

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHER FACTORS AFFECTING THE IMPLEMENTATION OF
STANDARDS-BASED CURRICULUM IN PUBLIC EARLY CHILDHOOD
CENTERS IN THE SUNYANI MUNICIPALITY**



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STANDARDS-BASED CURRICULUM IN PUBLIC EARLY CHILDHOOD
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the School of Graduate Studies, in Partial fulfilment
of the Requirements for Award of
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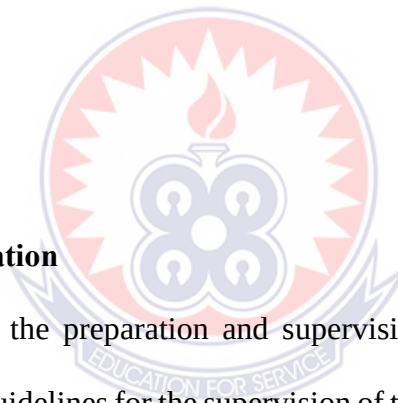
DECLARATION

Student's Declaration

I, **ABRAHAM OSEI KONADU**, hereby declare that, this dissertation with the 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 Master's degree elsewhere.

Signature:

Date :



Supervisor's Declaration

I hereby declare that the preparation and supervision of this thesis were done in accordance with the guidelines for the supervision of thesis as laid down by University of Education, Winneba

Supervisor: Dr. Salome Praise Otami

Signature:

Date:

DEDICATION

To my lovely sister Mrs. Baah Jennifer



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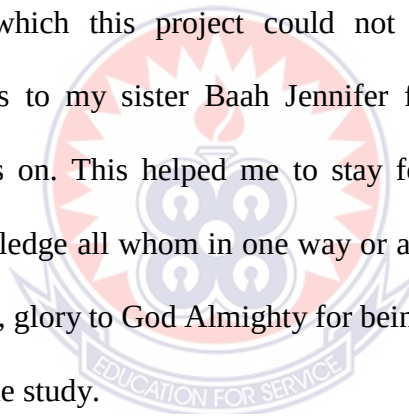


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ABSTRACT

The purpose of this study was to investigate teacher factors affecting the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality. The researcher adopted concurrent triangulation design for the study; sample size of 118 was adopted by the researcher which included 112 Kindergarten Teachers and 6 head teachers. Census and Purposive sampling technique were also adopted, the instruments used were questionnaire, semi-structured interview guide and observation checklist. The study highlighted teacher preparation, including training in early childhood education, as crucial for successful implementation of standards-based curriculum, as it enhances educators' understanding of curriculum content and effective teaching strategies, ultimately leading to improved learners outcome. Additionally, higher academic qualifications among teachers significantly influence the implementation of curriculum outcomes by enabling the use of effective strategies and adaptability to curricular changes. Learning environment created by teachers, characterized by adequate and attractive teaching aids, good sitting arrangement, adequate space for learners to interact with each other in the classrooms, good lighting, well displayed learning resources on walls and clean classrooms were essential for effective curriculum delivery, while poor environmental conditions hinder teaching practices and pupil learning. Finally, effective time management was vital for maximizing curriculum coverage and ensuring meaningful learner engagement and assessment, as poor time management negatively impacted academic performance. The study concluded that, teacher preparation, qualifications, teacher created learning environments, and time management strategies significantly influence the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality. Comprehensive teacher preparation and higher qualifications are linked to improved understanding and execution of curriculum requirements, enhancing educational outcomes for students. it was recommended that the Ministry of Education implement comprehensive pre-service and in-service training programs emphasizing practical teaching strategies, establish policies to recruit and retain qualified early childhood education teachers with relevant credentials, provide training on effective time management techniques for lesson planning and delivery, and support the establishment of Professional Learning Communities in schools to foster collaboration and address curriculum implementation challenges.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, teacher preparation and qualification have been recognized as fundamental to the quality of early childhood education. Countries with well-established ECE systems, such as Finland, Canada, and New Zealand, have long emphasized the importance of rigorous teacher training programs. These nations ensure that teachers undergo comprehensive training that equips them with the necessary pedagogical knowledge and skills for effective curriculum delivery (Heckman & Karoly, 2021). In Finland, for example, early childhood teachers are required to hold at least a bachelor's degree in education, and teacher preparation programs include extensive practicum experiences to bridge theory and practice (Kangaslahti, 2022). This approach not only strengthens teachers' understanding of child development but also enhances their ability to deliver age-appropriate learning experiences that foster critical thinking and creativity.

In contrast, many developing countries face challenges in ensuring that early childhood teachers are adequately prepared and qualified. A report by UNESCO (2020) highlights that a significant percentage of ECE teachers in low- and middle-income countries do not meet the minimum qualification standards. In countries like India and Brazil, teacher preparation programs for early childhood education often lack depth and focus more on theoretical knowledge than practical classroom skills (UNESCO, 2020). This gap between training and practice affects the quality of teaching and the successful implementation of curriculum reforms aimed at improving learning outcomes.

In Africa, the state of teacher preparation and qualification for early childhood education varies across regions but remains a significant area of concern. The African Union's Agenda 2063 underscores the importance of investing in human capital through quality education, including early childhood development (African Union, 2015). However, many African countries struggle to meet this goal, particularly in the realm of teacher preparation. In sub-Saharan Africa, it is common for early childhood educators to lack formal training in early childhood education, often possessing only basic education qualifications (Obeng, 2020). This situation is compounded by limited access to specialized ECE training institutions, especially in rural areas.

In Ghana, teacher qualification standards for early childhood education have improved over the past decade, with the government introducing diploma and degree programs in early childhood education in teacher training colleges (Akyeampong, 2021). Despite these advancements, many teachers, particularly in rural and underserved areas like the Sunyani Municipality, still lack the necessary qualifications and pedagogical skills to effectively implement the standards-based curriculum. According to Obeng (2020), a significant number of early childhood teachers in Ghana hold only a senior high school certificate or an unqualified diploma particularly in private schools, and many enter the profession without specialized training in early childhood education. This mismatch between the qualifications required and the actual qualifications of teachers hampers their ability to deliver the curriculum effectively, particularly in relation to the learner-centred and play-based approaches that the curriculum advocates.

Teacher-created environment is another critical factor for the successful application of the standards-based curriculum in ECE centers. According to research by Mwaura et al.

(2019), the physical and psychological environment in which children learn significantly impacts their engagement, social interactions, and cognitive development. Teachers who are well-trained in creating child-centered, stimulating environments are more likely to foster creativity, problem-solving, and critical thinking skills among children. The working environment of teachers plays a pivotal role in their ability to deliver quality education. Countries that prioritize early childhood education, such as Sweden and Japan, provide their teachers with conducive working conditions, including manageable class sizes, well-resourced classrooms, and opportunities for professional development (OECD, 2021). These elements create a supportive environment where teachers can focus on the holistic development of learners without the constraints of overcrowded classrooms or a lack of teaching materials.

In many parts of Africa, however, the working environment for early childhood educators is less than ideal. Large class sizes, inadequate teaching resources, and poor infrastructure are common challenges that hinder the effective delivery of curriculum content (UNICEF, 2021). In countries like Nigeria, Kenya, and South Africa, early childhood teachers often contend with overcrowded classrooms, insufficient instructional materials, and dilapidated school buildings, which make it difficult to engage learners in meaningful and interactive learning experiences (Nyamwange & Mutiga, 2020). Moreover, many teachers work in environments where support systems, such as mentorship and access to continuous professional development, are lacking, further compounding the difficulties they face.

In Ghana, similar challenges exist, particularly in public early childhood centres in underserved regions such as the Sunyani Municipality. Agyemang (2023) notes that many

public early childhood centres in the Sunyani Municipality lack adequate teaching and learning materials, making it difficult for teachers to implement the interactive, play-based approaches advocated by the standards-based curriculum. Additionally, large class sizes, particularly in urban public schools, further strain teachers' ability to manage classrooms effectively and deliver quality instruction.

Effective time management is a critical aspect of curriculum implementation, particularly in early childhood education where the day is divided between structured learning activities and play-based learning experiences. Countries like Singapore and Australia have developed structured time management frameworks for early childhood educators, allowing for a balanced approach that integrates academic learning with social and emotional development (Moss, 2021). Teachers in these countries are trained to manage their time effectively, ensuring that sufficient time is allocated to each learning outcome while also allowing for flexibility to meet the individual needs of learners.

In Africa, time management is often a challenge for early childhood educators due to various systemic and structural issues. Overcrowded classrooms, a lack of support staff, and insufficient planning time all contribute to teachers' inability to manage their time effectively (Asare, 2020). In many cases, early childhood educators are required to teach multiple subjects, manage large groups of children, and perform administrative tasks, leaving little time for lesson planning or individualized instruction. This issue is particularly pronounced in rural and underserved areas, where teachers face additional challenges related to inadequate resources and limited professional development opportunities.

In the Sunyani Municipality, time management has emerged as a significant challenge for early childhood educators. Teachers in public early childhood centres report that they are often overwhelmed by the demands of the curriculum, particularly in terms of balancing instructional time with the need to manage large classrooms and limited resources (Amoako, 2022). As a result, many teachers struggle to cover all the required learning outcomes within the allotted time, leading to gaps in the standards-based curriculum's implementation. Additionally, the lack of support staff, such as teaching assistants, intensifies the problem, as teachers must manage both instructional and non-instructional tasks, further limiting the time available for effective teaching.

In the Sunyani Municipality, the standards-based curriculum implementation has faced numerous challenges, especially those related to teacher preparation, qualification, working environment, and time management. While efforts have been made to improve teacher qualifications through the introduction of diploma and degree programs in early childhood education, a significant number of teachers in public early childhood centres still lack the necessary training and pedagogical skills to implement the curriculum effectively (Akyeampong, 2021). This issue is particularly pronounced in rural and peri-urban areas of the municipality, where access to specialized training programs is limited. Moreover, the working environment for teachers in the Sunyani Municipality is often characterized by overcrowded classrooms, inadequate teaching materials, and poor infrastructure; all these impede the effective implementation of the standards-based curriculum (Agyemang, 2023). Teachers report that they lack the necessary resources to engage learners in the interactive, play-based activities that the curriculum advocates,

leading to a reliance on traditional, teacher-centred instructional methods that do not align with the curriculum's goals.

Time management also presents a significant challenge for early childhood educators in the Sunyani Municipality. Teachers are often required to manage large classrooms without adequate support staff, making it difficult to allocate sufficient time to each aspect of the curriculum (Amoako, 2022). As a result, many teachers struggle to cover all the required learning outcomes, leading to gaps in the curriculum's implementation and, ultimately, affecting the outcomes of the curriculum.

In conclusion, teacher preparation, qualification, working environment, and time management are critical issues that significantly impact the successful application of curriculum reforms in early childhood education. Globally, countries that prioritize these factors have seen significant improvements in the quality of ECE education. However, in Africa, and particularly in the Sunyani Municipality of Ghana, challenges related to inadequate teacher preparation, poor environment, and time management issues persist. Addressing these challenges is essential to ensuring that teachers are well-equipped to successfully implement the standards-based curriculum and deliver quality education to young learners.

1.2 Statement of the Problem

The standards-based curriculum implementation in early childhood centres in Ghana has garnered significant attention since its introduction. The standards-based curriculum aims to enhance teaching and learning outcomes by focusing on competencies that encourage critical thinking, problem-solving, and creativity among learners (NaCCA, 2019). However, the realization of the curriculum largely rest on the capacity and dedication of

teachers to deliver these learning outcomes effectively. In the Sunyani Municipality, where public early childhood centres serve as a critical foundation for education, several factors related to teachers were hindering the effective execution of the standards-based curriculum during the researcher's national service in the municipality. Personal dialog with early childhood teachers discovered that they appeared to have numerous concerns about the standards-based curriculum including; inadequate trained and certificated ECE teachers, teacher's use of traditional teaching approach, inadequate period allocation and inadequate teaching and learning resources. To justify these claims, multiple studies show significant proportion of ECE teachers in Ghana lack the requisite qualifications and professional preparation to implement the SBC effectively. Asiedu-Akrofi and Osei-Poku (2023) argue that a shortage of trained teachers undermines the practical application of child-centered pedagogies. Similarly, Owusu and Adjei (2021) highlight that many teachers entering ECE lack specific training in play-based and exploratory learning methods central to the SBC framework. Furthermore, UNESCO's global Survey of Teachers in Pre-primary Education (STEPP) indicates that teacher certification and specialization in ECE education remains low in many sub-Saharan countries, including Ghana (UNESCO, 2022). Despite reforms, rote learning and teacher-centered instruction remain rampant in many Ghanaian ECE classrooms. Agyeman and Frempong (2022) report that many teachers continue to use outdated methods such as lecture-based delivery and mechanical repetition, which contradict the SBC's emphasis on inquiry-based, learner-centered teaching. Similarly, Nyamekye (2021) found that teachers often lack the pedagogical content knowledge to shift toward play-based or exploratory learning. This persistent reliance on traditional methods has been linked to both limited in-service

training and insufficient modeling of alternative teaching strategies during teacher preparation programs (Quist-Adade & Donkor, 2023). Study by Boateng and Essuman (2022) reveals that many ECE teachers feel rushed and overloaded due to insufficient instructional time allotted for SBC subjects. They often struggle to complete the required curriculum due to scheduling constraints, which limits the depth and quality of instruction. Teachers also report limited planning time and overloaded timetables, preventing meaningful lesson customization or reflection. Effutu Municipal studies also confirm that teachers lack adequate time to implement interactive and activity-based learning methods required by the SBC (Mensah, 2021). The lack of teaching and learning resources remains a major barrier to effective curriculum implementation. Adomako and Akoto (2022) emphasize that many public ECE centers are under-resourced, lacking basic materials such as visual aids, manipulatives, and age-appropriate storybooks. This limits opportunities for experiential learning, group work, and active child participation. Additionally, Owusu-Mensah and Baffoe (2021) found that schools often rely on photocopied worksheets and outdated textbooks, which are not aligned with the interactive goals of the SBC. These teacher-related factors remain an area of concern and, if left unaddressed, may widen the gap between curriculum goals and classroom realities.

An Inadequate level of teachers' knowledge and understanding of the curriculum was a significant challenge in implementing the standards-based curriculum. Studies suggest that for any curriculum reform to be effective, teachers must have a comprehensive understanding of its goals, content, and teaching methodologies (Amoah & Addai-Mununkum, 2020). In many early childhood centres within the Sunyani Municipality,

there were indications that some teachers had inadequate knowledge of the standards-based curriculum, particularly its core principles and the pedagogical approaches it demands. This gap resulted from insufficient training during the curriculum's rollout phase, leaving teachers unprepared to translate the curriculum's ideals into effective classroom practices (Amoako, 2022). Without adequate knowledge, teachers resort to traditional teaching methods that do not align with the curriculum's goal of fostering critical thinking and problem-solving skills.

Another critical factor was limited use of learner-centred teaching strategies. The standards-based curriculum encourages the use of interactive, play-based, and learner-centred methodologies to achieve learning outcomes (NaCCA, 2019). However, research has shown that many early childhood educators in the Sunyani Municipality struggle to implement these strategies effectively. This issue was partly due to the teachers' limited exposure to active learning techniques and, in some cases, resistance to change from traditional teacher-led approaches (Osei & Aboagye, 2021). This misalignment between teaching methods and curriculum expectations can hinder the improvement of cognitive, social, and emotional skills that the curriculum aims to foster.

Furthermore, professional development of teachers remains a precarious gap in the successful operation of the curriculum. Professional development programs have been initiated to support teachers in the new curriculum framework, these programs often lack depth, follow-up, and continuous support (Mensah & Tetteh, 2020). Teachers in public early childhood centres frequently report limited access to on-going training and mentoring opportunities. This lack of sustained professional development limits their ability to adapt to the curriculum's requirements, as they were not fully grasp new

teaching techniques or methods for assessing learners' progress under the standards-based framework. As a result, teachers struggled to align their instructional practices with the curriculum's learning outcomes, compromising the quality of education delivered to young learners.

In addition to these gaps, the attitudes and beliefs of teachers toward the curriculum pose significant challenges. Some teachers were not fully embrace the curriculum's emphasis on critical thinking, collaboration, and problem-solving, particularly if these concepts differ from the more traditional rote-learning approaches they were accustomed to (Kusi & Owusu, 2021). Negative perceptions of the curriculum, stemming from a lack of understanding or comfort with its objectives, influenced how teachers implement it in their classrooms. Teachers who were resistant to adopting the curriculum's learner-centred methodologies were inadvertently stifle the development of essential competencies among their learners, thus limiting the curriculum's impact.

Moreover, structural and logistical impediments like as large class sizes, inadequate teaching materials, and limited classroom resources also obstruct implementation of the standards-based curriculum (Agyemang, 2023). These challenges often compounded the difficulties faced by teachers, who were overwhelmed by the demands of implementing a new curriculum while managing overcrowded classrooms with insufficient support. In Sunyani Municipality, many public early childhood centres operate with limited resources, making it difficult for teachers to engage learners in hands-on, play-based activities that the curriculum promotes. This mismatch between the curriculum's expectations and the realities of the classroom environment further widens the implementation gap.

In conclusion, the successful implementation of the standards-based curriculum in public early childhood centres in the Sunyani Municipality was compromised by several teacher-related factors. These include insufficient knowledge and understanding of the curriculum, limited use of learner-centred teaching strategies, inadequate professional development, poor time management, negative attitudes and beliefs, structural challenges and inappropriate placement of qualified ECE teachers. Previous studies by Agyeman (2023); Mayol et al. (2012) and Sarah (2013) touched on teacher factors affecting curriculum implementation. Personal conversation with the HR at the Sunyani Municipal Education Directorate revealed that no study have been conducted on teacher factors affecting the standards-based curriculum in ECE Centre's. This bridge literature gap that the researcher intended to fill, this study examine teacher preparation, professional qualification, teacher created environment and time management strategies in public ECE centres in the Sunyani Municipality. Addressing these gaps is essential to ensure that teachers deliver the curriculum's outcomes effectively, thereby enhancing the quality of ECE education in Ghana. Without targeted mediations to address the precise needs and difficulties faced by teachers, the potential benefits of the standards-based curriculum may not be fully realized in ECE centres across the municipality.

1.3 Purpose of the study

The purpose of the study was to investigate teacher factors affecting the standards-based curriculum implementation in public early childhood centres in the Sunyani Municipality.

1.4 Research objectives

The specific objectives of the study were to;

1. Examine how teacher preparation influences the implementation of the standards-based curriculum in public ECE centres in the Sunyani Municipality.
2. Determine whether academic or professional qualifications of teacher's in public ECE centres in the Sunyani Municipality influence the implementation of the standards-based curriculum.
3. Establish whether teacher created learning environment in public ECE centres in the Sunyani Municipality influence the implementation of the standards-based curriculum.
4. Assess how teacher time management strategies influence the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality.

1.5 Research questions

This study pursued to answer the following questions:

1. In what ways does teacher preparation influence the implementation of the standards-based curriculum in public ECE centres in the Sunyani Municipality?
2. To what extent do teachers' academic or professional qualifications affect the implementation of the standards-based curriculum in public ECE centres in the Sunyani Municipality?
3. How does teacher created learning environment influence the standards-based curriculum implementation in public ECE centres in the Sunyani Municipality?
4. How do teachers' time management strategies influence the standards-based curriculum implementation in public ECE centres in the Sunyani Municipality?

1.6 Significance of the study

The study result might be of great material thus, the discoveries and endorsements might serve as referral document for future study by other scholars. Discoveries might serve as impending forecasting by government curriculum application and educational reorganisations. The study was conducted to aid government capture the essence of improving school infrastructure and instructional materials which is key in curriculum application and pupil learning achievement. ECE educators must be trained to engage in the progress partnership and be whole heartedly involved in curriculum application in learning centres and support in restoring the excellence of teacher factors intended to improve curriculum application.

Education participants like the Curriculum architects, (NaCCA) might profit from this study in that, as people in charge of creating guidelines, their understanding of the ECE dynamics which impact the application of the standards-based curriculum outcomes, might assist in designing policies utilizing better methodologies to ensure efficiency, relevance, correctness and appropriateness of teacher's factor. Anxieties raised in the study could probably result in the engagement of diverse scholars creating more knowledge through diverse perspectives. The results may also help educators to adjust their instructions where required during curriculum application. Is necessary for teachers since they are the curriculum implementers therefore, it support them reconsider their teaching panaches for current curriculum application to achieve its intended outcomes.

The study results may profit learners as service delivery upgraded hereafter, improvement in curriculum outcomes. The study will serve as a source of knowledge to the designers

of the curriculum and applicants on teacher dynamics affecting the standards-based curriculum implementation.

1.7 Delimitations

The study was delimited to early childhood centres in the Sunyani municipality therefore; the conclusions cannot be generalized to other areas, but may serve as a foundation for further studies in such areas. To guarantee successful achievement, the study was precisely limited to early childhood centres in the Sunyani Municipality to investigate teacher factors affecting the standards-based curriculum implementation in public ECE centres. The study was restricted to address these four objectives; Examine how teacher preparation influences the implementation of the standards-based curriculum, determine whether qualifications of teachers influence the application of the standards-based curriculum, establish whether the learning environment provided by teachers to learners influence the implementation of the standard based curriculum, assess teacher time management strategies influence on the implementation of the standards-based curriculum. However, the study merely concentrated on the teacher grounded factors relative to application of the standards-based curriculum in early childhood centres exempting other factors which may be tackled by other scholars in related topic of study.

1.8 Limitations of the study

A notable limitation of the study was the occurrence of incomplete responses from some respondents during data collection. Several teachers did not provide full answers to all items in the questionnaire. This may have been influenced by factors such as limited time, lack of clarity in some questions, or concerns about confidentiality. The presence of partial responses potentially affected the comprehensiveness and reliability of the data,

thereby limiting the study's ability to capture a full picture of the teacher-related factors influencing the implementation of the standards-based curriculum in public early childhood centres in Sunyani.

1.9 Operational definitions of the key terms

Curriculum outcomes: in this study refers to important and vital knowledge that learners have accomplished, and can confidently demonstrate at the end of the curriculum such as reading, writing, arithmetic, creativity, listening, communication, critical thinking etc.

Influence- refers to effect on the standard based curriculum and how it emerges.

Factors – are the things that impact the application of curriculum such as ;teacher training, teachers method, teachers created environment, teacher skill, teachers attitude, teachers efficiency, resources for learning (teaching and learning resources), time distribution, classroom practices, head teachers' elements, teacher qualification, school policies and school administration such as management board.

Curriculum implementation- is the planned procedures assuring successful presentation of the curriculum to the targeted pupils.

Curriculum- is the systematically arranged content that are presented to the learners in ECE centres.

Public early childhood centres: early grade ECE centres financed by government.

Pupils: Learners in ECE centres.

Administration: Procedure for apportioning and owning resources in the realisation of targets planned. Thus, education officials who execute policies. They apply plans put in place by senior officers.

Child: Is a person below 18 years of age.

Teacher preparation: training or knowledge teachers acquired for the implementation of the standards-based curriculum.

Teacher created learning environment: In the context of this study refers to teacher's use of child centred pedagogy, teaching/ learning resources improvise by teachers (wall chart), siting arrangement and classroom environment (lighting) which could impact implementation of the Curriculum.



CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter covers relevant literature reviewed on theory and concepts underlying the study. In general, the literature review integrated what other have done and said to establish theoretical framework for the research work. The following strands were covered:

Theoretical framework

- ☐ **Martin Fishben's (1936-2009) Expectancy value theory (EVT)**

Strands for literature review

- ☐ Concept of curriculum
- ☐ Curriculum implementation
- ☐ Concept of Standards-Based Curriculum
- ☐ Teacher preparation towards curriculum implementation.
- ☐ Teacher's academic/professional qualification for curriculum implementation.
- ☐ Teacher created learning environment for curriculum implementation.
- ☐ Teachers time management strategies for curriculum implementation.

2.2 Theoretical Framework

A number of theories were relevant to this study. However, the researcher adopted only Martin Fishben's (1936-2009) Expectancy value theory (EVT) to guide this study.

Martin Fishbein's Expectancy Value Theory.

The study employs Martin Fishbein's (1936-2009) Expectancy value theory (EVT). The foundational concepts of expectancy-value theories can be traced to the 1930s, where as

suggested by Edward Tolman and Kurt Lewin motivated behavior arises from the interplay between individual needs and the value of environmental goals (Petri & Govern, 2004, p. 255). As advocated by Lewin an object acquires motivational significance only when a need exists within the organism, resulting in a motivational process: need→incentive (valence)→force (behavioral tendency). For instance, a hungry individual perceives food as positive, motivating them to approach it (Weiner, 2010, p. 29).

These perceptions were advanced in 1950s and 1960s by psychologists like Atkinson (1957), he branded expectancies as individuals' hopes that their performance leads to either success or failure. Value was defined by him as the attractiveness of failing or succeeding on a task (cf. Wigfield, 1994, p. 50). Atkinson perceived motivation as risk-taking behavior; he proposed that success was influenced by individual's apparent likelihood of success and the value of success, while motivation to dodge failure was linked to the apparent possibility of failure and the negative value of failure (cf. Martin & Dowson, 2009, p. 334).

In the context of 'the study teacher factors affecting the implementation of the standard based curriculum in public ECE centres in the Sunyani Municipality' the theory emphasise that, behaviour is a role of the expectancies one has and the significance of the goal one is operating on. ECE educators under goes training with anticipation that; expertise, understanding, skills and boldness gained make them fit in terms of qualification, education level and experience. Which progress their working surroundings and time organisation skills, which finally leads to effective curriculum application and decent results. Training facilitators undertake prepared them with methodologies that are

properly used during teaching learning. Facilitators are expected to utilize resources; evaluate their practices by assessing pupils' work and joining up to date courses on instructional skills. Learners participate in classroom activities on education with an anticipation that the knowledge obtained would aid them achieve best learning results which can earn them better careers, hence improved living standard.

Teacher preparation significantly influences ECE educators' expectancies regarding their capability to implement standards-based curriculum. Research showed that comprehensive training programs enhance teachers' confidence and readiness, which are essential components of EVT (Patterson & McGhee, 2022). When teachers feel well-prepared, their motivation to engage with the curriculum increases, leading to more effective implementation (Miller et al., 2020).

The qualifications of teachers directly affect their expectancy beliefs and the value they assign to curriculum goals. Highly qualified teachers tend to have higher self-efficacy, which correlates with a greater commitment to curricular standards (Darling-Hammond, 2017). Studies indicate that teachers with advanced qualifications perceive the implementation of standards as more valuable, thus influencing their instructional practices positively (Cochran-Smith & Villegas, 2015).

The working environment is critical in shaping both expectancies and values. A supportive school culture that encourages collaboration and professional growth fosters positive expectancies among teachers (Goddard et al., 2015). Research suggests that when teachers perceive their environment as conducive to professional development, they are more motivated to adopt new standards and practices (Day et al., 2016). This aligns with EVT, as a positive environment enhances the perceived value of teaching efforts.

Effective time management is crucial for teachers to successfully implement standards-based curriculum. EVT posits that teachers who managed their time effectively were more likely to believe in their ability to meet curricular demands, thus increasing their motivation (Baker et al., 2020). Study highlighted that teachers who allocate time strategically to curriculum planning and execution demonstrate better outcomes in student learning, underscoring the importance of expectancies related to time management (Uroš & Hršak, 2021).

The Implications of applying EVT to this study identified strategies to enhance teacher motivation and effectiveness in implementing the standards-based curriculum. Understanding the interplay between teachers' expectancies, values, and contextual factors can inform policies and practices that support teachers in achieving educational outcomes.

2.3 Justification of the Theory

Martin Fishbein's Expectancy-Value Theory (EVT) suggests that motivation to engage in a task depends on an individual's expectation of success and the value assigned to that success (Eccles & Wigfield, 2020). In educational settings especially in implementing standards-based curriculum in Ghana EVT helps explain how teacher factors such as preparation, qualifications, classroom environment, and time-management strategies influence instructional effectiveness.

Teachers who feel adequately prepared and qualified tend to have stronger expectancies of success in implementing the standards-based curriculum. For example, in computational thinking, pre-service teachers with higher expectancy and value beliefs were more willing to implement STEM instruction (Rich et al., 2021; Chan et al., 2023).A

supportive working environment enhances teachers' beliefs about their capabilities and the worth of their work. Meta-analytic findings in physical education and classroom settings show that social support and positive class climate significantly predict students' EVT motivation and by extension demonstrate how environment shapes expectancy-value beliefs (Meta-analysis, 2022). Similarly, qualitative case studies of elementary mathematics instruction highlight how perceived costs such as time constraints or not meeting benchmarks can inhibit even well-prepared teachers who value reform efforts (Thatcher Day, 2021). Time management plays a critical role in supporting expectancy beliefs. While direct empirical studies linking teacher expectancy and time management are limited, broader SRL literature indicates a moderate positive association between self-efficacy (a proxy for expectancy) and time-management behaviors (Educational Psychology Review, 2025). When teachers perceive time as manageable, their expectancy of success in curriculum implementation rises; conversely, high perceived costs undermine motivation.

Overall, EVT underscores that individuals engage in behaviors only if they value the outcome and believe success is attainable (Eccles & Wigfield, 2020). EVT research across domains including test preparation, STEM learning, active learning, and foreign language demonstrates that expectancies and value beliefs interact to predict engagement, persistence, and achievement (Frontiers, 2022; Nagle, 2021; Chan & Zhou, 2023).

2.4 Concept of Curriculum

Curriculum, as a concept, is often understood as a comprehensive framework that outlines the structure and organization of educational surroundings. This encompasses pronouncements made by facilitators regarding the teaching process, as well as the

influence of societal views, families, and external authorities (McLachlan et al., 2018). The definition of curriculum is further expanded to encompass the role of knowledge in society, with a focus on the types of knowledge that are valued or prioritized in a given society (Pieters et al., 2019; Gouëdard et al., 2020). When discussing educational reforms, curriculum reform can be seen as an initiative aimed at altering the intentions of learning and reshaping how learning occurs (Gouëdard et al., 2020). Priestley and Biesta (2013) argued that the success of these changes relays largely on the underlying goals and intentions driving the reforms. Numerous scholars have emphasized that the design of curriculum policies addresses crucial questions such as what content is to be learned, the methods through which it should be taught, and the reasons behind its inclusion. Furthermore, these policies focus on how the success of learning will be assessed and what resources are needed to meet the established goals (Stabback, 2016).

In the context of Ghana's educational system, curriculum is perceived as a set of procedures and frameworks that govern what students should learn and how teaching should occur within the educational system (National Council for Curriculum and Assessment [NaCCA], 2019). In Ghana, the curriculum at various educational levels follows a common approach, where teaching materials and resources, such as textbooks or other instructional tools, are designed to align with the country's educational objectives. Several factors influence the design and realization of the curriculum, including the teaching methods to be employed, the allocation of learning time, class sizes, instructional goals, assessment and feedback practices, and examination procedures (Vera Cruz et al., 2018). Ultimately, curriculum represents the totality of experiences

provided to students through the educational process (Bishop, 1985), and it serves as a vital component of educational policy.

2.5 Concept of Standards-Based Curriculum

A standards-based curriculum (SBC) is an educational framework that aligns teaching, learning, and assessment with clearly defined learning outcomes or standards. These standards outline what students are expected to know and be able to do at each grade level, ensuring consistency and equity across classrooms and schools (Thomas, 2020). The core aim is to improve student learning outcomes by focusing instruction on essential knowledge and skills.

In a standards-based system, curriculum development, teacher instruction, and student assessment are all designed around national or regional academic standards (GES, 2019). This approach allows educators to better track student progress, identify learning gaps, and provide targeted interventions (OECD TALIS Consult, 2025). Recent studies emphasize that standards-based curriculum help to raise educational quality by setting clear expectations and promoting accountability (Reid et al., 2023; Rashid & Saddiqui, 2022). Moreover, aligning curriculum to standards supports teacher collaboration and professional learning, as educators work toward shared instructional goals (Desimone & Garet, 2015; Nguyen et al., 2024). However, critics caution that overemphasis on standardized outcomes may restrict creativity in teaching and ignore local learning contexts if not carefully implemented (Vamblaere & Devos, 2016).

2.6 Concept of Curriculum implementation

Adentwi and Sarfo (2011) clarify curriculum implementation as “the process of transforming curriculum plans into practical teaching and learning activities within the

classroom throughout the educational system” (p. 231). Lewy also describes implementation as “the process of putting into practice changes made in curriculum plan, materials, and methods of teaching educational arms, content and structure”(cited in Adentwi, 2007, p. 308). Deducing from both authors, curriculum implementation can be labelled as the practice of putting variations made in the current curricular into operation in the classroom with the support of curriculum implementers for the realisation of the intended goal. The preferred modernisations become favourable and materialised when such changes are completely and accordingly implemented.

Furthermore, Fullan cited in Adentwi and Sarfo (2011, p.231) describes implementation as consisting of “ the process of putting into practice an idea, plan and programme, or set of activities and structures new to the people attempting or expected to change”. He clarifies that the variation may be superficially executed or reluctantly pursued; explicitly clear in detail in advance and modified incrementally through use; designed to be planned intentionally so that users can make amendment according to their opinion of the needs of the condition. Fullan’s explanation, as cited in Adentwi and Sarfo (2011), this implies that curriculum application is about placing new ideas, ideologies, new approaches of teaching, current books, syllabus or complete new educational reforms into action. He emphatically indicates that, in the process of implementation the handlers could modify the planned changes to occur based on their insight and situational needs. It can be feasible depending on the kind of educational system being utilized in the country and the basis of the innovation. If the modernizations are introduced nationwide, then the implementers are responsible and expected to apply the changes per the directions from the curriculum designers. Therefore, curriculum implementation is the process by which

the formally planned or legitimately designed course of study is decoded into practical teaching tools such as syllabi, schemes of work, lesson plans, and notes by the teacher.

2.7 Teacher preparation toward curriculum implementation

Professional development model for teacher's, which emphasis on facilitator's preparations and constant improvement of facilitators to efficiently apply curriculum frameworks. According to this ideology, educator's preparedness is influenced by numerous dynamics, comprising pre-service training, in-service training, experience, resources availability and support. Pre-service training is the education and training that educators obtain earlier before entering the classroom to teach, it comprises official education programs and teacher certification. In-service training also clarifies as continuing professional development opportunities teachers partake throughout their profession (Kankam et al., 2019). Apart from training, teacher preparedness can also be prejudiced by experience, access to adequate resources and support. Teachers with require experienced are likely to developed effective teaching tactics and have a chunk of understanding of the curriculum framework entirely. Adequate resources and support like textbooks, technology, and professional development equally improve teacher preparation. The effective implementation of the National Pre-Tertiary Curriculum Framework (NPECF) in Ghana needs well-rounded approach for teacher professional development, which comprises supporting both pre-service and in-service training opportunities aligned with the curriculum framework, while ensuring that teachers have requisite resources and support to implement the framework effectively (Akyeampong, 2017; Kankam et al., 2019).

In Ghana, implementing the NPECF you requires an understanding of the political, cultural, and socioeconomic factors that could impact teachers' capability to successfully implement the curriculum. For instance, cultural norms surrounding education and teaching may influence the effectiveness of some teaching tactics, while socioeconomic hindrances, like poverty, limit access to teaching resources and professional support.

According to UNESCO (2015), teacher preparation programs must equip educators with curriculum adaptation strategies and autonomy to meet the needs of all students, including those with disabilities (UNESCO, 2015). Contemporary evidence underscores that the overall quality of education systems is heavily dependent on the caliber of teacher education and professional development: improving both the quality and quantity of teachers significantly enhances curriculum renewal and implementation (López-Martín et al., 2023).

Teaching effectiveness shaped by teachers' content knowledge, pedagogical skills, classroom management, and instructional practices remains the strongest school-based predictor of student learning gains (López-Martín et al., 2023). Research likewise demonstrates that teaching experience consistently contributes to enhanced student achievement, particularly during teachers' early years, and continues to yield benefits throughout their careers (Learning Policy Institute, 2021).

Tamakloe's three-fold objectives for teacher education cognitive skills, problem-solving via pedagogical insight, and development of professionally mature teachers find support in modern teacher development frameworks emphasizing reflective practice, adaptive expertise, and collaborative learning environments (Desimone, 2009; Darling-Hammond et al., 2017; Van Veen et al., 2012). These frameworks highlight that effective teacher

professional development (TPD) should be inquiry-driven, contextualized, and supported over time including mentoring, peer collaboration, and feedback loops .

Effective teacher training integrates theoretical knowledge with hands-on, mentored practice, enabling trainee teachers to apply instructional theory in real classroom settings. Studies confirm that on-campus and off-campus teaching practice, under supportive supervision, promotes autonomy and skill transfer from theory to practice (Darling-Hammond et al., 2022; Desimone, 2009) . Moreover, sustained, blended models of TPD incorporating digital tools, coaching, and reflective professional learning communities lead to more lasting shifts in teacher efficacy and instructional quality .

Studies also show that professional learning communities (PLCs) where teachers collaborate, reflect, and co-plan enhance instructional quality and curriculum implementation (PLC research, 2025). In inclusive education contexts, effective teacher preparation is central: research on Universal Design for Learning (UDL) stresses the need for teacher training in assistive technologies and differentiation strategies to accommodate diverse learners (UDL literature summary, 2023).

Finally, large-scale reviews indicate that the characteristics of professional development matter more than its mere existence: PD is more effective when it's focused on instructional practice, tied to actual classroom materials, involves coaching and collaborative follow-up, and is sustained over time (Education Week meta-review, 2023; IES overview, 2025).

Training of teachers, age, gender, teaching experience were key factors that influence curriculum implementation as the study revealed (Sarah, 2013). Research has shown a positive correlation between well-prepared teachers and improved student outcomes in

Ghana. A study by Asare and Agyemang (2021) found that schools with teachers who had undergone more intensive teacher training programs achieved higher pass rates in national exams. Furthermore, the involvement of teachers in professional development programs has been shown to increase their confidence and effectiveness in the classroom. This study therefore seeks to fine out the influence of teacher preparation on the implementation of the standards-based curriculum in public ECE centers in the Sunyani municipality.

2.8 Teachers academic or professional qualification for curriculum

implementation

Teacher proficiency and competence are vital quality components in effective curriculum implementation, encompassing factors such as academic and professional qualifications, subject matter expertise, certification, and pedagogical training. Recent studies highlight that teachers' content knowledge and instructional competence are directly linked to student learning outcomes and the fidelity of curriculum delivery (Darling-Hammond et al., 2017; Kraft & Papay, 2019). Teacher quality remains a significant determinant of curriculum success across all education levels from early childhood to secondary education (Kini & Podolsky, 2016). Evidence suggests that specific teacher qualifications, such as certification in the content area taught and completion of subject-relevant coursework, are consistently associated with improved student performance, particularly in core academic subjects (López-Martín et al., 2023; García & Weiss, 2020). The process of implementing curriculum involves multiple stakeholders, particularly within ECE settings. These include the school administration, head teachers, teachers, and learners themselves. Among these, teachers play pivotal and magnificent role.

Teachers' academic qualifications, teaching credentials, pedagogical knowledge, and personal attitudes directly influence how well the curriculum is executed (Brandt, 2012). Teachers should be qualified, nurturing, and capable of engaging children in meaningful learning activities and experiences that support the acquisition of foundational educational norms and social competencies (OECD, 2021; García & Weiss, 2020).

Brandt (2012) and Koskei (2013) emphasize that teacher qualifications are fundamental to effective curriculum implementation. In countries like Germany, Finland, and the Netherlands, where the country invests heavily in teacher training, ECE centres are beneficiaries from high number of well-educated professionals. These nations highlight the importance of both pre-service and ongoing professional development (in-service) as necessary for equipping teachers to meet curriculum demands effectively.

Initial teacher education provides a baseline qualification, but continued professional learning is essential in maintaining relevance and effectiveness in teaching. In Indonesia, recent data show that a significant proportion of early childhood educators still lack adequate academic qualifications, with many holding only high school diplomas or equivalent (UNESCO, 2021). This has posed challenges in implementing the Early Childhood Education (ECE) curriculum effectively. Research consistently links teachers' pedagogical knowledge and classroom experience to improvements in children's cognitive and language development, including science and verbal self-concepts (Torenbeek et al., 2022). Recent studies have also examined various teacher attributes such as subject matter expertise, performance on competency assessments, training institutions attended, advanced degrees, professional development, certification status, and pedagogical content knowledge (OECD, 2021; García & Weiss, 2020).

Interestingly, while some qualifications like content-specific certification positively correlate with improved student outcomes, the possession of advanced degrees alone often incentivized by salary increments has not consistently translated into better teaching performance or curriculum implementation (Hanushek et al., 2019). Certification, particularly in early childhood education, remains a stronger indicator of teacher preparedness and classroom quality, whereas emergency or provisional certification is generally linked to lower levels of student achievement and weaker instructional quality (Darling-Hammond et al., 2017; Kraft & Papay, 2019).

Moreover, the alignment between a teacher's certification area and the subjects they teach is among the most reliable predictors of student success, although much of this evidence is derived from research at the primary and secondary levels rather than in preschool contexts (López-Martín et al., 2023). Therefore, the current study assesses the impact of early childhood educators' certification on the implementation of the standards-based curriculum in ECE centres.

Supporting this assertion, recent early childhood education literature underscores the importance of formal qualifications and ongoing professional development. In a large-scale study involving over 500 ECE classrooms, researchers found that teachers with a bachelor's degree or who engaged regularly in workshops and community-based professional learning showed significantly higher levels of classroom quality, even when controlling for classroom demographics and staff-child ratios (Slot et al., 2018; Melhuish et al., 2019).

Ryan and Cooper (2011) also concluded that higher quality ECE programs are typically led by teachers with advanced qualifications, particularly those trained in child

development or related fields. However, not all studies agree, and some show inconsistent connections between teacher education and improved pre-academic skills in children underscoring the need for further research.

A recent study in the United States highlighted ongoing educational disparities, showing that Black students are still disproportionately more likely to be taught by less experienced or less effective teachers, especially in under-resourced schools (Garcia & Weiss, 2020; Carver-Thomas, 2018). Efforts by some states to reduce class sizes intended to improve learning outcomes have occasionally led to the unintended consequence of hiring underqualified or untrained teachers to fill vacancies, ultimately diluting the potential benefits of smaller class sizes (Shores, Kim, & Still, 2020).

In a multi-state study examining teacher qualifications and classroom quality in public pre-kindergarten programs, researchers found that teachers holding advanced degrees (beyond a bachelor's) scored higher on domains related to classroom interaction and instructional quality, based on the Early Childhood Environment Rating Scale–Revised (ECERS-R) (Gerde et al., 2021; Slot et al., 2018). Classrooms led by such teachers were also associated with significant gains in children's early math skills, although gains in other developmental areas were less consistent. Similarly, a meta-analysis of longitudinal studies on ECE programs confirmed that teacher qualifications especially in early childhood pedagogy are positively correlated with improved classroom quality, though the magnitude of child outcomes varies across contexts (Melhuish et al., 2019). These findings, while informative, must be interpreted cautiously due to variability in program implementation, workforce development policies, and contextual factors an issue the current study also seeks to address.

In Africa, teacher qualification issues are prevalent and directly tied to weak curriculum implementation. A study by Moyo et al. (2012) in Zimbabwe examined the factors affecting early childhood curriculum delivery. The study used a small sample of 12 teachers and 12 head teachers, employing a descriptive survey method. Findings revealed that only 22% of the teachers had O-level qualifications, while 44.4% failed O-level exams, and 33.3% had only primary-level education. None of the participants had received professional training. These qualifications are far from adequate, raising serious concerns about the quality of education delivered at the foundational level.

To address these shortcomings, the present study expanded the sample size to 118 participants and included both pre-service and in-service training factors, such as workshops and seminars. This broader approach aimed to provide a more comprehensive understanding of the role that teacher training both initial and ongoing plays in effective curriculum implementation in early childhood education.

Teacher professional competence is undeniably central to the success of curriculum implementation in early childhood education. While initial qualifications are important, ongoing professional development is equally critical in equipping teachers to meet evolving educational demands. International studies consistently demonstrate that teacher certification, subject-specific knowledge, and participation in continuous learning activities correlate with improved classroom quality and student outcomes. In contrast, many developing countries face systemic challenges due to under qualified ECE staff, calling for urgent policy intervention and investment in teacher training.

Addressing these disparities is crucial, particularly in early childhood settings, where foundational learning takes place. Greater emphasis must be placed on ensuring teachers

possess both the academic credentials and the pedagogical skills necessary to deliver the curriculum effectively. Only through such measures can nations hope to improve the quality of early education and lay a strong foundation for lifelong learning.

A recent study in the UK examining factors affecting the implementation of the preschool curriculum found that teacher-related characteristics including motivation, professional qualifications, teaching experience, gender, and age significantly influenced curriculum implementation effectiveness (Tack & Vanderlinde, 2016; Gerde et al., 2021). The study employed a descriptive survey design similar to the current one, it involved a smaller sample size 60 teachers and 120 preschool children compared to the larger sample size of 430 teachers, 1,719 parents, and 1 District Program Officer in this study. Additionally, the previous study focused on the integration of play activities in the Early Childhood Education (ECE) curriculum in Kenya, Emuhaya District Vihiga County, diverse context compared to the study conducted in Britain.

Sarah (2013) researched into ‘teacher’s roles in promoting literacy in ECE centres assessed the role of kindergarten teachers in order to promote literacy during children’s play’. Teacher’s age, gender, teaching experience were major factors that impact execution of curriculum as the results indicates. Observation was the only method used for data collection, the current study employed questionnaire, semi-structured interview and observation for comprehensive data collection. The study intended to “investigate role of teachers in integration of play-based activities in the entire ECE curriculum” but the current study investigates teacher factors affecting the implementation of the standards-based curriculum in public ECE centres in the Sunyani municipality. Inadequate teacher training unfavourably affects the implementation of the curriculum.

Untrained teachers are not wealthy of implementing the standard based curriculum. Likewise, ECE operation requires effective trained ECE teachers.

In Kenya, studies conducted on “academic or professional qualification of pre-school teachers” shows diverse state of matters. Most teachers employed in pre-schools are unqualified while other school of thought indicate that pre-school teachers have the right qualifications as revealed by some studies. For example, Njue (2013) conducted study in Ongata Rongai Zone, Kajiado County shown 45% of pre-school teachers teaching in pre-schools are unqualified. Thus, they don’t meet the standard to effectively implement the Curriculum. Similar study by Okango (2013) on “educational challenges faced by children accompanying their mothers in Thika and Langata prisons” shown 75% of teachers teaching children either had lower or no professional training in ECE Education as Master Plan of Education and Training 1992-2010 by (UNESCO, 2021; Urban et al., 2017). As shown, teacher’s academic or professional training are key elements in the implementation of curriculum. Ongoing professional development is an essential part of the teacher qualification system in Ghana. In recent years, the Ministry of Education, in collaboration with international partners, has introduced several initiatives to enhance teachers’ professional skills. For example, the introduction of the Ghana Teacher Licensure Examination (GTLE) aims to standardize teacher qualifications and improve teaching standards (Oduro & Adomako, 2022). Despite these efforts, challenges such as limited access to training programs and inadequate funding for professional development remain significant obstacles. These raised a concern to find out academic qualification and training status of ECE teachers in the Sunyani municipality.

2.9 Teacher created learning environment for curriculum implementation

The early childhood learning environment plays a significant role in ensuring effective curriculum application. Appropriate ECE setting is characterized by interactive play base; teaching resources and good classroom environment which includes ambiance or child friendly classroom. Research has shown that when teachers create an inviting and supportive classroom atmosphere, curriculum implementation becomes more effective. In Sweden, for example, preschool teachers who provided a conducive learning environment were found to be more successful in achieving high-quality teaching outcomes (Taguma et al., 2013).

Gichuki (2013) highlights that a favorable classroom climate fosters curriculum implementation through supportive social interactions, allowing children to collaborate rather than compete. Such environments encourage independent learning through exploration and discovery, guided by the teacher's supervision. Recent studies have shown that the physical learning environment including factors such as color, design, and layout can influence young learners' behavior, engagement, attention span, and overall learning experience. Research by Barrett et al. (2015) demonstrated that well-designed classrooms with appropriate visual stimulation significantly impact children's academic progress and behavior. This underscores the importance of teachers being intentional in selecting materials that are visually appealing in color, shape, and design for optimal classroom engagement. Learning in early childhood is increasingly recognized as a personal and exploratory process. Children benefit most when they actively participate in hands-on investigations, develop curiosity, and engage in inquiry-based learning activities (Zosh et al., 2017). Manipulating various materials helps children discover

patterns, test ideas, and develop problem-solving skills. Teachers play a key role in facilitating this learning by preparing appropriate, developmentally suitable materials that allow children to explore concepts independently and collaboratively (OECD, 2021). Modern developmental psychology continues to support Piaget's constructivist theory, affirming that when children actively manipulate objects, they discover how things work and construct their own knowledge (Fleer, 2020). Therefore, the use of varied classroom resources is essential to enhancing curriculum implementation, particularly in science and other exploratory subjects. Classroom climate, both physical and social, plays a critical role in supporting curriculum implementation. According to recent research, a positive classroom environment characterized by order, safety, cleanliness, and supportive teacher-child interactions enhances children's participation and academic development (Slot, 2018; Gerde et al., 2021). Studies in high-performing early childhood education systems, such as those in Finland and Estonia, show that classroom organization, well-managed resources, and collaborative learning structures contribute to effective curriculum delivery (Urban et al., 2017; OECD, 2021).

Further, play-based learning is central to quality early childhood education. Research confirms that when children engage in guided play, they develop both cognitive and social-emotional skills essential for lifelong learning (Zosh et al., 2018; Weisberg et al., 2016). Teachers facilitate meaningful play by providing time, materials, and guidance while allowing children autonomy to explore and interact with peers. This approach aligns with developmentally appropriate practice (DAP), which promotes learning environments that encourage exploration, relationships, and real-world connections (NAEYC, 2020). Effective teaching also involves well-timed scaffolding, strategic

questioning, and modeling, which support children's engagement in complex tasks and critical thinking (Gerde et al., 2021). Classrooms that implement cooperative learning where children work in small groups with teacher support have shown increased success in achieving instructional goals, particularly in problem-solving and early numeracy (Pakarinen et al., 2023). In regional contexts such as Zimbabwe, the implementation of the Early Childhood Development (ECD) curriculum has faced challenges due to poor classroom conditions and limited resources, which hinder the creation of effective learning environments (Muringani et al., 2020). Similarly, in Kenya, resource gaps in the Early Childhood Development and Education (ECDE) sector continue to affect classroom quality and curriculum implementation (UNICEF Kenya, 2021). This highlights the urgent need for context-sensitive solutions to improve classroom climate and teaching resources for effective curriculum delivery in Sub-Saharan Africa.

The activities mentioned are geared to establish child-friendly classroom environment that boosts children's learning and their curiosity. In addition, Brandt (2012) highlights that ECE teacher's expectation is to establish supportive learning environment by focusing on arrangement of physical environment and equipment; the scheduling of activities, events and group formation.

A study conducted by Rutha (2013), in Kajiado County, sampled pre-schools for the study revealed that the classroom atmosphere really prejudiced curriculum execution. Similar results were made by Okango (2013) in Thika and Langata prisons, affirming that lack of appropriate classrooms; led to unsuccessful implementation of the curriculum for children escorting their mothers to prison. Though the studies reviewed above positively support the importance of favourable classroom climate for curriculum application it

seems that a number of pre-school classes are conducted in deplorable surroundings and even some times under trees as Galma (2016) his study shows, not caring climatic hazards. The physical environment in Ghanaian schools is often limited by large class sizes and inadequate facilities. However, Ghanaian teachers are known to use flexible classroom layouts and seating arrangements to promote interaction and engagement. A study by Osei (2021) found that teachers in rural Ghana often create learning corners and group work areas to facilitate active learning and peer collaboration despite physical constraints. However it was not known, how conducive classroom learning environment in public ECE centres in the Sunyani municipality was, therefore the need to establish its influence on the standard based curriculum.

2.10 Teachers time management strategies for curriculum implementation

Time management is widely understood as the process by which individuals plan and organize their time effectively to maximize productivity and meet responsibilities. Recent literature defines time management as both a strategic and reflective process, where individuals make informed decisions to prioritize tasks and allocate time based on goals and responsibilities (Aeon & Aguinis, 2017; Erkutlu & Chafra, 2018). In education, time management is especially critical, as teachers' ability to use time effectively directly influences classroom outcomes, student learning, and school performance (Baker et al., 2021). In Early Childhood Education (ECE), the arrival and departure times of teachers significantly impact learning quality. Teachers who arrive on time have more opportunities to engage learners in meaningful interactions, prepare lesson materials, and monitor student progress key actions that enhance learners' cognitive and manipulative

skills and improve learning outcomes (Yuan & Lee, 2020). Increased teacher-learner contact time supports both retention and performance.

However, teacher lateness remains a persistent issue affecting schools globally. Chronic late arrival disrupts classroom routines and can become normalized if not addressed, leading to reduced instructional time and poor student outcomes (Kaden, Patterson, & Healy, 2016). It also undermines the culture of accountability and punctuality within learning institutions.

Professional development in time management is vital. In countries like the United States, several public and private institutions offer structured time management training for teachers, highlighting the importance of the skill in effective teaching (Roberts & Sampson, 2021). Teachers who manage their instructional time effectively show greater classroom productivity, reduced stress, and improved student engagement (Rupani & Sharma, 2019). Ultimately, strong time management contributes to teacher effectiveness and school success (Muriithi & Kimamo, 2022).

The skills for handling time connect with teachers' over-all factor of their profession. Teachers not hard-pressed by time throughout teaching demonstrated better class performance. Resolution link to time managing is crucial for facilitators' effectiveness and performance of schools (Master, 2013; Horng, 2010). So far as time management in the entire school is under the care of teachers, time control must begin with crucial concerns and organizing activities of the day in deliberation for essential activities. Labelling on the basis of significance can support and maintain teachers on courses for the whole day, upon all the occurrence of the unforeseen and the workload being massive. Effective arrangement is concern with establishing the workload on the basis of

importance of the activity and the occurring impact of the entire activities. Teachers must have the capacity to evaluate, if school activities could be paused when the results are not encouraging as expected (Resilient educator, 2018).

Previous studies shows that managing time have significant impact on learners result. Notwithstanding, acknowledging time have impact academic performance but has not been provided with all seriousness it required by teachers (Sevari& Kandy, 2011).In primary educational institutions, time schedules for study should be suitably organized, applied and supervised for successful learning outcome. Time help in creating low-cost of educational strategies by administrators within organisations (Kaushar, 2013). Continuing problems limited competency in managing time and educational outcomes that arises from the difficulties and high prices associated with collecting data. It is driven by certain accomplished in modern system of education for issues of time management by evaluating attitude of educators and their conduct in connection to time and its organization (Karim et al., 2015). On the basis of handling time successfully by teachers in their lifetime either professionally or academically, teacher assigning their position in regards to active management of time and identifying it impact on skills in managing time in relation to curriculum application as studies conducted focused.

Wanjohi (2018) indicates 50% educators in primary institutions, in Kenya failed to attend classes and it cost the nation 27 billion Kenyan shillings yearly, this document was published by the commission in charge of education. They also indicated that 16% of teachers refuse to attend school completely. This implies that roughly two hundred thousand teachers in primary schools, thirty thousand teachers and over failed to attend classes in learning institutions while ninety thousand and over who show up in learning

institutions failed to deliver lesson. Report presented during the 71st general assembly. Recommendation from the report indicate uplifting period for definite class time is very successful strategy of improving instructions in schools, although teachers in educational institutions do not provide lessons because they are reckoned to present tasks not link to teaching which includes raising funds or organizing administrative responsibilities, while some even travel to get their compensation or take training courses which could be provided within, as the report noted. Recent reports highlight that increasing the duration of actual classroom instructional time is a highly effective strategy for improving pedagogy. However, teachers are often unavailable for teaching due to their involvement in non-instructional duties such as administrative work, fundraising, traveling for salary collection, or participating in training programs that could otherwise be integrated within school premises (UNESCO, 2021).

The interaction between teachers and learners is crucial to quality pedagogy, yet teacher absenteeism continues to erode contact hours, limiting opportunities for meaningful engagement and instruction (World Bank, 2020). This loss of instructional time directly impacts learning outcomes and represents a significant inefficiency in education systems. In many developing and even developed contexts, research has found that students often receive far less instructional time than the curriculum mandates. Studies by Bold et al. (2017) in Sub-Saharan Africa reveal that due to absenteeism and poor time-on-task management, students in public schools lose significant portions of their intended learning time. Teachers often waste contact hours through late school reporting, extended and unfocused assemblies, or unscheduled breaks that detract from curriculum coverage (UNICEF, 2022). For example, in a multi-country survey, it was observed that many

teachers fail to adhere to allocated lesson times, resulting in reduced syllabus coverage and poorer student performance (RTI International, 2021).

Teacher absenteeism has also been strongly associated with lower student performance. A study by Evans and Popova (2016) cautioned that schools with high teacher absenteeism report consistently lower student outcomes, including standardized test scores. Classroom management is another factor that significantly influences instructional quality. Effective teachers use a variety of strategies to ensure students are engaged and on task throughout the lesson, thereby maximizing learning time (Pellegrini et al., 2018).

Two key student behavior profiles require teacher attentiveness to prevent time loss: students who are disengaged and those who exhibit disruptive behavior (OECD, 2020). Disengaged students may be inattentive, frequently absent, or dependent on teacher assistance, while disruptive students may exhibit behaviors like shouting, moving around the room, or distracting peers. Research emphasizes that to manage such challenges; teachers need to understand students' backgrounds, possess strong content knowledge, and apply developmentally appropriate instructional strategies (Darling-Hammond et al., 2017). Moreover, teachers with stronger pedagogical and classroom management skills create more structured environments that support student learning (Kraft et al., 2018).

It was contended by Akram (2011) that control made on the conduct of learners throughout lessons delivery. Also, he claim that class that was not organize well resulted in disorderliness and teachers spent much of the instructional time tackling these challenges resulting in unproductive teaching. It means teachers had action idea to manage the class, create organized and structured way that the learner and the teacher

knew already. Some key limitations were administrative difficulties. Kwarteng (2013) revealed that, though teachers are dependable to employ the recommended schemes, they noted that the surrounding of the school and learners background affected the implementation of the curriculum.

Recent research in Kenya highlights that educators face complex challenges including low pay, poor recognition, and unsupportive working conditions, which lead to demotivation and negatively impact teaching quality and student learning outcomes (Nyang'ara & Anne, 2024; Jepngetich et al., 2021). Strong teacher–learner engagement remains essential for fostering student ownership and meaningful participation in learning activities (Bold et al., 2017). A supportive classroom environment is recognized globally as a key factor that optimizes pedagogy for all children (OECD, 2021). Effective time management practices have been shown to enhance instructional quality and boost pedagogical outcomes (Aeon & Aguinis, 2017; Roberts & Sampson, 2021), by helping teachers structure and prioritize their activities (Erkutlu & Chafra, 2018).

Allocating adequate, well-scheduled class time is crucial for participatory teaching methods. These strategies often require longer lesson periods compared to traditional approaches to allow for active involvement and deeper engagement (Pellegrini et al., 2018). However, in many contexts, minimal time is allocated for such pedagogical approaches, limiting their effectiveness. Time-tabled curriculum components like life skills or thematic instruction are frequently constrained, reducing opportunities for sustained interaction (Baker et al., 2021).

Teaching techniques that engage students in participatory learning demand more instructional time for proper delivery (Slot, 2018). But if time allocations remain minimal,

even well-intended curriculum components cannot be fully realized. This issue has also been observed in policy and curriculum design where minimal time frameworks for thematic subject areas are incorporated as standard practice potentially sacrificing depth for breadth. While participatory methodologies are increasingly integrated into curriculum frameworks (e.g. in some Kenyan ECDE settings), the actual time allocated (typically 30–35 minutes per week in lower and upper primary) is often insufficient to achieve meaningful learning outcomes (UNICEF Kenya, 2021; Urban et al., 2017). Overall, recent evidence supports the view that insufficient time allocation remains a barrier to effective pedagogy, limiting teacher student interaction and curricular depth, and highlighting the need for curriculum designs that align time resources with pedagogical goals (Bold et al., 2017; Pellegrini et al., 2018). Overlooking productive conduct of growth including motivation, mindfulness, understanding and self-discipline, teachers perhaps perform poorly during curriculum implementation and hence inefficient outcomes (Baothman, et al, 2018).

In Ghana, the use of time tables is a common strategy for managing instructional time. Teachers are required to follow strict schedules for each subject, and adjustments are made based on the curriculum's demands. As noted by Osei (2021), the use of detailed lesson plans helps teachers to allocate specific time for each subject area, thereby increasing productivity. Peer collaboration and mentoring programs are increasingly used in Ghana to manage time more effectively. According to Asare (2020), peer mentoring allows novice teachers to learn from more experienced colleagues, thus improving their time management and instructional strategies. Additionally, team teaching helps teachers share responsibilities and reduce individual time burden. Research by Agyemang-Duah

(2022) highlights that teachers who manage their time well tend to have better classroom control and are more focused on student learning. Effective time management strategies correlate with improved academic outcomes, as teachers have more time to engage students in meaningful activities. Teachers in Ghana face numerous challenges in time management, such as limited resources, large class sizes, and administrative duties (Boateng & Atuahene, 2019). However, the need to find out teacher time management influence on the implementation of the standards-based curriculum in public ECE centers in the Sunyani municipality.

Critique of the literature, the literature review identifies a relevant research gap lack of focus on teacher-centered factors (preparation, qualification, environment, and time management) in the implementation of the standards-based curriculum in ECE settings. It lacks breadth, relying heavily on Ghanaian context limiting global views. The review does not establish a clear conceptual or theoretical framework, limiting the depth of analysis. Methodological weaknesses in previous research are noted, such as the use of single data collection tools, but the critique could be expanded to cover multiple studies for stronger justification.

Implications of the literature, without ECE specific research educational policies may not address the real challenges teachers face in implementing curricula. Lack of understanding of teacher qualifications and preparation can lead to ineffective training and professional development. Poor curriculum implementation due to teacher-related challenges may reduce the intended learning outcomes for children. The dominance of single-method studies highlights the need for more comprehensive research approaches.

2.11 Summary of Literature Review

Most literature review available on factors affecting curriculum implementation with regard to teacher preparation, qualification of teachers, teacher created environment and time management of teachers, generalize the results on factors affecting curriculum implementation without directly linking them to the ECE teacher. This created knowledge gap the researcher had interest in studying, teacher centred factors affecting implementation of the standards-based curriculum in public ECE centres in Sunyani municipality. Personal conversation with teachers in the municipality revealed that, the standards-based curriculum was inadequately implemented in ECE centres, consequently affecting its outcomes; it was necessary to establish the cause of the problem. Most literature used descriptive design, but used one type of research tool. For instance, Sarah (2013) conducted a study on teachers' roles in promoting literacy in ECE centres and assessed the role of kindergarten teachers in order to promote literacy during children's play", used observation checklist. Sarah did not address how teacher created environment, qualification, teacher preparation and time management on implementation of early childhood development programmes. This study intended to fill the gap by using different instruments comprising questionnaires, semi-structure interview and observation schedule. Observation captures more information that would not be attained by the use of questionnaires and interview.

2.12 Conceptual Framework

The survey conceptual framework explore, numerous teacher factors affecting the implementation of standards-based curriculum. Knowing these factors were necessary as the author evaluated the variables of the impacts of these factors, the real factors and the

way in which they influence the standards-based curriculum outcomes, plus how teacher factors improved to deliver real implementation in public ECE centres in Sunyani municipality.



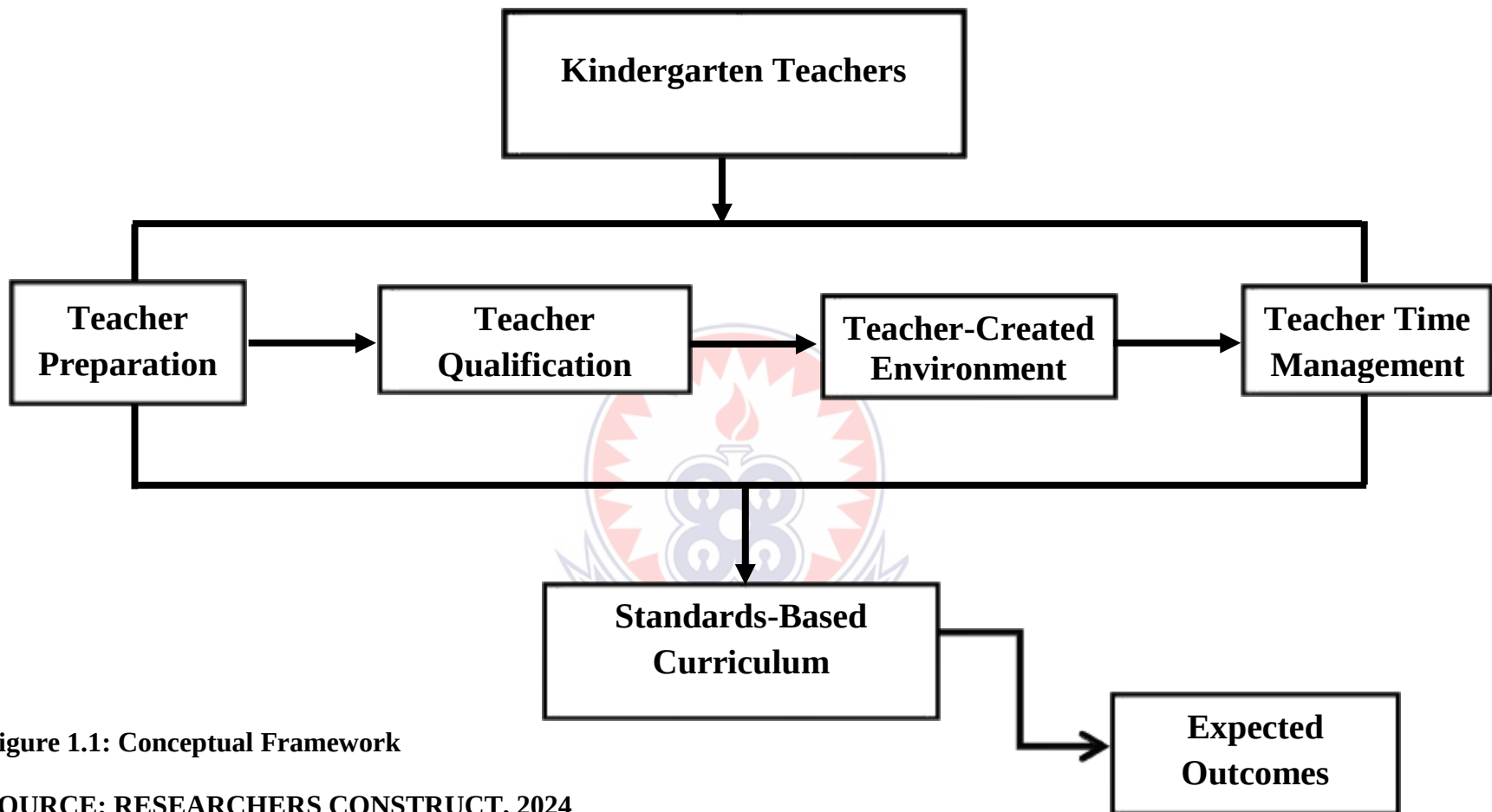


Figure 1.1: Conceptual Framework

SOURCE: RESEARCHERS CONSTRUCT, 2024

The figure depicts the conceptual framework that has been crafted from the literature perused and suitable research question. The independent variable encompasses teacher preparation, teacher qualifications; teacher's created environment and time management strategies. Dependent variables entail SBC implementation.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter show, the procedures that were employed in conducting the study were presented. They comprise research paradigm, research approach, target population, design, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis procedures.

3.2 Research Paradigm

In social research, the term paradigm refers to the underlying set of philosophical beliefs and assumptions that shape a researcher's worldview and influence decisions regarding methodology, inquiry, and interpretation (Sharma & Singh, 2021). A paradigm frames the type of knowledge a researcher seeks and how evidence is gathered and analyzed (Creswell & Poth, 2018). Although the concept was popularized by earlier scholars, recent literature continues to emphasize paradigms as central to the philosophical orientation of research (Mertens, 2020). For this study, the researcher adopted a pragmatic paradigm.

Pragmatism, as a research paradigm, draws from the philosophical tradition that prioritizes practical consequences and outcomes over abstract theorizing. It advocates for the use of methods that best address the research question rather than adhering to a single philosophical stance (Creswell & Creswell, 2018). Pragmatism supports flexibility in methodological choices, making it a natural fit for research that requires a combination of qualitative and quantitative approaches (Guetterman, 2017; Shannon-Baker, 2016; Doyle et al., 2020). A key tenet of pragmatism is the belief that multiple realities can

exist, and knowledge is constructed through human interaction and experience (Kaushik & Walsh, 2019). Rather than focusing on metaphysical debates about truth or reality, the pragmatic paradigm is concerned with what works in practice to understand a phenomenon (Ivankova, 2015; Creswell & Poth, 2018). It acknowledges the importance of context and allows researchers to draw from diverse methods qualitative, quantitative, or mixed based on the nature of the research question (Bazeley, 2018).

Pragmatism avoids rigid methodological allegiance, instead valuing methodological pluralism and the integration of multiple perspectives to produce more comprehensive and actionable findings (Shannon-Baker, 2016; Doyle et al., 2020). While it accommodates both objective and subjective perspectives, it maintains that knowledge is socially constructed through beliefs, inquiry, and action (Greene, 2020). As such, the pragmatic approach aligns well with mixed-methods research, providing the flexibility needed to address complex research problems effectively (Creswell & Plano Clark, 2018; Guetterman & Fetters, 2018).

3.3 Research Approach

There are three major research approaches commonly used in social science: qualitative, quantitative, and mixed methods. Qualitative research explores attitudes, behaviors, and lived experiences, aiming to gain in-depth insights from participants through methods such as interviews, focus groups, and observations (Creswell & Poth, 2018). In contrast, quantitative research involves collecting and analyzing numerical data to identify patterns, relationships, or generalizable findings, often from larger populations in a more structured and time-efficient manner (Creswell & Creswell, 2018). The mixed methods approach combines elements of both qualitative and quantitative research within a single

study, enabling a comprehensive understanding of complex research problems (Fetters & Molina-Azorin, 2017; Plano Clark & Ivankova, 2016). Qualitative research, in particular, is useful for exploring how individuals think, feel, and behave, often relying on rich, descriptive data rather than numbers (Tracy, 2020). Wisdom, Cavaleri, Onwuegbuzie, and Green (2012) expounded that qualitative method help to understand how individuals think, feel, act, and it uses non-numerical data. Apuke (2017) it also clarified that, quantitative research is the process of gathering and analysing statistical data through issuing of questionnaires or steering surveys.

Based on the foregoing philosophical viewpoints, the mixed method research approach, which integrates both qualitative and quantitative techniques within a single study, was deemed most appropriate for this research. Mixed methods research involves gathering and analyzing both types of data and then integrating them to derive a more comprehensive understanding of the research problem (Creswell & Plano Clark, 2018; Fetters & Molina-Azorin, 2017). This approach enables researchers to offset the weaknesses of one method with the strengths of the other and is increasingly recognized as a distinct and robust research design in its own right (Plano Clark & Ivankova, 2016).

One of the core strengths of mixed methods is its capacity to provide broader insights that would not be possible through a single method alone. For example, Creswell and Plano Clark (2018) note that merging quantitative data from surveys with qualitative insights from interviews and observations results in a richer, more nuanced understanding of the phenomena under investigation. Accordingly, this study adopted a mixed methods design: quantitative data were collected through questionnaires administered to early childhood education (ECE) teachers to assess teacher-related factors influencing

implementation of the standards-based curriculum in public ECE centres in the Sunyani Municipality. This was followed by qualitative data collection through classroom observations to assess teachers' time management strategies and interviews with head teachers to gain deeper perspectives.

This integration of data allowed the qualitative findings (from observation and interviews) to enhance and validate the quantitative data obtained from the questionnaires. According to Guetterman, Creswell, and Kuckartz (2019), mixed methods research enhances the credibility and trustworthiness of findings through triangulation, thus enabling the researcher to draw more robust conclusions. In addition, using different data sources and methods increases the potential for methodological complementarity and offsets limitations inherent in single-method designs (Ivankova & Plano Clark, 2016).

3.4 Research Design

A research design serves as a detailed blueprint that guides the process of collecting, analyzing, and interpreting data in a study. According to Saunders, Lewis, and Thornhill (2019), a research design provides the framework within which research is conducted, ensuring that the data collected is suitable for answering the research questions or testing hypotheses. Similarly, Creswell and Creswell (2018) define research design as the overall plan for addressing a research problem, including strategies for sampling, data collection, analysis, and interpretation.

For this study, the concurrent triangulation design was employed. This design, commonly used in mixed methods research, involves the simultaneous collection of both qualitative and quantitative data, giving equal importance to each data type (Creswell & Plano Clark, 2018). In concurrent triangulation, both sets of data are analyzed independently and then

integrated during the interpretation phase to cross-validate findings and offer a more comprehensive understanding of the phenomenon (Guetterman et al., 2019; Fetters & Molina-Azorin, 2017).

Triangulation, as used in the social sciences, enhances the validity and reliability of findings by drawing on multiple data sources, methods, or theoretical perspectives (Mohajan, 2018). In this study, combining qualitative interviews and observations with quantitative survey data allowed the researcher to cross-check information and address limitations associated with any single method. For example, while survey data provided measurable insights into teacher-related factors influencing the implementation of the standards-based curriculum, interviews and classroom observations offered deeper contextual understanding. Thus, the concurrent triangulation approach enhanced the credibility, completeness, and robustness of the study's findings. This research design was also chosen to ensure efficiency, as data were collected in a single phase rather than sequentially. As advised by Creswell and Creswell (2018), concurrent triangulation is particularly useful when researchers have limited time but still require both numerical and narrative data to address complex educational phenomena.

This approach was deemed appropriate because when authors decide to use a variety of sources or procedures in a study, the deficiencies in one approach is reduced by the strengths in the other approach. For instance, when both quantitative and qualitative methods are employed together in a study, utilizing a mixed methods approach, the researcher can cross-check findings from qualitative data, explore relationships, and present results statistically. At the same time, this approach allows the researcher to better understand the context of the results and address difficult issues arising from quantitative

data. In these cases, the quantitative and qualitative methods complement each other. Also the researcher needed to use both qualitative and quantitative data to triangulate and provide credibility to the findings. Thus qualitative and quantitative data are gathered relatively the same time from the respondents.

3.5 Study Area

Sunyani Municipality is one of the 27 districts in the Brong and Ahafo sharing borders with Sunyani West District to the North, Dormaa East District to the West, Asutifi District to the South and Tano North District to the East Sunyani Municipality has mixed cultural history which is mostly occupied by the Akan ethnic group. Additional ethnic group that are found in the municipality comprise varied Ewe, Northern tribes, and Ga-Dangme with the minimum population. The municipality is religiously occupied by Christians, Islam, and Traditionalist, Christians have the highest percentage. Notwithstanding, varied ethnicity and religious association, residents in the municipality live in peace and harmony (Ghana Statistical Service, 2014).

Agrarian is the main source of economy. However, there is rapid increment in commercial, industrial and service activities which shows potential modifications of local economy. Service sector employs roughly (58.3%) of the population in the Municipality. The Municipality can claim of a number of learning facilities, financial institutions, and hospital facilities and so on. One major market day in the municipality is Wednesday (Nana Bosoma Market) most people in the region come on this day to conduct their businesses. Livestock farming is gradually becoming one of the major productions in the municipality. Others engage in productions either on a subsistence base or on large scale for sale. However, the institution of pharmaceutical companies like; Ernest Chemist and

Kama Health Service Limited in the municipality has also enhanced the economy of the municipal. The total population of Sunyani Municipality is 123, 224 made up of 61,610 males and 61,614 females. The Municipality has a total of 506.71 km of road network of which 200.01km is paved and 223.71km is unpaved (Ghana Statistical Service, 2014).



Figure 1.2 District Map of Sunyani Municipal

Source: Ghana Statistical Service, 2014

3.6 Population

A population refers to the entire group of individuals, events, or elements that share common characteristics and are the focus of a research study (Creswell & Creswell,

2018). It serves as the broader group from which a researcher draws conclusions based on selected samples. According to Etikan and Bala (2017), a research population consists of individuals or items with similar traits relevant to the specific issue under investigation. Similarly, Taherdoost (2016) explains that a population is the total collection of elements about which inferences are to be made.

The target population comprises the actual group of people or units to whom the researcher intends to generalize the study findings (Saunders et al., 2019). It is from this group that the sample is drawn. As defined by Alvi (2016), the target population includes individuals who possess specific attributes of interest and meet the criteria for inclusion in the study.

In the context of this study, the target population included all early childhood education (ECE) teachers and head teachers in public ECE centers within the Sunyani Municipality. These individuals were selected because of their direct involvement in the implementation of the standards-based curriculum and their potential to provide insightful data on the factors affecting this process. There were 56 public basic schools with ECE Education centres in the Municipality and the study covered all of the ECE centres. The accessible population of the study was therefore, made up of all KG teachers from the 56 ECE centres and 6 head teachers. This gave an accessible population of 118 [$56 \times 2 = 112$] ECE teachers and 6 head teachers were used for the study. The teachers nominated from the various schools were teachers teaching kindergarten 1 and 2. This means that one teacher was nominated from KG 1 and 2.

Source: Sunyani Municipal Education Directorate (2024)

3.7 Sample and Sampling Technique

The sample size for the study was made up of 112 KG teachers in the municipality and 6 head teachers were purposively nominated for the interview based on their qualifications and number of years of being head teacher thus, 10 years and above. Yin (2014) recommended a minimum six sources of evidence in a survey study. Census sampling was employed to include all the 112KG teachers in the Municipality for this study. Census sampling is a efficient procedure of gathering, recording and analysing data concerning a phenomenon in which all participants in a given population is used This (Etikan & Bala, 2017). Sampling technique was deemed appropriate for the purpose of this study since, it allowed the researcher to gather data from all participants, characterized by varied groups within the targeted population. The essence of purposive technique are to help the researcher attain participants information with capability in the survey area or fit a given criteria as promoted by (Gray et al., 2015).

3.8 Instruments for Data Collection

Questionnaire

Merriam Webster Collegiate Dictionary (2016), define questionnaire as a set of printed questions for gaining statistically suitable personal information from people. Mugenda and Mugenda (2010) questionnaires are chosen due to their ability to acquire uniform reactions, being neutral compared to interviews. The author use questionnaires since, it can be given to a lot of participants within a short period (Creswel, 2014). The study used closed-ended questions to solicit information on teacher factors affecting the standardized-based curriculum in public ECE centres in Sunyani municipality. The questionnaires were in two parts: part one was on socio-demographic of the respondent

and part two was questions related to the objectives. The closed created questions were utilized to limit the respondent answers on certain ranges to ease the evaluation. Orodho (2012, clarify questionnaire as aspects of certain perception and that it gathers a huge chunk of data within short period. It is preferred due to its ability to ease management and capacity to concurrently procure information from participants hence minimizing time (Mugenda Mugenda, 2013).

Interview Schedule

An interview is a survey in which authors verbally asks respondent questions (Mitchell, & Jolley, 2010) and interview guides are data gathering tools used through direct and verbal conversation between respondents and the author. Lee et. al (2025) contend that interview guides are significant in sourcing for volumes of qualitative data. Interview guide aid the author to acquired information from head teachers of the selected ECE centres within Sunyani municipality. The author first, interviewed the head teachers by introducing himself to the head teacher and affirming the study purpose before acquiring information, participants consent were pursued guaranteeing their confidentiality of information given. Orodho (2012) notes that relevant information are given by participant due to the presence of the interviewer, unlike the questionnaire where the researcher is not personally available when information is been provided. It help interviewer to give probing questions for clarity(Yin, 2014). The interviews were steered by the student researcher to the sample ECE head teachers on the basis of their qualification and experience in terms of years in the service. Data were gathered on, ‘teacher’s factors affecting the implementation of the standards-based curriculum in public ECE centres’.

The interview schedule focused on teacher preparation, qualification of teachers, learning environment created by teachers and teacher's time management strategies.

Observation Checklist

Mitchell and Jolley (2010) defined observation as the practice of inspecting behaviour. Observations checklist steered the study questions to examine teacher factors, they were planned carefully. The author use checklist to observe how time is handled by teachers during school activities period, which includes; moving from staff common room to classes, change lesson, arrival and departure time. This technique has its benefit, since correct facts given from real physical conditions in the schools. However, direct observation data rarely opposes data attained by other methods (Cohen, Manion, & Morrison, 2018).

3.9 Pilot Study

Instruments for the study were pilot tested using five ECE centres in Berekum, with 4 head teachers and 8 teachers; they were not included in the actual study to avoid contamination. The process of the piloting assisted the author to remove vague from the instruments and scrutinize unanticipated problems that respondents faced to advance the instruments.

3.10 Validity and Reliability

Validity refers to the stage at which research results can be implicitly and accurately inferred (Creswell & Creswell, 2018). Validity of a research instrument is determined by how good it measures an ideas it is projected to measure (Heale & Twycross, 2015). It shows the rate at which an instrument measures the construct under study. Face and Content were established.

Face Validity: The researcher presented the instruments to colleague graduate students in the University of Education, Winneba and the supervisor to establish face validity of the instruments. They were asked to carefully and thoroughly scrutinize and evaluate the instruments for its intended purpose and face validity. Factors like the length of questions, how they are framed, and any potential ambiguity were taken into account. The feedback from the graduate students and the supervisor was considered in the final preparation of the instruments.

Content Validity: Content validity is quoted by Tavakol and Dennick (2011) refers to the position at which questions within the research instrument and the question scores portray exact questions that are exhibited in relation to the content. Content validity is a gauge that measure whether there is adequate coverage of all the research questions under study (Polit & Beck, 2017). It shows whether the method assesses what it supposed to measure (Polit & Beck, 2017). Notwithstanding, is judgmental assessment on how the content of a gauge represents the measures. According to (Polit & Beck, 2017) there are two major ways of indicating content validity. Firstly, it may be determine through a cautious definition of the topic under study, the items to be scaled, and the scale to be utilized. Secondly, the researcher supervisor with expertise may judge how well the instrument meets the standard. On the basis of this knowledge, suggestions from my supervisor and other experts lecturers in curriculum studies were pursued to content validate the instruments.

Trustworthiness: was employed to ensure validity of qualitative data. According to (Nowell et al., 2017) the purpose of trustworthiness in qualitative study is to support the sentiment that the study's results are worthy of getting attention. According to recent

literature, trustworthiness is achieved through four key criteria: credibility, dependability, confirmability, and transferability (Lincoln, Lynham & Guba, 2018).

Credibility: Credibility emphasises on creating a link between the constructed realities of the participants and what is represented by the researcher (Korstjens & Moser, 2018). To establish credibility in this enquiry, the interviews that were conducted were recorded on audio-tape and this ensured that, the researcher replay the interview with ease to ensure that the reality that the author had recorded were not manufactured. The researcher guaranteed accurate reflection on the interview by double-checking with the respondents regarding what was experienced during the interview. Field notes reflected what happened during the interview.

Dependability: Dependability has to do with the consistency of a study outcome accomplished over a period. Dependability, according to (Amankwaa, 2016) is established by using diverse methods of data gathering and diverse times of gathering the data in similar research problem. This study portrayed dependability, by having lengthy and concentrated conversation with the head teachers on the study.

Confirmability: According to (Korstjens & Moser, 2018) confirmability is recognised if the results are related to the data itself. It's about data management and data analysis itself. In this study, confirmability was ensured by keeping the assembled data that was utilized for interpretation safely, for interested authors to access the data for inspection. Furthermore, an audit trail was done by autonomous critical readers whom the researcher had assigned to assess the approaches employed for data collection.

Transferability: Transferability implies the application of research results to other locality (Cope, 2014). Substantive generalisations were not made, the author gave in-

depth account with detailed information of the results, so readers can make their own decision whether the findings of the study would be applicable to their own research contexts or not.

3.11 Reliability of Quantitative Data

Reliability deals with identifying consistency it measure in recurrent studies. A measure is considered reliable after replicated a number of times and it gives similar results (Harper, 2016). Testing internal consistency Cronbach alpha was used to check the questionnaire with reliability coefficient score of 0.75

3.12 Data Collection Procedure

A letter permitting the researcher to obtain information was lobbied from the University of Education Winneba, and the organisation responsible to authorize research in schools in Ghana, GES. This was to ensure legality of the researcher to gather data. After securing permission, the researcher pursued introductory letter from the Sunyani Municipal Educational Directorate to visit the schools to access data. Initially, the researcher interviewed head teachers, and personally distributed the questionnaires to the respondents and produced them later on the same day, though the respondents were filling the questionnaires; the researcher filled the observation checklist automatically when school activities were on-going.

3.13 Data Analysis Procedure

Orodho (2012) refers to it as practice of thought to understand the attained information with a determination of discerning reconcilable links and outlining suitable issues revealed in the enquiry. Is vital in research, data from observation and interviews were analysed thematically, by editing through sieving initially. Main ideas were coded into

sets that formed major themes. Data acquired through questionnaire were quantitatively analysed using frequency, percentage, means and standard deviation, descriptive techniques reinforced by frequency tables as endorsed by Mugenda and Mugenda (2013). It was possible with the assistance of data analysis software, specifically the Statistical Package for Social Sciences (SPSS).

3.14 Ethical Considerations

The researcher had ethical responsibility to strictly consider the rights of the respondents, who were assigned to give information for this study (Speziale, Streubert & Carpenter, 2011). Inform consent, the researcher consequently asked for permission to conduct the study. Introductory letter was attained from the Department of Early Childhood Education, in the Faculty of Applied Behavioural Sciences in Education. The aim of the study was explained to the respondent and the researcher pursued their permission to assist in answering the questions in the questionnaire. The researcher informed and assured the respondents that, information given were for academic purposes only. Also, the researcher ensured confidentiality and anonymity by making the participants unidentified. Furthermore, all the materials used for this study were accordingly acknowledged.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of the study intends to investigate teacher factors affecting the implementation of the standardized-based curriculum in public early childhood centres in the Sunyani municipality. Data was collected through the use of distributed Questionnaires, observation and Interviews from 118 respondents of the Municipality. The findings of the study were presented as per research questions of the study in the following sections.

4.2 Demographic Data of Respondents

This section of the analysis focused on the demographic data of the respondents which includes gender, age, educational qualification, as well as teaching level of respondents.

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage (%)
Males	32	29
Females	80	71
Total	112	100

Source: Field Data (2024)

The data presented in Table 4.1 illustrates the gender distribution of the respondents in the study. Of the 112 participants, 32 (29%) identified as males, while a significantly higher proportion, 80 (71%), identified as females. This gender imbalance suggests that female respondents were more engaged in the study than their male counterparts.

Such a disparity in representation could have implications for the findings of the study. According to Glover (2022), gender can influence perspectives and experiences, particularly in educational settings. Therefore, the predominance of female respondents may skew the results toward their experiences and viewpoints, potentially neglecting the insights that male respondents might provide.

Additionally, this imbalance aligns with broader trends observed in educational research, where females often participate more actively in studies compared to males (Smith & Brown, 2021). This phenomenon might reflect cultural factors or social dynamics in educational settings that encourage female engagement while discouraging male participation (Jones, 2023). The implications of this gender distribution must be considered when analysing the study's outcomes, as it may affect the generalizability of the findings. As highlighted by Robinson and Thomas (2020), it is essential for researchers to account for gender dynamics in educational research to ensure comprehensive understanding and representation.

Table 4.2: Age of Respondents

Age group (yrs.)	Frequency	percentages
0-25	12	11
26-35	53	47
36-60	47	42
Total	112	100

Source: Field data (2024)

The age distribution of the respondents in the questionnaire reveals significant insights into the demographic profile of the participants. The data indicates that the largest proportion of respondents falls within the age group of 26-35 years, accounting for 47% (n=53) of the total sample. This suggests that a significant number of respondents are likely in the early to mid-stages of their professional careers, which may influence their perspectives and experiences related to the survey topic (Owusu, 2024).

Following closely, the age group of 36-60 years comprises 42% (n=47) of the respondents. This group likely includes experienced professionals who may offer valuable insights based on their longer tenure in the field. Their perspectives can provide a balanced view that integrates both youthful enthusiasm from younger respondents and the seasoned insights from older respondents (Mensah, 2022).

Conversely, the youngest age group (0-25 years) represents only 11% (n=12) of the respondents. The low representation in this category might indicate limited participation from newer entrants into the field, which could skew the overall findings toward the views and experiences of more established individuals. This disparity is essential to consider, as it may reflect a lack of engagement or involvement from younger respondents, who may bring fresh ideas and perspectives (Asante, 2023).

Overall, the findings demonstrate a relatively balanced representation between younger and middle-aged professionals, with a notable lean towards those aged 26-35. This demographic distribution may affect the study's outcomes, as varying age groups can possess differing priorities, challenges, and views on the topic at hand. Understanding these dynamics is crucial for interpreting the data accurately and for any implications

regarding policy or practice within the relevant field (Brown, 2021). Age of respondent was important to the study to better understand their characteristics and how it influences the study.

Tab. 4.3 Educational qualification of respondents

Educational qualification	Frequency	Percentage %
Master's Degree	1	1
Bachelor Degree	80	71
Diploma	31	28
Total	112	100

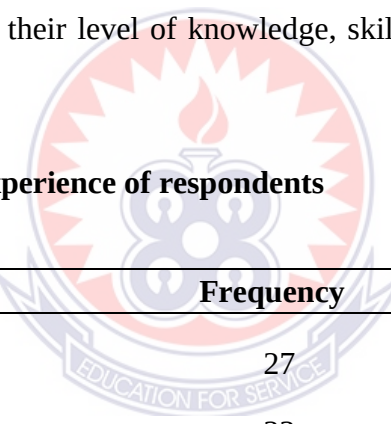
Source: Field data (2024)

The data presented in Table 4.3 illustrates the educational qualifications of the respondents, revealing a significant majority holding a Bachelor of Education (B.Ed.) degree, accounting for 71% (n=80) of the total respondents. This finding indicates a strong representation of educators with formal training in teaching methodologies and educational practices, which is crucial for effective pedagogy (Smith, 2023). The prevalence of B.Ed. holders suggests that a substantial portion of the teaching workforce possesses foundational knowledge and skills required for classroom instruction.

In contrast, respondents with a Diploma constituted 28% (n=31) of the sample. This indicates that while a significant number of teachers may have started their careers with diploma qualifications, many have likely pursued further education to enhance their credentials. The presence of diploma holders reflects the on-going professional development within the education sector, as many educators seek to upgrade their qualifications and improve their teaching competencies (Jones, 2022). However, only 1%

(n=1) of respondents held a Master's degree, suggesting that advanced qualifications are relatively uncommon among this group. This could be attributed to various factors, such as financial constraints, the demands of postgraduate study, or the perceived relevance of further education for career advancement within the current educational system (Brown, 2021). The findings emphasize the importance of continuous professional development in education, as higher qualifications often correlate with improved instructional practices and better student outcomes (Adams & Peters, 2022). However, the low representation of respondents with Master's degrees may indicate a gap in advanced training that could be addressed through targeted professional development programs. Qualification of the respondents highlighted their level of knowledge, skills and their understanding to the research topic.

Table 4.4. Teaching Experience of respondents



Teaching Experience	Frequency	Percentage%
1-5	27	24
6-10	33	29
11-15	22	20
16- Above	30	27
Total	112	100

Source: Field data (2024)

As presented in Table 4.4, the majority of respondents, representing 29%, have between 6 to 10 years of teaching experience. This significant proportion indicates a moderately experienced teaching staff, which can contribute positively to classroom management and instructional strategies (Gordon & Maxey, 2022). Notably, 24% of the respondents have

1 to 5 years of teaching experience. This group may include relatively new teachers who bring fresh perspectives and innovative approaches to teaching, yet they might also face challenges due to limited classroom experience (Darling-Hammond, 2021). The presence of novice teachers is crucial, as they can benefit from mentorship and support from more experienced colleagues to enhance their teaching skills (Ingersoll, 2020). Conversely, 20% of the respondents have 11 to 15 years of experience. This group likely possesses a solid understanding of the curriculum and pedagogical practices, which can enhance curriculum outcomes (Baker & Smith, 2023). Their experience may also contribute to a more stable and effective teaching environment, where they can share knowledge and strategies with their less experienced peers. Interestingly, 27% of the respondents have more than 16 years of teaching experience, indicating a substantial portion of highly experienced educators within the institution. These veteran teachers often have a deep understanding of the educational landscape and can provide invaluable insights into effective teaching methodologies (Murray, 2022). Their longevity in the profession can serve as a model for both novice and moderately experienced teachers, fostering a culture of continuous professional development.

Overall, the distribution of teaching experience among the respondents reflects a well-rounded teaching staff, with a mix of novice, moderately experienced, and veteran educators. This diversity can enhance the educational environment, as it allows for the exchange of ideas, mentoring opportunities, and the development of innovative teaching practices (Vescio, Ross, & Adams, 2023). However, it is essential for the institution to provide on-going professional development and support to all teachers, particularly those in the early stages of their careers, to ensure the continued growth and effectiveness of

the teaching staff (Hattie, 2020). Teaching experience provides insight into professional background of respondents and to examine whether years of teaching influence their perception, practice and attitude related to the topic under study.

4.2 Data Presentation and Analysis.

Four research questions were analysed and discussed for the study. Descriptive statistical tools such as percentage mean and standard deviation were used to analyse the quantitative data and thematic analysis were used for the qualitative data.

4.3 Results for Research Question 1:

“In what ways does teacher preparation influence the implementation of the standards-based curriculum in public early childhood centres in the Sunyani Municipality?”



Table 4.5 How teacher preparation Influences implementation of the standards-based curriculum

<i>Statement</i>	<i>SD 1</i>	<i>D 2</i>	<i>A 3</i>	<i>SA 4</i>	<i>Total %</i>	<i>M</i>	<i>SD</i>
I had pre-service training on the implementation of the SB curriculum.	20(18)	24(21)	40(36)	28(25)	112(100)	2.64	1.02
I have the ability to prepare lesson notes for each lesson.	20(18)	19(17)	33(29)	40(36)	112(100)	2.81	1.09
I had effective in-service training for the SB curriculum implementation.	20(18)	24(21)	39(35)	29(26)	112(100)	2.66	1.03
I can derive schemes of work from the syllabus.	2(2)	22(20)	30(27)	41(37)	112(100)	3.18	0.85
I am able to prepare lesson plans.	19(17)	20(18)	26(23)	47(42)	112(100)	2.96	1.10
I understood key curriculum terms during the training.	19(17)	22(20)	40(36)	31(28)	112(100)	2.84	1.04
I had training on how to use teaching and learning resources in a lesson.	19(17)	21(19)	39(35)	33(29)	112(100)	2.86	1.03

Source: Field Data, 2024

To confirm the quantitative data head teachers were interviewed on how pre-service training helped their teachers in the implementation of the SB curriculum.

Theme 1: Pre-service training ensures collaboration among teachers.

One Head teacher mentioned that,

“The pre-service training has helped them because they were thought the topic, subtopic and now the standards-based curriculum is the same thing.

Strand, sub-strand, content standard and indicator so they collaborate, and have make it easy to implement the curriculum.” (Interview response. 2024)

Another Head teacher also mentioned that,

"The pre-service training has been beneficial, as it provided a clear understanding of the topic, subtopic, and the components of the standards-based curriculum. Familiarity with strands, sub-strands, content standards, and indicators has made collaboration effective and has streamlined the curriculum implementation." (Interview response. 2024)

Similarly, another Head teacher asserted that,

"Their pre-service training has effectively prepared them by covering the topic, subtopic, and aligning with the standards-based curriculum. Understanding the strands, sub-strands, content standards, and indicators has promoted collaboration and eased the curriculum's implementation." (Interview response. 2024)

Similarly head teachers were then interview on how in-service training benefits their teachers.

Theme 2: Workshop for teachers to implement the standards-based curriculum.

One Head teacher mentioned that;

“Before the implementation of the curriculum we did a training workshop, and the teachers collaborated very well and those that had challenges we have been doing professional learning community (PLC) which was first called SBI (school base insert) now we have been able to address teachers

with challenges and now they teach very well as far as the standard based curriculum is concern.” (Interview response. 2024)

Another head teacher mentioned that,

"We organized a training workshop before rolling out the curriculum, and the teachers demonstrated excellent teamwork. For those who encountered challenges, we've been utilizing the Professional Learning Community (PLC), formerly called the School-Based In-Service Training (SBI). This approach has helped us support them, and they are now proficiently implementing the standards-based curriculum." (Interview response. 2024)

Another Head teacher stated that,

“Teacher had in-services training workshop the implementation and teachers were actively engage. Those with minor challenges we do SBI and PLC and now they are able to implement the curriculum very well”.
(Interview response. 2024)

Head teachers were interviewed on how their teachers show understanding of the terminologies in the curriculum.

Theme 3: PLC help teachers develop deeper understanding of curriculum language, including terms like content standards, stances, sub strands, and preliminary reflections.

One Head teacher asserted that;

“Through PLC teachers understand curriculum terms like contentment standard, stance, sub-stance indicators and preminary of the reflection. We

have Phase1 which is the starter, phase 2 which is the main and phase 3 which is the reflection, so teachers are coping with the curriculum terms.”
(Interview response. 2024)

Another Head teacher asserted that;

“Within PLCs, teachers develop a deeper understanding of curriculum language, including terms like content standards, stances, sub strands, and preliminary reflections. The curriculum’s division into Phase 1 (starter), Phase 2 (main), and Phase 3 (reflection) offers a clear structure that assists teachers in coping with these terms.”

Similarly one Head teacher mentioned that;

“PLCs are instrumental in helping teachers become acquainted with curriculum concepts, such as content standards, stances, sub strand indicators, and preliminary reflections. The curriculum’s structured approach, encompassing Phase 1 (starter), Phase 2 (main lesson), and Phase 3 (reflection), supports teachers in becoming proficient with these terms.” (Interview response. 2024)

When head teachers were interviewed on how their teachers use teaching and learning resources for lesson delivery.

Theme 4: Teachers design charts and drawings that are displayed around the classroom.

One of the Head teachers mentioned that;

“In my school teachers use teaching and learning resources for lesson delivery called TLRS very well. They draw, they prepare their chart, the

chart is been displayed in the classrooms to ensure that student catch up their interest. Because teachers are using teaching and learning resources students find it easy to understand the concept of what they are teaching them.” (Interview response. 2024)

Another Head teacher mentioned that;

“Teachers at my school make excellent use of teaching and learning resources (TLRs) in their lesson delivery. They design charts and drawings that are displayed around the classroom, helping students stay engaged. As a result, students find it simpler to understand the lessons.” (Interview response. 2024)

In the same way one of the Head teachers also mentioned that;

“At my school, teaching and learning resources (TLRs) are used very effectively by teachers. They often draw and create charts, which are then displayed in the classroom to maintain students' interest. This approach makes it easier for students to comprehend the concepts being taught.” (Interview response. 2024)

4.3 Discussion for Research Question 1

The data indicates that 36% of respondents (40 teachers) agreed (A) that they had pre-service training on the implementation of the SB curriculum, while 25% (28 teachers) strongly agreed (SA). This suggests that a significant majority of the teachers feel adequately prepared through their pre-service training, which is crucial for effective curriculum implementation (Owusu, 2024). However, 18% (20 teachers) strongly disagreed (SD), indicating some teachers may feel unprepared, highlighting a potential area for improvement in teacher training programs (Mensah, 2022). The ability to prepare

lesson notes is fundamental to effective teaching. The responses show that 36% (40 teachers) strongly agreed (SA) and 29% (33 teachers) agreed (A) they can prepare lesson notes for each lesson. Only 18% (20 teachers) disagreed (D), reflecting a general confidence among teachers regarding their preparation skills. This aligns with findings that suggest that well-prepared lesson notes contribute to successful lesson delivery (Brown, 2021). The responses regarding effective in-service training for the SB curriculum implementation were less favourable. While 26% (29 teachers) strongly agreed (SA) that the training was effective, 39% (35 teachers) agreed (A). Notably, 18% (20 teachers) strongly disagreed (SD), indicating some dissatisfaction with the effectiveness of in-service training. This highlights the need for more targeted and impactful in-service training programs to enhance teachers' competencies in curriculum implementation (Nyarko, 2024). The ability to derive schemes of work from the syllabus is essential for effective curriculum implementation. The data shows that 37% (41 teachers) strongly agreed (SA) and 27% (30 teachers) agreed (A) they could derive schemes of work. However, 20% (22 teachers) disagreed (D). This suggests that while many teachers feel confident in this area, a notable minority may require additional support and training (Asante, 2023). When it comes to lesson planning, 42% (47 teachers) strongly agreed (SA) and 23% (26 teachers) agreed (A) that they are able to prepare lesson plans. This high level of agreement reflects a strong competency in lesson planning, which is vital for structured and effective teaching (Adjei, 2023). Understanding key curriculum terms is vital for successful implementation. The responses indicate that 36% (40 teachers) strongly agreed (SA) and 36% (40 teachers) agreed (A) that they understood these terms during training. This level of understanding is essential for teachers to

navigate and implement the curriculum effectively (Owusu, 2024). The data indicates that 29% (33 teachers) strongly agreed (SA) and 35% (39 teachers) agreed (A) that they had training on how to use teaching and learning resources in lessons. This suggests that while many teachers feel prepared, there is still room for improvement in training related to practical resource utilization in teaching (Brown, 2021).

The responses from head teachers emphasize the significant impact of pre-service training on teachers' readiness to implement the standards-based curriculum. One head teacher noted that the training helped familiarize teachers with crucial components such as strands, sub-strands, and content standards, which fostered effective collaboration (Interview response, 2024). This perspective aligns with educational literature that highlights the importance of well-structured pre-service training in equipping teachers with essential knowledge and skills (Darling-Hammond, 2017).

The consistency in responses indicates a consensus among head teachers regarding the effectiveness of pre-service training in streamlining curriculum implementation. The alignment of training content with the standards-based curriculum has not only facilitated collaboration among teachers but has also made the process of curriculum delivery smoother and more coherent. This suggests that comprehensive training programs play a vital role in enhancing teachers' capabilities and confidence in delivering the curriculum effectively (Sims et al., 2021).

The discussion regarding in-service training reveals how head teachers actively support their teachers through workshops and Professional Learning Communities (PLCs). One head teacher mentioned that prior training workshops facilitated excellent teamwork

among teachers, particularly those facing challenges (Interview response, 2024). The transition from School-Based In-Service Training (SBI) to PLCs signifies a progressive approach to professional development, focusing on collaboration and shared learning (OECD TALIS Consultium, 2025).

The emphasis on addressing challenges faced by teachers illustrates a commitment to continuous improvement and adaptability within the educational environment. This aligns with findings that suggest PLCs foster a culture of collaboration and support, enabling teachers to refine their practices and enhance their effectiveness (Reid et al., 2023). The head teachers' statements indicate that such support mechanisms are crucial for ensuring that teachers feel equipped and competent to implement the standards-based curriculum successfully.

The head teachers' insights into how PLCs facilitate teachers' understanding of curriculum terminology highlight the importance of language in educational contexts. The structured approach to the curriculum, dividing it into phases (starter, main lesson, and reflection), is particularly noteworthy (Interview response, 2024). This division aids teachers in grasping complex concepts and terminologies, thereby enhancing their instructional strategies. Understanding curriculum language is essential for effective teaching, as it enables teachers to communicate expectations clearly and assess student progress more accurately (Rashid, T, & Saddiqui D. A. (2022)). The emphasis on collaborative learning within PLCs suggests that professional development initiatives are not only about acquiring knowledge but also about building a shared language among

educators, which is vital for effective implementation of the curriculum (Pettigrew, 2018).

The responses regarding the effective use of teaching and learning resources (TLRs) indicate a proactive approach among teachers in enhancing lesson delivery. The head teachers noted that teachers utilize various resources, such as charts and drawings, to engage students and facilitate understanding (Interview response, 2024). This practice aligns with educational theories that advocate for active learning environments, where visual aids can significantly enhance comprehension (Haq and Mendy, 2025).

The consistent use of TLRs demonstrates recognition of diverse learning styles among students. By incorporating visual elements into lessons, teachers can cater to various learning preferences, thereby improving student engagement and understanding (Gardner, 2011). The head teachers' observations suggest that teachers are not only implementing the curriculum but are also adapting their teaching methods to meet the needs of their students effectively.

4.4 Results for Research question 2:

“To what extent do teachers’ academic or professional qualifications affect the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality?”

Table 4.6 Qualifications of teachers for the implementation of the standards-based curriculum

<i>Statement</i>	<i>SD 1</i>	<i>D 2</i>	<i>A 3</i>	<i>SA 4</i>	<i>Total %</i>	M	SD
I handle class which is in line with my area of specialization.	24(21)	24(21)	35(31)	29(26)	112(100)	2.69	1.05
I believe my qualification level has prepared me adequately to implement the SB curriculum.	21(19)	22(20)	38(34)	31(28)	112(100)	2.77	1.05
I think teacher qualifications are important in implementing the SB curriculum.	22(20)	25(22)	28(25)	37(33)	112(100)	2.78	1.10
I have notice differences in my teaching practices since acquiring my current qualification level.	19(17)	24(21)	45(40)	24(21)	112(100)	2.81	0.96
I have experience in handling the SB curriculum.	20(18)	22(20)	45(40)	25(22)	112(100)	2.79	0.98
I have received effective professional development on the SB curriculum.	19(17)	27(24)	36(32)	30(27)	112(100)	2.76	1.01
I believe my academic qualification level has an impact on students learning outcome.	19(17)	25(22)	28(25)	40(36)	112(100)	2.90	1.02

Source: Field data (2024)

To confirm the analysis head teachers were interviewed on how they assigned teachers to the various ECE classrooms

Theme 1: Alignment of teachers in classrooms based on specialization.

One Head teacher mentioned that;

“You see in colleges teachers have been doing their specialization. When they come and I interview them and know where their strength is based on their specialization, before they are given a class.” (Interview response. 2024)

Another Head teacher indicated that;

“Before teachers are assigned to the various ECE classrooms I interrogated them to know where their strength are before given them class to teach.” (Interview response. 2024)

Another Head teacher asserted that;

“Teachers are given class to teach based on their area of specialization from colleges after going through an interview section.” (Interview response. 2024)

Head teachers were interviewed on how do teachers qualification plays an important role for the implementation of the SB curriculum.

Theme 2: The teachers in my school are mostly graduates with degrees, and a small number are diploma holders

A Head teacher mentioned that;

“Since a lot of teachers in my school are graduate (degree holders) and few are diploma (diploma holders) they have in-depth knowledge of whatever they are doing and as such it helped them during the

introduction of the standard based curriculum. Understanding the content becomes very easy for them, and it has been affecting their delivery in the classrooms. In addition to that we do differentiated learning (DL) and together with their experience it has help them to deliver very well as far as the standards-based curriculum is concern. Their qualification is on top and they are doing very well. ” (Interview response. 2024)

Another Head teacher asserted that;

"The teachers in my school are mostly graduates with degrees, and a small number are diploma holders. This educational background means they have a deep understanding of their teaching content, making the standards-based curriculum introduction smoother. Their qualifications have made it easier to implement the curriculum, and they apply differentiated learning methods effectively, improving their teaching performance." (Interview response. 2024)

In the say way another Head teacher stated that;

"With many teachers being degree holders and a few having diplomas, their level of knowledge is quite high. This has been an advantage in understanding and implementing the standards-based curriculum. They quickly adapted to it, and their qualifications have greatly improved how they teach. Using differentiated learning, combined with their qualifications, has made their teaching very effective." (Interview response. 2024)

Head teachers were interviewed on how teaching experiences contributed to the implementation of the SB curriculum

Theme 3: Mentorship from experience teachers.

A Head teacher mentioned that;

“In my school we have assign two teachers in every classroom for mentorship, one being experience and one learning from them, the experience ones have been in the system and have in-depth knowledge, the new ones attach to them have been tapping the experience from them. And is helping the newly recruited teachers who are now part of the school to also deliver well. The old teachers have been helping the new ones with challenges.” (Interview response. 2024)

Another Head teacher asserted that;

"Our school assigns two teachers for mentorship per class one with years of experience and the other just starting. The experienced teachers provide guidance and support to the new teachers, which make them feel more comfortable and helps them develop their teaching abilities. This approach has been very effective in helping new teachers adapt quickly." (Interview response. 2024)

Another Head teacher asserted that;

"In my school, there's always an experienced teacher paired with a new teacher in each classroom for mentorship. The experienced ones guide the newcomers, allowing them to learn practical teaching skills. This arrangement makes it easier for the new teachers to grow and overcome any difficulties they face in the classroom." (Interview response. 2024)

Head teachers were interviewed on how qualifications of teachers affect the outcome of student learning

Theme 4: Teacher performance is influenced more by interest and attitude than by certification.

A Head teacher mentioned that;

“Here I have diverse views; some teachers are diplomat but they are very good others are graduates but they have lackadaisical behaviour. So I will say those with higher certificate, the graduate they have been doing well not withstanding those with diploma and are doing their top up for degree are also doing very well. So in terms of delivery I don’t believe in qualification but it depends on the interest of the teachers and how they are poised to teach. Others may have the qualification but their attitude toward work is very low but those with diploma because of the enthusiastic character they have and the charisma they have been doing very well. Comparatively you could see that those with degree and experience when they are poised to teach you could see that there is difference between them and those with diploma. So based on their rich experience it has been affecting the implementation of the curriculum and as far as the learning outcomes of the people are, they have been doing well in the exams. This testifies that the teachers have been doing well”. (Interview response. 2024)

Another Head teacher mentioned that;

“I have noticed that some teachers with higher qualifications like degrees perform well, but there are also diploma holders who are just as committed and enthusiastic. It’s not just about having a degree or diploma; it’s really about how interested and dedicated a teacher is. Sometimes, you find that diploma teachers with a passion for teaching do even better than some graduates.”

Another head teacher stated that;

“With this question I have different opinion some teachers have higher qualification but are not dedicated to teach, on the other hand some teachers with diploma but very enthusiastic in doing their job. But in all teachers in my school are performing well, which is a reflection of learner’s performance”. (Interview response. 2024)

Head teachers were interviewed on how do professional developments help your teachers in the implementation of the SD curriculum as a head teacher

Theme 5: Cluster and school based insert has equip my teachers with new ideas.

A Head teacher mentioned that;

“Here we have professional development we go for CPD workshops. We do cluster based insert and we do school based insert now call professional learning community PLC and based on that we have been getting new ideas. This is helping my teachers to write their lesson plan very well and also deliver very well. Even those who come from colleges and were not thought how the new curriculum was, through the insert and the training we have been giving to them, in fact for now they are coping with the system.” (Interview response. 2024)

Another head teacher mentioned that,

“Professional developments have really helped my teacher. We do both cluster and school based insert, it has equip my teachers with new ideas to deliver and write lesson plan very well. Newly recruited teachers are also enjoying the benefit to implement the curriculum.”

Similarly another head teacher also mentioned that;

“Teachers in my school are always engage in cluster and school base insert which has equip my teachers with the right skills to implement the curriculum effectively” (Interview response. 2024)

4.5 Discussion for Research Question 2

The majority of teachers (31% agree, 26% strongly agree) feel that they handle classes aligned with their area of specialization. This suggests a positive correlation between teachers' qualifications and their teaching assignments, which is crucial for effective pedagogy (Gonzalez, 2022). However, the notable percentages of 21% who disagree and strongly disagree indicate that some teachers may still find themselves teaching outside their specialized areas, which could affect their teaching efficacy (Owusu & Mensah, 2023). When asked if their qualification has adequately prepared them to implement the SB curriculum, significant portions (34%) agree, while 28% strongly agree. This response reflects the importance of aligning teacher training with curriculum needs (Yeboah, 2021). However, a total of 39% (19% strongly disagree and 20% disagree) express some level of dissatisfaction with their preparation, highlighting a potential gap in the training process that needs to be addressed (Amoako, 2023). The statement regarding the importance of teacher qualifications in implementing the SB curriculum received a strong response, with 33% strongly agreeing and 25% agreeing. This finding aligns with existing literature emphasizing that qualified teachers are more effective in delivering curriculum content and improving student learning outcomes (Adjei, 2024). The 20% who strongly disagree or disagree could indicate a differing perspective on the role of formal qualifications versus experience in teaching effectiveness. The data reveal that 40% of

teachers notice differences in their teaching practices since acquiring their current qualifications, while 21% strongly agree. This response indicates that professional development and higher qualifications can lead to improved instructional practices, which is supported by research showing that continuous professional growth enhances teaching quality (Asante, 2023). A significant number of teachers (40% agree and 22% strongly agree) report having experience handling the SB curriculum. This experience is vital as it directly influences how well teachers can implement curriculum guidelines and assesses student performance (Owusu, 2023). However, the 20% of respondents who disagree or strongly disagree might suggest that there are still gaps in curriculum delivery that need to be explored. Responses to the effectiveness of professional development on the SB curriculum indicate a mixed perception. Although 32% agree and 27% strongly agree, the total of 41% (17% strongly disagree and 24% disagree) indicates a significant portion of teachers who feel that the professional development received was insufficient or ineffective. This discrepancy suggests a need for more targeted and impactful professional development programs (Aidoo, 2022). The belief that academic qualifications impact student learning outcomes garnered strong support, with 36% strongly agreeing and 25% agreeing. This aligns with current educational research that links teacher qualifications to improved student performance (Davis, 2024). The 39% expressing disagreement or ambivalence indicates on-going concerns regarding how qualifications translate into effective teaching practices and student success (Baffoe, 2023).

The head teachers' responses reveal a strategic approach to assigning teachers to Early Childhood Education (ECE) classrooms based on their specialization. One Head teacher

highlighted that teachers are interviewed to assess their strengths related to their academic background (Owusu, 2024). This practice not only ensures that teachers are placed where they can perform best but also reflects an understanding that specialized training enhances educational outcomes. Research supports the idea that aligning teachers' qualifications with their teaching assignments can lead to improved student learning experiences (Baker et al., 2017).

The theme of Teacher Qualifications and Effective Curriculum Implementation emerges strongly from the head teachers' comments regarding the introduction of the standards-based curriculum. They indicated that the majority of teachers are degree holders, which facilitates a deeper understanding of the curriculum content. This aligns with research by Darling-Hammond (2010), who found that higher qualifications often correlate with better instructional practices and student achievement. The head teachers noted that the teachers' qualifications allowed them to implement differentiated learning strategies effectively, improving overall teaching performance (Adjei, 2023). This approach not only caters to the diverse learning needs of students but also supports the notion that qualified educators are better equipped to deliver complex curricula (Gordon et al., 2021).

The responses also emphasized the importance of mentorship and professional development within the teaching environment. The head teachers discussed a system where experienced teachers are paired with new teachers, providing guidance and support (Asante, 2023). This model fosters a collaborative learning culture that enhances the professional growth of less experienced teachers, as noted in the literature on mentorship in education (Gonzalez & Barlow, 2019). By facilitating this kind of peer support, schools

can create a more inclusive and effective learning environment, which is crucial for adapting to new curricula and teaching methods (Davis & Hinton, 2022).

The theme of Teacher Performance is Influenced More by Interest and Attitude than by Qualification is particularly significant in the responses regarding the impact of qualifications on the learning outcomes learners. While head teachers acknowledged the benefits of having degree-holding teachers, they also pointed out that some diploma holders exhibit strong commitment and effectiveness in their teaching (Owusu, 2024). This reflects findings from research indicating that teacher attitudes and enthusiasm can significantly influence learner's engagement and performance (Klassen & Tze, 2014). The assertion that teacher qualifications alone do not guarantee effective teaching underscores the importance of personal attributes and the passion that educators bring to their roles (Ryan, 2021).

Finally, the head teachers' discussion of on-going professional development highlights its critical role in helping teachers adapt to the standards-based curriculum. They mentioned participating in continuous professional development (CPD) workshops and creating professional learning communities (PLCs) to enhance teaching practices (Davis & Hinton, 2022). This aligns with research indicating that sustained professional development is essential for effective curriculum implementation, as it empowers teachers with new strategies and insights (Desimone & Garet, 2015). By investing in their teachers' professional growth, head teachers can foster a culture of continuous improvement and adaptability in educational settings.

The table below presents data on learning environment provided by the teacher for the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality.

4.6 Results for Research Question 3:

“How does teacher created learning environment influence the implementation of the standards-based curriculum in public early childhood center’s in the Sunyani municipality?”



Table 4.7 How teacher created learning environment influences implementation of the standards-based curriculum

<i>Statement</i>	<i>SD 1(%)</i>	<i>D 2(%)</i>	<i>A 3(%)</i>	<i>SA 4 (%)</i>	<i>Total %</i>	M	SD
I have adequate text books.	31(28)	27(24)	29(26)	25(22)	112(100)	2.42	1.03
The curriculum is too loaded for me to handle.	20(18)	24(21)	33(29)	35(31)	112(100)	2.74	1.00
The number of student does not affect my teaching.	28(25)	25(22)	34(30)	25(22)	112(100)	2.50	1.03
I collaborate with school management for effective implementation of the SB curriculum.	21(19)	25(22)	42(38)	24(21)	112(100)	2.61	0.97
I have all the facilities and resources required to implement the curriculum.	32(29)	31(28)	26(23)	23(21)	112(100)	2.34	1.03
I engage learners in library lessons.	24(21)	29(26)	37(33)	22(20)	112(100)	2.51	0.98
I have enough classroom space for teaching and learning.	28(25)	27(24)	38(34)	19(17)	112(100)	2.43	0.96
I have positive attitude towards the SB curriculum implementation.	19(17)	24(21)	45(40)	24(21)	112(100)	2.70	0.97
I engage learners in group work.	17(16)	20(20)	30(26)	45(38)	112(100)	2.88	1.03
I use play-based activities in lesson delivery.	16(14)	21(19)	35(31)	40(36)	112(100)	2.89	0.98

Source: Field data (2024)

To confirm the quantitative analysis head teachers were interviewed on how do the numbers of teachers and learners in their school affect the implementation of the curriculum

Theme 1: Teacher to learner ratio impact on the curriculum.

A Head teacher mentioned that;

“Here we have good number of teachers as far as the numbers of pupil are concern. Since teacher ratio is good to that of the pupil they have been doing well and it has been affecting the curriculum for its implementation in the right direction”. (Interview response. 2024)

Another head teacher stated that;

“In my school the numbers of teachers and learners have positive impact on the standard based curriculum since teacher to learner ratio is good.” (Interview response. 2024)

Another head teacher asserted that;

“Teacher to learner ratio in my school is somehow better. Here we do not have problem with teacher availability and is helping to implement the curriculum smoothly.” (Interview response. 2024)

Head teachers were interviewed on how do available facilities, teaching and learning resources impact the implementation of the standard based curriculum.

Theme 2: Comfortability in school environment for curriculum implementation.

A Head teacher mentioned that;

“The environment is very congenial with nice structured classrooms. KG block A and B in my school Y primary, here there is comfortability as far as teaching and learning is concern. Resources has been daily given to teachers, they have syllabus, notes, pens, chart, wall chart, posters a lot of them. So it has affected the curriculum and all TLMS are available to the teachers to deliver”. (Interview response. 2024)

Another head teacher stated that;

“Generally there is comfortability in my school environment. Teachers usually display wall chart, posters among others. They are provided with notes, red pen and syllabus to implement the curriculum.” (Interview response. 2024)

Another head teacher mentioned that;

“The learning environment in my school is very conducive to implement the curriculum since teachers are provided with resources such as notes, syllabus, posters and other TLMS” (Interview response. 2024)

Head teachers were interviewed on how satisfied are you toward the conduct of teachers in the implementation of the standards-based curriculum

Theme 3: Teachers spend money to buy bundle to do research on Google for information to deliver the curriculum.

A Head teacher mentioned that;

“Though we have challenges as far as the standards-based curriculum is concern, but teachers are doing their best what they can, others buy credit go on Google for information that is not at their disposal. They have been doing well to help the implementation of the curriculum. Though they have challenges but they are doing their best in the implementation process.” (Interview response. 2024)

Another head teacher mentioned that;

“Upon all the challenges teachers faced in the implementation process. They spend money to buy bundle to do research on Google for information to deliver the curriculum. This shows that they have positive behaviour to implement the curriculum”. (Interview response. 2024)

Another head teacher asserted that;

“Although teachers have problem in implementing the curriculum but they spent money on bundle to research on Google for more information to implement the curriculum. Most of the teachers in my school understand the need to incorporate play in the learning process. Teachers used play based activities during teaching and learning to help learner understand concepts. This promotes active engagement of learners as the curriculum advocate for child centre approach in teaching. In my school learners sit in groups throughout the learning process to promote co-operative learning. Learners are given task in

groups and present it to the rest of the class.” (Interview response. 2024)

Head teachers were interviewed on how teachers engage learners in group work and play-based activities to implement the standards- based curriculum

Theme 4: Teachers understand the need to incorporate play and group work.

A Head teacher mentioned that;

“Most of the teachers in my school understand the need to incorporate play in the learning process. Teachers used play based activities during teaching and learning to help learner understand concepts. There are good sitting arrangement, lightening and space for implementation. This promotes active engagement of learners as the curriculum advocate for child centre approach in teaching. In my school learners sit in groups throughout the learning process to promote co-operative learning. Learners are given task in groups and present it to the rest of the class.” (Interview response. 2024)

Another head teacher stated that,

“In my school teacher understand the need to use play during teaching and learning. This promotes active engagement of learners in the learning process. Teachers put learners at the centre of every activity they do. Usually learners sit in groups to perform task together. Teachers ensure adequate classroom space, good lightening and create siting arrangement that support group work.” (Interview response. 2024)

Another head teacher mentioned that;

“Teacher in my school understands the essences of play during teaching and learning. It promotes active engagement of learners in the learning process. Teachers put learners at the centre of every activity they do. Usually learners sit in groups to perform task together. Teachers ensure adequate classroom space, good lightening and create siting arrangement that support group work engagement.” (Interview response. 2024)

4.7 Discussion for Research Question 3

The responses show a split in perceptions regarding the adequacy of textbooks, with 28% strongly disagreeing (SD) and 24% disagreeing (D), while 26% agreed (A) and 22% strongly agreed (SA). This indicates a lack of consensus among teachers about the availability of necessary textbooks for effective teaching (Osei, 2022). The disparity in responses highlights a potential area for improvement in resource allocation to ensure all teachers have access to adequate instructional materials, which is critical for successful curriculum implementation (Appiah, 2023). A notable 29% of respondents agreed that the curriculum is too loaded to handle, while 31% strongly agreed (SA). This suggests that a considerable number of teachers feel overwhelmed by the curriculum demands, which may negatively impact their ability to deliver effective instruction (Nti, 2023). The concern about curriculum overload aligns with findings from educational research, indicating that an excessively loaded curriculum can lead to teacher burnout and reduced effectiveness in the classroom (Ofori, 2022). Interestingly, 25% of teachers strongly disagreed and 22% disagreed with the statement that the number of students does not affect their teaching. In contrast, 30% agreed (A) and 22% strongly agreed (SA). This

indicates a division in perspectives, suggesting that while some teachers feel capable of managing large classes, others may struggle, which could affect instructional quality (Amoako, 2022). Research has shown that class size can significantly influence teaching effectiveness and student engagement (Ferguson, 2021). The responses indicate that collaboration with school management for effective curriculum implementation is generally perceived positively, with 38% agreeing (A) and 21% strongly agreeing (SA). However, 19% strongly disagreed (SD) and 22% disagreed (D), indicating that not all teachers feel adequately supported by management (Kyei, 2023). Effective collaboration is essential for implementing the SB curriculum successfully, as it fosters a supportive environment and encourages shared responsibility among stakeholders (Adjei, 2024). The findings reveal a significant concern regarding the availability of facilities and resources, with 29% strongly disagreeing (SD) and 28% disagreeing (D) that they have all necessary resources. Only 23% agreed (A) and 21% strongly agreed (SA) that they had adequate facilities for curriculum implementation. This highlights a critical gap in resource availability, which is essential for effective teaching and learning (Ababio, 2022). Teachers' perceptions of inadequate facilities can hinder their motivation and effectiveness in implementing the curriculum (Osei, 2022). Regarding engagement in library lessons, 33% of teachers agreed (A), while 21% strongly disagreed (SD). This suggests a moderate level of engagement in library activities, but it may also point to the need for improved emphasis on utilizing library resources as part of the curriculum (Boadi, 2023). Access to library resources can enhance students' learning experiences and foster independent learning (Quarcoo, 2023). The responses reveal a concern about classroom space, with 25% strongly disagreeing (SD) and 24% disagreeing (D) regarding

having enough space for teaching and learning. This implies that many teachers feel constrained by their physical environment, which can adversely affect their teaching effectiveness (Frimpong, 2022). Adequate classroom space is vital for fostering an interactive and conducive learning atmosphere (Gyamfi, 2021). A majority of respondents (40%) expressed a positive attitude towards implementing the SB curriculum, with 21% strongly agreeing (SA). However, 17% strongly disagreed (SD) and 21% disagreed (D), indicating that some teachers may harbour reservations about the curriculum (Addai, 2023). A positive attitude among teachers is essential for successful curriculum implementation, as it directly influences their engagement and commitment to teaching (Nti, 2023).

Responses from the study revealed 38% strongly Agree (SA), 26% Agree (A) indicate teachers positive engagement in group work, suggesting that a significant portion of ECE teachers recognize its benefits. These teachers believe in the power of group work to promote collaborative learning and to foster critical thinking, as is widely endorsed in current educational reforms. This aligns with findings by Owusu-Acheampong and Amankwah (2015), who emphasize that cooperative learning models in Ghanaian schools address challenges like rote learning by encouraging peer interaction and mutual support. 20% Disagree (D) and 16% Strongly Disagree (SD) indicate teachers deficit in engaging learners in group work. These respondents were faced with challenges such as overcrowded classrooms, inadequate resources, or limited training on how to effectively facilitate group activities. Research by Osei-Bonsu (2017) points out that in many Ghanaian schools, especially in rural areas, the lack of sufficient educational materials and large class sizes pose significant challenges to effective group work. Findings on

teacher's use of play-based activities revealed 36% strongly agree (SA) and 31% Agree (A) which indicate that, teachers in the municipality frequently used play-based activities in their teaching. This suggests a positive inclination towards incorporating play into learning, aligning with the goals of the standards-based curriculum, which emphasizes child-centered learning approaches. Play-based learning enhances cognitive, social, and emotional development in children (Owusu-Acheampong & Amankwah, 2015). 19% Disagree (D) and 14% Strongly Disagree (SD) suggest that a significant portion of teachers does not fully embrace the use of play in lesson delivery. These were as results of inadequate training, limited resources, or a more traditional view of teaching, where play is often undervalued in formal education. Many parents and teachers still perceive play as a leisure activity rather than a serious learning tool (Amoako, 2017).

Head teachers emphasized the importance of a favourable teacher-student ratio, stating that the number of teachers is appropriate for the number of pupils, which positively influences curriculum implementation. A good teacher-student ratio is essential for effective teaching and learning, as it allows teachers to provide more individualized attention to students (Darling-Hammond, 2017). This aligns with educational research indicating that lower ratios can lead to better student outcomes and enhanced learning experiences (Bowne et al., 2017). Thus, the head teachers observation suggests that adequate staffing supports teachers in executing the curriculum effectively, resulting in improved educational quality.

Head teacher highlighted the impact of a conducive learning environment and the availability of teaching and learning resources well displayed for the implementation of

the school-based (SB) curriculum. The mention of structured classrooms and a comfortable learning environment underscores the significance of physical space in facilitating effective teaching (Fraser, 2016). Furthermore, the head teachers noted that teachers are equipped with various resources such as syllabi, notes, and teaching aids, which are crucial for effective curriculum delivery (Large scale assessment in Education, 2023). The presence of these resources not only enhances the teaching process but also fosters an environment where teachers can engage students more effectively. This aligns with the idea that resource availability directly correlates with successful curriculum implementation (Murphy et.al,2020). Head teacher expressed satisfaction with teachers' conduct in implementing the standards-based curriculum despite facing challenges. This acknowledgment of both the difficulties and efforts made by teachers reflects a realistic view of the complexities of educational environments. The fact that some teachers seek additional information online demonstrates their commitment to professional development and adapting to curriculum demands (O Hara et al., 2018). However, it also highlights the need for on-going support and resources from the school administration to address these challenges effectively (Vanblaere & Devos, 2016). The head teacher's recognition of teachers' efforts amidst challenges indicates a supportive leadership approach, which can contribute positively to teacher morale and efficacy in curriculum implementation (Nguyenet.al, 2021).

Head teachers response shows that play-based learning has gained recognition as an effective strategy to promote active engagement, facilitate cognitive development, and make learning more meaningful for learners. The idea that "teachers use play-based activities during the teaching and learning process to help learners understand concepts"

highlights how such activities contribute to learners' deeper understanding and active participation. This approach, aligned with the child-centered educational paradigm, allows learners to engage with content in ways that are enjoyable and relevant to their lived experiences. According to the Ghana Education Service (GES, 2019), the ECE curriculum emphasizes active learning through play, encouraging learners to explore, problem-solve, and collaborate in a fun, engaging manner. Owusu-Ansah and Osei (2020) supports the effectiveness of cooperative learning in Ghanaian classrooms. Their study found that group work helps learners build a sense of community and responsibility, as each member of the group contributes to the task at hand. This method not only encourages active participation but also allows learners to learn from their peers, thereby enhancing understanding and retention.

4.8 Results for Research Question 4:

“How do teachers’ time management strategies influence the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality?”

Table 4.8 Teacher time management strategies influencing implementation of the standards-based curriculum

<i>Statement</i>	<i>SD</i> <i>1</i>	<i>D</i> <i>2</i>	<i>A</i> <i>3</i>	<i>SA</i> <i>4</i>	<i>Total</i> <i>%</i>	M	SD
I respond prompt to bell.	20(18)	22(20)	38(34)	32(29)	112(100)	2.79	1.00
My students are time conscious.	21(19)	30(27)	34(31)	27(24)	112(100)	2.63	1.00
My learners are always punctual in school.	20(18)	34(30)	29(26)	29(26)	112(100)	2.63	1.02
I have limited time to accomplish a lesson.	20(18)	26(23)	34(31)	32(29)	112(100)	2.76	1.01
I assess learners after every lesson.	20(18)	22(20)	31(28)	39(35)	112(100)	2.88	1.01
I am able to tackle all lessons on the timetable daily	22(20)	34(31)	36(32)	20(18)	112(100)	2.54	0.98
I am able to achieve my target weekly	20(18)	26(23)	36(32)	30(28)	112(100)	2.74	1.00

Source: Field data (2024)

To confirm the quantitative data, head teachers were interviewed on how punctual are their student and teachers

Theme 1: Students and teachers report as soon as 6:30am.

A Head teacher mentioned that;

“Teachers and students are punctual by 6:30am you can find a lot of pupil in the school. By 7:30am all the teachers are in the school because I sign my red line by 7:30 am that energized teachers to come to school on time.” (Interview response. 2024)

Another head teacher mentioned that;

“Students and teachers report as soon as 6:30am. I sign my red line by 7:30am this encourage teachers to report early in school.” (Interview response. 2024)

Another head teacher stated that;

“As soon as 6:30am students hah reported. As head teacher of the school I sign my red line by 7:30am this encourage teachers to report early to perform their duties.” (Interview response. 2024)

Head teachers were interviewed on how they check teachers and student absenteeism

Theme 2: Monitoring through teachers attendance and student register.

A Head teacher mentioned that;

“Teachers attendance book is there I check through that. I check pupil attendance register every 3 days to see how teachers are entering data into the pupil attendance register. So all the pupil data are at my disposal, since I have been checking it every 3 days.” (Interview response. 2024)

Another head teacher mentioned that:

“I use pupil register and teachers attendance book to check absenteeism. Teachers and student information are at my disposal.” (Interview response. 2024)

Another head teacher mentioned that:

“Pupil registers and teachers attendance book are used on regular bases to check absenteeism. So teachers and student information are at my disposition” (Interview response. 2024)

Head teachers were interviewed on how often teachers assess student progress academically

Theme 3: Remediation period for low performing student.

A Head teacher mentioned that;

“They do because we have remediation period for low performing student .so early 7:30am teachers gather them and teach them, so we have been assisting them.” (Interview response. 2024)

Another head teacher stated that;

“On regular bases teachers assess student performance. Those with problems are given special time out to help them recover.”

Another head teacher mentioned that;

“We have remediation period for underperforming student. So as early as 7:30 am to 8:00 teachers gather them and teach them, so we have been supporting them.” (Interview response. 2024)

Table 4.9 Analysis of Observation

Observation checklist	Yes	No
Teachers arrived before lesson begin	5	1
Teachers depart before closing	4	2
Teachers use the allocated time for each lesson	6	0
Teachers respond promptly to bell	1	5
Teachers lesson note are assess weekly	3	3

Source: Field data (2024)

4.9 Discussion for Research question 4

The data shows that a substantial number of respondents, 38 (34%), agree that they respond promptly to the bell, suggesting that teachers prioritize punctuality. Additionally, 34 (31%) of respondents agree with the statement that their students are time-conscious. However, 30 (27%) disagree, indicating that there are still concerns regarding student punctuality. This reflects previous findings that emphasize the importance of establishing a time-conscious culture within educational settings (Smith, 2022). The results indicate that while 29 (26%) of respondents believe their learners are always punctual in school, a higher number, 34 (31%), agree but only moderately. This suggests a mixed perception of student punctuality, aligning with research that indicates varying levels of punctuality among students due to external factors (Ithy, 2023). Responses to the statement about having limited time to accomplish lessons show that 34 (31%) of respondents agree, indicating a significant concern regarding time constraints in lesson delivery. This issue has been noted in educational literature as a common challenge for teachers, often leading to ineffective lesson execution (Thompson & Lee, 2021). The assessment practices of teachers reveal that a majority, 39 (35%), strongly agree they assess learners after every

lesson. This is a positive indicator of teachers' commitment to on-going assessment and feedback, which are critical for improving student learning outcomes (Black & William, 2020). However, it is noteworthy that 20 (18%) of respondents disagree with this practice, which may indicate a lack of consistency in assessment approaches among some educators. In terms of completing all lessons on the timetable daily, 36 (32%) of respondents agree, which highlights a relatively strong ability to adhere to the prescribed curriculum. However, the significant number of respondents (34, 31%) who disagree suggests that completing the curriculum remains a challenge for many teachers (Adams, 2023).

Finally, regarding the achievement of weekly targets, 36 (32%) agree that they can meet their goals, while a smaller number (30, 28%) strongly agree. This reflects a positive outlook on goal achievement among teachers, which is crucial for maintaining motivation and ensuring educational effectiveness (Green, 2021).

The head teacher's response shows that both teachers and students are very punctual at the school. According to their statement, by 6:30 am, many students are already present, and by 7:30 am, all teachers are in school (Owusu, 2024). The head teachers practice of signing the attendance sheet by 7:30 am acts as a motivation for teachers to arrive on time. This practice aligns with effective school leadership that promotes punctuality among staff and students (Mensah, 2022).

The Head teachers employ a systematic approach to monitor teacher and student absenteeism. By regularly checking the teachers' attendance book and reviewing the student attendance register every three days, they ensure accurate records are maintained

(Asante, 2023). This frequent monitoring is crucial for identifying patterns of absenteeism and maintaining high attendance rates, as emphasized by educational researchers (Brown, 2021).

The head teachers confirm that teachers frequently assess students' academic progress, particularly those who perform poorly. They organize a "remediation period" starting at 7:30 am to provide additional teaching and support for these students (Nyarko, 2024). This approach reflects the importance of regular assessment and targeted interventions to help struggling students improve, a strategy recommended by inclusive education experts (Adjai, 2023).

The majority of teachers in the schools (5 out of 6) arrived before lessons began, indicating a strong commitment to punctuality and preparation. This positive trend suggests that teachers value instructional time and are likely to set a good example for students regarding timeliness (Owusu, 2024). Consistent early arrival can foster a productive learning environment, as it allows teachers to prepare adequately for their lessons (Mensah, 2022). While a significant number of teachers (4) leave before the official closing time, there is still a notable concern, as 2 teachers depart early. Early departure can disrupt the learning process and convey a lack of dedication to students (Brown, 2021). This discrepancy highlights the need for better adherence to school schedules, as consistent closing times are essential for maintaining student engagement and ensuring that all planned activities are completed (Nyarko, 2024).

All observed teachers effectively utilized the allocated time for each lesson, which is a significant strength in classroom management. This effective time management is critical

for ensuring that learning objectives are met and can positively influence student outcomes (Asante, 2023). It indicates a well-structured lesson plan and adherence to the curriculum, enhancing the overall educational experience.

The observation shows that only 1 out of 6 teachers responds promptly to the bell, while 5 do not. This low responsiveness may indicate a lack of engagement or awareness among teachers regarding classroom routines. It suggests that teachers might need to reinforce the importance of transitioning between activities efficiently (Adjei, 2023). Implementing strategies to improve this behaviour, such as clear signals and consistent reinforcement, could enhance classroom management and student accountability.

The equal split in responses regarding the assessment of lesson notes (3 Yes, 3 No) raises concerns about the consistency of lesson planning and feedback. Regular assessment of lesson notes is crucial for reflective practice and instructional improvement (Mensah, 2022). The findings suggest that there may be a need for more structured oversight and support for teachers to ensure that lesson planning is not only done but also regularly reviewed and improved upon.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This final chapter seek to evaluate the research process in relation to the research objectives and questions, in order to present a summary of the research findings, and draw conclusions, followed by recommendations which were based on the findings of the study.

5.2 Summary of the study

The purpose of this study was to investigate teacher factors affecting the implementation of the standard based curriculum in public ECE centres in the Sunyani municipality. To achieve this purpose, the following research objectives were formulated to guide the study:

1. Examine how teacher preparation influences the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality.
2. To determine whether qualifications of teachers in public early childhood centres in the Sunyani municipality influence the implementation of the standards-based curriculum.
3. Identify the influence of teacher created learning environment in the implementation of the standards-based curriculum learning outcomes, in public early childhood centres in the Sunyani municipality.
4. Assess teacher time management strategies influence on the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality.

To accomplish this purpose, concurrent triangulation design was employed. Census sampling procedure was adopted to involve 118 respondents in the study. Questionnaire, interview and observational checklist were used to gather data. Data gathered were analysed using descriptive statistics (Frequencies and Percentages) and thematic approach. The following findings emerged from the study.

5.3 Key Finding

The major findings of the study were based on the study research questions.

1. The study revealed that teacher preparation plays a vital role in the successful implementation of the standards-based curriculum. Educators who undergo specialized training in early childhood education demonstrate a better understanding of curriculum content, pedagogical strategies, and child development principles. This preparedness enhances their ability to design and deliver effective learning experiences, leading to improved expected outcomes.
2. The findings of the study also revealed that qualifications of teachers significantly influence the expected outcomes of the standards-based curriculum. Teachers with higher academic qualifications, such as degrees in early childhood education, usually employed effective teaching strategies and adapt to curricular changes. Their advanced knowledge equips them to create enriching learning environments, thus facilitating better comprehension and retention among learners.
3. A supportive learning environment created by teachers is crucial for effective curriculum implementation. The study revealed that; teaching aids were adequate,

attractive and in good condition, sitting arrangement was suitable and there were adequate space for the pupils to interact with each other in the classrooms, lighting were adequate, learning resources were well displayed and classes were kept clean. Lastly the study found out that ECE centres in the municipality largely ensured the use of group work and child centred pedagogy in lesson delivery.

4. Effective time management strategies are essential tool for maximizing curriculum delivery. Teachers who manage their instructional time well were able to cover the curriculum comprehensively and provided ample opportunities for learner's engagement and assessment. Poor time management lead to rushed lessons, incomplete coverage of curriculum content and missed opportunities for formative assessment, adversely affecting learners' academic performance and understanding.

5.4 Conclusion

The study concluded that, teacher preparation, qualifications, learning environments provided by teachers, and time management strategies significantly influence the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality. Comprehensive teacher preparation and higher qualifications are linked to improved understanding and execution of curriculum requirements, enhancing educational outcomes for learners. Higher teacher credential impact the outcome of curriculum delivery. Additionally, a supportive learning environment facilitates effective teaching practices, while efficient time management allows educators to cover the curriculum comprehensively. Addressing these factors is essential for

fostering a more effective educational framework that supports the successful implementation of the standards-based curriculum in early childhood education.

5.5 Recommendations

1. It is recommended that, Sunyani Municipal Education Directorate should develop and implement comprehensive pre-service and in-service training programs that focus on the standards-based curriculum and effective teaching strategies. This training should emphasize hands-on, practical experiences that prepare teachers to implement the curriculum effectively in diverse classroom settings.
2. It is also recommended that, Sunyani Municipal Education Directorate establish policies that promote the recruitment and retention of qualified teachers with relevant credentials in early childhood education. This includes offering incentives for teachers to pursue further education and professional development opportunities.
3. Ghana Education service should provide training for teachers on effective time management techniques to enhance their lesson planning and delivery. This can include workshops on prioritizing tasks, scheduling lessons effectively, and balancing instructional time with assessment.
4. School authorities should establish and support professional learning community (PLCs) within schools to promote collaboration among teachers. These communities should focus on sharing best practices, discussing curriculum challenges, and collectively solving issues related to curriculum implementation.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF BEHAVIOURAL AND APPLIED SCIENCES

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

I am Abraham Osei Koanadu, a Master of Philosophy candidate of the University of Education, Winneba researching on the topic “teacher factors affecting the implementation of the standards-based curriculum in public early childhood centers in the sunyani municipality”. I wish to request you to fill this questionnaire with fairness and objectivity to obtain important information for the research. Your contribution towards the completion of this questionnaire will be highly appreciated and the information provided will be used for academic purposes only and shall be treated with the outmost confidentiality it deserves.

Thank you.

Instruction: Please indicate your answer by ticking (✓) and writing where applicable.

PART I

SOCIO-DEMOGRAPHIC DATA OF RESPONDENT

1. What is your gender?

a) Male (32) b) female (80)

2. What is your age bracket?

a) Below 25yrs, (12) b) 26yrs to 35yrs (53) c) above 36 yrs, (47)

3. What is your academic qualification?

a) Certificate (0) b) Diploma (31) c) Degree (80) d) Masters (1)

4. How many years have you taught?

a) Below 5 (27) b) 6-10 (33) c) 11-15 (22) d) 16 and above (30)



PART II**DATA ON RESEARCH OBJECTIVES****SECTION A: In what ways does teacher preparation influence the implementation of the standards-based curriculum in public early childhood centres in the Sunyani Municipality?**

The table below presents data on how teacher preparations influence the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality. Read each statement carefully and indicate the extent to which you agree or disagree with the statements by ticking (✓) 1= Strongly Disagree (SD), 2=Disagree(D),3=Agree(A) and 4=Strongly Agree (SA)

<i>S/N</i>	<i>Statement</i>	<i>SD</i> <i>1</i>	<i>D</i> <i>2</i>	<i>A</i> <i>3</i>	<i>SA</i> <i>4</i>
5	I had pre-service training on the implementation of the SB curriculum.				
6	I have the ability to prepare lesson notes for each lesson.				
7	I had effective in-service training for the SB curriculum implementation.				
8	I can derive schemes of work from the syllabus.				
9	I am able to prepare lesson plans.				
10	I understood key curriculum terms during the training.				
11	I had training on how to use teaching and learning resources in a lesson.				

SECTION B: To what extent do teachers' academic/professional qualifications affect the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality?

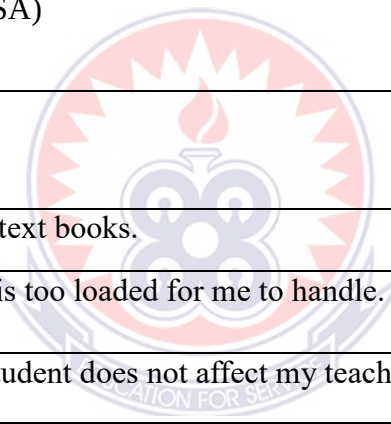
The table below present's data on the effect of teachers' academic/professional qualifications on the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality. Read each statement carefully and indicate the extent to which you agree or disagree with the statements by ticking (✓) 1= Strongly Disagree (SD), 2=Disagree (D),3=Agree(A) and 4=Strongly Agree (SA)

<i>S/N</i>	<i>Statement</i>	<i>SD</i> <i>1</i>	<i>D</i> <i>2</i>	<i>A</i> <i>3</i>	<i>SA</i> <i>4</i>
12	I handle class which is in line with my area of specialization.				
13	I believe my qualification level has prepared me adequately to implement the SB curriculum.				
14	I think teacher qualifications are important in implementing the SB curriculum.				
15	I have notice differences in my teaching practices since acquiring my current qualification level.				
16	I have experience in handling the SB curriculum.				
17	I have received effective professional development on the SB curriculum.				
18	I believe my academic qualification level has an impact on students learning outcome.				

SECTION C: How does teacher created learning environment influence the implementation of the standards-based curriculum in public early childhood canter's in the Sunyani municipality?

The table below present's data on teacher created environment influence on the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality

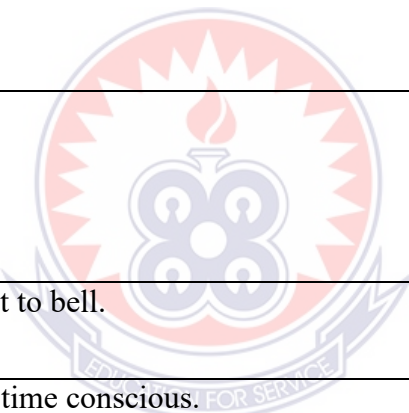
Read each statement carefully and indicate the extent to which you agree or disagree with the statements by ticking (✓) 1= Strongly Disagree (SD), 2=Disagree (D),3=Agree(A) and 4=Strongly Agree (SA)



<i>S/N</i>	<i>Statement</i>	<i>SD</i> <i>1</i>	<i>D</i> <i>2</i>	<i>A</i> <i>3</i>	<i>SA</i> <i>4</i>
19	I have adequate text books.				
20	The curriculum is too loaded for me to handle.				
21	The number of student does not affect my teaching.				
22	I collaborate with school management for effective implementation of the SB curriculum.				
23	I have all the facilities and resources required to implement the curriculum.				
24	I engage learners in library lessons.				
25	I have enough classroom space for teaching and learning.				
26	I have positive attitude towards the SB curriculum implementation.				
27	I engage learners in group work.				
28	I use play-based activities in lesson delivery.				

SECTION D: How do teachers' time management strategies influence the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality?

The table below presents data on teachers time management strategies influence on the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality. Read each statement carefully and indicate the extent to which you agree or disagree with the statements by ticking (✓) 1= Strongly Disagree (SD), 2=Disagree(D),3=Agree(A) and 4=Strongly Agree (SA)



<i>S/N</i>	<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
29	I respond prompt to bell.				
30	My students are time conscious.				
31	My learners are always punctual in school.				
32	I have limited time to accomplish a lesson.				
33	I assess learners after every lesson.				
34	I am able to tackle all lessons on the timetable daily				
35	I am able to achieve my target weekly				

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF BEHAVIOURAL AND APPLIED SCIENCES

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

**RESEARCH ON TEACHER FACTORS AFFECTING THE
IMPLEMENTATION OF THE STANDARD BASE CURRICULUM IN PUBLIC
EARLY CHILDHOOD CENTERS IN THE SUNYANI MUNICIPALITY**

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR HEAD TEACHERS

Name of Interviewee:.....

Interview Date:...../...../.....

Duration:.....

Time:.....

Background information

1. What is your gender?

a) Male (4) Female (2)

2. What is your age bracket?

Below 30 yrs.(0) 31-40 yrs.(0) 41-50yrs. (5) 51-60yrs (1)

3) What is your professional qualification currently? Diploma (2) Degree (4)

4) What are your experiences as a head teacher?

Below 10 yrs (2). 11-20yrs (3). 21-30 yrs (1).

SECTION A: Teacher preparations influence on the implementation of the standards-based curriculum in public early childhood centres in the Sunyani Municipality.

1. How has pre-service training help your teachers in the implementation of the SB curriculum?
2. How often do your teacher's prepare lesson notes?
3. How has in-service training benefit your teachers?
4. How do your teachers show understanding of the terminologies in the curriculum?
5. How do your teachers use teaching and learning resources for lesson delivery?

SECTION B: Extent teachers' academic/professional qualifications affect the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality.

1. How do you assigned teachers to the various ECE classrooms?

Do you assign them based on their area of specialization?

2. How do teachers qualification plays an important role for the implementation of the SB curriculum?
3. How does teaching experience contributed to the implementation of the SB curriculum?
4. How do qualifications of teachers affect the outcome of student learning?
5. How do professional developments help your teachers in the implementation of the SD curriculum as a head teacher?

SECTION C: Teacher created learning environment influence on the implementation of the standards-based curriculum in public early childhood canter's in the Sunyani municipality.

1. How do the number of teachers and students in your school affect the implementation of the curriculum?
2. How do available facilities, teaching and learning resources impact the implementation of the SB curriculum?
3. How does library lesson affect the performance of your school?
4. How do your school collaborate with management?
5. How satisfied are you toward the conduct of teachers in the implementation of the SD curriculum?

SECTION D: Teachers' time management strategies influence on the implementation of the standards-based curriculum in public early childhood centres in the Sunyani municipality.

1. How punctual are your student and teachers?

How do you check teachers and student absenteeism?

2. How often do teachers assess student progress academically?

How many minutes are allocated for teachers to complete a lesson?

Observation checklist	Yes	No
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Teachers arrived before lesson begin

Teachers depart before closing

Teachers use the allocated time for each lesson

Teachers respond promptly to bell

Teachers lesson note are assess weekly

Thank You for Your Participation. I'm Very Grateful for Your Time



APPENDIX C



FABSE/DECE/L.I

10th April, 2024

The Director
Ghana Education Service
P.O.Box 134
Sunyani

Dear Sir/ Madam,

INTRODUCTORY LETTER

I kindly write to introduce to you **Mr. Osei Konadu Abraham** with index number: **8231900021** who is an M.Phil. student at the Department of Early Childhood Care and Development, University of Education, Winneba. He is in his final year and has to embark on his thesis on the topic: *"Teacher Factors in the Implementation of the Standard Based Curriculum Learning outcomes in Public Early Childhood Centers in Sunyani Municipality"*.

Mr. Osei Konadu Abraham is to collect data for his thesis, and I would be most grateful if he could be given the needed assistance.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read "Michael Subbey", is written over a horizontal line.

DR. MICHAEL SUBBEY
HEAD OF DEPARTMENT



www.uew.edu.gh

GHANA EDUCATION SERVICE		
in case of reply the number and date of this letter should be quoted		
Tel No. 03520 - 23388		Municipal Education Office Post Office Box 134 Sunyani - B/A
Our Ref: GES/SY/GB/42/X/16/33		20 th May, 2024
Your Ref:	Republic of Ghana	
ALL HEADTEACHERS OF BASIC SCHOOLS SUNYANI MUNICIPAL		
<u>INTRODUCTORY LETTER</u>		
The bearer of this letter, Mr. Osei Konadu Abraham, is an M.Phil. Student at the Department of Early Childhood Care and Development, University of Education, Winneba who is embarking on thesis writing on the topic; Teacher Factors in the Implementation of the Standard Based Curriculum Learning Outcomes in Public Early Childhood Centres in the Sunyani Municipality.		
Please give him all the assistance he would need in the collection of data to ensure the success of the exercise.		
Thank you.		
 MARK GODFRED DOMAH (MR.) MUNICIPAL DIRECTOR SUNYANI		