

UNIVERSITY OF EDUCATION, WINNEBA

**Teachers' implementation of the standards based curriculum at early childhood
centres in the Gomaa West District**



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**TEACHERS' IMPLEMENTATION OF THE STANDARDS BASED
CURRICULUM AT EARLY CHILDHOOD CENTRES IN THE GOMOA
WEST DISTRICT**



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Faculty of Applied Behavioral Science in Education, submitted to the
School of Graduate Studies, in partial fulfillment
of the requirement for award of the degree of
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DECEMBER, 2024

DECLARATION

Candidate's Declaration

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

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Signature:

Date:

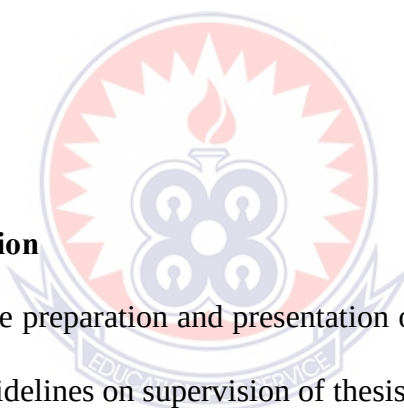
Supervisor's Declaration

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

Name: Prof. Hans Kweku Waibo Baffoe

Signature:

Date:



DEDICATION

To my mother, Madam Grace Anderson



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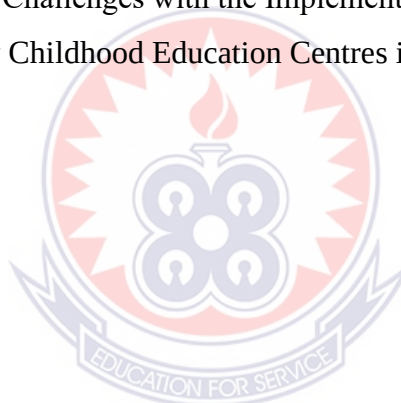
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ABSTRACT

Examining the Standards Based Curriculum's implementation in Gomoa West District early childhood institutions was the aim of this study. The study's scope was restricted to early childhood educators' use of the Standards Based Curriculum in Gomoa West District early childhood education institutions. One hundred and eighteen (118) people participated in the study, which used a Descriptive Qualitative Design. Ninety-three (93) respondents were sampled by the researcher for the study. The study's sample was selected through the use of purposive and stratified random sampling techniques. Data was collected from the study's sample of respondents using a series of questionnaires, a semi-structured interview guide, and an observational checklist. Descriptive statistics and qualitative narrative analysis were used to examine the data collected from the study's participants. According to the survey, early childhood education centres in the Gomoa West District's instructors had a favourable opinion on the adoption of the standards-based curriculum. Additionally, the survey discovered that teachers in the Gomoa West District were crucial in implementing the standards-based curriculum for early childhood education centres. Once more, the study discovered that early childhood education centres in the Gomoa West District encountered a number of difficulties when implementing the standards-based curriculum for their teachers. According to the study's principal findings, early childhood educators in the Gomoa West District had a positive attitude towards their instructors' usage of the Standards-Based Curriculum in their early childhood education centres. Second, the study concludes that early childhood educators played an important role in the adoption of the Standards-Based Curriculum by Gomoa West District early childhood education centres. Third, the study concludes that early childhood education centres in the Gomoa West District have several challenges while implementing the Standards-Based Curriculum for its teachers. According to the study, the government, parents, and directors of early childhood education centres in the Gomoa West District are among the education stakeholders who should help their teachers maintain a positive attitude and play important roles in the district's successful adoption of the Standards-Based Curriculum for Early Childhood Education Centres. Furthermore, Gomoa West District education stakeholders must find practical ways to overcome the challenges teachers have when implementing the standards-based curriculum in the district's early childhood education centres.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Wiles and Bondi (2014) define curriculum implementation as the process by which teachers provide instruction and assessment using certain curriculum resources. Curriculum designs usually comprise lesson plans, scripts, instructional ideas, and assessment options related to a certain set of objectives. These designs put a strong emphasis on consistency to support instructors in successfully implementing and upholding the curriculum structure to achieve a variety of goals. Teachers at the same grade level who use identical instructional practices and curriculum are said to be implementing horizontal alignment. Conversely, vertical alignment in curriculum implementation describes how the preceding and subsequent grade levels share instructional techniques and fidelity in curriculum implementation. According to Tweedie and Kim (2015), curricular alignment between the same grades and the grades above and below provides consistency in supporting learning objectives and expectations meant to foster students' progress and readiness.

There are varying definitions of what curriculum implementation means among academics. Curriculum implementation, according to Garba (2004), is the process of using the curriculum to achieve the goals for which it was developed. Curriculum implementation, according to Okebukola (2004), is the process of putting the curriculum's goals into reality. The process of putting "theory into practice" or "proposal into action" is known as curriculum implementation. Thus, the process of converting the curriculum concept into an operational curriculum through the joint efforts of educators and society is referred to as curriculum implementation. Curriculum implementation, according to Obilo and Saugoleye (2015), is the actual process of

including the student in prearranged learning opportunities, together with the instructional materials that will be utilised to carry them out at the proper times.

The success or failure of curriculum implementation can be predicted in part by understanding the attitudes and concerns of educators. When McNeill et al. (2016) and Rakes and Dunn (2015) looked at how teachers' opinions affected particular science curriculum objectives, they provided support for this hypothesis. McNeill et al. (2016) state that instructors' opinions have a big impact on what they decide to teach. Given the important role that beliefs play, understanding teachers' concerns, attitudes, and perceptions helps improve the implementation process by proactively addressing these areas (Al-Shabatat, 2014; Rakes & Dunn, 2015). The primary recommendations of McNeill et al. (2016) were to prepare instructors through collaborative opportunities and professional development sessions (PDS). To enhance teacher learning, PDS should explicitly ensure that instructors thoroughly understand the objectives and have time to test the curriculum in class. Given the influence these attributes have on students' learning, it is clear that teachers must be proficient in the subject matter and competent when introducing a new curriculum.

To ensure that curricular innovations are implemented authentically, instructional strategies should align with the specific learning objectives outlined in the curriculum (MacDonald et al., 2016; Phillips et al., 2017). Delivering the content through instructional strategies and resources is one of the many processes involved in implementing a curriculum. To apply curricula faithfully, instructional strategies must be in accordance with the curriculum and meet the individual needs of each student (Causarano, 2015). Additionally, McNeill et al. (2016) assert that teacher preparedness for curricular implementation is essential. This was specifically found to be the case by Causarano (2015) in a study evaluating the impact of mathematics instruction on

student-teacher relationships in an urban school. The findings of the Causarano (2015) study demonstrated that teachers need to have a solid grasp of the subject in order to enhance their teaching methods. The substance that instructors teach is determined by the quality of their explanations. MacDonald et al. (2016) suggested that professional development workshops assist teachers in implementing the curriculum, highlighting the need of exceptional instruction and dedication.

Implementing the officially prescribed courses of study, syllabus, and subjects is part of the early childhood curriculum. One aspect of the process is helping the learner acquire experience or knowledge. It is important to keep in mind that students are required to carry out the curriculum. The student is therefore essential to the execution of the curriculum. As the learner gains the intended or planned experiences, information, abilities, concepts, and attitudes to support their successful functioning in a community, curriculum implementation takes place (Ntumi, 2016).

The New Standards Based Curriculum, which was recently implemented in Ghana's educational system, has greatly increased the need for innovation in the classroom. The Ghanaian government included creativity and innovation, critical thinking and problem solving, communication and collaboration, cultural identity and global citizenship, personal development and leadership, and digital literacy in the list of core competence areas that students must achieve (Ministry of Education, 2018; National Council for Curriculum and Assessment [NaCCA], 2019). In-service teachers must help students develop these abilities. Teachers now have a primary duty to spread the government's push to apply the New Standard-based Curriculum as a result of the curriculum reform. It has long been acknowledged that teachers' creativity is essential to helping learners become imaginative and creative adults (Doyle, 2019). As per the findings of Karwowski et al. (2013); Baruah and Paulus (2019), encouraging teacher

creativity and innovation is a crucial aspect of the teaching profession. Teachers who possess sufficient creative skills foster teacher-student engagement (Sawyer, 2012). Ucus and Acar (2018) claim that fostering creativity in the classroom helps students to have a variety of expectations, practise respect for one another, act creatively, be flexible, and participate in discussions. Explaining the essence of creativity in the classroom, Ntumi (2016) notes that creative training should gradually replace traditional teaching and learning strategies such as one-way information delivery, chalk-and-talk, and one-to-many exchanges. Critical thinking and creativity skills must be developed and promoted as part of twenty-first century teaching and learning goals (Bloom et al., 2019). This is true because creativity has the necessary spark to encourage constructive modifications in methodological procedures that may encourage instruction to become a vibrant and engaging learning community.

The early childhood curriculum must be implemented with the help of preschool instructors, who are important figures in the teaching of young children. This could involve directing and correcting children, honouring cultural diversity, employing effective teaching and learning strategies, encouraging self-reliance, developing relationships with families and other educators that benefit both parties, creating a nurturing learning environment, and teaching in a way that promotes student development and learning in the classroom (Ntumi, 2016). Both personal and environmental elements contribute to the successful implementation of the preschool program. Kern et al. (2007) assert that the way early childhood curriculum are implemented is significantly influenced by teachers' ideas about teaching and learning.

Following their defence of the curriculum's tenets, preschool teachers' efficacy in the real classroom environment is positively enhanced throughout implementation. Park (2008) goes on to say that the successful implementation of the curriculum and

the accomplishment of its goals depend on teachers' understanding of the early childhood curriculum. This suggests that if preschool teachers do not fully comprehend the theoretical and practical structure of the early childhood curriculum, they will not be able to implement it properly. The curriculum for Ghanaian preschools is designed to recognise that active exploration is the most effective way for young children to learn. As a result, the curriculum is implemented in such a way that children engage in expressive activities that need their full collaboration and participation in all learning activities (Ntumi, 2016).

According to Aboagye and Yawson (2020), Ghana's new curriculum has undergone a total makeover. The material has drastically changed, with certain subjects making way for others. Additionally, a more learner-centred approach to teaching has been adopted, using ICT as a pedagogical instrument. While many educators claim that the new curriculum would result in a creative, mathematically and scientifically proficient Ghanaian child who can think critically and address a wide range of issues facing the nation, others have pointed out several blockages that require immediate attention. While infrastructure still poses the biggest barrier to the curriculum's successful implementation, there are other issues that must also be taken into consideration. For instance, it appears that the new curriculum's choice to employ ICT as a teaching tool does not align with Ghana's educational system. Some teachers do not have access to a communication network, while others do not have a dependable source of electricity. A learner-centred approach is significantly hindered by the larger class sizes found in the majority of Ghanaian schools (Amofah, 2019). Large class sizes make it more difficult for teachers to meet the needs of their pupils and the learning activities. Researching the Standards Based Curriculum's implementation in early

development centres across the Gomaa West District makes sense as a result. Thus, this study.

1.2 Statement of the Problem

According to Mpuangnan and Adusei (2021), curriculum reforms have had less success when they have been implemented in many developing nations. It is possible that the results don't accurately represent what society requires. This implies that it is impossible to overstate teachers' importance in carrying out curricula. Teacher makes the curriculum document understandable to the students and any other parties that might be interested in it. It is important to remember that curriculum designers might not have expected teachers to be open to change. Since adapting to change is a constant, dynamic, and personal endeavour, this phenomenon will likely occur in the classroom.

Like in other nations, Ghana's education system would alter as a result of a new curriculum that outlines some fundamental requirements. It is up for debate how the teachers will react to the move. According to some, teachers' traits such as their disposition, expertise, and pedagogical abilities are better at facilitating the implementation of curricula (Saloviita, 2020; Ndirangu, 2017). Positive attitudes promote effective teaching and learning in classrooms, while negative attitudes impede students' academic growth.

In 2019, the Government of Ghana introduced the Standards-Based Curriculum (SBC) for early childhood and primary education, with full implementation beginning in 2020. The curriculum aims to foster core competencies, values, and learner-centred pedagogies in addition to traditional academic knowledge (NaCCA, 2020). At the early childhood level, the SBC is particularly crucial as it provides the foundation for children's cognitive, social, and emotional development. However, successful

implementation of the curriculum depends largely on teachers, who serve as the primary implementers and mediators between policy and practice.

Despite government efforts to ensure a smooth rollout of the SBC, questions remain about how teachers at the early childhood level perceive the curriculum. Studies in other districts, such as Ablekuma South (Agbemadi, 2021) and Kpandai (Duwor & Kubi, 2023), revealed that teachers generally hold positive perceptions of the SBC, but these are often accompanied by concerns about inadequate preparation, professional development, and teaching and learning resources (UNESCO, 2022). It is not yet clear, however, how teachers in Gomoa West District, particularly those in early childhood centres, perceive the SBC and its relevance to their practice.

Equally important are the roles teachers are expected to play under the SBC, including the application of learner-centred methods, integration of core competencies, and use of continuous assessment strategies. Yet, research has shown that some teachers are uncertain about these roles or have not received sufficient training to carry them out effectively (Amankwah, 2024). Without a clear understanding of what roles teachers are performing in local contexts such as Gomoa West, implementation risks falling short of national expectations.

Furthermore, teachers often face challenges such as inadequate teaching and learning materials, overcrowded classrooms, insufficient training in learner-centred methods, and limited stakeholder support (NaCCA, 2020; GPE KIX, 2023). These barriers make it difficult to achieve the curriculum's intended outcomes. While such challenges have been documented in other districts, there is limited empirical evidence on the unique difficulties faced by early childhood teachers in Gomoa West District.

Although several studies have examined perceptions (Agbemadi, 2021; Duwor & Kubi, 2023), roles (Amankwah, 2024), and challenges (UNESCO, 2022) related to

SBC implementation, three key gaps remain. First, most research has concentrated on upper primary or general basic education, leaving early childhood education relatively underexplored, even though it is the foundation of lifelong learning. Second, existing studies often focus on a single aspect, either perceptions, roles, or challenges, without examining how these factors interrelate. Third, there is a lack of district-specific evidence in contexts like Gomoa West, where local dynamics such as resource allocation, teacher deployment, and community involvement may significantly influence implementation. This study therefore seeks to fill these gaps by exploring teachers' perceptions, determining their roles, and investigating the challenges associated with implementing the Standards-Based Curriculum in early childhood education centres in Gomoa West District. The findings will provide localized evidence to inform policy decisions, guide teacher professional development, and strengthen curriculum implementation at the foundational level of education.

1.3 Purpose of the Study.

The purpose of this study is to examine teachers' implementation of the Standards Based Curriculum for early childhood centres in the Gomoa West District.

1.4 Research Objectives

The objectives of this study are to;

1. explore teachers' perception with the implementation of the Standards Based Curriculum for early childhood education centres in the Gomoa West District.
2. determine teachers' roles in Standards Based Curriculum's implementation at early childhood education centres in the Gomoa West District.
3. investigate teachers' challenges with Standards Based Curriculum's implementation at early childhood education centres in the Gomoa West District.

1.5 Research Questions

This study was guided by the following research questions.

1. What is teachers' perception with the implementation of the Standards Based Curriculum for early childhood education centres in the Gomoa West District?
2. What are teachers' roles in Standards Based Curriculum's implementation at early childhood education centres in the Gomoa West District?
3. What are teachers' challenges with Standards Based Curriculum's implementation at early childhood education centres in the Gomoa West District?

1.6 Significance of the Study

This research is important for a variety of reasons. First, the study's conclusions would inform teachers and parents as well as other stakeholders of early childhood education about the Standards based Curriculum for early childhood education in the Gomoa West District. Also, the study's findings will inform teachers and parents as well as other stakeholders of early childhood education about the roles of teachers in Standards based Curriculum's effective implementation at early childhood education centres in the Gomoa West District. In addition, the study's findings will inform policy makers, teachers, parents, NGOs and other stakeholders of early childhood education about the challenges and the strategies teachers use to ensure effective implementation of the standards based curriculum for early childhood education in the Gomoa West District.

1.7 Delimitations of the Study.

The study was delimited to teachers' perception of the Standards Based Curriculum, teachers' roles in implementing the Standards Based Curriculum, and

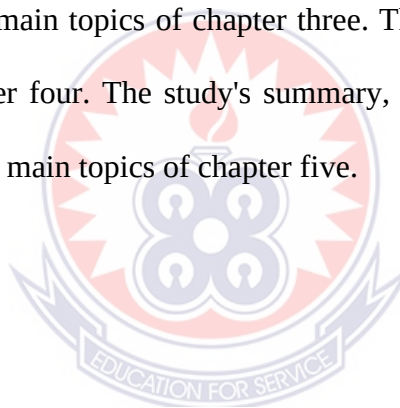
challenges associated with implementing the Standards Based Curriculum for early childhood education in the Gomaa West District.

1.8 Limitations of the Study.

This study, while contributing valuable insights into the implementation of the Standards-Based Curriculum (SBC) at the early childhood level in the Gomaa West District, is subject to several limitations that must be acknowledged. First, the study is geographically limited to early childhood education centres within the Gomaa West District. The results might not apply to other Ghanaian districts or areas because implementation may be impacted by variations in administrative support, teacher preparation, and resource availability. Second, the study only considers the viewpoints of teachers. Teachers are essential to the implementation of the curriculum, but the study ignores the opinions of other stakeholders, including parents, head teachers, curriculum officers, and students, whose experiences may offer a more complete picture of the difficulties and efficacy of the SBC. Third, the data collection relied largely on self-reported information through questionnaires, or surveys. Such self-reported data are subject to personal bias, social desirability effects, and possible exaggeration or understatement, which may affect the accuracy of the findings regarding perceptions, roles, and challenges. Fourth, the study is limited by time and resource constraints, which restrict the scope of data collection. A larger sample across multiple districts or longitudinal data would provide stronger evidence but was not feasible within the scope of this research. Finally, since the SBC is a relatively new reform in Ghana, teachers' experiences and perceptions may still be evolving. The findings therefore represent a snapshot in time and may not fully capture long-term shifts in teachers' roles, attitudes, or challenges as they become more familiar with the curriculum.

1.9 Organization of the Study.

This research is organized into five chapters. Chapter one deals with the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, research hypotheses, and significance of the study. The chapter also deals with the delimitation of the study, limitation of the study, and the organization of the study. Chapter two looks at the review of related literature for the study. Research design, study area, population, sample, and sampling procedure, data collection tools, data gathering process, data processing and analysis, and ethical considerations are the main topics of chapter three. The findings and data discussion are presented in chapter four. The study's summary, conclusions, recommendations, and suggestions are the main topics of chapter five.



CHAPTER TWO.

LITERATURE REVIEW.

2.0 Overview.

This chapter presents review of related literature. The chapter is organized under the following sub-headings: Theoretical framework; conceptual framework; standards based curriculum; philosophy of standards based curriculum; concept of curriculum implementation; approaches to curriculum implementation; curriculum fidelity; teachers' perceptions toward standards based curriculum; teachers' role in effectively implementing early childhood curriculum; teachers' challenges of implementing early childhood curriculum; and the way forward.

2.1 Theoretical Framework

This study is anchored on Curriculum Implementation Theory and supported by Teachers' Role Theory and Constructivist Learning Theory, which together provide a basis for examining teachers' perceptions, roles, and challenges in implementing the Standards-Based Curriculum (SBC) at the early childhood level. Curriculum Implementation Theory emphasizes the gap that often exists between curriculum policy as designed and curriculum as practiced in classrooms (Fullan, 2007). Implementation is influenced by multiple factors including teachers' perceptions, availability of resources, training, and institutional support. This theory is relevant to the present study as it explains why teachers' understanding, attitudes, and roles are central to translating the SBC into effective classroom practice.

Role Theory posits that individuals in professional settings occupy specific roles defined by expectations, norms, and institutional demands (Biddle, 1986). Within the context of early childhood education, teachers are expected to play roles such as facilitators of learner-centered instruction, curriculum adapters, assessors of learning, and managers of learning environments. This framework is useful in examining the

extent to which teachers in Gomoa West District understand and perform their roles in implementing the SBC, as well as how role ambiguity or overload contributes to challenges they face.

The SBC is grounded in learner-centered and competency-based approaches, which are underpinned by Constructivist Learning Theory (Vygotsky, 1978; Piaget, 1970). This theory holds that children learn best through active participation, interaction, and hands-on experiences rather than rote memorization. For early childhood education, this highlights the importance of teachers adopting interactive, play-based, and experiential strategies. The framework helps to analyze whether teachers' perceptions and practices align with constructivist principles embedded in the SBC and what challenges hinder them from applying such approaches.

Together, these three theories provide a holistic framework: Curriculum Implementation Theory explains systemic and contextual influences on SBC adoption; Role Theory clarifies teachers' expected functions in implementation; and Constructivist Learning Theory aligns with the pedagogical philosophy underpinning the curriculum. Using these theories, the study will interpret teachers' perceptions, roles, and challenges in implementing the SBC within early childhood centres in Gomoa West District.

2.2 Conceptual Framework

The classroom teacher is an important variable when it comes to implementing Standards based curriculum for early childhood education centres in the Gomoa West District. Therefore, the researcher conceptualized that the classroom teacher influences curriculum implementation. Thus, the teacher as a factor, and his/her perception of the curriculum, the role he/she plays, and the challenges he/she faces while using the

curriculum influence curriculum implementation. This conceptual framework is illustrated in as follows:

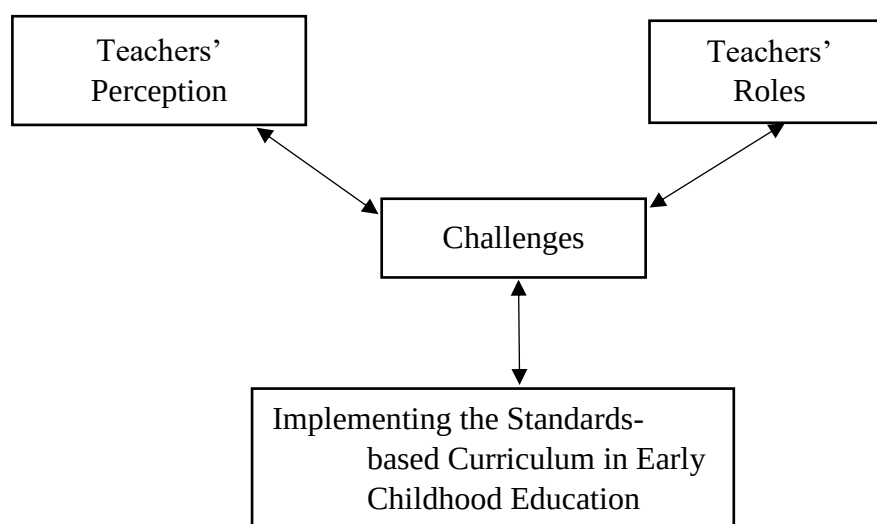


Fig. 2.1: Early Childhood Education Teachers' Implementing the Standards Based Curriculum

Source: Researchers' Construct

2.2.1 Explanation of the Conceptual Framework

The conceptual framework illustrates the interrelationships between teachers' perceptions, their roles, and the challenges they face in the implementation of the Standards-Based Curriculum (SBC) for early childhood education in the Gomoa West District. The framework begins with teachers' perceptions, which shape how they understand and respond to the requirements of the SBC. Positive perceptions may encourage teachers to embrace learner-centred strategies, while negative perceptions may hinder implementation. These perceptions directly influence teachers' roles in the classroom, including their ability to adopt interactive teaching methods, integrate core competencies, and carry out continuous assessment. At the same time, unclear or conflicting perceptions may lead to role ambiguity and ineffective practice. Both perceptions and roles contribute to the challenges teachers face in the implementation

process. For instance, a teacher who perceives the SBC as overly demanding may experience stress or resistance, while unclear roles may be compounded by systemic barriers such as limited training, inadequate resources, or overcrowded classrooms.

Ultimately, these three factors collectively impact the implementation of the Standards-Based Curriculum in early childhood education. Effective implementation is possible when teachers' perceptions are positive, their roles are well-defined and supported, and challenges are minimized through appropriate interventions. Conversely, negative perceptions, unclear roles, and persistent challenges weaken the fidelity of implementation and undermine curriculum goals. Thus, the framework emphasizes that successful implementation of the SBC is contingent on understanding and addressing the dynamic interaction between teachers' perceptions, roles, and challenges.

2.3 The Standards-Based Curriculum (SBC) of 2019.

In 2017, the National Council for Curriculum and Assessment (NaCCA) reviewed Ghana's pre-tertiary curriculum in response to emerging or megatrends in global educational practice. As a result, the new Standards-Based Curriculum was fully implemented in September 2020. The new curriculum radically modifies the Objective-Based Model, which has been used in Ghana since the foundation of the formal education system. According to the Ministry of Education, a paradigm shift from objective-based to standards-based education was required (Apau, 2021). In the former, students were overburdened with knowledge, the assessment and evaluation system was not used to assist students learn and teach more effectively, and students were prepared for tests at the expense of acquiring key skills for human capital growth.

The fundamental goal of this new curricular approach is to emphasise the significance of developing the 4Rs (reading, writing, arithmetic, and creativity) as key

abilities for personal and social growth (Kpedator, 2019). Furthermore, Addai-Mununkum (2020) states that it aims to encourage the development of 21st-century skills such as digital literacy, critical thinking, problem-solving, creativity, innovation, communication, teamwork, cultural identification, global citizenship, and personal development. Respect, diversity, equity, and a commitment to excellence are among the concepts included into the curriculum to help students become literate, self-assured, involved, and critical thinkers. The basic school curriculum has been expanded to incorporate new classes such as History and Our World, Our People. The Basic Education Certificate Examination (BECE) has been replaced by national evaluation examinations in the form of standardised tests for Basics 2, 4, 6, and 8.

The concept of Basic Education has been expanded to senior high school with the new standards-based curriculum (Lund & Tannehill, 2014). As a result, the revised curriculum now includes training for kids in kindergarten through primary school, as well as junior high and senior high school. Kindergarten through senior high school students receive a basic education. It will not be replaced with a BECE. The elementary level will only have one essential test: the West African Senior Secondary Certificate Examinations (WASSCE). During each curricular block, students will prepare for the National Standards Assessment Test (NSAT) through group projects and activity-based assessments. The present National Education Assessment (NEA), National Early Grade Reading Assessment (EGRA), and National Early Grade Mathematics Assessment (EGMA) will be replaced by the National Standards Assessment Test (NSAT). French is now taught at the basic nine (JHS3) level.

The standards-based curriculum allows pupils one hour of extracurricular activities per week, such as clubs and groups. Furthermore, kindergarten learning objectives have been reduced from seven to four thematic areas, including literacy,

numeracy, the arts, and citizenship education (Our World, Our People). The number of courses taught in lower and upper elementary has not changed, but the topics have become more complicated, with a focus on reading and mathematics. Ghanaian history is required for basic school pupils in grades one through six. Religious and Moral Education (RME) and Physical Education (PE) are two examples of disciplines taught in a realistic setting. The new Standards-based Curriculum, which emphasises learner-centred teaching and learning, has transformed teachers into educational facilitators (Lund & Tannehill, 2014). Rote learning is not appropriate in this context; instead, learner-centred pedagogy emphasising differentiation, scaffolding, inclusivity, diversity, and the use of ICT as a pedagogical tool is preferred. It provides students with the necessary basic education to transition effortlessly into the next part of their studies. Furthermore, compensatory strategies such as differentiation are provided to ensure that "weaker" learners are prepared to move to the next phases. Asante et al. (2024) define the progression phases as pre-primary (Kindergarten I to Kindergarten II), lower primary (Basic I to Basic III), upper primary (Basic IV to Basic VI), junior high (Basic VII to Basic IX), and senior high (SHS I to SHS III).

This standards-based curriculum was developed in response to Ghana's human resource and development demands. In Ghana, it focusses on the complete development of a child's values and character, in addition to the cognitive, emotional, and psychomotor learning areas. The new curriculum aims to move Ghana's educational system's emphasis from theory to character development in order to promote values and generate knowledgeable, involved, and critical-thinking citizens (Asante et al., 2024). The Standards Based Curriculum covers the following competencies, according to the National Council for Curriculum and Assessment (NaCCA, 2019):

1. Critical thinking and problem-solving (CP) aims to enhance students' cognitive and reasoning skills, enabling them to analyse and solve problems. It also allows students to utilise their personal experiences to assess circumstances and choose the best option from a list of alternatives. It encourages students to accept the challenge, persevere with it, and take ownership of their education.
2. Creativity and innovation (CI) develop entrepreneurial skills in pupils by enabling them to generate innovative solutions and technology to solve problems. It encourages creativity in the arts, technology, and business. Students with this skill may think creatively and independently.
3. Communication and Collaboration (CC) teaches students to use texts, languages, and symbols to convey their personal knowledge and experiences. Students actively participate in exchanging ideas. They listen to and learn from others in order to contribute to discussions. They also value and respect others' viewpoints.
4. Cultural Identity and Global Citizenship (CG) helps students prioritise their country and service by fostering an understanding of active citizenship. This is accomplished by instilling students with a strong sense of economic and social responsibility. Learners employ their knowledge, skills, abilities, and attitudes to effectively contribute to the socioeconomic growth of their country and the globe as a whole. In order to contribute to the global community, students develop the ability to identify and analyse cultural and global trends.
5. Personal development and leadership (PL) boosts learners' self-awareness and esteem. It also entails achieving goals and desires, as well as identifying and developing strengths. Students may learn wisdom from prior mistakes and disappointments. They learn how to assist others develop so that they can meet

their own needs. It comprises looking after the well-being of others and valuing the value of values like as honesty and empathy. Leadership and personal development assist pupils in making moral decisions. This talent promotes the growth of tenacity, courage, and self-assurance. It also helps people acquire the leadership, self-control, and accountability skills necessary for lifelong learning.

6. Digital literacy (DL) encourages pupils to use ICT for communication, discovery, and learning. It also supports the responsible use of digital media.

The Standards Based Curriculum (SBC) is built on three important learning domains: knowledge, understanding, and application; process skills; and attitudes and values. They serve as the framework for both instruction and evaluation.

2.3.1 Summary of the New Standards Based Curriculum in Ghana.

Basic schools include Kindergarten, Elementary School, Junior High, and Senior High. Kindergarten and elementary schools follow a standards-based curriculum. The Common Core Curriculum is an extension of the standards-based curriculum utilised in junior high schools. The Common Core Curriculum is a collection of academic standards that describe what all students from kindergarten to high school should know at each grade level (Conley, 2014). All students in Ghana's JHS 1 through JHS 3 (Basic 7 to Basic 9) are now required to take the Common Core Programme (CCP), which consists of nine subjects: mathematics, languages, science, RME (a stand-alone subject), physical education (health) (not examinable), career technology, social studies, computing, and creative art and design. The National Standard Assessment Test (NSAT), a new test type required by current curricula, is given to pupils in Primary 2, 4, 6, and JHS 2. Furthermore, JHS 3 students will be placed in SHS 1 based on their results on the Basic Education Certificate Examination

(BECE). The CCP curriculum emphasises computer literacy, science, math, English language, and the creative arts. Nonetheless, the senior high school curriculum has been developed, tested, and is still awaiting implementation. It is expected to begin with first-year students during the 2024-2025 academic year (Asante et al., 2024).

2.4 Philosophy of the Standard Based Curriculum

Mochiah and Adibi (2023) state that a philosophy of learning and teaching that addresses the possibilities and difficulties Ghana faces now and potentially in the future underpins the National Pre-Tertiary Education represented in the framework. In essence, the ideology calls for students' physical, mental, and spiritual capacities to develop in harmony. As a result, Ghana's educational system will be the model for producing intellectually, spiritually, emotionally, and physically balanced people with the values, abilities, and knowledge needed for self-actualization as well as for the socio-economic and political change of the country (Anamuah-Mensah, 2002). Ghana and the rest of the globe will have citizens who are truthful, imaginative, and accountable thanks to the educational system.

According to Mochiah and Adibi (2023), the philosophy of the harmonious development of the individual holds that every student in Ghanaian classrooms should be supported and given the chance to realise their full potential and grow into contributing members of society, regardless of the diverse range of needs they may have. According to Sherrington (2016), this ideology requires that

1. the educational system is adaptable and encourages teachers to use creative teaching methods to satisfy each student's individual needs;
2. learner-centred classrooms are those in which teachers use appropriate planning and classroom management strategies to get students actively involved in the learning process;

3. schools move from emphasising summative assessment to formative assessment, a philosophy that espouses the need to employ multiple sources of evidence about learning to guide instructional decisions and support each learner's learning trajectory;
4. teaching and learning approaches and programmes are appropriately differentiated to meet the needs of learners;
5. in order to establish a culture of high challenge, high trust, and high performance in a professional environment that benefits every student, schools should be teacher-centred and implement related practices (teacher self-evaluation, performance appraisal/professional review, effective use of assessment data, strong curriculum subject knowledge, use of appropriate pedagogy, accountability, continuing professional development, work-life balance, and well-being);
6. proper pedagogies are used in the delivery of the curriculum. This is because classrooms in schools are designed with the needs of the teacher in mind. Teachers can use pedagogies, tools, and instructional materials to change traditional teacher-centred classrooms into settings that encourage the use of dialogic teaching and learning strategies, such as inquiry-oriented learning, thematic teaching, independent projects, computer simulations, and technology tools like computers, phones, tablets, and cameras.

2.5 The Concept of Curriculum Implementation

The use of curriculum-specific resources by instructors to carry out instruction and evaluation is referred to as curriculum implementation (Mandukwini, 2016). Curriculum designs typically offer instructional recommendations, scripts, lesson plans, and assessment alternatives relating to a set of objectives (Wiles & Bondi, 2014).

These designs put a strong emphasis on consistency to support instructors in successfully implementing and upholding the curriculum structure to achieve a variety of goals. DuFour (2002) emphasised that until teachers are aware of what each student needs to learn, they cannot make student learning their primary priority. Therefore, it makes sense that the curriculum based on standards would have given teachers guidance when planning lesson, scripts, and choosing assessment modes. However, since teachers always struggle to teach without a textbook, this was not done prior to the curriculum's creation and is still not being done (Bingan et al., 2023).

Curricular implementation entails matching curricular framework-specified learning outcomes with instructional planning (Bennett, 2007). This will enhance students' learning and enable any curriculum implementation to achieve its intended aims. This suggests that the process of implementing a curriculum is predicated on the idea that pupils will develop and their learning would get better. Thus, the selection of materials ought to be predicated on how well they support the achievement of learning objectives. A shift in practice that improves student learning results from the effective execution of the curriculum (Mandukwini, 2016). This suggests that education on how to evaluate pupils' growth and accomplishment must be included in planning instructions.

Cobbold (2017) states that a curriculum consists of all the experiences, activities, resources, and methods carefully chosen to accomplish specific goals with a particular group of students, together with the socially valued knowledge, values, attitudes, and abilities. The curriculum is usually implemented by the school, either inside or outside of its walls, but always under its supervision. Implementation is sometimes characterised as the process of putting into action a program, idea, method, procedure, intended goal, or set of new activities and structures for those aiming to

modify them (Fullan, 2007). Fullan makes a distinction between "implementation" and "adoption" in relation to the curriculum in schools. Curriculum implementation, according to Fullan (2007), focuses on the factors that determine the level of change and the actual amount of change in practice, whereas curriculum adoption is the decision to employ a new curriculum. Fullan (2007) further explains that the educational change process consists of three overlapping phases (initiation, implementation, and institutionalisation), sharing the opinion of most educational researchers (e.g., Hopkins, 2013). Fullan emphasises that implementation is crucial because it is the means of achieving desired educational objectives. The volume and quality of change that happens (or does not occur) during the implementation stage is the link between the other two phases, and it has a considerable impact on the results of any particular change endeavour (Cobbold, 2017).

Cobbold (2017) defines implementation as the process of minimising distinctions between the practices that are currently in use and those that are recommended by an innovation. This term should be carefully interpreted by a knowledgeable curriculum specialist, as it could be interpreted to suggest that implementation is limited to the use of a new teaching programme in conjunction with an existing one. Cobbold (2017) provides clarification on the matter by pointing out that an innovation might be considered implemented even if it has never been used before (albeit these instances of innovation are uncommon). Therefore, implementation can mean one of two things: either a new set of practices is implemented, or an existing set of practices is modified. The implementation procedure takes place gradually in both situations.

Hopkins (2013) characterises implementation as the stage in which an innovation is tried to be used. Hopkins emphasises the need of comprehending

implementation processes as well as the actions and elements that contribute to success at this point. Hopkins concludes that carrying out action plans, creating and maintaining commitment, monitoring progress, and resolving issues are the main tasks involved in implementation. According to Hopkins (2013), the following are also essential components of success at this stage: clear accountability for coordination between the head of the school, the coordinator, and the outside consultant; shared implementation control between program developers and implementers; cross-hierarchical work and relationships; individual and school empowerment; a combination of pressure, insistence on "doing it right," and support; adequate and continuous staff development and in-service training; and early rewards for teachers in the form of empowerment, collegiality, meeting needs, assistance in the classroom, and load reduction.

The ultimate goal of implementing a curriculum is to effect change and, ideally, improvement. Cobbold (2017) distinguished three stages of implementation (clarification, routinization, and reinvention) deriving from the work of Rogers (1983). Re-invention is the stage of implementation where programmers either alter the programme to better suit their organisation or institution, or they rearrange the organization's structure to create room for the new programme. Cobbold's thorough analysis of the literature shows that a variety of factors related to the innovation itself and the people executing it determine both the quantity and reason of re-invention. In general, ideas are more likely to be reinvented if they are comparatively more complex and challenging to understand; re-invention happens when the implementer is unfamiliar with the new idea, sometimes as a result of limited communication between the implementer and the programme developer; generic concepts or tools with a wide range of potential uses are more likely to be reinvented; Re-invention is more likely to happen when an innovation is applied to address a broad range of user problems. This

is especially true when individual and organisational problems differ greatly from one another and each individual or organisation matches the innovation with a distinct problem from the others; Re-invention can happen under adaptation and/or enactment approaches to implementation, or when programme developers encourage implementers to change or adapt the innovation, as is frequently the case in decentralised educational systems (Cobbold, 2017).

Clarification is the stage of implementation where the new idea is fully and consistently used so that the implementers may better understand its meaning. At this point, the relationship between the innovation and the institution adopting it is defined. The new concept becomes an institutionalised and regularised aspect of the adopting school's continuous operations at the third and final stage of implementation, known as routinization. This is the outcome of a focus on integrating the change into the school's organisational structure, resources, and processes (Hopkins 2013). It is also at this moment that the new programming eventually starts to lose its unique character as the new idea's original personality fades. Additionally, it's possible that issues were resolved, opposition to and criticism of the new programme subsided, and implementers internalised the program's characteristics (Cobbold, 2017).

According to DuFour (2002), a teacher cannot be effective in the implementation process unless they have a basic understanding of the requirements of the curriculum, from lesson planning to assessment. All parties involved in the curriculum, including the government, teachers, parents, and curriculum designers, share responsibility for its implementation. Systematically evaluating its viability and allocating the required funds before its launch are essential. The likelihood of the curriculum failing will be considerable if this is not done. According to Frey (2001), there are a number of major obstacles to curriculum implementation, such as a

deficiency in fundamental resource and material management, which forces most teachers to return to more traditional teaching techniques. The absence of continuing professional development for the new curriculum has also been noted as a problem. According to Frey (2001), in order for teachers to successfully implement the intended curriculum, processes for better management and professional development opportunities must be in place. The National Council for Curriculum and Assessment (NaCCA), which develops curriculum on standards, has not taken Frey's (2001) advice into consideration and has consequently established huddles for recently hired instructors.

According to Fullan (2007), change in an educational setting is a complicated phenomenon. The mind-set, perspective, and background of the change agents (especially the teacher) determine its success. Sarfo et al. (2017) made the assumption that the curriculum's implementation might benefit from the teaching experience. Their study's findings demonstrated that the adoption of ICT curricula was not influenced by the experience of the teachers. Additionally, Hasan and Bichelmeyer (2016) looked into how teacher professional traits affected student accomplishment in Turkey and came to the conclusion that there was no meaningful difference in the results of school teachers' teaching experiences. It's interesting to note that Ndirangu (2017) linked the positive outlook of head teachers and teachers with the necessary training and experience to the effective implementation of a science education programme. Thus, it is maintained that providing teachers with the necessary training and tools is the primary responsibility for an effective change implementation process (Klein & Knight, 2005). However, because of inadequate planning, a lot of employees are resistant to change, which makes it challenging for legislators to successfully execute educational changes. It is argued that the majority of the time, implementing educational transformation takes about five

years. This appears to take a while because legislators rarely acknowledge educators' attempts to enact changes (Bingan et al., 2023). As a result, this would be time-consuming, wasteful of resources, and pointless, especially at the beginning stages of deployment (Klein & Knight, 2005). When it comes to their ability to effectively facilitate change, teachers' attitudes are primarily characterised by opposition. Research has indicated that it is necessary to determine the type of resistance instructors' exhibit and how to address it (Agyei, 2014).

2.6 Approaches to Curriculum Implementation

Curriculum implementation involves change, and any effort to modify a user system requires progress in a predetermined direction (Cobbold, 2017). Cobbold (2017) referenced Fullan and Pomfret as saying that curricular transformation is made up of five parts. Organisational structure, roles and/or behaviours, knowledge and comprehension, internalisation of values, and changes to the content or tools utilised are some examples. The subject matter component of the curriculum is the information that teachers must study on their own or with others. Organisational structures are formal arrangements and physical environments. Instead of addressing changes to the users themselves, these components address changes to the situations in which users interact. The third component refers to the behaviours that those actively involved in executing an invention are expected to develop. The fourth component is the users' awareness and understanding of ideas including the innovation's goals, subject matter, philosophy, and role relationships. The users' dedication to putting the innovation's many components into practice is the last component of value internalisation. One of the three implementation process models (fidelity, adaptation, and enactment models) may be used to assess whether any changes have been made to any or all of the

aforementioned components. The three models are based on various assumptions about curricular knowledge, curriculum change, and the role of the teacher.

2.6.1 The fidelity approach.

The fidelity model is the first and best documented paradigm for implementing curricula. It looks at how faithfully the curriculum is implemented, and the program's creators or sponsors define success as using the curriculum faithfully and as planned. Put differently, programme designers aim to assess how closely expected use of the curriculum aligns with actual use when they recommend a fidelity approach to implementation. While little adjustments made by implementers may be accepted, it is important to make sure that practice aligns with the designer's aims (Cobbold, 2017). The application of a fidelity perspective to implementation appears to be very hopeful about reaching predefined objectives by applying methodical, logical procedures. This is in line with Leithwood's (1991, cited by Cobbold, 2017) observation that programmers typically see their work as a rather comprehensive response to a well-defined issue inside the educational system. As a result, implementers are urged to concentrate on the new programme and its recommendations and to have faith that the issue will be resolved through "faithful" execution. This leads to the supposition that, as long as individuals recognise the benefits of an innovation and are willing to adopt its recommended practices, implementation is a phenomenon that happens without incident. Ample training before implementation as well as support and supervision during implementation have become common aspects of this method because curricula are not always faithfully implemented.

The fidelity perspective is established on several different premises. The first is the presumption that the professionals who design and develop the curriculum create the information included in it outside of the classroom. The second premise is that

curriculum reform is a logical, methodical, linear process that can be better managed the more we understand the elements that either help or impede the process's seamless execution. Thirdly, the curriculum should be implemented by the instructor as the experts have created it, and they should be treated as consumers who obey instructions. The teacher's role becomes essential to the curriculum's effectiveness because they are the ones who convey the curriculum to students (Cobbold, 2017). It's conceivable that those who support the integrity orientation will regard the curriculum as a static text. A curriculum is something concrete (i.e., something that can be pointed to), something that a teacher can execute, and something that can be evaluated to see if its goals have been fulfilled, according to Snyder et al. (1992, quoted by Cobbold, 2017).

2.6.2 Adaptation approach.

The adaptation approach, also known as the mutually adaptive or evolutionary approach, is predicated on the idea that various user groups should determine what is best for their particular situation and that implementation details cannot and/or should not be pre-specified (Fullan, 2007). It is possible to think of adaptation as a continuum with various locations along it. On one end of the spectrum, there is room for modest curriculum changes. Users that alter everything to fit their own interests are at the other end of the spectrum. This is where evolutionary shifts occur. Mutual adaptation lies in the middle of these two extremes. Here, an outside concept or invention affects what users do, but they also modify the concept to a greater or lesser extent depending on the circumstances. This is the main component used in the implementation of most courses. It enables adjustments and updates to program goals and procedures, as well as participant and institutional needs, interests, and skills, in response to institutional context, organisational patterns, knowledge conceptions, and professional ideology (Cobbold, 2017).

In this situation, an outside concept or invention influences customer behaviour, yet depending on the situation, they also alter the idea to a greater or lesser degree. This is the primary element that is utilised to carry out the majority of courses. It allows for adjustments and updates to programme goals and methods as well as to participant and institutional needs, interests, and talents in light of institutional environment, organisational patterns, views about knowledge, and professional ideology (Cobbold, 2017). According to Cobbold (1999, as cited by Cobbold, 2017), the fundamental idea behind the adaptation perspective is that, while every attempt should be made to ensure that a program is reasonably well-developed from the start, reasonable modifications should be permitted in order to fit the program into the local context. Certain assumptions regarding curriculum knowledge, change, and the teacher's role are made by the reciprocal adaptation paradigm. The outside expert who creates the curriculum is believed to hold curriculum knowledge, which teachers then modify to fit the local environment. People see change as a more unpredictable, nonlinear process that leads to a client who is engaged. To help explain the changes to the curriculum, it is necessary to comprehend this process of change. As stated by Cobbold (2017), Snyder et al. state that the curriculum should be customised by the instructor to suit the needs of the local context. Studies show that any successful deployment will require some level of adaption. In this regard, it makes sense to concur with the several authors (Mochiah & Adibi, 2023; Mpuangnan & Adusei, 2021) who believe that it is necessary to provide clarification on the amount of adaptation that is permissible. Exactly how much and how teachers can change the curriculum should be established by someone and communicated early in the in-service process. Someone should decide early in the in-service process how much flexibility teachers have in changing the curriculum.

2.6.3 The enactment approach

Cobbold (2017) claims that enactment approach to implementation explains how teachers' and students' evolving constructs change the curriculum. Its focus is on explaining how the curriculum is shaped as it is implemented and how the participants experience it. In particular, the enactment approach possesses queries like these:

1. How do educators and students produce the enacted experiences that they do?
2. How does the implemented curriculum change as a result of external factors?
3. How does the curriculum as it is actually implemented affect students?

It should come as no surprise that both the teacher and the student see the curriculum as their educational experiences. According to the integrity and mutual adaptation approach, teachers and students can use the externally created curriculum materials and planned instruction methodologies as resources in the ongoing classroom teaching and learning process. Teachers and students develop and provide meaning to the enacted curriculum. Instead of being the objects of curriculum knowledge, they are its creators. Curriculum knowledge, according to enactment proponents, is a subjective construct that must satisfy both internal and external requirements. Thus, curriculum knowledge is a subjective concept that must conform to both internal and external standards. Cobbold (2017).

Not just observable behaviour changes, but teachers and students also go through a developmental process when they undergo change. A teacher's job is to create curriculum; with their pupils, they become ever-more skilled curriculum developers who create engaging learning experiences. Cobbold (1999, referenced in Cobbold, 2017) correctly notes that changes must be made to more than simply the materials and content. Above all, attitudes, sentiments, convictions, presumptions, and behaviours

need to shift. Instructors' involvement is essential since the curriculum process would not be possible without the instructors and students who influence it in the classroom.

2.7 Curriculum Fidelity

It's important to comprehend teachers' worries about particular change areas when thinking about the responsibilities that instructors play in implementing innovations (Lochner et al., 2015). One of a teacher's primary responsibilities is to provide a curriculum with fidelity, which is to execute it in a way that follows its intended purpose and design. Teacher attitudes towards a curriculum can be emphasised through fidelity and the trust relationship for curriculum implementation. McShane and Eden's (2015) study, which looked at the alignment between curriculum design as intended and teacher implementation, sheds light on this issue. Therefore, the study's main focus was on how faithfully teachers implemented the written curriculum. The report also highlighted how important it is for instructors to play a role in the successful implementation of new curricula (Budak, 2015). Certain curriculum eliminates the chance for instructors to make decisions during instruction, which downplays or ignores the knowledge, abilities, and experience of the teachers (Budak, 2015). Given the crucial role that teachers play, figuring out the precise cause of a lack of fidelity may aid in identifying whether the curriculum is the issue. Although the instructional support that a given curriculum offers frequently supports student involvement within the specific curricular goals the curriculum describes, Hondrich et al. (2016) contend that teachers may be more effective if they are allowed the freedom to adapt and change a curriculum where necessary.

Instructional techniques should be in line with the particular learning objectives specified in the curriculum in order to guarantee that curricular innovations are applied faithfully (MacDonald et al., 2016). Implementing a curriculum involves a number of

steps, one of which is delivering the material using teaching methods and tools. Instructional methods must suit each student's unique requirements while also being in line with the curriculum in order to implement curricula with fidelity (Causarano, 2015). Furthermore, according to McNeill et al. (2016), teacher readiness for curriculum implementation is crucial. This was specifically found to be the case by Causarano (2015) in a study evaluating the efficacy of mathematics instruction in an urban school and its impact on the relationships between teachers and pupils. Their study's conclusions confirmed that in order to improve teaching strategies, teachers must have a thorough understanding of the curriculum. The calibre of instructors' explanations determines the content they teach. MacDonald et al. (2016) suggest that professional development should assist instructors in delivering the curriculum as mandated, which emphasises the importance of excellent education and dedication.

To assist teachers in effectively implementing and upholding the curriculum structure in order to fulfil various objectives, these designs place a strong emphasis on consistency (Wiles & Bondi, 2014). According to Wiles and Bondi (2014), vertical alignment refers to parallels in instructional practices and fidelity of curriculum implementation between the preceding and subsequent grade levels, and horizontal alignment refers to similar instructional practices and curriculum use among teachers in the same grade level. Curriculum alignment between the same grade levels and the grades that come before and after provides consistency in supporting learning goals and expectations meant to foster student growth and readiness (Tweedie & Kim, 2015).

Knowing the attitudes and worries of educators can help determine whether curriculum implementation will be successful or unsuccessful. This idea has been supported by McNeill et al. (2016) who examined the influence of instructors' opinions towards specific curriculum objectives in science. According to McNeill et al. (2016),

instructors' decisions about what to teach are greatly influenced by their ideas. Given the important role that beliefs play, proactively addressing these areas and learning about teachers' concerns, attitudes, and perceptions can improve the implementation process (Al-Shabatat, 2014). McNeill et al. (2016) state that professional development and collaboration opportunities are important means of training teachers. In order to promote teacher learning, professional development should explicitly ensure that teachers thoroughly comprehend the goals and have opportunity to try out the new curriculum with a class. When implementing a new curriculum, teachers must be effective and grasp the material, which is evident given the impact these qualities have on students' learning.

The behaviours that take place in the classroom are influenced by teachers' views about educational procedures, which may provide explanations for any infidelity (Budak, 2015). The significance of faithfulness in precisely determining whether a curriculum has accomplished its intended goal is another reason why instructors' roles must be taken into account. Researchers can obtain precise insights into whether a curriculum has achieved its intended goals when it is executed faithfully. This can lead to a more accurate assessment of student performance (Budak, 2015). Research is necessary to assess teacher fidelity since it affects student learning and the effectiveness of a curriculum. Four criteria have been established by Piasta et al. (2015) to evaluate fidelity; participant responsiveness, programme delivery quality, exposure, and adherence. Because a curriculum typically consists of numerous components that must be fully implemented, fidelity is multifaceted. Teachers frequently choose which components of a curriculum to implement while ignoring others due to personal factors like beliefs, concerns, or philosophical contradictions (Budak, 2015; Hondrich et al., 2016; Piasta et al., 2015). According to Piasta et al. (2015), the majority of educators

who opt for high fidelity implementation witness improvements in their students' literacy abilities. According to Piasta et al. (2015), this research demonstrates the necessity of appropriately preparing and training teachers so they can comprehend the effects that fidelity has on students.

Research on fidelity frequently raises concerns regarding the reasons behind instructors' decisions to not follow a curriculum exactly as it is prescribed. Teachers stated in the Brighton et al. (2015) study that although the programme did not fulfil the needs of advanced readers, administrators placed a greater emphasis on programme compliance. Instructors that deviated from the curriculum said they were doing so to help their pupils with their academic needs. For the more advanced pupils in this case, adhering strictly to the reading curriculum resulted in a lack of challenge and rigour, which in turn caused a learning plateau (Brighton et al., 2015).

2.8 Teachers' Perceptions toward the Standards Based Curriculum

A curriculum that is standard-based integrates assessments with predefined knowledge and experience requirements to make sure that students are meeting the requirements (National Council for Curriculum and Assessment, 2019). These standards are often created at the centralized level. The success or failure of any curriculum ultimately depends on how teachers feel about the standards-based curriculum. Mandukwini (2016) asserts that knowledge of teachers' attitudes and worries can shed light on the likelihood of a successful curriculum implementation. According to McNeill et al. (2016), instructors' beliefs have a big impact on the lessons they decide to teach. According to McNeill et al. (2016), teacher beliefs play a significant influence in how curricula are implemented. Thus, establishing teachers' perspectives could assist individuals in positions of authority in developing suitable tactics that can motivate instructors to carry out the curriculum in an efficient manner

(Al-Shabatat, 2014). Additionally, teachers would benefit from opportunities for professional development and training in order to better understand how to execute the curriculum (McNeill et al., 2016). In order to improve successful implementation, it is wise to give teachers' perspectives and needs some weight.

Studies have indicated that the quality of instruction in a classroom is contingent upon the beliefs held by the teachers. Fang (2014) asserts that teaching and learning are impacted by the philosophy or beliefs of the teachers. Furthermore, research indicates a substantial correlation between an instructor's beliefs and behaviour when determining their efficacy (Good & Brophy, 2016).

According to Kagan cited in Boakye (2021), teachers' beliefs are presumptions about their pupils, classroom environments, and the academic content that will be taught. Thus, a teacher's opinions are reflected in the things they say and do in the classroom because of their ideas about how to teach. Denzin and Lincoln (2018) provide evidence to support the idea that teachers' actions reflect their beliefs, and that these beliefs serve as the conceptual foundation for their teaching style.

Opinions can also be shaped by socialisation, experiences from the past and present, and cultural models that have been promoted (Denzin & Lincoln, 2018). These ideas have an impact on how teachers interact with the students in their classrooms and were formed as a result of the teacher's prior experiences. Given the cultural-historical legacy of early childhood education in Jamaica and the teacher methodology that persists to this day, this issue is extremely important. The topic of self-perception is thus brought up, particularly in relation to the professional self. One's behaviour is influenced by his/her perception of himself/herself. The Self-perception Theory of Bem (1972, cited by Boakye, 2021) holds that people learn about their own attitudes,

feelings, and other internal states in part by drawing conclusions about them from observations of their own overt behaviour and/or the situations in which it occurs.

A person's implicit self-perception is shaped by interpretations of experiences and relationships in their surroundings. Teachers are like everyone else in that their behaviours are influenced by their perceptions and ideas. Teachers' attitudes are mirrored in the way they conduct themselves in the classroom, regardless of whether they are self-assured or not. After studying how Dutch secondary school teachers perceived their professional identities, Beijaard et al. cited in Boakye (2021) came to the conclusion that teachers' self-perceptions serve as the schema from which they construct their professional identities as subject matter, pedagogy, and didactic teaching experts. The implications for early childhood teaching approaches are similar. The personal and professional experiences of an early childhood educator are entwined and connected to their identity as a person (Ndegwa, 2015).

According to Cole (2017), the social, cultural, and institutional context in which teachers operate on a daily basis interacts with their own experiences to produce the professional self. Cole (2017) found a connection between the teachers' stated views on early childhood education and their roles as teachers in their investigation of the reasons for the profession choices of ten Israel-based teachers and their views of their roles as educators. Jude (2013) claims that these educators saw themselves as nurturers and that their profession allowed for close relationships with children, which aided in their moral, social, and cognitive growth.

Lim and Torr's (2007) study on the views and beliefs of pre-service teachers hinted that this might be an idealised or romanticised vision of early childhood education. Although the study's participants likewise had a favourable, even ideal perception of teaching, Lim and Torr (2007) observed that the instructors' ignorance of

the complexities of the field was evident. This was referred to as a "deficit" by Lim and Torr (2007), who also cautioned that there may be a challenge to this perception of the early childhood teacher because dissonance may occur when the pre-service teacher encounters a "reality shock" between what they were exposed to during fieldwork and the real classroom. At its worst, this imbalance may cause the instructor to reduce their own expectations and run the risk of coming to terms with their own failure. Therefore, it would imply that while examining beliefs and self-perceptions, socio-cultural contextual elements need to be taken into account (Boakye, 2021).

Evans (2015) asserts that instructors' perceptions impact the way they interact with students as well as the tools and structure they offer. Furthermore, their ideas inadvertently influence what they teach their learners. The disposition and actions of the teacher will affect the young child's good self-image and emotional health. As a result, the teacher-learner relationship and interaction quality is crucial (Davies, 2014). As a result, the teacher's views and beliefs impact how they approach the classroom, how they use instructional practices, and how they perform in it, all of which contribute to the formation of their professional identity (Tsung-Hui & Wei-Ying, 2008).

2.9 Teachers' Role in Effective Implementation of the Early Childhood Curriculum

Although teachers value play in the classroom, research on their perspectives on play reveals that they differ in how they feel about incorporating children's play into their lessons. After studying instructors' play interaction techniques, Enz and Christie (as reported in Altun, 2018) came to the conclusion that teachers employ four distinct styles: director role, co-player, stage manager, and play leader. Organising the play area, attending to the requirements of the children, and providing accessible objects and resources are all part of the stage manager approach. With a co-player approach, the

teacher participates in the play of the children, albeit somewhat. Teachers in the play-leader role participate actively in play episodes and have a more extended role, such as leading the introduction of new features in play episodes that are still in progress, much as in the co-player style. Lastly, in their capacity as directors, instructors select the students who will act in the play as well as its concept. This approach involves teachers providing guidance or directly posing questions to the children while they are playing, while staying out of the way (Altun, 2018). In a research, Kontos (as described in Altun, 2018) observed forty (40) teachers and discovered that the majority of the teachers' roles in children's play were either play enhancers or stage managers, assisting children in continuing their play.

Teachers' roles continue to be crucial to a curriculum's success or failure (Loflin, 2016). Researchers have frequently backed the idea that it's important to fully comprehend the roles and concerns that instructors have when implementing a new curriculum (Hall & Hord, 2015). Among the several responsibilities delineated in the literature, teacher faithfulness is noteworthy for its significance, but with variations among educators. According to Jess et al. (2016), teachers must be prepared and trained to fulfil the goals of a curriculum; this includes emphasising the educator's role and the curriculum-development process. According to Jess et al. (2016), educators must possess the ability to create curriculum-aligned, developmentally appropriate learning assignments. In order to ensure that the needs of students are met by suitable instructional techniques, training and professional development must place a strong emphasis on teaching how to interpret the curriculum (Jess et al., 2016). As suggested by Jess et al. (2016), one option to help this issue is to give teachers primary control over curriculum development and the alignment process in terms of identifying student needs and then adapting instruction to meet those requirements. According to Jess et al.

(2016), teachers' worries about implementing a new curriculum can be better understood by taking into account how they view their roles in curriculum creation and implementation.

In the process of children actively creating their own knowledge, teachers are essential. They purposefully create the conditions and opportunities that encourage children to actively develop ideas and abilities (Altun, 2018). Working with young children from birth to age eight, a teacher's job is to facilitate their active production of knowledge (UNESCO, 2000). Early childhood educators act as sort of research assistants while the children sense, explore, and make sense of the world around them. The early childhood teacher's position is shaped by young children's innate curiosity about the world around them, their ability to make objects do things and how people make and share meaning. Early childhood educators have the following duties: providing well-stocked play areas where children can build concepts and ideas, ideally with the help of kind peers; creating daily routines that encourage children to participate actively and use newly developed skills and concepts; and fostering interactions and conversations that encourage children to use language and ideas in novel ways and to share meaning with others in order to support children's learning (Decker et al., 2009).

According to Martinez-Beck (2009), in the course of fulfilling these duties, teachers establish environments in which young children can: wonder about the world around them and what they do; explore various ways to relate one thing to another; construct, transform, and represent using the materials available; create and share meaning, collaborate in learning; try new challenges and practise emerging skills; express their emotions, feel safe to explore, and regulate their emotions and behaviour.

Early childhood educators create play environments that cater for the curious minds of their students by viewing them as scientists and supporting their development.

Instructors also supply the tools children need to build ideas and concepts and improve abilities in the organic setting of play. Children learn from experiences when they come across objects that they might not be familiar with, and they require time to investigate and get familiar with these materials' characteristics (Overall, 2007). It entails providing children with materials that they can arrange according to size, shape, quantity, function, or time. Children can explore what happens when they combine various materials or arrange them in novel ways, finding joy in the realisation of the possibilities for creating things, altering them, or using them to symbolise an experience (Martinez-Beck, 2009).

The daily schedules are also created by early childhood educators to provide children with abundant opportunity to actively participate and apply their developing knowledge and abilities in context. The manner in which educators engage in dialogue and engagement with students to promote learning are equally significant. A lot of exchanges happen on their own, with the teacher responding to a child's expressed need or interest. In numerous other encounters, the instructor and a child or small group of children concentrate on a particular subject or activity, with an emphasis on co-creating or co-constructing meaning (Early et al., 2007).

Some encounters could entail the teacher offering advice to help children learn how to control their emotions and behaviour, or it could involve an intervention where the teacher guides children through the process of trying to resolve a problem through negotiation (Fox-Norwitz, 2013). Other exchanges and discussions educators engage with students are more foreseeable. In order to stimulate children's thinking and comprehension, teachers plan some encounters and talks as group discussions. At pre-school age, these groupings are sometimes somewhat larger and sometimes smaller. Additionally, teachers lead some activities in a way that exposes children to new

knowledge and skill development. Every encounter takes place in settings where the children actively explore their own growing abilities, pick up knowledge from one another, and explore their own expanding capabilities (Makaudze & Gudhlanga, 2011).

The functions that early childhood instructors play in the classroom differ. According to Erden (2010), early childhood educators should be knowledgeable in the following twelve areas. Foundations; child growth and development; curriculum; health, safety, and nutrition; child observation, documentation, and evaluation; early childhood environment-building; child guidance and discipline; cultural diversity; special needs; relationships between families and the community; professionalism and professional development; managerial and supervisory duties. In contrast, Erden (2010) cites The National Association for Education of Young Children, which lists the five areas in which an early childhood educator's role is defined. These are: building a supportive community of learners; designing curriculum that is appropriate; evaluating children's learning and development; and fostering reciprocal relationships with families. Furthermore, Lundin (2000) separated the early childhood educator's role into six categories: knowing the children's needs and abilities; establishing a setting for social and emotional learning; allowing for a variety of abilities; striking a balance between teacher-initiated and child-initiated activities; evaluating the degree to which the curriculum satisfies the needs of the children; and forging strong bonds with families. Although the responsibilities of early childhood educators can be further defined, every explanation has one thing in common.

There are several aspects that influence the curriculum when it comes to the teacher's function. The way the curriculum is implemented in actual classroom settings is influenced by both environmental and personal factors. First, one of the variables could be the teacher's characteristics. Due to their social nature and diverse

backgrounds, teachers incorporate their prior experiences into their teaching methods. As a result, how the curriculum is implemented is influenced by personal traits (Butera et al., 2009). In contrast to instructors who were defined as unmotivated and closed to change, those who were described as driven, responsible, organised, and open to new learning possibilities were found to be high curriculum implementers (Butera et al., 2009).

A teacher who works in a school environment with young children is known as an early childhood educator. This profession places a strong emphasis on two objectives of early childhood education: first, to prepare children in this age range academically, socially, emotionally, and physically; and second, to safeguard and take care of the child when the primary carer is not present (Fenech, 2007). During a child's formative years, teachers are crucial in supporting their intellectual and social growth. The future opportunities of their students are significantly influenced by the education that their teachers provide.

One must be willing to take on multiple roles in order to be an early childhood educator. These roles frequently include those of early childhood professional, early childhood educator, early childhood practitioner, early childhood provider, or early childhood carer. An experienced educator is already equipped to be adaptable. Establishing a caring community of learners, teaching to enhance development and learning, developing appropriate curricula, assessing children's development and learning, and building reciprocal relationships with families are the five interrelated dimensions of early childhood professional practice that are addressed (Phajane, 2014).

A teacher of young children typically plays a position that is quite similar to that of a guide. A guide shows people new routes to take. On a voyage, a guide travels beside the traveller, not ahead of them. A guide also protects the safety of others. It will

be difficult to come up with new experiences for early childhood teachers to share with their students. Children should be guided, not led, and should be taken in a route that piques their interest. As a general rule, teachers allow the child to select how he/she wants to study and play, but always children's safety is prioritised (Dahlberg et al., 2007). It is now widely acknowledged that a child may experience developmental deficits that could impede his or her success in pre-school, kindergarten, and beyond if they do not receive adequate nurturing, nutrition, parental/caregivers' interaction, and positive stimulation during this critical period (Martinez-Beck, 2009).

Creating an engaging learning environment, supporting experimentation, and guiding and expanding on children's ideas are all part of the roles and responsibilities of the teacher who frequently employs dialogue or informal questioning techniques. Although there are many other ways to create structure, one of the most common ways is through the spatial arrangement of the surrounding environment. Organisational abilities, focus on detail, and dedication are necessary for classroom management (Decker et al., 2009).

Early childhood educators facilitate learning by offering resources and activities that pique children's interest. Children find learning simple and enjoyable when they are provided with engaging resources, a developmentally appropriate setting, and enough time to explore, play, and socialise (Martinez-Beck, 2009). In the existing system of circumstances, early childhood educators must instruct and nurture learners without bias. Instructors need to be cognizant of the ever-expanding diversity of pupils in their classes. Fostering understanding and tolerance for different cultures can be achieved through reading, talking about, and engaging in practical multicultural encounters. To establish a welcoming environment for all children and their families, teachers must provide their classrooms with the necessary supplies. Instructors need to

be very aware of the cultures that are represented both inside and outside of the classroom (Early et al., 2007).

An early childhood educator needs to be frank in developing parenting expertise, working with parents to make decisions about their children's education, keeping the lines of communication open between the home and the school, and pushing for more parental involvement. Through parent-focused workshops, parent-teacher conferences, newsletters, phone calls, parent-teacher communication packets, emailing, parent-child activities at school, and ongoing in-service professional development, many early childhood professionals are successful in these areas. Instructors ought to feel free to communicate, ask questions, seek guidance, and share their experiences (Layzer & Goodson, 2006).

Justice et al. (2008) claim that in today's educational environment, parents and families contribute just as much, if not more, to the educational process than do instructors, students, and administrators. Involving these community members is now, more than ever, a top priority in most school environments. Most school districts and early childhood programmes have made parental participation a priority due to the well-established and empirically supported benefits it has on children's academic performance (Berns, 2004).

Teachers are children's nurturers and carers. This entails ensuring children's safety and protection from harm, meeting their fundamental needs for food, water, and shelter, and allowing them to have enough room to roam around and grow their large and little muscles. This also entails fostering relationships which is accomplished by talking to and encouraging children of all ages to use language to interact frequently with other children. Also, teachers show interest in and respect for children, and

demonstrate love and affection to them so that they feel content and accepted in the classroom (Phajane, 2014).

Teachers facilitate learning in various ways. This entails giving children the chance to express their creativity and solve problems, utilising a range of instructional techniques and experiences to support children's learning and growth all day long, and giving children the chance to actively participate in the process of creating their own knowledge and understanding. Making judgements on what materials and books to use, what stories to tell, and other items essential for the complete development of the child are also included (Phajane, 2014).

In addition, teachers perform the role of child development observers and appraisers. In order to better understand children's development and the efficacy of programmes, this role entails gathering and analysing data, using instruments for observation and assessment that are developmentally appropriate, and providing detailed, accurate, and objective descriptions of children's behaviours while avoiding subjective remarks (Phajane, 2014).

Educators act as advocates for their profession. That is, teachers show interest in the professional development of inexperienced educators. They also demonstrate a commitment to community-based initiatives that enhance the welfare of children and families. Teachers again, demonstrate a commitment to one's own and one's career's growth and development through participation in conferences, workshops, and professional associations. It also entails pursuing higher education, valuing and fostering the intimate bonds between the child and the family, and honouring the worth, dignity, and individuality of every person (including the child, family members, and co-workers). Therefore, individuals tasked with caring for children may be doing more harm than good if they lack a thorough awareness of the special dual duties as both

childhood careers and teachers. Therefore, it is crucial and required that anyone seeking to teach early childhood education, in particular, is well-versed in the tasks and responsibilities that are expected of them (Estes, 2004).

2.10 Existing Challenges of Implementing the Early Childhood Education Curriculum

Ghana's new curriculum has undergone a total makeover. The material has drastically changed, with certain subjects making way for others. Additionally, a more learner-centred approach to teaching has been adopted, using ICT as a pedagogical instrument. While many educators claim that the new curriculum will result in a scientific, mathematical, and creative Ghanaian child who can think critically and solve a wide range of issues facing the nation, others have found numerous bottlenecks that require immediate attention (Aboagye & Yawson, 2020).

While infrastructure still poses the biggest barrier to the curriculum's successful implementation, there are other issues that must also be taken into consideration. For instance, the new curriculum's choice to employ ICT as a teaching tool does not align with Ghana's educational system. While some teachers lack access to energy, others do not have access to a communication network. Since most schools in Ghana have bigger class sizes, a learner-centred approach is severely hampered by these greater sizes (Amofah, 2019). According to Hockings (2005), a teacher's capacity to address the requirements of their students and the activities involved in learning are hindered by big class numbers. As a result, a few major difficulties have emerged, such as the disregard for the society and culture of Ghanaian students and the absence of teachers who could have brought up problems like inadequate internet access and low electricity in the community. This bolsters the argument that pilot testing should be done prior to curriculum implementation. Pilot testing ought to have assisted in identifying problems

and issues that needed to be resolved prior to the curriculum's introduction, at the very least (Salamah, 2008).

Teachers from other nations still have difficulties when it comes to providing early childhood development services, even though early childhood development (ECD) is recognised as a critical stage in which a child's physical, intellectual, and psycho-social development occur (Ige, 2011). Insufficient resource structures are a problem for educators in the United Kingdom (UK), and establishing such mechanisms comes at a hefty price (Ige, 2011). Another issue that many nations are facing is the adoption of the national curriculum, which every early childhood development institution must adhere to (Neugebauer, 2009). It is still difficult in nations like the UK to guarantee that parents participate in their children's education (Neugebauer, 2009). Research indicates that parents' involvement in their young children's education is good for the children. As a result, parents must be inspired to participate in their children's early education and care. As parents start to see the value of early childhood development for their children, this may be quite empowering for them. Due to their hectic schedules and full-time work or study commitments, some parents in the UK find it challenging to be more involved in their children's education (Harris & Goodall, 2006).

One of the main issues confronting educators in Nigeria is the low calibre of teachers, which is a result of inadequate early childhood development training (Sooter, 2013). The majority of early childhood development institutions are privately held. The privately held ones are owned by wealthy individuals and businesses. When early childhood development institutions are owned by wealthy individuals, the majority of the staff members are graduates or hold education certifications. In spite of this, a lot of early childhood development centres employ a large number of unqualified workers

with general certifications, secondary education, and experience as grade two educators (Oluwafemi et al., 2014). Nigerian early childhood development educators have been found insufficient in their ability to use appropriate instructional materials and practices for early childhood development provisioning, perhaps due to low levels of education and inadequate training (Oduolowu & Oyesomi, 2012). Additional research indicates that essential resources for early children education, like laptops, TVs, charts, and toys, are not readily available (Oluwafemi et al., 2014).

The lack of parental involvement and dedication to early childhood development, the lack of teaching staff, inadequate facilities, and institutional hurdles are some of the difficulties faced by early childhood development educators in Ghana (Barnett, 2010). Institutional hurdles can be seen in the way that early childhood development is implemented, in the government's policies and programmes pertaining to the field, and in the way that society views the field of early childhood development as a whole (Barnett, 2010).

The Western Cape Department of Social Development (2010) identifies several obstacles that early childhood educators in South Africa face when putting early childhood development policies into practice. These include inadequate training for educators in early childhood development, inadequate infrastructure, a lack of teaching resources, a standardised curriculum, institutional barriers, a lack of private sector involvement, and government funding structure inconsistencies.

The literature suggests that educators may view early childhood education favourably or unfavourably. The successful implementation of the early childhood education curriculum may be influenced by the way early childhood educators view their duties. This might make the numerous challenges associated with early childhood education even more challenging. Ultimately, the quality of the early childhood

programme is undermined, and learners may not benefit to the full extent that was intended. Therefore, it is necessary to look into how early childhood educators see the value of play-based pedagogy, determine the roles that early childhood educators play in the successful implementation of the early childhood education curriculum, and assess the challenges that early childhood educators in Ghana face in providing high-quality early childhood education in order to offer potential solutions to ensure the country's early childhood education standards are met.

According to Akwesi (2012), curricular implementation is the process of putting theory into practice so that students' performances both within and outside of the classroom may be used to demonstrate the desired result. Curriculum implementation is defined as when teachers use instructional methodologies and curriculum materials in the way that they were intended to be used (Aneke, cited in Nnabuike et al., 2016). As a result, teachers play a crucial role in implementing the curriculum. But a teacher's capacity and efficacy in implementing the curriculum is largely dependent on a number of factors, including their background and experience, credentials, resource accessibility, and motivational factors. Everything depends on how much teachers are able to influence the curriculum decisions that are made and put into practice. According to Nwankwo (2006), who agreed with the previous statement, regardless of a teacher's methodological proficiency, poor teacher involvement in curriculum-related planning or reform makes good performances impossible. Regrettably, teachers are not involved at this stage of the curriculum process. According to Ibrahim (cited in Nwanze, 2015), having teachers participate in the curriculum-planning process enhances the content, adds depth, and increases the value of the activities. Nwanze (2015) went on to say that the calibre of the teachers is what determines if education can be used to fulfil the stated goals of any country. If teachers participate completely in curriculum

preparation and other curricular procedures in addition to classroom implementation, this quality will be maximally improved.

Teachers have the last say regarding what actual learning experiences to offer. Thus, excluding teachers from the planning and development process would be like separating the curriculum from the teaching (Obilo & Sangoleye, 2015). The foregoing implies that if successful implementation is to be attained, teachers and curriculum planning and development cannot be separated, just as the design and how its goals should be attained cannot be separated. It also suggests that the teacher is a transmitter and a modifier of the curriculum, and that in order for the teacher to stay on course and meet the intended curriculum's objectives, goals, and aims, the teacher must participate in the planning and development processes (Obilo & Sangoleye, 2015).

Implementing curricula with excess contents to be covered by teachers and students presents significant obstacles. In addition to already-existing subjects, some global and growing issues are incorporated into the school curriculum as things that students must learn, such as family life education, citizenship education, HIV/AIDS education, and substance misuse education (Obilo & Sangoleye, 2015). Moreover, there is insufficient time allocated to implement these demanding academic workloads. An additional problem with this is that, when these new courses were added to the existing curriculum or introduced, the government did not typically hire new experts in the field or provide training to the existing staff on how to administer the new courses. It implies that no one is able to give up what they do not possess. This concept can be more clearly demonstrated by taking a cursory look at what transpired when "intro-tech" was added to the junior secondary school curriculum under the 6-3-3-4 educational system in Nigeria. It should be mentioned that under the previous 6-5-4 educational system, teachers were in charge of implementing the 6-3-3-4 system's curriculum, which

included the "intro-tech" that is being cited as an example in this instance. As a result, the government's substantial investment in that field was all but wasted (Nnabuike et al., 2016).

According to Nnabuike et al. (2016), no country can surpass the characteristics of its teachers. The above suggests that if the instructional objectives at different classroom levels are not met, most often due to incompetent teachers, then the overall educational objectives cannot be met. According to Nnabuike (2016), there are a number of things that could prevent learners from achieving their learning objectives. These include not understanding the objectives, not being able to communicate in the language of the subject, using the wrong teaching strategies, not using instructional materials, and not being able to manage the classroom. Curriculum at that point cannot be said to have been applied if one or more of the aforementioned variables prevent the instructional objectives from being met.

It is impossible to overstate the value of instructional materials in both teaching and learning. By enhancing the calibre of instruction and learning, instructional materials increase educational efficiency (Adeoye 2010). To summarise, according to Aneke (cited in Nnabuike et al., 2016), educational materials help learners visualise the information better, develop their imaginations, avoid misconceptions, and make learning more engaging. Using educational resources improves long-term memory. It is regrettable that governments do not offer instructional resources as required in many schools, despite the fact that they have all these benefits and are a part of curriculum planning and design. In the cases where some are provided, however, teachers fail to make use of them. Nwanze (2015) concurred, saying that the majority of schools in Enugu State, Nigeria, hardly ever have enough audio-visual resources. Furthermore, Nwanze (2015) argued that even in cases when certain schools were fortunate enough

to get educational resources, those resources were not fully utilised. Nigerian schools typically lack the infrastructure and other resources needed to improve instruction. This is supported by a 2004 UNESCO assessment that shows that most Nigerian schools lack basic supplies like tables and chairs.

In addition, Okebukola (2005) mentioned that the following are additional problems that teachers face when implementing the curriculum; poor supervision, a lack of incentives, an overly demanding curriculum, inadequate teaching materials, limited budget, and the employment of inexperienced teachers are all contributing factors. The government employs public officials, such as teachers. When the government appoints unqualified individuals to teach in our schools due to their affiliation with or membership in the same political parties, curriculum implementation in the classroom is negatively impacted because no one can give what they do not possess. According to Ifioke (2012), teachers' lack of background information and orientation regarding the curriculum is the reason behind their negative attitudes towards its implementation, regardless of how well the curriculum's pages were written. Ukamupong (cited in Nnabuike et al., 2016) asserts that training improves instructors' efficacy as educators. Furthermore, educators with less education will undoubtedly apply the curriculum incorrectly.

2.10.1 Leadership and quality of management.

Strong curriculum leadership and quality management are essential for the program's successful implementation. The National Curriculum encourages the creation of teacher-centered schools where learning and learning progress are visible because it gives teachers the chance to learn about the most recent research, advance their subject knowledge and related pedagogy, and gain knowledge about the learning needs and prior attainment of their students. It does, however, recognise how

challenging it is to compile all of this data into a knowledge base that directs the teaching of successful classes. The new Early Childhood curriculum will not be successfully implemented if teachers are unable to advance their subject knowledge and related pedagogy, stay up to date on the most recent research, and learn about the learning needs and prior accomplishments of their students (National Pre-Tertiary Education Curriculum Framework, 2018).

2.10.2 Pedagogy (teaching and learning)

The interaction of educators, learners, the classroom setting, and learning activities is known as pedagogy. This broad term encompasses the methods of instruction employed in the classroom as well as the interactions between teachers and pupils. A continuum from learner-centred to teacher-centered is commonly used to categorise pedagogical approaches. In the pursuit of educational objectives, these two methods can often be used in tandem. A learner-centred strategy might be necessary to enable pupils to investigate ideas and develop a deeper knowledge, while a teacher-centered approach might be suitable for introducing a new subject. Since effective student learning depends on the effective pedagogical approaches teachers use in the classroom, students' learning will be ineffective if teachers do not carefully plan and practice appropriate pedagogies (National Pre-Tertiary Education Curriculum Framework, 2018).

2.10.3 Information communications technology.

In order to comply with the Ministry of Education's ICT policy framework and carry out the National Curriculum Change and Sustainable Development, information and communication technology will be used as a teaching instrument. After extensive conversations with school managers, ICT specialists, and other stakeholders from various backgrounds, the ICT policy framework (a critical first step in identifying the

principles and goals to be met) was established. In developing the policy framework, the government recognises the importance of ICT integration and how it would open up new opportunities for instructors and students to participate in new kinds of information collecting and analysis, thereby contributing to Ghana's economic transformation. Regretfully, most educators lack proficiency with classroom technology. Therefore, the goal of the policy statement to introduce a systematic use of ICT in education delivery might not be successful (National Pre-Tertiary Education Curriculum Framework, 2018).

2.10.4 Language of teaching and learning.

The language used in the vicinity of a school is referred to as a Ghanaian language. Eleven of Ghana's various languages are recognised for use in instruction and learning. Nzema, Ga, Dangme, Ewe, Gonja, Kasem, Dagbani, Dagaare, Fante, Akuapem Twi, and Asante Twi are among them. At the lower primary level, the employment of Ghanaian languages as the medium of instruction has a mixed past. For the first three years, from 1925 to 1951, instruction was conducted in a Ghanaian language. It was used exclusively during the first year between 1951 and 1956. Ghanaian language usage was nonexistent from 1957 to 1966, only utilised for the first year from 1967 to 1969, and then used for the first three years and, if feasible, beyond (to the sixth year) from 1970 to 1974. For the first three years, from 1974 to 2002, a Ghanaian language was spoken. Ghana passed a law in May 2002 that requires English (L2) to be used as the primary language of instruction starting in primary one (grade one), replacing the Ghanaian language used for the first three years of schooling. English is also required to be used as the primary language of instruction starting in primary four (grade four). The policy was changed in 2007 by the Prof. Jophus Anamuah-Mensah Education Reform committee to utilise 30% English and 70% local

language from kindergarten through primary three. Teachers may be inclined to employ multiple mediums of teaching at the early childhood level due to the country's inconsistent language policy, which could hinder the curriculum's successful implementation (National Pre-Tertiary Education Curriculum Framework, 2018).

2.10.5 Inclusion and diversity.

The active presence, involvement, and accomplishment of every student in a meaningful and pertinent set of learning experiences is what is meant by inclusion. The national pre-tertiary curriculum will provide some of these experiences, but the broader curriculum both inside and outside of the classroom will provide others that are just as significant. A whole-school approach to the curriculum is necessary for an inclusive school to be successful. Establishing an inclusive learning environment that accepts, supports, and educates all children—regardless of their gender, physical, intellectual, social, emotional, linguistic, or other characteristics—is the goal of creating a whole-school curriculum. Teachers' inability to create a classroom environment that encourages learners to participate effectively in lessons would be a challenge to the successful implementation of the early childhood curriculum (National Pre-Tertiary Education Curriculum Framework, 2018).

2.10.6 Accountability, monitoring and quality assurance

The implementation of accountability rules, whereby governments have urged educational establishments to more clearly exhibit their efficacy and quality, has proliferated. To carry out the new monitoring methods, new agencies have been formed, along with new reporting requirements, performance standards, and evaluation visits by external review teams. There are public organisations all around the world that are in charge of accountability and quality assurance. Therefore, it is necessary to create a coordination network to assist members in fulfilling these new accountability and

quality assurance duties. Therefore, the successful implementation of the curriculum may suffer if the National Inspectorate Board (NIB) and other oversight organisations are unable to provide consistent and thorough monitoring of classroom and school procedures (National Pre-Tertiary Education Curriculum Framework, 2018).

2.10.7 Teaching and learning resources.

The National Council for Curriculum and Assessment (NaCCA) is responsible for making sure that teaching and learning materials strike a balance between the need to give students demanding and interesting learning programs and the use of materials that don't offend students or the general public because they are obscene, extremely offensive, or excessively controversial. The purpose of the NaCCA's guidelines is to assist school councils, principals, and teachers in making decisions. Any spoken, written, or visual text or activity used or carried out by schools is included in the teaching and learning resources mentioned in these guidelines. Examples include textbooks, novels, plays, films, radio shows, multimedia, digital learning, resources that include text, audio, video, animations, and images, lectures, speeches, performances, and materials and equipment for both indoor and outdoor play. The successful implementation of the Early Childhood curriculum may suffer if the head teacher is unable to adequately monitor teachers' use of teaching and learning resources during instruction (National Pre-Tertiary Education Curriculum Framework, 2018).

2.10.8 Guidance and counselling.

Programs and services for guidance and counselling support students' academic, professional, and personal/social growth. The fundamental tenet of guidance and counselling is that a learner's optimal emotional and psychological health is a determinant of successful learning. Thus, this technique describes how to make sure that learners' emotional and psychosocial welfare is supported and enhanced. A

successful educational system must guarantee that kids are emotionally and psychologically capable of learning. This is particularly pertinent to initiatives aimed at achieving "Education for All" in both urban and the most impoverished rural and peri-urban areas. During their time in school, most students face difficulties that are sometimes outside the purview of their teachers. Many students acquire the adaptive coping mechanisms that enable them to get through challenging times in life while dealing with such quandaries. The majority of elementary school instructors lack the abilities essential to offer adequate and necessary guidance counselling. As a result, via learning from their mistakes, students adjust, develop, and mature. The new Early Childhood curriculum's implementation may suffer as a result (National Pre-Tertiary Education Curriculum Framework, 2018).

2.10.9 Teacher professional development.

Activities that enhance a person's abilities, knowledge, and expertise as a teacher are referred to as professional development. The new vision and mission for education to fulfil the demands of a knowledge society have prompted Ghana to change and restructure its teacher education system over time. A set of professional standards for educators that offer a clear definition and a crucial point of reference for their work in accomplishing the learning and social outcomes outlined in the 2008 Education Act has been absent throughout the entire process. Therefore, in order to address the pressing need to enhance the quality of the educational experience and learning outcomes for all students as well as to elevate the standing of teachers in their communities and nation, the Teaching Standards were created to define what a "good teacher" in Ghana looks like. The Standards have an ambitious outlook that embraces Ghana's opportunities and challenges in the twenty-first century. Professional development for teachers is a multi-year, phased process that involves collaboration.

Therefore, successfully implementing the Early Childhood curriculum would be hampered if instructors did not interact effectively and keep improving their professional abilities (National Pre-Tertiary Education Curriculum Framework, 2018).

2.11 The Way Forward towards Successful Implementation of the Standards Based Curriculum.

Numerous interconnected and dependent factors are necessary for the successful implementation of The National Pre-Tertiary Education Curriculum Framework (2018), such as pedagogy (teaching and learning), information and communication technologies, teaching and learning language, diversity and inclusion, accountability and quality assurance, teaching and learning resources, guidance and counselling, and teacher professional development. To provide services for KG children, the ECE Policy partners key stakeholders whose programmes and activities have a direct or indirect bearing on KG children and require collaboration and coordination. Partners including: service providers and primary caregivers; parents, family members and others who provide care for children in their absence; communities that support families and alternative caregivers that provide for the holistic needs of young children and safeguard their rights; KG practitioners, teachers, resource persons, and assistants; key stakeholders in the KG space that implement innovative concepts for collective KG impact such as NGOs, private providers; and ministries, departments and agencies (MDAs) that facilitate smooth linkages and connectedness across national and sub-national levels, have different roles to play in the effective implementation of the new Early Childhood Curriculum. Therefore, it is suggested that the key stakeholders ensure that they execute their assigned roles responsibly to ensure the effective implementation of the new Early Childhood curriculum.

Mpuangnan and Adusei (2021) believes that the Concerns-Based Adoption Model (CBAM) is essential for assessing the concern of basic school teachers regarding the standards-based curriculum implementation. The CBAM provides appropriate concern of teachers that would help the policymakers to marshal adequate resources towards the preparation of teachers in ensuring effective curriculum implementation. There is the need for policy makers to properly consult teachers and actively involve them in the curriculum design process. The curriculum can be successfully implemented when teachers are fully involved and get familiarized with the contents that would be transacted in the classroom. The involvement of teachers in designing curriculum is very significant especially when they are the people expected to deliver the contents in the curriculum to the learners. If the teacher is not conversant with the curriculum it could lead to a lot of challenges such as difficulties to achieve the curriculum objectives (Mpuangnan & Adusei, 2021).

Professional development must be prioritised in order to assist educators in making the drastic changes required by reform. All subject areas require teachers to undergo ongoing, intense professional training in teaching methodology. In the classroom, this will allow them to successfully integrate the new Early Childhood Curriculum (Mpuangnan & Adusei, 2021). Other students might not receive the amount or quality of parental or classroom support they require, but others might receive support in their home and classroom settings thanks to the guidance and example given by qualified counsellors, involved parents, teachers, and other concerned adults. It is impossible to attain intellectual and psychological stability without support. Therefore, for the new Early Childhood Curriculum to be implemented effectively, these students may need extra help and intervention to support their best possible social, intellectual, and professional development.

Administrative and professional support has been found by researchers to be essential for teacher success and the adoption of new initiatives (Bakir et al., 2016). Different categories of support exist, but the literature prioritises administrative influence, related administrative roles, and professional development opportunities. This suggests that highlighting these areas is necessary for the successful implementation of a new curriculum (Cetin, 2016). Research has indicated that whether or not teachers feel supported and at ease with new curriculum's implementation depends on administrative support and professional development opportunities (Bakir et al., 2016).

Numerous studies conducted over the years have identified the factors that influence the success or failure of new initiatives, particularly the adoption of new curricula. According to Derrington and Campbell (2015), one common finding is that teacher perceptions are influenced by the attitudes and viewpoints of the administration. An administrator's negative attitude towards the endeavour may influence the opinions of the teachers and hinder the implementation process. Building trust and laying the groundwork for mutual respect are closely related to an administrator's influence during an innovation (Park & Ham, 2016).

One strategy for lowering anxiety when introducing a new curriculum is professional development (PD). This was discovered by Caropreso et al. (2016) when evaluating teachers' opinions on a mathematics curriculum during professional development using the SoCQ from the CBAM. Cetin (2016) supports the idea that a better knowledge of the degree of technology integration used by science teachers as well as the impact of professional development sessions meant to boost comfort and competency would improve teachers' fidelity implementing the curriculum. At first, the instructors lacked the training and expertise required for a successful integration as

well as a solid understanding of the subject. According to Cetin's (2016) assessment, most teachers saw a boost in confidence and a more optimistic view of the technology integration process after participating in professional development workshops. Cetin (2016) offers a specific illustration of how professional development (PD) enhances teacher competency and allays worries by putting the curriculum into practice. Teachers who feel well-prepared through professional development and who acquire the knowledge and awareness necessary for successful implementation are more likely to execute courses with fidelity.

According to Nwanze (2015), the implementation of a curriculum requires the supply of infrastructure and facilities, instructional materials, teachers' participation in decision-making and curriculum development, an adequate number of trained teachers, adequate money, and teachers' motivation. Nnabuike et al. (2016) made the following recommendations.

1. The government ought to make an effort to supply schools with sufficient and appropriate resources, like textbooks and other teaching aids. For instance, laboratories to help educators and learners efficiently fulfil their duties. Additionally, there should be enough space in the classrooms to prevent student congestion, which could otherwise impair focus.
2. The requirement for certified and skilled teachers also exists. Teachers are the ones who carry out curriculum implementation. Thus, they are in a good position to forecast the course that an innovative curriculum will take. To deal with the changing character of both society and the educational system, they must therefore have the necessary abilities and get periodic training. They can accomplish this through workshops, seminars, and/or retraining.

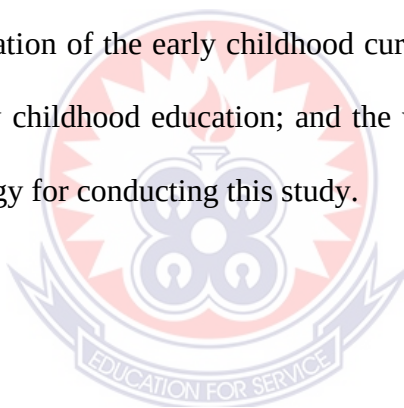
3. Effective leadership that is capable of providing the necessary abilities is required. In other words, in order to create dynamic educational programmes that meet the needs of both individuals and society as a whole, one must possess the intellectual, technical, management, and interpersonal abilities necessary.
4. Government and non-governmental organisations should both run campaigns stressing the value of education. By giving the required assistance, such as paying of school fees, parents and other stakeholders will be able to take ownership of the curriculum implementation process. Churches, mosques, jingles, and radio and television commercials could all be used for this.
5. Both governmental and non-governmental organisations should work to create an environment that is favourable to learning by providing the required resources, such as well-equipped classrooms, desks, and seats, as well as high-quality teaching materials.
6. Instructors ought to be required to instruct only in their areas of expertise. This results from either an insufficient number of teachers or a broad variance in the learner-teacher ratio.
7. To stay up to date with the latest curricular trends and innovative teaching techniques, educators must be motivated to attend seminars, workshops, and other forms of training.
8. Teachers ought to be involved in the design and development phases of the curriculum as well as other phases.
9. It is recommended that educators exhibit greater creativity and innovation in their interactions with learners. When there are certain places where they lack the necessary resources to complete the assignment, they ought to be able to improvise.

10. In order to allow instructors to give their all during their work, their working conditions should be addressed.

11. Teachers ought to be required to attend training on the methods of implementation for each new curriculum that is offered.

2.12 Summary of the Literature Review

A review of relevant literature for the topic has been foregone. The following subheadings were used to arrange the chapter: theoretical foundation; the curriculum based on standards; philosophy of the standards based curriculum; the concept of curriculum implementation; approaches to curriculum implementation; curriculum fidelity; teachers' perceptions toward the standards based curriculum; role of teachers in effective implementation of the early childhood curriculum; existing challenges of implementing the early childhood education; and the way forward. The next chapter looks at the methodology for conducting this study.



CHAPTER THREE

METHODOLOGY

3.0 Overview

The research techniques used to conduct the study are covered in this chapter. The research paradigm and strategy, research design, study population, sample and sampling methods, data collection tool, data collection process, data processing and analysis, and ethical considerations are all covered.

3.1 Research Paradigm.

As a research paradigm, pragmatism supports diversity of techniques because it derives its intellectual foundation from the philosophical contributions of pragmatism throughout history (Kaushik & Walsh, 2019). Pragmatism as a research paradigm is predicated on the idea that researchers ought to employ the philosophical and/or methodological strategy that is most effective for the specific research issue under investigation. It is frequently linked to mixed-methods or multiple-methods research (Creswell and Clark 2011), where the research questions and their implications are given more weight than the methods themselves.

The Greek term "pragma", which implies action and is the basis of pragmatism, is where the word "pragmatism" first appeared. The perspective of pragmatic philosophy maintains that human behaviour is always influenced by prior experiences and the ideas that resulted from them. Thus, action and cognition are inextricably intertwined in the human mind. People make decisions based on the potential outcomes of their acts, and they extrapolate from past performance to forecast the outcomes of future actions along similar lines. The central claim of pragmatic philosophy is that the significance of human deeds and ideas can be discovered in their outcomes. Humans are not determined by outside factors; rather, by their own actions and intelligence, they are able to shape their experiences. Realities, according to pragmatics, are dynamic and

alter with every new development. In a same vein, the world is always changing and not static. Acts that operate as a middleman also have an impact on the universe. Thus, in pragmatism, deeds are crucial (Morgan, 2014).

As a research paradigm, pragmatism avoids addressing controversial philosophical ideas like reality and truth. Rather, it acknowledges the possibility of one or more realities that are amenable to scientific investigation (Creswell and Clark 2011). Scholars that espouse a pragmatic perspective have expressed their belief that an objective reality exists independently of human experience. But this reality is rooted in the natural world and accessible only via human experience (Morgan 2014). The idea that reality and knowledge are socially formed habits and beliefs is a central tenet of pragmatic philosophy. Most pragmatics concur that all knowledge in the world is socially built, yet different social constructions of knowledge tend to fit different people's experiences more or less (Kaushik & Walsh, 2019).

The pragmatism philosophy underpins the study. Numerous scholars have emphasized that pragmatism can offer a philosophical rationale for the mixed research methodology. For instance, pragmatism is seen as the philosophical partner of the mixed research methodology since its fundamental beliefs provide the foundation for combining research methodologies, as noted by Mitchell (2018). According to Kelly and Cordeiro (2020), pragmatism is a sophisticated philosophy that offers the logic and epistemology needed to integrate quantitative and qualitative methodologies and approaches. Furthermore, pragmatism is the ideology that allows for the blending of paradigms, presumptions, methodologies, and techniques for gathering and analysing data (Creswell & Plano Clarke, 2017).

3.2 Research Approach

The study combined quantitative and qualitative methods using the Descriptive Qualitative Design. One of the three fundamental designs in mixed methods research is the Descriptive Qualitative Design. According to Creswell (2014), this method involves gathering and analyzing both quantitative and qualitative data independently, then comparing the outcomes to see if they support or contradict one another. This approach's fundamental premise is that while qualitative and quantitative data offer distinct kinds of information (often in the form of quantitative instrument scores and qualitative participant perspectives), they should produce identical results when combined. Creswell and Plano-Clark (2011) noted that the purpose for the descriptive qualitative design is (i) to triangulate the method by directly comparing and contrasting quantitative results with qualitative findings for corroboration and validation purposes, and (ii) to illustrate quantitative results with qualitative findings to develop a more complete understanding of a phenomenon.

3.3 Research Design

This study employs a descriptive qualitative research design, which is appropriate for exploring teachers' perceptions, roles, and challenges in implementing the Standards-Based Curriculum (SBC) at the early childhood level. The descriptive qualitative design allows the researcher to provide a detailed account of teachers' lived experiences and professional practices without manipulating the natural setting (Sandelowski, 2000). It focuses on capturing the "what" and "how" of the phenomenon under study, rather than testing hypotheses or establishing causal relationships. By using this design, the study is able to present a clear picture of how teachers perceive the SBC, the specific roles they play in its implementation, and the difficulties they encounter in the process. This design is particularly suitable because the SBC is a

relatively new policy in Ghana, and there is limited empirical evidence regarding its implementation at the early childhood level. Additionally, the descriptive qualitative design allows for the use of multiple data collection tools, such as interviews, focus group discussions, and document analysis, to generate rich and comprehensive insights. The emphasis is on presenting findings in a manner that reflects the voices of teachers and highlights the contextual realities of curriculum implementation in the Gomaa West District.

3.4 Population

The early childhood education instructors at every basic school in the Gomaa West District with a kindergarten department make up the study's population. According to information obtained from the District Education Office, the district had 118 early childhood teachers at the start of the 2023–2024 school year. The study's respondents' population distribution is shown in Table 3.1.

Table 3.1: Population Distribution of the Study.

Circuits	Frequency
Circuit One	18
Circuit Two	24
Circuit Three	20
Circuit Four	18
Circuit Five	21
Circuit Six	17
Total	118

Source: Field data (2024)

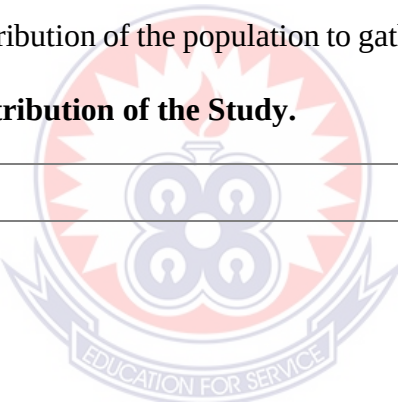
From Table 3.1, Circuit One had eighteen early childhood education teachers, Circuit Two had twenty-four early childhood education teachers, Circuit Three had twenty early childhood education teachers, Circuit Four had eighteen early childhood education teachers, Circuit Five had twenty-one early childhood education teachers,

and Circuit Six had seventeen teachers. Therefore, the study's population consisted of 118 early childhood educators.

3.5 Sample and Sampling Procedure

Amedahe and Asamoah-Gyimah (2016) wrote that a sample consists of a carefully selected subset of the units that comprise the population. In most cases, researchers choose to study a small proportion of the population. This small proportion is the sample. A sample is a smaller (but ideally representative) collection of units from a population that is used to ascertain facts about that population, according to Field (2005). Determining the number of observations to include in a statistical sample while maintaining representativeness is known as sample size determination. Table 3.2 presents the sample distribution of the population to gather quantitative data as follows.

Table 3.2: Sample Distribution of the Study.



Circuits.	Frequency
Circuit One	14
Circuit Two	18
Circuit Three	15
Circuit Four	14
Circuit Five	16
Circuit Six	13
Total	90

Source: Field data (2024)

From Table 3.2, the sample for the study is ninety respondents. The researcher was guided by the Table for determining the sample size for a finite population (Krejcie & Morgan, 1970). A sample of fourteen (14) respondents was sampled from Circuit One; a sample of eighteen (18) respondents was sampled from Circuit Two; a sample of fifteen (15) respondents was sampled from Circuit Three; a sample of fourteen (14) respondents was sampled from Circuit Four; a sample of sixteen (16) respondents was

sampled from Circuit Five; and a sample of thirteen (13) respondents was sampled from Circuit Six. Thus, a sample of ninety (90) respondents was selected for the study. The sample size is justified because according to Krejcie and Morgan (1970), for a population size of 120 respondents, a sample of 92 respondents will be appropriate. Therefore, sampling ninety (90) respondents from a population of one hundred and eighteen (118) respondents is justified.

The study's sample was arrived at using stratified random sampling and purposive sampling techniques. To gather quantitative data from the ninety early childhood teachers sampled for the study, stratified random sampling technique was employed. Amedahe and Asamoah-Gyimah (2016) noted that stratified sampling involves dividing the population into several homogeneous groups or strata with each group containing subjects with similar characteristics. A sample is then drawn from each group or stratum. The sub-samples make up the final sample for the study. The division of the population into homogeneous groups is based on one or more criteria; for example, sex, age, economic status, or professional status. For this study, the population was placed into six strata (each stratum containing several basic schools). To obtain a sample that was representative of the whole population, a random selection of subjects from each stratum was taken. The sample size was proportionally taken from each group. This is justified because Amedahe and Asamoah-Gyimah (2016) indicated that a stratified sample is used when there is a need to represent all groups of the population in the sample.

For gathering qualitative data, the researcher divided the Gomoa West District into three geographical segments; the north segment, the middle segment, and the south segment. Within each segment, the researcher selected one early childhood education centre for the study. Thus, from the north segment, Ajumako D/A Basic School was

selected; from the middle segment, Apam Methodist 'A' Basic School was selected; and from the south segment, Gomoa Koforidua D/A Basic School was selected. The researcher used purposive sampling technique to sample one basic school from each of the three segments. Also, the researcher used purposive sampling technique to sample the head teacher from each of the three basic schools for interview. This is justified because the researcher believed they had in-depth knowledge and experience concerning the subject under investigation.

3.6 Data Collection Instruments

The researcher used interview, observation and questionnaire to gather data from the study's respondents. The first set of data collection instrument involved a face-to-face interview (unstructured interview) with head teachers of the basic schools sampled for the study using an unstructured interview guide. Also, the researcher observed a number of classroom activities using observation checklist.

The second set of data collection instrument was a closed-ended questionnaire. The questionnaire was used to gather quantitative data from the early childhood education teachers sampled for the study. The questionnaire for the teachers had five sections, four of which linked directly to the research questions raised for the study. In each segment, a series of statements were followed by options graded from 1 to 4 on the Likert Scale (1 being strongly disagree, 2 being disagree, 3 being agree, and 4 being highly agree). Respondents were asked to select their preferred option for each item. The questionnaire's initial component collected information about the respondents' backgrounds. Respondents were asked to select their preferred alternative for each of the three items in the section. Data on early childhood educators' opinions of the Standards-based Curriculum for early childhood education were collected in the second section of the survey. Respondents were asked to select their preferred answer for each

of the eight things in the section. Data on early childhood educators' contributions to the successful implementation of the Standards-based Curriculum for early childhood education were collected in the third phase of the survey. Respondents were asked to select their preferred answer for each of the nine things in the section. Data about the difficulties teachers encounter when implementing the Standard-based Curriculum for early childhood education was the main topic of the fourth segment of the survey. Respondents were asked to select their preferred answer for each of the nine things in the section.

3.6.1 Reliability Testing

The Cronbach's Alpha reliability testing is used to test the internal consistency of an instrument and its items. Also, it is considered a measurement for scale reliability. For this study, the scale used the Likert scale ranged from 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. According to Taber (2018), the acceptable value of Cronbach's alpha is 0.7. However, values above 0.6 are also acceptable. For this research, the reliability test was done accordingly by section that included section B, section C, and section D, of the questionnaire. The reliability test for section B with eight items is 0.831. The result of alpha is greater than 0.7 which means that the items are acceptable and can be considered as an instrument for the respondents. The reliability test for section C with nine items is 0.838. The result of alpha is greater than 0.7 which shows good and satisfactory reliability of the items and is accepted as a research instrument to the respondents. The reliability test for section D with nine items is 0.786. The result of alpha is greater than 0.7 which means that the items are acceptable and can be considered as an instrument for the respondents.

3.6.2 Validity of the Instrument

According to Onwuegbuzie and Johnson (2006), researchers argue that discussions of validity in mixed methods research are still at their beginning stage. Researchers, including Creswell and Plano-Clark (2011) addressed validity in mixed methods research by noting that one way of approaching it is to focus on addressing specific validity issues as they relate to qualitative and quantitative research individually. Addressing validity issues at the data collection, analysis, and interpretation stages, Creswell and Plano-Clark (2011) highlighted potential issues or threats to validity and offered strategies to minimize the threats.

Also, the researcher used triangulation technique and member checking to ensure the validity and credibility of the data gathered for the study. Triangulation is where the researcher uses two or more methods for the verification of the findings and results. Triangulation is also called cross examination because it checks the results obtained from the research. The basic idea behind triangulation is that it makes the researcher more confident and can increase the credibility and validity of the findings when different methods yields the same results. Also, to gain clarity and ensure that there was no misrepresentation of the interview data, the researcher conducted member checks. Interview participants were asked to clarify any position that was considered ambiguous or confusing.

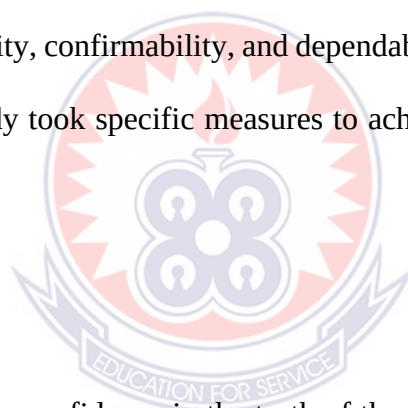
3.7 Data Collection Procedure

The data collection process lasted for eight weeks. Prior to the administration of the instruments, informal familiarization visits were made to the selected schools for the confirmation of the number of respondents. The researcher obtained consent from the head teachers of the schools included in the study sample within the time frame for the data collection activities. A letter of introduction from the researcher's department was used for this (Appendix B). Each basic school's teachers were called, and suitable

dates for gathering data were set. Prior to receiving the questionnaire to fill out and return on the designated days, the respondents received a briefing regarding the study's objectives. The responders were reassured by the researcher that the information they submitted would be kept private. Furthermore, the interview and observation were carried out by the researcher herself. The head teachers of each school included in the study's sample were interviewed. Teachers' roles and the difficulties they encounter when implementing the Standard-based Curriculum were observed in each school. In order to collect observation data, the observer-participant attitude was used.

3.8 Trustworthiness Criteria

Ensuring trustworthiness in qualitative research involves strategies to enhance the credibility, transferability, confirmability, and dependability of the findings (Lincoln & Guba, 1985). This study took specific measures to achieve trustworthiness in each of these areas.



Credibility

Credibility refers to the confidence in the truth of the data and interpretations. In this study, credibility was enhanced through member checking, where participants were asked to review the researcher's interpretations to confirm their accuracy (Creswell & Poth, 2017). Additionally, prolonged engagement with the participants helped the researcher gain a deeper understanding of the context, thereby enhancing credibility.

Transferability

Transferability relates to the extent to which the study's findings can be applied to other contexts. To ensure transferability, the researcher provided detailed descriptions of the

research setting, participants, and context (Lincoln & Guba, 1985). By offering rich, thick descriptions, other researchers or educators can determine whether the findings are applicable to their own settings.

Confirmability

Confirmability ensures that the findings are shaped by the participants' experiences rather than researcher bias. In this study, an audit trail was maintained, documenting all the decisions made during the research process, including data collection and analysis methods (Shenton, 2004). Reflexivity was also practiced, with the researcher reflecting on personal biases to prevent them from influencing the data.

Dependability

Dependability refers to the stability of the findings over time. To ensure dependability, the study employed a systematic approach to data collection and analysis, clearly documenting each step. Triangulation, by using multiple data sources (e.g., interviews, observations), helped to verify the consistency of the findings (Creswell & Poth, 2017).

3.9 Data Processing and Analysis

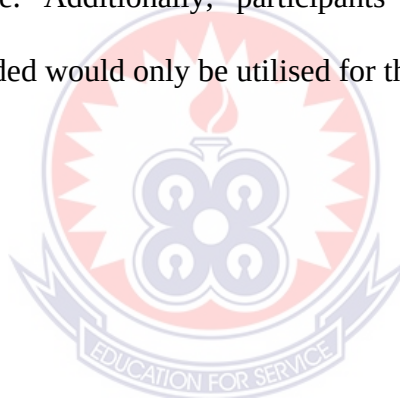
The data gathered from the respondents of the study were analysed using descriptive statistics. The goal of descriptive analysis is to describe a phenomenon. It makes an effort to analyse the circumstances in order to characterize the norm. According to the research questions posed for the study, the data collected for it were divided into four groups. The Statistical Product and Service Solutions (SPSS) software version 22.0 was used to easily analyse and interpret the collected data by organising it into tables of frequency counts, percentages, mean scores, and standard deviation.

In analysing the qualitative data, the following steps were followed. First, the researcher organized and prepared the data for the analysis. Second, the researcher read all the data. Next, the researcher started coding the data. Then, the researcher used the

coding process to generate a description of the setting as well as categories for analysis. In addition, the researcher gave a description of how the categories were represented in the qualitative narrative. Lastly, the researcher made an interpretation of the findings of the results.

3.10 Ethical Consideration

Respondents were asked not to write their names or put any other identifying marks on the questionnaire in order to ensure their privacy and anonymity. Respondents were once more given the assurance that any information they submitted would be handled in confidence. Additionally, participants received assurances that the information they provided would only be utilised for this study.



CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION.

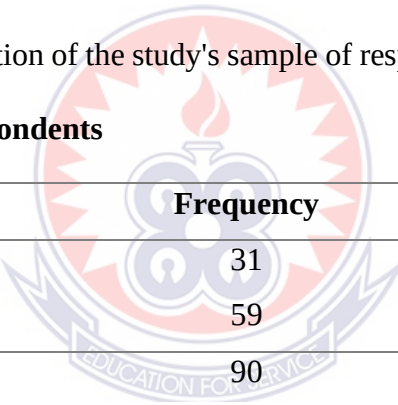
4.0 Overview.

The findings and analysis of the data collected for the study are presented in this chapter. The demographic information of the respondents, research question one, research question two, and research question three are the four subheadings under which the chapter is structured. The quantitative data collected from the respondents was analysed using descriptive statistics, including frequencies, percentages, mean scores, and standard deviation scores, under each of the subheadings.

4.1 Demographic Data of Respondents

The sex distribution of the study's sample of respondents is shown in Table 4.1.

Table 4.1: Sex of Respondents



Sex	Frequency	Percentage
Male	31	34
Female	59	66
Total	90	100

Source: Field data, 2024

Table 4.1 shows that 59 (66%) of the respondents were female instructors, while 31 (34%) of the respondents were male teachers. Therefore, when determining the study's conclusions, the opinions of both male and female teachers were taken into account (Table 4.1).

Table 4.2 presents the academic qualifications of the respondents.

Table 4.2: Academic Qualifications of Respondents

Qualification	Frequency	Percentage
M.Sc./M.A/M.Ed.	2	2
Bachelor's degree	50	56
Diploma in Education	33	37
Cert 'A'	5	6
Total	90	100

Source: Field data, 2024

From Table 4.2, two (2%) of the respondents were holders of either Master of Arts, Master of Science, or Master of Education certificates; 50(56%) of the respondents were holders of bachelor's degree certificates; 33(37%) of the respondents were holders of diploma in education certificates; and the remaining five (6%) of the respondents were holders of Certificate 'A'. Thus, from Table 4.2, the respondents for the study are academically prepared to understand and respond appropriately to the items on the questionnaire.

Table 4.3 presents the number of years the respondents have been teaching.

Table 4.3: Number of Years Spent in Teaching at Your Current School

Years	Frequency	Percentage
Above 14 years	17	19
12-14 years	22	24
9-11 years	13	14
6-8 years	22	24
3-5 years	10	11
0-2 years	6	7
Total	90	100

Source: Field data, 2024

According to Table 4.3, ten (11%) of the respondents have been teaching for three to five years, while six (7%) have been teaching for up to two years. Twenty-two (24%) of the respondents have been teaching between six and eight years; 13(14%) of

the respondents have been teaching between nine and eleven years; 22(24%) of the respondents have been teaching between 12 and 14 years; and the final 17 respondents, or 19%, have been teachers for more than 14 years. Thus, from Table 4.3, the teachers sampled for the study are well-experienced to provide useful data for the study to draw relevant conclusions.

4.2 Research Question One: What is teachers' perception with the implementation of the Standards Based Curriculum for early childhood education centres in the Gomoa West District? Respondents' opinions of the Standards Based Curriculum were collected through this research question. The responses obtained from the respondents are shown in Table 4.4.



Table 4.4: Perception of early childhood education teachers about the Standards Based Curriculum for early childhood education.

Teachers' Perception	S.A n (%)	A n (%)	D n (%)	S.D n (%)	Mean	St. D
The content of the curriculum is in line with the needs and interests of learners.	40 (45)	39 (43)	9 (10)	2 (2)	4.300	0.7412
Teachers are comfortable with the content of the curriculum.	10 (11)	64 (71)	13 (15)	3 (3)	3.900	0.6190
The curriculum allows teachers to interact actively with learners during lessons.	22 (24)	60 (67)	7 (8)	1 (1)	4.133	0.6395
The curriculum allows teachers to use television, video, and/or computer play activities in the classroom learning activities.	14 (16)	69 (77)	7 (8)	0 (0)	4.078	0.4794
The time allocated for classroom activities is adequate.	12 (13)	53 (59)	21 (23)	4 (5)	3.811	0.7173
Teachers are able to effectively utilize the instructional time to the benefit of learners.	15 (17)	60 (67)	12 (13)	3 (3)	3.967	0.6611
The curriculum allows teachers to engage learners in play with toys of their choice regardless of their sex.	14 (16)	64 (71)	10 (11)	2 (2)	3.989	0.6447
Teachers trust that learners would develop social skills as well as critical thinking skills, and be creative.	46 (51)	42 (47)	2 (2)	0 (0)	4.489	0.5456

Source: Field data, 2024

S.A = Strongly Agree; **A** = Agree; **D** = Disagree; **S.D** = Strongly Disagree

St. D = Standard Deviation

From Table 4.4, 40(45%) of the respondents strongly agreed and 39(43%) of the respondents agreed that the content of the curriculum is in line with the needs and interests of learners; but 9(10%) of the respondents disagreed and the remaining 2(2%) of the respondents strongly disagreed that the content of the curriculum is in line with

the needs and interests of learners. Ten (11%) of the respondents strongly agreed and 64(71%) of the respondents agreed that teachers are comfortable with the content of the curriculum; whereas 13(15%) of the respondents disagreed and the remaining 3(3%) of the respondents strongly disagreed that teachers are comfortable with the content of the curriculum. Of the respondents, 60 (67%) agreed and 22 (24%) strongly agreed that the curriculum enables teachers to engage in active interaction with students during lessons; but 7(8%) of the respondents disagreed and the remaining 1(1%) of the respondents strongly disagreed that the curriculum allows teachers to interact actively with learners during lessons.

Also, from Table 4.4, 14(16%) teachers strongly agreed and 69(77%) teachers agreed that the curriculum allows teachers to use television, video, and/or computer play activities in the classroom learning activities; but the remaining 7(8%) of the respondents disagreed that the curriculum allows teachers to use television, video, and/or computer play activities in the classroom learning activities. Twelve (13%) teachers strongly agreed and 53(59%) teachers agreed that the time allocated for classroom activities is adequate; however, 21(23%) of the respondents disagreed and the remaining 4(5%) of the respondents strongly disagreed that the time allocated for classroom activities is adequate. Fifteen (17%) teachers strongly agreed and 60(67%) teachers agreed that teachers effectively utilize instructional time to the benefit of learners; whereas 12(13%) of the respondents disagreed and the remaining 3(3%) of the respondents strongly disagreed that teachers are able to effectively utilize the instructional time to the benefit of learners.

Again, from Table 4.4, 14(16%) teachers strongly agreed and 64(71%) teachers agreed that curriculum allows teachers to engage learners in play with toys of their choice regardless of their sex; but 10(11%) of the respondents disagreed and the

remaining 2(2%) of the respondents strongly disagreed that the curriculum allows teachers to engage learners in play with toys of their choice regardless of their sex. Forty-six (51%) teachers strongly agreed and 42(47%) teachers agreed that teachers trust that learners would develop social skills as well as critical thinking skills and be creative; however, the remaining 2(2%) of the respondents disagreed that teachers trust that learners would develop social skills as well as critical thinking skills and be creative.

From Table 4.4, the statement *Teachers trust that learners would develop social skills as well as critical thinking skills, and be creative* had the highest mean score (Mean = 4.489, Standard Deviation = 0.5456).

Interviewee 1:

Yes, the curriculum helps to develop the interest of the children and it helps the learners to ee, develop all the skills, the social, the critical thinking and ee and creative.

Interviewee 2:

I will say yes, teachers believe that because, if you look at the little that they do, you see how the program and the activities bring the children together when it comes to play with the materials, the little ones or the few ones that we have, how they interact, how they reason to answer questions, I think it's yes. It's in order.

Interviewee 3:

Well! aam you see it has been in the system not long ago. The curriculum I will say it is premature to ... yea ... to be able to say you see, the first batch, they are now going to write the it. You see, everything when it starts like this, there are problems. You encounter challenges, there are challenges that we, we going to ... we are going through but with time, those challenges will be resolved. Yea, if it is well implemented, yea, the stakeholders are playing their part as they are suppose to do it will achieve unintended needs.

Thus, from Table 4.4, the quantitative data revealed that teachers trust that the Standards Based Curriculum would enable learners to develop social skills as well as critical thinking skills, and be creative. The qualitative data reported that the interviewees were of the opinion that the Standards Based Curriculum meets the learning needs of learners by enabling them to manipulate learning materials and be critical thinkers. The researcher observed that during lessons learners are given the opportunity to manipulate materials and discover learning for themselves. This result supports Bloom et al.'s (2019) assertion that 21st-century teaching and learning goals must include strengthening and promoting creativity and critical thinking skills.

Also, from Table 4.4, the statement, *The content of the curriculum is in line with the needs and interests of learners* had the second highest mean score (Mean = 4.300, Standard Deviation = 0.7412).

Interviewee 1:

Yes, because the curriculum serve the interest of the learner. The way they designed it helps to serve their interest. They designed it in a way that it is basic for the children.

Interviewee 2:

With regards to the question you have asked, I will say yes and no. Yes in the sense that, looking at what we really have on paper it is really in line with the interest but you cannot satisfy the needs of the individual without the individual practicing what will bring out the interest. So yes, the standards based curriculum as it is structured is tailored towards the interest of the learner but the facilitation for the full implementation are what is hindering the full program.

Interviewee 3:

Yes, I will say yes. Hmmm whatever the children are going through, whatever the teachers are taking the learners through is in line with the curriculum. So, I will say yes.

Also, from Table 4.4, the quantitative data reported that the content of the curriculum is in line with the needs and interests of learners. This view was confirmed by the interviewees when they noted that if the curriculum is effectively implemented it would serve the needs and interests of learners. The researcher observed that the learners actively participated in all lessons because the lessons were pupil centred and very interesting. The finding is in line with the view of Aboagye and Yawson (2020) that the Standards based Curriculum focuses on the interests and needs of learners because it adopts a learner-centred approach to teaching and learning, using ICT as a pedagogical instrument.

Again, from Table 4.4, the statement *The curriculum allows teachers to interact actively with learners during lessons* had the third highest mean score (Mean = 4.133, Standard Deviation = 0.6395).

Interviewee 1:

Yes, the way they plan and designed it allows teachers to interact actively with the children.

Interviewee 2:

Yes. As for that one it is. Even in the absence of the ee ... facilities and the materials, the teachers do interact with the children.

Interviewee 3:

Yes, yes, if you do monitoring you see that the interaction is.....is nice, superb, yea.

Again, from Table 4.4, the quantitative data showed that the Standards Based Curriculum allows teachers to interact actively with learners during lessons. The qualitative reported that the interviewees agreed that the planning and design of the Standards Based Curriculum enables teachers and learners to actively interact with each other during lessons. The researcher observed that in the classroom, both teachers/facilitators and learners actively interacted during lessons. This created an

atmosphere of mutual respect and trust between teachers and learners. The finding supports the assertion by NaCCA (2019) that the Standards based Curriculum is set up in a way that acknowledges the idea that young children learn best through active exploration. Hence, the curriculum's implementation is done in a way that gives children expressive activities that demand their full cooperation and participation in all learning activities.

4.3 Research Question Two: What are teachers' roles in the implementation of the Standards based Curriculum for early childhood education centres in the Gomoa West District? This research question gathered data on the role of the early childhood education teachers towards the implementation of the Standards based Curriculum. The responses obtained from the respondents are shown in Table 4.5.



Table 4.5: Teachers' Roles in the Implementation of the Standard-Based Curriculum for early childhood education Centre in the Gomaa West District.

Roles	S.A n (%)	A n (%)	D n (%)	S.D n (%)	Mean	St. D
Teachers guide learners to discover learning for themselves.	27 (30)	61 (68)	2 (2)	0 (0)	4.278	0.4978
Teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom.	40 (45)	48 (53)	2 (2)	0 (0)	4.422	0.5400
Teachers facilitate learning by offering resources and activities that arouse learners' interests.	23 (26)	62 (69)	4 (4)	1 (1)	4.189	0.5588
Teachers ensure that there is open communication and positive relationship between the school and parents.	33 (37)	51 (57)	4 (4)	2 (2)	4.256	0.7429
Teachers act as the nurturers and caregivers of learners in their custody.	45 (50)	43 (48)	1 (1)	1 (1)	4.467	0.5844
Teachers perform the role of child development observer and appraiser.	38 (42)	47 (52)	5 (6)	0 (0)	4.367	0.5892
Teachers show interest in the professional development of inexperienced (fresh) teachers.	18 (20)	20 (22)	38 (42)	14 (16)	3.467	0.9853
Teachers know the needs and abilities of the learners in the classroom and outside the classroom.	24 (27)	60 (67)	6 (7)	0 (0)	4.200	0.5446
Teachers are responsible for establishing a setting for social and emotional learning.	41 (46)	41 (46)	6 (7)	2 (2)	4.344	0.7057

Source: Field data, 2024

S.A = Strongly Agree; **A** = Agree; **D** = Disagree; **S.D** = Strongly Disagree

St. D = Standard Deviation

From Table 4.5, 27(30%) teachers strongly agreed and 61(68%) teacher agreed that teachers guide learners to discover learning for themselves; however, the remaining 2(2%) teachers disagreed that teachers guide learners to discover learning for themselves. Forty (45%) teachers strongly agreed and 48(53%) teachers agreed that teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom; but the remaining 2(2%) of the respondents disagreed that teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom. Twenty-three (26%) teachers strongly agreed and 62(69%) teachers agreed that teachers facilitate learning by offering resources and activities that arouse learners' interest; whereas 4(4%) teachers disagreed and the remaining 1(1%) teacher strongly disagreed that teachers facilitate learning by offering resources and activities that arouse learners' interest.

Also, form Table 4.5, 33(37%) teachers strongly agreed and 51(57%) teachers agreed that teachers ensure that there is open communication and positive relationship between the school and parents; but 4(4%) teachers disagreed and the remaining 2(2%) teachers strongly disagreed that teachers ensure that there is open communication and positive relationship between the school and parents. Forty-five (50%) teachers strongly agreed and 43(48%) teachers agreed that teachers act as nurturers and caregivers of learners in their custody; but 1(1%) teacher disagreed and the remaining 1(1%) teacher strongly disagreed that teachers act as nurturers and caregivers of learners in their custody. Thirty-eight (42%) teachers strongly agreed and 47(52%) teachers agreed that teachers perform the role of child development observer and appraiser; however, the remaining 5(6%) teachers disagreed that teachers perform the role of child development observer and appraiser.

Again, from Table 4.5, 18(20%) teachers strongly agreed and 20(22%) teachers agreed that teachers show interest in the professional development of inexperienced teachers; however, 38(42%) teachers disagreed and the remaining 14(16%) teachers strongly disagreed that teachers show interest in the professional development of inexperienced teachers. Twenty-four (27%) teachers strongly agreed and 60(67%) teachers agreed that teachers know the needs and abilities of the learners in the classroom and outside the classroom; whereas the remaining 6(7%) teachers disagreed that teachers know the needs and abilities of the learners in the classroom and outside the classroom. Forty-one (46%) teachers strongly agreed and 41(46%) teachers agreed that teachers are responsible for establishing a setting for social and emotional learning; but 6(7%) teachers disagreed and the remaining 2(2%) teachers strongly disagreed that teachers are responsible for establishing a setting for social and emotional learning.

Thus, from Table 4.5, the statement *Teachers act as the nurturers and caregivers of learners in their custody* had the highest mean score (Mean = 4.467, Standard Deviation = 0.5844).

Interviewee 1:

Yes, we are caregivers.

Interviewee 2:

I will say some because this one I cannot generalize it. Eee.....it also deals with the training of the teacher. When we are talking about the Early Childhood, its.....its....its an attitude that the teacher has to develop but if it is not there, just as I said the training giving to teachers for this program is not sufficient so naturally teachers are meant to be nurturers to be nurturing students but in.....in terms of this program, I will say those teachers who are well trained they are but, the current teachers we are using, they are.....are just like adhoc teachers doing something to represent something. That ability I will say it is not there. Because you can't get somebody who did nothing concerning Early childhood being placed in KG or class one the way that it should be done. So for that one I will say some but majority are not.

Interviewee 3:

Oh yes! Yes! Oh yes. Sometimes you go there and the same children will love to be around their teachers all the time. Yea, they love to come to school because of what they are taking through.

From Table 4.5, the quantitative data reported that teachers act as the nurturers and caregivers of learners in their custody. This view was re-echoed by the interviewees when they noted that children always want to go to school because of the care and affection they experience from their teachers. The researcher had observed that the pupils love their teachers. This was demonstrated when the pupils are always seen happily around their teachers at school. The finding supports the conclusion by Phajane (2014) that teachers are children's nurturers and carers because they ensure children's safety and protection from harm, meeting their fundamental needs for food, water, and shelter, and allowing them to have enough room to roam around and grow their large and little muscles. Also, the finding confirms the view of Martinez-Beck (2009) that a child may experience developmental deficits that could impede his or her success in pre-school, kindergarten, and beyond if they do not receive adequate nurturing, nutrition, parental/caregivers' interaction, and positive stimulation during this critical period.

Also, from Table 4.5, the statement *Teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom* had the second highest mean score (Mean = 4.422, Standard Deviation = 0.5400).

Interviewee 1:

Yes, sometimes, but sometimes no. Yes, they do, that is what they are suppose to do. They create learning environment for the children to meet the needs of the learners. Sometimes too no. But in most cases it does happen.

Interviewee 2:

Yes, in that context the teachers are doing their best. How sometimes pose questions, engaging them, trying to help them to come out with correct responses. With that one I will say yes. Outside the classroom the system has become in such a way that, teachers find it difficult to follow their pupil from classroom and the pupils themselves do not continue with what they were taught in the classroom. In the classroom yes, outside the classroom no.

Interviewee 3:

Yes, you see the teachers take the kids outside to observe certain things for themselves. Sometimes they go outside with the service personnel to the lorry parks..... In fact, they go to the community to see things for themselves. Then when they come to the classroom learning is also okay.

From Table 4.5, the quantitative data showed that teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom. On their part, the interviewees noted that some teachers are doing well by creating an environment both inside and outside of the classroom that support pupils' learning. The researcher observed that teachers are mindful of the kind of environment the create in and outside the classroom. Sometimes, teachers were seen engaging learners in play activities in class and during recreation time on the playing ground. The finding is in line with the conclusion of Phajane (2014) that teachers facilitate learning in various ways by utilising a range of instructional techniques and experiences to support children's learning and growth all day long, and giving children the chance to actively participate in the process of creating their own knowledge and understanding.

Again, from Table 4.5, the statement *Teachers perform the role of child development observer and appraiser* had the third highest mean score (Mean = 4.367, Standard Deviation = 0.5892).

Interviewee 1:

Yes, we guide learners to develop all the activities, the creative activities, the mentally, socially ... holistically.

Interviewee 2:

No! No! the system we are running now, after the teacher has finished teaching that is all. The development of the child goes beyond the classroom. But most cases, in our area, teachers are not even staying in the communities where the schools are. So they only have interaction with the kids when they come to school. So its suppose to be but it is not happening.

Interviewee 3:

I will say yes. Why am I saying yes? Sometimes you go and they tell you this child is like this, this child is like that. Meaning they are doing close monitoring, they are observing them. Other than that, we wouldn't have been able to do that, yea.

From Table 4.5, the quantitative data revealed that teachers perform the role of child development observer and appraiser. The qualitative data agree with the view of the respondents when the interviewees pointed out that teacher closely observe pupils and sometimes inform parents about behaviours of their children they did not know. The researcher observed that there is a good working relationship between teachers and parents. During Parent Teacher Association (PTA) meetings and visits by parents to the school, the teachers could be heard talking to parents about the academic performance and social behaviour of children in their classrooms. The finding confirms the view of Phajane (2014) that teachers gather and analyse data, using instruments for observation and assessment that are developmentally appropriate, and provide detailed, accurate, and objective descriptions of children's behaviours while avoiding subjective remarks.

4.4 Research Question Three: What are teachers' challenges with the implementation of the Standards Based Curriculum for early childhood education centres in the Gomoa West District? This research question gathered data on the challenges the teachers face in the implementation of the Standard based Curriculum

for early childhood education. Table 4.6 presents responses gathered from the respondents

Table 4.6: Teachers' Challenges with the Implementation of the Standards-Based Curriculum for Early Childhood Education Centres in the Gomaa West District.

Challenges	S.A n (%)	A n (%)	D n (%)	S.D n (%)	Mean	St. D
Inadequate relevant instructional resources for teaching and learning.	79 (88)	11 (12)	0 (0)	0 (0)	4.878	0.3294
Insufficient instruction on how to apply developmentally appropriate methods both within and outside of the classroom.	57 (63)	30 (34)	3 (3)	0 (0)	4.600	0.5569
Inadequate number of professionally trained early childhood educators.	37 (41)	51 (57)	2 (2)	0 (0)	4.389	0.5341
Ineffective curriculum leadership and quality management.	26 (29)	58 (65)	3 (3)	3 (3)	4.189	0.6516
Teachers' inability to use ICT as a pedagogical tool due to unstable power supply and inadequate ICT tools.	46 (51)	41 (46)	2 (2)	1 (1)	4.467	0.6034
Crowded classrooms at the early childhood centres in the district.	23 (26)	21 (23)	46 (51)	0 (0)	3.744	0.8422
Lack of counselling and guiding services to support students' academic, professional, and personal/social development.	41 (46)	47 (52)	1 (1)	1 (1)	4.422	0.5802
Teacher's inability to use a Ghanaian language as the medium of instruction at the lower primary level.	13 (14)	8 (9)	41 (46)	28 (31)	3.067	0.9921
Loaded content of the standard-based curriculum.	28 (31)	59 (66)	3 (3)	0 (0)	4.278	0.5199

Source: Field data, 2024

S.A = Strongly Agree; **A** = Agree; **D** = Disagree; **S.D** = Strongly Disagree

St. D = Standard Deviation

From Table 4.6, 79(88%) teachers strongly agreed and the remaining 11(12%) teachers agreed that inadequate relevant instructional resources for teaching and

learning of early childhood education is a challenge towards the implementation of the standard based curriculum for early childhood education. Fifty-seven (63%) teachers strongly agreed and 30(34%) teachers agreed that inadequate training in the use of developmentally appropriate practices in and outside the classroom is a challenge towards the implementation of the standard based curriculum for early childhood education; but the remaining 3(3%) teachers disagreed that inadequate training in the use of developmentally appropriate practices in and outside the classroom is a challenge towards the implementation of the standard based curriculum for early childhood education. Thirty-seven (41%) teachers strongly agreed and 51(57%) teachers agreed that inadequate number of professionally trained early childhood educators is a challenge towards implementing the standard based curriculum for early childhood education; however, the remaining 2(2%) teachers disagreed that inadequate number of professionally trained early childhood educators is a challenge towards implementing the standard based curriculum for early childhood education.

Also, from Table 4.6, 26(29%) teachers strongly agreed and 58(65%) teachers agreed that ineffective curriculum leadership and quality management is a threat to effective implementation of the standard based curriculum for early childhood education; but 3(3%) teachers disagreed and the remaining 3(3%) teachers strongly disagreed that ineffective curriculum leadership and quality management is a threat to effective implementation of the standard based curriculum for early childhood education. Forty-six (51%) teachers strongly agreed and 41(46%) teachers agreed that teachers' inability to use ICT as a pedagogical tool due to unstable power supply and inadequate ICT tools affect the effective implementation of the standard based curriculum for early childhood education; however, 2(2%) teachers disagreed and the remaining 1(1%) teachers strongly disagreed that teachers' inability to use ICT as a

pedagogical tool due to unstable power supply and inadequate ICT tools affect the effective implementation of the standard based curriculum for early childhood education. Twenty-three (26%) teachers strongly agreed and 21(23%) teachers agreed that crowded classrooms at the early childhood centres in the district is a challenge to the effective implementation of the standard based curriculum for early childhood education; whereas the remaining 46(51%) teachers disagreed that crowded classrooms at the early childhood centres in the district is a challenge to the effective implementation of the standard based curriculum for early childhood education.

Again, from Table 4.6, 41(46%) teachers strongly agreed and 47(52%) teachers agreed that absence of guidance and counselling services to promote the personal/social, educational, and career development of learners creates a challenge towards the effective implementation of the standard based curriculum for early childhood education; but 1(1%) teacher disagreed and the remaining 1(1%) teacher strongly disagreed that absence of guidance and counselling services to promote the personal/social, educational, and career development of learners creates a challenge towards the effective implementation of the standard based curriculum for early childhood education. Thirteen (14%) teachers strongly agreed and 8(9%) teachers agreed that teacher's inability to use a Ghanaian language as the medium of instruction at the lower primary level negatively affect the effective implementation of the standard based curriculum for early childhood education; on the other hand, 41(46%) teachers disagreed and the remaining 28(31%) teachers strongly disagreed that teacher's inability to use a Ghanaian language as the medium of instruction at the lower primary level negatively affect the effective implementation of the standard based curriculum for early childhood education. Twenty-eight (31%) teachers strongly agreed and 59(66%) teachers agreed that the loaded content of the standard based curriculum is a

challenge towards its effective implementation; but the remaining 3(3%) teachers disagreed that the loaded content of the standard based curriculum is a challenge towards its effective implementation.

From Table 4.6, the statement *Inadequate relevant instructional resources for teaching and learning of early childhood education* had the highest mean score (Mean = 4.878, Standard Deviation = 0.3294).

Interviewee 1:

No, they are not adequate. Some topics, some strands we don't have. Some we have. They sometimes improvise and put them into groups ahaah. Sometimes they are suppose to use it individual but because they are not enough, we put them in groups and distribute them. The materials they improvise some are not up to standard.

Interviewee 2:

I will say inadequate because a situation where you have may be 30 Early Childhood kids in the classroom having ten sitting places, there will be competition. Even the reading materials, they are not up to number so the inadequacy is there. It is very high.

Interviewee 3:

No, they are not. Hehehee I can't say they are not there at all. At least we have classrooms, chalkboard, marker boards. So we can't say they are not there. Some are there but ... woefully. I like the word woefully inadequate.

From Table 4.6, the quantitative data reported that there are inadequate relevant instructional resources for teaching and learning of early childhood education. This view was shared by the interviewees when the qualitative data indicated that the early childhood centres have little relevant teaching and learning resources to support effective teaching and learning. The researcher had observed that in some instances, the teachers had to improvise a teaching and learning resource during lessons because the materials are not available. The finding supports the view of Nnabuike et al. (2016) that governments do not offer instructional resources as required in many schools, despite

the fact that they are a part of curriculum planning and design. Also, the finding confirms the opinion of Nwanze (2015) that the majority of schools in Enugu State, Nigeria, hardly ever have enough instructional resources.

Also, from Table 4.6, the statement *Inadequate training in the use of developmentally appropriate practices in and outside the classroom* had the second highest mean score (Mean = 4.600, Standard Deviation = 0.5569).

Interviewee 1:

Yes, there is no ee the training is not enough. Yes, we are suppose to have more training but that is not a fact to us as teachers.

Interviewee 2:

I will say inadequate because a situation where you have may be 30 Early Childhood kids in the classroom having ten sitting places, there will be competition. Even the reading materials, they are not up to number so the inadequacy is there. It is very high.

Interviewee 3:

Since it is a new curriculum, they are going through some forms of training so once, a while, they are asked to attend training as they are teaching pedagogy.....hehehee. You see, it is not enough because these days, training are self-sponsored. So if a teacher doesn't have the financial muscle to do go ... So I will advise that it will be done for them free of charge.

From Table 4.6, the data revealed that inadequate training in the use of developmentally appropriate practices in and outside the classroom was a challenge to the effective implementation of the Standard Based Curriculum. On their part, the interviewees acknowledged receiving some training but lamented that the training was not enough. The researcher had observed that at times the teachers struggled to implement the curriculum in their classrooms. This was because they either did not understand the demand of a provision in the curriculum or they did not know exactly what to do. The finding is in line with the assertion by Sooter (2013) that one of the

main issues confronting educators in Nigeria is the low calibre of teachers, which is a result of inadequate early childhood development training. Also, the finding confirms the conclusion by Oluwafemi et al. (2014) that a lot of early childhood development centres employ a large number of unqualified workers with general certifications and secondary education.

Again, from Table 4.6, the statement *Teachers inability to use ICT as a pedagogical tool due to unstable power supply and inadequate ICT tools* had the third highest mean score (Mean =4.467, Standard Deviation = 0.6034).

Interviewee 1:

Some are able to use but some no because there is no even electricity in the schools. In my school we don't have, so how can we use the ICT tools to teach the children.

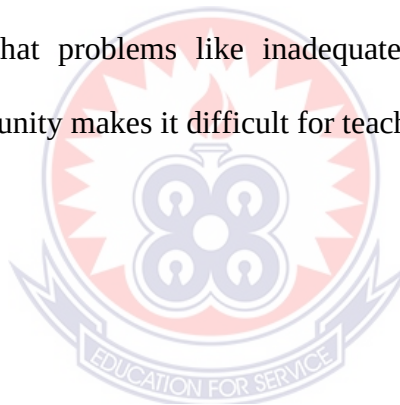
Interviewee 2:

I will say it's a challenge because even now at the JHS level, now the computing course that the JHS pupils are doing it's a challenge to most of the teachers not to talk about the Early Childhood Education setting. So to use the ICT tools in the classroom by teachers it's a challenge! it's a challenge! It's a serious challenge. These days we think the use of ICT tools is only about phones. Because people are having phones, we think they can do anything but it's a challenge. I have already said it that most of the schools, it's a surprise that these days in this computer era, we build schools without connecting it to the national grid, expecting that the school will use electronic gadgets. Most of the schools that one, I will say no.

Interviewee 3:

ICT! Some of these teachers are, not even some, almost all teachers are having android phones. So not necessarily, using the laptops but sometimes their phones when the need arises. If you have android phone and you are not careful and you give it to a child, it becomes your burden. I don't think it is good to give your phones to them. If the school is having computers or laptops, that one they can use but we don't have, so they are managing their phones. Yes.

From Table 4.6, the quantitative data suggested that teachers' inability to use ICT as a pedagogical tool due to unstable power supply and inadequate ICT tools hindered the effective implementation of the Standard Based Curriculum. The qualitative data supported the opinion of the respondents that teachers were unable to use ICT tools in their lessons because of the unavailability of ICT tools and the unstable nature of power supply in the district. The researcher observed that majority of the early childhood centres in the district did not have computer laboratories and there was no electricity supply in their classrooms. The finding agrees with the conclusion by Amofah (2019) that while some teachers lack access to stable electricity supply, others do not have access to a communication network. Also, the finding supports the opinion of Hockings (2005) that problems like inadequate internet access and unstable electricity in the community makes it difficult for teachers to use ICT as a pedagogical tool.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter is the concluding chapter of the study. The chapter presents the summary, conclusions and recommendations for the study.

5.1 Summary of the Study

The Investigating early childhood education teachers' perspectives, roles, and difficulties in implementing the Standards Based Curriculum for early childhood education centres in the Gomoa West District were the goals of this study. Three research questions served as the study's compass. The study's scope was restricted to early childhood educators' use of the Standards Based Curriculum in Gomoa West District early childhood education institutions. The study adopted the Descriptive Qualitative Design and it had a population of one hundred and eighteen (118) respondents. The researcher sampled ninety (90) respondents for the study. Also, the researcher sampled three head teachers for interview. The sample for the study was arrived at using the stratified random sampling technique and the purposive sampling technique respectively. The respondents selected for the study were surveyed using a semi-structured interview guide to collect qualitative data and a series of questionnaires to collect quantitative data. Descriptive statistics and qualitative narrative analysis were used to examine the data collected from the study's participants.

5.1.1 Key findings

The study found the following. First, the perception of early childhood education teachers about teachers' implementation of the Standards Based Curriculum for early childhood education centres in the Gomoa West District include: teachers trust that learners would develop social skills as well as critical thinking skills, and be creative; the content of the curriculum is in line with the needs and interests of learners; and the curriculum allows teachers to interact actively with learners during lessons.

Second, teachers' role in the effective implementation of the Standards Based Curriculum for early childhood education centres in the Gomoa West District include: teachers act as the nurturers and caregivers of learners in their custody; teachers create

an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom; and teachers perform the role of child development observer and appraiser.

Third, teachers' challenges with the implementation of the Standards Based Curriculum for early childhood education centres in the Gomaa West District include: inadequate relevant instructional resources for teaching and learning of early childhood education; inadequate training in the use of developmentally appropriate practices in and outside the classroom; and teachers' inability to use ICT as a pedagogical tool due to unstable power supply and inadequate ICT tools.

5.2 Conclusions of the Study

From the key findings of the study, the following conclusions are made. First, the study concludes that the early childhood education teachers had a positive perception about teachers' implementation of the Standards based Curriculum for early childhood education centres in the Gomaa West District. This is because the teachers trust that learners would develop social skills as well as critical thinking skills, and be creative; the content of the curriculum is in line with the needs and interests of learners; and the curriculum allows teachers to interact actively with learners during lessons.

Second, the study concludes that early childhood education teachers played effective roles in the implementation of the Standards Based Curriculum for early childhood education centres in the Gomaa West District. This conclusion is arrived at based on the fact that teachers act as the nurturers and caregivers of learners in their custody; teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom; and teachers perform the role of child development observer and appraiser.

Third, the study concludes that teachers' implementation of the Standards Based Curriculum for early childhood education centres in the Gomoa West District is bedevilled with a number of challenges including: inadequate relevant instructional resources for teaching and learning; insufficient education on how to use developmentally appropriate strategies both within and outside of the classroom; and teachers' inability to use ICT as a pedagogical tool due to unstable power supply and inadequate ICT tools.

5.3 Recommendations of the Study.

Based on the study's findings, the following recommendations are given.

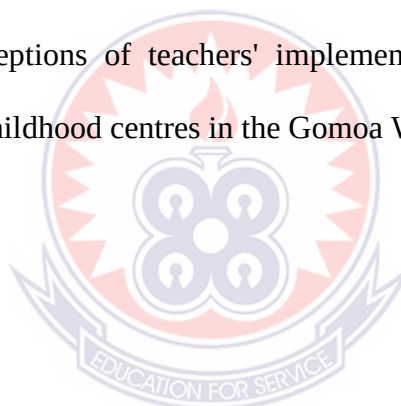
1. Stakeholders of education including the government, parents, and heads of early childhood education centres in the Gomoa West District need to encourage their teachers to continue to develop positive perception about teachers' implementation of the Standards based Curriculum for early childhood education centres in the district.
2. Stakeholders of education including the government, parents, and heads of early childhood education centres in the Gomoa West District need to motivate early childhood education teachers to play crucial roles towards the e implementation of the Standards Based Curriculum for early childhood education centres in the district.
3. Stakeholders of education including the government, non-governmental organizations, opinion leaders, philanthropists, parents, and heads of early childhood education centres in the Gomoa West District need to find effective ways to combat the challenges associated with teachers' implementation of the Standards Based Curriculum for early childhood education centres in the Gomoa West District.

5.4 Contribution of the Study to Knowledge

This study sought to fill three important gaps by exploring teachers' perceptions, determining their roles, and investigating the challenges associated with implementing the SBC in early childhood education centres in Gomoa West District. By addressing these important gaps, the study will contribute to localized evidence that can inform policy, teacher professional development, and resource allocation, ultimately strengthening the implementation of the SBC at the foundational level of education.

5.5 Suggestion for Further Study.

Based on the study's findings, it is advised that a similar study be undertaken to evaluate parents' perceptions of teachers' implementation of the Standards-Based Curriculum for early childhood centres in the Gomoa West District.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

Teachers' Implementation of the Standards Based Curriculum at Early Childhood Centres in the Gomaa West District

This questionnaire seeks to gather data on the perception of early childhood education teachers about the Standards based curriculum for early childhood education, the roles of early childhood education teachers in the effective implementation of the Standards based Curriculum for early childhood education, and the challenges teachers face in the use of the Standards based Curriculum for early childhood education. The information you provide will be kept confidential and be used solely for the purpose for this study.

Section A: Demographic Data

1. Sex of respondent

Male ☐

Female ☐

2. Academic Qualification

M.A/M.Sc./M. Ed ☐

Bachelor's Degree ☐

Diploma in Education ☐

Cert 'A' ☐

SSSCE/WASSCE ☐

Other: Please specify:

3. Teaching Experience/ Number of Years Spent Teaching Early Childhood

Above 14 years ☐ 6-8 years ☐

12-14 years ☐ 3-5 years ☐

9-11 years ☐ 0-2 years ☐

Instruction: Each statement is followed by series of responses such as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Please respond to each item by ticking [✓] the corresponding response you consider appropriate.

Section B: Perception of early childhood education teachers about the Standards based Curriculum for early childhood education

Perception of Teachers	S.A	A	D	S.D
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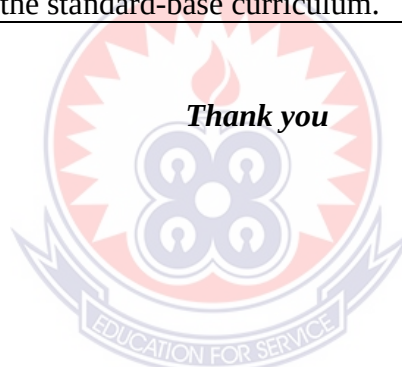
4. The content of the curriculum is in line with the needs and interests of learners.				
5. Teachers are comfortable with the content of the curriculum.				
6. The curriculum allows teachers to interact actively with learners during lessons.				
7. The curriculum allows teachers to use television, video, and/or computer play activities in the classroom learning activities.				
8. The time allocated for classroom activities is adequate.				
9. Teachers are able to effectively utilize the instructional time to the benefit of learners.				
10. The curriculum allows teachers to engage learners in play with toys of their choice regardless of their sex.				
11. Teachers trust that learners would develop social skills as well as critical thinking skills, and be creative.				

Section C: Roles of early childhood education teachers in the effective use of the Standard-based Curriculum for early childhood education

Roles	S.A	A	D	S.D
12. Teachers guide learners to discover learning for themselves.				
13. Teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom.				
14. Teachers facilitate learning by offering resources and activities that arouse learners' interests.				
15. Teachers ensure that there is open communication and positive relationship between the school and parents.				
16. Teachers act as the nurturers and caregivers of learners in their custody.				
17. Teachers perform the role of child development observer and appraiser.				
18. Teachers show interest in the professional development of inexperienced (fresh) teachers.				
19. Teachers know the needs and abilities of the learners in the classroom and outside the classroom.				
20. Teachers are responsible for establishing a setting for social and emotional learning.				

Section D: Challenges teachers face in using the Standard-based Curriculum for early childhood education

Challenges	S.A	A	D	S.D
21. Inadequate relevant instructional resources for teaching and learning of early childhood education.				
22. Inadequate training in the use of developmentally appropriate practices in and outside the classroom.				
23. Inadequate number of professionally trained early childhood educators.				
24. Ineffective curriculum leadership and quality management.				
25. Teachers inability to use ICT as a pedagogical tool due to unstable power supply and inadequate ICT tools.				
26. Crowded classrooms at the early childhood centres in the district.				
27. Absence of guidance and counselling services to promote the personal/social, educational, and career development of learners.				
28. Teachers' inability to use Ghanaian languages as the medium of instruction at the lower primary level.				
29. Loaded content of the standard-base curriculum.				



APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

UNSTRUCTURED INTERVIEW GUIDE

The Implementation of the Standards Based Curriculum at Early Childhood Centres in the Gomoa West District

Biographic Data of Respondents

1. What is your highest qualification?
2. For how long have you been teaching in the district?

Please, indicate your opinion on each of the following statements about the perception of teachers on the Standards based Curriculum for early childhood education

3. The content of the curriculum is in line with the needs and interests of learners.
4. Teachers are comfortable teaching the content of the curriculum.
5. The curriculum allows teachers to interact actively with learners during lessons.
6. The curriculum allows teachers to use television, video, and/or computer play activities in the classroom learning activities.
7. The time allocated for classroom activities is adequate.
8. The teachers are able to effectively utilize the instructional time to the benefit of learners.
9. The curriculum allows teachers to engage learners in play with toys of their choice regardless of their sex.
10. Teachers trust that learners would develop social skills as well as critical thinking skills, and be creative.

Please, indicate your opinion on each of the following statements about the roles of early childhood education teachers in the effective implementation of the Standards based Curriculum for early childhood education

11. Teachers guide learners to discover learning for themselves.
12. Teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom.
13. Teachers facilitate learning by offering resources and activities that arouse learners' interests.
14. Teachers ensure that there is open communication and positive relationship between the school and parents.
15. Teachers act as the nurturers and caregivers of learners in their custody.
16. Teachers perform the role of child development observer and appraiser.
17. Teachers show interest in the professional development of inexperienced (fresh) teachers.
18. Teachers know the needs and abilities of the learners in the classroom and outside the classroom.
19. Teachers are responsible for establishing a setting for social and emotional learning.

Please, indicate your opinion on each of the following statements about the challenges teachers face implementing the Standards based Curriculum for early childhood education

20. Inadequate relevant instructional resources for teaching and learning of early childhood education.
21. Inadequate training in the use of developmentally appropriate practices in and outside the classroom.
22. Inadequate number of professionally trained early childhood educators.
23. Ineffective curriculum leadership and quality management.
24. Teachers inability to use ICT as a pedagogical tool due to unstable power supply and inadequate ICT tools.
25. Crowded classrooms at the early childhood centres in the district.
26. Absence of guidance and counselling services to promote the personal/social, educational, and career development of learners.

27. Teachers' inability to use Ghanaian languages as the medium of instruction at the lower primary level.

28. Loaded content of the standard-base curriculum.

Thank you are participating in the study.



APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

OBSERVATION CHECKLIST

The Implementation of the Standards Based Curriculum at Early Childhood Centres in the Gomoa West District

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

OBSERVATION CHECKLIST

The Implementation of the Standards Based Curriculum at Early Childhood Centres in the Gomoa West District

Roles	Yes	No
1. Teachers guide learners to discover learning for themselves.		
2. Teachers create an engaging learning environment that meets the learning needs of individual learners in the classroom and outside the classroom.		
3. Teachers facilitate learning by offering resources and activities that arouse learners' interests.		
4. Teachers ensure that there is open communication and positive relationship between the school and parents.		
5. Teachers act as the nurturers and caregivers of learners in their custody.		
6. Teachers perform the role of child development observer and appraiser.		
7. Teachers show interest in the professional development of inexperienced (fresh) teachers.		
8. Teachers know the needs and abilities of the learners in the classroom and outside the classroom.		
9. Teachers are responsible for establishing a setting for social and emotional learning.		

RELIABILITY

/VARIABLES=Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Scale: ALL VARIABLES

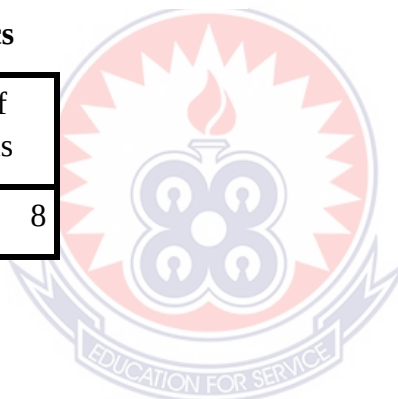
Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.831	8



RELIABILITY

/VARIABLES=Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.838	9

RELIABILITY

/VARIABLES=Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Scale: ALL VARIABLES

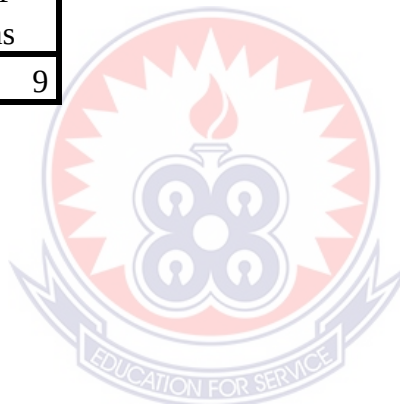
Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.786	9



APPENDIX D

