UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE CHALLENGES OF EARLY GRADE SCHOOLS IN WENCHI MUNICIPALITY IN THE BONO REGION

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DECLARATION

Student's Declaration

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

Signature …….

Date……..

Supervisor's Declaration

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

NAME OF SUPERVISOR: **NUTIFAFA K. BANINI** (PhD)

Signature: ……..

Date……..

DEDICATION

This Work Is Dedicated To My Lovely Husband Mr. Viirutuo B. Cyracus and To my Daughter Asah Yeboah Sika Phillis

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ABSTRACT

The purpose of this study was to find out the challenges facing early grade schools in the Wenchi Municipality in the Bono Region of Ghana. This study employed a Descriptive Survey Design. The population of this study consisted all early Childhood teachers with a total population of 800 teachers, which the sample size was 155 kindergarten teachers. The study used Purposive Sampling to identify the respondents (kindergarten teachers) for this study. This study was conducted by the researcher using prepared questionnaires whereby respondents were kindergarten teachers. The questionnaires were personally administered to the teachers by the researcher and response recorded. Presentations of research findings was done using data analysis charts, tables, percentages, and frequencies. The study used Purposive Sampling to identify the respondents (kindergarten teachers) for this study. The researcher analyzed each questionnaire according to the opinion of respondents. From the analysis, it can be seen that majority of the respondents from all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) agreed to the knowledge in the implementation of the new curriculum has improved. The findings revealed that a majority of early childhood teachers had their first degree and diploma respectfully to be able to implement the curriculum. Again, a majority of them were found to have little idea for handling children. From the analysis, one can conclude that the age group with the highest number of respondents in all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central). The study also uncovered that kindergarten teachers generally had negative beliefs/perceptions about the quality of the designed early childhood curriculum. Therefore, the researcher recommended that, the researcher therefore recommend that as a policy, the Ministry of Education (MoE), the umbrella body of the Curriculum Research and Development Division (CRDD) of the Ghana Education Service (GES), roll out initiatives that will ease the teacher's access to national curriculum design.

CHAPTER ONE

INTRODUCTION

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1.1 Background of the Study

Early childhood education is a broad term used to describe any type of educational program that serves children in their preschool years, before they are old enough to enter kindergarten. Early childhood education may consist of any number of activities and experiences designed to aid in the cognitive and social development of preschoolers before they enter elementary school (National Association for the Education of Young Children-NAEYC, 2014). However, Otami and Gaisy, (2015) see early childhood education as more encompassing by defining it as, educational programmes and strategies geared towards children from birth to the age of eight years.

Early childhood is the most crucial and rapid period of development in human life. The years from conception through birth to eight years of age are critical to the complete and healthy cognitive, emotional and physical growth of children, UNICEF. (2011). Early childhood development is the key to a full and productive life for a child and to the progress of a nation. Early childhood is a critical stage of development that forms the foundation for children's future well-being and learning. Research has shown that half of a person's intelligence potential is developed by age four and that early childhood interventions can have a lasting effect on intellectual capacity, personality, and social behaviours. Integrated programmes that target children in their very early years are, therefore critical for their mental and psychosocial development, Cross, (2001).

The above fact revealed that early childhood is the most important time and the most crucial time in the life of every child; and it is the time the brain develops more rapidly than in later years hence the importance of early interaction at this period can never be overemphasized. More so, "early childhood is a period when walking, talking, self-esteem, vision of the world and moral foundations are established.

In order to train children with equal or similar early childhood education to meet the Millennium Development Goals (MDGs) 2 and for holistic national development, it is imperative that public and private preschools provide the same or similar experiences and opportunities for all children to fully explore their potentials. Accordingly, children everywhere in Ghana will be resourced with equal or similar experiences irrespective of their social, economic, ethnic or political backgrounds. Differences in children's early childhood experiences play a formative role in shaping school readiness and largely explain the skill gaps at school entry (Magnuson, Meyers, Ruhm & Waldfogel, 2004).

Child development literature reveals that the early years of a child's education are essentially influential, and, across many societies of the world, attempts have been made towards investments by governments and other stakeholders to facilitate the development, learning opportunities, and healthy living for young children. One significant index that plays a critical role in the attainment of these standards is the environment of the early childhood care and development (ECCD) centers, popularly referred to as preschools. Berti, Cigala, and Sharmahd, (2019), indicate that a child's early experiences with an excellent environment help form the architecture of the brain and set the foundation for the child's lifelong success. Thus, positive outcomes are likely to occur if the child's early experiences are positive. Conversely, undesirable

outcomes are likely to happen if these experiences are negative Some educational theorists and practitioners (for example, Werner, Piaget, Montessori) have continually acknowledged the significance of physical space in an early learning environment and that a child's physical environment is one of the key determinants towards his or her holistic development. For example, the interactional-constructivist theory of child development and the environment places more emphasis on the physical environment by focusing on how the connections between the architectural and geographical environment and the social system separately and jointly influence how the child behaves. According to Moore (2010), educational environments well-endowed with refreshing stimuli offer diverse opportunities for exploration and testing. Maxwell (2007), reiterated that the architectural design of the physical environment should boost a child's sense of competence (that is., an ability to discover the physical world with independence), generating opportunities for learning and play. Additionally, physical motor activities are essential to the health and general wellbeing of young children by promoting healthy cognitive development, weight gain, good cardiovascular condition, motor skill development, and psychosocial health as well as lower adiposity, and increased bone density. Since play and movement are important for brain development, preschool children should be exposed to activities that promote the development of fine motor and gross motor skills.

Scholarly reports over the years have established the susceptibility of children to negative health impacts of their degraded or unsafe environments. Other studies have shown a correlation between ECCD centre design and positive growth of children in preschool, suggesting that when the physical environment is comfortable, it influences children's play behavior, which leads to better learning.

Similarly, the role the physical environment plays on other factors determines the quality of teaching and learning, that is, the educator's effectiveness as well as the child's performance and overall growth. In contrast, exposure to poor quality physical conditions is also associated with psychosocial conditions. For example, preschools with high-quality physical environments have children exhibiting fewer anxious and distress behaviors. Similarly, good quality physical environments in ECCD centers have been found to be helpful for little children from disadvantaged backgrounds (i.e., poor homes) as they are provided with opportunities and experiences not given in their houses, OECD (2009)

Other extant research literature indicates that three explicit physical environmental design parameters are considered most essential in early childhood learning: spaces that boost exploration, independence, and development (that is., a child's sense of self and willingness to play); spatial quality (for example. color, light, noise, and materials); and the amalgamation of outdoor and indoor environments. According to Curtis and Carter (2005), a very thoughtful and appropriate architectural design of physical space can foster a child's quest for exploration, learning by means of play, peer interaction, and self-confidence improvement and social skills. A suitably designed space could improve a child's sense of competence and offer a serene place that provides maximum security and comfort. These development benchmarks would help provide an identity and a sense of self-worth through exploration and play for these young children. Other research evidence suggests that children benefit from their overall well-being as well as physical health when their preschools provide substantial opportunities for outdoor play and have contact with nature. Bagot (2005), further stated that children who attend more "natural" day-care centers display better motor skills abilities, increase their attentional capacity, and have

fewer sick days. Additionally, spending some time in the sun during outdoor play improves children's health and minimizes the risk of sick building syndrome, which is usually linked with inadequate access to natural daylight and fresh air in indoor settings. The connection between physical environment and early childhood developmental outcomes in the current study could be considered from a theoretical perspective, using the constructivist approach. This premise is based on the idea that an understanding and knowledge of the environment in which people live is co-constructed through vicarious experiences of the immediate environment and reflections on those experiences. According to this perspective, perception of space is considered very important. For instance, the physical features of spaces impact the perception and representation of reality; they define the context in which people can act and live. From this theoretical standpoint, specifically accounting for the physical features of early childhood environments and better understanding educators' perspective on children's developmental outcomes may provide useful emerging themes through meanings and behaviors of individuals who inhabit these contexts.

To date, many countries in sub-Saharan Africa depend primarily on public– private early childhood care and education through collaborations with nongovernmental organizations (NGOs) for community-based initiatives. Early childhood care and education services in Ghana, as in other sub-Saharan states, are provided by the state and private institutions such as NGOs, religious organizations, communities, and commercially-oriented private entrepreneurs with varied motives for their participation in early childhood education. Although some of these ECCD centers have relatively good environments (i.e., adequate and appropriate play and other physical facilities, clean and hygienic sanitary facilities), quite a number lack the appropriate environment to promote effective teaching and learning. Ghana has made

great progress in early childhood education, with evidence showing significant increases in enrolment in ECCD centers in the country, which have exceeded the goal for preschool enrolment. Despite the Ghana Education Act, 2008, legislation providing legal directives and policies supportive of the restructuring and transformation of the physical environment, as well as the educational facilities of preschools, earliest years' schools have seen no structural transformation. These centers still operate in unchanged and undesirable physical environments in the midst of their huge enrolment sizes. A scenario that eludes one of the stated objectives of the Ghana Education Act, 2008 is "to redefine and augment education and support services that are responsive to the needs of all children, within the context of universal design and child-friendly schools, and overall, to increase participation and educational access for children, including those with special needs". To accomplish this educational policy goal, the physical architectural designs and environments of existing schools ought to be reformed or adapted, while also guaranteeing that all new school physical designs and constructions enhance opportunities for all children. Given that a large body of research exists on how different physical design features influence child development and behavior, it is surprising that scholarly information on early childhood educators' understanding of the physical designs of their early childhood learning centers within the Ghanaian context is undocumented. Larbi (2011), found that most preschools for the hearing impaired had environments and indoor, as well as outdoor, learning spaces that were conducive to learning and development. However, the playgrounds were not spacious enough for the pre-schoolers, and most classrooms were not spacious enough to accommodate the children and their indoor equipment. Summarily, these few studies did not provide an in-depth assessment of the qualitative impressions of school educators (i.e.,

employees' understanding) on how physical environment indices might promote learning in these educational institutions. To the best of our knowledge, no research has accounted for employees' understanding of how ECCD centres' architectural designs might promote learning. Further, given governmental support for public schools compared with private ones across all levels of education in Ghana, examining whether centre auspice would be connected to the quality of the physical environments of ECCD centers could provide useful information for policy realignment. This comparative assessment has been ignored by previous studies. Besides, even though the impact of physical environment on children's holistic development appears to be critical at all educational stages, educators' (e.g., employees, heads, coordinators) understanding about their working spaces regarding the children's physical environments are vital. Therefore, this current study assessed the quality of physical environments of early childhood schools within the Wenchi Municipality, Ghana by employing a sequential explanatory mixed-method approach. Additionally, whether ECCD centre auspices (i.e., being private or public) would be associated with the quality of the physical environment often associated with overall child development was examined. A further inquiry was made on educators' indepth understanding of the importance of how ECCD physical environment features would be associated with overall children's developmental outcomes. It was

hypothesized that physical characteristics of ECCD centers incorporated as part of the physical environment of the ECCD centers would rate higher in quality, according to the standard ratings of the adapted Children's Physical Environment Rating Scale (CPERS) inventory. Based on more governmental support (e.g., infrastructure, financial) for public schools than for their private counterparts in

Ghana, it was anticipated that public ECCD centers would rate higher than private ECCD centers on the CPERS physical environment indicators. Given that educators' views are central to children's developmental outcomes, additional hypotheses were drawn from the quantitative results that recorded the least mean scores on the selected CPERS indicators. It was further hypothesized that ECCD coordinators would demonstrate an adequate understanding of the value of physical environment and relate the values to young children's developmental outcomes. ECCD centers in this study included all the institutional service centers that take care of children from birth until school age (i.e., facilities that take care of children from 0 to 6 years old). These facilities were primarily day-care and childcare centers, nursery schools, preschools, and kindergartens in the Wenchi municipality. The physical environment in the current study referred to the overall design of a centre, covering features such as size, density, privacy, well-defined activity settings, modified open-plan space, a variety of technical design attributes, as well as outdoor play spaces, which are linked to the emotional, social, and cognitive development of children.

Given the unquestionable benefits associated with early grade education, it follows therefore that attention should be paid to some of the challenges that might affect its successful implementation. Hence, this study proceeds to unveil some of the challenges faced by early grade schools in the Wenchi Municipality in the Bono Region

1.2 Statement of the Problem

Early grade education ought to support children to develop the ability to work up and communicate their own impressions through creative processes with various forms of expression. The Ghanaian Pre-school curriculum is very flexible in terms of lesson content coupled with the absence of external examinations to assess

preschoolers' eligibility for primary school education. Assessment of preschoolers is done informally by adopting techniques such as observation, conversation, gallery works (where children go round to appreciate each other's work). This therefore provides freedom for both public and private providers of pre-school education to operate their own curriculum based on different philosophies and methodologies which create disparities in the knowledge and skill levels of pre-schoolers in Ghana, which may negatively affect the child's interest in formal education especially at the primary school level. There also exist differences in the quality of facilities in terms of physical infrastructure, teaching and learning aids and teacher development and teaching methods among private and public early childhood educational centres. As Magnuson et al. (2004) explain of the differences in the provision of children's early childhood experiences largely explain the skill gaps at school entry.

Additionally, research on the extent to which specific physical environment characteristics of ECCD centers are identified and assessed to promote learning in the country is limited. To date, only a few studies have investigated issues related to the physical environments of ECCD Centers in Ghana. For example, Bidwell, Watine, and Perry (2014), explored ECCD programs in peri-urban settings in Africa and found that fundamental structures, such as toilet facilities and playing fields, enclosed spaces around the school, and electricity mostly existed in preschools in Soweto (South Africa) and Ashaiman (Accra, Ghana). Bidwell and partners (2001) noted that these infrastructures were lacking, in substantial proportion, in Early Grade schools in Wenchi Municipality. Reports from Sub-Saharan Africa, Ghana inclusive, suggested that TLMs were in limited supply (OECD, 2006; UNESCO, 2010). MoE-EMIS (2012) indicates that inadequate textbooks and other TLMs (e.g. manila cards and colour pencils) characterise ECE provision in Ghana. ILO (2012)

also reports that preschool facilities, including TLMs, are in short supply in SSA, Ghana included. The situation of TLMs was equally a concern to MoE-EMIS (2012) that inadequate textbooks and other TLMs characterise the ECE provision in Ghana. Meanwhile when a school has the necessary TLMs, it supports the children and their learning. Barrett et al. (2006 citing Lee et al. 2005) reported that availability of textbooks had significant and positive impact on learning outcomes of children. Ankomah et al. (2005) also pointed out that the type of TLMs, their quality and quantity enable teaching and learning to impact considerably on the quality of education. Magnuson et al. (2004) asserted that disparities in quality and design across programmes make it difficult to tease out effects for specific types of programmes and to generalize from one study to another. This research therefore aims at assessing the challenges faced by early grade (early childhood) institutions in the Wenchi Municipality as a means of studying educational provision in pre-schools in Ghana as a means of identifying and documenting any challenges with regards to curriculum, teaching and learning materials, facilities and teacher development using selected public early grade schools in the Municipality.

Lack of resources to do effective work .i.e. learning resources and funds to provide them, frequent changes and transfer of teachers, lack of space in the classrooms to teach effectively, eg no space for the setting up of learning centers in the classrooms,

Lack of learning resources at the KG level, Lack of infrastructure for K G's, Lack of Textbooks at the KG, Insufficient early childhood to teach with the necessary skills and pedagogy, Lack of resource centers to train early childhood teachers, Hasty implementation of the new curriculum leading to inadequate training and preparation

In this sense, as a researcher accessing the challenges of early Grade schools within the Municipality is a necessity because once the challenges were detected precisely, it is easier to deal with those challenges by finding ways of managing those challenges

1.3 Purpose of the Study

The purpose of this study was to find out the challenges facing early grade schools in the

Wenchi Municipality in the Bono Region of Ghana.

1.4 Objectives of the Study

The objectives of the study were:

1. To find out ways of improving teachers knowledge in the implementation of the new curriculum.
2. To examine challenges faced in the use of teaching and learning materials.
3. To assess the existing facilities by teachers in early Grade Schools in the Wenchi Municipality.
4. To assess parental involvement in Early Grade education in the Wenchi Municipality.

1.5 Research Questions

The following research questions have been formulated to guide the study:

1. In what ways can teacher's knowledge in the implementation of the new curriculum be improved?
2. What challenges do teachers face in the use of teaching and learning materials early grade institutions in the Wenchi Municipality?
3. What facilities exist at Early Grade Schools in the Wenchi Municipality?
4. What is the level of parental involvement in early grade education in the Wenchi

Municipality?

1.6 Significance of the Study

This study helped to inform audience on knowledge and skills about the causes of the challenges that faces by early grade teachers in their teaching career. The study exposed specific challenges that face the teachers in their teaching career and how do they affect the teaching of the early grade learners. Further the study established strategies that can be employed by education authorities to improve the working condition of the early grade teachers in Wenchi Municipality to realize quality education to early grade school learners. Moreover, the study provided information by giving more reference materials to the interested people, stake holder and other researchers to get deep into this topic by using other approach to overcome the challenges.

1.7 Limitations of the Study

According to (Patton, 2002), limitations are matters and occurrences that are out of the researcher's control and limit the outcome of a study and conclusions drawn. These may include the instruments, the sample, the analysis, the nature of self-report, limited funding, choice of research design and other factors.

The researcher experienced the following problem when conducted this study. Firstly, uncertainty structure of promotion as challenges that related to financial matters, always are not openly and are associated with individual life, therefore it was difficult for the respondents especially primary school teachers and other stakeholder's administrator to respond directly hence was difficult to expose collect data and information. The nature of this study involved inquiring almost all primary and other education stakeholders. Therefore, the sufficient collection of data needed efficient and effective finance, hence limiting the study. Secondly, the time was limited and some of the respondents were not ready to respond some questions as they thought that the

research information was just unnecessary. Again, it was projected that some of respondents as interviewed were not participated fully and therefore decreased the number of the expected sample. Use of token for transport for the volunteered respondents and the familiarity in the area assisted me to minimize these limitations and thus I was able to get data for the study.

1.8 Delimitation of the study

The study was delimited to only public early kindergarten schools in the Wenchi Municipality. The research was delimited to four circuit in the Wenchi Municipality within the Wenchi Municipality.

1.9 Operational Definition of Terms

NAEYC: National Association for the Education of Young Children

MDGs: Millennium Development Goals

ECCD: Early Childhood Care and Development

ECD: Early childhood development

CPERS: Children's Physical Environment Rating Scale

NGOs: non-governmental organizations

OECD: Organisation for Economic Co-operation and Development

UNESCO: United Nations Educational, Scientific and Cultural Organization.

MoE: Ministry of Education

TLMs: Teaching Learning Materials

ECE: Early childhood education

ILO: International Labour Organization

SSA: Social Security Administration

KG: kindergarten

ICT: Information communication and technology

CAL: Computer Assisted Learning

CML: Computer Mediated Learning

UNICEF: United Nations international children's Emergency Fund

1.10 Organization of the Study

Chapter one will cover the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study. Chapter two will be devoted to review of related literature in relation to what the various researchers and authorities have said about the topic. Chapter three will deal with the methodology for the study such as the research design, research population, and sample and sampling procedure, research instruments used, data collection procedure employed, data analysis procedure used, and the ethical consideration. Chapter Four, will be on data analysis, findings and discussions. Chapter Five shall present discussion of results, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0: Overview

The chapter reviews literature related to the study. The review is presented under the following sub-headings:

Theoretical framework for the study, Conceptual framework of the Study, Challenges of early childhood/grade education, Addressing the Challenges in Early Childhood Education, Challenges Teachers Face in Accessing Instructional Materials, Significance of Teaching-Learning Materials, Importance of Teaching and Learning Materials in Preschools, Effects of teaching and Learning Materials on Performance in Preschools, Individual, Parental and Community Participation in Early Childhood Education

Programmes, Innovation in Early Childhood Curriculum, Parents Involvement in Early Childhood Education, summary of Review of Literature

2.1: Theoretical framework

To discuss the challenges that exist in early grade schools in Wenchi Municipality, the researcher attempted to explore the power of an alternative theoretical paradigm to explain developmental psychology of children. She found evidence in the existing literature on the one of the ever-green theories of child development called Vygotsky's Theory of developmental psychology.

Vygotsky's theories are based on the dialectical philosophical tradition of the 19th century. Vygotsky's main achievement is the developmental psychology theory, a theory of development of psychological functions (Lehtinen & Kuusinen, 2001). Vygotsky's developmental psychology thinking marked the beginning of the so-called socio-cultural theory. The description in his theory of development and learning has

brought about the concept of the so-called zone of proximal development. He named the process of internalisation as the central mechanism of development and learning, on this he later based his cultural development genetic law. Vygotsky also introduced into psychology the term 'activities' and laid foundations for the theory of psychological activities (Lehtinen & Kuusinen, 2001).

The central issue in Vygotsky's theoretical thinking is the development of qualitatively higher psychological functions in the history of cultures and ontogeny of children in the process of organisms (i.e. culture or child) goal-directed acting upon their environments (Valsiner, 1987). Vygotsky underlines the social roots of development. He makes difference between two types of social factors namely: cultural-historical and interaction of individuals. These are intrinsically related. Cultural factors comprise institutions, working tools and sign systems, created previously by people, and that have developed differently in different cultures. The interaction and development of individuals can only be understood in relation to these historic-cultural systems of social relations. Vygotsky uses the term 'social situation of development' assuming that a social situation determines the forms and the path that the child will follow in the course of development and learning. This way, the social becomes the individual. The environment's qualitative changes lead to psychological changes (Vygotsky, 1978).

According to Vygotsky's theory, the zone of proximal development can be observed in the child's learning. This is the stage of the learning process, when an individual is unable to solve the problems alone, but needs the help of a more experienced person. From this point of view, good learning environment offers in a socially supported environment the tasks that are placed at the zone of proximal development.

Vygotsky maintains that in teaching, specific learning promotes a more general cognitive development that makes it possible to apply the acquired knowledge. Teaching supports learning most effectively only then, when it creates a proximal development zone and this is done while it happens to take place in the initial stage of developing a new skill. The zone of proximal development is built in interaction between a child and a grown-up, a child and a more experienced child or a child and a stimulating object environment and tools. In the course of interaction the so-called process of internalisation takes place. The idea of internalisation is based on Vygotsky's genetic law of cultural development. According to it every activity in the child's development appears twice or as two 'plans', first, as a social category, human interaction, and, second, a psychological category, inside an individual. The child learns pivotal cultural skills from other people, but he/she is active, learning through one's own activities. Learning is a necessary and a universal aspect in this way of development of human psychological activities (Valsiner, 1987; Vygotsky, 1981).

2.2: Conceptual Framework

The conceptual framework was built from the theoretical framework. Conceptual framework outlined some of the challenges and ways of addressing these challenges of early grade schools in the Wenchi Municipality.

Looking at the challenges of early childhood education, the researcher pointed out major issues like lack of professionally qualified teachers; lack of parental involvement; lack of resources; early childhood curriculum, professional development; inadequate supervision; pupil-teacher ratio; socio-economic factors and inadequate funding.

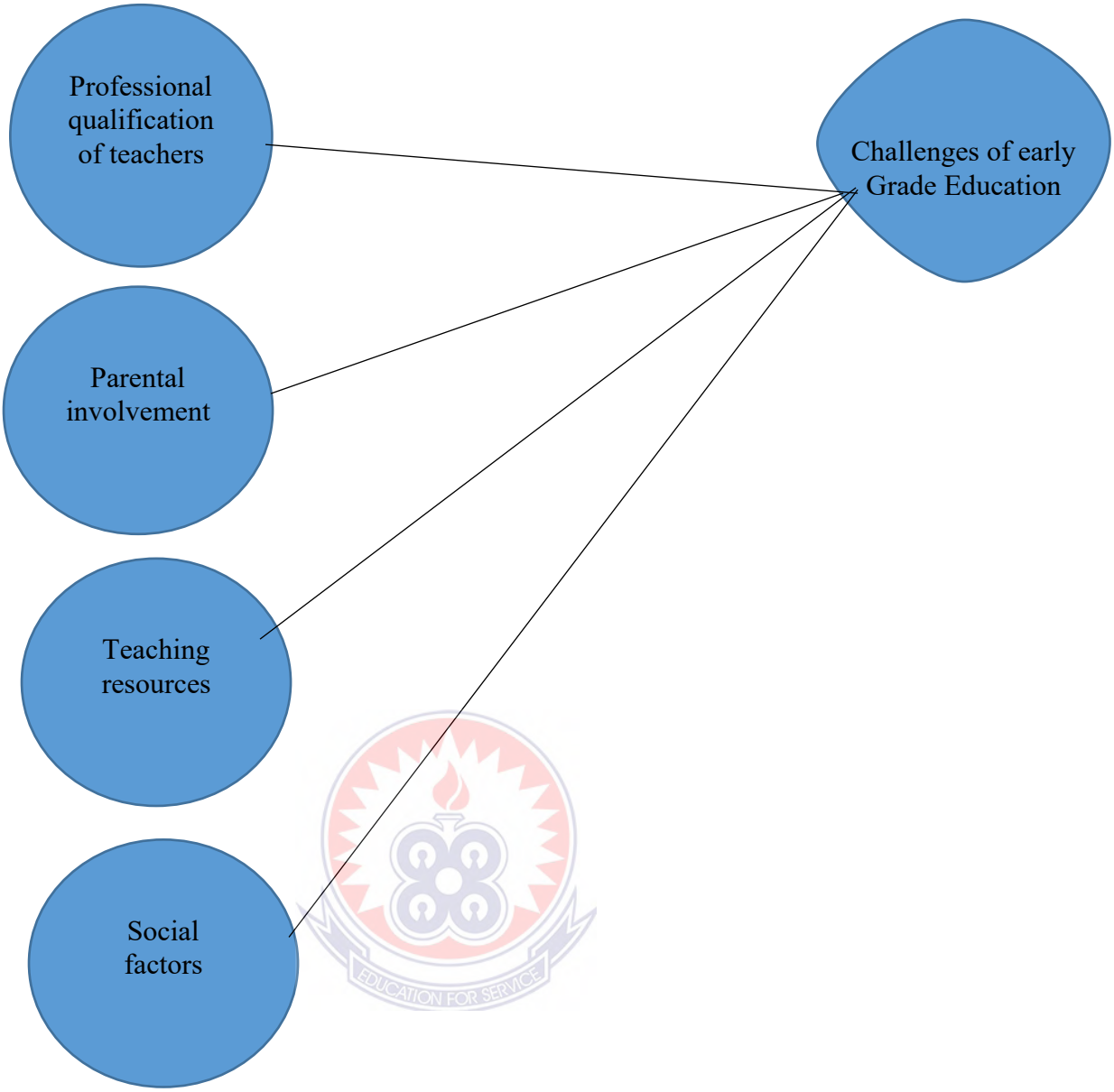

Figure 1: Conceptual framework of the study

2.3 Challenges of Early Childhood Education

The importance of the early childhood is widely acclaimed in various international documents and developmental goals such as UN Convention on the Right of the Child, African Charter on the Rights and Welfare of the Child, Millennium Development Goals, and Education for All goals among others. The government of Ghana is among the member states that ratified these documents and goals, and this has made the government to come up with various interventions which are geared

towards providing quality early childhood education for Ghanaian children. One of the interventions of the government is the enactment of education strategic plan. In 2003, the government of Ghana through the Ministry of Education and Sports issued an Education Strategic Plan (ESP, 20032015) to serve as a framework for the attainment of its educational commitment as stated in the Millennium Development Goals (MDGs). Key focal areas contained in this plan (ESP) are access, quality, and management of education as main policy drivers to meet Ghana's developmental aspirations. Critical to achieve these aspirations is early childhood education, which according to UNESCO (2015), is foundational to each country's development.

Despite all these interventions and the efforts of the government, it is glaring that the implementation of early childhood education programmes is still affected by many challenges both at pre-primary school level and tertiary level. Some of these challenges, as identified in this study, relate to professional qualification of teachers, lack of resources, early childhood curriculum, professional development training, staff-child ratio, Socio-economic Factors, and lack of funding.

2.3.1 Professionally Qualified Teachers

According to Akinrotirni and Olowe (2016), it is widely acknowledged that early childhood educators with required professional preparation provide more developmentally appropriate, nurturing, and responsive care and education experiences for young children. This aligns with National Association for the Education of Young Children (2007) that the knowledge and skills of early childhood teachers are critical factors in their delivery of high-quality developmental and educational experiences to young children. In confirmation of this, Boyd (2013) reported the result of a study conducted in 2002 by National Institute of Child Health

& Human Development and The Early Child Care Research Network in which it was found that teachers with Bachelor of Education degrees in Early Childhood Education provided higher quality learning experiences for children in their care. This underscores the importance of giving children the opportunity to learn under professionally qualified teachers. Unfortunately, the situation is contrary in most pre-primary schools in Ghana and for that matter in Wenchi

Municipality. In privately owned kindergarten schools, teachers with no training in Early Childhood Education are often found in children classrooms while in public kindergarten schools, old female teachers with no qualification in Early Childhood Education are often found in children's classrooms. Young unprofessional teachers are also recruited to teach children in the kindergarten. Findings from various studies conducted by researchers in

Ghana have consistently confirmed this same situation (e.g., Dillard, 2009; Morris, 2009).

2.4 Addressing Challenges in Early Childhood Education

The implantation of early childhood education requires a well-defined institutional framework in order to actualise early childhood programmes at the national, regional, district and community levels. In implementing early childhood programmes, some challenges have been discussed in this study. The following are some of the ways to address these challenges.

2.4.1 Lack of Adequate Resources

When resources are available for early childhood education programme at pre-primary school level, it helps the teacher to nurture and support the development of children, and to successfully implement curriculum. According to Chukwbikem (2013), the quantity and quality of resources available for any educational

programme would determine schools systems capacity for the implementation of the type of educational programme. What this implies is that resources are critical to successful implementation of any early childhood education programme. In spite of the fact that resources are critical to successful implementation of early childhood education programme, they are inadequate in many Ghanaian kindergarten schools, especially in public kindergarten.

Many kindergarten schools lack adequate teaching and learning resources and facilities suitable for early childhood education in their learning environment. These include lack of properly ventilated classrooms, furniture suitable for children, kitchen, safe clean water, playground, toilets and play material. This implies that teachers do not have adequate teaching and learning resources to enable them to implement effectively the early childhood education curriculum. This affects the implementation of early childhood education curriculum negatively as creation of a sustainable learning environment helps deprived children to improve their academic performance

(Offenheiser and Holcombe, 2003).

2.4.2 Ineffective Early Childhood Curriculum:

Curriculum is the 'what and how' of any educational enterprise. It is the vehicle through which any educational programmes can be successfully implemented. The early childhood education curriculum is an important written plan that includes goals for children's development and learning, experiences through which they will achieve the goals, what staff and parents do to help children achieve the goals and, the materials needed to support the implementation of the curriculum (National Council for Curriculum and Assessment (NaCCA), 2019). The early childhood curriculum helps to ensure that staff or teachers cover important learning areas, adopt

a common pedagogical approach and reach for a certain level of quality across age groups. These descriptions about early childhood education curriculum indicate that it is an indispensable material in the business of implementing early childhood education programme. Its indispensability spurred the government of Ghana to see to the development and production of a new early childhood curriculum by the National Council for Curriculum and Assessment of the Ministry of education. This curriculum was launched in 2019. The unfortunate thing however is that this curriculum, since it was launched, has not been taught effectively especially in Wenchi Municipality. Some of the reasons attached to this challenge are: inadequate time for training of Kindergarten resource persons; little attention to supervision; and insufficient curriculum materials like teacher resource pack, and resources (teaching and learning materials).

2.4.3 Lack of Professional Development:

The teacher holds the key to successful implementation of any educational enterprise. Jibril (2007) submitted that whatever input is made into an educational system in respect of management, resources, facilities and array of instructional materials, will be of little avail if the teacher is unskilled, poorly trained or even ignorant. This is to say that whatever intervention the government of Ghana makes to improve early childhood education will be of little effect if pre-primary school teachers are not given constant professional development. The professional development training is particularly needed as the almost all the teachers at the pre-primary school level are either not trained or trained in other fields not relevant to early childhood education. Goble and Horm (2010) have submitted that whatever a person's profession is, the need for professional development is universal because professionals need to continually enrich their knowledge and increase their sense of professionalism over

the course of their careers so as to implement current research based practice. According to Goble and Horm (2010), early childhood professional development brings to the forefront the significance of the early years for children's learning and development and highlights the central role early childhood educators play in children's successful outcomes.

Unfortunately, the pre-primary school teachers in Ghana in both public and private schools seldom receive professional development training. In fact, some researchers have confirmed that the teachers lack professional development training (Olaleye & Omotayo, 2009; Viatonu, et al., 2011). This lack of professional training for the teachers is liable to worsen the problems of early childhood education in Ghana. This is because majority of the teachers in Ghanaian pre-primary schools are not professionally qualified.

2.4.4 Inadequate Supervision

To ensure effective implementation of any educational enterprise, supervision must be given adequate attention. In regard to early childhood education, Awino (2014) noted that it is important to supervise in order to gather information from children, caregivers, parents, communities, and general early childhood education environment. Supervision of early childhood education can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in its implementation (Awino, 2014). Usually, the changes that result from supervision of early childhood education programme can strengthen the implementation of such early childhood education programme. Supervision in early childhood education leads to the holistic development of children enables efficient implementation of curriculum, checks whether the objectives of the programmes have been achieved,

promotes maintenance of basic standards, identifies problems and constraints, motivates, enriches and promote personal as well as professional growth all those involved (Awino, 2014). Despite the immense benefits that supervision has to offer the early childhood education, the Ghanaian preprimary school level is not provided with these benefits as it is usually left unsupervised. This cannot allow effective implementation of early childhood education programmes in

Ghana.

2.4.5 Lower Staff-Child Ratio

Teacher-child ratio has been a subject of much attention among researchers in relation to the factors facing teaching and learning process. Early childhood education has not been left out. Research shows that teacher child ratio has continued to grow. On average, teacher child ratio for both 3-5 years old children and 6-8 years olds still remains critical. Teachers are not comfortable with the increasing number of children in the classes they handle (Dodge and Colker, 1992). With high ratios, early childhood education teachers are poorly remunerated and under the mercy of parents, most of whom have little or nothing to give.

Higher staff-child ratios, referring to a smaller number of children per staff, are usually found to enhance early childhood education quality and facilitate better developmental outcomes for children (Huntsman, 2008). When there is higher staff-child ratio, caregivers are able to interact better with children, they experience less stress and they are able to provide more supports to different children's developmental domains. Huntsman (2008) noted further that higher staff-child ratio makes children become more co-operative in activities and interactions and children also tend to perform better in cognitive and linguistic assessments.

On the contrary, lower staff-child ratio in early childhood education settings will make caregivers to give less attention to children and they will not give optimal performance. This will in turn affect children as children may experience neglect and poor development in all domains. The lower staff-child ratio is the scenario in Ghanaian pre-primary school level. In fact, in a report series to the UN Special Envoy for Global Education, it was specifically reported that classrooms in early childhood development centers in Ghana are crowded, with an average of more than 60 children per classroom in the Greater Accra region (The Good Planet Foundation, 2013).

2.4.6 Socio-economic Factors

Malnutrition and ill-health are an example of the factors associated with the socioeconomic factors. These factors can significantly damage the cognitive processing ability of children. Children whose processing capacity is impacted by ill-health and malnutrition may require more hours of instruction to learn various skills. As such, implementation of early childhood education may prove critical especially low income countries (van de Linde, 2005).

Socio-economic differences affecting effective implementation of early childhood education also cut across regions, with some being labelled 'marginalized' or Arid and Semi-Arid Lands. Regional disparities have significant role in facilitating access to early childhood care and education, where enrolment levels in rural and marginalized areas are low in comparison to those in the urban areas. Children from the marginalized communities in rural and marginalized in developing countries suffer from lack of access to early childhood education. They are left at the mercy of the community.

2.4.7 Inadequate Funding

Funding needs to be given maximum consideration because it is very crucial to achieving success in any educational enterprise. In early childhood education, adequate funds need to be made available for provision of many resources and activities which include stimulating materials for teaching, training and re-training of staff (teachers and care givers), enrichment and sensitization of programmes through regular workshops, monitoring, feeding, immunisation, supervision and inspection, report writing, publications, school meals and training manuals among others (Alabi & Ijaiya, 2014). This indicates that the importance of funding to successful implementation of early childhood education in Ghana cannot be overemphasized. The sad thing however is that Ghanaian early childhood education is ridiculously underfunded. This could be linked to the low budgetary allocation to the education sector in the nation. Perhaps, this is the reason for the report of The Good Planet Foundation (2013) on Ghana that spending on essentials such as textbooks, instructional materials, in-service training, operations and maintenance is inadequate.

Financial constraints can lead to ineffective implementation of early childhood education. At macro level, a good number of developing countries have suffered from the heavy debt burden following their pursuit on the World Bank and International Monetary Fund fiscal policies such as the Structural Adjustment Programs (Offenheiser & Holcombe, 2003). It is reported that these debt-servicing programs are partly responsible for significant reduction in government funding for subsidized education, health care and school related expenses. The result has been that families bear more responsibilities in the implementation of early childhood education programmes (Curenton & Justice, 2008).

2.5 Challenges that Teachers Face in Accessing Instructional Materials

Teachers in early grade schools most especially in rural community schools face some challenges in accessing instructional materials. One of the big challenges that teachers in early grade schools face in accessing instructional materials is funds provided by the government to early grade schools for purchasing instructional materials. Early grade schools depend to the large extent on the government for funding. Very little support is received from local government and communities around the schools most especially in rural areas due to poverty. The funds are provided in form of capitation grants. The capitation grant is aimed at improving the quality of education by making sure that sufficient teaching and learning material are found at school level. In particular, the capitation grant is meant to finance the purchase of textbooks and other teaching and learning materials as well as to fund repairs, administration materials, and examination expenses (Uwazi, 2010).

According to Onche (2014), government's Policy towards efficient provision of these aspects of educational resources has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the back bench of implication of these policies.

Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most early grade schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials. As we are in a new millennium, there is an increased awareness of the need to use modern scientific approach in teaching and learning processes in our schools. At present, there is a universal recognition of information and communication technology as a major force in the dissemination of knowledge (Aina, 2013). Majority of teachers who were trained early 1990's and backward do not have

skills in the field of Information and Communication Technology. Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipment's and the other facilities. In most of the rural early grade schools, most of the facilities are non-existent, hence the traditional chalk and duster approach still dominates in early grade school pedagogy (Obasi, 2008).

2.6 Significance of Teaching-Learning Materials

The major significance of teaching-learning materials is recognized within the classroom environment by providing support and assistance to the educators with the presentation and transmission of educational content and the achievement of educational objectives. The teaching-learning materials are put into practice by the educators with the primary objectives of imparting learning among students regarding the academic concepts and enabling them to achieve their goals and objectives. The significance of teaching-learning materials is usually recognized in terms of five aspects. These are, student motivation, developing creativity, evoking prior knowledge, encouraging the processes of interpreting, understanding, organizing and amalgamating the educational content, logical thinking, reasoning, and communication and contributing to the development of different skills, values and attitudes among students, and enabling them to acquire an efficient understanding of the academic concepts. The teaching-learning materials are defined as the instruments of presentations and transmission of the prescribed educational material (Busljeta, 2013).

The teaching-learning materials can be differentiated in terms of various characteristics that are apparent at first glance. When these are used in different classroom environments, then the students are required to possess various skills. For

instance, when they are making use of technology to prepare their assignments, reports or projects, then it is vital for them to acquire efficient knowledge. In the field of didactic theory, as well as in teaching practice, the classification of teaching-learning materials into visual, auditory and audio-visual is universally acknowledged (Busljeta, 2013). Furthermore, it is essential for the educators as well as the students to possess effective communication skills, especially when they are making use of any types of teaching-learning materials. When the educators will be able to communicate in an effective manner, then they would facilitate understanding among students. Whereas, when students augment their communication skills, then they will be able to acquire an efficient understanding of the academic concepts. The educators and the students need to collaborate with each other in the development of teaching-learning materials.

2.7 Effects of teaching and Learning Materials on Performance in Preschools

Eshiwani (1983) states that differences in instructional materials in pre-schools seem to account for differences in achievement. Instruction materials such as books, charts, models, visual aids and play materials have some bearing in school performance. Schools that are found having good and enough instructional materials arc also performing well academically. Language is very important tool for communication. Through language children are able to express their feelings, emotions, desires and ideas.

It is important therefore that every avenue be utilized to promote language development at preschool level and all other levels of education. This has been stressed in the book (Toys and materials for play and Learning. East Africa publishers. (2001).

According to K.I.E. (2 0 0 3) teaching learning materials stimulate the total growth and development for children. Materials, are used to cater for the following areas.

Manipulation skills, visual percept, motor-skills, auditory perception, language development, exploration through feelings and social emotional needs. Learning resources involve buildings and their surroundings, physical plant, people in their own capacity, and even actions resulting from a change in any particular section. Availability of learning resources and effective use reflect on quality of teaching of the subject. I his is because most of the resources play an important role in understanding of concepts and imparting skills to the learner. Use of resources in pre-schools is essential, it promotes experiential learning Davis, (1975).

Nasibi (2005) says that use of learning resources involves the use of more than one of the human senses at the same time during learning process therefore the use of instructional resources is very vital to the pre-schoolers and the teachers

2.8 Importance of Teaching and Learning Materials in Pre-Schools

According to Montessori, (1870), without teaching/ learning materials, no learning can take place. She suggested that there will be quality education to preschool learners if instructional materials are provided in our pre-schools. Preschool learners should he provided with a variety of teaching /learning materials, (Pre-school Educational project K.I.E, (1982). Learning /teaching materials attract the attention of learners. In this manner, preschool children become creative and imaginative UNICEF, (2003). Plenty of instructional materials should be used in pre-schools. Young children must see, feel, touch and taste. Lessons cannot be successful unless the instructional materials are available and enough for all learners in class, so that children can manipulate them freely, Anroga (1997). Children develop their imaginative, discovery and creative skills through the use of teaching/ learning materials, learners are able to explore familiarize and eventually understand unfamiliar objects when they interact with them, (K.I.E) Handbook for ECDE

Syllabus (2007:27). Instructional resources provide children with a means of expressive feelings, concerns, and interests as well as acting as a channel for social interactions with adults and other children. Through the use of instructional materials learners are able to explore, familiarize and eventually understand unfamiliar objects when they interact with them. Kaburu. (2007). 2.5 I

Play is an important vehicle of learning among children. Although the children spontaneously device play, an attentive teacher needs to support and nourish it by providing play materials to children. Children as they play can gain important insights, in what children are thinking and feeling. Play gives a child a chance to develop the qualities of endurance, tolerance, sympathy, self-control, the art of giving and receiving, .luma (2004). Creative play is an important means of encouraging children to experiment and explore the world around. It helps to discover through the learners' senses and properties of different materials. If provided with a wide range of activities they can develop, physical, social, emotional and intellectual skills. When activities are led in a positive way children can gain a great deal of satisfaction from creative play and increase their confidence, Harriet (2002). Young learners can be given any type of object that will be safe for them to touch and hold. Some of these materials are for example wood, shell, fruits and natural sponges. These objects promote children's development which thus promotes a different range of hand movement. Therefore it is good to provide learners various teaching materials, Penny (2002).

2.9 Objectives of Teaching-Learning Materials

The primary objective of teaching-learning materials is to motivate students towards acquisition of education. These are primarily used by teachers to provide

assistance and support to the learners to achieve academic outcomes. The major objectives have been stated as follows:

Motivate Learners – The teachers make use of not only one, but various forms of teaching-learning materials within the classroom setting. When they are making use of them, they ensure that students are able to feel pleasurable and get motivated towards learning. Therefore, students develop interest and enthusiasm and develop motivation towards learning.

Development of Knowledge and Skills among Teachers – Through the implementation of teaching-learning methods in an effectual manner, the teachers are able to develop their knowledge and skills. They are able to generate awareness, regarding how to make use of this knowledge in performing their job duties well. They need to make use of these skills and knowledge in the achievement of educational objectives.

Help in Longer Retention of Information – The TLMs, when implemented should ensure that they help in the longer retention of information. When learners pay appropriate attention towards TLMs, then they are not only able to acquire an effective understanding of the concepts, but also are able to promote longer retention of information.

Facilitate Holistic Learning – Through TLMs, the learners are not only able to acquire an efficient understanding of the academic concepts, but the teachers also assist and support them in augmentation of psycho-motor, cognitive and intellectual development. As development of these aspects are regarded as essential for promoting effective decision making processes and rational thinking.

Help in Organizing Classroom Teaching – The teachers are able to generate awareness in terms of implementation of lesson plans and concepts. When they are

using teachinglearning methods in an appropriate manner, then they are able to plan and organize the teaching methods too within the classroom. In addition, they are able to generate awareness in terms of concepts.

Promoting Effective Communication – The use of adequate teaching-learning methods help in promoting effective communication processes between the teachers and students and among students themselves. The communication processes between them takes place in verbal and written forms. Therefore, both forms of communications get promoted among the teachers and students and students themselves.

Facilitating Change in Attitudes – The teachers as well as students are able to bring about changes in attitudes and behavioural traits through the use of teaching-learning methods. Primarily, when modern and innovative methods are made use of, then students feel motivated towards learning and are also able to bring about changes in attitudes.

Practical Applications – TLM promotes the application of theoretical knowledge into practical applications. The theoretical knowledge that is studied in classes are depicted in the concrete form through TLMs for effective teaching. The application of theoretical knowledge into practical applications enables the students to achieve academic outcomes in an effective manner.

Making Learning Pleasurable – TLMs help in making learning fun and pleasurable within the classroom setting. Students take pleasure in acquiring understanding regarding the novelty of new projects and learn new concepts through them. It is essential for the students to ensure that they bring in their experiences within the classroom setting. This is especially important in the case of adult learners.

Concept Formation – TLMs facilitate the formation and attainment of concepts among students. In some subjects, certain academic concepts are difficult to learn and understand. Thus, it is vital for the students to ensure that they are able to acquire an efficient understanding of TLMs to augment their understanding and generate the desired academic outcomes.

2.10 Types of Teaching-Learning Materials

Teaching-learning materials are of various types and are classified in various ways. These have been stated as follows:

Audio and Video TLMs – Audio and video TLMs are primarily made use of in schools as well as in higher educational institutions. Audio TLMs include, human voice, telephonic conversation, audio discs, tapes, gramophone records and radio broadcast. On the other hand, video TLMs are, visual or verbal print, textbook and supplementary books, reference books, encyclopedias, magazines, newspapers, documents, clippings, other written materials, program materials or case studies. The visual material can be non-projected two dimensional and non-projected three dimensional. Non-projected two dimensional TLM is a form of an image or picture explaining the concept. Examples of such types of TLMs are blackboard writing, drawing charts, posters, maps, diagrams, graphs, photographs, images, pictures, cartoons and comic strips. Non-projected three dimensional representation of the real objects or phenomenon. It includes, models, mockup, diorama, globe, relief maps, specimen, puppets and holograms. Furthermore, there are utilization of computers, television and tape representations in the implementation of teaching-learning methods. The audio and visual TLMs are used in pre-schools as well as university education. Through the use of computers and internet, the students are able to benefit to a major extent.

Textbooks – The textbooks are the methods of imparting basic knowledge to the students in terms of the concepts. These are written by authors for the learners to help them learn new things. The books that are especially written by the authors for learning a particular course is known as a textbook. It is an indispensable basic teaching-learning material that is made use of in schools regarding all subjects. In pre-schools, elementary schools, secondary schools and senior secondary schools for the teaching of all subjects, textbooks are made use of. Textbooks are prescribed for all subjects, these include, science, social science, Hindi, English, mathematics, and so forth. In schools, students are required to bring in textbooks within classroom settings. These also comprise of exercises at the end of each lesson plan, which students need to work on to acquire an effective understanding of the lesson plans. The teachers normally read the lesson plans within the textbooks to impart an efficient understanding to the students. This is particularly regarding English, Hindi, social science, and science. Various concepts regarding mathematics are taught to the students in writing.

Maps – Maps are normally made use of to find way to a new place. Google maps are used to a major extent to find one's ways round the places. Maps are the scaled down representations of the real earth on the surface of the paper. Every map is regarded as the symbolized surface of the earth, therefore, it provides information in a condensed form. Maps are regarded as useful tools in every discipline. In especially, social science, it is important for learning geographical, historical and economic concepts. Details in map at the elementary level are kept simple in enabling the learners to locate places, different physical features and to read directions.

Maps are broadly classified into the following categories, physical maps, political maps, economic maps, social maps and historical maps. Physical maps are

the ones that depict climate, soil, forest areas, resources and rainfall. Political maps show political divisions of countries and places. Economic maps are the ones, which show crop rotation, land use and transportation networks. Social maps show demographic distribution within the country, these include, literacy rate, language and tribes. Historical maps show the boundaries of the empires, routes taken by travelers, places of wars, treaties and so forth. The teacher teach the students map reading skills. The various aspects in terms of which students learn are, latitudes, longitudes, different physical features, land reforms, water reforms, human factors, resources and so forth.

Charts – A chart is a diagrammatic representation of a system, process, and historical sequence of the event. It is a visual representation that is used to summaries, illustrate, compare and contrast and communicate the subject matter in a coherent manner. Charts are used in all subjects for enabling the students to acquire an efficient understanding regarding the concepts. Through charts, the students are able to acquire an efficient understanding of the concepts.

The charts that are used are of various kinds. Process charts are the ones, which show the steps in processes. These charts involve the steps that are used in any lifecycle or in any procedures. Organizational chart is the chart that is used in functioning of different components among the organization. Time chart is the chart that is used to represent the occurrence of events in chronological sequence. Evolution of man and political empires can be used in time chart. Tabular chart is the chart that represents the data in a tabular form, which is easy for comparison and understanding. Tree chart shows the growth and development from a single source like the branches of the tree. Stream chart is the chart in which multiple branches come together to converge into a single stream. It is the opposite of tree chart.

Sequence charts or flip charts are the collection of charts like the flip charts used to show many events or series of events that take place in a succession.

Posters – Poster is the symbolic representation of the single idea, concept, or perspective. As the single idea, in posters is usually depicted in bold letters, are attractive and eye catching. The posters are meant to provide information among the learners regarding an important concept. When the teachers are required to impart knowledge among learners regarding particular concepts, then they normally distribute posters, such as, rural health. In posters, normally images and symbols are also illustrated. The text that is used to convey the important message and visual is called caption. Caption conveys the important message and visual to attract the attention of the students and thereby is used to support the message that is to be converged. It is vital for the individuals to take into account certain aspects, when designing posters. These include, creativity, ingenuity, and resourcefulness. Furthermore, it is essential to ensure that posters are colourful as adding attractive colours enable the individuals to pay attention. Hence, when the teachers are making use of posters in imparting knowledge and information to the students, they should be designed in a striking and attractive manner.

Models – Model is the recognizable imitation of real thing (eyes) or abstract thing magnetic. Usually a model is similar to the original object in every aspect except the size. The size of an object may be reduced or enlarged. When the size is reduced, the object is simplified to show only the essential parts. For example, globe is the model of the earth. It is simplified to show the essential part of the planet. On the other hand, when the size of the model is enlarged, then it shows the details of the object. For example, the model of the eye is enlarged to allow all the details to be seen clearly and easily. The benefits of models are, they are used to simplify

complicated objects, reduce large objects to a conveniently observable size, demonstrate interior structure of an object or system and help the learners to understand difficult part of the object or system. By making use of models, teachers are able to provide an adequate understanding of the concepts to the students. Through models, they are able to observe various aspects and understand.

There are two types of models, these are stationary or non-working models, and working models. Stationary or non-working models are the models, in which all parts of the model are stationary and there is no movement. It is easier to use and is comprehensively used teaching-learning material. Whereas, working model is the model, in which all parts are moving to show the processes within the system. They appear interesting to the learners. Working models are also comprehensively used, depending upon the subjects and concepts.

Overhead Projector – Overhead projector (OHP) helps in displaying visual materials as projection on the screen. It is a simple projector, which is manageable to operate and is widely used by educators within schools, colleges and universities. It is better than using chalkboards, as it enables the teachers to talk about and show visuals at the same time. When the educators are making use of OHP, they are able to observe, whether students are acquiring an understanding of the concepts as well. It also helps in saving time, as OHP can be used in showing visuals and transparencies repeatedly. One can easily move the OHP from one room to another. Transparencies need to be developed and designed for achieving the objectives of teaching and learning.

There are two forms of OHP transparencies. The designing and development of the transparencies usually have the primary objective of carrying out the teachinglearning processes in an efficient manner. The two forms of OHP

transparencies are, single transparency and continuous roll. If one wants to make use of ten single transparencies, then the form of single transparency is utilized. Another form of OHP is the use of continuous roll. Continuous roll is made use of, as one proceeds with the classroom instruction, the educators unroll and show it on the OHP platform.

Power Point Slides – Slides are effective, as they combine the advantages of OHP slides with the versatility of the computer. Images, animations and text can be inserted in Power Point slides, which make the TLMs, effective and worthwhile. These can be used for small and large audiences. Power Point slides can be reused and can be used in classroom teaching as well as individualized study. When one is making use of Power Point slides, there are certain aspects that need to be taken into consideration. These are, appropriateness, accurateness, legibility and comprehensibility. Appropriateness refers to the simplicity of slide presentation. Content should be according to the level of the learner. Each slide should be contextualized and graphics are preferred visual than tables. Accurateness refers to the accuracy of content. One needs to ensure that word spelling, and graphical data must be checked regarding accuracy. Legibility is, the text within the slide must be readable. It is essential to take into consideration that proper font size is used. The slides should be comprehensible to the learners. When slides are prepared, it is vital to ensure that simple language is used, which may be understandable to the learners in a satisfactory manner.

Computers – Computers are regarded to be of utmost significance in acquiring an efficient understanding of academic concepts. Particularly, through the use of internet, the educators as well as the students can generate awareness in terms of various concepts, perspectives and viewpoints. When the educators need to prepare

lesson plans, then they make use of computers and internet to augment their knowledge. Through computers and internet, they are able to effectively prepare themselves to answer the queries put forward by the students and to impart them efficient understanding. The computers have been advantageous to students as well, especially in implementing assignments and projects, understanding academic concepts and prepare themselves well for tests and competitions. The use of computers supports group as well as individualized learning. This leads to an increase in the variety of situations and ways. A computer can used to record, analyse and establish effective communication terms with the students. Furthermore, it can store and manipulate data on an extensive scale.

When computers are used for teaching-learning processes, then it is called Computer Assisted Learning (CAL) or Computer Mediated Learning (CML). The computer interacts and communicates with the learners. The interaction that takes place between the learners and the computers is called pre-designed program. The students are guided through the new concepts in a pre-determined manner. The computer interacts with the learners at every step and thus, it is referred to as interactive learning. The individuals take pleasure and feel contented, when they are making use of computers. Computers and internet play a prominent role in enabling the educators and students to achieve academic objectives.

Other Reading Materials – The other reading materials are referred to articles, documents, reports, assignments, projects, newspapers, magazines and books that are used to augment understanding of concepts, as well as generate awareness among individuals regarding various aspects. It is an integral job duty of the educators to get engaged in reading to acquire knowledge in terms of other areas as well, such as, economy, politics, rural development, sports, current affairs and so forth. In schools

as well as in higher educational institutions, they even encourage their students to keep themselves updated regarding all these aspects. In colleges and universities, particularly when the students are pursuing masters and doctoral programs, they are required to get engaged in the tasks of research and writing. Apart from working on thesis, they are required to write articles as well as research papers. For this purpose, they are required to get engaged in reading. The individuals also prefer reading magazines or articles for leisure purposes, which is known as leisure reading. Reading is regarded as a hobby and it is essential for the individuals to get engaged in reading on regular basis to remain updated.

2.11 Curriculum implementation

Implementing a curriculum implies bringing about change, and any change that is attempted in a user system involves movement in some predetermined direction (Cobbold, 1999). According to Fullan and Pomfret (1977), curriculum change consists of five components. These are changes in subject matter or materials, organisational structure, role and/or behaviour, knowledge and understanding, and value internalization. Subject matter component refers to the content of the curriculum that teachers are expected to acquire on their own, or in cooperation with peers. Organisational structure refers to formal arrangement and physical conditions. The components here do not pertain to changes in users but changes in the conditions under which users interact. The third component refers to the habits that members who are directly involved in putting an innovation to practice are expected to acquire. The fourth component is the knowledge and understanding that users have about things like philosophy, objectives, and subject matter and role relationships in the innovation. Finally, value internalisation is the users' commitment to implementing the various components of the innovation. In order to determine if any change has

occurred in any or all of the components described above, one of three models of the implementation process discussed in the research literature may be used. These are the fidelity, adaptation and enactment models. The three models are based on different assumptions about curriculum knowledge, curriculum change and the role of the teacher.

2.11.0 The fidelity model

The initial and most extensively documented model to curriculum implementation is the fidelity model. It investigates the degree of faithful implementation of the curriculum, and the criterion for success is the faithful use of the curriculum as intended by the developers or sponsors of the programme (Snyder et al., 1992). That is to say, when programme developers prescribe a fidelity approach to implementation, their intention is to measure the extent to which actual use of the curriculum corresponds with its intended use. Minor changes introduced by the implementers might be tolerated but the emphasis is clearly on ensuring that practice concurs with the intentions of the designer (Cobbold, 1999). He makes the pertinent observation that fidelity perspective to implementation seems highly optimistic about achieving pre-determined goals through the use of systematic, rational processes. This is consistent with the observation by Leithwood (1991) that developers tend to view the programme "as a relatively complete solution to a clearly defined problem in the school or school system" (cited in Cobbold, 1999, p. 30). Consequently, implementers are encouraged to focus their attention on the new programme and its prescriptions and to trust that "faithful" implementation will solve the problem. The assumption that emerges from this is that implementation is a non-problematic phenomenon which occurs without hindrance provided people understand the value of an innovation and readily follow its prescribed practices. Because curricula are

not always faithfully implemented, adequate training prior to implementation and support and monitoring during implementation have become standard features of this approach. A number of assumptions underlie the fidelity perspective. First is the assumption that curriculum knowledge is created outside the classroom by the experts who design and develop the curriculum. The second assumption is that curriculum change is a rational, systematic, linear process that can be better administered the more we know about the factors that either facilitate or hinder the smooth operation of the process. Thirdly, the teacher is regarded as a consumer who should follow the directions and implement the curriculum as the experts have designed it. As an imparter of the curriculum to learners, the teacher's role becomes crucial to the success of the curriculum (Cobbold, 1999). Sympathizers of the fidelity orientation are likely to see the curriculum as a static thing (document) – a textbook or a syllabus. This is what Snyder et al. (1992) imply when they state that from a fidelity point of view, "A curriculum is something concrete – something that can be pointed to – something that a teacher can implement and something that can be evaluated to see if its goals have been accomplished" (p.427).

2.11.1 The adaptation model

The adaptation approach, also called mutually adaptive or evolutionary approach, rests on the assumption that the exact nature of implementation cannot and/or should not be pre-specified but rather should evolve as different groups of users decide what is best and most appropriate for their situation (Fullan, 1991). Adaptation may be conceptualized as a continuum with different points located along it. One end of the continuum is where minor adjustments to the curriculum may be envisaged. The other end of the continuum is where users make all sorts of modifications to suit their own interests. This is the point of evolutionary changes.

Between these two polar ends is mutual adaptation. Here an external idea or innovation influences what users do while users more or less equally transform the idea for their situation. This is the central feature of most curricula implementation. It allows for adjustments and revision in needs, interests and skills of participants and institutions as well as in programme goals and methods in the light of institutional context, organisational patterns, as well as beliefs about knowledge and professional ideology (Cobbold, 1999). It would appear that mutual adaptation grants a measure of deserved respect both to the developers and the implementers of a programme and therefore makes the two groups meet on equal terms. Thus, there is some measure of negotiation and flexibility on the part of both designers and practitioners. Adaptation also is premised on ethical and moral grounds because it permits some self-direction for implementers while recognising the legitimate role of policy makers in setting educational goals. The thrust of the adaptation perspective, according to Cobbold (1999, p. 32), is that "every effort should be made to ensure that a programme is reasonably well developed at the very beginning but room should be allowed for reasonable modifications to be made in order to fit the programme effectively into the local context." The mutual adaptation model makes some assumptions about curriculum knowledge, change and the role of the teacher. Curriculum knowledge is thought to reside in the outside expert who develops the curriculum to be adapted by teachers to the local context. Change is seen as a more unpredictable, less linear process at the end of which is an active consumer; this process of change needs to be understood to help explain what happens to the curriculum. The role of the teacher in this regard is to shape the curriculum to meet the demands of the local situation (Synder et al., 1992). Research indicates that some degree of adaptation is inevitable in any successful implementation. In this connection, it makes good sense to agree

with the many authors (e.g. Hall and Locks, 1981) who think that the extent of adaptation that can be allowed should be clarified: "How much and in what way teachers are free to vary the programme should be determined by someone and communicated early in the in-service process" (Hall & Locks, 1981, quoted in Snyder et al., 1992, p. 408)

2.11.2 The enactment model

Enactment orientation to implementation describes how curriculum is shaped through the evolving constructs of teachers and students (Snyder et al., 1992). It is concerned with describing how curriculum is experienced by the participants as well as how it is shaped as it gets acted. Specifically, the enactment model asks questions such as:

- What are the enacted experiences of teachers and students and how do they create them?
- What effect do outside factors have on the curriculum as enacted?
- What are the effects on students of the curriculum as actually enacted? (Snyder et al., 1992, p. 418) Unsurprisingly, the curriculum is viewed as the educational experiences by the student and the teacher. The externally designed curriculum materials and programmed instruction strategies at the heart of the fidelity and mutual adaptation perspective are seen as resources for teachers and students to use as they engage in the ongoing process of teaching and learning in the classroom. It is teachers and students who create the enacted curriculum and give meaning to it. They are creators rather than recipients of curriculum knowledge (Cobbold, 1999). The advocates of enactment see curriculum knowledge as a personal construct which must answer to both personal and external standards. The assumptions about curriculum knowledge, change and the role of the teacher underlying the enactment model are stated by

Snyder et al. (1992) thus: Curriculum knowledge is a personal construct which must reflect personal and external standards. Change is a development process for both teachers and students, rather than only change in observable behaviour. The role of the teacher is that of a curriculum developer who grows ever more competent with his or her students in constructing positive educational experiences (p. 418). As Cobbold (1999) rightly points out, it is not just content and materials which must change. More importantly, thinking, feelings, beliefs, assumptions and practices must change. The teacher's role is integral to the curriculum process for there could be no curriculum without the teachers and students giving form to it in the classroom

2.11.3 Innovation in Early Childhood Curriculum

Another way of addressing the challenges of early childhood education is to innovate the early childhood curriculum. The early childhood curriculum helps to ensure that teachers cover important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age groups (National Council for Curriculum and Assessment (NaCCA), 2019). The early childhood curriculum should be an indispensable material in the business of implementing early childhood education programme. Its indispensability spurred the government of Ghana to see to the development and production of a new early childhood curriculum by the National Council for Curriculum and Assessment of the Ministry of education. This curriculum was launched in 2019. This innovated curriculum should to inspire delight, curiosity and inquiry in the classroom. It should also build and improve intrinsic motivation learning of the children. Usually, Children learn by doing and self-directing. The innovated curriculum will help these children to succeed in the future by learning to love the school

(Appiah, 2015).

Elements of formal and informal learning are seen as parts of the school day-to-day activities. The early childhood curriculum needs to include all the learning that goes on, whether explicitly planned and intended or which happens as a by-product of planning and practice (Henniger, 2002). As children spend more periods at the early childhood settings, it is becoming very important to think carefully about what children experience during these times to ensure that the provision offered is what is actually needed.

Education is not just about what goes on in the school; it is also about the child as part of the community and society and the curriculum should reflect the children's culture in the society (Wood & Artfield, 2005). According to Wood and Artfield (2005), all curriculum models reflect a set of beliefs and values about what is considered to be educationally and developmentally worthwhile in terns children's immediate needs, their future needs and the wider society.

To address the challenges of early childhood education, there should be the need for a curriculum that can grow and evolve. The current curriculum must be able to respond to change in the society and understanding of how children learn. The earliest years are recognised as the most formative stage and the importance of giving children a better start in life is stressed, so that no harmful impact is made on children's development (Appiah, 2015). Therefore there is need to integrate and identify special needs children in the current educational system. Recent developments in early childhood education have away the hitherto disparate world of special needs and now all inclusive education provision is practiced. Therefore

there is need to innovate early childhood curriculum so that education is accessed by all children.

2.11.4 Professional Development of Early Childhood Educators

Generally speaking, professional development of teachers is any activity or programme undertaken by a teacher or group of teachers aimed at improving teachers' competency and effectiveness in the classroom. Developing professional may include the involvement of teachers in a wide range of activities such as reading a professional magazine or newsletter or journal, attending in-service workshops, conferences, and courses.

Early childhood teachers and professionals who before they enter the classroom to teach might have attended a pre-service training institution in a college of education or university and at the end, he/she obtains a license to practice teaching. As new ideas are coming up and new methodologies are being derived, there is the need for such practitioners to realise the need to update their knowledge and skills in order to keep abreast of contemporary issues in education (Appiah, 2015). It should be noted that teachers are professionals who diagnose the needs of the pupils who are capable of developing the appropriate instructional strategies. They are not mere technicians who give instructions in using existing instructional tools, that is textbooks, and teaching and learning resources, but are also able to question the usage to suit the changing needs of their pupils.

Teaching is a complex task and professional development is necessary to meet reforms, changes or innovations in the curriculum and to acquire skill to effect change. Therefore advocates like Al Shanker (1993), Fire (1994), Corcoran (1995), and Aboagye (2010) have recommended that there should be a move away from past

models of professional development. There should also be a restructure of teacher's work to create space for ongoing professional development. They also recommended teachers should explore methods of creating time for professional development and brainstorm alternative methods for the school. The teaching universities should consider the introduction of courses which will help teachers to continue to learn on their own after they have completed their formal programmes.

Concerns about training of early childhood personnel still need to be addressed. The early childhood training institutions, Ghana Education Service (GES), and the department of social welfare should train all personnel of early childhood because not all personnel have received sufficient training. Some have not been trained at all, more than 80% of the teachers have received no training for the positions they fill (Oppong, 2000).

2.11.5 Supervision and Monitoring

Another concern is the supervision and monitoring to the various early childhood centres, which are currently under the auspices of the different ministries and organisations (Oppong, 2003). The department of social welfare, for example is responsible for registering and supervising crèches and care centres. GES registers and supervises nurseries and kindergartens. In addition, the ministry of health and the ministry of local government and rural development help promote early childhood development.

To ensure effective implementation of any educational enterprise, supervision and monitoring must be given adequate attention. As regards early childhood education, Awino (2014) noted that it is important to supervise in order to gather information from children, caregivers, parents, communities, and general early childhood education environment. Supervision and monitoring of early childhood education

may be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in its implementation (Awino, 2014). Usually, the changes that result from supervision and monitoring of early childhood education programme can strengthen the implementation of such early childhood education programme. Supervision and monitoring in early childhood education will lead to the holistic development of children, enable efficient implementation of curriculum, check whether the objectives of the programmes have been achieved, promote maintenance of basic standards, identify problems and constraints, motivate, enrich and promote personal as well as professional growth of all those involved (Awino, 2014).

2.12 Parents Involvement in Early Childhood Education

Parental involvement in early childhood plays a significant role in the development of young children. Research supports the idea that parent involvement and experiences that take place in the home during a child's first few years greatly influence a child's language and literacy development (Ijalba, 2015; Koralek, 2014). Because parents are often the sole caregivers of children before age three, their role is extremely influential in their child's literacy development in early childhood. Parents provide learning opportunities in the home, recognition of and value in children's early achievement, and constant literacy and language interactions (Hannon, 1995).

Parent involvement in the early years of a child's life, both at home and in their child's education, must be meaningful to benefit both the children and the family. Zhang (2015) conducted a study on the impact of parent involvement on children's learning and development. The study included 23 participants, a mix of both teachers and parents, in which interviews were conducted, and the findings suggested that a combination of desirability, practicality, and effectuality determined meaningfulness in parent-teacher relationships. Parent-school relationships were meaningful to the

families because they wanted, needed, or liked the experiences (Zhang, 2015). To have effective and meaningful parent-child learning experiences, the activity should support the child and should be desirable, practical, and effectual.

Despite growing research on the importance of parent involvement in early childhood education, there are still many difficulties when it comes to involving parents. For many parents, the lack of time is an obstacle when trying to be involved in their child's education. Also, some uninvolved parents share that they had negative experiences in school and feel uncomfortable in a school setting (Brown, 2012).

Kocyigit (2015) discussed the problems some early childhood education centres face when attempting to involve parents. Kocyigit (2015) found that the following factors contributed to a lack of parental involvement in preschool: unwillingness to participate, a lack of time, too many obligations for families, a mismatch between information given and attitudes of the parents, and negative attitudes on the part of the parents. Teachers attempted to overcome these issues in several ways including speaking about the importance of preschool education and parent involvement, adjusting times of meetings, receiving help from school counsellors, and trying to involve parents in decision making. This study concluded that the more parents were present in the school setting, the easier it was to overcome some of the challenges mentioned above. Home visits were also used as an option to meet parents, have discussions, and attempt in getting parents more active in their child's preschool (Kocyigit, 2015). While many challenges exist and need to be acknowledged, it is evident that parents play a critical role in their child's development, and early childhood education centres need to find ways to engage and inform parents.

2.12.0 Individual, Parental and Community Participation in Early Childhood Education Programmes

Individuals should contribute to early childhood education programmes. Individuals like philanthropists, old pupils, chiefs, opinion leaders, patrons, and religious people a may all contribute their quota by proving land for the construction of kindergarten schools and donating funds to show their involvement to early childhood education. According to Amissah, Sam-Tagoe, Amrah & Mereku (20002), individuals should provide infrastructure to serve as classrooms, storerooms, and washrooms. The provision of teaching and learning resources, in-service training to the teachers and manual labour are all ways individuals could support early childhood education. Individuals could also contribute to the welfare of teachers of early childhood education by giving free accommodation, land to farm and some even go to the extent of marrying the females to their relatives or themselves (Asare, 2012). Parental/family involvement is another way of addressing the challenges of early childhood education. One of the compelling reasons for involving parents and family in early childhood education is the effort of improving children's achievement. According to Appiah (2015), when children have quality school programme and supportive involvement of parents, they do better in academic and social skills. When parents are involved in early childhood education programmes, children recognise that their parents and families are not just leaving them off and forgetting them. Parental involvement is another way of encouraging teachers to effectively achieve their teaching process. According to Early childhood Care and Development Policy (2004), the early childhood education mandates parents to partner government in the provision of quality and efficient education of the children.

Teachers also play a great role in addressing the challenges of early childhood education. According to Appiah (2015), teachers should possess humane skills of interpersonal relationship, tolerance and understanding different viewpoints, attitudes, perceptions and beliefs of others in the community. The teachers should be open, honest, and transparent and create a conducive atmosphere for the community members to express ideas and concerns about early childhood education. Teachers should devote themselves to the total development of the children in their care.

The early childhood schools are in the community. Prominent members of the community can visit the schools to attend or participate in some school activities like children's sporting events, open days, speech and prize-giving days, social and church programmes like children's day, education week celebration, and culture day (Appiah, 2015). These occasions provide opportunities for effective communication between the school and the community. Such occasions can also be used to generate interest of the members of the community in some aspects of the school's life by making donations.

For instance, when the school lacks children's sporting equipment, an appeal can be made to the community to help in that direction.

Parent Teacher Association (PTA) is another important organ in the community and teachers should see to it that one is established and functioning effectively (Asare, 2012). Through the PTA, parents will come to understand teachers better and vice versa. The PTA will also help the general public and parents to learn about the opportunities and promises the school has for the children. According to Asare (2012), the PTA should help in the provision of school facilities like pieces of furniture, library books, television, and computers which are very important in effective teaching and learning of kindergarten school. The PTA can also be used in

children's behaviour modification both at the school and at home. When an effective PTA is in place, parents and members of the community feel that the school belongs to them and therefore give the necessary support (Otami, 2013).

2.13 summary of Review of Literature

This chapter has reviewed literature under the following subheadings: theoretical framework for the study, conceptual framework for the study, challenges of early childhood education and ways of addressing challenges in early childhood education. Under the theoretical framework, the researcher tried to explain developmental psychology of children. She found evidence in the existing literature on the one of the ever green theories of child development called Vygotsky's Theory of developmental psychology.

Then a conceptual framework was built from the theoretical framework. Conceptual framework outlined some of the challenges and ways of addressing these challenges of early grade schools in the Wenchi Municipality.

Looking at the challenges of early childhood education, the researcher pointed out major issues like lack of professionally qualified teachers; lack of parental involvement; lack of resources; early childhood curriculum, professional development; inadequate supervision; pupil-teacher ratio; socio-economic factors and inadequate funding. Finally, the researcher looked at ways of addressing challenges in early childhood education. In the researcher's opinion, the following were found to be possible ways of solving the aforementioned challenges: financial support by the government and other corporate bodies; individual, parent and community participation in early childhood education; innovation in early childhood curriculum; professional development of early childhood educators; and supervision and monitoring.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter describes procedures and the methods used in conducting the study. It includes the research approach, the research design, the population, sample and sampling technique, instrumentation, procedure for data collection and data analysis. Besides, ethical considerations, the validity and reliability issues have been discussed.

3.1 Research design

The research design which will be adopted by the researcher for this study is the descriptive survey which will basically aim at gathering facts, opinions and attitudes for the purpose of description, explanation, exploration and to answer questions concerning the subject under study. Descriptive research specifies the nature of a given phenomenon, determines and reports the way things are. It involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject of the study (Gay, 1992). It is also used to assess and predict the views, reactions or standings of a large number of people on a limited topic.

This design, according to Frankel & Wallen (1993) has the advantage of providing more accurate practice of event and seeks to explain respondents' perception and behaviour on the basis of the data gathered at a point in time. The design is also considered the best to use to ascertain facts on the challenges facing early grade institutions in the Wenchi Municipality. The design has some advantages, which are the data collected from descriptive research is helpful in important decision-making because the data is obtained from a large population. Because using

the descriptive survey method, statistical information can be obtained, and analysis of that data can be made to deduce desired results. Also variety of data can be obtained using different descriptive research methods like surveys, observation, and vase study. These three research methods provide different type of data which can be used to analysis for a research problem. For example, using the case study research method can be used to develop a hypothesis about a research problem. Descriptive research over other research methods is that it is cheap and quick to conduct descriptive research. You don't require having a great place dedicated only to research. Descriptive research like observation research can be held in natural settings, and you can distribute surveys to people online or get them answered by random people at your business place or other public places. This research provides both quantitative and qualitative data. The variety of data provides a holistic understanding of the research problem.

Despite the advantages, it has some limitation, It only provide the answers for "what" and do not answer the why and how. Therefore, descriptive research methods are not suitable for determining cause and effect relationships.

Also descriptive methods mainly depend on the responses of people. There are chances that people might not act their true selves if they know they are being observed. In the case of the survey method, there are chances that some people don't answer the questions honestly, which makes the output of the descriptive research study invalid. Because the results derived from this type of data will not be accurate. In descriptive research methods, participants are picked randomly. The randomness of the sample can't represent the whole population accurately.

3.2 Population of the study

Rubin and Babbie (2001) defined population as "the theoretically specified aggregation of study elements." The population is a larger group from which the sample is selected. According to Gay (1992), the accessible population is the group from which the researcher takes the sample for the study. The population of the study will comprise of all public early grade schools in the Wenchi Municipality. The target population were all the Kindergarten teachers in the Wenchi municipality

3.3 Sample and Sampling Procedure

3.3.1 Sample

A total of one hundred and fifty-five (155) respondents from the target population were sampled for the study comprising one hundred (100) teachers' fifty (50) parents, and four (4) head teachers one (1) early childhood coordinator from four ECD centres in the Wenchi Municipal district.

3.3.2 Sampling Procedure

Purposive sampling was used in this study to select the four stations because the researcher believes they are the right population to provide the required information on the subject under investigation. Purposive sampling was also used to select the early grade coordinator, the heads and all KG teachers of the four selected circuit. Purposive sampling is a non-probability sampling technique that is used to select individuals or elements from a given population who have unique characteristics and hold specific information desired for the study (Kombo & Tromp, 2006). The power of purposive sampling lies in selecting information for in-depth analysis related to the central issues being studied (Kombo & Tromp, 2006).

To select the sample of parents, a representative sample size of 10% of the parents from each selected school will be used. According to Mugenda and Mugenda

(2003) a representative sample is one that is at least 10% of the population of interest. In this case the population will consist of the selected schools in the Wenchi Municipality. To arrive at the total number of respondents for the parents, a ratio of N x 10/100 (where N represents the number of officers) was calculated to give the sample for each selected school.

Proportionate sampling was used to select the 50 parents from the four selected circuits. This was to ensure that the sample is proportionately and adequately distributed among the four schools. An average of 10% was used to calculate the number of parents selected for each school.

Lastly, simple random sampling using random number table was used to select the specified number of parents of each gender to be included in the sample from each school. The parents corresponding to the number picked was included in the sample.

3.4 Data Collection

3.4.1 Instruments for data collection: Questionnaires

Data will be collected through administration of a set of questionnaires to the respondents. The instrument will aim at collecting specific information from the sampled respondents**.** Data was elicited using three versions of a structured questionnaire (parents, teachers and head teachers. The versions of questionnaire were similar for teachers and head teachers while there were some few variations in that of the parents. For instance, some demographic characteristics such as teaching experience, professional training and duration of training were not applicable to parents. The questionnaire will elicit information on the challenges that exist in early grade education, the factors that contribute to the challenges of early grade education and ways that could be adopted to address the challenges that exist in early grade

education in Wenchi. The questionnaire will be made up of two parts; part A which is the bio data of the respondents and part B which is meant for the main items derived from the research questions.

In order to test the accuracy, soundness or effectiveness of the instrument, the research instrument was validated in two ways. The first method involved the researcher going through the instrument in relationship with the set objectives to make sure that they contained all the information that could enable answer these objectives. Then the researcher consulted and sought the opinion of experts from the Department of Early Childhood Education, University of Education, Winneba. The special assistance of the supervisor of this research to ascertain the validity of the instrument was sought. The second method was a pretest or piloting of the research instruments on teachers and parents of one early grade school in the Wenchi Municipality. Orodho (2005) recommended that a population of 10% of the sampled population can be used in a pilot study. The purpose of the piloting was to ensure that;

1. the questions follow a logical sequence
2. the questions are easy to understand
3. . enough space is provided for answers
4. the instrument collects the relevant data for the study
5. relevant revisions to the instrument are made where necessary

The reliability of the instrument will also be tested. Reliability concerns the degree to which a particular procedure gives similar results over a number of repeated trials (Orodho, 2009). The reliability of the instrument was measured first using a pilot study. A test-retest method of reliability was used with an interval of two weeks in order to establish the stability of the questionnaire over time.

3.5 Data Collection Procedure

The researcher proceeded to collect data from the selected respondents after receiving an introduction letter from the Department of Early Childhood Education, University of Education, Winneba and permission from her District Director of Education, Wenchi. The researcher visited some of the respondents beforehand for acquaintance. This exercise assisted the researcher in familiarizing herself with the respondents, explaining the essence of the study and booking appointments for the data collection. After familiarization, data will then be collected from the respondents using the above-mentioned instruments. The completed instruments will be collected by the researcher within a period of twenty days; four days for each school.

3.6 Method of Data analysis

Data collected was processed, coded and analysed to facilitate answering the research questions. This will be done using both descriptive and inferential statistics. The descriptive analyses using frequencies, percentages and tables will be used to summarize and organize data and to describe the characteristics of the sample population. Inferential statistics will be used in making deductions and generalizations about the whole population. This will be done with the aid of a computer programme - Statistical Package for Social Sciences (SPSS) version 25 for windows.

Responses from the questionnaires will be analysed and reported using simple statistics such as frequencies and percentage. The essence of using this statistical methods is to enable readers to read and understand the results as they were provided using a clear and simple description of phenomenon. Statistical Package for Social Sciences SPSS will be utilized to aid in the descriptive statistics.

3.7 Ethical Considerations

Ethical issues relate to the privacy of possible and actual participants, voluntary nature of participation, the right to withdraw partially or completely from the process, consent, possible deception of participants and maintenance of confidentiality of data provided by individuals or identifiable participants and their anonymity (Saunders, 2007).

Thus, care was taken in this research to avoid harm to all respondents. For example, consent was obtained first before any engagement. Only those who gave consent after the nature of the study has been explained to them participated. Those who did not give consent were not included in the study. No invasive procedure or physical examination was done and confidentiality when dealing with respondents' personal identity was strictly adhered to. Respondents were not pressured or coerced to give information and data were collected at the convenient time to both parties. Respondents' names, title and position were not inserted in the questionnaire. This assurance was given to the respondents before their consent to participate in this study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Overview

This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of this study was to find out the challenges facing early grade schools in Wenchi West, Wenchi South, Wenchi East and Wenchi Central in the Wenchi Municipality in the Bono Region of Ghana. Data was collected through the use of distributed Questionnaires from 155 teachers (respondents) and 50 parents from the 4 circuits in the Wenchi Municipality in the Bono Region of Ghana. The findings of the study are presented as per objectives of the study in the following sections.

4.1 Demographic information of respondents

Table 4.1: Identification of Respondents

Circuits	Frequency	Percent
Wenchi West	43	27.7
Wenchi South	37	24.0
Wenchi East	39	25.2
Wenchi Central	36	23.1
Total	**155**	**100.0**

Source: Field Data, 2021

Table 4.1 shows the identification of the respondents. It is indicated that 43 respondents representing (27.7%) were from Wenchi West, 37(24.0%) respondents were from Wenchi South, 39(25.2%) respondents were from Wenchi East, 36 (23.1%) respondents were from Wenchi Central. This helped the researcher to know the number of respondents from each of the four circuits that she worked with in gathering the data for the research work.

Gender	Frequency	Percent
WENCHI WEST		
Teachers	30	67.8
Parents	12	27.9
Head teacher	1	2.3
WENCHI SOUTH		
Teachers	29	78.4
Parents	7	18.9
Head teacher	1	2.7
WENCHI EAST		
Teachers	28	71.8
Parents	10	25.6
Head teacher	1	2.6
WENCHI CENTRAL		
Teachers	26	72.2
Parents	8	22.2
Head teacher	2	5.6
Total	155	100.0

Source: Field data 2021

Table 4.2 show the gender of the respondents. As the data is analysed in accordance to Wenchi West, Wenchi South, Wenchi East and Wenchi Central respectively, it can be observed that in Wenchi West, 30(67.8%) of the respondents were teachers and 12(27.9%) of the respondents were also parents, 1(2.3) was head teacher. Again, in Wenchi south, 29(78.4%) of the respondents were teachers and 7(18.9%) of the respondents were also parents, 1(2.7) was head teacher. Wenchi East, 28(71.8%) of the respondents were teachers and 10(25.6%) of the respondents were also parents, 1(2.6) was head teacher, in Wenchi Central, 26(72.2%) of the respondents were teachers and 8(22.2%) of the respondents were also parents, 2(5.6) were head teachers. It can be

deduced from the above analysis that, majority of the respondents from the all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) were teachers.

Table 4.3: Age of Respondents

Age	Frequency	Percent
WENCHI WEST		
25 or less	6	13.9
26-35	14	32.8
36-40	11	25.5
41-45	6	13.9
Above 46	6	13.9
Total	**43**	**100.0**
WENCHI SOUTH		
25 or less	15	40.5
26-35	8	21.6
36-40	8	21.6
41-45	4	10.9
Above 46	**2**	**5.4**
Total	**37**	**100.0**
WENCHI EAST		
25 or less	15	38.5
26-35	10	25.6
36-40	10	25.6
41-45	3	7.7
Above 46		**2.7**
Total		**100.0**
WENCHI CENTRAL	14	38.9
25 or less	11	30.6
26-35	7	19.4
36-40	**3**	8.3
41-45	**1**	2.8
46 or more		
Total	**36**	**100.0**

Source: Field Data, 2021

Table 4.3 above shows the age of the respondents, and the data gathered from the questionnaires is analyzed. In Wenchi West, it can be seen that the highest age group was 26-30 such that 14(32.8%) respondent fell within the age of 36-40, 11(25.5%) of the respondents fell in the age group of 40-55 and 6(13.9%) respondent fell in the age group of 25 or less,41-45 and 46 or more respectively.

With regards to Wenchi South Circuit, the age group with the highest number of respondent was 25 or less, reason been that 15(40.5%) respondents fell within that age group, 8(21.6%) respondents fell within the age group of 26-30 and 31-36 respectively, 4(10.9%) respondents were aged 46-55. and only 2(5.4%) respondents were aged 46-55.

In Wenchi East , the age group with the highest number of respondent was 25 or less, reason been that 15(38.5%) respondents fell within that age group, 10(25.6%) respondents fell within the age group of 26-30 and 31-40 respectively, 3(7.7%) respondents were aged 41-45 or more and only 1(2.7%) respondents were aged 46 or more.

Further, in Wenchi central Circuit, 11(30.6%) respondents fell within the age group of 26-35, 7(19.4%) respondents fell within the age group of 36-40, 14(38.9%) respondents also fell within the age group of 25 or less, 3(8.3%) respondents were aged 41-45, only 1(2.8%) aged more than 46.

From the analysis, one can conclude that the age group with the highest number of respondent in all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) were 25 and below, and 26-35 which shows that major part of the kindergarten teachers are active and have more to do the teaching field.

Table 4.4: Academic Qualification

Qualification	Frequency	Percent
WENCHI WEST		
Ph.D.	0	0.0
M. Phil	0	0.0
M.Ed.	0	0.0
B.Ed.	21	48.8
Diploma	22	51.2
Total	**43**	**100.0**
WENCHI SOUTH		
Ph.D.	0	0.0
M. Phil	0	0.0
M. Phil	0	0.0
B.Ed.	19	51.4
Diploma	18	48.6
Total	**37**	**100.0**
WENCHI EAST		
Ph.D.	0	0.0
M. Phil	0	0.0
M.Ed.	0	0.0
B.Ed.	21	53.8
Diploma	18	46.2
Total	**39**	**100.0**
WENCHI CENTRAL		
Ph.D.	0	0.0
M. Phil	0	0.0
M.Ed.	0	0.0
B.Ed.	20	55.6
Diploma	16	44.4
Total	**36**	**100.0**

Source: Field Data, 2021

Table 4.4 show the qualification of the respondents. As the data is analysed in accordance to Wenchi West, Wenchi South, Wenchi East and Wenchi Central respectively, it can be observed that in Wenchi West, 21(48.8%) of the respondents

were B.Ed. holders, 22 (51.4%) of the respondents were diploma holders. Again, in Wenchi South, 19(51.3%) of the respondents were B.Ed. holders, 18 (48.6%) of the respondents were diploma holders

Also, in Wenchi East, 21(53.8%) of the respondents were B.Ed. holders, 18 (46.2%) of the respondents were diploma holders. Finally in Wenchi Central, 20(55.6%) of the respondents were B.Ed. holders, 16 (44.4%) of the respondents were diploma holders.

It can be deduced form the above analysis that, majority of the respondents from the all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) were B. Ed and Diploma holders respectfully.

Table 4.5: specialized Area

Specialized Area	Frequency	Percent
WENCHI WEST		
Early childhood	25	58.1
Basic Education	13	30.2
Any other	5	11.7
Total	**43**	**100**
WENCHI SOUTH		
Early childhood	25	67.6
Basic Education	9	24.3
Any other	3	8.1
Total	**37**	**100**
WENCHI EAST		
Early childhood	23	58.9
Basic Education	12	30.8
Any other	4	10.3

Total	**39**	**100**
WENCHI CENTRAL	18	
Early childhood	13	50.0
Basic Education	5	36.1
Any other		13.9
Total	**36**	**100**

Source: Field Data, 2021

Table 4.5 show the specialized Area of the respondents. As the data is analyzed in accordance to Wenchi West, Wenchi South, Wenchi East and Wenchi Central respectively, it can be observed that in Wenchi West, 25(58.1%) of the respondents were specialized in early childhood, 13 (30.2%) of the respondents were specialized in Basic education, 5 (11.7%) of the respondents were specialized in other field. Again, in Wenchi South, 25(67.6%) of the respondents were specialized in early childhood, 9 (24.3%) of the respondents were specialized in Basic education, 3 (8.1%) of the respondents were specialized in other field.

Also, in Wenchi East, 23(58.9%) of the respondents were specialized in early childhood, 12 (30.8%) of the respondents were specialized in Basic education, 4 (10.3%) of the respondents were specialized in other field, finally in Wenchi Central, 18(50.0%) of the respondents were specialized in early childhood, 13 (36.1%) of the respondents were specialized in Basic education, 5 (13.9%) of the respondents were specialized in other field. It can be deduced form the above analysis that, majority of the respondents from the all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) were specialized in early childhood.

Key: SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree

Research Question One *"In what ways can teacher's knowledge in the implementation of the new curriculum be improved in the Wenchi Municipality?"*

4.2 Responses on the implementation of the new curriculum

Table 4.6: Responses from Kindergarten teachers of the four Circuits about the implementation of the new curriculum

Statement	Responses				
Knowledge of the introducing	**SA**	**A**	**D**	**SD**	**TOTAL**
Total of the new curriculum	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**(%)**
WENCHI WEST					
Teachers have been introduced to the new curriculum by NaCCA	25(58.2)	16(37.2)	1(2.3)	1(2.3)	43(100)
Participated in the new curriculum workshop	15(34.9)	28(65.1)	0(0.0)	0(0.0)	43(100)
Training on the new curriculum was effective	22(51.2)	15(34.9)	4(9.3)	2(4.6)	43(100)
There have been regular in service training on the implementation of the new curriculum.	15(34.9)	27(62.8)	1(2.3)	0(0.0)	43(100)
Materials for the implementation of the new curriculum have been provided	13(30.4)	25(58.1)	3(6.9)	2(4.6)	43(100)
Professional learning communities were organized regularly	14(32.9)	23(53.5)	4(9.3)	2 (4.6)	43(100)
Teachers avail themselves for coaching/ training	12(27.9)	27 (62.8)	4 (9.3)	0(0.0)	43(100)

WENCHI SOUTH

Teachers have been introduced to the new curriculum by NaCCA	12(32.4)	25(67.6)	0(0.0)	0(0.0)	37(100)
Participated in the new curriculum workshop	12(32.4)	25(67.6)	0(0.0)	0(0.0)	37(100)
Training on the new curriculum was effective	20(29.7)	17(49.9)	0(0.0)	0(0.0)	37(100)
There have been regular in service training on the implementation of the new curriculum	19(51.4)	17(49.9)	1(2.7)	0(0.0)	37(100)
Materials for the implementation of the new curriculum have been provided	17(49.9)	19(51.4)	1(2.7)	0(0.0)	37(100)
Professional learning communities were organized regularly	22(56.4)	15(38.5)	2(5.1)	0(0.0)	37(100)
Teachers avail themselves for coaching/ training	10(25.6)	27(62.8)	4(9.3)	0(0.0)	37(100)

WENCHI EAST

Teachers have been introduced to the new curriculum by NaCCA	13(51.2)	26(66.7)	0(0.0)	0(0.0)	39(100)
Participated in the new curriculum workshop	20(25.6)	19(48.8)	0(0.0)	0(0.0)	39(100
Training on the new curriculum was effective	18(46.2)	21(53.8)	0(0.0)	0(0.0)	39(100

There have been regular in service training on the implementation of the new curriculum	10(25.6)	27(62.8)	4(9.3)	0(0.0)	39(100
Materials for the implementation of the new curriculum have been provided	19(48.7)	19(48.7)	2(5.1)	0(0.0)	36(100)
Professional learning communities were organized regularly	18(50.0)	27(62.8)	1(2.7)	0(0.0)	36(100)
Teachers avail themselves for coaching/ training	14(38.9)	16(44.5)	3(8.3)	3(8.3)	36(100)

Source: Field Data, 2021

Table 4.6 shows the view of respondents on the implementation of the new curriculum. In Wenchi West, 25(58.2%) respondents strongly agree to Teachers have been introduced to the new curriculum by NaCCA, 28(65.1%) respondents agree Participated in the new curriculum workshop, 22(81.5%) respondents agree that Training on the new curriculum was effective, 27(62.8%) respondents agree that there have been regular in-service training on the implementation of the new curriculum, 25(58.1) respondents agreed that Materials for the implementation of the new curriculum have been provided, 23(53.5) respondents agreed that Professional learning communities were organized regularly and 27(62.8%) agree that teachers avail themselves for coaching/ training.

In Wenchi South, 25(67.6%) respondents agree to Teachers have been introduced to the new curriculum by NaCCA, 22(59.5%) respondents agree Participated in the new curriculum workshop, 26(70.1%) respondents agree that Training on the new curriculum was effective, 20(50.1%) respondents strongly agree that there have

been regular in-service training on the implementation of the new curriculum, 19(51.4) respondents strongly agreed that Materials for the implementation of the new curriculum have been provided, 19(51.4) respondents agreed that Professional learning communities were organized regularly and 17(49.9%) respectively agreed and disagreed that teachers avail themselves for coaching/ training.

In Wenchi East, 22(56.4%) respondents strongly agree to Teachers have been introduced to the new curriculum by NaCCA, 29(74.4%) respondents agree Participated in the new curriculum workshop, 25(64.1%) respondents agree that Training on the new curriculum was effective, 26(66.7%) respondents strongly agree that there have been regular in-service training on the implementation of the new curriculum, 20(51.2) respondents strongly agreed that Materials for the implementation of the new curriculum have been provided, 21(53.8) respondents agreed that Professional learning communities were organized regularly and 19(48.7%) respectively agreed and disagreed that teachers avail themselves for coaching/ training. In Wenchi Central, 24(66.7%) respondents agree to Teachers have been introduced to the new curriculum by

NaCCA, 24(66.7%) respondents strongly agree Participated in the new curriculum workshop, 23(63.8%) respondents agree that Training on the new curriculum was effective, 27(75.0%) respondents agree that there have been regular in-service training on the implementation of the new curriculum, 22(61.1) respondents agreed that Materials for the implementation of the new curriculum have been provided, 18(50.0) respondents respectively agreed and disagreed that Professional learning communities were organized regularly and 16(44.5%) respectively agreed and disagreed that teachers avail themselves for coaching/ training.

From the analysis, it can be seen that majority of the respondents from all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) agreed to the knowledge in the implementation of the new curriculum has improved

Research Question Two *"*What challenges do teachers face in the use of teaching and learning materials early grade institutions in the Wenchi Municipality*?"*

Table 4.9: Responses from Kindergarten teachers of the four Circuits about the use of teaching and learning materials

Statement	**Responses**				
Challenges that hinder the use of teaching and learning materials	**SD N (%)**	**D N (%)**	**SA N (%)**	**A N (%)**	**Total (%)**
WENCHI WEST					
The school have enough TLMs	12(27.9)	27(62.8)	4(9.3)	0(0.0)	43(100)
The school have TLMs that are real	14(32.5)	25(58.1)	2(4.7)	2(4.7)	43(100)
The school have TLMs that are not real	29(67.4)	12(27.9)	2(4.7)	0(0.0)	43(100)
Teachers use TLMs in lesson delivery	15(34.9)	25(58.1)	3(7.0)	0(0.0)	43(100)
Teachers have been trained on how to develop TLMs	17(39.5)	26(60.5)	0(0.0)	0(0.0)	43(100)
The school has resource centre where TLMs are being developed and stored	19(44.2)	24(55.8)	0(0.0)	0(0.0)	43(100)
The number of reference book available in the school are adequate	17(39.5)	23(53.5)	3(7.0)	0(0.0)	43(100)
The number of teachers guide available in the school are adequate	17(39.5)	22(51.2)	4(9.3)	0(0.0)	43(100)
Use of resource person in the school is frequent	17(39.5)	23(53.5)	3(7.0)	0(0.0)	43(100)
use of computers in teaching and learning is common	11(25.6)	30(69.7)	2(4.7)	0(0.0)	43(100)

Books and equipment storage facilities in the school are adequate	10(23.3)	28(65.1)	4(9.3)	1(2.3)	43(100)
WENCHI SOUTH					
The school have enough TLMs					
The school have TLMs that are real	15(40.5)	21(56.8)	0(0.0)	1(2.7)	37(100)
The school have TLMs that are not real	16(43.2)	20(54.1)	1(2.7)	0(0.0)	37(100)
Teachers use TLMs in lesson delivery	12(32.4)	25(67.6)	0(0.0)	0(0.0)	37(100)
Teachers have been trained on how to develop TLMs The	18(48.6)	19(51.3)	0(0.0)	0(0.0)	37(100)
number of reference book available in the school are adequate	17(45.9)	20(54.1)	0(0.0)	0(0.0)	37(100)
The number of teachers guide available in the school are adequate	15(40.5)	22(59.5)	0(0.0)	0(0.0)	37(100)
Use of resource person in the school is frequent	15(40.5)	15(40.5)	4(10.8)	3(8.1)	37(100)
use of computers in teaching and learning is common Books and equipment storage facilities in the school are adequate	13(35.1)	18(48.6)	4(10.8)	2(5.4)	37(100)
	14(37.8)	19(51.4)	3(8.1)	1(2.7)	37(100)
WENCHI EAST					
The school have enough TLMs					
	16(43.2)	14(37.8)	4(10.8)	3(8.1)	37(100)

The school have TLMs that are real					
The school have TLMs that are not real					
Teachers use TLMs in lesson delivery	15(38.5)	12(30.8)	4(10.3)	8(20.4)	39(100)
Teachers have been trained on how to develop TLMs The number of reference book available in the school are adequate	12(30.8)	17(43.6)	4(10.3)	6(15.4)	39(100)
The number of teachers guide available in the school are adequate	12(30.8)	18(46.2)	8(20.5)	1(2.6)	39(100)
Use of resource person in the school is frequent use of computers in teaching and learning is common Books and equipment storage facilities in the school are adequate	14(35.9)	19(48.7)	6(15.4)	0(0.0)	39(100)
	14(35.9)	18(46.2)	2(5.1)	5(12.8)	39(100)
	14(35.9)	14(35.9)	8(20.5)	3(7.7)	39(100)
	16(41.0)	17(43.6)	3(7.7)	2(5.1)	39(100)
	15(38.8)	18(46.2)	5(12.8)	4(10.3)	39(100)
	18(46.2)	18(46.2)	4(10.3)	0(0.0)	39(100)
WENCHI CENTRAL					
The school have enough TLMs	17(43.6)				
The school have TLMs that are real		14(35.9)	1(2.6)	3(7.7)	39(100)
The school have TLMs that are not real					
Teachers use TLMs in lesson delivery					
	15(40.5)				

Teachers have been trained on how to develop TLMs The		21(56.8)	1(2.7)	21(56.8)	36(100)
number of reference book	16(43.2)	20(54.1)	0(0.0)	20(54.1)	36(100)
available in the school are	12(32.4)				
adequate		25(67.6)	0(0.0)	25(67.6)	36(100)
The number of teachers guide	18(48.6)				
available in the school are		19(51.3)	0(0.0)	19(51.3)	36(100)
adequate	17(45.9)				
Use of resource person in the		20(54.1)	0(0.0)	20(54.1)	36(100)
school is frequent use of					
computers in teaching and	15(40.5)				
learning is common Books and		22(59.5)	0(0.0)	22(59.5)	36(100)
equipment storage					

Source: Field Data, 2021

Research Question Three *"*What are the existing facilities in Early Grade Schools in the Wenchi Municipality*?"*

Table 4.9: Responses from Kindergarten teachers of the four Circuits about the existing facilities.

Statement	**Responses**				
Existing facilities in Early Grade Schools	**SD N (%)**	**D N (%)**	**SA N (%)**	**A N (%)**	**Total (%)**
WENCHI WEST					
The school have enough classroom Facility	14(32.6)	13(30.2)	11(25.6)	5(11.6)	43(100)
The number of furniture in the Classrooms are adequate	17(39.5)	15(34.9)	7(16.3)	4(9.3)	43(100)
Furniture in the classroom Are developmentally appropriate	19(44.2)	19(44.2)	5(11.6)	0(0.0)	43(100)
The school has toilet And urinal facility	19(44.2)	17(39.5)	5(11.6)	1(2.3)	43(100)
The number of toilets and urinal in The School are adequate for the Number of students in the school	17(39.5)	17(39.5)	6(13.9)	3(6.9)	43(100)
The school has a library facility	6(13.9)	11(25.7)	13(30.2)	13(30.2)	43(100)
The capacity and resources in The library are adequate for The number of learners in the school	7(16.3)	6(13.9)	17(39.5)	13(30.3)	43(100)
Books and equipment storage Facilities in the school are adequate	11(25.7)	7(16.3)	15(34.9)	10(23.3)	43(100)
The number of offices allocated are	7(16.3)	6(13.9)	19(44.2)	11(25.7)	43(100)

Adequate for the departments In the school					
The school has a dining Hall facility	6(13.9)	7(16.3)	20(46.3)	10(23.3)	43(100)
The capacity of the dining hall is Adequate for the number of Learners in the school	8(18.6)	9(20.9)	17(39.5)	9(48.7)	43(100)
The school has a playground	22(51.2)	21(48.8)	0(0.0)	0(0.0)	43(100)
The playground has an enough Equipment	15(34.9)	13(30.2)	8(18.6)	7(16.3)	43(100)
The size of the playground Is adequate for the number Of learners in the school	20(46.3)	20(46.3)	1(2.3)	1(4.7)	43(100)
There is water supply In the school	13(30.2)	15(34.9)	11(25.6)	4(9.3)	43(100)
The water supply to the School is reliable	7(16.3)	9(20.9)	15(34.9)	12(27.9)	43(100)
There is electricity In the school	15(34.9)	13(30.2)	10(23.3)	5(11.6)	43(100)
The supply of power To the school is reliable	8(18.6)	9(20.9)	15(34.9)	11(25.6)	43(100)
Teacher's use of the Recreational facilities To entertain students	17(39.5)	17(39.5)	5(11.6)	4(9.3)	43(100)
Teacher's use of the play	19(44.2)	16(27.2)	5(11.6)	3(6.9)	43(100)

WENCHI SOUTH

The school have enough classroom Facility	9(24.3)	11(29.7)	13(35.1)	4(10.9)	37(100)
The number of furniture in the Classrooms are adequate	16(43.2)	15(40.5)	3(8.1)	2(5.4)	37(100)
Furniture in the classroom Are developmentally appropriate	14(37.8)	15(40.5)	5(13.6)	3(8.1)	37(100)
The school has toilet And urinal facility	11(29.7)	13(35.1)	7(18.9)	6(16.3)	37(100)
The number of toilets and urinal in The School are adequate for the Number of students in the school	13(35.1)	13(35.1)	6(13.9)	3(6.9)	37(100)
The school has a library facility	6(13.9)	11(25.7)	13(30.2)	13(30.2)	37(100)
The capacity and resources in The library are adequate for The number of learners in the school	6(16.3)	7(13.9)	17(39.5)	13(30.3)	37(100)
Books and equipment storage Facilities in the school are adequate	11(25.7)	7(16.3)	15(34.9)	10(23.3)	37(100)
The number of offices allocated are Adequate for the departments in the school	7(16.3)	6(13.9)	19(44.2)	11(25.7)	37(100)
The school has a dining Hall facility	6(13.9)	7(16.3)	20(46.3)	10(23.3)	37(100)
The capacity of the dining hall is Adequate for the number of Learners in the school	8(18.6)	9(20.9)	17(39.5)	9(48.7)	37(100)

The school has a playground	22(51.2)	21(48.8)	0(0.0)	0(0.0)	37(100)
The playground has an enough Equipment	15(34.9)	13(30.2)	8(18.6)	7(16.3)	37(100)
The size of the playground Is adequate for the number Of learners in the school	20(46.3)	20(46.3)	1(2.3)	1(4.7)	37(100)
There is water supply In the school	13(30.2)	15(34.9)	11(25.6)	4(9.3)	37(100)
The water supply to the School is reliable	7(16.3)	9(20.9)	15(34.9)	12(27.9)	37(100)
There is electricity In the school	15(34.9)	13(30.2)	10(23.3)	5(11.6)	37(100)
The supply of power To the school is reliable	8(18.6)	9(20.9)	15(34.9)	11(25.6)	37(100)
Teacher's use of the Recreational facilities To entertain students	17(39.5)	17(39.5)	5(11.6)	4(9.3)	37(100)
Teacher's use of the play Field to enhance Co-curricular learning	19(44.2)	16(27.2)	5(11.6)	3(6.9)	37(100)

WENCHI EAST					
The school have enough classroom Facility	12(30.8)	13(33.3)	11(28.2)	4(10.2)	39(100)
The number of furniture in the Classrooms are adequate	16(41.0)	15(38.5)	8(20.5)	4(10.3)	39(100)
Furniture in the classroom Are developmentally appropriate	19(48.7)	15(38.5)	8(20.5)	1(2.7)	39(100)
The school has toilet And urinal facility	19(48.7)	17(43.8)	5(12.8)	1(2.7)	39(100)
The number of toilets and urinal in The School are adequate for the Number of students in the school	17(43.8)	17(43.8)	6(15.4)	3(7.7)	39(100)
The school has a library facility	6(13.9)	11(25.7)	13(30.2)	13(30.2)	39(100)
The capacity and resources in The library are adequate for The number of learners in the school	6(16.3)	7(13.9)	17(39.5)	13(30.3)	39(100)
Books and equipment storage Facilities in the school are adequate	11(25.7)	7(16.3)	15(34.9)	10(23.3)	39(100)
The number of offices allocated are Adequate for the departments in the school	7(16.3)	6(13.9)	19(44.2)	11(25.7)	39(100)
The school has a dining Hall facility	6(13.9)	7(16.3)	20(46.3)	10(23.3)	39(100)
The capacity of the dining hall is Adequate for the number of Learners in the school	8(18.6)	9(20.9)	17(39.5)	9(48.7)	39(100)

The school has a playground	22(51.2)	21(48.8)	0(0.0)	0(0.0)	39(100)
The playground has an enough Equipment	15(34.9)	13(30.2)	8(18.6)	7(16.3)	39(100)
The size of the playground Is adequate for the number Of learners in the school	20(46.3)	20(46.3)	1(2.3)	1(4.7)	39(100)
There is water supply In the school	13(30.2)	15(34.9)	11(25.6)	4(9.3)	39(100)
The water supply to the School is reliable	7(16.3)	9(20.9)	15(34.9)	12(27.9)	39(100)
There is electricity In the school	15(34.9)	13(30.2)	10(23.3)	5(11.6)	39(100)
The supply of power To the school is reliable	8(18.6)	9(20.9)	15(34.9)	11(25.6)	39(100)
Teacher's use of the Recreational facilities To entertain students	17(39.5)	17(39.5)	5(11.6)	4(9.3)	39(100)
Teacher's use of the play Field to enhance Co-curricular learning	19(44.2)	16(27.2)	5(11.6)	3(6.9)	39(100)

WENCHI CENTRAL

The school have enough classroom Facility	15(41.7)	13(30.2)	11(25.6)	4(9.3)	36(100)
The number of furniture in the Classrooms are adequate	16(36.1)	15(34.9)	8(18.6)	4(9.3)	36(100)
Furniture in the classroom Are developmentally appropriate	19(52.8)	15(34.9)	8(18.6)	1(2.3)	36(100)
The school has toilet And urinal facility	19(52.8)	17(39.5)	5(11.6)	1(2.3)	36(100)
The number of toilets and urinal in The School are adequate for the Number of students in the school	17(47.2)	17(47.2)	6(13.9)	3(6.9)	36(100)
The school has a library facility	6(13.9)	11(25.7)	13(30.2)	13(30.2)	36(100)
The capacity and resources in The library are adequate for The number of learners in the school	6(16.3)	7(13.9)	17(39.5)	13(30.3)	36(100)
Books and equipment storage Facilities in the school are adequate	11(25.7)	7(16.3)	15(34.9)	10(23.3)	36(100)
The number of offices allocated are Adequate for the departments in the school	7(16.3)	6(13.9)	19(44.2)	11(25.7)	36(100)
The school has a dining Hall facility	6(13.9)	7(16.3)	20(46.3)	10(23.3)	36(100)
The capacity of the dining hall is Adequate for the number of Learners in the school	8(18.6)	9(20.9)	17(39.5)	9(48.7)	36(100)

The school has a playground	22(51.2)	21(48.8)	0(0.0)	0(0.0)	36(100)
The playground has an enough Equipment	15(34.9)	13(30.2)	8(18.6)	7(16.3)	36(100)
The size of the playground Is adequate for the number Of learners in the school	20(46.3)	20(46.3)	1(2.3)	1(4.7)	36(100)
There is water supply In the school	13(30.2)	15(34.9)	11(25.6)	4(9.3)	36(100)
The water supply to the School is reliable	7(16.3)	9(20.9)	15(34.9)	12(27.9)	36(100)
There is electricity In the school	15(34.9)	13(30.2)	10(23.3)	5(11.6)	36(100)
The supply of power To the school is reliable	8(18.6)	9(20.9)	15(34.9)	11(25.6)	36(100)
Teacher's use of the Recreational facilities To entertain students	17(39.5)	17(39.5)	5(11.6)	4(9.3)	36(100)
Teacher's use of the play Field to enhance Co-curricular learning	19(44.2)	16(27.2)	5(11.6)	3(6.9)	36(100)

Source: Field Data, 2021

Table 4.6 shows the view of Responses from Kindergarten teachers of the four Circuits about the existing facilities. In Wenchi West, 14(32.6%) respondents strongly disagree that the school have enough classroom facility, 17(39.5%)

respondents disagree that the number of furniture in the classrooms are adequate, 19(44.2%) respondents disagree and strongly disagree that furniture in the classroom are developmentally appropriate, 19(44.2%) respondents disagree that the school has toilet and urinal facility, 17(39.3) respondents agree and disagree that the number of toilets and urinal the school are adequate for the number of students in the school.

In Wenchi South, 13(35.1%) respondents strongly agree that the school have enough classroom facility, 16(43.2%) respondents disagree that the number of furniture in the classrooms are adequate, 15(40.5%) respondents disagree that furniture in the classroom are developmentally appropriate, 13(35.1%) respondents disagree that the school has toilet and urinal facility, 13(35.1%) respondents disagree and strongly disagree that the number of toilets and urinal the school are adequate for the number of students in the school.

In Wenchi East, 13(33.3%) respondents disagree that the school have enough classroom facility, 16(41.0%) respondents strongly disagree that the number of furniture in the classrooms are adequate, 19(48.7%) respondents strongly disagree that furniture in the classroom are developmentally appropriate, 19(48.7%) respondents strongly disagree that the school has toilet and urinal facility, 17(43.3%) respondents disagree and strongly disagree that the number of toilets and urinal the school are adequate for the number of students in the school.

In Wenchi central, 15(41.7%) respondents strongly disagree that the school have enough classroom facility, 16(36.1%) respondents strongly disagree that the number of furniture in the classrooms are adequate, 19(52.8%) respondents strongly disagree that furniture in the classroom are developmentally appropriate, 19(52.8%) respondents strongly disagree that the school has toilet and urinal facility, 17(47.2%)

respondents strongly disagree that the number of toilets and urinal the school are adequate for the number of students in the school.

From the analysis, it can be seen that majority of the respondents from all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) strongly disagreed and disagree to Existing facilities in Early Grade Schools.

Research Question four *"*What is the level of parental involvement in early grade education in the Wenchi Municipality*?"*

Table 4.9: Responses from Kindergarten teachers of the four Circuits about the level of parental involvement.

Statement	**Responses**				
Assessing The Level Of Parental Involvement	**SA N (%)**	**A N (%)**	**SD N (%)**	**D N (%)**	**Total (%)**
WENCHI WEST					
Parent visit the school On regular basis	10 (23.3)	8(18.6)	15(34.9)	10(23.3)	43(100)
Parent inquire about their Children performance	8(18.6)	15(34.9)	11(25.6)	9(20.9)	43(100)
Parent attend PTA meetings Regularly	9(20.9)	11(25.6)	15(34.9)	8(18.6)	43(100)
They contribute to the development Of the school financially	9(20.9)	11(25.6)	15(34.9)	8(18.6)	43(100)
There is a positive relationship Between teachers and parent	8(18.6)	15(34.9)	11(25.6)	9(20.9)	43(100)
Teachers visit the house of learners	15(34.9)	11(25.6)	11(25.6)	8(18.6)	43(100)
Parents are wiling g to provide Information about their to teachers	8(18.6)	15(34.9)	11(25.6)	9(20.9	43(100)
WENCHI NORTH					
Parent visit the school On regular basis	9(24.3)	11(29.7)	12(32.4)	5(13.5)	37(100)

Parent inquire about their Children performance	8(21.6)	10(27.0)	12(32.4)	7(18.9)	37(100)
Parent attend PTA meetings Regularly	9(24.3)	11(29.7)	12(32.4)	5(13.5)	37(100)
They contribute to the development Of the school financially	8(21.6	10(27.0)	12(32.4)	7(18.9)	37(100)
There is a positive relationship Between teachers and parent	9(24.3)	11(29.7)	12(32.4)	5(13.5)	37(100)
Teachers visit the house of learners	8(21.6	10(27.0)	12(32.4)	7(18.9)	37(100)
Parents are wiling g to provide Information about their to teachers	8(21.6	10(27.0)	12(32.4)	7(18.9)	37(100)
WENCHI EAST					
Parent visit the school On regular basis	7(17.9)	12(30.8)	13(33.3)	7(17.9)	39(100)
Parent inquire about their Children performance	6(15.4)	10(25.6)	12(30.8)	11(28.2)	39(100)
Parent attend PTA meetings Regularly	7(17.9)	12(30.8)	13(33.3)	7(17.9)	39(100)
They contribute to the development Of the school financially	5(12.8)	11(28.2)	13(33.3)	10(25.6)	39(100)
There is a positive relationship Between teachers and parent	6(15.4)	10(25.6)	12(30.8)	11(28.2)	39(100)

Teachers visit the house of learners	7(17.9)	12(30.8)	13(33.3)	7(17.9)	39(100)
Parents are wiling g to provide Information about their to teachers	8(20.5)	11(28.2)	12(30.8)	8(20.5)	39(100)
WENCHI CENTRAL					
Parent visit the school On regular basis	5(13.9)	7(19.4)	11(30.6)	13(36.1)	36(100)
Parent inquire about their Children performance	8(22.2)	5(13.9)	10(30.6)	13(36.1)	36(100)
Parent attend PTA meetings Regularly	7(19.4)	5(13.9)	11(30.6)	13(36.1)	36(100)
They contribute to the development Of the school financially	5(13.9)	8(22.2)	10(30.6)	13(36.1)	36(100)
There is a positive relationship Between teachers and parent	8(22.2)	5(13.9)	10(30.6)	13(36.1)	36(100)
Teachers visit the house of learners	5(13.9)	7(19.4)	11(30.6)	13(36.1)	36(100)
Parents are wiling g to provide Information about their to teachers	7(19.4)	5(13.9)	11(30.6)	13(36.1)	36(100)

Source: Field Data, 2021

Table 4.9 shows the view of Responses from Kindergarten teachers of the four Circuits about the level of parental involvement. In Wenchi West, 15(34.9%) respondents strongly disagree that Parent visit the school on regular basis, 15(34.9%) respondents agree that Parent inquire about their children performance, 15(34.9%) respondents disagree and strongly disagree that Parent attend PTA meetings regularly, 15(34.9%) respondents disagree that They contribute to the development of the school financially, 15(34.9%) respondents agree that there is a positive relationship between teachers and parent. 15(34.9%) respondents strongly agree that Teachers visit the house of learners.

15(34.9%) respondents agree that Parents are wiling g to provide information about their to teachers

In Wenchi North, 12(32.4%) respondents strongly agree that Parent visit the school on regular basis, 12(32.4%) respondents strongly agree that Parent inquire about their children performance, 12(32.4%) strongly agree that Parent attend PTA meetings regularly, 12(32.4%) respondents strongly agree that They contribute to the development of the school financially, 12(32.4%) respondents strongly agree that there is a positive relationship between teachers and parent. 12(32.4%) respondents strongly agree that Teachers visit the house of learners. 12(32.4%) respondents strongly agree that Parents are wiling g to provide information about their to teachers

In Wenchi East, 12(30.8%) respondents agree that Parent visit the school on regular basis, 12(30.8%) respondents strongly agree that Parent inquire about their children performance, 13(33.3%) agree and that Parent attend PTA meetings regularly, 12(30.8%) respondents agree that They contribute to the development of the school financially, 12(30.8%) respondents agree that there is a positive relationship between teachers and parent. 12(30.8%) respondents agree that Teachers visit the house of learners. 12(30.8%) respondents agree that Parents are wiling g to provide information about their to teachers

In Wenchi Central, 13(36.1%) respondents agree that Parent visit the school on regular basis, 13(36.1%) respondents strongly agree that Parent inquire about their children performance, 13(36.1%) agree and that Parent attend PTA meetings regularly, 13(36.1%) respondents agree that They contribute to the development of the school financially, 13(36.1%) respondents agree that there is a positive relationship between teachers and parent. 13(36.1%) respondents agree that Teachers visit the house of

learners. 13(36.1%) respondents agree that Parents are wiling g to provide information about their to teachers

From the analysis, it can be seen that majority of the respondents from all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) strongly agree and agree to Parental Involvement of children is high

.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter gives a summary of the study, conclusions, and makes recommendations for further research. The main focus of the study was to investigate to find out how kindergarten teachers in Wenchi West, Wenchi South, Wenchi East and Wenchi Central in the Wenchi Municipality in the Bono Region of Ghana on teacher's knowledge in the implementation of the new curriculum

5.1 Summary of the Study

This study employed a Descriptive Survey Design. Descriptive survey was used to gather information on teacher's knowledge on the implementation of the new curriculum in Wenchi West, Wenchi South, Wenchi East and Wenchi Central in the Wenchi Municipality in the Bono Region of Ghana. Descriptive survey research design was preferred because information was readily obtainable from kindergarten teachers in their natural environment, concerning their attitudes or beliefs on certain issues of the study. The population of this study included: basic school kindergarten teachers of Wenchi West, Wenchi South, Wenchi East and Wenchi Central in the Wenchi Municipality in the Bono Region of Ghana. The total population of Wenchi West Circuit schools consist 12 school, 43 kindergarten teacher. Again the total population of Wenchi South Circuit consist of 14 schools, 37 kindergarten teachers. Also, with the total population of Wenchi East Circuit, it consisted of 12 school, 39 kindergarten teachers, with the total population of Wenchi Central Circuit, it consisted of 10 school, and 36 kindergarten teachers therefore the target population of this study consist of 155 kindergarten teachers. The study of this research involved the use of Cluster sampling Technique to select Wenchi Municipality as the target

population. Cluster sampling technique was employed by the researcher to divide the population of Wenchi Municipality into circuits to make the conduct of the research simpler. The researcher adopt a purposively Sampling techniques to select; Wenchi West, Wenchi South, Wenchi East and Wenchi Central in the Wenchi Municipality in the Bono Region of Ghana. The study used Purposive Sampling to identify the respondents (kindergarten teachers) for this study. This study was conducted by the researcher using prepared questionnaires whereby respondents were kindergarten teachers. The questionnaires were personally administered to the teachers by the researcher and response recorded. The researcher analyzed each questionnaire according to the opinion of respondents. Presentations of research findings was done using data analysis charts, tables, percentages, and frequencies.

5.2 Findings of the Study

1. From the analysis, it can be seen that majority of the respondents from all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) agreed to the knowledge in the implementation of the new curriculum has improved
2. The findings revealed that a majority of early childhood teachers had their first degree and diploma respectfully to be able to implement the curriculum. Again, a majority of them were found to have little idea for handling children.
3. From the analysis, one can conclude that the age group with the highest number of respondent in all the four circuits (Wenchi West, Wenchi South, Wenchi East and Wenchi Central) which shows that major part of the kindergarten teachers are active and have more to do the teaching field.
4. The study also uncovered that kindergarten teachers generally had negative beliefs/perceptions about the quality of the designed early childhood curriculum.

5.3 Conclusion

It can be concluded in the study that inadequate teaching and learning materials, lack of inadequate in- service training for pre-school teachers, lack of parental involvement, inadequate pre-school teachers knowledge in the early childhood curriculum serves as impediment for successful implementation of the early childhood curriculum among the kindergarten teachers in the Wenchi Municipality. Also teachers and inadequate teaching and learning materials are some of the key factors that influence early curriculum implementation.

5.4 Recommendations

Following the issues that emerged from the data, the following recommendations are made for policy:

1. Firstly, it is obvious that little has been done to involve teachers in the design of curricula programmes. I therefore recommend that as a policy, the Ministry of

   Education (MoE), the umbrella body of the Curriculum Research and Development Division (CRDD) of the Ghana Education Service (GES), roll out initiatives that will ease the teacher's access to national curriculum design
2. This way, teachers' views and contributions will be brought on board in the policy design to ensure the smooth implementation. This is because when teachers are involved, they feel part of the entire curriculum and are likely to make it their

   'own' material. It is when they feel side-lined and ignored that they harbour unpleasant feelings (beliefs/perceptions) which are inimical to successful implementation.

3. Secondly, policy makers should also consider how to develop and market professional programmes with more pedagogical support to help build up teachers' professional capacities.
4. Thirdly, since a majority of the teacher participants were females, I recommend that as a policy, E teacher training institutions such as the University of education (Winneba) and the University of Cape Coast give a certain quota in admissions to male students who may want to study French and teach it after school. In the same vein, these institutions should put in place measures to motivate these male students to stay through the early childhood programmes since lots of them 'fall through the cracks'
5. There should be regular education and counselling for parents so as to enable them to continue to participate in the education of their girl child by paying tuition fees charge by school authorities, supervising their girl child and helping them do homework as well as attending school meetings.
6. This study was only carried out in kindergarten classroom in Wenchi West, Wenchi South, Wenchi East and Wenchi Central it the Eastern region of Ghana. The researcher therefore recommends that a similar study can be done in other districts in Ghana to widely disclose the experience of teachers on the challenges facing curriculum implementation and learning process
7. Finally, the Department of early childhood education of the University of Education, Winneba charged with the responsibility of churning out students in curriculum studies should as a matter of concern, extend their services to the GES by organising curricular seminars for teachers. The focus

5.5 Suggestions for Further Research

1. Students serve as the receivers of any curriculum outcomes and may eventually determine whether the intended curriculum is successfully implemented or not. I suggest therefore that future research should focus on investigating how students respond to curriculum innovation during the implementation process, and whether or not the enacted curriculum promotes their learning. Such endeavours may produce a fuller and more realistic picture of how curriculum fidelity implementation influences students' learning at both junior and senior high schools in Ghana.

2. Also, to investigate factors affecting curriculum implementation, I suggest that future research should be expanded to include other variables such as teachers' motivation to teaching, their income, social status, and influence of colleagues with wider dimensions needed to uncover which factors have more impact on teachers' fidelity implementation.

3. Finally, I suggest that future research focuses on evaluating the entire early childhood curriculum and assessing the extent to which available curricular materials in various schools contribute to curriculum implementation.

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APPENDIX I

QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Questionnaire on assessing the challenges of Early Grade Schools in Wenchi municipality in the Bono Region

Introduction

Dear Participants, I am very grateful to you for your acceptance to participate in this study. The study seeks to assess the challenges of Early Grade Schools in Wenchi in the Bono Region. It is expected that the results of this study will be beneficial to you and all KG teachers. This will help you to reflect on your instructional practices. Also, to find out whether such practices will help achieve the set goals and objectives of the national KG curriculum.

Your contributions and responses will be treated very strictly and confidential. For that matter, no name is requested during this exercise.

Thank you so much.

INSTRUCTION

Please, kindly provide responses for these questions as sincere as you can for the purpose of this study.

SECTION A

PERSONAL INFORMATION: DEMOGRAPHICS

Please, supply the responses as demand by the question.

1. Name of School _____

2. Gender: Male [ ] Female [ ]

3. Class taught: KG 1 [ ] KG 2 [ ]

4. Age range of teacher: 16-20 [ ] 21-25 [ ] 26-29 [ ]
30-35 [ ] 36 and above [ ]

5. What is your highest academic qualification?

Ph.D. [ ] M. Phil [ ] M. Ed [ ] Dip. Ed [ ]

B. Ed [ ] B. Sc [ ] Any other please specify_____

6. Specialized Area:

Early Childhood Education [ ] Basic Education [ ]

Any other, please specify_____

7. Teaching experience: 2 - 5 [ ] 6-10 [ ] 11-15 [ ]

16-20 [ ] 21 and above [ ] below two [ ]

8. Indicate your position

Early childhood coordinator [ ] Head teacher [ ]

Class teacher [ ] Any other, please specify_____

Kindly tick (√) the option to the statement based on how you assess the challenges of Early Grade

Schools in Wenchi in the Bono Region

Key: SD–Strongly Disagree (1), D-Disagree (2), A - Agree (3), SA – Strongly Agree (4)

SECTION B

S/N	IMPLEMENTATION OF THE NEW CURRICULUM	SA	A	D	SD
1.	Teachers have been introduced to the new curriculum designed by National Council for Curriculum and Assessment (NaCCA)				
2.	Participated in the new curriculum workshop				
3.	Training on the new curriculum was effective				
4.	There have been regular in-service training on the implementation of the new curriculum.				
5.	Materials for the implementation of the new curriculum have been provided				
6.	Professional learning communities(PLC) were organized regularly				
7.	Teachers avail themselves for coaching / training				

SN	CHALLENGES TEACHERS FACE IN THE USE OF TEACHING AND LEARNING MATERIALS (TLM)	SA	A	D	SD
1	The school have enough teaching and learning materials				
2	The school have TLMs that are real object				
3	The school have TLMs that are not real object				
4	Teachers use TLMs in lesson delivery				
5	Teacher have been trained on how to develop TLMs				
6	The school has resource centres where TLMs are being developed and stored				
7	The number of reference books available in the school are adequate				
8	The number of teachers guide available in the school are adequate				
9	Teaching resources such as manila cards, dusters, chalk, models, charts, are adequate				
10	Use of resource persons in the school is frequent				
11	Use of computers in teaching and learning is common				
12	Books and equipment storage facilities in the school are adequate				
13	Teachers use materials such as, counters, blocks, bottles … in teaching				

SN	THE EXISTING FACILITIES	SA	A	D	SD
1	The school have enough classroom facility				
2	The number of furniture in the classrooms are adequate				
3	Furniture in the classroom are developmentally appropriate				
4	The school has toilet and urinal facility				
5	The number of toilets and urinal the school are adequate for the number of students in the school				
6	The school has a library facility				
7	The capacity and resources in the library are adequate for the number of learners in the school				
8	Books and equipment storage facilities in the school are adequate				
9	The number of offices allocated are adequate for the departments in the school				
10	The school has a dining Hall facility				
11	The capacity of the dining hall is adequate for the number of learners in the school				
12	The school has a play ground				
13	The playground has a enough equipment				
14	The size of the playground is adequate for the number of learners in the school				
15	There is water supply in the school				
16	The water supply to the school is reliable				
17	There is electricity in the school				

18	The supply of power to the school is reliable				
19	Teachers use of the recreational facilities to entertain students				
20	Teachers use of the play field to enhance co-curricular learning				

SN	**ASSESSING THE LEVEL OF PARENTAL INVOLVEMENT**	**SA**	**A**	**D**	**SD**
1	Parent visit the school on regular basis				
2	Parent inquire about their children performance				
3	Parent attend PTA meetings regularly				
4	They contribute to the development of the school financially				
5	There is a positive relationship between teachers and parent				
6	Teachers visit the house of learners				
7	Parents are wiling g to provide information about their to teachers				

APPENDIX II: ETHICAL APPROVAL LETTER

GHANA EDUCATION SERVICE

In case of reply the number and date of this letter should be quoted
TEL: 0244959775
Email: wenchieducationoffice@yahoo.com
Our Ref GES/BR/WM/222/V.13/SFI/03
Your Ref .....

REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE
POST OFFICE BOX 25
WENCHI - B/R.

DATE: 24th February, 2022.

INTRODUCTORY LETTER
MS. KYEREMAA MILLICENT
STAFF ID: - 746107
REG. NUMBER: 7428/12

I write to introduce to you Ms. Millicent Kyeremaa Boateng a teacher at the Model KG cluster who intends to collect data to embark on her thesis topic "Assessing the challenges of early grade school in Wenchi in the Bono Region.

Kindly assist her in that regard.

Thank you.

Yours Faithfully,

MUNICIPAL DIRECTOR
GHANA EDUCATION SERVICE
WENCHI

.....
MARY NYARKO - ADUTWUM (MS)
MUNICIPAL DIRECTOR OF EDUCATION
WENCHI – B/R.