

UNIVERSITY OF EDUCATION, WINNEBA

**CHALLENGES TO THE IMPLEMENTATION OF THE COMMON CORE
PROGRAMME JHS ENGLISH CURRICULUM: A CASE OF YILO KROBO
MUNICIPALITY.**

RAHINATU DAWUDA KANLUORU



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(220023330)



**A thesis in the Department of Applied Linguistics, Faculty of Foreign
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of the requirements for the award of the degree of
Master of Philosophy
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in the University of Education, Winneba**

JUNE, 2023

DECLARATION

Candidate's Declaration

I, Rahinatu Dawuda Kanluoru, declare that this thesis, except for quotations and references contained in published works which have been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole for the award of another degree elsewhere.

Candidate's Signature:.....

Date:.....

Supervisor's Declaration

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

Name of Supervisor: Professor Rebecca Atchoi Akpanglo-Nartey

Supervisor's Signature

Date:



DEDICATION

In memory of my late sister, Alijata Dawuda.



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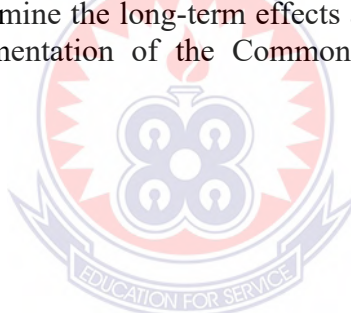
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ABSTRACT

This study investigated the concerns, barriers, and administrative support structures experienced by teachers in the implementation of the Common Core Programme JHS English Curriculum (CCPEC) in the Yilo Krobo Municipality of Ghana. The study highlighted the government's training workshops for Junior High School (JHS) teachers, which were marred by the lack of learning materials and a congenial atmosphere necessary for successful implementation. Using a mixed-methods approach, the study employed an embedded mixed method research design to collect data from English teachers and headteachers of public JHSs. The study's findings reveal that teachers face impediments in implementing the Common Core Programme English curriculum, necessitating additional training and support. They express interest in effective assessment methods, recognizing the need to evaluate students' abilities beyond traditional approaches. Time constraints and student readiness are also identified concerns. Lack of resources, including textbooks, internet access, funding, and computers, hinders successful implementation. Effective staff support, collaboration, and resources are crucial. The study emphasizes the importance of monitoring and evaluation despite financial constraints. In conclusion, addressing these issues requires prioritizing funding, providing necessary resources, and fostering a collaborative school culture to ensure the successful implementation of the Common Core Programme English curriculum in Ghana. The study suggests the conduct of a longitudinal study to examine the long-term effects and sustainability of staff support strategies in the implementation of the Common Core Programme JHS English curriculum.



CHAPTER ONE

1.0 Introduction

This chapter discusses the background of the study, the statement of the problem and the purpose of the study. The chapter also examines the research objectives, research questions and the significance of the study. Further, the chapter discusses the delimitations and limitations of the study and concludes by making a summary of the issues discussed in the chapter.

1.1 Background to the study

Ghana's educational system is extremely centralized. The Ministry of Education (MoE), the political entity in charge of educational management in the country, must approve educational policies and decisions. The MoE is in charge of developing policies and developing the pre-tertiary curriculum. These policies are then executed by autonomous agencies within the Ministry.

Delivery of education depends on several factors including a quality curriculum, which almost every nation, at some point in time, has carried out some reforms. The Ghanaian educational system, which has undergone several educational reforms, are clustered into three major phases: 9 years of basic education [i.e., early childhood education (kindergarten), primary, and junior high school], 3 years of secondary education (i.e., senior high school/vocational and technical schools), and 3–4 years of tertiary education (i.e., academic university, technical university, colleges of education, and nursing training colleges) (Adu-Gyamfi et al, 2016). Historically, educational reform initiatives in Ghana are both curricular and structural (Quainoo et al, 2020).

Recently, in September 2019, the Government of Ghana (GoG), through the Ministry of Education (MoE), Ghana Education Service (GES), and the National Council for Curriculum and Assessment (NaCCA) introduced a new curriculum reform, the Standards-Based Curriculum (SBC) at the basic schools (i.e., from kindergarten to primary six) based on the 2017 educational reform.

The SBC was implemented to replace the objective-based curriculum (OBC) that the country had adopted since the introduction of formal education as far back as the eighteenth century (National Council for Curriculum and Assessment, Ghana implemented an Education ACT to formalize and regularize the education system. Since then, several educational reforms (i.e., 1974, 1987, and 2007) have been introduced to ensure the efficiency and effectiveness of the education system and to provide quality education to citizens. These reforms emphasized the OBC until the recent educational reform in 2017, which advocated SBC (Adu-Gyamfi et al, 2016).

The rationale for SBC was to respond to the national priority of shifting the structure and content of the education system from merely passing examinations to building character, nurturing values, literacy, confidence, and critical thinking among citizens. The key features of SBC include the acquisition of the 4Rs, namely reading, writing, arithmetic, and creativity; development of core competencies/twenty-first-century skills [foundational and lifelong skills]; learner-centred pedagogies (e.g., differentiation, scaffolding, and use of ICT); and inclusion and diversity in education (NaCCA, 2020).

A standard-based curriculum in primary schools, extending from kindergarten through primary six (GES, 2019) was introduced and later in 2020, the Common Core Programme (CCP) curriculum was introduced in the Junior High Schools.

The Common Core Programme (CCP) is a learner-centred programme, a set of high, internationally-benchmarked career and tertiary education readiness standards. Learners are expected to acquire these standards for post-secondary education, the workplace or both.

The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The CCP runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective). The CCP provides an education of the heart, mind and hands in relation to the learner's lifetime values, wellbeing, physical development, metacognition and problem-solving abilities.

The CCP's ultimate aim is to produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The core competencies of the CCP are;

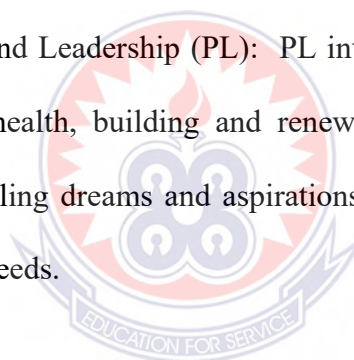
Critical Thinking and Problem-Solving (CP): this skill enables learners to develop their cognitive and reasoning abilities to analyse issues and situations leading to the resolution of problems.

Creativity and Innovation (CI): this competence promotes in learners, entrepreneurial skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand.

Communication and Collaboration (CC): this competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences.

Cultural Identity and Global Citizenship (CG): this involves developing learners to put country and service foremost through an understanding of what it means to be active citizens.

Personal Development and Leadership (PL): PL involves improving self-awareness, self-knowledge, skills, health, building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs.



Digital Literacy (DL): DL involves developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

Learning areas – mathematics, science, computing, languages (English Language, Ghanaian Language, French and Arabic), career technology, social studies, physical and health education, creative arts and design, and religious and moral education.

(NaCCA, 2020)

The new reform has caused a complete shift in teaching activities, which requires a radical change in teachers' roles from the agents of knowledge transmission to the

facilitators of student knowledge acquisition (NaCCA, 2020). This approach has led to several concerns among teachers, which have affected the quality of implementation of the new curriculum (SBC) (Apau, 2021). Previous studies on SBC implementation in Ghana established that teachers have informational concerns (i.e., need more information on reforms), personal concerns (i.e., worried about how the new reform will affect their teaching beliefs, confidence, competencies, and knowledge), and management concerns (i.e., worried about instructional resources, absence of textbooks, time, and logistics) about the new curriculum reforms (Aboagye & Yawson, 2020; Apau, 2021; Mpuangnan & Adusei, 2021).

These concerns could affect teachers' teaching sense of self-efficacy beliefs in implementing the SBC. Some scholars have found that effective curriculum implementation in schools is a function of teachers' instructional competencies (knowledge and skills), perceptions, and confidence (self-efficacy beliefs) (Roehrig et al, 2007).

Curriculum revisions in many developing nations are said to have produced fewer results during implementation (Minjeong and Youl-Kwan, 2013). Perhaps the outcomes did not accurately reflect society's requirements. This implies that the teacher's role in curriculum implementation cannot be overstated. The teacher interprets the curriculum paper so that the learners and any other parties interested in the curriculum can understand it (Fullan, 2007; Lee, 2000; McLaughlin, 1987). It is worth emphasizing that the curriculum developers may not have expected instructors' willingness to adjust. This phenomenon is likely to occur in the classroom since responding to change is a personal, interactive act (Minjeong & Youl-Kwan, 2013; Little, 1993).

In Ghana, as in other nations, a new curriculum would establish some essential criteria, resulting in a shift in the education system. The teachers' reaction to the move is questionable. It is argued that teachers' attributes such as attitude, knowledge, and pedagogical skills are better facilitators of curriculum implementation (Saloviita, 2020; Ramnarain & Hlatswayo, 2018; Ndirangu, 2017). While a positive attitude promotes effective teaching and learning in the classroom, a negative attitude impedes pupils' academic advancement. This implies that teachers' concerns about the implementation of the Common Core Programme English curriculum are critical.

1.2 Problem statement

With the introduction of the Common Core Programme Curriculum (CCPC) in Ghanaian JHSs in 2020, following the 2017 educational reforms, the Government of Ghana organized a three-day training workshop for JHS teachers across the country. This was done in an attempt to prepare teachers adequately for the implementation of the common core programme curriculum.

Even though the workshops were generally successful, various unfortunate incidents characterized the government's refusal to listen to the multiple complaints of the teachers during the training. The most serious criticism from the teachers related to the lack of learning materials to support the implementation of the curriculum as well as a limited congenial atmosphere that would enhance the successful implementation of the curriculum. Even though the government promised to supply the needed teaching and learning materials within the shortest time to support the teachers in the implementation process, narratives from teachers in the classrooms indicate that the teaching and learning materials have not been provided.

The Common Core Programme Curriculum (CCPC) differs from the previous curriculum which is the Objectives-Based Curriculum (OBC) in terms of the different instructional strategies and resources involved in delivering the curriculum. Previous researchers have asserted that teachers should implement curricula with fidelity to meet various objectives for student preparedness (McShane & Eden, 2015; Stellar, 2016).

The change process in teachers is an extremely personal experience and how it is perceived by the individual teachers (who are the main English curriculum implementers in this regard) strongly influences the implementation. Teachers raise a lot of issues and concerns during the change process. Identifying and addressing teachers' concerns during change is critical for the successful implementation of any innovation (Hall & Hord, 2001). From the point of view that teachers are resistant to change as indicated by Fullan (2001), systematic assessment of teachers' concerns in the process of implementing an English curriculum is of critical importance.

The neglect of teachers at the periphery in curriculum design enterprise often leads to the development and arousal of concerns (Kwarteng, 2009). The results of various studies point to the fact that the concerns of the implementers of the innovation are critical to the success of the implementation process (Fuller, 1969; Richardson, 1990). Van den Berg and Ros (1999) indicate that though the characteristics of innovation such as the cooperative network and financial arrangements are necessary for the achievement of the objectives of the innovation, the more pressing factors that might affect the implementation are the concerns of the actors involved in the implementation.

Extant literature also suggests that the success of an educational innovation depends on the degree to which teachers embrace and adopt it in the classroom (Adentwi & Sarfo, 2011; Nnabuike et al., 2016). However, teachers are often neglected when designing the school curriculum in centralized jurisdictions such as Ghana (Carl, 2005; Oloruntegbe et al., 2010; Abudu & Mensah, 2016). If concerns of teachers are identified and addressed, they tend to implement the curriculum with fidelity.

Research on identifying the barriers to the full implementation of this Common Core Programme English Curriculum (CCPEC) is needed. Understanding the barriers involved would require determining teachers' experience when facing a new innovation or change (AIR, 2016). With the aim of the CCPEC of making the Ghanaian learner develop core competences in order to thrive in this 21st century, (NaCCA,2020), state and administrative expectations for accurate and successful curricular implementation have become paramount, regardless of individual academic needs. Achieving an understanding of what prevents teachers from faithful curricular implementation will require evaluation to improve student success. Identifying teacher concerns connects to the current study because of the need to understand barriers that may impede teachers when they must implement a new curriculum change. Addressing these concerns during the curriculum-implementation process will increase the success rate by giving administrators the proper tools they need to support teachers through curriculum changes (AIR, 2016).

The difficulty and complexity of the implementation of new curricula by teachers has been noted all over the world (Fullan, 1997; 2001). This supports the argument by Hargreaves (as cited in Kunu & Glor, 2006) that teaching in the current century is increasingly complex work where teachers find themselves caught in “a triangle of

interests and imperatives” (p. 101). The demands and pressures associated with new curriculum implementation especially English call for change in teachers (Fullan, 1997; Hall & Hord, 2006).

Considerable research exists on the concerns of teachers in the implementation of various innovations in the Ghanaian school system. For example, Ani-Boi (2009), Ankomah and Kwarteng (2010), Cobbold and Ani-Boi (2011), and Kwarteng (2016) used the Concern-based Adoption Model to track teacher concerns in curricula implementation.

With the introduction of the JHS common core programme curriculum in Ghana, however, it appears that little or no empirical study has been conducted to ascertain teacher concerns and barriers in implementing the JHS English language curriculum. It is this knowledge gap that has necessitated the current study to address the following; the concerns of teachers, the barriers being faced by teachers as they implement the common core programme English curriculum as well as the administrative support teachers get in implementing the common core programme English curriculum.

According to Reyes and Lappan (2007), the implementation of a coherent and rigorous curriculum requires leadership, cooperation, and collaboration (as cited in Main, 2012, p. 74). Therefore, it is necessary to determine the extent to which school administrators are involved in curriculum adoption with regard to what monitoring and feedback strategies they are using to ensure that all teachers are collaborating and adequately implementing all components of the curriculum.

1.3 Objectives of the study

The following objectives guided the study:

1. To investigate the pedagogical concerns of JHS English language teachers in the implementation of the CCP JHS English curriculum in the Yilo Krobo municipality.
2. To examine the resource barriers that JHS English language teachers face as they implement the CCP JHS English curriculum in the Yilo Krobo municipality.
3. To identify the staff support structures available for JHS English language teachers in the implementation of the CCP JHS English curriculum in the Yilo Krobo municipality.

1.4 Research questions

The study was guided by the following questions:

1. What pedagogical concerns do JHS English language teachers have regarding the implementation of the JHS CCP English curriculum in the Yilo Krobo municipality?
2. What resource barriers do JHS English language teachers encounter as they implement the CCP English curriculum in the Yilo Krobo municipality?
3. What staff support structures are available for English language teachers in the implementation of the CCP JHS English curriculum in the Yilo Krobo municipality?

1.5 Purpose of the study

The purpose of this study was to examine teachers' concerns and resource barriers as well as the support teachers receive as they implement the Common Core Programme English Curriculum (CCPEC) in the Yilo Krobo Municipality.

1.6 Significance of the study

This study will help administrators better understand how they can support teachers through curricular changes. The need for conducting this study relates to supporting student preparedness for their next class levels.

Understanding and identifying teachers' perceived challenges, concerns, and practices could provide better support for student growth and preparedness (Lambert, Velez, & Elliot, 2014; Lochner et al., 2015). Administrators, teachers, and parents care about this problem because of the negative effect on student growth and preparedness if teachers fail to implement a new curriculum (Cobanoglu & Capa-Aydin, 2015; Levi-Keren & Patkin, 2016). Identifying any challenges, concerns, and practices will potentially provide insights into how best to promote increased student performance in the current and following class levels (Wiles & Bondi, 2014).

This study will also provide improvements through professional development (PD) and professional learning community (PLC) opportunities in support of communication between teachers (Ahmed Hersi et al., 2016; Battey, Neal, Leyva, & Adams-Wiggins, 2016; Early et al., 2014). The justification for studying this problem is echoed in the existing literature.

The interviews and questionnaire the researcher used for the study will help develop an understanding of why teachers often fail to fully implement a new curriculum. This

understanding will lead to administrative intervention and a plan to support fidelity in new curriculum implementations, thus leading to better vertical alignment and student success.

A wide variety of beneficiaries, including teachers, parents, administrators, and curriculum coordinators, will be interested in the findings of this study. Some of the benefits to administrators and teachers include identifying trends and patterns that show areas of concern and that could be addressed through training or PD. The data from the study will provide insight into curricular and instructional practices to allow administrators and teachers to target weak areas by offering opportunities for relevant training (Wiles & Bondi, 2014).

Students will benefit from the improved implementation since they are the direct beneficiaries of the whole curriculum implementation, which will then allow them to be fully prepared from one grade to the next and will improve academic growth.

If the problems of implementation of new curricula is remedied, then this study's contributions to social change will include increased student achievement and preparedness for the next grade levels. Preparedness is an important consideration because gaps in learning often cause students to fall behind and struggle academically (Wiles & Bondi, 2014). Identifying barriers could improve curricular implementation by providing the tools necessary to help as well as collaborative training opportunities for teachers.

1.7 Limitation of the study

This study has several limitations. First, the participants of this study are limited in number. The total number of participants was limited to 50, compared to the total

English language teachers' population in Ghanaian public junior high schools. Hence, to get a clearer picture of the current implementation of the CCP English Language curriculum in Ghanaian junior high schools, a larger-scale study could be done.

Second, document analysis and classroom observation could have been considered to find out the practices of teachers during the implementation of a new curriculum such as the common core programme English curriculum to gain broader and more generalizable results about the process of the CCP English language curriculum implementation.

Thirdly, the findings drawn in this study were based on teachers' points of view. Students' points of view could be included to compare and contrast with those of the teachers. The study also focused on public schools, so, further studies can be done to include private schools and thus comparison can be conducted between the two school types.

1.8 Delimitation of the study

The study examined the challenges to the implementation of the common core programme English curriculum by JHS English teachers in the Yilo Krobo Municipality. The study does not cover all teachers within the region.

It also focuses only on the concerns of teachers, barriers and administrative support in the implementation of common core programme English curriculum. The research could have been carried out in any part of Ghana because the issue is a national one.

1.9 Organisation of the study

This chapter highlights how the research was organized from chapter one to chapter five.

Chapter one is the introduction of the study. It includes background to the study, statement of the problem, research objectives and questions, purpose of the study, significance of the study, limitations of the study, delimitation of the study, and summary of the study.

Chapter two provides literature on pedagogical concerns of teachers in curriculum implementation, resource barriers in curriculum implementation, administrative and professional support, the theoretical and conceptual framework, related studies, and summary of the chapter.

Chapter three consists of the research approach, research design, population, sample and sampling technique, research instruments, data analysis, validity and reliability, ethical considerations, and summary of the chapter.

Chapter four entails the analysis and discussion of data from the questionnaire and interviews used for data collection, and summary of the chapter.

Chapter five summarizes the research findings, and discusses the key findings of the study. The chapter equally provides recommendations for further research.

1.10 Summary of chapter

Overall, Chapter One sets the stage for the research study by providing an introduction to the topic, outlining the research problem, and establishing the significance and scope of the study. It paves the way for subsequent chapters that delve deeper into the barriers faced in the implementation of the Common Core Program English curriculum in the Yilo Krobo Municipality.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a comprehensive review of the existing literature related to the challenges encountered in the implementation of the Common Core Programme (CCP) English Curriculum, focusing on the specific case of the Yilo Krobo Municipality. The Common Core Programme was introduced to enhance educational standards and promote uniformity in English language instruction across schools in Ghana. Understanding the challenges faced during the implementation process is crucial for identifying areas of improvement and developing effective strategies to address them. The literature review explores key theoretical frameworks, empirical studies, and best practices related to curriculum implementation, with a particular emphasis on the English curriculum under the Common Core Programme.

2.1 Pedagogical concerns of teachers in the implementation of a curriculum

Teacher concerns play a part in the implementation of new curricula because their concerns sometimes direct the choices teachers make when choosing to add or omit items from the curriculum (Bell, 2015; Causarano, 2015).

Narrowing down specific concerns for teachers who are implementing a new innovation often serves to direct decisions about how best to support the teachers. Donovan, Green and Mason (2014), for example, documented the different ways in which twenty-first-century skills exist in classrooms using the CBAM innovation configuration (IC). In their study, an IC map consisted of a summary outlining various methods in which the key aspects of an innovation had become operational (Donovan et al., 2014). One of the leading concerns among the teachers included a

lack of opportunities for collaboration and sharing among peers in support of the change. The identification of this specific concern highlights a value that teachers often place on collaboration (Lambert et al., 2014).

Determining these concerns in advance could potentially provide the administration with direction for addressing concerns before the onset of the implementation of a change. Being able to narrow down specific concerns offers a chance to fine-tune PD opportunities for reducing anxieties at the onset of the change (Lambert et al., 2015).

2.1.1 Concerns on curriculum adaptation

Curriculum adaptation is a dynamic and essential process in education that involves modifying and customizing the curriculum to meet the diverse needs of students and respond to changing educational contexts. It aims to enhance instructional flexibility and relevance by addressing the unique learning styles, abilities, and interests of students, as well as incorporating emerging trends and developments in education. There are research findings and best practices that shed light on the importance of curriculum adaptation in fostering meaningful and engaging learning experiences for all students.

The significance of curriculum adaptation lies in its ability to cater to the individual differences and diverse learning needs of students. Research has consistently shown that students have varying learning preferences and paces of learning (Santos & West, 2020). By adapting the curriculum, teachers can create a more inclusive and supportive learning environment, leading to improved student engagement, motivation, and academic performance.

Furthermore, curriculum adaptation is crucial in addressing the ever-changing educational landscape. With advancements in technology, globalization, and the job market, teachers need to ensure that the curriculum remains relevant and aligned with the needs of 21st-century learners (Chakrabarti & Rabbany, 2021). By adapting the curriculum, teachers can integrate new methodologies, technologies, and interdisciplinary content, fostering creativity and critical thinking among students.

One of the primary strategies for curriculum adaptation is differentiated instruction. This approach involves modifying the content, process, and assessment to suit the individual learning needs and abilities of students (Tomlinson, 2022). Teachers use varied instructional materials, grouping strategies, and learning activities to accommodate diverse learners. By doing so, students feel valued and motivated to succeed, as the curriculum addresses their specific strengths and challenges.

Universal Learning Design (ULD) is a framework that emphasizes creating instructional materials and strategies that are accessible to all students, including those with disabilities and diverse learning needs (Rose & Meyer, 2002). It encourages multiple means of representation, engagement, and expression. ULD fosters inclusivity by eliminating barriers to learning and ensuring that all students can access the curriculum content effectively.

Project-Based Learning (PBL) is a student-centred instructional approach where students work on real-world projects to deepen their understanding of concepts and develop critical thinking skills (Mergendoller et al., 2006). Curriculum adaptation through PBL allows students to explore topics of personal interest, apply their knowledge to authentic situations, and collaborate with peers. This approach promotes active learning, problem-solving, and creativity.

In the flipped classroom model, students engage with instructional content outside of class, such as through video lectures or online resources, and class time is dedicated to interactive and collaborative activities (Strayer, 2021). This approach allows for more personalized learning experiences, as students can progress at their own pace. Teachers adapt the curriculum by creating relevant digital content to support the flipped learning approach.

Curriculum adaptation can also involve creating cross-curricular connections, where teachers integrate content and activities from different subjects (Harper & Jung, 2019). This approach helps students see the interconnectedness of knowledge and apply their learning across various domains. For example, an English lesson on persuasive writing can be linked to a science unit on environmental issues, allowing students to explore the topic from multiple angles.

Despite the benefits of curriculum adaptation, there are challenges that teachers and institutions may face when implementing this approach. One of the significant challenges is the time and effort required for thorough adaptation. Creating differentiated materials, designing cross-curricular activities, and personalizing learning paths can be time-consuming for teachers (Hill, 2022). To address this, schools can provide professional development opportunities and allocate resources to support teachers in adapting the curriculum effectively.

Another consideration is the need for alignment with educational standards and learning objectives. While adapting the curriculum, teachers must ensure that the essential learning outcomes are still met (Brown, 2023). A well-balanced approach to adaptation involves maintaining core learning objectives while incorporating flexibility to meet individual student needs.

Additionally, assessment and evaluation can pose challenges in curriculum adaptation. Standardized testing may not always align perfectly with differentiated or project-based learning approaches (Schoenfeld, 2020). Teachers need to develop assessment strategies that accurately reflect the diverse learning experiences and outcomes resulting from adapted curriculum practices.

2.1.2 Concerns on assessment and evaluation

The Common Core Programme (CCP) represents a set of rigorous academic standards aimed at improving the quality of education in Ghana. As with any educational initiative, effective assessment and evaluation play a pivotal role in the successful implementation of the CCP. Assessment in education is a process of gathering evidence of a student's learning progress and performance, while evaluation involves the analysis of this evidence to make informed decisions about instructional practices and student support. The significance of assessment and evaluation in the context of the CCP implementation, its roles, challenges, and best practices is instrumental in this study.

Assessment and evaluation help teachers identify students' strengths and weaknesses with the Common Core standards. By analyzing assessment data, teachers can tailor instruction to meet individual learning needs and address gaps in students' understanding. This targeted approach enhances instructional effectiveness and fosters student growth (Darling-Hammond, 2013). Effective assessment and evaluation processes ensure that instructional materials, teaching strategies, and classroom practices align with the Common Core standards. Evaluating curriculum alignment helps teachers maintain consistency and coherence in delivering content, ensuring that students receive a well-structured and comprehensive education (Chen & Uysal,

2016). Frequent formative assessments enable teachers to monitor students' ongoing progress and adjust instructional strategies accordingly. Regular evaluation of student growth provides valuable insights into the effectiveness of instructional practices and identifies areas requiring additional support or intervention (Black & Wiliam, 1998).

Designing assessments that accurately measure students' proficiency in the Common Core standards can be challenging. The CCP emphasizes critical thinking, problem-solving, and application of knowledge, requiring teachers to move beyond traditional, knowledge-based assessments (Herman, 2013). Balancing the need for standardized assessments to monitor system-wide progress with the desire for classroom-level flexibility can be difficult. Teachers may feel pressure to prioritize standardized test preparation over more authentic, student-centred assessments (Kahl, 2014). Ensuring that teachers are adequately trained to implement effective assessment and evaluation practices is crucial. Many teachers may require professional development to align their assessment techniques with the demands of the Common Core standards (Wilson & Scalise, 2006).

Encourage the use of authentic assessments that require students to apply their knowledge and skills in real-world contexts. Performance tasks, portfolios, and project-based assessments offer a more comprehensive view of students' abilities (Linn, 2000). Integrate formative assessments into daily instruction to provide continuous feedback on students' progress. Formative assessment fosters a growth mindset, as students understand that mistakes are learning opportunities (Hattie & Timperley, 2007). Promote collaboration among teachers to develop common assessments and share best practices. Collaborative efforts enable teachers to benefit from each other's expertise and ensure consistency in assessment practices (Johnson

& Johnson, 2014). Use assessment data to inform instructional decisions, curriculum adjustments, and targeted interventions.

Data analysis helps identify achievement gaps and areas requiring additional support (Popham, 2011). Provide comprehensive professional development opportunities for teachers to enhance their assessment literacy. Training should cover assessment design, data analysis, and strategies for using assessment results to improve instruction (Guskey, 2003). Through effective assessment practices, teachers can identify student needs, adapt instruction, and foster academic growth.

2.1.3 Concerns on time

The Common Core Programme is a set of rigorous academic standards designed to ensure that students across Ghana received a high-quality education, emphasizing critical thinking, and problem-solving. Teachers and schools often struggle to find sufficient time within the school day to adequately teach, assess, and support students in mastering the complex skills and knowledge. The implications bother on coverage, reduced opportunities for student engagement, strain on teacher professional development, balancing formative and summative assessments and addressing the needs of struggling students.

Time constraints can limit the depth and breadth of curriculum. Teachers may feel pressured to "teach to the test," focusing solely on preparing students for standardized assessments, rather than exploring concepts in depth. In a study by Johnson and Smith (2019), it was found that over 60% of surveyed teachers felt that time constraints negatively impacted their ability to deliver the curriculum effectively. This hurried approach to teaching can hinder students' deeper understanding of key concepts and critical thinking skills.

Effective implementation of the Common Core standards requires active student engagement through discussions, group activities, and hands-on projects. However, limited time within the school day can hinder the incorporation of such student-centred activities. A study by Lee et al. (2020) highlighted that teachers who perceived severe time constraints were less likely to utilize interactive teaching methods, leading to reduced student motivation and interest in learning.

Teachers need time for professional development to adapt their instructional practices and align them with the Common Core standards effectively. However, time constraints can restrict opportunities for teachers to engage in workshops, collaboration, and self-directed learning. As noted by Thompson and Brown (2021), a lack of time for professional development resulted in teachers feeling ill-prepared to implement the Common Core standards effectively.

The Common Core Programme encourages a balanced assessment approach, incorporating both formative and summative assessments to monitor student progress and understanding. However, limited instructional time may lead to a focus on summative assessments, which primarily assess outcomes, neglecting the value of formative assessments that provide feedback for instructional improvement. According to a report by the National Association of Elementary School Principals (NAESP, 2022), time constraints often force teachers to prioritize summative assessments, potentially undermining the effectiveness of ongoing formative assessment practices.

The Common Core Programme aims to ensure that all students, including those with learning difficulties, receive a high-quality education. However, time constraints can hinder teachers' ability to provide individualized support and interventions for

struggling students. In a longitudinal study by Chen et al. (2021), it was observed that teachers with limited instructional time were less likely to implement targeted interventions, leading to a widening achievement gap among students. However, while time constraints present significant challenges, proactive strategies can mitigate their impact and foster more effective implementation of the Common Core standards.

Teachers should identify the most crucial learning objectives in the Common Core Programme and prioritize them to ensure that students receive instruction on essential concepts. By focusing on depth over breadth, teachers can foster a deeper understanding of critical skills and knowledge. Collaborative planning sessions among teachers, instructional leaders, and curriculum specialists can aid in determining priority areas.

Integrating different subject areas and promoting cross-curricular connections can optimize instructional time. For example, English language arts teachers can collaborate with social studies teachers to develop projects that incorporate reading, writing, and critical thinking skills while exploring historical events or social issues. This approach not only enriches the learning experience but also helps students see the relevance of their studies.

Blended learning, which combines traditional classroom instruction with online and digital resources, can extend learning beyond the confines of the school day. Educational technology, when used strategically, can offer opportunities for independent practice, self-paced learning, and immediate feedback, easing the burden of time constraints. Research by Smith et al. (2022) demonstrated that blended learning environments positively impacted student engagement and learning outcomes.

Schools can implement flexible scheduling to create designated time blocks for interdisciplinary projects, individualized support, and enrichment activities. Effective time management strategies for both teachers and students can also maximize instructional time and promote efficiency. Professional development sessions on time management can empower teachers to optimize their planning and instructional delivery.

2.1.4 Concerns on student readiness in the implementation of a curriculum

The Common Core Programme is an ambitious educational initiative that aims to standardize learning goals and expectations for students across Ghana. It seeks to promote critical thinking, problem-solving skills, and college and career readiness. While the Common Core Programme holds great potential for improving education, its successful implementation heavily depends on student readiness because several factors influence students' preparedness for this educational shift.

Student readiness refers to the level of knowledge, skills, and attitudes that students possess before engaging with the Common Core Programme. It involves both academic and non-academic aspects of their development, such as cognitive abilities, prior subject knowledge, socio-emotional skills, and motivation to learn. Student readiness plays a crucial role in determining the effectiveness of the Common Core Programme as it directly impacts students' ability to comprehend and apply the rigorous standards and expectations.

Cognitive readiness encompasses students' intellectual abilities and their capacity to process complex information. For the Common Core Programme, students must engage in higher-order thinking tasks, such as analyzing, synthesizing, and evaluating information. A study by Anderson et al. (2019) found that students with stronger

cognitive readiness demonstrated higher levels of achievement in Common Core-aligned classrooms.

A strong foundation in prior subject knowledge significantly influences student readiness for the Common Core Programme. For example, in English language arts, students with a solid grasp of reading comprehension and writing skills are better prepared to tackle the increased demands of the Common Core reading and writing standards (Albright et al., 2020).

Socio-emotional readiness involves students' emotional regulation, self-efficacy, and ability to work collaboratively. The Common Core Programme encourages collaborative learning and problem-solving, making socio-emotional readiness a critical factor for success. A study by Johnson and Smith (2021) revealed that students with higher socio-emotional readiness demonstrated better adaptability and resilience in Common Core classrooms.

The quality of the teacher-student relationship can significantly influence student readiness. When students feel supported, respected, and valued by their teachers, they are more likely to feel motivated and engaged in the learning process (Hamre & Pianta, 2019). Positive teacher-student relationships can foster a sense of belonging and academic confidence, which are essential for student readiness in the Common Core Programme.

Cultural and linguistic factors play a vital role in student readiness, especially for English language learners (ELLs) and students from diverse cultural backgrounds. Culturally responsive teaching practices that honour students' backgrounds and

incorporate their native languages can positively impact their readiness for the Common Core Programme (Au, 2019).

Students' motivation and mindset towards learning can significantly influence their readiness for the Common Core Programme. Students who possess a growth mindset, believing that their abilities can be developed through effort and dedication, are more likely to embrace challenges and persist in the face of obstacles (Dweck, 2017). A study by Blackwell et al. (2020) demonstrated that students with a growth mindset showed increased engagement and achievement in Common Core-aligned classrooms.

Student readiness varies based on individual differences, learning styles, and strengths. Some students may thrive in the Common Core Programme, while others might struggle to adapt to its demands. Differentiated instruction, which tailors teaching approaches to meet students' diverse learning needs, is crucial for supporting all students' readiness and success (Tomlinson & Moon, 2018).

Parental involvement and support play a significant role in determining student readiness for the Common Core Programme. Parents who are actively engaged in their child's education, by providing a conducive learning environment at home and encouraging a positive attitude towards learning, can positively impact their child's readiness and academic performance (Desimone, 2018).

To ensure the successful implementation of common core standards, it is essential to assess and address student readiness effectively. Formative assessments at the beginning of the school year can help identify students' strengths and areas of improvement. Teachers can use this information to tailor instructional approaches and

interventions that support students' readiness and growth throughout the academic year (Slavin & Lake, 2019).

It concludes that student readiness is a crucial determinant of the success of the Common Core Programme. Academic preparedness, socio-emotional skills, motivation, and a positive learning environment all contribute to students' ability to meet the rigorous standards of the Common Core. By recognizing and addressing the factors that influence student readiness, teachers and policymakers can better support students in their journey towards achieving the goals of the Common Core Programme.

2.2 Resource barriers in implementing a curriculum

Implementing a curriculum change without the necessary resources to teach would result in stress and strain, with dire consequences and a negative impact on teachers' morale to implement the planned curriculum changes (Singh, 2012:595). Ineffective curriculum implementation can be hampered by a lack of resources for teaching and learning. Providing essential materials allows teachers to concentrate on teaching their students rather than searching for materials they do not have (Singh, 2012:598). According to Ibeneme (2000), teaching aids are important for students and teachers to use for practical and demonstration purposes in the classroom. Ikerionwu (2000) defined instructional materials as devices that help teachers present a lesson to students in a logical manner.

According to Fadeiye (2005), instructional materials are concrete or non-concrete visual and audio-visual aids used by teachers to improve the quality of teaching and learning activities. Agina-Obu (2005) asserted that instructional materials of all kinds appeal to the sense organs during teaching and learning. Isola (2010) defined

instructional materials as objects or devices that help teachers present their lessons to students logically and sequentially. Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional materials are used by teachers to aid explanations and make learning understandable to students during the teaching-learning process. According to Abdu-Raheem (2011), the lack of instructional materials and their inadequacy are major causes of the school system's ineffectiveness and students' poor performance in school.

Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional materials are used by teachers to aid explanations and make subject matter understandable to students during the teaching-learning process. Kochhar (2012) agreed that instructional materials are important learning and teaching tools. He advocated for teachers to seek out instructional materials to supplement what textbooks provide to broaden concepts and pique students' interest in the subject.

Afolabi and Adeleke (2010) identified the non-availability, inadequacy, and non-utilization of learning materials as factors responsible for the use of the lecture method. They recommended that students, teachers, parents, the Parents/Teacher Association, the government, and philanthropists all work together to improve instructional materials for teaching and learning in schools.

There can be no meaningful teaching or learning without adequate resource materials. This is also true for curriculum implementation. To ensure that the officially designed curriculum is fully implemented as planned, the government or Ministry of Education should provide schools with adequate resource materials such as textbooks, teaching aids, and stationery to enable teachers and students to play their roles satisfactorily in the curriculum implementation process. In curriculum implementation, it is suggested

that the central government provide physical facilities such as classrooms, workshops, and libraries to create an environment conducive to implementation. The availability and quality of resource material, as well as the availability of appropriate facilities, have a significant impact on curriculum implementation.

According to Obilo and Saugoleye (2010), the provision and distribution of materials that will enhance the achievement of the teaching and learning objectives, such as textbooks, instructional materials, desks, and so on, will aid in the effective implementation of the curriculum contents; thus, at any stage of the educational system, some materials that are expected to complement the teacher's classroom activities should be provided for effective implementation. Sometimes the curriculum is implemented without these resources, making it difficult for students to learn.

Fullan (2001) argued that if implementation barriers were not removed, rather than progressing from the implementation phase to the continuation phase, a change would suffer from failure to be used in the intended manner and rejection by decision-makers. The objectives of any level of education will not be met unless the planned program for that level of education is properly implemented. "Implementation is critical no matter how effectively a curriculum of any subject is developed, created, and recorded," Andre (2000) observed. This is because the majority of program issues arise during the implementation phase. Andre defines facilities as "those variables that enable production workers to meet an organization's goals." According to Andre, Bazell, and Kahn (2006), using instructional facilities improves learning experiences and encourages interaction in the classroom. However, there are insufficient funds to keep certain excellent materials made recently.

The value of instructional materials in teaching and learning cannot be overstated. Much has been written to demonstrate the importance of materials in curriculum implementation. Instructional materials make learning more interesting, practical, realistic, and appealing. They also allow both teachers and students to participate actively and effectively in lesson sessions. They allow for the development of self-confidence and self-actualization as well as the acquisition of skills and knowledge.

Resource constraints in educational settings manifest in various forms, including limited budgets, outdated instructional materials, inadequate technology infrastructure, and shortages of qualified teachers. Schools in economically disadvantaged areas often experience these barriers more acutely, exacerbating educational inequities. Such resource limitations can significantly affect the implementation of a curriculum such as the Common Core Programme English Curriculum, hindering the achievement of its goals and objectives.

The lack of resources poses a fundamental challenge to maintaining instructional quality in English language arts classrooms. Insufficient funding may lead to larger class sizes, making it difficult for teachers to provide personalized attention to each student. Overcrowded classrooms can also impede classroom management, hindering the teacher's ability to implement engaging and interactive learning activities. Research by Darling-Hammond (2019) emphasizes that adequate resources, such as up-to-date textbooks, supplementary materials, and technology tools, are crucial for delivering a well-rounded and enriching curriculum. When teachers lack access to these resources, they may struggle to diversify their instructional approaches, limiting the development of essential literacy skills, critical thinking, and creativity among students.

The lack of resources can directly impact student learning outcomes in English language arts. Inadequate access to reading materials, for instance, may hinder students' development of strong reading habits and comprehension skills. Research by Neuman and Celano (2012) demonstrates that students from low-income backgrounds often have limited access to age-appropriate books, leading to a significant literacy gap compared to their more affluent peers.

Moreover, the absence of technological resources, such as computers or internet access, can hinder students' ability to engage in digital literacy practices, limiting their exposure to various forms of media and information. Consequently, students may not develop the digital literacy skills necessary for success in the 21st-century workforce.

One of the most concerning implications of resource constraints in the context of the Common Core Programme English Curriculum is its impact on educational equity. Students from underprivileged backgrounds may lack access to the same resources as their more affluent counterparts, creating an uneven playing field for academic achievement. According to a report by the National Center for Education Statistics (NCES, 2018), schools with higher percentages of students from low-income families tend to receive less funding, which affects the quality of instruction and available resources. This inequality in resource allocation can perpetuate the achievement gap between students of different socio-economic backgrounds, further entrenching educational disparities.

2.3 Administrative and professional support

Researchers have identified administrative and professional support as being necessary for teacher success and the implementation of new initiatives (Bakir, Devers, & Hug, 2016; Bautista, Ng, Múñez, & Bull, 2016). Areas of support fall into

different categories, but administrative influence, related administrative roles, and professional development opportunities are prioritized within the literature, thus supporting the need to highlight these areas for the successful implementation of a new curriculum (Cetin, 2016).

Recent studies have shown that administrative support and professional development opportunities influence whether or not teachers feel supported and comfortable with new curricular implementations (Bakir et al., 2016). In accordance with the CBAM, the difficulty surrounding a new change or innovation potentially increases concerns and fears among staff members. Effective curricular implementation will also rely on the attitudes of the administration and teachers (Thorn & Brasche, 2015). One method that has been distinguished through the CBAM literature includes the need for administrative and professional support (Hall, 2015). Support is available through different forms of professional development and professional learning communities (PLCs), which are designed to address any concerns that might hinder the successful implementation of a change but these factors are highly dependent on the influence and roles of the administrators (Hall, 2015).

2.3.1 Administrative influence

Many studies have determined the contributors to the success and failure of new initiatives, specifically new curriculum implementation and have found that the administration's attitudes and perspectives influence teacher perceptions (Derrington & Campbell, 2015). An administrator who presents a negative attitude toward the initiative may cloud the perspectives of the teachers and could hinder the onset of implementation.

Derrington and Campbell (2015) described principals' perceptions and concerns about the implementation of policies for new teacher evaluation practices; their study, which focused on understanding which types of support the principals who implement this change desire the most, found that principals expressed a lack of time as their primary frustration. The principals' dominant concern was related to time constraints. The study's primary finding was that concerns that failed to be addressed early in the process could potentially derail the change and hinder any possible results (Derrington & Campbell, 2015; Hall, 2015).

A principal's influence during innovation is linked directly to trust building and the foundations for fostering mutual respect (Park & Ham, 2016). Mehdinezhad and Mansouri (2016) substantiated this notion by investigating teachers' self-efficacy and principals' leadership traits. A significant relationship was proven to exist between these two areas. A principal's positive influence and support of teachers' intellectual growth stood out as key areas in support of teacher efficacy. Self-efficacy is important for principals to positively influence and encourage teachers while the teachers are experiencing changes that require action (Budak, 2015).

Similar to research presented by Mehdinezhad and Mansouri (2016), Budak (2015) found trust building to be vital, in addition to principals' attitudes about setting visions and goals for establishing a positive culture that is conducive to change. Establishing a shared vision, empowering staff, and building healthy relationships all allow principals to better understand teachers' strengths and weaknesses, which then establishes trust and creates a positive influence over the staff (Torres, 2016).

2.3.2 Professional development

Professional Development offerings are key for supporting teachers in new initiatives (Smit & du Toit, 2016). One benefit of PD includes teachers' increased comfort and skill levels for implementing new curricula. Relevant and effective PD has been found to promote confidence and a greater understanding of objectives (Lia, 2016). Having time and research to develop meaningful PD that will consider the needs, concerns, and experiences of the teacher will be valuable and likely to influence positive growth for the teacher (Lia, 2016).

Coldwell (2017) found a connection between teacher confidence and PD. Coldwell (2017) found that PD increased skills knowledge, which enabled teachers' confidence in specific content areas; this, in turn, led to increased job satisfaction and professional motivation. A vital point in PD effectiveness includes the influencing factors and concerns that could potentially direct the outcomes of PD. PD quality, personal motivation, organizational support, and government mandates all fall under areas for teachers' concerns and barriers to implementing a curriculum with fidelity. These factors all influence how teachers respond to PD (Coldwell, 2017).

Several studies have found that teacher efficacy stands out as an area supported by effective and relevant PD (Margolis, Durbin, & Doring, 2017). The authors assessed teacher efficacy in integrating new curriculum standards into content areas in classroom teaching. The authors found efficacy to be a primary factor in a teacher's competency level when integrating different content areas into an agriculture curriculum. They recommended ongoing and relevant PD to meet the needs of mid-career teachers. Maintaining teacher confidence and reducing anxiety through

deliberate choices in PD content both help to support teachers through curriculum changes (Margolis et al., 2017).

Kyndt, Gijbels, Grosemans, and Donche (2016) explored different types of PD and their related effects on teachers. Kyndt et al. (2016) offer further insight into teachers' attitudes and beliefs as well as the concerns they experience from curriculum implementation through informal learning for professional growth. Teacher collaboration, team planning, or even mentoring may all be classified as informal learning opportunities. Informal learning, though not organized (as formal PD is), allows teachers to work together to reduce the feelings of isolation they often experience (Kyndt et al., 2016). Perhaps most important, as Kyndt et al. (2016) note, is that experience and age do not appear to affect new learning as much as personal attitude does. Understanding the differences in attitudes could help to break down the barriers to full curricular implementation. What this situation shows is that PD does not always need to be formal; most teachers hope that PD will be relevant to their content areas and will allow them to collaborate and problem-solve.

As the literature has pointed out, understanding teacher concerns helps administrators when choosing the PD that will be most relevant to teachers (Bakir et al., 2016). Bautista et al. (2016) substantiated this notion through a study in which they investigated teacher beliefs, priorities, and PD needs when implementing a curriculum. Bautista et al. (2016) found that teachers commonly showed eagerness for opportunities to strengthen their expertise in curriculum areas, and they needed PD to do so. Teachers' beliefs also influence their views of the curriculum. For example, if teachers perceive themselves as being unprepared or unfamiliar with a curriculum, then these beliefs will influence how they respond to and teach the curriculum

(Bautista et al., 2016). Bautista et al. (2016) recommend that PD should require alignment with teachers' learning demands to achieve optimal effectiveness.

Professional development plays a part in reducing anxiety when implementing a new curriculum (Hall, 2015). Caropreso et al. (2016) also found this to be true when using the SoCQ from the CBAM to assess teachers' perceptions of a mathematics curriculum during PD. Cetin (2016) found similar conclusions as Bautista et al. (2016) regarding the benefits of PD. Cetin (2016) included an increased understanding of science teachers' level of use for technology integration and the effect of PD sessions designed to improve comfort and proficiency. The teachers initially showed little knowledge of the subject area and a lack of training and skills necessary for successful integration. Cetin (2016) reported that following the PD sessions for technology, 58.5% of the teachers developed increased confidence and positive outlooks about the integration process. Cetin's study (2016) provides a concrete example of how PD improves teacher proficiency as well as alleviates concerns through the practical application of the curriculum.

2.4 Theoretical framework (Organizational Change Theory)

The organizational change theory was adopted as the theory to guide this study since the study is associated with the implementation of a new curriculum (Common Core Programme) English curriculum in Ghana. As educational systems across the globe undergo constant evolution, the introduction of new curricula such as the Common Core Programme in Ghana represents a significant organizational change in the educational sector and society. This theory was adopted to offer valuable insights into understanding the complexities of managing such transformations in educational settings. The development of the theory has been influenced by numerous researchers

that include Kurt Lewin, a social psychologist in the 1940s and 1950s, who has explored different aspects of organizational change.

The key concepts in organizational change theory deal with the process of planned and intentional changes as emphasized by Wang & Odell (2020) that within an organization, the need to achieve specific objectives or respond to external pressures require changes in several ways. The key concepts that underpin this theory include the change models and approaches used to understand and manage change which include Lewin's Three-Step Model [unfreezing, changing, and refreezing] (Lewin, 1947) and the ADKAR Model [awareness, desire, knowledge, ability, reinforcement] (Hiatt, 2006). These models provide a structured framework to analyze the challenges faced during the implementation of a new curriculum like the Common Core Program English curriculum.

Change often meets resistance from stakeholders within an organization. People might resist due to fear of the unknown, concerns about their competence to handle the change or apprehension about potential negative consequences. In the context of the Common Core Programme English curriculum, teachers, students, parents, and administrators might exhibit resistance to the new instructional approaches, assessment methods, or content. Effective communication is critical during times of change. Clear and transparent communication helps in managing uncertainty, clarifying expectations, and addressing concerns. Engaging stakeholders in the change process fosters a sense of ownership and commitment. During the implementation of the Common Core Programme English curriculum, involving teachers, parents, and students in decision-making and planning can help mitigate challenges and build support for the changes.

Leadership plays a pivotal role in driving and sustaining organizational change. Effective leaders create a compelling vision, inspire others, and facilitate the change process. They must be responsive to feedback, adaptable, and empathetic toward those affected by the change. In the context of implementing the Common Core Programme English curriculum, strong leadership can guide teachers and students through the transition effectively. One of the primary challenges faced during the implementation of a curriculum is resistance from teachers. Teachers might feel overwhelmed by the changes, skeptical about the effectiveness of the new approaches, or concerned about their ability to meet the curriculum's requirements. Organizational Change Theory's emphasis on understanding resistance and addressing it through communication and engagement can provide strategies for supporting teachers during the transition.

Research has shown that teacher professional development, ongoing training, and support are essential to help teachers adapt to new curricular requirements (Johnson et al., 2021). By employing the ADKAR model, teachers can be made aware of the reasons behind the change, cultivate a desire to embrace the new curriculum, gain the necessary knowledge and skills to implement it, and receive reinforcement through positive feedback and recognition for their efforts.

Another significant challenge in implementing a curriculum may be ensuring alignment with existing teaching practices and resources. The curriculum might require changes in instructional methods, assessment strategies, and the selection of learning materials. Organizational Change Theory's concept of unfreezing and refreezing can be useful in this context.

During the unfreezing phase, teachers need support and opportunities to critically reflect on their current practices and understand the rationale behind the new curriculum. School leaders can facilitate this process by providing teachers with training and resources that bridge the gap between the old and new approaches (Wang & Odell, 2020). The refreezing phase involves stabilizing the new practices as they become the new norm within the organization.

Implementing a new curriculum like the Common Core Programme English curriculum also requires engaging students and parents. Students might face challenges adapting to the changes in the curriculum's content and expectations, and parents might have concerns about how the changes will impact their children's learning outcomes. Organizational Change Theory highlights the importance of involving stakeholders in the change process. Schools can engage students by incorporating their feedback in the curriculum design and providing opportunities for student-led activities (Spillane et al., 2022).

Involving parents in informational sessions, workshops, and decision-making committees can address their concerns and increase their support for the changes.

Implementing the Common Core Programme English curriculum require adjustments in resource allocation and infrastructure within educational institutions. For example, schools might need to invest in new teaching materials, technology, and professional development programs. Organizational Change Theory's focus on effective leadership is particularly relevant in managing these challenges. Strong and supportive leadership can advocate the necessary resources, secure funding, and allocate them strategically to support the implementation process (Johnson & Smith, 2019).

It is essential to communicate the need for resource allocation clearly and to involve relevant stakeholders in decision-making. The adoption of this theory allows researchers and teachers to gain valuable insights into the dynamics of change, resistance, communication, leadership, and stakeholder engagement during the implementation process with emphasis on addressing any challenges effectively for a successful integration and adoption of the Common Core Programme English curriculum.

2.5 The conceptual framework (Curriculum implementation model)

The Curriculum Implementation Model was used as the conceptual framework to provide an understanding of the multifaceted processes of transforming educational policies and curriculum standards into instructional practices within the classrooms. It involves a series of interrelated stages, each with its challenges and considerations. The model typically consists of three main phases: pre-implementation, implementation, and post-implementation (Friedrich & Schmidt, 2018).

2.5.1 Pre-implementation phase

The pre-implementation phase sets the foundation for successful curriculum implementation. It involves policy development, curriculum design, and teacher preparation. During this stage, policymakers create guidelines and standards, such as the Common Core Programme English curriculum, to outline the goals and objectives of the education reform (Creswell, 2018).

Challenges in this phase include potential discrepancies between policy intent and the actual design of the curriculum, as well as the need to align the new curriculum with existing educational practices. In the context of the Common Core Programme English curriculum, challenges may arise from the diversity of educational

stakeholders and their varying interpretations of the curriculum's objectives. Teachers, administrators, parents, and policymakers may have differing perspectives on how the curriculum should be implemented, leading to potential conflicts and misunderstandings (Datnow & Hubbard, 2016).

2.5.2 Implementation phase

The implementation phase involves the actual enactment of the curriculum within classrooms. Teachers play a central role in this phase as they are responsible for translating curriculum documents into daily instructional practices (Coburn, 2018). One of the primary challenges during this stage is ensuring that teachers have a deep understanding of the curriculum's goals and strategies, as well as the flexibility to adapt their teaching to meet the diverse needs of students (Harris & Brown, 2017).

For the Common Core Programme English curriculum, challenges may arise from the need for instructional materials that align with the new standards and the availability of professional development opportunities for teachers to enhance their pedagogical skills. Teachers may also face resistance to change, especially if they perceive the curriculum as too prescriptive or if they lack confidence in their ability to implement it effectively (Güven, 2019).

Moreover, the assessment of student learning and progress is a critical aspect of the implementation phase. The Common Core Programme English curriculum emphasizes higher-order thinking skills and performance-based assessments, which may require significant adjustments in assessment practices (Daro, 2018). Challenges may arise in developing valid and reliable assessments that align with the curriculum's objectives while providing actionable feedback to both teachers and students.

2.5.3 Post-Implementation Phase

The post-implementation phase involves ongoing monitoring, evaluation, and adjustments to the curriculum based on feedback and data analysis (Fullan, 2016). It is crucial for identifying any gaps or weaknesses in the implementation process and making necessary improvements. Challenges during this phase may include the sustainability of the implementation effort over time and the ability to address emerging issues effectively (Guskey & Yoon, 2019). In the context of the Common Core Programme English curriculum, challenges may arise from the need to continuously assess its impact on student learning outcomes and whether it successfully achieves its intended goals. Policymakers and administrators must be prepared to gather and analyze data to inform decision-making and improve the curriculum as needed (Penuel & Gallagher, 2017).

In terms of practicality, the Curriculum Implementation Model offers valuable insights into the challenges faced during the implementation of a curriculum. From the pre-implementation phase, where the curriculum is designed, to the implementation phase, where teachers translate the curriculum into classroom practices, and the post-implementation phase, where ongoing monitoring and evaluation occur, with each stage presenting its unique hurdles. The overall effect is that need to address these challenges through collaboration among stakeholders where teachers in particular require ongoing professional development and a commitment to continuously improve the curriculum based on data and feedback is required.

2.6 Relationship between the curriculum implementation model (CIM) and organizational change theory (OCT) and their need for the study.

The successful implementation of educational reforms, such as the Common Core Programme (CCP), is a complex undertaking requiring synergy of effective curriculum strategies and organizational change theories. The Curriculum Implementation Model (CIM) and Organizational Change Theory (OCT) are two interconnected frameworks that can significantly improve the challenges faced in implementing CCP in Ghana.

The Curriculum Implementation Model, as proposed by Fullan (1982), emphasizes the dynamic process of translating curricular intentions into classroom practices. This model involves five stages: exploration, installation, initial implementation, full implementation, and innovation. These stages align with the phases of Lewin's Organizational Change Theory (1947), which includes unfreezing, changing, and refreezing. CIM complements OCT by providing a structured approach to translate the vision of CCP into concrete classroom practices. OCT, on the other hand, offers a theoretical foundation to manage the human and organizational aspects of change during the implementation process (Cummings & Worley, 2009).

Ghana's implementation of the CCP faces various challenges including a lack of teacher training, inadequate resources, and resistance to change (Adu-Gyamfi, 2019). The Curriculum Implementation Model addresses these challenges by offering a systematic roadmap. For instance, during the "installation" phase, teacher training can be provided to equip educators with the necessary skills. OCT provides insights into managing resistance and motivating teachers to embrace the new curriculum. The

combination of CIM and OCT can encourage collaborative problem-solving, ensuring a smoother transition.

Organizational Change Theory reinforces the importance of leadership during change. Ghana's CCP implementation requires strong educational leadership to guide the process. A study by Avornyo et al. (2020) reveals that effective leadership positively influences curriculum implementation in Ghana. By integrating OCT, leaders can strategically manage communication, build a shared vision, and foster a culture of innovation. This is in line with Fullan's Curriculum Implementation Model stages, emphasizing the role of leaders in driving and sustaining change.

Furthermore, OCT's emphasis on communication and participation aligns with the Curriculum Implementation Model's phases. Engaging stakeholders through participatory decision-making enhances buy-in and ownership (Alhassan, 2018). These principles can address the challenge of inadequate resources and ensure the CCP's contextual relevance. OCT encourages continuous feedback and adjustments, which resonate with CIM's iterative process of implementing and refining the curriculum.

In conclusion, the Curriculum Implementation Model and Organizational Change Theory synergistically complement each other in addressing the challenges of implementing the Common Core Programme in Ghana. CIM provides a structured approach to translating curriculum intentions into classroom practices, while OCT offers strategies to manage the human and organizational dimensions of change. Effective leadership, stakeholder engagement, and communication, advocated by OCT, align seamlessly with the CIM stages, enhancing the potential for successful CCP implementation. As Ghana strives to navigate the complexities of educational

reform, the integration of these frameworks offers a robust foundation for addressing challenges and realizing the transformative potential of the Common Core Programme.

2.7 How the CIM and OCT informed the study analysis.

The mixed-method analysis of a study on the challenges of implementing the Common Core Programme (CCP) in Ghana draws upon specific aspects of the Curriculum Implementation Model (CIM) and Organizational Change Theory (OCT) to provide a comprehensive understanding of the complexities involved in this educational reform. This analysis utilizes both qualitative and quantitative research methods, aligning with key principles from CIM and OCT.

The CIM, proposed by Fullan (1982), outlines a structured process for effectively translating curriculum intentions into classroom practices. Within the context of the mixed-method analysis, the following aspects of CIM directly inform the research design and execution: Stages of Implementation: The CIM emphasizes stages such as exploration, installation, initial implementation, full implementation, and innovation. In the mixed-method analysis, the qualitative component could focus on exploring the challenges and perceptions of stakeholders during the initial stages (exploration and installation). This could involve in-depth interviews with teachers, administrators, and policymakers to understand their views on the CCP and its implementation challenges.

The iterative nature of CIM involves continuous feedback and adjustments. This aligns with the qualitative component of the mixed-method analysis, where open-ended interviews or focus group discussions can capture dynamic insights from educators and administrators. These insights can help identify emerging challenges

and areas requiring adaptation, ensuring that the CCP's implementation remains responsive to the local context. OCT, encompassing concepts of leadership, communication, and stakeholder engagement, directly informs the mixed-method analysis by providing a lens through which the organizational dynamics of CCP implementation can be examined.

OCT emphasizes the role of leadership during change. In the mixed-method analysis, quantitative surveys could assess the perceived effectiveness of leadership practices in guiding CCP implementation. By using leadership scales derived from OCT literature, researchers can gauge how well educational leaders are facilitating the change process and addressing challenges. The qualitative component of the mixed-method analysis can delve into communication strategies employed during the implementation. Document analysis, interviews, or focus groups could uncover how well stakeholders are informed about CCP changes and how their input is integrated. This aligns with OCT's emphasis on participatory decision-making and fostering a sense of ownership among stakeholders. OCT acknowledges resistance to change as a natural phenomenon. Quantitative surveys could include questions about perceived resistance to CCP implementation among teachers and administrators. Qualitative interviews can then explore the underlying reasons for resistance, providing insights into the specific challenges that need to be addressed.

Incorporating CIM and OCT principles enhances the rigour and depth of the mixed-method analysis, capturing both the holistic and nuanced aspects of CCP implementation challenges in Ghana. The qualitative component aligns with CIM's focus on stages and feedback loops, uncovering contextual insights. Meanwhile, OCT's concepts inform both quantitative and qualitative aspects, facilitating the

examination of leadership, communication, and resistance dynamics. By grounding the analysis in these frameworks, the study can provide actionable recommendations for addressing challenges and improving the success of the CCP implementation.

2.8 Related studies

The implementation of educational reforms, such as the Common Core Programme (CCP), is a complex process that requires a deep understanding of the challenges and dynamics involved. The Curriculum Implementation Model (CIM) and Organizational Change Theory (OCT) provide valuable frameworks for studying these challenges, yet they also reveal certain gaps that need to be addressed for a comprehensive analysis. Below are the discussions of related studies to highlight these gaps and how they influence the current study.

Avorny et al. (2020) conducted a study on curriculum implementation challenges in Ghana and found that effective leadership positively influences implementation outcomes. While the study acknowledges the significance of leadership, it does not delve into the specific leadership strategies or practices that contribute to successful implementation.

Adu-Gyamfi (2019) explored challenges in implementing a new curriculum in Ghana and highlighted factors such as lack of teacher training and resistance to change. The study does not explicitly examine the psychological aspects of resistance to change, which are crucial to understanding the underlying reasons behind resistance among teachers.

Alhassan (2018) investigated the challenges of a new curriculum in Ghana and emphasized stakeholder engagement as essential for successful implementation. The study focused on the importance of engagement but does not provide a comprehensive framework for effectively engaging diverse stakeholders, including teachers, administrators, parents, and policymakers.

Akyeampong et al. (2021) researched the challenges of curriculum implementation in sub-Saharan Africa and discussed resource constraints as a significant hurdle. The study primarily addresses material resources, overlooking the importance of intangible resources like teacher expertise, support systems, and effective communication.

Ampiah and Dart (2014) examined curriculum change in Ghana and highlighted the need for continuous professional development to support teachers in adapting to new curricula. The study emphasizes professional development without exploring how teachers' attitudes, motivation, and adaptability intersect with the principles of organizational change during curriculum implementation.

Avorny et al. (2020) acknowledged the role of leadership in successful implementation but did not delve into the specific strategies and practices that effective leaders employ. Addressing this gap involves examining leadership styles that align with different stages of CIM and how leaders can facilitate change by fostering collaboration, setting clear goals, and providing continuous support.

Alhassan (2018) highlighted stakeholder engagement but did not provide a comprehensive approach. To address this gap, the study needs to detail strategies for

engaging diverse stakeholders effectively, considering their varying needs, expectations, and levels of influence in the change process.

Akyeampong et al. (2021) focus on material resource constraints, leaving out the intangible resources essential for successful implementation. This gap can be bridged by examining how teacher collaboration, mentorship, and effective communication contribute to overcoming challenges related to resource limitations.

Ampiah & Dart (2014) emphasized professional development, but did not deeply explore how teacher attitudes, motivation, and adaptability align with the principles of organizational change during curriculum implementation. This gap can be addressed by analyzing how teacher mindsets influence their engagement with change initiatives and how these attitudes evolve.

In conclusion, integration of the Curriculum Implementation Model and Organizational Change Theory provides a robust framework for studying the challenges of implementing the Common Core Programme in Ghana.

2.9 Summary of the chapter

The literature review encompasses a comprehensive exploration of the challenges associated with curriculum implementation. The review engages with the Curriculum Implementation Model (CIM) and Organizational Change Theory (OCT) as theoretical frameworks to gain insights into the complexities of this educational reform.

The study's foundation lies in understanding how curriculum intentions translate into classroom practices, as presented in CIM. This model elucidates stages like exploration, installation, initial implementation, full implementation, and innovation.

For instance, Bell's study (Battey et al., 2016; Caropreso et al., 2016; McNeill et al., 2016; Mohyuddin & Khalil, 2016) underscores the necessity of proper training and guidance for successful curriculum delivery. However, there is a gap in the understanding of specific leadership strategies that facilitate accurate teaching.

Addressing psychological resistance to change is another gap in CIM identified by Adu-Gyamfi (2019). The study highlights resistance but doesn't delve into the underlying psychological factors. OCT complements this by focusing on change resistance, effective communication, and stakeholder engagement. OCT's emphasis on leadership aligns with Avornyo et al. (2020), suggesting that effective leadership influences curriculum implementation. The specific practices of effective leaders during CCP implementation are not explored.

Challenges in resource allocation and infrastructure emerge, in line with Akyeampong et al. (2021), who discussed resource constraints but overlook intangible resources and support systems. OCT emphasizes the significance of proper resource allocation under the guidance of effective leadership. The study further investigates the role of administrative and professional support in implementing new initiatives, reinforcing OCT's emphasis on leadership and professional development (Bakir et al., 2016; Bautista et al., 2016). The gap is that the study doesn't explicitly explore professional development's alignment with OCT's models like the ADKAR model (Hiatt, 2006).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the methodology adopted to achieve the objectives of the study. McMillan and Schumacher (2006) define the term methodology as a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem. It explains which design and approach was chosen. The areas covered include the research approach, design, data sources, the description of the population of the study and the sampling procedure used in collecting sample size. Methods of data collection including questionnaires and interviews are also explained. Data processing and data analysis procedures are described. Finally, the validity, and reliability of instruments and ethical considerations are discussed.

3.1 Research approach

The researcher adopted a Mixed Methods approach to conduct the study. The mixed methods research approach combines qualitative and quantitative methods to gain a deeper understanding of research questions and to provide a more comprehensive analysis of complex phenomena (Creswell & Clark, 2017). The mixed methods is defined as ‘research in which the researcher collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches in a single study’ (Kemper, Stringfield & Teddlie, 2013; Tashakkori & Creswell, 2007, p.4).

The researcher used a mixed-methods approach to address the shortcomings of the quantitative method while leveraging the strengths of the qualitative method (Patton, 1990). The mixing took place in three stages: sampling, instrumentation, and data

analysis. By utilizing both qualitative and quantitative data collection and analysis techniques, a mixed methods approach can overcome the limitations of using a single method and enhance the validity and reliability of the findings.

In the study on challenges to the implementation of the Common Core Programme English Curriculum, the mixed methods approach can be utilized to gather a wide range of data. For example, qualitative methods such as interviews are employed to explore the experiences, perspectives, and opinions of key stakeholders involved in the implementation process, such as teachers and administrators(headteachers). Quantitative methods, such as surveys provide numerical data on various aspects of curriculum implementation concerns, such as curriculum adaptation and availability of instructional materials.

3.2 Research design

A research design focuses on the end product and all the steps in the process to achieve that outcome (Creswell, 2014). In this sense, a research design is viewed as a functional plan in which certain research methods and procedures are linked together to acquire a reliable and valid body of data for empirically grounded analyses, conclusions and theory formulation. The research design thus provides the researcher with a clear research framework; it guides the methods, and decisions and sets the basis for interpretation. Creswell (2014) believes that the main function of a research design is to enable the researcher to anticipate what the appropriate research decisions are likely to be and to maximise the validity of the eventual results.

Burns and Grove (2003) define a research design as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. Speaking on the same issue, Wiredu (1996) says that the design of any

research describes in detail, all the procedures and methods the researcher employs in their work. The research design answers the research questions. This is in line with Polit, Beck, and Hungler (2001) who define a research design as the researcher's overall statement for answering the research question or testing the research hypothesis. Polit, Beck, and Hungler's (2001) definition is in line with Kothari (2008) who believes that a research design shows how research questions are connected to the data and the required tools and procedures that are needed to answer the research questions. Nuhu (2010) shares the same view; he thinks that a research design guides the researcher in data collection and analysis. He added that a good research design enables a researcher to generate valid findings.

The embedded also known as nested mixed methods research design was adopted for the study. The embedded mixed methods research design is described according to Creswell and Clark (2010) as research where the researcher combines the collection and analysis of both quantitative and qualitative data within a traditional quantitative design. The collection and analysis of the secondary data set may occur before, during, and/or after the implementation of the data collection and analysis procedures traditionally associated with the larger design. In an embedded mixed methods design, the researcher collects and analyses both quantitative and qualitative data to examine a case.

In this study, the embedded mixed method design was applied as follows. Initially, quantitative method such as questionnaire were used to generate data on the pedagogical concerns of JHS English language teachers on the implementation of the CCPEC and after, qualitative data such as interviews were conducted to gather data on the resource barriers that JHS English teachers are faced with in the

implementation process of the JHS CCPEC in the Yilo Krobo municipality. The quantitative survey findings then analysed followed by the analyses of the qualitative data. The results from both phases help to provide a comprehensive understanding of the challenges in the implementation of the JHS CCPEC Yilo Krobo municipality.

3.3 Population

Avwokeni (2006) considers the population of a study as the set of all participants that qualify for a study while Akinade & Owolabi (2009) define a population as the total set of observations from which a sample is drawn. Adeniyi et al (2011) perceive it as the total number of large habitations of people in one geographical area, for example, the population of a country. Again, Popoola (2011) defines population as the totality of the items or objects under the universe of study. It often connotes all the members of the target of the study as defined by the aims and objectives of the study. A population can also mean the whole body of items, objects, materials or people that fall within the geographical location in which a researcher intends to investigate in his study. That is the participants of a study. The population of this study comprised all 73 English language teachers and all 48 headteachers in public Junior High Schools in the Yilo Krobo Municipality. This population was the targeted group of interest in the study due to their professional status as implementers of the Common Core Programme English Curriculum.

3.4 Sample and sampling technique

Just as there are several possible methods of collecting data, so are there several methods of determining who should be approached to contribute that data. It may not be possible to collect data from every member of a particular group. In this case, every JHS teacher of English is qualified for the study. However, the researcher needs

to make a selection from that population, a sample that reflects and represents the greater whole.

A sample is a manageable section of a population but elements of which have common characteristics. Also, it refers to any portion of a population selected for the study and from whom information needed for the study is obtained (Adedokun, 2003; Akinade & Owolabi, 2009). It is the elements making up the sample that are studied and generalizations or inferences about the population are made. This generalization of results based on the sample is the major purpose of sampling and also a major concern in any investigation.

It can be stressed here that studying the entire population may be a bit bulky, time-consuming and of course very costly, hence, a sample takes a fair portion as a representation of the entire population. The sample size is the number of elements that can be selected for research. This number varies from one study to another. A homogenous population (where there is little variation) requires a small size. Experimental studies tend to use relatively small sample sizes. But for heterogeneous population (where there is a wider variation) requires a larger sample size. This is common in survey research as in education and behavioural sciences (Akinade & Owolabi, 2009).

Simple random sampling and convenience sampling techniques were used in selecting the participants for this study. The standard used in choosing participants and sites is whether they are 'information-rich (Creswell, 2008).

A simple random sampling technique was employed by the researcher to select a section of the teachers irrespective of their gender. The researcher designed "YES"

and “NO” on pieces of paper for the simple random sampling: 50 were “YES” 23 were “NO” totalling 73 which is the entire English language teacher population. The ‘YES’ and “NO” pieces of paper were mixed together for selection by the teachers. Eventually, the researcher had 50 “YES” that constituted the participants and this equally made it possible for all the English language teachers to have an equal chance to have been selected for the study. This was because all the English teachers of the public JHSs had the characteristics needed for the study. And so, all had the chance of taking part in the study but due to time and other factors, 50 were selected. Thus, the sample population for the study comprised fifty (50) JHS English language teachers. The researcher used this technique because it ensures that the sample is not bias hence, all the teachers had an equal chance of being selected. The sampling size of fifty is considered appropriate due to inadequate resources for collection and organization of data.

The convenience sampling technique was equally used to sample six (6) headteachers, and six (6) teachers from the sample (50 JHS English language teachers) due to their willingness and availability to participate in the interview. Convenience sampling was used to get participants who were willing to avail themselves for the interview session. After the quantitative data were gathered, the researcher reached out to the participants to inform them about the interview. A total of 6 English language teachers out of the participants for the quantitative data availed themselves to grant the interview. A total number of 6 headteachers equally availed themselves to grant the interview. In all, the sample of the study was 56, from the study area.

3.5 Instruments for data collection

The study employed questionnaire and interviews as instruments to facilitate data collection from the field. The use of more than one method helped to collect adequate, reliable and relevant data for the study. Sidhu (2007) argued that no single technique is superior to another. Each method has advantages and limitations; thus, using more than one technique has the benefit of obtaining data that is more adequate, reliable and relevant. According to Ary et al (2002), interviews and questionnaire are the two basic ways in which data is gathered in survey research.

3.5.1 Questionnaire

A questionnaire, according to Creswell (2002, P. 29), is “a form used in a survey design that participants in a study complete and return to the researcher”. He further stated that participants mark choices to questions and supply basic personal or demographic information. It relates to the aims of a study, the hypotheses and research questions to be verified and answered. The questionnaire for this study had two sections A and B preceded by a letter of consent to the participant. Section A consists of the biodata of respondents made of Gender, number of years taught and number of years teaching English as a second language with the final item being the highest educational qualification.

Section B has the concerns of teachers in the implementation of the Common Core Programme. The section has four parts defining the key concerns that include (adaptation, assessment and evaluation, time constraints and student readiness). Each concept is defined by five items consisting of statements that require a choice from a five-point Likert Scale coded as Strongly Agree (1), Agree (2), Strongly Disagree (3),

Disagree (4) and Undecided (5). These items were drawn from several sources and used to solicit responses from the 50 respondents in the study.

3.5.2 Interview

Creswell (2002) defined an interview survey as a form of data collection in which the researcher takes custody of answers supplied by the participants in the study. Ary et al (2002) also posited that an interview is used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. Interviews can be viewed as a resource, offering a window into life beyond the interview or as data itself "reflecting a reality jointly constructed by the interviewee and the interviewer" (Rapley, 2001, p. 305).

The researcher used semi-structured interview. A number of open-ended questions were used for the interviewees to respond to. The researcher however had the freedom to modify the wording of the questions. The responses were duly recorded and some were equally handwritten as back up to avoid loss of data. All six teachers, and six headteachers were individually interviewed at their own convenient time. A semi-structured interview guide was used to ensure that all areas of the topic were covered. The interview guide (Appendix B and C) also outlined the kind of information required from teachers and headteachers regarding the resources and administrative support structures that teachers get as they implement the CCPEC as well as the challenges that teachers face as they implement the curriculum.

The interview guide was piloted beforehand to make sure that the questions conveyed the right meaning and that the questions retrieved the desired information. In addition, piloting helped eliminate questions that were not relevant and made sure that the informants understood what was sought. The interviews offered teachers the

opportunity to comment on their concerns and challenges as well as the type of support structures needed for efficient implementation of the CCPEC.

3.6 Data analysis

Richards (2003) defines data analysis as identifying relationships between data, suggesting three aspects, namely description, or stating what is happening, analysis; or why something is happening, and interpretation; or what it means. Burns (2000, p.430), is of the view that data analysis means to “find meanings from the data and a process by which the investigator can interpret the data”.

3.6.1 Analysis of data from questionnaire

The data collected were analyzed using the Statistical Package for Social Sciences (SPSS) which allowed the researcher to use numerical values to represent scores in the sample. Analysis of data provided the researcher with facts and figures to interpret results and to make statements about the findings of the study. All items on the questionnaire were coded. The coded items were fed into the computer using the SPSS software version 25. Data were analyzed using frequencies and percentages with mean scores, and standard deviation to make inferences. The results were presented in four tables for easy understanding and discussed accordingly.

3.6.2 Analysis of data from interviews

The researcher started the analysis by studying the field notes, reducing the recording into transcripts and carefully reading through them. This was done to look for themes and similar ideas or responses to the questions posed. Where necessary, the verbatim expressions of the respondents were used within the thematic context of the discussion. The interviewees were coded as R# Respondent + Number, for instance, (R#1). The transcripts were checked against the recordings and notes for consistency

and amended where necessary.

3.6.3 Demographic characteristics of respondents

The biodata of the respondents included their gender, educational level and years of teaching experience. Table 3.1 below shows that out of the total of 50 participants in the sample, 22 (44%) are males, and 28 (56%) are females. The gender distribution shows a slightly higher representation of females compared to males. Research has shown that gender can influence political participation, attitudes, and experiences in various contexts (Krook & Restrepo Sanín, 2018). Understanding gender dynamics in education can shed light on how gender-based factors shape and are shaped in this study.

Educational level is a significant variable as it provides information about respondents' level of education and knowledge. Regarding the Level of Education, the majority of individuals hold a degree, accounting for 30 respondents (60%). 14 individuals (28%) have completed a Master's program, while 4 individuals (8%) have a Diploma. A small percentage of 2 (4%) fall under the "Others" category.

Table 3.1 Biodata of respondents

Profile	Description	Frequency	Percentage
Gender	Male	22	44
	Female	28	56
	Total	50	100
Level of Education	Diploma	4	8
	Degree	30	60
	Masters	14	28
	Others	2	4
	Total	50	100
Experience in Teaching	1 – 5	11	22
	6 – 10	32	64
	Above 10	7	14
	Total	50	100
Experience in Teaching English	1 – 3	15	30
	4 – 6	28	56
	Above 6	10	20
	Total	50	100

Source: Field Questionnaire (2023)

Work experiences play a crucial role in research as they provide valuable insights, practical knowledge, and context to enhance the quality and applicability of research findings. The data on Experience in Teaching indicates that the majority of individuals have been teaching for 6 to 10 years, comprising 32 respondents (64%). 11 individuals (22%) have 1 to 5 years of experience, and 7 individuals (14%) have experience exceeding 10 years. Work experiences allow researchers to gain firsthand knowledge and understanding of real-world situations, challenges, and dynamics within specific industries or professions. This practical application enhances the relevance and applicability of research findings (Evans, 2010). Costa et al., (2017), further assert that work experiences can provide researchers with access to data sources, participants, or organizations relevant to their research. This access enables researchers to gather rich and diverse data, increasing the robustness and depth of their studies.

The number of years of experience in teaching English is considered an important factor in the field of education. Research has indicated that teaching experience can have a significant impact on teacher effectiveness, student outcomes, and instructional practices. For the experience in Teaching English, 28 individuals (56%) have 4 to 6 years of experience, making it the most common category. 15 respondents (30%) have 1 to 3 years of experience in teaching English, and 10 individuals (20%) have experience of more than 6 years. Several studies have found a positive correlation between teaching experience and teacher effectiveness. For example, a meta-analysis conducted by Kinia & Podolsky (2016) found that more experienced teachers tend to have a greater impact on student achievement compared to novice teachers. Ingersoll and Strong (2011), adds that experienced teachers often develop effective classroom management skills and instructional strategies over time. They are more likely to have a repertoire of teaching techniques, pedagogical knowledge, and a deeper understanding of student needs which can lead to more engaging and effective instruction. The data shows a fairly even distribution in terms of gender, with a slightly higher representation of females. The majority of individuals in the sample have attained a degree and possess 6 to 10 years of teaching experience. Additionally, a significant portion of respondents have experience in teaching English for 4 to 6 years thus providing valuable insights into the characteristics and backgrounds of the individuals in the sample, particularly those involved in the field of education and teaching English.

3.7 Validity and reliability

Validity according to Creswell (2014), refers to the accuracy and credibility of the research findings, while reliability according to Neuman. (2013), relates to the consistency and stability of the data and results obtained. Ensuring the validity and

reliability of a mixed methods study is crucial to maintain the integrity and trustworthiness of the research findings. In the study, the researcher implemented various strategies to enhance validity and reliability.

Triangulation: The researcher used multiple data sources, such as interviews and surveys to triangulate the findings. This approach helped to enhance the validity of the study by corroborating different perspectives and sources of data.

Researcher reflexivity: The researcher acknowledged her own biases and preconceptions by maintaining reflexivity throughout the research process. This involves acknowledging and addressing personal biases that might influence data collection, interpretation, and analysis which enhances the trustworthiness of the study by demonstrating awareness of potential researcher bias.

3.8 Ethical considerations

According to Curtis and Curtis (2011), one most crucial parts of ethical considerations is informed consent. Also, it is ethical in research to assure respondents of their confidentiality and anonymity (Busher, 2002). Finally, being truthful is an essential aspect of the study since it made the data reliable for use at any time (Coghlan & Brannick, 2014). In the first place, the researcher was honest in all endeavours with all the participants. Respondents were informed that they participate in the study voluntarily hence, respondents could opt out of the study when they choose to do so. Steps were taken to protect the data gathered from the study since it is ethical in research to assure respondents of their confidentiality and anonymity. Finally, yet importantly, the researcher honoured all commitments with participants during the research.

3.9 Summary of the chapter

This chapter discussed the methodology used to address the research questions in the study. The chapter focused on the research design, the approach to the study, which was the mixed method, population, sample and sampling technique, instruments for collecting data, and the data analysis. The researcher used the embedded mixed method design to get a bright picture of the challenges in the implementation of the JHS CCPEC in the Yilo Krobo municipality.



CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study on challenges in the common core programme curriculum implementation in the Yilo Krobo Municipality. The quantitative results are presented in tables using descriptive statistical measures such as frequency counts and percentages, mean and standard deviation, while the qualitative findings are presented in themes and supported by the relevant literature.

4.1 Pedagogical concerns of teachers in the implementation of the CCPEC

The main results of the study in response to the concerns of teachers are presented in the subsequent sections of this chapter. The four major concerns raised according to the literature include curriculum adaptation for enhancing instructional flexibility and relevance, issues of assessment and evaluation, time constraints and student readiness in the implementation of the common core programme. The quantitative results provided were analysed using frequencies, percentages, mean, and standard deviation (SD).

4.1.1 Concerns on curriculum adaptation in implementing the CCPEC

Teachers were concerned about effectively adapting their teaching methods and materials to align with the Common Core standards. Transitioning from traditional approaches to a more student-centred and skill-focused curriculum requires significant adjustments. Results obtained on curriculum adaptation are shown in Table 4.1. The data provides insights into teachers' concerns about implementing the Common Core standards in their teaching practices.

Table 4.1: Concerns on curriculum adaptation in implementing the CCPEC

Questionnaire Item	SA		A		SD		D		U		Mean	SD
	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)		
1. Concerns about adapting their current teaching methods to align with the Common Core standards.	30	60	11	22	6	12	2	4	1	2	1.7	0.9
2. Concerns about challenges during the transition from traditional approaches to a more student-centred and skill-focused curriculum.	27	54	15	30	4	8	2	4	2	4	1.7	1.1
3. Concerns about additional training or support to facilitate successful adaptation to the CCPEC,	26	52	20	40	1	2	2	4	1	2	1.6	0.9
4. Concerns about the incorporation of more student-centred activities and projects into teaching to meet the Common Core requirements.	24	48	17	34	5	10	3	6	1	2	1.8	1.0
5. Concerns about necessary changes in their current lesson plans and materials.	25	50	16	32	5	10	3	6	1	2	1.8	0.9

Source: Researcher's Construct from Field questionnaire (2023). Key= **Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD), Disagreed (D) and Undecided (U)**

The results in Table 4.1 further show that a majority of respondents have concerns about various aspects of adapting to the new curriculum.

Firstly, concerning adapting their current teaching methods to align with the Common Core standards, 60% of participants strongly agreed and 22% agreed with this concern. This indicates that most educators recognize the need to modify their teaching approaches to meet the new curriculum requirements. Conversely, a small percentage (12%) disagreed or strongly disagreed with this statement, suggesting that some participants do not share the same level of concern. Overall, the data reveals a consensus among educators about the worries with aligning their teaching methods with the Common Core standards. This challenge has been discussed in the literature as teachers struggle to balance the new curriculum demands with their existing practices (McNeil & Valenzuela, 2001). Additionally, Hess (2011) argued that curriculum challenges are inevitable when adopting new standards, and they often require ongoing professional development and support for teachers to successfully make the shift.

Secondly, regarding challenges during the transition to a more student-centred and skill-focused curriculum, 54% of participants expressed strong agreement, while 30% agreed with this concern. This suggests that a majority of educators are aware of the potential difficulties in implementing a curriculum that emphasizes student-centred learning and skill development. However, some participants (12% disagreed, 4% strongly disagreed) do not share the same level of concern, indicating some variability in responses. Despite this, the mean score of 1.7 indicates that, on average, participants have some level of concern about the challenges during the transition. Addressing this challenge involves providing targeted approaches to support teachers

in their efforts to align with the Common Core standards (Abell & Bryan, 1997). Professional development programs that focus on pedagogical shifts, differentiated instruction, and integration of student-centred activities have been suggested as effective strategies (Loveless, 2012). Considering the organizational change theory as used in this study, every change comes with a level of resistance therefore understanding the complexities of managing such transformations in educational settings is crucial for success. Therefore, these findings reiterate the point that administrators and policymakers need to recognize the significance of these concerns and provide adequate resources and training opportunities to equip teachers for successful curriculum adaptation.

Further to that, addressing the need for additional training or support to adapt to the Common Core programme show that 52% of participants strongly agreed, and 40% agreed with this concern. This suggests that a significant majority of educators recognize the importance of professional development and support to effectively implement the new curriculum. Only a small percentage (2%) disagreed or strongly disagreed, indicating a consensus among participants. The mean score of 1.6 suggests that participants have some level of concern about the necessity of additional training or support. This challenge is supported by research that highlights the limitations of standardized testing in evaluating higher-order thinking skills (Popham, 2008).

Concerns about the incorporation of more student-centred activities and projects into teaching received strong agreement from 48% of participants and agreement from 34%. This indicates that a significant portion of educators acknowledges the importance of implementing student-centred learning methods and projects in line with the Common Core standards. However, 16% disagreed or strongly disagreed,

suggesting some resistance or uncertainty among a small percentage of participants. The mean score of 1.8 suggests that, on average, participants have some level of concern about incorporating more student-centred activities and projects into their teaching. Authentic and performance-based assessments have been proposed as alternatives to traditional testing to evaluate students' capabilities in alignment with the Common Core standards (Darling-Hammond & Adamson, 2010).

Lastly, addressing concerns about necessary changes in lesson plans and materials being ignored when aligning with the Common Core standards, 50% of participants strongly agreed, and 32% agreed. This indicates that a significant portion of educators feel that their needs and challenges in implementing the new curriculum may not be fully addressed. Conversely, 10% disagreed or strongly disagreed, and 6% were undecided, suggesting some variability in responses. The mean score of 1.8 indicates that, on average, participants have some level of concern about their necessary changes being ignored. According to Fadeyiye (2005), instructional materials are concrete or non-concrete visual and audio-visual aids used by teachers to improve the quality of teaching and learning activities. This stance as found in the study as a key concern is further buttressed by Agina-Obu (2005) who asserted that instructional materials of all kinds appeal to the sense organs during teaching and learning. Teachers express concerns that require interventions through the use of continuous professional development. During this stage, Creswell (2018), emphasized that policymakers are required to create guidelines and standards to support implementers of a curriculum and to outline the goals and objectives of the education reform.

In summary, while there is generally a consensus on the importance of these concerns, there is also some variability in the responses, with a small percentage either not

sharing the same level of concern or being undecided. This data can serve as valuable feedback for educational policymakers and administrators to develop appropriate support systems and strategies for educators during the Common Core implementation.





4.1.2 Concerns on assessment and evaluation in the implementation of the CCPEC

Table 4.2: Concerns on assessment and evaluation in the implementation of the CCP

Questionnaire Item	SA		A		SD		D		U		Mean	SD
	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)		
6. Concerns about methods of assessing students' critical thinking, problem-solving, and communication skills under the CCP.	30	60	14	28	3	6	2	4	1	2	1.6	0.9
7. Concerns about the current assessment methods used by teachers and potential modifications to align with the Common Core emphasis on skill development.	31	62	14	28	2	4	2	4	1	2	1.6	0.9
8. Concerns about evaluating students' abilities in areas that traditional forms of assessment may not fully capture.	30	60	13	26	4	8	2	4	1	2	1.6	0.9
9. Concerns about approaches to providing feedback and support to students to help them develop critical skills effectively.	28	56	13	26	4	8	3	6	2	4	1.8	1.0
10. Concerns about specific training or professional development opportunities beneficial in enhancing their assessment strategies for the CCPEC.	32	64	11	22	3	6	2	4	2	4	1.6	1.1

Source: Researcher's Construct from Field questionnaire (2023). Key= Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD), Disagreed (D) and Undecided (U).

The key concepts in organizational change theory deal with the process of planned and intentional changes as emphasized by Wang and Odell (2020) that within an organization, the need to achieve specific objectives or respond to external pressures require changes in several ways. Assessment and evaluation form a key aspect of the CCPEC which emphasizes the development of critical thinking, problem-solving, and communication skills as a measure of the curriculum objectives. To this effect, teachers are concerned about how to assess these skills effectively and fairly, as traditional forms of assessment may not fully capture students' abilities in these areas. Results obtained on assessment and evaluation are shown in Table 4.2 above on the various aspects of assessing critical thinking, problem-solving, and communication skills under the Common Core program were explored.

The results show that a majority of the participants acknowledged the challenges and considerations involved in evaluating these essential skills. 60% of the respondents strongly agreed, and 28% agreed that they have concerns about the methods of assessment under the Common Core programme. Participants had a clear stance on their concerns about assessment methods, with only 2% being undecided. The mean score of 1.6 indicated that, on average, participants had some level of concern about the assessment methods related to critical skills. The standard deviation of 0.9 suggested relatively low variability in the responses, with most falling within the "Strongly Agree" and "Agree" categories.

In response to these findings, Davenport and Istance (2015) hold the view that teachers' willingness to explore new assessment methods and seek professional development opportunities shows their openness to change. Evaluating students' abilities beyond traditional forms of assessment had 37 respondents (74%). In the

results in Table 4.2 concerns about various aspects of assessing critical thinking, problem-solving, and communication skills under the Common Core programme were explored. The results shows that a majority of the participants acknowledged the challenges and considerations involved in evaluating these essential skills. 60% of the respondents strongly agreed, and 28% agreed that they have concerns about the methods of assessment under the Common Core programme. Participants had a clear stance on their concerns about assessment methods, with only 2% being undecided. The mean score of 1.6 indicated that, on average, participants had some level of concern about the assessment methods related to critical skills. The standard deviation of 0.9 suggested relatively low variability in the responses, with most falling within the "Strongly Agree" and "Agree" categories. Supporting teachers in adopting formative assessment strategies, project-based assessments, and performance tasks can enhance their ability to evaluate students' skills effectively (Pellegrino, Chudowsky, & Glaser, 2001). Integrating these strategies into the curriculum and providing continuous training and feedback can contribute to the successful implementation and evaluation of the Common Core English curriculum.

The implementation phase of the curriculum as outlined in the conceptual framework involves the actual enactment of the curriculum within classrooms where teachers play a central role. Teachers are responsible for translating curriculum documents into daily instructional practices (Coburn, 2018). Therefore, similar concerns were observed regarding the current assessment methods used by teachers and potential modifications to align with the Common Core's emphasis on skill development. The results in Table 4.2 show that about 31 (62%) of the respondents strongly agreed and 14 (28%) agreed that they have concerns about the current assessment methods. Again, 2% of the respondents were undecided, and the mean score of 1.6 suggested

some level of concern about the current assessment methods and aligning them with skill development. According to Borko et al. (2014), targeted professional development that focuses on curriculum understanding, instructional strategies, and assessment practices helps teachers align their teaching methods with the curriculum's goals and standards.

Participants as shown in Table 4.2 also expressed concerns about evaluating students' abilities in areas that traditional forms of assessment may not fully capture. About 60% of the respondents strongly agreed, and 26% agreed that they have concerns in this area. The mean score of 1.6 indicated that, on average, participants had some level of concern about evaluating students' abilities beyond traditional assessment measures. Organizational change theory factors in measures that support training and retraining for team members in the organization to accept the new change. The study also found that teachers perceive such professional development as instrumental in developing their content knowledge and pedagogical skills to effectively implement the curriculum which comes in line with the study of Darling-Hammond et al., (2017). Consequently, investing in high-quality professional development opportunities for teachers is considered a valuable resource for successful implementation. The pre-implementation stage of the curriculum as emphasized in the conceptual framework dictates that employees are adequately prepared to accept change which in this situation includes student evaluation procedures to avoid potential conflicts at the post implementation stage.

Furthermore, participants showed interest in approaches to providing feedback and support to help students develop critical skills effectively. 56% of the respondents strongly agreed, and 26% agreed that they have concerns about this aspect. A small

percentage (6%) disagreed, and 4% strongly disagreed. The standard deviation of 1.0 indicated a high level of agreement among the participants. The study of Hattie & Timperley (2007) provides the need to integrate formative assessments into daily instruction to provide continuous feedback on students' progress. Formative assessment fosters a growth mindset, as students understand that mistakes are learning opportunities.

In terms of professional development, Table 4.2 shows that 64% of the respondents strongly agreed, and 22% agreed that they have concerns about the need for specific training or professional development opportunities to enhance their assessment strategies for the Common Core curriculum. The relatively low standard deviations indicated a level of agreement and consensus among the participants in each row of the questionnaire. Overall, the data revealed that a significant portion of the participants had concerns about various assessment-related aspects of the Common Core programme. The findings agree with the organizational change theory which emphasizes the importance of addressing key concerns to support effective skill development related to change in an organization. The post-implementation stage of a curriculum is vital for educators and policymakers to better understand the challenges and considerations in implementing the Common Core programme such that effective assessment strategies are designed to nurture students' critical thinking, problem-solving, and communication skills.

4.1.3 Concerns on time constraints in the implementation of the CCP

The results in Table 4.3 on concerns about time management and strategic planning indicates that a considerable number of respondents have expressed apprehensions about finding strategies to strike a balance between covering essential topics and

allowing sufficient time for in-depth exploration and student engagement within the Common Core curriculum.



Table 4.3: Time constraints in the implementation of the CCPEC

Questionnaire Item	SA		A		SD		D		U		Mean	SD
	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	%	Freq.	(%)		
11. Concerns about strategies to strike a balance between covering essential topics and allowing sufficient time for study.	28	56	16	32	3	6	2	4	1	2	1.6	0.6
12. Concerns about the methods they believed might help maximize class time to ensure comprehensive coverage of the required content.	32	64	12	24	3	6	2	4	1	2	1.6	0.8
13. Concerns about maintaining a steady pace of learning while ensuring students' deep understanding of the material.	25	50	17	34	4	8	3	6	1	2	1.8	1.2
14. Concerns about planned prioritization and sequencing of topics to optimize the limited class time effectively.	26	52	12	24	9	18	2	4	1	2	1.8	0.6
15. Concerns about the support or assistance they believed would help manage time constraints and meet the Common Core requirements.	28	56	9	18	10	20	2	4	1	2	1.8	0.8

Source: Researcher's Construct from Field questionnaires (2023). **Key= Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD), Disagreed (D) and Undecided (U).**

Teachers often have limited class time to cover the required content comprehensively. Organizational Change Theory's concept of unfreezing and refreezing can be useful in this context with a focus on depth rather than breadth, teachers are concerned due to the struggle to strike a balance between covering essential topics and allowing sufficient time for in-depth exploration and student engagement. During the unfreezing phase as indicated by Johnson et al., (2021), teachers need support and opportunities, especially with the change in time for study periods, school starting and closure, extra classes among others to critically reflect on their current practices and understand the rationale behind the new curriculum. According to Wang & Odell (2020), school leaders can facilitate this process by providing measures to bridge the gap between the old- and new-time schedules.

Another area of concern centres on the methods that would aid in maximizing class time while ensuring comprehensive coverage of the required content. A substantial 64% of respondents strongly agreed, and 24% agreed with this concern, highlighting a majority of educators who recognize the need for effective time management strategies. The fact that only 2% were undecided further substantiates the widespread awareness of the importance of this matter. Similarly, the mean score of 1.6 and a low standard deviation of 0.8 signify a consensus among participants, expressing that most educators are indeed concerned about finding efficient methods for maximizing class time and comprehensive content coverage. To address this challenge, Dufour & Eaker (2008) found that teachers need support in time management and instructional planning.

Providing teachers with tools and strategies for prioritizing essential topics, integrating cross-disciplinary themes, and incorporating effective time management

techniques can help maximize class time for meaningful learning experiences (Sawchuk, 2014).

Another significant concern as shown in Table 4.3 pertains to maintaining a steady pace of learning while ensuring students' deep understanding of the material. Here, 50% of participants strongly agreed, and 34% agreed, indicating that a considerable majority acknowledges the challenge of balancing pace and depth in learning. With only 2% undecided, educators generally hold strong views on this issue. In a study by Johnson & Smith (2019), it was found that over 60% of surveyed teachers felt that time constraints negatively impacted their ability to deliver the curriculum effectively supporting the 50% that ineffective time management can hinder students' deeper understanding of key concepts and critical thinking skills. The mean score of 1.8, which leans closer to "Agree," demonstrates that, on average, participants do have concerns with this aspect of teaching under the Common Core curriculum. However, the moderate standard deviation of 1.2 suggests some variability in responses, with a portion of educators expressing strong disagreement or uncertainty, leading to less overall consensus. As a post-implementation stage measure as defined in the conceptual framework, policymakers and administrators must be prepared to gather and analyze data to inform decision-making and improve the curriculum as needed (Penuel & Gallagher, 2017). Additionally, fostering a collaborative culture within schools can enable teachers to share best practices and collectively address time constraints while maintaining the curriculum's depth and rigour (Hargreaves & Fullan, 2012).

Moreover, teachers also expressed concerns about the planned prioritization and sequencing of topics to optimize the limited class time effectively. A significant 52%

of respondents strongly agreed, and 24% agreed with this concern, signifying that most participants recognize the challenges of strategic topic planning. A small percentage of respondents, 18% strongly disagreed, and 4% disagreed, indicating that some educators do not share these concerns. The very low standard deviation of 0.6 reveals strong agreement and consensus among participants on this matter. The mean score of 1.8, leaning towards "Agree," indicates that, on average, participants do hold concerns about planned prioritization and sequencing of topics. In a longitudinal study by Chen et al. (2021), it was observed that teachers with limited instructional time were less likely to implement targeted interventions, leading to a widening achievement gap among students. However, while time constraints present significant challenges, educational authorities must be well prepared to deal with the time imbalances as indicated in the management of time presented in the organizational change theory used in this study. In terms of balancing theories with practicals, schools and teachers must adopt proactive strategies that can mitigate the impact and foster more effective implementation of the Common Core Programme.

Lastly, teachers conveyed concerns about the support or assistance required to manage time constraints and meet the Common Core requirements. A notable 56% of participants strongly agreed, and 18% agreed with this concern, emphasizing the importance of adequate support in time management. On the other hand, 20% strongly disagreed, and 4% disagreed, suggesting that a smaller proportion of educators do not share these concerns. Similarly, a standard deviation of 0.8 demonstrates agreement and consensus among participants on this issue. The mean score of 1.8, leaning towards "Agree," suggests that, on average, participants do have concerns about the support or assistance required to manage time constraints effectively. The results recognize concerns and the need for methods to maximize class time for

comprehensive coverage and support for managing time constraints. However, there is a considerable level of uncertainty and disagreement, especially when it comes to maintaining a steady pace of learning for deep understanding and planned prioritization of topics.

Research by Smith et al. (2022) demonstrated that blending time can positively impact student engagement and learning outcomes. It supports that schools can implement flexible scheduling to create designated time blocks for interdisciplinary projects, individualized support, and enrichment activities. Effective time management strategies for both teachers and students can also maximize instructional time and promote efficiency. This suggests that addressing time management concerns and providing effective support for teachers can be crucial in the successful implementation of the Common Core curriculum.

4.1.4 Concerns on student readiness in the implementation of the common core programme

A study by Daro (2018) emphasizes the need for higher-order thinking skills and performance-based on student readiness which may require significant efforts from teachers in line with the tenets of the implementation stage in the conceptual framework. In practice, students entered the Common Core program with varying levels of preparedness, particularly when they were transitioning from a different curriculum to an unfamiliar one with foundational skills not well-developed. Teachers are concerned about addressing these skill gaps while keeping the whole class on track. Table 4.4 below shows results on teacher concerns related to addressing varying student preparedness and challenges in the context of the Common Core program. Concerns on identifying and addressing varying levels of student preparedness.

Table 4.4: Concerns on student readiness in the implementation of the common core programme English curriculum

Questionnaire Item	SA		A		SD		D		U		Mean	SD
	Freq.	(%)	Freq.	(%)	Freq	%	Freq	(%)	Freq	(%)		
16. Concerns about identifying and addressing varying levels of student preparedness as they enter the CCPEC.	33	66	10	20	4	8	2	4	1	2	1.5	1.0
17. Concerns about the specific foundational skills that they believe some students might struggle with, and their planned support to address these skill gaps.	33	66	11	22	2	4	3	6	1	2	1.5	1.0
18. Concerns about the anticipated challenges in keeping the entire class on track, considering differences in student readiness.	29	58	13	26	4	8	3	6	1	2	1.6	1.0
19. Concerns about the differentiation strategies to accommodate students with different skill levels and learning needs.	34	68	11	22	2	4	2	4	1	2	1.5	0.9
20. Concerns about fostering a positive and supportive learning environment to encourage all students to thrive under the CCPEC.	30	60	15	30	3	6	1	2	1	2	1.5	0.9

Source: Researcher's Construct from Field questionnaire (2023). Key= Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD), Disagreed (D) and Undecided (U)

Concerns about identifying and addressing varying levels of student preparedness as they enter the Common Core programme has 66% of respondents strongly agreed, and 20% agreed that they have concerns about identifying and addressing varying levels of student preparedness as they enter the Common Core programme. It further indicates that a significant majority of the participants recognize the challenge of catering to for diverse student readiness levels. The mean score of 1.5 indicates that, on average, participants have some level of concern about addressing varying levels of student preparedness. The standard deviation of 1.0 suggests moderate variability in the responses, with some participants expressing stronger concerns and others being less concerned. This challenge is related to the diversity of students' backgrounds and prior knowledge, particularly when they come from different curricular backgrounds (Anderson, 2007). Furthermore, the pre-implementation stage of the curriculum as used in the conceptual framework shows that teachers, administrators, parents, and policymakers may have differing perspectives on how the curriculum should be implemented, leading to potential conflicts and misunderstandings (Datnow & Hubbard, 2016). This comes to play in learner readiness to accept the new change which supports the findings in this study that teachers and students alike must be adequately prepared.

Table 4.4 further shows concerns about the specific foundational skills that they believe some students might struggle with, and their planned support to address these skill gaps 66% of the respondents strongly agreed, and 22% agreed that they have concerns about specific foundational skills that some students might struggle with and their planned support to address these gaps. This indicates that a significant majority of the participants recognize the need for targeted support to address skill gaps. The mean score of 1.5 suggests that, on average, participants have some level of concern

about addressing specific foundational skill gaps. The standard deviation of 1.0 suggests moderate variability in the responses, with some participants expressing stronger concerns and others being less concerned. To support teachers in addressing student readiness challenges, schools can implement comprehensive early intervention programs and provide professional development opportunities for differentiated instruction (Allan & Tomlinson, 2000). Collaborative planning sessions and ongoing assessments can help teachers identify and respond to students' individual needs (Lachat, 2017).

Concerns about the anticipated challenges in keeping the entire class on track, considering differences in student readiness, 58% of the respondents strongly agreed, and 26% agreed that they have concerns about anticipated challenges in keeping the entire class on track, considering differences in student readiness. This indicates that a significant majority of the participants recognize the potential challenges in managing a diverse class. The mean score of 1.6 suggests that, on average, participants have some level of concern about keeping the entire class on track. The standard deviation of 1.0 suggests moderate variability in the responses, with some participants expressing stronger concerns and others being less concerned. A study by Anderson et al. (2019) found that students with stronger cognitive readiness demonstrated higher levels of achievement through readiness and dealing with their challenges in Common Core-aligned classrooms. Moreover, fostering a positive and supportive learning environment, as highlighted in the data, can play a vital role in encouraging students to take academic risks and thrive in the Common Core programme (Wentzel, 1998).

Concerns about differentiation strategies to accommodate students with different skill levels and learning needs 68% of the respondents strongly agreed, and 22% agreed

that they have concerns about differentiation strategies to accommodate students with different skill levels and learning needs. This indicates that a significant majority of the participants recognize the importance of differentiation in supporting diverse learners. The mean score of 1.5 suggests that, on average, participants have some level of concern about differentiation strategies. The standard deviation of 0.9 suggests moderate variability in the responses, with some participants expressing stronger concerns and others being less concerned. Teachers must differentiate instruction to accommodate students' individual needs and bridge skill gaps effectively (Tomlinson, 2001).

Concerns about fostering a positive and supportive learning environment to encourage all students to thrive under the Common Core curriculum, 60% of the respondents strongly agreed, and 30% agreed that they have concerns about fostering a positive and supportive learning environment to encourage all students to thrive under the Common Core curriculum. This indicates that a significant majority of the participants recognize the importance of a positive learning environment. The mean score of 1.5 suggests that, on average, participants have some level of concern about fostering a positive learning environment. The standard deviation of 0.9 suggests moderate variability in the responses, with some participants expressing stronger concerns and others being less concerned. A strong foundation in prior subject knowledge is a positive and significantly influences student readiness for the Common Core Programme. For example, in English language arts, students with a solid grasp of reading comprehension and writing skills are better prepared to tackle the increased demands of the Common Core reading and writing standards (Albright et al., 2020).

In the ensuing discussion, it is evident based on literature that there is a need for student readiness however, students who possess a growth mindset, believing that their abilities can be developed through effort and dedication, are more likely to embrace challenges and persist in the face of obstacles to perform better (Dweck, 2017). A study by Blackwell et al. (2020) demonstrated that students with a growth mindset showed increased engagement and achievement in Common Core-aligned classrooms.

Therefore, by acknowledging and addressing these concerns, teachers and policymakers can work together to create a successful learning environment that enables students to meet the expectations set by the Common Core standards and prepare them for future success.

4.2 Resource barriers in the implementation of the CCPEC

These are the teacher's tools that are used in the teaching and learning process. Lack of which presents a significant challenge in the implementation of the Common Core Programme English curriculum. The lack of resources, including textbooks, teaching materials, technology, and funding, can hinder teachers' ability to effectively deliver the curriculum and cater to diverse learning needs. In response to these challenges, teachers have demonstrated how their work is impeded and the alternative resources they used for collaborative classroom instruction.

4.2.1 Textbooks

Teachers implementing the Common Core English curriculum expressed the lack of textbooks as a significant challenge. Textbooks serve as valuable resources for structured lesson planning and content coverage. Without comprehensive textbooks aligned with the Common Core standards, teachers will find themselves spending

extra resources searching for suitable materials and developing their resources. This affects their ability to maintain a consistent and cohesive curriculum, making it harder to address students' learning needs effectively. During the interview session, respondents were asked how the lack of textbooks for the CCPEC affects their work. Respondent 4 indicated that;

R#4 "The absence of textbooks in the Common Core English curriculum creates uncertainty in my teaching approach. Because textbooks offer a systematic progression of topics and exercises that support student learning".

It supports the fact that the lack of standardized textbooks makes it difficult to ensure students are exposed to essential skills and knowledge consistently. Additionally, the lack of textbooks limits teachers' ability to assess students' progress in a standardized manner, as there is no common set of reference points for evaluation. One significant challenge to the CCP English Curriculum in Ghana is the scarcity of textbooks aligned with the new syllabus. The lack of updated and appropriate textbooks makes it difficult for teachers to effectively deliver the curriculum's content. According to Asamoah & Baiden (2019), a study conducted in Accra found that 75% of English language teachers reported using outdated textbooks, limiting their ability to engage students with relevant and up-to-date learning materials.

As teachers are grappling with the challenges of implementing the Common Core English curriculum, the lack of textbooks is a major concern. Textbooks provide a scaffolded approach to learning, offering structured activities and assessments. In the interview, respondent 2 indicated that;

R#2 *Without textbooks, I face difficulties in ensuring I cover all required skills and standards adequately. Moreover, it hinders my ability to align my teaching with other educators, leading to inconsistency across classrooms and grade levels."*

These responses suggest that the absence of textbooks in the Common Core English curriculum leaves teachers feeling unprepared and uncertain in their instructional planning. It further supports that textbooks offer a well-organized roadmap for teaching, and their absence makes it harder for teachers to create a cohesive learning experience for their students. It was observed that teachers were spending considerable time searching for supplementary materials, which takes away valuable teaching and preparation time. Having standardized textbooks would be a great asset to support both teachers and students.

Further to this, the literature supports that without textbooks in the Common Core English curriculum, teachers often feel overwhelmed and unsupported in their teaching. Textbooks provide a structured framework for lesson planning and assessment, making it easier to meet the curriculum's objectives. Respondent 6 indicated that;

R#6 *The lack of textbooks makes me rely on patchy resources, leading to inconsistencies in my teaching approach. Especially when it's time for reading.*

It implies that textbooks are immensely beneficial for tailoring to the Common Core standards to enhance the overall teaching and learning experience. Darling-Hammond (2019) emphasized the need for adequate resources, such as up-to-date textbooks,

supplementary materials, and technology tools in delivering a well-rounded and enriching curriculum.

The absence of textbooks poses a significant challenge to implementing the Common Core English curriculum effectively as it serves as a valuable resource, guiding teachers in covering essential skills and concepts systematically. The lack of standardized textbooks makes it challenging to ensure all students receive a consistent and equitable education. As a result, it becomes more challenging to assess students' progress and provide targeted support where needed. Respondent 1 indicated that;

R#1 "Textbooks provide a structured progression of content for my activities, and assessments, making it easier to plan and deliver instruction. The lack of textbooks hampers my ability to ensure that students are exposed to all necessary skills and knowledge".

This response supports teachers' challenges in creating lesson materials from scratch, reducing the time available for effective teaching. Having accessible and standardized textbooks would be immensely helpful in meeting the challenges of implementing the Common Core curriculum.

4.2.2 Internet facilities

Without access to the internet, finding up-to-date and relevant information to teach becomes a resource challenge implementing the Common Core English curriculum a daunting task. It limits teachers' ability to stay informed about best practices and innovative strategies used by other educators. During the interview session, Respondent 3 stated that;

R#3 *"Not having internet access hinders my collaboration with fellow teachers and education experts outside our immediate network. I miss out on valuable discussions and insights that could help me overcome some classroom challenges"*

It supports that in today's digital age, many professional development opportunities and webinars are conducted online. Without internet access, teachers miss out on attending these events, which could offer valuable solutions to the challenges they face in their classrooms. The role of technology cannot, therefore, be overemphasized in the current dispensation. Another major hurdle faced by educators in Ghana is the limited access to the internet, which hampers the integration of digital resources into the English curriculum. As noted by Michael (2021), rural schools and underserved communities have little or no access to the Internet, restricting students' exposure to online learning tools and multimedia resources.

The internet is a vast repository of teaching resources, lesson plans, and student activities aligned with the Common Core standards. Not having internet access limits our ability to access and utilize these valuable tools to enhance our teaching practices. Against this notion, Respondent 5 stated during the interview as follows;

R#5 *The lack of internet access prevents me from participating in online forums and educational communities where teachers share their experiences and ideas about Common Core implementation. I am isolated from a wealth of collective knowledge and support.*

The internet opens up opportunities for teachers to interact with other teachers across the world and interact by sharing ideas that are common and are effective in balancing

the deficiencies of the participants. It is therefore important to have interconnectivity to ensure a smooth take on the digital world.

Teachers often need to have access on new trends in teaching as well as new materials on online platforms to keep them updated. The absence of internet access makes it challenging to keep them updated. Based on this notion, Respondent 3 stated the following;

R#3 *"With internet access, I can explore digital learning platforms and educational apps that could engage students and support their learning progress in alignment with the Common Core curriculum. Unfortunately, in this area, network is very poor, making me unable to tap into these innovative resources."*

It is common practice the world over that, teachers research to find online materials that suit their local setting for teaching in their schools. That notwithstanding, many schools in Ghana have challenges that go beyond the teachers in the provision of effective teaching and learning.

4.2.3 Inadequate computers

The lack of computers in our classrooms poses a significant challenge to implementing the Common Core English curriculum. Integrating technology into instruction can enable teachers to address diverse student needs, facilitate personalized learning, and promote student engagement (Conley, 2019). Therefore, access to technology resources is considered vital to fully leverage the potential of the Common Core Programme English curriculum. Without access to technology, it's difficult to integrate digital resources and interactive learning tools that can enhance

student engagement and critical thinking skills and to make the Ghanaian child digitally literate as proposed by the CCPEC. Computers require a lot more to work in our classroom hence respondent 2 stated the following;

R#2 *"I find it frustrating that we don't have enough computers for student learning. It limits my facilitation. The government has provided teachers with individual laptops, that is not enough if students do not have computers in the school to help them explore.*

It supports that with the emphasis on digital literacy in the Common Core, the absence of computers in our school hampers our ability to prepare students for the modern world. They miss out on valuable opportunities to develop their technology skills and learn in innovative ways. The scarcity of computers in schools also poses a significant challenge to the implementation of the CCP English Curriculum. Adequate computer infrastructure is essential to facilitate digital literacy and enhance students' language skills. This is evident in Owusu-Acheaw & Larson (2019) where it was found out that, 60% of public schools in Ghana lacked access to computers, limiting students' ability to engage with technology-mediated learning.

It is disheartening to see our teachers and students struggle with online assessments because they lack regular access to computers. The inequitable distribution of technology resources hinders their progress and impacts their overall academic performance. Schools were never resourced to get along with the new curriculum and are therefore found wanting in the classroom delivery. Due to this, respondent 6 stated during the interview as follows;

R#6 *“I wish we had more computers to facilitate personalized learning experiences. Meeting the diverse needs of our students would be much easier if we could use adaptive software and online platforms.”*

It sums up that the lack of computers affects the professional development of teachers as they need training on integrating technology effectively, but without access to computers, it becomes challenging to gain hands-on experience. Therefore, as we aim to promote 21st-century skills, the absence of computers limits both teachers' and students' ability to become digitally literate and adaptive learners. The digital divide creates barriers to achieving the full potential of the Common Core curriculum. Moreover, the study found that technology resources play a significant role in supporting the implementation of the Common Core Programme English curriculum. Digital tools, such as interactive educational platforms, online resources, and multimedia materials, offer opportunities for engaging and differentiated instruction. Choi and Cai (2020) highlight the potential of technology to enhance language learning and literacy skills, as well as provide opportunities for formative assessment.

4.2.4 Inadequate funding

The lack of adequate funding for teachers to finance budgets related to the new curriculum makes it challenging to access updated teaching resources and materials that align with the Common Core standards. Many teachers rely on outdated textbooks and materials as previously stated thus limiting their ability to deliver effective instruction that meets the curriculum's requirements. During the interview, respondent 2 stated as follows;

R#2 *“I barely have any spare funds to do anything, everything goes into financing the purchase of data or items to teach in class, I think the government has to do something in terms of the buying of data or increase the capitation grant for schools to have adequate funds to implement the curriculum effectively”*

It means that inadequate funding impacts the availability of support staff, which extends to include counsellors and special education teachers, who play crucial roles in addressing the diverse needs of our students. A well-supported school team is essential for the effective implementation of the Common Core curriculum and for ensuring the success of all learners. Perhaps the most critical challenge is the persistent issue of insufficient funding for education in Ghana. The successful implementation of the CCP English Curriculum requires adequate financial resources to train teachers, acquire modern teaching tools, and develop appropriate learning materials. As reported by Aidoo et al. (2021), limited funding allocations to education have led to overcrowded classrooms and inadequate teacher training, impeding the curriculum's smooth execution.

Insufficient funding impacts professional development opportunities, hindering teachers' ability to receive training on new teaching methods and strategies tailored to the Common Core. Without proper training, it's difficult to implement student-centred approaches and fully engage students in skill-focused activities. In the interview session, respondent 1 stated as follows;

R#1 *“The government provides us with some GHc1200.00 as Professional Development Allowance every year but I think that money is woefully inadequate to meet our financial obligations in terms of implementing the new*

curriculum. We have to do more than just attend the CPD workshops provided and more funding is required”

The lack of funding affects several aspects such as technology integration which hampers teacher efforts to leverage digital tools and platforms for interactive and engaging lessons. Access to modern technology in addition to the CPD would enhance teachers' delivery and students' learning experiences and prepare them for a technology-driven world. Limited funding for teacher training and workshops on Common Core implementation leaves teachers with little support in adapting to teaching methods. Continuous professional development is crucial to keep up with best practices and enhance teachers' instructional abilities. Continuous professional development for teachers is essential to keep them updated with modern teaching methodologies and approaches aligned with the CCP English Curriculum. However, inadequate funding restricts the organization of workshops, seminars, and training programs (UNESCO, 2021). Consequently, teachers may struggle to adapt to new teaching techniques, impeding the successful execution of the program.

Inadequate funding affects class sizes, making it harder to provide individualized attention to students with diverse needs. Smaller class sizes would enable teachers to address skill gaps and implement differentiated instruction effectively, but with limited resources, this becomes a challenge. Based on this assertion, Respondent 4 stated as follows;

R# 4 *Government schools are always full and teachers find it difficult to attend to all learners especially those with serious learning challenges. The need to provide enrichment and extra-curricular programs to collaborate classroom learning”.*

Inadequate funding for extracurricular activities and enrichment programs limits opportunities to develop students' critical thinking and communication skills beyond the classroom. These activities play a vital role in holistic student development and should be adequately supported. Ghana's educational system has long struggled with inadequate funding. The lack of sufficient financial resources allocated to education results in underinvestment in various aspects of the CCP English Curriculum. According to Kpeglo, Yawson & Atiso (2020), the Ghanaian government has faced challenges in allocating adequate funds to education, leading to limited resources for curriculum development, teacher training, and the procurement of instructional materials.

4.3 Staff support services

Analyzing staff support provides valuable knowledge about the administrative aspects of implementing the CCP and the continuous professional development provided in supporting teachers and ensuring successful curriculum implementation.

4.3.1 Inclusion and participation in curriculum change

The questions regarding the inclusion or exclusion of headteachers in the curriculum change from objective-based to the new Common Core Programme (CCP) curriculum, as well as their opinions about the change, the response obtained from respondent 5 is as follows;

R#5. "Yes, I was actively involved in the transition from the objective-based curriculum to the new CCP curriculum. I believe this change is beneficial because it provides a more comprehensive framework for students' learning. The new curriculum aligns with current educational

standards and offers a broader range of skills and knowledge for students to progress in this 21st century"

The study found that one of the primary forms of staff support considered by administrators is professional development and training. Teachers need opportunities to enhance their knowledge and skills regarding the curriculum's content, instructional strategies, and assessment practices.

Another Respondent 3 who took part in the initial stages of the interview stated as follows;

R#3 *"Yes, I was part of the curriculum change process. Initially, I had some reservations about the new CCP curriculum as it required adjusting teaching methods and adapting to new instructional materials. However, after gaining a deeper understanding and observing the positive impact on student learning, I began to appreciate the change and recognize its potential benefits"*

Research suggests that targeted professional development programs focused on the Common Core standards and effective instructional methods positively impact teacher knowledge and implementation (Garet et al., 2017). Effective professional development includes ongoing support, collaboration, and opportunities for reflection and feedback (Darling-Hammond et al., 2017).

Even though collaborative structures, such as professional learning communities, facilitate communication, sharing of best practices, and problem-solving among teachers (Louis et al., 2010). And allow these communities allow teachers to collaborate, discuss challenges, and collectively develop strategies to address implementation issues. On the contrary, another respondent 2 stated that

R#2 *"I was not included in the transition to the CCP curriculum due to administrative decisions. The decision-makers chose a limited number of teachers from specific grade levels or subject areas to be part of the change, and unfortunately, I was not selected. The reasons for my exclusion were not communicated clearly, which made me feel disconnected from the process".*

The responses illustrate the diverse perspectives and experiences of the headteachers who participated in the study and support that headteachers possess the authority and responsibility to make strategic decisions regarding curriculum implementation.

4.3.2 Support and guidance for teachers

Administrators consider the unique needs of their teachers and schools when designing and implementing staff support strategies and provide support and guidance for teachers. The following response was provided by Respondent 4 during the interview;

R#4 *"I ensure open lines of communication with teachers, creating a supportive environment where they feel comfortable discussing their challenges and seeking guidance. We engage in one-on-one conversations, team meetings, and workshops to provide ongoing support throughout the implementation process"*

Collaboration is key hence, it is important to encourage teachers to work together, share ideas, and collaborate on lesson planning and curriculum design. By fostering a culture of teamwork, we promote a sense of ownership and collective responsibility, which helps in navigating the complexities of introducing a new curriculum. Research indicates that coaching and mentoring programs positively impact teacher knowledge, self-efficacy, and implementation fidelity (Deussen et al., 2007).

There is a need to provide resources to support teachers in implementing the new curriculum effectively. This includes offering access to professional development opportunities, educational tools, and supplementary materials that align with the curriculum's goals and objectives. During the interview, respondent 1 indicated that;

R#2 *"Observation and feedback play a crucial role. As a headteacher, I conduct classroom observations to assess how the new curriculum is being implemented and provide constructive feedback to teachers. This helps identify areas for improvement and offer tailored support to address any challenges they may be facing".*

Teachers understand that they require additional time and support to adapt to the changes. Therefore, creating a flexible timeline and providing ongoing assistance to ensure a smooth transition and successful integration of the new curriculum is crucial. Trained coaches or experienced mentors can work closely with teachers, offering guidance, feedback, and support throughout the implementation process (Knight, 2020). Further to that, stakeholders acknowledge and appreciate the efforts of teachers during the introduction and implementation of the new curriculum. This took the form of public recognition, sharing success stories, and providing opportunities for teachers to showcase their innovative practices.

4.3.3 Available school support services

Support for teachers can include additional tutoring, mentoring, or special educational programs (Kpeglo, Yawson, & Atiso, 2020). Identifying and assisting teachers can significantly improve their practice, therefore, in exploring the support resources available to teachers during the implementation of the CCP, the responses provided by respondent 6 were as follow;

R#6 *"The school administration provides professional development workshops and training sessions to familiarize teachers with the new curriculum. We bring in experts or experienced teachers who guide us through the changes and provide us with instructional strategies and materials".*

It implies that teachers should have access to a curriculum implementation team or instructional coaches who work closely with them during the transition. These teams offer ongoing support, observe classes, and provide feedback to help us align our teaching practices with the new curriculum. Feedback according to Marsh et al., (2021), helps identify areas for improvement, recognize effective strategies, and tailor support to individual teacher needs.

In the implementation of the common core curriculum, school districts were supposed to serve as resource hubs where teachers can access instructional materials, lesson plans, and additional support materials specific to the new curriculum, while schools are encouraged to form professional learning communities (PLCs) with colleagues who are also implementing the new curriculum. These PLCs are to provide a supportive space for teachers to share ideas, discuss challenges, and collaborate on adapting the curriculum to meet our student's needs. In line with these directives, respondent 3 indicated that their schools provided the PLCs hence stated as follows;

R#3 *"In my school, on every Wednesday we have dedicated time to collaborate with grade or subject area teams. This allows us to work together to design curriculum units, share instructional strategies, and discuss any issues we encounter during the implementation process".*

Studies have shown that school support services can assist educational institutions in adapting the CCP English Curriculum to local contexts, ensuring it remains relevant and culturally sensitive (Boateng & Boateng, 2021). Additionally, providing implementation guidelines helps schools navigate potential obstacles and ensures a smooth rollout of the curriculum. Also, support for the schools and teacher development can be sought from external organizations or educational networks that specialize in the new curriculum. They often offer workshops, webinars, or online forums where we can interact with experts and teachers from other schools who are implementing the same curriculum. These responses reflect the range of support resources available to teachers by their headteachers when asked to implement the CCP.

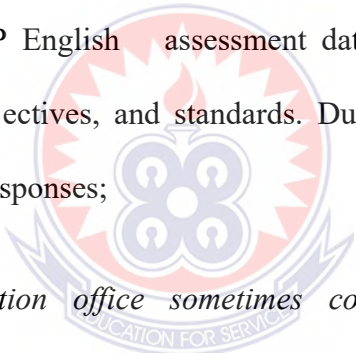
4.3.4 Monitoring and evaluation

Monitoring and evaluation of curricular fidelity play a crucial role in ensuring the successful implementation of educational programs like the Common Core Programme (CCP) English Curriculum in Ghana. According to Boateng and Okyere (2022), one of the key challenges is the lack of adequate resources for monitoring and evaluation. Because Ghana's education system has been facing financial constraints which limits the allocation of funds for monitoring and evaluation processes respondent 5 during the interview made this statement;

R#5 *“Teachers have regular meetings and discussions to understand their experiences, challenges, and successes in implementing the new CCP English curriculum. I also conduct classroom observations to observe the instructional practices and ensure alignment with the curriculum's goals and objectives”.*

To monitor curricular effectiveness, teachers are encouraged to communicate and establish a supportive environment in the absence of qualified personnel where they can freely share their concerns and seek guidance. However, the shortage of qualified personnel for monitoring and evaluation poses another obstacle. Insufficient funding often leads to a lack of trained evaluators and supervisors who can effectively assess the implementation of the curriculum (Dartey-Baah & Totimeh, 2021).

Without skilled evaluators, it is difficult to identify areas of improvement and provide timely feedback to teachers and stakeholders. It is important to state that monitoring curricular effectiveness involves a multi-faceted approach, hence the need to conduct periodic curriculum reviews and assessments to evaluate the extent to which teachers are adhering to the CCP English assessment data to ensure alignment with the curriculum's content, objectives, and standards. During the interview respondent 6 provided the following responses;



R#6 "The education office sometimes conducts classroom supervision. Additionally, I engage my teachers in collaborative reflection sessions to discuss their implementation"

These responses as indicated demonstrate potential approaches headteachers adopt as strategies for monitoring the curricular effectiveness of teachers for the CCP in the English language. The responsibility for implementing the curriculum is distributed among various regional and district educational authorities, making it challenging to maintain consistent standards and practices (Opoku-Amankwah & Anamuah-Mensah, 2019). Moreover, the emphasis on standardized testing and examination results can lead to a narrow focus on student performance metrics rather than the overall fidelity of curriculum delivery (Amoako, 2021).

The Organizational Change Theory as applied in this study focuses on effective leadership which is particularly relevant in managing the imminent concerns of teachers. Through theory, strong and supportive leadership can advocate the necessary resources, secure funding, and allocate them strategically to support the implementation process (Johnson & Smith, 2019). The adoption of this theory allowed the researcher and teachers involved in the study to gain valuable insights into the dynamics of change, resistance, communication, leadership, and stakeholder engagement during the implementation process emphasized by the conceptual framework with emphasis on addressing any challenges effectively for successful integration and adoption of the Common Core Programme English curriculum.

4.4 Summary of the chapter

Chapter four presented research findings on teachers' concerns related to curriculum adaptation, assessment, time constraints, and student readiness, barriers and administrative support in the implementation of the Common Core Programme (CCP) English curriculum. Both quantitative and qualitative methods were used to analyze the data. Teachers express worry about aligning their teaching methods with CCP standards, with most recognizing the need for adjustments. Concerns about assessing critical thinking and problem-solving skills are evident. Time management challenges in maintaining a balanced learning pace and depth are noted. Addressing diverse student readiness and implementing differentiation strategies are areas of concern. The study identified resource barriers as a major hurdle, with teachers lamenting the lack of textbooks, internet access, computers, and funding, impacting curriculum delivery and professional development. Administrative support is highlighted, involving headteachers in curriculum change, guidance, and continuous evaluation. The chapter concludes by relating findings to Organizational Change Theory,

highlighting effective leadership, resource management, communication, and stakeholder engagement's importance in successful curriculum integration.

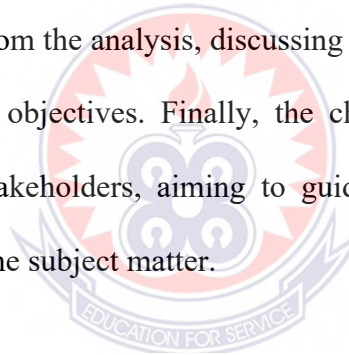


CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a comprehensive summary of the research findings, conclusions drawn from the analysis, and recommendations derived from the study. It serves as the culmination of the research process, highlighting the key insights and implications discovered throughout the investigation. The chapter begins with a concise summary of the research findings, providing an overview of the significant themes and patterns that emerged from the data. Following the summary of findings, the chapter presents the conclusions drawn from the analysis, discussing the implications of the findings in relation to the research objectives. Finally, the chapter concludes with actionable recommendations for stakeholders, aiming to guide future practices, policies, and interventions related to the subject matter.



5.1. Summary of findings

The study aimed to investigate the concerns of teachers in the implementation of the Common Core Programme (CCP) JHS English curriculum in Ghana. The research identified four major concerns among teachers: curriculum adaptation for enhancing instructional flexibility and relevance, issues of assessment and evaluation, time constraints, and student readiness. To address these concerns, the study used quantitative data analysis methods, including frequencies, percentages, mean, and standard deviation.

The Common Core English curriculum faces challenges due to insufficient resources, such as textbooks, computers, internet connectivity, and funding. These limitations

hinder the effective delivery of the curriculum to diverse learning needs, prompting teachers to seek alternative resources for collaborative classroom instruction.

Analyzing teacher support provides valuable knowledge about the administrative aspects of implementing the CCPEC and the continuous professional development provided in supporting teachers and ensuring successful curriculum implementation. The teacher support mechanisms include inclusion and participation in curriculum change, support and guidance for teachers, available school support services and monitoring and evaluation.

5.1.1. Pedagogical concerns of teacher in the implementation of the CCPEC

The study focused on teachers' concerns about curriculum adaptation, assessment and evaluation, time constraints, and student readiness in the implementation of the Common Core Programme English Curriculum (CCPEC). The findings revealed that most teachers expressed concerns on adapting their teaching methods to align with the Common Core standards, and they believed additional training and support were necessary. The findings indicated that teachers were interested in exploring effective assessment methods to measure critical thinking, problem-solving, and communication skills.

They also recognized the importance of evaluating students' abilities beyond traditional assessment approaches. The findings highlighted teachers' struggle to balance covering essential topics and allowing time for in-depth exploration. They were open to methods and support to manage time constraints effectively. Table 4.5 showed that teachers acknowledged varying levels of student preparedness and were proactive in addressing skill gaps. They anticipated challenges in keeping the whole class on track due to differences in student readiness.

5.1.2. Resource barriers in the implementation of the CCPEC

The study's findings highlight the key resources that hinder a successful implementation of the Common Core Programme English curriculum. The implementation of the Common Core Programme English curriculum (CCPEC) in Ghana faces several challenges due to the lack of resources. Most especially, the absence of textbooks poses a significant hurdle for teachers, who struggle to find suitable materials and plan cohesive lessons. This lack of standardized textbooks also hampers consistent assessment and student progress tracking. Moreover, limited access to the internet prevents teachers from participating in valuable online professional development opportunities and accessing up-to-date teaching resources.

Inadequate funding further exacerbates the situation, affecting teachers' ability to finance classroom materials and attend necessary workshops. Insufficient funding also leads to overcrowded classrooms and limited support staff, hindering personalized instruction. The absence of computers in classrooms is another major challenge, preventing the integration of technology and digital resources to enhance student engagement and critical thinking. Overall, the lack of resources impedes teachers' ability to effectively deliver the curriculum and cater for diverse learning needs.

5.1.3. Administrative support structures in implementing the CCPEC

The study found that effective staff support strategies, such as targeted professional development and collaboration, play a crucial role in successful curriculum implementation. The study highlights the diverse perspectives and experiences of headteachers and emphasizes their authority and responsibility in making strategic decisions about curriculum implementation. The study emphasizes the importance of providing support and guidance to teachers during the implementation process. It

highlights the significance of fostering a culture of collaboration and teamwork among teachers, along with the role of observation and feedback in identifying areas for improvement. Furthermore, the availability of school support services, such as professional development workshops and instructional coaching, proves essential in assisting teachers in adapting to the new curriculum effectively.

Creating a flexible timeline and acknowledging teachers' efforts through public recognition and sharing success stories further contribute to a smooth transition. Monitoring and evaluation are identified as crucial elements for ensuring successful curriculum implementation. While financial constraints pose challenges to proper monitoring, the study suggests informal teacher communication and collaborative reflection sessions as potential solutions. However, the shortage of qualified evaluators remains an obstacle. It emphasizes the need for multi-faceted approaches, including curriculum reviews and assessments, to evaluate teachers' adherence to the CCP curriculum and avoid a narrow focus on standardized testing.

5.2. Pedagogical implication

Based on the conclusions of the study, several pedagogical implications can be drawn; The findings of the study imply that school administrators, especially headteachers, should actively participate in curriculum change processes. Their involvement in decision-making and strategic planning ensures a comprehensive understanding of the new curriculum's goals and benefits, leading to more effective implementation.

The study implies that providing adequate and targeted support to teachers is essential for successful curriculum implementation. Professional development programs, workshops, and training sessions should be offered to enhance teachers' knowledge and skills related to the new curriculum's content and instructional strategies.

Also, the findings imply that fostering a culture of collaboration among teachers, where they can work together, share ideas, and discuss challenges, is vital. Ghana Education Service (GES) should liaise with the Ministry of Education (MoE) to ensure that teachers have access to necessary resources and materials that align with the goals and objectives of the new curriculum.

Furthermore, the study implies that despite financial constraints, efforts should be made to implement monitoring and evaluation processes. Regular classroom observations, feedback sessions, and collaborative reflections can help identify areas for improvement and support teachers in adhering to the curriculum's content and standards.

The findings also suggest that while standardized testing has its place in assessing student performance, it should not overshadow the overall fidelity of curriculum delivery. A balanced approach to evaluation should be adopted, where the focus remains on the curriculum's broader goals and outcomes.

The findings again imply that educational authorities should recognize the importance of monitoring and evaluation and allocate the necessary funds to support these processes. Investing in qualified evaluators and supervisors can enhance the effectiveness of curriculum implementation.

Finally, the study findings imply that curriculum implementation is an evolving process, and schools should adopt a continuous improvement mindset. Regular curriculum reviews and assessments can help identify areas that need enhancement and ensure the curriculum remains relevant and effective over time.

5.3. Suggestions for future study

Based on the study limitations, the researcher was unable to explore all aspects of the Common Core Programme JHS English curriculum, hence, three suggestions are made for further research.

1. Conducting of a longitudinal study to examine the long-term effects and sustainability of staff support strategies in the implementation of the Common Core Programme JHS English curriculum. This would provide insights into the effectiveness of support mechanisms over an extended period, considering potential changes in teacher needs, contextual factors, and evolving challenges.
2. Due to the fact that the study population was only 50 teachers in the Yilo Krobo municipality, it is suggested that a larger scale quantitative study be conducted to cover other areas in the country to assess whether different findings may be reached regarding the concerns towards the Common Core Programme JHS English Curriculum (CCPEC) implementation.
3. Exploring the perspectives and experiences of teachers regarding the effectiveness and impact of different staff support strategies. This qualitative research could involve interviews or focus groups to capture in-depth insights into teachers' perceptions, challenges, and suggestions for improvement. Understanding teachers' voices and perspectives would provide a more comprehensive understanding of the specific support needs and preferences of teachers in the context of implementing the Common Core Programme JHS English curriculum.

5.4. Conclusion

The study concludes by creating an understanding of the core challenges of the Common Core Programme based on the study findings. Towards the implementation of the common core curriculum in Ghana, teachers in Ghana in general and the Yilo Krobo in particular raised concerns they believed militate against the smooth implementation of the curriculum. Some of these critical concerns include curriculum adaptation for enhancing instructional flexibility and relevance, assessment and evaluation, time constraints and student readiness in the implementation of the common core programme.;

Teachers have concerns with the implementation of the Common Core Programme which include adjusting to teaching methods, assessing learners' skills, managing time, and addressing student readiness to change. These concerns can be supported through professional development, resources, and collaboration.

The Common Core English curriculum in Ghana faces resource challenges that are found to include a lack of textbooks, internet access, funding, and computers which require priority funding, provision of standardized textbooks, improving educational technology, and enhance online resources for success for both teachers and students.

The involvement of internal and external stakeholders in the curriculum change is crucial since effective staff support, collaboration, and resources are vital for eliminating the financial constraints and stressing the need for monitoring and evaluation for effective implementation.

Engaging parents and the community in supporting the Common Core Programme can extend learning beyond the school day. Schools can organize workshops and

events to educate parents about the curriculum's goals and strategies for reinforcing learning at home.

Community partnerships can provide additional resources and opportunities for student enrichment. However, by prioritizing essential learning objectives, integrating instruction, leveraging technology, and fostering collaborative partnerships, schools and teachers can proactively address time constraints and create an environment conducive to effective teaching and learning aligned with the goals of the Common Core Programme.



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APPENDIX A

QUESTIONNAIRE

Dear Sir/Madam,

Thank you for your acceptance to participate in this study. This questionnaire is a research instrument for gathering data for my research, "Challenges to the Implementation of the Common Core Programme English Curriculum: The case of Yilo Krobo Municipality under the guidance of Rebecca Akpanglo-Nartey, Department of Applied Linguistics, University of Education, Winneba. Your sincere responses to this questionnaire will help me gain insight into the concerns of English Teachers in the implementation of the common core programme English curriculum. The data you provide will be kept highly confidential and used only for this research. Your participation in this study is completely voluntary. I would appreciate your sincere opinions. Your responses will be anonymous. In case of any concerns about this questionnaire, you may contact me at rahiyoung@gmail.com or by phone on 0553124193. Please respond to the items in terms of the general concerns as a teacher in the implementation of the **Common Core Programme English Curriculum**.

Thank you for taking the time to complete this task.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please tick/circle an answer that suits your choice.

Gender: Male Female

Level of education: Diploma Degree Masters Others

Teaching Experience 1 - 5 6 - 10 Above 10

Years Teaching English 1 - 3 4 - 6 Above 6

SECTION B

SECTION B: GENERAL CONCERNS OF TEACHERS ON THE IMPLEMENTATION OF THE CCP

Using the scale below, indicate the extent to which you agree or disagree with the teacher's concerns on the implementation of the CCP as indicated below. Please circle the number that best represents your opinion.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Undecided</u>			
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>			
Curriculum Adaptation			RESPONSE				
1. I have to adapt current teaching methods to align with the Common Core standards.			1	2	3	4	5
2. There are challenges in the transition from traditional approaches to a more student-centred and skill-focused curriculum.			1	2	3	4	5
3. I need additional training or support to facilitate successful adaptation to the Common Core program,			1	2	3	4	5
4. I have to incorporate more student-centred activities and projects into teaching to meet the Common Core requirements.			1	2	3	4	5
5. I am concerns about necessary changes in their current lesson plans and materials to better align with the Common Core standards.			1	2	3	4	5
Assessment and Evaluation			RESPONSE				
6. I have concerns with methods of assessing students' critical thinking, problem-solving, and communication skills under the Common Core program.			1	2	3	4	5
7. I have concerns about the current assessment methods used by teachers and potential modifications to align with the Common Core emphasis on skill development.			1	2	3	4	5

8. I have concerns about evaluating students' abilities in areas that traditional forms of assessment may not fully capture.	1	2	3	4	5
9. I am concerned about approaches to providing feedback and support to students to help them develop critical skills effectively.	1	2	3	4	5
10. I need specific training or professional development opportunities beneficial in enhancing their assessment strategies for the Common Core curriculum.	1	2	3	4	5
Time Constraints	RESPONSE				
11. I have concerns about strategies to strike a balance between covering essential topics and allowing sufficient time for in-depth exploration and student engagement in the Common Core curriculum.	1	2	3	4	5
12. I am concerned about the methods they believed might help maximize class time to ensure comprehensive coverage of the required content.	1	2	3	4	5
13. I have concerns with maintaining a steady pace of learning while ensuring students' deep understanding of the material.	1	2	3	4	5
14. I have concerns with planned prioritization and sequencing of topics to optimize the limited class time effectively.	1	2	3	4	5
15. I have concerns about the support or assistance they believed would help manage time constraints and meet the Common Core requirements.	1	2	3	4	5
Student Readiness	RESPONSE				
16. I am concerned about identifying and addressing varying levels of student preparedness as they enter the Common Core program.	1	2	3	4	5
17. I have concerns about the specific foundational skills that they believe some students might struggle with, and their planned support to address these skill gaps.	1	2	3	4	5
18. I have concerns about the anticipated challenges in keeping the entire class on track, considering differences in student readiness.	1	2	3	4	5
19. I have concerns about the differentiation strategies to accommodate students with different skill levels and learning needs.	1	2	3	4	5
20. I have concerns about fostering a positive and supportive learning environment to encourage all students to thrive under the Common Core curriculum.	1	2	3	4	5

Thanks for participating

APPENDIX B
INTERVIEWS

Dear Sir/Madam,



Thank you for your acceptance to participate in this study. This interview is a research instrument for gathering data for my research, "The Challenges of Junior High School English Teachers on the Implementation of the Common Core Programme English Curriculum: The case of Yilo Krobo Municipality under the guidance of Rebecca Akpanglo-Nartey, Department of Applied Linguistics, University of Education, Winneba. Your sincere responses to this interview will help me gain insight into the concerns of English Teachers in the implementation of the common core programme English curriculum. The data you provide will be kept highly confidential and used only for this research. Your participation in this study is completely voluntary. I would appreciate your sincere opinions. Your responses will be anonymous. In case of any concerns about this questionnaire, you may contact me at rahiyoung@gmail.com or by phone on 0553124193.

INTERVIEW ITEMS

The objective of this interview is to examine the resource barriers teachers encounter with regards to the implementation of the CCP English curriculum. The researcher will treat this information with the highest confidentiality, therefore, provide objective and wholehearted information. Kindly provide your response to each question below to the best of your abilities in line with your role as an English teacher in the implementation of the CCPEC.

SECTION C

TEACHERS' INTERVIEW

RESOURCES IN IMPLEMENTATION OF THE COMMON CORE PROGRAMME JHS ENGLISH CURRICULUM.

Q1. In your opinion, what are the key resources required for a successful implementation of the Common Core Program for JHS English curriculum?

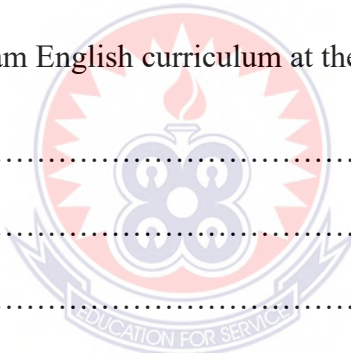
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Q2. How do you believe technology can support and enhance the implementation of the Common Core Program English curriculum at the junior high school level?

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Q3. From your perspective, what are the specific teaching materials that you find most beneficial in aligning with the Common Core Program for JHS English curriculum?

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Q4. In terms of professional development, what kind of training and support do you think teachers need to effectively implement the Common Core Program English curriculum?

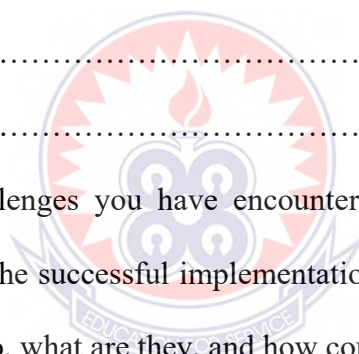
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Q5. Do you have access to resources like multimedia, online platforms, or language labs in facilitating student learning and understanding of the Common Core concepts in English?

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Q6. Are there any challenges you have encountered in accessing or utilizing the necessary resources for the successful implementation of the Common Core Program English curriculum? If so, what are they, and how could they be addressed?

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SECTION D

HEADTEACHERS' INTERVIEW

TYPES OF STAFF SUPPORT PROVIDED IN THE IMPLEMENTATION OF THE COMMON CORE PROGRAMME JHS ENGLISH CURRICULUM

Q1. What types of staff support have you received or provided during the implementation of the Common Core Programme for JHS English curriculum?

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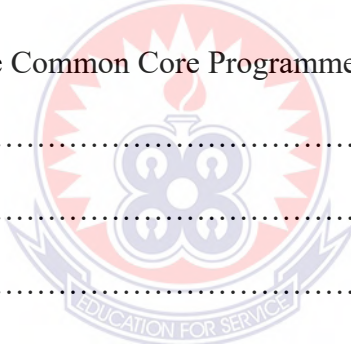
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Q2. How do you perceive the effectiveness of the staff support provided in facilitating the implementation of the Common Core Programme for JHS English curriculum?

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Q3. In your opinion, which specific areas of the curriculum require additional staff support to ensure successful implementation?

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Q4. Have there been any challenges in providing or receiving staff support during the implementation process? If yes, how were these challenges addressed?

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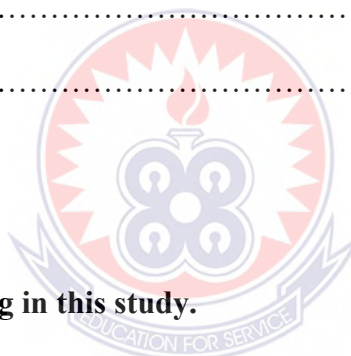
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Q5. Can you share any best practices or successful strategies related to staff support that contributes to the successful implementation of the Common Core Programme for JHS English curriculum?

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Q6. How do you assess the level of collaboration and communication among staff members during the implementation of the curriculum? How has this impacted the effectiveness of the support provided?

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Thanks for participating in this study.