject groupings. New books are provided to support the new structure.
6. Infrastructure development is paramount in educational reforms. Educational reform affects duration of schooling. New programmes require new equipment to support the reform. For instance a science and technology based curriculum requires provision of laboratories and workshops.
7. Educational reforms affect the duration of existing structure which includes the entire national curriculum. The new reform is mostly based on the weaknesses identified in the existing structure.

## **Summary of Research Findings**

The following conclusions were drawn from the analysis and computations of the data:

1. Teacher development is essential to the success of educational reforms. This is against the backdrop that teachers are at the forefront of educational reforms, since implementation of the new curriculum is carried out by teachers. Owing to this, teachers on the field should be given orientation before, reforms are implemented, and the orientation should continue even when the reform has been implemented. Teachers in training should also have their curriculum changed to dovetail into the reform to be implemented.
2. Even though it looks as if TLM's can be prepared by everybody it requires some skills. The use of colors; integration of TLM in the lesson; well developed TLM; play a major role in the success of a lesson.
3. The changing world order requires that the educational system should be reformed so that the products will fit into the changing world.
4. A lot of factors cause the existing educational system to be reformed often. These factors include the following; infrastructure, educational materials, implementation, personnel, changing world order, and others
5. The existing curriculum is affected by educational reforms, because changes have been made to suit the current needs as well as to support the new direction being implemented

6. Educational reforms may affect current infrastructure as the changes to the curriculum needs to be accommodated to ensure successful implementation of the reforms.

### **Conclusion**

After analysing the responses from the respondents the following conclusions can be drawn for this study:

That teacher development is important and as such efforts should be made to provide continuous retraining for in-service teachers, and that pre-service teachers should as a matter of necessity be given orientation on what to expect after training. Planners should provide considerable amount of training and development programmes for staff. Such programmes may include study groups and on the dash coaching. Clarke and Peter (1993) support the notion that teachers should be supported to succeed through frequent training. According to them, frequent retraining creates a bond between the teacher and the new system and therefore impacts on the output of the teacher.

That existing infrastructure should be refurbished to support the new programme. Also respondents agreed that new infrastructure should be provided to accommodate the changes and to support the reforms. Respondents also supported the claim that too many reforms rather end up confusing people and that students are caught up in a fight as politicians attempt to score political points with their opponents.

That TLM's are important in the learning process. For teachers to be effective incorporating TLM's in their teaching will create a lasting impression on their students. Teachers should be trained to develop TLM's to use in their teaching.

## **Implications**

There is no doubt that reforming or restructuring a country's educational system has some implications for players within the educational setup. The findings of this study have the following implications for those championing the cause of educational reforms.

1. Educational reforms bring about changes in the existing educational setup. Since changes will be brought into the system, management should be prepared adequately to handle changes to bring about successful transformation of the new system.
2. Some staff may be transferred and this will create undue agitation among staff. This creates tension and anxiety among staff during this period. Staffs therefore need to be given orientation and assurances.
3. Experience has shown that one or two weeks orientation or in-service training does not have much impact on trainees but continuous retraining instead produces a lasting effect on trainees. Irrespective of the brilliance of the new policy, attention should therefore be given to the orientation and retraining of teaching personnel already on the field. The retraining should therefore be continuously and rigorously pursued.
4. Furthermore, the old curriculum undergoes some changes during educational reform. The implication is that students who are pursuing private studies have to be careful about their subject combinations. This is because curriculum change affects subject combinations.
5. The public and industry become agitated about the competency level of the products from school. Industry especially tends to be agitated about

the products of the new reform and therefore question the skills level acquired by school products.

6. The new curriculum tends to bring about changes in the teaching and learning methods. The mode of delivery of lessons change to suit the current needs.
7. Reforms normally bring about changes in the existing setup. Some of these changes require that existing structures are refurbished to accommodate the changes. Also additional infrastructure is added to the existing structures so as to allow for the smooth implementation of the new system.
8. Resources for teaching and learning are affected as additional; resources are developed in addition, to and alongside the existing ones to support the new learning environment.

### **Recommendation**

In the light of the findings of the study, conclusions and their implications the following recommendations are being suggested.

That in-service training should be organised frequently and sustained to make the implementation of reforms gain firm roots. Teachers should also be encouraged to attend in-service training to sharpen their skills.

Teachers should be assisted to develop TLMs to support teaching and learning. If possible a seed fund should be provided to make funds readily available to make purchase of materials for TLMs.

Policy makers should embark on extensive education on the new reforms and the expected outcomes from the system and the students instead of giving a generic statement of the benefits of the new system. The education



will whip up support for the new system and make stakeholders provide the needed support and the necessary recommendations to straighten rough edges in the reforms.

### **Areas of Further Research**

To further help strengthen the educational system in Ghana an evaluative study on education should be conducted thoroughly to find out the effectiveness of the following:

1. Orientations given to in-service teachers during educational reforms.
2. The extent of teacher development methods to support educational reforms.
3. The impact of infrastructure development on educational reform.
4. The impact of frequent curriculum and syllabi changes on educational reforms

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## Appendix

### HEAD, ASSISTANT HEADS, HOD'S HOUSEMASTERS & CLASS TEACHERS VIEWS ON THE ROLE OF SCHOOL HEADS IN MANAGING EDUCATIONAL REFORMS INSTRUMENT

This questionnaire has been designed to study the above problem as part of University of Cape Coast requirement for a Masters degree in Educational Management (M.Ed). It is envisaged that respondents will be frank as possible especially as this is an academic exercise. I wish to assure you of maximum confidentiality of your responses. Your personal details will therefore not be needed on this questionnaire. I wish to express my sincere appreciation for your support.

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Please indicate [] against the relevant responses

#### Background information

#### SECTION A

1. Sex:                      Male: [  ]      Female:                      [  ]
  
2. Professional qualification: Please indicate the highest only  
                                    Diploma                                      [  ]  
                                    Bachelors Degree                                      [  ]  
                                    Post Graduate Degree                                      [  ]
  
3. How long have you been teaching?  
                                    Under 2 years                                      [  ]  
                                    2-5 years                                      [  ]  
                                    6-9 years                                      [  ]  
                                    10 years and above                                      [  ]
  
4. Choose your correct title  
                                    Head                                      [  ]  
                                    HOD                                      [  ]  
                                    Asst. Head                                      [  ]  
                                    Housemaster/Mistress                                      [  ]  
                                    Teacher                                      [  ]



## SECTION B

This section is to elicit your views on teacher development

NO	TEST ITEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE
5	Teachers need retraining often					
6	In-service training should be organised often					
7	In-service training disrupt academic programme					
8	In-service training affect supervision of teachers					
9	Continuous re-training impacts deeply on the reform process					
10	Teachers are encouraged to attend in-service training					
11	I do not attend in-service training					
12	I always participate in all in-service training					
13	I have received in-service training					
14	Enough teachers should be trained before reforms are implemented					
15	Teacher development should support educational reforms					
16	I receive orientation on educational reforms					

### SECTION C

This is to elicit your views on the use of Teaching and Learning Materials

(TLM)

NO	TEST ITEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE
17	Teachers have access to TLM's					
18	Teachers are trained to prepare TLM's to support reforms					
19	Students are distracted by TLM's					
20	Materials for preparing TLM's are very expensive					
21	TLM's should be used whether there is reform or not					
22	TLM development should be part of teacher training					

### SECTION D

This is to elicit your views on educational reforms

NO	TEST ITEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE
23	Educational system should be reformed often					
24	Implementation of reforms should begin from primary school only					
25	Reforms brings about changes					
26	Managing change is important for successful transformation					

27	Schools are adequately resourced to implement reforms					
28	Reforms affect curriculum change					
29	Reforms affect teacher development					

### SECTION E

This is to elicit your opinion on causes of educational reforms

NO	TEST ITEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE
30	Problems in existing educational structure cause reforms in education					
31	Lack of teaching personnel affect educational reforms					
32	Poor infrastructure affect educational reform					
33	Low teacher morale affect educational reform					
34	Lack of educational materials affect reforms					

## SECTION F

This section is to elicit opinion on curriculum change

NO	TEST ITEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE
35	Reforms affect existing curriculum					
36	Curriculum change should call for teacher development					
37	Curriculum redevelopment should form the core of educational reforms					
38	Text books are readily available during reforms					
39	Curriculum reform affect book content development					
40	Practical and skill training should be part of reforms					
41	Technocrats should be involved in reforms					
42	Civil society should have a say in reforms					

## SECTION G

This section is to elicit your opinion on infrastructural development

NO	TEST ITEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE
43	Existing structures should be refurbished					
44	Existing structures should be able to accommodate new curriculum					
45	The new curriculum requires infrastructural development					

46	Schools need new buildings to support implementation of reforms					
47	Schools should be re-equipped before reforms are introduced					
48	Refurbishment should be carried out to support practical courses in the new curriculum					
49	Refurbishment should be part of every reform					
50	Existing structure should be expanded during reforms					

**SECTION H**

Any comment you wish to share?

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