

**UNIVERSITY OF EDUCATION, WINNEBA**

**KINDERGARTEN TEACHERS' PREPAREDNESS FOR THE  
IMPLEMENTATION OF THE EARLY GRADE STANDARDS-BASED  
CURRICULUM IN THE EFFUTU MUNICIPALITY**



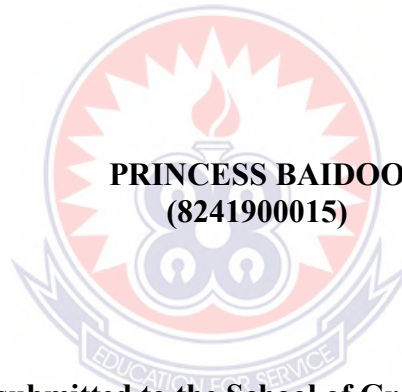
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**MASTER OF PHILOSOPHY**

**UNIVERSITY OF EDUCATION, WINNEBA**



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**A thesis submitted to the School of Graduate Studies in  
partial fulfilment of the requirements for the award of  
the degree of Master of Philosophy  
(Early Childhood Education)**

**DEPARTMENT OF EARLY CHILDHOOD EDUCATION  
FACULTY OF APPLIED BEHAVIOURAL SCIENCES IN EDUCATION  
UNIVERSITY OF EDUCATION, WINNEBA**

**AUGUST, 2025**

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## DECLARATION

### Student's Declaration

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

Signature: .....

Date: .....

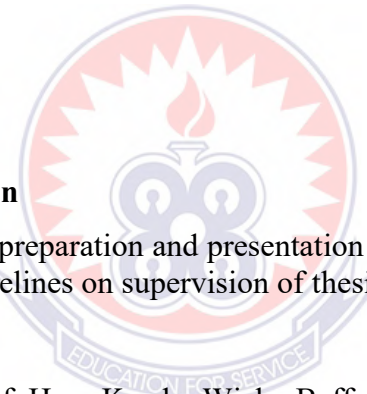
### Supervisor's Declaration

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

Supervisor's Name: Prof. Hans Kweku Wiabo Baffoe (Ph.D.)

Signature: .....

Date: .....



## **DEDICATION**

This work is unreservedly dedicated to my family.



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I wish to express my profound gratitude to the Almighty God for His abundant protection, blessing, vision and strength during my course of study.

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## ABSTRACT

This study was conducted in the Effutu Municipality to examine Kindergarten teachers' preparedness for the implementation of the Early Grade Standards-based curriculum. The study used mixed-methods approach and the concurrent parallel design. Ninety-one (91) teachers participated in the study. The study employed the census sampling technique and purposive sampling techniques for quantitative and qualitative respectively. Eighty-one (81) Kindergarten teachers were administered questionnaire for the quantitative study and the other ten (10) were interviewed for the qualitative face. The study's instruments for data collection were structured questionnaire and semi-structured interview guide. Quantitative data collected was analysed descriptively using mean and standard deviation whilst the qualitative data was analysed thematically. The study revealed that Kindergarten teachers in the Effutu Municipality possess quite a high foundation of content knowledge in relation to the SBC. Also, foundational resources such as curriculum documents and teacher guides are largely available, yet critical gaps exist in the areas of learner materials, technological tools, and online accessibility. Again, the effective implementation of the Early Grade Standards-based Curriculum in the Effutu municipality was influenced most significantly by collaboration among teachers and the availability of resources. Conversely, issues like insufficient understanding of the curriculum, large class sizes, and ineffective communication pose challenges that must be addressed to improve teaching outcomes at the kindergarten level. Lastly, KG teachers in the Effutu Municipality benefit from relatively strong administrative and professional development support within their schools, but there is a clear need for improved mentorship opportunities, community involvement, and financial support to enhance the overall effectiveness of the curriculum implementation. The study, therefore, recommends that learner materials, technology, and online resources should be provided by the Effutu Municipal Education Directorate. Schools should strengthen the delivery of the early grade standards-based curriculum by fostering collaborative practices such as peer mentoring, co-planning, and learning circles, leveraging collective expertise to improve teaching practices.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter discusses the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, study delimitations, and finally organization of the study.

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

The foundation of a child's educational journey is critical, particularly in the formative years of kindergarten, and teachers play a pivotal role as the primary implementers of a curriculum (UNESCO, 2021). Early childhood education (ECE) is widely recognized as a critical foundation for a child's cognitive, social, and emotional development (UNICEF, 2024). The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2022) emphasized that early education lays the groundwork for lifelong learning and development, making it essential for countries aiming to achieve Sustainable Development Goal 4 (SDG 4), which targets to ensure inclusive and equitable quality education for all.

Globally, there has been a driven recognition of the critical role that early childhood education plays in shaping lifelong learning outcomes and this led to an increasing focus on improving the quality and accessibility of ECE, with many countries implementing standards-based curricular to ensure a more structured and consistent approach to teaching and learning at the early grade level (UNESCO & UNICEF, 2024). The shift towards standards-based education in ECE was driven by the understanding that clear, measurable learning standards can help guide instructional practices, support teacher professional development, and ultimately improve student

outcomes (Asante et al 2024). This approach has been adopted in various contexts around the world, with countries like the United States, Singapore, and Australia implementing standards-based curricular in their early childhood education systems. Standards-based curricular implementation focuses on using play in fostering creativity, problem-solving skills, critical thinking, and socio-emotional development among others.

The success of the Early Grade Standard-Based Curriculum (EGSBC) largely hinges on how well teachers are trained and supported through continuous professional development (Badu et al. 2022). This approach is in line with the core principles of the EGSBC, which place strong emphasis on practices that are developmentally appropriate for young learners (GES, 2019). The effective implementation of the standards-based curriculum necessitates that teachers demonstrate a strong pedagogical content knowledge and the ability to apply instructional strategies that align with the established standards, especially in the early grade where foundational competencies are systematically constructed (Badu, et al, 2022). Several countries in Europe have undertaken initiatives to standardize early grade education curricula. In Finland, Early Childhood education has been characterized by a flexible national curriculum framework that allows municipalities to adapt standards to the local needs of learners (Finnish National Agency for Education, 2022). This approach emphasizes training teachers to become effective implementers of the SBC. In South Asia, the government has adopted national standards to guide curriculum development and implementation (UNESCO, 2020). Despite this, teachers' inadequate training to implement Standard-based curriculum effectively can be detrimental.

Financial constraint and or inadequate resources in early-grade curriculum implementation is another angle to be looked out for. Underfunding is particularly pronounced in sub-Saharan Africa and South Asia, where governments often fail to meet the recommended UNESCO benchmark of spending at least 4-6% of GDP on education (UNESCO, 2021). Without adequate financial support, schools struggle to procure necessary teaching materials, pay teachers competitive salaries, and maintain infrastructure. In Latin America, for instance, the implementation of early-grade standard-based curricular has been severely impacted by a lack of textbooks and learning materials. However, the integration of technology in education has become increasingly important in the 21st century.

Many standards-based curricula include components that require the use of digital tools and resources to enhance learning outcomes. Also, in many regions, there is a significant digital divide that prevents equitable access to these tools. Schools in rural areas often lack access to reliable internet, computers, and other digital devices. Countries like Bolivia and Nicaragua have reported shortages of basic educational resources, which severely hampers the effectiveness of the curriculum (World Bank, 2021). This situation is not unique to Latin America, as similar trends have been observed in other regions, including sub-Saharan Africa and parts of Southeast Asia. Additionally, the early-grade curriculum often requires teachers to have specific skills, including knowledge of child development, the ability to teach foundational literacy and numeracy skills, and the capacity to incorporate modern pedagogical approaches such as differentiated instruction and formative assessment. However, in many countries, the supply of such teachers is insufficient.

In sub-Saharan Africa countries like Nigeria, large class sizes and the insufficient number of trained teachers worsen the problem. The 2019 UNESCO Global Education Monitoring Report highlighted that many countries, particularly in sub-Saharan Africa, face acute teacher shortages, with millions more teachers needed by 2030 to meet the growing demand for early-grade education (UNESCO, 2019). This shortage often leads to teachers being overburdened with large class sizes, resulting in lower instructional quality and inadequate attention to individual student needs. Another major issue is the shortage of professionally trained teachers. The early-grade curriculum often requires teachers to have specific skills, including knowledge of child development, the ability to teach foundational literacy and numeracy skills, and the capacity to incorporate modern pedagogical approaches such as differentiated instruction and formative assessment.

However, in many countries, the supply of such teachers is insufficient. The physical infrastructure necessary for implementing a standard-based curriculum is also often lacking. Many schools are overcrowded and lack basic amenities such as electricity, running water, and adequate classroom space. These poor conditions negatively impact the learning environment and hinder the effective delivery of the curriculum.

A study conducted by the (Taylor 2023) found that over 30% of schools in these regions lack basic facilities such as desks, chairs, and even classrooms. Without a conducive learning environment, it becomes increasingly difficult for teachers to implement new curriculum standards effectively. Overcrowded classrooms, where one teacher may be responsible for 50 or more students, are common in low-income countries, making personalized learning and formative assessment nearly impossible. A critical component of the standard-based curriculum is the availability of

appropriate learning materials, including textbooks, digital resources, and manipulatives. However, many schools, particularly in developing regions, face significant shortages of these materials. In many cases, outdated textbooks and learning materials are still in use, while new materials aligned with the curriculum have not been adequately distributed.

Moreover, in low-income countries, such as Afghanistan and Mali, where infrastructure development lags, teachers and students alike have little to no access to technology that could support curriculum implementation (Valenza & Dreesen, 2022). Moreover, even in some high-income countries, digital inequity exists. In the United States, for instance, schools in low-income areas often have fewer technological resources compared to their wealthier counterparts, leading to disparities in the implementation of the curriculum (Wei, et al 2021).

Ghana, known for its relative economic and political stability in the sub-region, has taken a leading role in early childhood education (ECE) reform in recent years. Since gaining independence in 1957, the country's education system has experienced major transformations. The government has made expanding access to education a top priority, introducing initiatives like the Free Compulsory Universal Basic Education (FCUBE) program and the capitation grant system, which aims to eliminate school fees at the basic level (Akyeampong, 2009). In Ghana, the implementation of the Early Grade Standard-Based Curriculum has faced significant setbacks, primarily as a result of insufficient government funding. Although the curriculum is thoughtfully designed to support the developmental needs of young learners, many schools are unable to implement it effectively due to a lack of essential resources such as textbooks, teaching materials, and digital tools (Piper, et al 2018). This underfunding

creates significant disparities between urban and rural schools, as those in wealthier areas tend to receive more resources through community support, while rural schools remain marginalized.

In the early childhood education sector, Ghana has made notable progress in recent years. The country's Early Childhood Care and Development (ECCD) Policy, launched in 2004, outlines a comprehensive framework for the provision of quality ECE services, including the establishment of Kindergarten (KG) classes in both public and private schools (Ministry of Gender, Children and Social Protection, 2004). The introduction of the Early Grade Standard-based Curriculum in 2019 represents a significant milestone in Ghana's efforts to improve the quality of ECE. This curriculum, developed by the Ghana Education Service (GES) in collaboration with various stakeholders, is designed to provide a structured and coherent approach to teaching and learning in KG and lower primary grades (Pinto, et al 2019). The Early Grade Standard-based Curriculum is based on the principles of standards-based education, which emphasized the use of clear, measurable learning standards to guide instructional practices and assess student progress (Marzano & Heflebower, 2012). The curriculum covers key subject areas such as literacy, numeracy, and holistic development, and is intended to be responsive to the diverse needs and contexts of Ghanaian learners.

However in the Effutu Municipality, located in the Central Region of Ghana, it is one of the areas where the Early Grade Standard-based Curriculum is being implemented. The municipality has a diverse learner population, with a mix of urban and rural communities, as well as varying levels of socioeconomic status (Ghana Statistical Service, 2021). This diversity presents both opportunities and challenges for the

effective implementation of the new curriculum. On one hand, the varied cultural and socioeconomic backgrounds of the students can enrich the learning experience and foster a deeper understanding of the curriculum content. On the other hand, the diverse needs and learning styles of the students can also pose significant challenges for teachers, who must adapt their instructional practices to cater to these differences. In addition to the student diversity, the Effutu Municipality faces other contextual challenges that can impact the implementation of the Early Grade Standard-based Curriculum. These include, resource availability, teacher capacity, parental engagement, infrastructural limitations, among others. These contextual factors, along with the inherent challenges of implementing a new curriculum, can create a complex landscape for KG teachers in the Effutu Municipality as they strive to effectively deliver the Early Grade Standards-based Curriculum.

Teachers serve as key agents in the effective implementation of educational reforms, including the introduction of the early grade standards-based curriculum in Ghana, as their instructional practices and professional competencies significantly influence curriculum delivery outcomes. (Arthur & Obeng 2023, Darling-Hammond et al 2020). As the primary deliverers of the curriculum, KG teachers are responsible for interpreting the curriculum, designing lesson plans, and facilitating learning in the classroom. Their understanding of the curriculum, their instructional practices, and their ability to adapt to the unique needs of their students can significantly impact the extent to which the intended curriculum is implemented and the outcomes achieved. KG teachers, in particular, play a pivotal role in laying the foundational skills and knowledge that students will build upon in their subsequent years of schooling. Moreover, the implementation of a new curriculum can present challenges for teachers, especially in terms of adapting their instructional practices, accessing

appropriate resources, and addressing the diverse needs of their students (Ametepee & Anastasiou, 2015). While several studies have examined the implementation of standards-based curricula in Ghana, there remains a noticeable gap in research that specifically highlights the experiences and perspectives of kindergarten (KG) teachers. Ametepee and Anastasiou, (2015) examined the implementation of the standards-based curriculum in primary schools in the Greater Accra Region, but their study did not delve into the unique challenges faced by KG teachers. It is for these reasons that this study sought to investigate KG teachers' preparedness for the implementation of the Early Grade Standards-based Curriculum in the Effutu Municipality.

## **1.2 Statement of the Problem**

The implementation of educational reforms is crucial in shaping the quality of teaching and learning especially at the foundational stages of education (Ministry of Education, 2019). Many countries have made significant paces in expanding access to ECE. Over the past decade, the global education community has witnessed a paradigm shift toward standards-based curricula, aimed at ensuring consistent learning outcomes across diverse schooling environments (Asante et al., 2024). In Turkey, for instance, despite heavy investment in educational technology, the absence of robust in-service and pre-service teacher preparation and inadequate support structures undermined meaningful integration into classroom practice (Atabek, 2019). UNESCO's STEPP (Survey of Teachers in Pre-Primary Education) further highlights that training quality, working conditions, and leadership support are critical enablers of effective pre-primary education globally (UNESCO, 2023). The effectiveness of these reforms is rigorously constrained by persistent implementation challenges.

In the African context, a review of ECE policies and practices found that many countries have introduced standards-based curricula, but implementation challenges abound (Atmore, et al (2012). Sub-Saharan Africa shares similar implementation challenges. In Kenya, Zimbabwe, and Malawi, efforts to introduce learner-centered teaching through standards-based reforms repeatedly wallowed on weak teacher capacity-building, scarce teaching materials, and limited institutional backing (Momanyi & Rop, 2020; Dube & Jita, 2018; Okeyo & Mokuia, 2023). Professional apathy further stalled innovation, with teachers defaulting to traditional lecture-based models ill-suited for the new curriculum demands. Systemic fragmentation, resource deficits, and lack of sustained post-training support perpetuated this cycle. A study across six countries found out that while policymakers often invest in developing rigorous learning standards, teachers frequently struggle to align their instructional practices with these standards due to factors such as lack of training, limited pedagogical knowledge, and institutional resistance to change (Kauerz & Coffman, 2013). This disconnection between policy aspirations and classroom implementation can perpetuate inequities, as learners from disadvantaged backgrounds are less likely to benefit from high-quality and standards-aligned instruction (Coburn, 2016). Teachers often lack the necessary content knowledge, pedagogical skills, and resources to effectively deliver the intended curriculum (Mtahabwa & Rao, 2010).

Notwithstanding, few research have being conducted on the Early Grade Standards – Based curriculum in the Effutu Municipality. A Study on “A Literary Review on Curriculum Implementation Problems” conducted by Gulcin (2021) came out with the findings that, curriculum implementation problems can be presented under four headings and they are; implementation problems related to teacher, related to students, related to the curriculum and related to schools. This did not specifically

address KG teachers content knowledge, resources needed for curriculum implementation, and support systems available which the current study sought to delve into. Similarly, Arthur and Obeng (2023) in their study on implementation of the Standard-based Curriculum came out with the findings that suggest that only 44.2 % of teachers were fully ready to implement the Standard-based Curriculum after four years of being in existence. Teachers generally acknowledged the significance of the curriculum and its substantial impact on learners when it is implemented effectively. The study also found out that, inadequacy of teaching and learning resources, coupled with limited opportunities for teacher professional development, poses significant challenges to the effective delivery of instruction and learning outcomes.

The Ministry of Education through the National Council for Curriculum and Assessment designed the Standard- based Curriculum in 2018 in response to current trends in education which aligns with the 21<sup>st</sup>- century expertise. According to Print (2020), Curriculum implementation is the fourth stage of curriculum development but cannot be underestimated because this is where everything that has been planned is put into practice for successful outcomes. Asante, et al (2024), described this stage as the most critical of the educational transformation development, therefore, teachers need to be equipped as they are responsible for interpreting the curriculum guidelines, planning of instructional activities, delivering content, among others. Head teachers in nearby municipalities (Awutu Senya East) identified persistent barriers like large class sizes, lack of resources, insufficient PTA/SMC support, and weak professional supervision as universal problems (Badu et al., 2023). The education system's failure to provide adequate infrastructural support compounds implementation challenges.

This study sought to delve into these together with delving into the content knowledge of KG teachers in public basic schools in the Effutu Municipality.

Though some studies have delved into the implementation of the Early Grade Standard-Based Curriculum (EGSBC) since it was rolled out in 2019 by the Ministry of Education (MoE) and National Council for Curriculum and Assessment (NaCCA), a critical review of these studies reveals notable gaps. Firstly, a study by (Apau, 2021, Aboagye & Yawson (2020) suggested that the implementation stage of the standards-based curriculum is confronted with multiple challenges, which have significantly constrained the capacity of basic school teachers to execute the curriculum as intended in the Effutu municipality.

Additionally, to ensure effective implementation of the Standards-Based Curriculum, the Government of Ghana conducted a five-day training workshop for approximately 152,000 primary school teachers nationwide. Even though the workshops were generally successful, Kpedator (2019), the Ministry's inability to address teachers' numerous concerns during the training was characterized by several negative developments. The most prominent issues raised included insufficient resources and limited time allocated for comprehending the new curriculum. According to Asante et al. (2024) and Ntumi et al. (2023), the initial pre-service and in-service training lacked depth, leaving many teachers unfamiliar with the SBC's learner-centered methodologies. This is evidenced by persistent reliance on teacher-led instruction, which contradicts the SBC tenets.

However, in a similar study in Atwima- Kwawoma District by Kwarteng (2024), quantitative approach was used which can limit the extent to which KG teachers can express themselves and moreover, the researcher believes that mixed methods helps

researchers delve deeper into issues. In line with Morse's (1991) assertion, the study sought to gather diverse yet complementary data on teachers' concerns regarding the implementation of the Standards-Based Curriculum. A study by Apau on Teachers' concerns about the implementation of the standards-based curriculum in Ghana: A case study of Effutu though adopted mixed methods approach, the design was exploratory sequential but this study focused on Concurrent Parallel design. Mahamud (2021) and Wambi et al. (2023) explored the extent of pedagogical content knowledge in literacy held by early-grade teachers, which the researcher believed other important factors like resource availability, factors that affect effective implementation of the EGSBC was not looked into.

A recent survey by the Ghana Education Service found that while most KG teachers in the municipality were aware of the curriculum standards, their ability to translate these standards into effective instructional practices was uneven (Effutu Municipal Education Office, 2022). Moreover, indirect interactions with KG teachers and observations by the researcher seemed to suggest that, there are not enough materials that match the quality of implementation of the EGSBC. Also, large class sizes, teacher- learner ratios among others make it difficult to implement differentiated instruction and effectively applying active learning strategies or give individualized attention which are key components enshrined in the SBC. Additionally, the complaint of inadequate training was prevalent.

In the Effutu Municipality, Kindergarten teachers need in-depth knowledge of the curriculum content at the same time dealing with learners from different socio economic background in the midst of large class sizes. The extent to which KG teachers possess the requisite content knowledge for implementing the SBC remains

unclear. Evaluating the content knowledge of KG teachers is essential for identifying professional development needs and ensuring the effective delivery of the curriculum. As a single teacher handling all these learners, KG teachers need to be well equipped to address each learner's needs so that they would all be in the same wave length. Educators require a deep and comprehensive understanding of subject matter that extends beyond the basic content knowledge gained through general schooling (Bruns et al 2012). Although frameworks like Professional Learning Communities (PLCs), School Management Committees, and PTAs were introduced to support implementation, many schools lack operational capacity. A 2024 study from the Effutu municipality revealed significant disparities between policy and practice, cooperation and collaborative learning environments remain underdeveloped (Dwamena et al., 2024; Apau, 2021). This gap in knowledge raises concerns about whether children in the municipality are receiving quality foundational education.

Adequate resources are critical for the successful implementation of any curriculum. The SBC requires teaching and learning materials, infrastructure, and technological tools to support active, child-centered learning (Ministry of Education [MoE], 2019). 2023 Parliamentary Government Assurance Committee visit found that "*most schools had not received the full set of textbooks*" needed for English, Mathematics, and Science under the SBC (Appiagyei, 2023). These deficits drastically impair teachers' ability to implement lesson plans effectively and allocate time across competencies. However, resource constraints have been a persistent challenge in Ghana's education system, particularly in rural and semi-urban areas like Effutu. According to Ametepee and Anastasiou (2015), many schools in Ghana lack basic infrastructure, teaching aids, and instructional materials necessary for implementing modern curricular. According to Sampson, et al (2022), this gap may cause a disconnection between the

objectives of the curriculum and the teaching methods employed, potentially affecting the quality of education received by early-grade learners. During a 2023 visit to the Effutu Municipality, Patricia Appiagyei (Parliament's Education Committee Chair) stated: *“Most schools had not received the full set of textbooks”* a critical impediment to effective teaching under the SBC. It is on these gaps and basis that the researcher sought to delve into KG teachers' preparedness for the implementation of the Early Grade Standards-Based Curriculum in the Effutu municipality

### **1.3 Purpose of the Study**

The purpose of the study was to investigate Kindergarten teachers preparedness to implement the Early Grade Standards-based Curriculum (SBC) in the Effutu Municipality.

### **1.4 Research Objectives**

The objectives of this study was to;

1. assess the content knowledge of KG teachers on the implementation of the Early Grade Standard-based Curriculum in the Effutu municipality.
2. find out the resources available for the implementation of the Early Grade standard- based curriculum by KG teachers in the Effutu municipality.
3. identify the factors that influence the effective implementation of the Early Grade Standard- based curriculum by KG teachers in the Effutu municipality.
4. examine the support systems that are available to KG teachers for the implementation of the Early Grade Standard- Based Curriculum in the Effutu Municipality.

### **1.5 Research Questions**

The study sought answers for the following research questions:

1. What content knowledge do KG teachers have in the implementation of the Early Grade Standard-based Curriculum (SBC) in the Effutu municipality?
2. What are the resources available to KG teachers for the implementation of the Early Grade standard- based curriculum in the Effutu municipality?
3. What factors influence the effective implementation of the Early Grade Standard- based curriculum by KG teachers in the Effutu municipality?
4. What are the support systems available to KG teachers for the effective implementation of the Early Grade Standard- Based Curriculum in the Effutu Municipality?

### **1.6 Significance of the Study**

The findings of this study will benefit teachers, learners, and stakeholders within the Effutu municipality as follows;

For teachers, this study will offer valuable insights on how to improve teaching practices and providing practical guidance on how early grade teachers can better align their instructional strategies with the Standard-Based Curriculum has the potential to directly influence classroom practices. Such alignment can lead to more engaging, effective, and learner-centered teaching approaches that support improved learning outcomes. It can also go a long way by promoting more teacher training programs, and ultimately, the quality of education received by young learners.

Again, the study is expected to contribute to improved learner outcomes by enhancing teachers' understanding of the core principles of the curriculum. This, in turn, would enable educators to adapt the curriculum to learners' needs, create a supportive

learning environment, and promote active student engagement. Through its contributions to research and practice, the study has the potential to positively impact the quality of education received by young learners in Effutu Municipality and beyond.

Additionally, the findings will benefit the Effutu Municipal Education Directorate by guiding the development of professional development programmes for Kindergarten teachers within the Municipality. This knowledge can inform decisions regarding curriculum development, resource allocation, and support mechanisms for KG teachers. Identifying the specific areas where teachers face challenges or demonstrate strengths in implementing the curriculum can inform the development of targeted support strategies. These interventions can ultimately enhance teacher effectiveness and contribute to improved learning outcomes for learners.

Also, major stakeholders like the Ministry of Education (MoE) and the National Council for Curriculum and Assessment (NaCCA) would be positioned to acquire comprehensive insights into the implementation of the Standards-Based Curriculum, thereby enabling the formulation of more effective policies aimed at addressing gaps and challenges associated with its execution. This can align with the overarching objective of improving the quality of education and ensuring that policy decisions are informed by empirical evidence and also help them to know where teachers may require additional training, support, or resources which can inform the design of targeted professional development programs that aim to enhance teacher capacity and expertise. Ultimately, investing in the professional growth of KG teachers can lead to improved teaching practices, learner engagement, and learning outcomes.

Lastly, the study will enhance the existing literature and deepen the theoretical understanding of curriculum implementation within the context of early childhood education. By examining kindergarten teachers' implementation of the Standard-Based Curriculum, it would contribute valuable insights to the broader body of knowledge on curriculum delivery at the foundational level of curriculum implementation. The findings can contribute to the development and refinement of theoretical models that explore the relationship between teacher content knowledge, resources needed for effective curriculum implementation, support systems and effective implementation of standard-based curriculum. Consequently, the study would serve as a reference material for future researchers as a foundation for further investigations and exploration of the factors that contribute to the effective implementation of the SBC.

### **1.7 Delimitations of the Study**

There are specific boundary to this study. This helped to clarify the extent of delimitations, and context-specific emphasis of the study. Firstly, the study focused on KG teachers in public basic schools within the Effutu Municipality. Also, this study focused only on the KG teachers' preparedness to implement the early grade standards-based curriculum specifically on their content knowledge, the resources available for the implementation, factors that influence how effectively they implement it and the support systems that are available for them to implement it effectively.

### **1.8 Operational Definition of Terms**

**Resources:** In this study, resources are referred to teaching and learning materials like textbooks, teachers' guide and teachers' resource packs.

**Support Systems:** In this study, support systems are conceptualized in terms of In-service training, workshops, support from school management, communities and Non-Governmental Organisation (NGO) support.

**Standard-Based Curriculum:** This refers to the revised curriculum introduced for kindergarten education in Ghana, also known as the “Curriculum for Change and Sustainable Development.

### **1.9 Organization of the Study**

This research was organized into five main chapters. Chapter one serves as an introduction to the study, addressing topics such as the background to the study, the statement of the problem, the study’s purpose and objectives, research questions, delimitations, operational definition of terms, and the study’s organization. Chapter Two provides a comprehensive review of the relevant literature, covering theoretical, conceptual, and empirical review. Chapter Three outlines the methodology employed in the study which includes the research paradigm, research approach, research design, study area, population, sample and sampling procedures, instrumentation, data collection procedures, data analysis procedures, and ethical considerations. Chapter four focuses on data presentation and analysis and Chapter Five provides a synopsis of the study, summary, conclusions, recommendations and suggestions for further study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Overview

This chapter provides a comprehensive review of related existing body of literature pertaining to how teachers implement the Early Grade Standards- Based Curriculum.

#### 2.1 Theoretical Framework

This study was grounded in Curriculum implementation theory by Gross (1971).

#### 2.2 Curriculum implementation theory by Gross

The theory that underpinned this study was the Curriculum Implementation Theory introduced by Gross in 1971. Curriculum implementation has evolved over the years. Gross' theory plays a substantial role in the understanding and research in this field. It also provides a foundation for understanding the complexities of implementing curriculum reforms in educational settings, particularly in early childhood education. In exploring curriculum implementation, Gross' theory serves a robust framework for understanding key aspects of curriculum implementation. This theory, as proposed by Gross encompasses four essential features, each encapsulating a robust lens for analyzing teacher knowledge, a comprehensive lens for understanding how various factors interact to influence curriculum implementation reforms in educational settings and resources (Gross). It also state that successful implementation of any educational programme hinges on several key factors. These features of the theory are:

a) *Teacher ability and capability*: The first branch talked about teachers are to have the needed skills and knowledge to deliver the new curriculum effectively (Gross). Thus teachers should have a clear understanding of the curriculum's objectives,

structure, and expectations. This factor highlights the critical need for comprehensive teacher training and continuous professional development to ensure that educators have a thorough understanding of the curriculum content and the associated pedagogical strategies. Teacher training and continuous professional development focused on curriculum goals play a vital role in strengthening curriculum implementation by equipping educators with the necessary skills and knowledge to align instructional practices with curricular expectations (Shanahan & Shanahan, 2023). This branch which focuses on teachers skills and knowledge, directly aligns with the study's Objective 1, aimed to assess teachers' content knowledge, this crucial aspect of curriculum implementation plays a foundational role in effective curriculum implementation.

b) *Availability of Resources:* This branch according to Gross (1971) explored resources such as textbooks, teaching aids, classroom materials, and technology that are essential for the practical application of a curriculum. Insufficient resources create a key constraint in the implementation process, as teachers may struggle to adapt their teaching methods to align with the curriculum requirements. This aligns with objective 2 of the study which examined resources available for the effective implementation of the curriculum. Effective teaching especially at the KG level involves thoughtful integration of resources, this helps in learners grasping content faster which will translate to lifelong learning.

c) *Some major barriers:* Gross outlined some possible factors that can affect the effective implementation of a curriculum. Some of the barriers were teachers' insufficient understanding of the requirements of the curriculum, organizational resistance, inadequate feedback, insufficient support, inadequate feedback, etc. This aligns with objective 3 of the study which examined the factors that can hinder the

effective implementation of the EGSBC. Policymakers and administrators should not only focus on the content of the curriculum but also train teachers adequately, provide enough materials and resources, clarify curriculum goals and expectations, monitor and support teachers consistently.

d) *Management Support*: Gross argued that, even with clear goals and insufficient resources, the successful implementation of any curriculum largely depends on the competence and motivation of teachers, as they play a central role in translating curriculum goals into meaningful classroom experiences. That is, in as much as teachers must possess the skills, knowledge, and confidence to adapt to curriculum changes, Support systems such as mentoring, workshops, and regular feedback are critical for building and maintaining teacher capacity. That is school management and other stakeholders must actively support the curriculum change, including providing necessary resources, addressing concerns, and promoting teacher development. This aspect is pertinent to Objective 4, which explored the support systems available for the implementation of curriculum. In essence, Gross' Curriculum Implementation theory provides a comprehensive framework that not only aligns with the specific objectives and research questions of this study but also offers a structured approach to explore how KG teachers' implement the Early Grade Standard- Based Curriculum in the Effutu Municipality.

## **2.3 Early Grade Standards-Based Curriculum**

### **2.3.1 The Concept of Curriculum**

Curriculum remains a central pillar in educational discourse, continually evolving to meet the demands of contemporary society and serves as a powerful tool for fostering meaningful and effective education (Smit,2005). Research on curriculum ranging

from its conceptualization to its practical application has a long-standing history (Wang, as cited in Anderson, 2017). Even though many scholars have written about it, there's still no single definition of the word *curriculum* that everyone agrees on it often depends on how and where the term is being used.

Offorma cited in Anderson (2017) defined curriculum from the traditional point of view by stating that, curriculum is a planned learning experiences offered to a learner in a school. Thus, from Offorma's perspective, curriculum is specifically planned for learners in school setting. Scholars conceive of the curriculum as content or course of study, a set of objectives, as a plan, and as learning experiences. A curriculum is conceived as the body of subjects or subject matters set out by teachers for learners to cover (Tanner & Tanner, as quoted in Anderson, 2017). Posner (1995) argued that a curriculum is the content or objectives for which schools hold their pupils accountable. In furtherance, Barrow and Milburn (1990) postulated a curriculum as all the experiences that a child has in the school. Marsh and Willis (2007) opined that the term "curriculum" is typically used to refer to an educational program in a school that includes both planned and unexpected occurrences in the classroom.

Generally, the term "curriculum" is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organized learning experiences under the guide of a school. (Subbey, 2017). In essence, the curriculum encompasses all educationally meaningful activities undertaken by students under the guidance and supervision of the school.

### **2.3.2 Meaning of Standards-Based Curriculum**

A standards-based curriculum refers to an instructional framework that requires students to achieve mastery of specific, predetermined learning standards (Addai-Mununkum 2020). According to Addai-Mununkum, curriculum is designed to guide teaching and learning toward the attainment of clearly defined benchmarks or standards. A standards-based curriculum is structured around clearly defined learning standards that are to be achieved throughout the educational system. These standards specify the knowledge, skills, and attitudes that learners are expected to demonstrate (Ministry of Education, 2019). They serve as benchmarks for what students should attain at various grade levels or within specific subject areas. Fundamentally, the purpose of a standards-based curriculum is to ensure that all learners meet these established standards and attain the intended learning outcomes. Unlike traditional models that emphasize the completion of coursework or time spent in the classroom, the focus in a standards-based curriculum is on students' mastery of the prescribed standards (Ministry of Education, 2019). Additionally, the standards-based curriculum emphasizes the essential knowledge and skills that students are expected to acquire, understand, and demonstrate as they advance through their educational journey. The primary objective of such a curriculum is to establish clear academic standards that guide teaching and learning, while also driving systemic improvements and promoting lifelong learning. By adopting well-defined standards and communicating these learning goals to students, school administrators can ensure greater accountability for both teachers and learners in terms of academic progress. Ultimately, a standards-based curriculum requires all students to demonstrate competency and mastery of the prescribed knowledge and skills.

### **2.3.3 Early Childhood Standards-Based Curriculum**

Bulger et al. (2008) contend that the development of a standards-based curriculum requires a thorough analysis of the established standards, with careful consideration of the skills, knowledge, and dispositions that learners are expected to demonstrate. This process extends beyond the selection of an appropriate curriculum model to include the provision of adequate content and resources for kindergarten teachers, ensuring alignment with the developmental needs of early childhood learners. Carr and Harris (2001) emphasize that effective curriculum design should begin with a comprehensive understanding of the established standards. When these standards are carefully unpacked, the corresponding pedagogical strategies and learning activities that support their attainment should emerge organically from the process. Ani-Boi (2009) underscores the significance of assessment within a standards-based curriculum, noting that it allows learners to monitor their progress while supporting teachers in evaluating the effectiveness of curriculum implementation. According to Tafai (2017), gaining insight into why learners may fail to meet the expected standards necessitates a deep understanding of the subject matter. Such understanding encourages educators to explore alternative instructional strategies and incorporate diverse learning activities to better address learners' needs.

However, challenges emerge when certain teachers resist the implementation of a standards-based curriculum, often viewing it as a limitation on their professional autonomy to determine what learners should be taught. To mitigate such concerns, it is essential that teachers are adequately equipped with relevant content and resources, enabling them to deliver instruction that balances the prescribed standards with flexibility and adaptability in their teaching approaches. The content knowledge of kindergarten (KG) teachers should be recognized and utilized to achieve a balance

between compliance with prescribed standards and the acknowledgment of diverse teaching styles and preferences. Within the Ghanaian context, the shift from an objective-based curriculum to a standards-based framework, as emphasized by the Ministry of Education (2019), highlights the importance of integrating pedagogical knowledge into curriculum design and implementation (Apau, 2021). This transition is motivated by the understanding that the previous curriculum, which was primarily oriented toward examination preparation, did not sufficiently prioritize the development of essential skills necessary for human capital formation.

The newly introduced standards-based curriculum thus calls for a paradigm shift from content-heavy instruction to a greater emphasis on skills acquisition, supported by research that reinforces the importance of teachers' content knowledge. In Ghana, the Kindergarten Curriculum is specifically designed to foster positive learning experiences through play-based and creative approaches, reflecting a pedagogical understanding that young children develop skills most effectively through interactive and engaging methods (Ministry of Education, 2019). This objective can be realized when teachers are adequately equipped with the necessary knowledge and resources to support effective implementation. Recognizing the formative significance of the first eight years of a child's life highlights the need for instructional approaches that nurture curiosity, creativity, and critical thinking. The curriculum acknowledges that young children learn most effectively through play, thereby emphasizing the importance of employing pedagogical strategies that align with their developmental stages and innate learning tendencies (Apau, 2021).

The inclusion of kindergarten (KG) teachers' professional knowledge in the development and implementation of the early childhood standards-based curriculum

is of critical importance. It ensures that instructional strategies are developmentally appropriate and responsive to the unique learning needs of young children. This approach promotes meaningful and effective learning experiences that extend beyond mere compliance with curricular standards, thereby enhancing the overall quality of early childhood education.

### **2.3.4 The Concept of Curriculum Change**

Societal changes whether demographic, religious, political, economic, cultural, or technological often necessitate corresponding adjustments in school curricula to address emerging needs and expectations (Adentwi & Sarfo, 2011). Adentwi and Sarfo argued that the core purpose of education is to equip individuals with the knowledge, skills, values, and attitudes necessary to meet the needs of both society and its members. As society evolves to accommodate new developments, continuous change becomes essential to support this progress. This necessitates periodic reviews of the existing curriculum, which may lead to a complete overhaul or restructuring to ensure it continues to meet its intended goals.

As noted by Marsh and Willis (2007), curriculum change is a broad concept that encompasses related ideas such as innovation, development, and adoption. Curriculum changes may occur either through deliberate planning or as a response to unforeseen circumstances. Similarly, Poppleton (2000) observed that such changes can take place at the classroom or school level, or may involve broader reforms affecting the entire educational system of a country. In discussing the various forms of curriculum change within educational systems, Fullan (2001) identified four key areas that teachers engaged in curriculum development are likely to encounter: (1) the reorganization or restructuring of the curriculum itself; (2) the introduction and use of

new curriculum materials; (3) modifications in teaching practices, including the adoption of new activities, skills, or behaviours; and (4) shifts in beliefs or understandings about how the curriculum influences learning. For instance, with the 2019 curriculum reforms in Ghana's basic schools, kindergarten teachers were required to adopt and implement new curriculum materials, including revised syllabi and approved textbooks (Ministry of Education, 2019).

### **2.3.5 Meaning of Curriculum Implementation**

Planned educational programmes need to be implemented and that of schools is no exception. Similar to the concept of curriculum itself, curriculum implementation has been defined from multiple scholarly perspectives. Ivowi (2009) describes curriculum implementation as the process of delivering planned learning experiences and executing these plans within the classroom setting, where interactions between teachers and learners occur. In a similar vein, Mkpa and Izuagba (2009) view curriculum implementation as the learner's active engagement with the planned learning opportunities. Lewy, as cited in Anderson (2017), Curriculum implementation is defined as the organized and comprehensive process of putting a curriculum into practice throughout an entire school system. The implementation of the school curriculum involves interaction between the teacher, the learner, the planned programme (the curriculum) and physical facilities of the school including the teaching and learning materials (Rogan & Grayson, 2003 cited in Anderson 2017). Teachers play a central role in bringing the planned curriculum to life, as they are responsible for interpreting and delivering it in the classroom. Learners, on the other hand, are the primary audience of any curriculum, as they are the ones most directly impacted by its content and implementation (Yanik, 2007 as cited in Anderson 2017). The implementation of a standards-based curriculum is a complex and

multidimensional process that requires careful evaluation, especially with regard to pedagogical practices. Analyzing how pedagogical knowledge is integrated into the implementation process is essential for understanding the extent to which teaching and learning strategies align with the intended educational goals and outcomes. Effective curriculum implementation should reflect a strong alignment with overarching educational objectives as well as sound pedagogical principles. Central to this is content knowledge, which serves as a foundational element of effective teaching. It involves the extent to which teachers understand and apply core concepts and instructional strategies in their classroom practices. Moreover, assessment plays a critical role in pedagogy, encompassing both formative assessments that inform and guide instructional decisions, and summative assessments that evaluate student learning based on well-established pedagogical standards (Mustamin, 2024).

Similarly, Gaba (as cited in Ali & Ajibola, 2015) conceptualizes curriculum implementation as the process of translating the curriculum into action to achieve its intended goals. This stage of the curriculum process involves the active engagement of learners in planned learning activities, facilitated by the teacher, with the ultimate aim of maximizing learning outcomes. Curriculum implementation can be carried out progressively, allowing for timely modifications or discontinuation if the programme proves ineffective, thereby minimizing the use of extensive resources. Consequently, the successful realization of the objectives of the Early Grade Standards-Based Curriculum in the Effutu Municipality is largely dependent on the effectiveness with which kindergarten (KG) teachers implement the curriculum within their classroom settings. It can thus be argued that curriculum implementation is not inherently problematic, provided that stakeholders understand the value of the innovation and are willing to adopt its recommended practices. However, it is important to recognize that

curricula are not always implemented as intended. As a result, adequate training prior to implementation, along with ongoing support and monitoring during the process, has become a standard requirement. Furthermore, curriculum change is often conceptualized as a rational, systematic, and linear process, which can be more effectively managed when there is a clear understanding of the factors that facilitate or impede its successful implementation (Leithwood, 1991). Similarly, the teacher is often viewed as a consumer of the curriculum someone expected to follow prescribed guidelines and implement the curriculum as designed by experts. Given their responsibility for delivering curriculum content to learners, the teacher's role is pivotal to the successful execution of the curriculum. From this perspective, the curriculum is perceived as a fixed entity, such as a textbook or syllabus, to be transmitted rather than adapted. This notion is supported by Snyder et al. (1992), who argued that “from a fidelity point of view a curriculum is something concrete; something that can be pointed to or something that can be evaluated to see if its goals have been accomplished” (p. 402).

Gross (1971) conducted a study in the late 1960s in response to reports highlighting the failure of programmes intended to offer equal educational opportunities to disadvantaged learners. Gross et al. observed that the actual implementation of compensatory programmes had not been adequately assessed. They argued that social scientists had mistakenly concentrated on the adoption of innovations rather than their implementation as the primary challenge in educational change. In response, Gross and his colleagues introduced the concept of varying degrees of implementation, which they termed the “catalytic role model.” This model represented a shift from traditional, teacher-led instruction to a more child-centered approach that promotes the development of independent, responsible, and reflective learners. Within this

framework, the teacher's role is to support children in learning according to their individual interests, placing greater emphasis on the learning process rather than solely on content. Additionally, learners are granted significant autonomy to select their own activities, encouraging active engagement and ownership of learning.

### **2.3.6 Prerequisites for Curriculum Implementation**

According to Anderson (2017), successful curriculum implementation requires the completion of four key analyses during the initial planning phase: Accuracy Analysis, Acceptability Analysis, Feasibility Analysis, and Affordability Analysis. Accuracy Analysis, in particular, involves gathering expert feedback to verify that the curriculum content is scientifically accurate, up-to-date, and aligned with current evidence-based practices. Acceptability Analysis is conducted to collect feedback on the suitability and appropriateness of the curriculum content for the target audience. Feasibility Analysis involves gathering insights from individuals with practical knowledge of classroom settings to determine whether the curriculum can be effectively implemented. Finally, Affordability Analysis assesses the financial implications of adopting the curriculum, including costs associated with purchasing, implementation, and potential revisions. Conducting such an analysis is crucial during the planning phase of curriculum implementation, as it not only helps estimate the financial implications of modifying existing school structures and procedures but also assists in identifying the human, material, and institutional resources available to support the effective rollout of the new curriculum.

Tamakloe as cited in Anderson (2017) identified that for successful curriculum implementation to occur, certain essential requirements and conditions must be met. In addition to formative evaluation which, according to Scriven (as cited in Anderson,

2017), is used to determine whether the designed programme aligns with the intended objectives there is also a need for pilot testing. This trial phase helps to identify any flaws or limitations within the programme, allowing for informed suggestions and necessary modifications before full-scale implementation. Tamakloe's assertion supports Bloom's (1976) claim that conducting a preliminary tryout is essential for generating evaluative feedback, which enables curriculum planners to revise and improve instructional materials as needed. Following the tryout phase, a field trial is also necessary an exercise that Pratt (1980) described as a "dress rehearsal" (p. 416) of the programme, aimed at testing the curriculum under realistic conditions before full-scale implementation. At this stage, the final version of the curriculum, refined through the tryout process, is implemented under conditions that closely resemble those expected during full-scale adoption. As noted by Bathory (cited in Anderson, 2017), the primary objective of a field trial is to identify the essential conditions required to ensure the successful implementation of the programme. The data collected during the field trial particularly regarding teachers and learners are largely similar to those gathered during the initial tryout phase, providing further insights to inform potential adjustments.

### **2.3.7 The Concept of Knowledge**

According to Bolisani and Bratianu (2018), *knowledge* is a powerful yet complex concept that resists a single, universally accepted definition. They argue that knowledge represents a necessary and sufficient condition for one to be confident about the truth or factual accuracy of something, along with the clarity of its correctness. In a similar vein, Haradhan (2016) defines knowledge as the capacity to comprehend truth through reflective thinking, leading to a state of understanding or awareness. Vega-Enacabo (2016) adds that knowledge encompasses an individual's

familiarity or acquaintance with facts, truths, ethical principles, or specific subject areas, typically acquired through study and exploration. In the context of education, *knowledge of teaching* refers to the comprehensive cognitive understanding gained through systematic study and inquiry, which is essential for creating an effective and responsive teaching and learning environment.

### **2.3.7.1 Teachers' Content Knowledge**

Content knowledge refers to a teacher's understanding of the subject matter they teach. It includes factual knowledge, concepts, theories, principles, and skills related to a specific discipline (Shulman, 1986). Shulman introduced the concept of content knowledge as part of a broader framework that differentiates various types of teacher knowledge, including pedagogical knowledge (how to teach) and pedagogical content knowledge (how to teach a specific subject). Content knowledge represents the mastery of the material, enabling teachers to confidently and accurately present it to learners.

Within early childhood educational settings, content knowledge often encompasses multidisciplinary areas, such as child development, literacy, mathematics, and socio-emotional learning. Teachers in early childhood education must possess a broad and refined understanding of these areas to address the unique needs of young learners (Parker & Thomsen, 2019). Effective curriculum implementation requires that teachers have deep subject-matter expertise and a comprehensive understanding of the content they are expected to deliver. The significance of teachers' subject matter expertise has been emphasized by Urbanski (as cited in Sabola, 2017), who argued that even the most well-designed instructional materials will fail to enhance student learning if the teacher lacks sufficient content knowledge. Similarly, Akpan (2012)

asserted that teachers who are not adequately grounded in the subjects they teach are unlikely to implement the curriculum effectively, regardless of how meticulously the curriculum is structured or how well-resourced the learning environment may be. Research on curriculum implementation by Rwigema and Andala, (2022), Olasehinde et al. (2018) and Silas (2020) highlight that a lack of adequate subject-matter knowledge among teachers serves as a major obstacle to the effective implementation of the curriculum within the classroom context. Therefore, it is essential for teachers to possess a strong and comprehensive understanding of the content they teach to ensure effective lesson delivery. When a teacher demonstrates mastery of the subject matter, including the relevant learning areas and content standards, and has a clear understanding of learners' needs, they are better positioned to select and apply appropriate instructional strategies that align with those needs. Teachers are required to adequately understand and utilize appropriate resources to achieve needed learning outcomes. This suggests that when kindergarten (KG) classrooms are staffed with teachers who lack adequate content knowledge of the curriculum, it can negatively affect learners' performance at the foundational stage. While the implementation of any new or revised curriculum inevitably presents challenges, the effectiveness with which teachers facilitate the educational process plays a crucial role in determining student learning outcomes (Fullan & Langworthy, 2013; Amran & Rosli, 2017).

A structured, engaging, and developmentally appropriate teaching and learning approach can significantly enhance learner motivation and encourage active participation in the educational process (Arthur & Obeng, 2023). Fundamentally, when teachers possess a strong command of the learning areas and content standards, along with a deep understanding of learners' needs, they are better equipped to select and apply instructional strategies that effectively address those needs (Dilkes et al.,

2014). Masnan et al. (2021) asserted that the effectiveness of instructional materials lies not in their quantity or quality alone, but in how well teachers understand and utilize these resources to achieve intended learning outcomes. Similarly, Muñoz et al. (2011) found that pupils taught by teachers with limited knowledge of pedagogical strategies tend to perform significantly worse than those instructed by teachers who possess a strong grasp of effective teaching methods.

Salehudin (2019) emphasized that teaching strategies and approaches play a critical role in 21st-century education by capturing pupils' interest in a subject and reshaping their perceptions regarding its level of difficulty. Teacher readiness in implementing any given curriculum is, therefore, fundamental to enhancing the quality of learning experiences and improving learner outcomes.

In the context of Zimbabwe, the Department of Education, as noted by Eunitah (2017), observed that newly trained teachers often bring fresh knowledge, contemporary skills, and renewed energy into the classroom, in contrast to their more experienced counterparts. This suggests that extended years of teaching experience do not necessarily translate into enhanced professional knowledge or instructional competence. Rather, the acquisition and development of teachers' knowledge must be both intentional and continuous, irrespective of their length of service. As such, in-service training plays a vital role in supporting teachers' ongoing professional development and is essential to improving the overall quality of teaching and learning (Ashwin, 2022). Chepkuto et al. (2018) argued that the lack of sustained professional development opportunities has significantly contributed to inadequate teacher preparation in subject content, leading to the recurrence of underprepared or "half-baked" educators within the system. Therefore, it is essential to provide teachers with

meaningful and consistent opportunities for personal and professional growth through regular in-service training.

Cunningham's (2018) research on curriculum reforms in Eastern and Southern Africa revealed that changes in curriculum policy do not automatically result in corresponding changes in classroom practice. As a result, teaching remains predominantly didactic, and learners' acquisition of foundational 21st-century skills particularly in literacy and numeracy remains significantly limited. Teachers are more likely to implement any curriculum effectively and with confidence when they feel adequately prepared. In this regard, well-structured professional development is essential, as it equips teachers with the necessary content knowledge and pedagogical skills required for effective curriculum implementation.

Ma, 1999 accentuated that without strong content knowledge, teachers may struggle to present material in ways that are clear, engaging, and meaningful to students. Content knowledge facilitate learners' understanding. It also fosters critical thinking and inquiry. Teachers with strong content knowledge encourage critical thinking by engaging students in higher-order questioning and problem-solving activities. According to Darling-Hammond et al. (2020), such teachers are more likely to use inquiry-based approaches that promote active learning. This extends to curriculum alignment and assessment by ensuring that teachers align their instruction with curriculum standards and learning objectives. In the perspective of the Early Grade Standard-Based Curriculum (SBC) in Ghana, for example, KG teachers must understand the learning outcomes outlined in the curriculum to design appropriate activities and assessments that reflect its goals (Ministry of Education, 2019).

In all, content knowledge not only affects how teachers present material but also influences their ability to engage learners in meaningful learning experiences, making it a cornerstone of quality teaching. Content knowledge is a foundational element of effective teaching, as it enables teachers to present material clearly, engage students meaningfully, and address diverse learning needs. It is especially crucial in early childhood education, where teachers lay the groundwork for children's academic and social development. The relationship between teachers' content knowledge and student outcomes is well-established, with numerous studies highlighting its impact on academic performance, critical thinking, and long-term success. In contexts like Ghana, investing in teachers' content knowledge through professional development and training programs is essential for ensuring the successful implementation of curricula like the Early Grade SBC and improving student outcomes.

### **2.3.7.2 Types of Content Knowledge**

Content knowledge is a broad and multifaceted concept that encompasses several dimensions of expertise necessary for effective teaching. These categories of content knowledge, as discussed by educational theorists, include Subject Matter Knowledge, Pedagogical Content Knowledge (PCK), and Curricular Knowledge. Each of these components plays a crucial role in helping teachers deliver quality education and positively influence student learning outcomes.

**1. Subject Matter Knowledge (SMK):** Subject Matter Knowledge refers to a teacher's deep understanding of the specific content or subject they are teaching. It involves knowing the facts, concepts, theories, and procedures that define a particular discipline, as well as understanding its structure and interrelationships within the broader academic field (Shulman, 1986). For example, a teacher of early childhood

education must not only understand basic subjects such as literacy and numeracy but also be aware of how young children develop cognitive, emotional, and social skills (Parker & Thomsen, 2019). Subject Matter Knowledge is foundational to the teaching process because it equips teachers with the capacity to explain concepts accurately and effectively. Teachers with high levels of SMK can provide clear explanations, anticipate potential student misconceptions, and answer questions with depth. Research by Ma (1999) demonstrates that teachers who possess deep mathematical content knowledge are able to teach mathematics in a way that fosters a deeper understanding among students.

In ECE, Subject Matter Knowledge is particularly important because it ensures that educators can build solid foundations for children's learning across various domains, such as literacy, numeracy, social-emotional development, and problem-solving skills. Teachers who are well-versed in these areas are better positioned to foster cognitive and social development in young learners (Kagan & Britto, 2005).

**2. Pedagogical Content Knowledge (PCK):** Pedagogical Content Knowledge (PCK) represents the intersection of content knowledge and pedagogical skills. It is the ability to teach specific content in ways that make it accessible and comprehensible to students (Shulman, 1986). PCK involves not only knowing the subject matter but also understanding how to present it, organize it, and adapt it for students' varying learning needs. This knowledge includes teaching strategies, learning activities, assessments, and the ability to scaffold students' learning. For example, a KG teacher with strong PCK in literacy will know how to introduce phonemic awareness in developmentally appropriate ways that engage young children and align with their cognitive capabilities. Teachers with well-developed PCK can select and use

instructional strategies that facilitate active learning and deeper understanding. Moreover, PCK allows teachers to choose content representations and analogies that align with their students' developmental stages (Ball et al., 1999).

In early childhood education, PCK is especially critical because young children are at the beginning stages of acquiring basic academic and social skills. PCK enables teachers to create engaging, developmentally appropriate lessons that foster a love of learning while simultaneously supporting the growth of foundational skills (Parker & Thomsen, 2019). Additionally, PCK helps educators balance the need for structured teaching with the flexibility required to meet the diverse developmental needs of young children. Research by Pianta et al. (2020) emphasized that teachers with strong PCK in early childhood education are better able to provide individualized instruction, which improves children's academic outcomes and social-emotional development.

**3. Curricular Knowledge:** Curricular Knowledge refers to a teacher's understanding of the curriculum, including the learning objectives, instructional materials, and assessment tools specific to the subject he or she is teaching. Curricular knowledge encompasses not only what to teach but also how to sequence and organize content over time. It involves understanding the framework of the curriculum, its scope and sequence, and how to adapt it to different educational contexts.

Curricular knowledge is essential for aligning teaching with established educational goals and standards. Teachers must know how to navigate the curriculum to ensure that students meet the expected learning outcomes. For example, in the context of the Early Grade Standard-Based Curriculum (SBC) in Ghana, KG teachers must be well-versed in the curriculum's learning objectives, its emphasis on child-centered pedagogy, and its focus on foundational skills such as early literacy, numeracy, and

social-emotional development (Ministry of Education, 2019). Curricular Knowledge is particularly vital in ECE because it helps teachers develop a coherent plan for children's learning progression. Teachers must know how to integrate various learning areas (e.g., language development, early mathematics, and motor skills) in a way that is age-appropriate and developmentally sound. A well-developed understanding of the curriculum allows teachers to create cohesive lessons that address all aspects of child development while meeting national educational standards (Vygotsky, 1978).

In the context of the SBC, a clear understanding of curricular knowledge allows KG teachers to ensure that their lessons are in line with the broader goals of the curriculum, enabling a structured approach to teaching that considers the long-term developmental trajectory of young learners (Ampadu & Osei-Poku, 2023). By implementing strategies such as strengthening pre-service training, offering targeted professional development, fostering collaborative learning environments, integrating technology, and ensuring access to relevant teaching materials, Schools and education systems can help teachers acquire and apply content knowledge more effectively. These strategies are particularly important in early childhood education, where teachers lay the foundation for students' future learning.

In conclusion, Teachers' content knowledge has a profound impact on their classroom practices. From lesson planning and instructional delivery to student engagement and differentiation, content knowledge shapes how effectively teachers can create an environment conducive to learning. In early childhood education, where foundational skills are developed, the importance of content knowledge is even more pronounced. Teachers who possess strong content knowledge are better equipped to manage

classrooms, engage learners, and provide differentiated support to meet the diverse needs of learners. Ultimately, enhancing teachers' content knowledge is essential for refining the quality of teaching and learning, particularly in early childhood education.

### **2.3.8 Resources in Curriculum Implementation**

Teaching and learning resources (TLRs) have been conceptualized in various ways by different scholars. Amadioha (2009) described TLRs as alternative modes of communication employed by teachers to make concepts more understandable and relatable during the teaching and learning process. Similarly, Agbadzi (2009) defined teaching resources as the tools and materials available to enhance the effectiveness of instruction. Dahan and Faize (2011) expanded this view by referring to TLRs as both print and non-print media used to convey ideas and knowledge to learners. Likewise, Busljeta (2013) defined TLRs as materials and devices that support the presentation and transmission of information to pupils, thereby facilitating learning.

Educational resources refer to any material or tool used in an educational context to support the teaching and learning process. According to UNESCO (2019), educational resources include teaching materials, digital tools, physical infrastructure, and human resources that contribute to achieving learning objectives. These resources are designed to facilitate knowledge acquisition, skill development, and the overall learning experience. Educational resources are essential tools, materials, and support systems that aid teaching and learning processes. They encompass a wide variety of physical, human, and digital assets that enhance the quality of education. Effective utilization of educational resources ensures that educators can deliver lessons efficiently and that learners can achieve intended outcomes.

Educational resources can be categorized broadly into tangible and intangible resources. Tangible resources include physical materials such as textbooks, laboratory equipment, and classroom furniture. Intangible resources include teacher expertise, peer collaboration, and access to professional development (Mayer, 2008). The variety and quality of educational resources available in a given educational setting significantly impact learning outcomes.

### **2.3.9 Types of Educational Resources**

Educational resources can be classified into several categories based on their purpose and use:

**1. Physical Resources** in education refers to the tangible assets or materials that are essential for the effective delivery of teaching and learning. These resources create a conducive learning environment and support the overall educational process. They play critical role in education system as they directly affect learners' learning experiences, engagement and overall academic performance. Their proper management and maintenance are essential for ensuring sustainable education delivery. Some examples of physical educational resources include textbooks and workbooks: These are traditional resources that provide structured content aligned with curriculum standards (Ball & Cohen, 1996), classroom materials like pencils, crayons, charts, and manipulatives aid hands-on learning, particularly in early childhood education and School Infrastructure which includes facilities such as libraries, laboratories, and playgrounds create conducive environments for learning.

**2. Digital Resources** in education refers to electronic tools, materials and content that support teaching and learning. These resources are accessed through digital devices such as computers, tablets, smart phones and interactive boards often requiring an

internet connection. They are used to enhance engagement, facilitate learning and provide access to diverse educational content. Digital resources are crucial in modern education fostering innovation, inclusivity and global connectivity in learning. It has become an integral part of modern education supporting innovative teaching methods and providing learners with diverse opportunities to learn and grow. Despite its benefits, their effective integration in teaching and learning requires careful planning and a focus on inclusivity to ensure equitable access for all learners. These comprise; Educational Software and Applications Platforms like Google Classroom, Khan Academy, and other e-learning tools that offer interactive and adaptive learning opportunities (Reich, 2020), Internet and Online Libraries which give access to online resources allowing learners and teachers to explore a wide range of educational content.

**3. Curriculum and Policy Frameworks:** Curriculum framework is a structured document that outlines the key elements of a curriculum, including the learning objectives, content, teaching strategies, and assessment methods. It serves as a blueprint for what learners are expected to learn and how they should learn. This helps to ensure the consistency of teaching and learning standards across schools and regions, guides teachers in planning lessons and choosing appropriate teaching materials, promote learner centered approaches there by supporting differentiated instruction and providing a benchmark for assessing the effectiveness of curriculum delivery. Curriculum frameworks act as guides for both teachers and learners, providing clarity on learning goals, assessment standards, and instructional methods (Shulman, 1987).

A policy framework refers to a set of formal policies and regulations established by governments, educational authorities, or institutions to guide the implementation of a

curriculum. Curriculum and Policy Frameworks are indispensable resources for curriculum implementation. They both provide the necessary structure, guidance, and support to ensure that teaching and learning are aligned with educational goals, thereby enhancing the quality and equity of education (Levinson & Geron, 2022).

### **2.3.10 Resources for effective curriculum implementation**

In addition to adequately preparing teachers for the proposed curriculum implementation, another critical factor to consider is the availability and sufficiency of teaching and learning resources needed to support the intended innovation. As emphasized by Adentwi and Sarfo (2011), the effective implementation of a new curriculum requires a comprehensive set of curriculum materials, including syllabi, textbooks, student workbooks, teacher handbooks, audiovisual aids, and other relevant instructional equipment. These resources are essential to translating curriculum goals into meaningful classroom practice. They emphasized that the unavailability of essential resources poses a significant barrier to educational innovation and curriculum reform, particularly within developing countries. This challenge is largely attributed to the acute shortage of instructional materials and other indicators of school quality. It was further argued that the development of textbooks and the implementation of systematic educational evaluations are critical interventions that can help address these deficiencies. In many developing contexts where books are limited and teachers may lack adequate training, textbooks take on an elevated role, far exceeding their function in more resourced educational settings. In such environments, the textbook often becomes the principal if not the sole source of instructional content. Without access to these materials, the transmission of curriculum-based skills, concepts, and knowledge is severely compromised.

Moreover, textbooks frequently serve as the primary reference for both teaching and assessment activities, underscoring their indispensable role in curriculum implementation. Regarding the distribution of textbooks to support curriculum implementation, Darko-Ampem (2002) contended that the quality of education is compromised when only government-prescribed textbooks are mandated, while other potentially valuable texts are merely labeled as "recommended." He argued that the prescribed textbook is not always the most effective or comprehensive resource available. Consequently, he advocated for a more competitive approach to textbook selection, where various books are allowed to contend on merit. This, he suggested, would enable educators and institutions to maximize the utility of limited educational resources by selecting the most suitable and effective materials.

Marsh and Willis (2007) highlighted the significant role curriculum materials play in the daily routines of both teachers and students, asserting that these resources are central to classroom practice. Similarly, Cornbleth (1990) noted that students spend nearly 80 percent of their time engaging with curriculum materials, further emphasizing their importance in the learning process. This suggests that the availability of relevant and high-quality curriculum materials is essential for effective curriculum implementation. In this study, curriculum materials are understood to include not only the content to be taught, but also the instructional resources, teaching strategies, and structured learning experiences arranged in a deliberate sequence. These materials may take various forms, such as lesson plans, teacher guides, supplementary reading texts, workbooks, educational equipment, and audiovisual aids (Leithwood & Montgomery, 1980).

The Hewlett Foundation (2008) identified several key factors that influence the quality of education, including the presence of motivated and qualified teachers, a well-structured curriculum, and adequate teaching materials, a well-equipped library, and sufficient instructional time. The quantity, quality, and accessibility of these resources particularly for teachers are critical in determining the success of curriculum implementation. Resources such as syllabi, well-developed textbooks, teacher handbooks, student workbooks, and properly resourced libraries are essential components that facilitate effective curriculum delivery. Conversely, the absence or inadequacy of these materials poses a significant barrier to successful implementation, hindering the ability of teachers to deliver the curriculum as intended.

In assessing the role of curriculum materials in the delivery of quality education, UNESCO (2005) emphasized that the effectiveness of teaching and learning is significantly influenced by both the availability and regulation of educational resources. Schools that lack essential curriculum materials such as textbooks, learning aids, and well-equipped libraries are unlikely to perform well academically. There is a clear correlation between learner performance and the successful implementation of educational innovations and reforms. It is widely acknowledged that the presence of well-prepared and sufficient curriculum materials greatly enhances the teaching and learning process within the classroom context.

Furthermore, recognizing the critical role textbooks play in the effective implementation of curriculum innovations, Grossman and Thompson (2004) posited that textbooks can significantly support the development of subject matter knowledge, particularly for novice teachers who may lack a comprehensive understanding of certain topics. They further argued that textbooks can act as scaffolds, assisting novice

teachers in developing pedagogical thinking related to specific content and equipping them with the necessary skills to eventually design their own instructional materials. Drawing from Grossman and Thompson's assertions, it can be inferred that the availability of high-quality textbooks benefits both experienced and inexperienced teachers by deepening their subject knowledge and enhancing their instructional capacity. However, the success of many curriculum innovations is often compromised by the lack of adequate textbooks. This challenge is reflected in the observation that "one of the central problems facing new teachers is finding curricular resources and materials that help them know how to accomplish their job" (Grossman & Thompson, 2004, p. 6), highlighting a persistent issue in many schools.

Ball and Cohen (1996) emphasized that one meaningful way to support teacher learning is through the use of curriculum materials specifically designed to be educative for both teachers and students. While traditional curriculum resources such as textbooks, teacher guides, and digital materials have largely focused on promoting student learning, Ball and Cohen highlighted a critical oversight: these materials are first used and interpreted by teachers before reaching students. As such, they proposed that curriculum materials should also serve to enhance teachers' pedagogical understanding and content knowledge. Educative curriculum materials are intended to support teachers' professional growth by encouraging reflection on instructional practices and deepening their understanding of how students learn. Although these materials cannot replace other forms of professional development, they serve a unique and complementary role. When subject teachers are supported with such materials, they become more confident and skilled in using them to plan and organize meaningful student learning experiences (Ball & Cohen).

Teachers' engagement with educative curriculum materials in the classroom has the potential to foster meaningful, context-based professional learning (Borko & Putnam, 1996; Brown et al., 1989). Since curriculum materials are universally used by teachers across schools, they provide a practical and scalable means to support educational reform efforts. Emphasizing the significance of instructional materials, Curtain and Pesola (1994) argued that curriculum designers cannot expect the successful implementation of a new curriculum in the absence of well-developed and appropriate instructional resources. These materials are vital to the implementation process, as they bridge the gap between curriculum intent and classroom practice.

Following the development or selection of a curriculum, the next critical step is the design of instructional materials that align with and support its objectives. Among the most prominent of these resources are textbooks. However, the term „textbook“ in this context should be understood broadly not only as traditionally bound books, but also as a variety of instructional formats. These may include (i) printed materials such as brochures, newspapers, and recipes (in hardbound, soft bound, or digital forms), and (ii) non-printed materials such as artefacts, photographs, videos, films, and telecommunications software. This broader definition acknowledges the diverse forms that instructional support can take in the modern classroom.

Curtain and Pesola emphasized that a quality programme ensures each student has access to textbooks or equivalent print materials, along with sufficient non-print resources to meet curriculum goals. Implementing a new curriculum often challenges teachers in selecting appropriate content and instructional methods. However, the availability of comprehensive syllabi, textbooks, and teaching guides helps to ease these difficulties by offering clear direction (Grossman & Thompson, 2004). When

supported with well-prepared and accessible materials, teachers are better equipped to meet curriculum demands with confidence and effectiveness.

In conclusion, Educational resources are indispensable in achieving effective teaching and learning. Their types, ranging from physical materials to digital tools, are diverse and cater for different aspects in the educational process. However, challenges such as resource scarcity, inequitable distribution, and lack of teacher training hinder their optimal utilization. Addressing these challenges is crucial for ensuring equitable access to quality education for all learners. A better understanding of the role of educational resources, coupled with policies and practices that prioritize their availability and effective use, can significantly enhance educational outcomes, particularly in underserved regions. Barriers to accessing educational resources are complicated and often interrelated, with economic, infrastructural, technological, policy, and sociocultural challenges contributing to disparities in resource availability and utilization. Addressing these barriers requires a coordinated effort among governments, schools, communities, and international organizations to ensure that all learners have equitable access to the resources they need to succeed.

### **2.3.11 Factors Influencing Effective Curriculum Implementation**

Effective curriculum implementation ensures that learners benefit from planned instructional objectives, nevertheless numerous factors influence the process, presenting opportunities and barriers. A thorough understanding of these factors and the associated challenges, along with strategies to overcome them, is vital to creating a robust educational system. Some of the factors affecting curriculum implementation, the challenges involved, and actionable strategies to overcome these barriers are;

### **2.3.11.1 Adequacy of Time for a New Curriculum Implementation**

Teachers need sufficient time to engage with and develop a clear understanding of the new curriculum they are expected to teach. As McNeil (1990) explains, curriculum change can take various forms, including substitution, alteration, perturbation, restriction, or a shift in value orientation. In cases where substitution occurs such as the introduction of new syllabi and textbooks, teachers must be given ample time to study these materials and familiarize themselves with the expectations of the revised curriculum. As previously noted, implementing a new curriculum adds to teachers' workload, particularly in determining what content to teach, when to teach it, and the most effective methods for instruction (Ani-Boi, 2009). Teachers require ample time to prepare effectively for curriculum implementation. In Ghana, limited preparation time can lead to frustration and resistance among teachers. Curtain and Pesola (1994) emphasized that both the amount of instructional time and the quality of activities are key to delivering a high-quality programme, recommending at least 40-50 minutes of daily instruction for upper grades. Similarly, with the Early Grade Standard-Based Curriculum (EGSBC) at the KG level, teachers need sufficient time to plan lessons, prepare materials, and organize activities. Without proper time allocation, teaching quality may be compromised. The EGSBC also incorporates co-curricular activities such as music, dance, and storytelling, which require adequate time to support learners' complete development.

Moreover, time management is a critical factor in the success of any human endeavour, given its significant influence on the effectiveness of planned activities. In the context of education, the allocation of sufficient instructional hours is essential for achieving quality learning outcomes. Adequate time enables teachers to thoroughly prepare for lessons and to address the diverse learning needs of individual students,

both of which are fundamental to improving academic performance. In addition, students also require adequate time to revise their lessons, conduct research in libraries, and complete assignments. At the institutional level, effective curriculum planning for a term or academic year is largely influenced by the total number of instructional hours available. Lockheed and Verspoor (1991) emphasized that a well-functioning educational institution should allocate no fewer than 800 to 1,000 instructional hours per year in order to successfully deliver the curriculum.

### **2.3.11.2 Lack of Resources**

Educational resources can be defined as the required assets or tools that have a huge impact on teaching and learning outcomes. These tools include textbooks, science laboratories, school furniture, technological equipment, and computer labs. (Aina & Abdulwasii, 2023) defined Educational resources as materials, tools and content designed to support the learning process. They encompass a wide range of format, including physical items like textbooks and computer lab equipment as well as digital tools such as on line courses, videos and educational apps.

Implementation of a new curriculum places great demands and expectations on teachers, while the support and resources available are inadequate for their everyday needs in the school (Flores, 2005; Fullan, 2007). Fullan argued that lack of resources limits teachers' ability to implement a new curriculum effectively. Implementation of a new curriculum places additional demands on educators in schools, and there is a huge need for resources and support for educators. Lack of resources has been identified in the literature as an obstacle in the implementation of curriculum change. In rural schools, teachers need professional development in subject knowledge and pedagogical skills (Hongbiao, 2013).

According to MacPhail (2007), in Scotland the revised physical education curriculum failed because of lack of the required resources, such as textbooks. Teachers struggled to prepare for lessons with no textbooks and the needed resources. As reported by Penuel et al. (2007), a new curriculum in Uganda called the Education Strategic Investment Plan (ESIP) failed because they did not have enough teaching and learning materials, they had no budget to pay for them, and training of teachers was insufficient. Thai scholars Prapaisit de Segovia and Hardison (2009) and Vietnamese scholar, Chan (2010) found that insufficient resources were an obstacle to implementation of a new English curriculum. A review of the national curriculum reform in China (2001-2011) showed that implementing changes in the curriculum was a slow process in rural schools, due to the lack of competence of the teachers in the absence of the support they needed.

In South Africa, Sayed & Macdonald (2017), believed that former Model C schools are historically invested with high-quality facilities, equipment, and resources, which are crucial for their success, unlike disadvantaged schools in the rural areas and townships. This suggests that resources play a vital role in the current education system, as they assist in accelerating learning in the classroom, because when resources are limited, schools do not have the kind of support needed to help learners learn. Fullan (2007) is of the opinion that contextual as well as cultural factors should be taken into consideration when planning and implementing a new curriculum. Adaptations, or modifications, made to the curriculum calls for additional new resources, which may not be available in some schools (Flores, 2005; Fullan).

According to Fullan (2007), a lack of resources needed for teaching and learning reduces the capacity of teachers to teach a new curriculum. Sedibe (2011) believed

that equal distribution of resources in South Africa would reflect unity and a fair post-apartheid society, where teachers and learners are able to achieve positive teaching and learning outcomes with the needed resources. However, in South African schools “equal distribution of resources is still not possible, especially in rural schools (Christie, et al 2007). Christie et al explained that even if resources are lacking, it is always good for the educators and the principal to start planning at the beginning of the year how they are going to achieve their goals. This assists educators to always remember the school’s vision and mission, and to not make lack of resources an excuse for not accomplishing their education goals (Mestry & Singh, 2007). This means that as much as resources are crucial for the teaching and learning process, this does not mean that teachers do not have ability. As reported by Christie et al when educators are focused on getting good results, the school is not constrained by a lack of resources.

### **2.3.11.3 Inadequate training of educators**

Most teacher training institutions provide short-term programmes for not many hours or days, with very few follow-up activities, which do not adequately cover the skills needed to implement changes in the curriculum (Park & Sung, 2013). Penuel, et al (2011) stated that the site where the training takes place must be equipped with all the necessary material through implementation of the curriculum changes, especially in the initial phase. Kırkgöz (2008) agreed with Penuel et al and stressed the need for ongoing training for educators in the initial stage of the change. Lombard, et al (2010) argued that one of the challenges is that teachers are not competent in the new curriculum because they have not been adequately trained. They complain about the way workshops are conducted. Workshops are inadequate, and they do not prepare educators to implement the new curriculum effectively (Maphalala, 2006; Matshidiso,

2007). There is no chance of implementing curriculum reform successfully if teachers are not in line with the reform or they do not have the necessary equipment (Ngibe, 2013). Therefore, ensuring teacher development is the only way to make the new curriculum succeed (Lieberman & Pointer, 2008). Inadequate training of teachers to be able to implement changes in the curriculum amidst other unfavorable conditions, characterised by lack of resources and large classes, makes curriculum implementation a daunting task (Johnson, et al 2000; Nishino, 2008).

The University of Nigeria in Nsukka has the largest education faculty in sub-Saharan Africa, yet it does not offer any basic course in special education, which is needed for all educators to be able to implement the curriculum. This means that teachers remain unskilled and unprepared to face the challenges of curriculum implementation. Lack of training creates fear in teachers and reluctance to implement changes, some of which relate to inclusive education. Park and Sung (2013) argued that there is an urgent need for continuous professional development of teachers, to empower them to cope with curriculum changes and implement the process successfully. The task team for the review of implementation of the NCS once recommended thorough training of principals, deputy principals and HoDs on the roles of curriculum content, for them to be able to support teachers effectively (Department of Education).

Onwu and Mogari (2004) believed that for teachers to boost their self-esteem and develop a positive attitude regarding curriculum change, they must be empowered through appropriate professional development programmes. These programmes are planned to bring about change in teachers' beliefs, attitude and perceptions regarding curriculum change, and the way they will behave in the classroom when delivering the change Penuel, et al (2007). Halbert and MacPhail (2010) argued that such

programmes are often too brief and lack follow-up activities, which limits their effectiveness. They emphasized that the successful implementation of curriculum reforms necessitates ongoing professional development for educators to ensure sustained improvement in teaching practices and alignment with curricular goals.

Fullan (1982) observed that educational change is typically a long, complex process marked by anxiety, conflict, and numerous unforeseen challenges. He explained that innovation, in any form, exists within a network of interacting systems and sub-systems many of which may initially seem unrelated to the change itself. These interconnected elements often influence the success or failure of the innovation, making the process of educational reform particularly demanding. According to Fullan (as cited in Rubdy, 2008), various interconnected systems can significantly influence the acceptance and success of educational innovations. Several factors may hinder effective curriculum implementation, including limited time, emphasis on public examinations, inadequate instructional materials, lack of clarity about the reform, and insufficient teacher knowledge and skills (Bennie & Newstead, 1999). Fullan, as cited in Adentwi and Sarfo (2011), highlights key conditions for successful implementation, such as clear school policies, organized staff development, structured monitoring and evaluation, technical support for teachers, and strong backing from leadership and external agencies.

Beyond teachers' academic qualifications and experience, ongoing and well-structured professional support plays a vital role in enhancing their skills and knowledge. Garet et al. (2002) emphasize that professional development is crucial for improving teacher quality. This suggests that effective teaching and learning are more likely to occur when teachers have access to consistent, high-quality training

opportunities. Reflecting on the importance of staff development, Kurt (as cited in Clark, 2005) noted that “all staff development is first human development,” highlighting that teacher growth is a fundamental prerequisite for student growth. While Kurt’s observation may not appear striking at first glance, it conveys a profound insight into the nature of professional development. He emphasizes that for any learning to be truly effective, it must be internalized becoming a natural part of an individual’s thinking and practice. In the context of teacher training, this suggests that staff development should be a holistic and integrative process, engaging both teachers and learners in meaningful, interactive experiences. Such development requires what Kurt (as cited in Clark) refers to as “participative dialogue,” a process that involves both the emotional and intellectual engagement of teachers and students. This form of reflective and relational learning should form the foundation of any effective professional development programme.

Wenglinsky (2002) highlighted a clear connection between teacher quality and student performance, emphasizing that classroom practices shaped by effective professional development have the greatest impact on learners achievement. This suggests that teachers who receive ongoing, well-structured in-service training are better equipped to deliver engaging and effective lessons. Similarly, the Concerns-Based Approach to curriculum change recognizes that change is a deeply personal experience for teachers. According to Loucks and Pratt (1979), the success of any educational innovation depends largely on how well the feelings, concerns, and motivations of teachers the primary agents of change are understood and addressed. This underscores the need for change facilitators to consider the emotional and professional realities teachers face during curriculum implementation.

Therefore, in-service education and training (INSET), along with curriculum workshops and seminars, should be tailored to meet the diverse needs of teachers. Given the varied composition of the teaching workforce ranging from professional and non-professional to qualified, under-qualified, experienced, and novice teachers training programmes must be differentiated based on individual needs, interests, and content areas. Curriculum leaders at the school and district levels play a critical role in organizing and leading ongoing training sessions both before and during the implementation process, ensuring that teachers receive the necessary support to navigate challenges associated with the proposed innovations.

#### **2.3.11.4 Teachers' workload**

Curriculum reforms often lead to increased teacher workload, as educators must not only carry out their routine instructional duties but also integrate new elements into their practice (Day, 2002). While in-service training and frequent meetings are essential for supporting curriculum changes, they can also add to teachers' responsibilities (Cheung & Wong, 2012). According to Park and Sung (2013), as well as Cheung and Wong, limited understanding of reforms and insufficient support structures further compound the burden, requiring teachers to independently acquire new skills. This increased workload may hinder teachers' ability to fully engage with and implement curriculum changes (Zimmerman, 2006). Given their central role in the implementation process, adequate support for teachers is critical to the success of any reform.

Therefore, their opinions should matter when implementation of curriculum change occurs, and their contribution should not be ignored (Vähäsantanen, 2015). When curriculum change is introduced, teachers are given the responsibility to unpack these

changes, and also to present them in the classroom (Troudi & Alwan, 2010). These changes make them work under a lot of pressure, and they have to make sure that they maintain their daily classroom activities smoothly (Kelchtermans, 2009). As a result of curriculum change, the workload increases, and this erodes teachers' independence and challenges their professional identity (Day & Smethem, 2009). The increased workload is a significant challenge, especially in rural schools (under-resourced schools), because of budget constraints, where the schools are given a very low post establishment due to low enrolment. Under such conditions, teachers are given many subjects to teach, which puts considerable strain on them. In many rural schools, the shortage of qualified teachers has compelled school management to recruit non-professional and untrained individuals to support instructional activities. This approach is often adopted as a pragmatic strategy to mitigate teacher shortages and alleviate excessive workloads among existing staff (Chikoko, 2006; Reddy, 2003). However, the reliance on unqualified personnel tends to compromise the quality of education, frequently resulting in poor learner outcomes and diminished academic performance. The use of non-professional teachers is likely to result in learners receiving substandard education. Mukeredzi (2016) supports this view, noting that students taught by professionally trained and qualified educators tend to perform significantly better than those taught by unqualified personnel.

#### **2.4 Support in the Implementation of Curriculum Change**

Van der Merwe (2002) emphasized the necessity of providing increased support to teachers to facilitate the effective implementation of revised curricula. This implies that teachers must be sufficiently supported and motivated to navigate the challenges associated with curriculum change. Similarly, Marton (2006) argued that educators often receive minimal assistance in managing mandated changes, particularly those

related to curriculum content and prescribed textbooks. Selesho (2012) concurred with Marton's viewpoint and further noted that the workshops intended to address challenges in curriculum implementation often fail to reflect the practical realities educators encounter in the classroom during the reform process. A similar issue was observed in the case of the Vietnamese Physical Education (PE) curriculum at Queensland University, where implementation efforts were unsuccessful due to inadequate professional development and a lack of sufficient support for existing PE instructors.

Supporting teachers during curriculum change is essential, as it enhances their sense of self-efficacy (Govender, 2018). Govender emphasized that teachers are central to the success of educational reform and, as such, require both internal and external support systems. Effective leadership, particularly from school principals, plays a crucial role in fostering a collaborative teaching culture and promoting organizational structures that encourage open dialogue. Such environments enable teachers to discuss various aspects of teaching and learning, share insights related to curriculum implementation, and engage in peer learning to strengthen their instructional practices (Everard et al., 2004; Okumbe, 2007). Educational methods and activities can only be effectively implemented when teachers possess a thorough understanding of the new curriculum. This underscores the importance of keeping teachers well-informed about curriculum-related developments. Educators must possess the appropriate knowledge, skills, beliefs, and attitudes in order to serve as proactive agents of change; otherwise, the intended reform is likely to be unsuccessful (Ramroop, 2004). Similarly, Guskey (1986) emphasized the importance of providing encouragement and ongoing support to teachers during curriculum implementation, noting that the absence of such guidance is a key factor contributing to the failure of many curriculum reforms.

In conclusion, Effective curriculum implementation is a complex process influenced by a variety of factors, including teacher competence, resource availability, leadership support, and cultural relevance. While challenges such as resistance to change, resource shortages, and inequities persist, targeted strategies can mitigate these barriers. By prioritizing teacher training, equitable resource distribution, community involvement, and robust monitoring systems, education stakeholders can ensure that curricula achieve their intended goals, ultimately enhancing student learning outcomes.

## **2.5 Empirical Review**

### **2.5.1 Content Knowledge of KG Teachers in Implementing the Early Grade**

#### **Standard-Based Curriculum (SBC)**

Content knowledge is a fundamental component of effective curriculum implementation, particularly in early childhood education. It extends beyond subject mastery to include an understanding of child development, pedagogical approaches, and competency-based learning techniques. Teachers with strong content knowledge are better equipped to engage learners, select appropriate instructional strategies, and adapt teaching methods to meet learners' needs (Ball, et al, 2008). A well-informed teacher bridges the gap between theoretical knowledge and practical application, ensuring that learners benefit from a structured and engaging learning environment.

However, studies indicate that many KG teachers in Ghana lack adequate training and understanding of the Standard-Based Curriculum (SBC), which affects their ability to implement it effectively. Kpedator (2019) conducted a survey involving 200 KG teachers in Ghana and found significant knowledge gaps in competency-based learning, formative assessments, and inquiry-based teaching methods, which hindered

curriculum implementation. Similarly, Amankwah, et al (2016) conducted a qualitative study with 50 primary school teachers and found that those with weak content knowledge struggled to adopt innovative teaching strategies. Oloruntegbe et al. (2010) emphasized in their study with 120 Nigerian teachers that professional development is vital in enhancing teachers' instructional competencies, highlighting the importance of equipping teachers with the necessary skills to implement the SBC effectively. The study focused on the qualitative approach, focused in Ghana and Nigeria respectively and the study of Amankwah, et al focused on primary school teachers. The current study sought to fill these gaps by using mixed methods to investigate the impact of KG teachers' knowledge on the implementation of the early grade standard-based curriculum.

Several additional studies reinforce the critical role of teachers' content knowledge in curriculum implementation. Owusu and Addae (2020) conducted a quantitative study on 350 KG teachers in the Central and Ashanti regions of Ghana to assess their understanding of the SBC. The study revealed that while teachers were aware of the curriculum's objectives, many struggled with integrating competency-based learning and lacked sufficient knowledge of continuous assessment strategies. Similarly, Adu-Gyamfi, et al (2021) carried out a mixed-methods study involving 180 early childhood educators in Ghana, which found that inadequate pre-service training and limited access to professional development workshops were major obstacles to effective curriculum implementation. Their findings echoed the results of Kimaryo (2011), who examined early childhood education in Tanzania and found that teachers with higher content knowledge were more effective in implementing child-centered learning approaches, a core component of the SBC. The studies used the quantitative approach in the Central and Ashanti regions not necessarily concentrating in the

Effutu Municipality. Also, the Adu-Gyamfi, et al study carried out a mixed-methods though but it focused on inadequate pre-service training and limited access to professional development workshops. This study sought to fill these gaps by using mixed-methods approach to assess teachers' content knowledge at the KG level.

To address these challenges, several policy and practice recommendations must be considered. Enhanced teacher training programs should be prioritized in both pre-service and in-service settings to equip teachers with the necessary content knowledge. Schools should establish ongoing support and mentorship programs to guide teachers through the implementation process. Additionally, the government and educational stakeholders must provide adequate teaching and learning materials aligned with the SBC. Regular assessments of teacher competencies should also be conducted to identify knowledge gaps and provide targeted interventions. The successful implementation of the SBC in Ghana depends largely on KG teachers' content knowledge. While some teachers possess adequate knowledge, many still require further training and support. Addressing these gaps through professional development, policy interventions, and resource allocation is crucial for improving early childhood education in Ghana. By investing in teachers' content knowledge and instructional skills, stakeholders can ensure that young learners receive a high-quality education that prepares them for future academic success.

### **2.5.2 Resources available for the implementation of the early grade standard-based curriculum by KG teachers**

The successful implementation of the Early Grade Standard-Based Curriculum (SBC) in Ghana relies heavily on the availability of essential resources, including teaching and learning Resources (TLRs), like textbooks, laptops, internet etc., teacher training,

and school infrastructure. Several studies have examined the adequacy of these resources and the challenges Kindergarten (KG) teachers face in implementing the SBC. This empirical review explores findings from various research studies and policy documents that highlight the availability, accessibility, and effectiveness of resources for implementing the curriculum.

A study by Nkonkonya and Mpuangnan (2021) investigated the concerns of public basic school teachers regarding the implementation of the Standard-Based Curriculum in Ghana. Using a cross-sectional survey design, the study collected data from 281 teachers across 10 schools in the ten Sub-Metropolitan Assemblies in Kumasi. The study employed a stratified sampling technique to select schools, and data were gathered using the Stages of Concern Questionnaire (SoCQ) based on the Concern-Based Adoption Model (CBAM). The findings revealed that a significant lack of Teaching and Learning Resources (TLRs) hindered curriculum implementation. Many teachers struggled due to inadequate training on the new curriculum, which made it difficult to transition from previous teaching methods to the new standard-based approach. Additionally, insufficient infrastructure including poor classroom conditions and a lack of appropriate teaching aids posed challenges to effective early childhood education. The study recommended that educational stakeholders provide comprehensive training and sufficient teaching aids to alleviate teachers' concerns and enhance curriculum implementation. Nkonkonya Kofi and Kofi Mpuangnan's study investigated the concerns of public basic school teachers. Moreover, the study was conducted in the Ashanti region. This study sought to fill the gap by using mixed- methods with Effutu municipality as the study area and specifically KG teachers.

Similarly, an analysis of the Teacher Resource Pack developed by the National Council for Curriculum and Assessment (NaCCA) highlighted resource inadequacies for the successful execution of the SBC. The Resource Pack was designed to equip KG and primary school teachers with instructional strategies, assessment guidelines, and classroom management techniques. However, findings from this analysis revealed that many teachers lacked access to these materials, particularly those in rural schools. Moreover, some teachers struggled with digital literacy, limiting their ability to use online resources effectively. To address these issues, it was recommended that the Ministry of Education distribute printed copies of the Resource Pack to all teachers and organize digital literacy training to enable teachers to integrate technology into their lesson delivery. Additionally, Professional Learning Communities (PLCs) were suggested as a way for teachers to collaborate and share best practices in implementing the curriculum effectively. This study was conducted in the Effutu municipality to find out if there are such challenges in the municipality.

The Early Childhood Education Policy developed by the Ghana Education Service (GES) also provides critical insights into the availability of resources for KG teachers. The policy emphasizes the importance of play-based pedagogy in fostering holistic child development. However, it acknowledges that many schools lack the necessary play materials, books, and child-friendly learning environments to effectively implement the SBC. The policy also highlights disparities in resource distribution, with urban schools receiving better support compared to their rural counterparts. Furthermore, many teachers have not received adequate training in child-centered teaching methodologies, limiting the impact of the curriculum. Based on these findings, the policy recommends that the government increase funding for early childhood education, ensure equitable resource distribution, and develop structured

training programs to build teachers' capacity for effective curriculum implementation. This study was conducted in the Effutu municipality to find out if there are such challenges in the municipality.

Another relevant study by Asante (2024) examined the historical evolution of Ghana's pre-tertiary curriculum from 1951 to 2019 and its impact on the current Standard-Based Curriculum. Through content analysis of policy documents and interviews with 10 KG and primary school teachers, the study found that while teachers generally viewed the SBC positively, they expressed concerns about the lack of adequate teaching and learning materials. The study also noted that teachers faced challenges in lesson planning and classroom management due to inadequate training. Despite these challenges, teachers believed that the SBC had several benefits, including encouraging teamwork, preparing learners for the job market, promoting inclusive education, and fostering Ghanaian cultural identity. To enhance resource availability, the study recommended increased professional development opportunities, government-private partnerships to support schools with learning materials, and the development of digital learning resources to complement traditional teaching aids. The study was conducted interviewing 10 KG teachers. This study sought to fill the gap and used the mixed methods that involved 81 KG teachers and 5 KG teachers for the quantitative and qualitative sides respectively in the Effutu municipality for in depth information and analysis.

The reviewed studies highlight that while policies and frameworks exist to support the implementation of the Early Grade Standard-Based Curriculum, KG teachers continue to face significant resource challenges. The most pressing issues include inadequate teaching and learning materials, insufficient training opportunities, and poor school

infrastructure. Addressing these concerns requires a multi-faceted approach, including equitable distribution of resources, continuous teacher training, and investment in digital learning tools. By prioritizing these interventions, educational stakeholders can ensure the successful implementation of the SBC, ultimately improving learning outcomes for young children in Ghana.

### **2.5.3 Factors that Influence the Effective Implementation of the Early Grade**

#### **Standard- based curriculum by KG teachers**

The successful implementation of the Early Grade Standard-Based Curriculum (SBC) by kindergarten (KG) teachers in Ghana depends on multiple factors, including teacher training, availability of Teaching and Learning Resources (TLRs), infrastructure, teacher attitudes, and administrative support. Several empirical studies have explored these factors and their impact on curriculum implementation.

A study by Apau (2021) investigated the concerns of teachers regarding the implementation of the SBC in the Effutu Municipality. The study employed a descriptive survey design, using questionnaires to collect data from 281 teachers. Findings revealed that inadequate training and insufficient teaching resources were major challenges affecting implementation. Teachers reported that they lacked sufficient knowledge of the new curriculum and had received minimal professional development to enhance their instructional practices. The study recommended that the Ghana Education Service (GES) and other stakeholders provide continuous in-service training to equip teachers with the necessary pedagogical skills. This study used quantitative approach. This current study filled the gap and used mixed-methods for more in depth findings and it was specifically for KG teachers”.

Similarly, Adjei (2024) conducted research on the fidelity of SBC implementation among Religious and Moral Education teachers in the Kwahu West Municipality. Using a mixed-method approach, the study engaged 175 teachers and six head teachers through questionnaires and interviews. The findings highlighted that while teachers demonstrated enthusiasm toward the new curriculum, the lack of adequate teaching and learning materials posed a significant barrier to its implementation. The study further identified that professional development workshops were irregular, leaving teachers with gaps in their understanding of the curriculum's key components. Adjei recommended the provision of adequate TLRs and periodic teacher training to improve curriculum delivery. This study focused on Religious and Moral Education teachers in the Kwahu West Municipality. The current study focused on KG teachers in the Effutu municipality.

Another critical factor influencing implementation is infrastructure. Asante (2024) reviewed the challenges of curriculum implementation in Ghanaian pre-tertiary institutions and found that the availability of classroom space, furniture, and technology significantly affects the effectiveness of SBC implementation. In schools with poor infrastructure, teachers were unable to fully engage learners in activity-based learning as prescribed by the curriculum. The study recommended that the government and other stakeholders invest in improving school infrastructure to create an enabling environment for teaching and learning. Asante's study reviewed the challenges of curriculum implementation in Ghanaian pre-tertiary institutions. The current study focused on KG teachers and how these factors affect the effective implementation of the EGSBC in the Effutu municipality.

In addition, Nkansah (2023) examined the role of administrative support in the successful implementation of the SBC. The study, conducted in selected KG schools in Kumasi, found that school heads who provided instructional leadership, encouraged teacher professional development, and facilitated resource allocation significantly improved curriculum implementation outcomes. Conversely, in schools where administrators showed little engagement in curriculum matters, teachers struggled with implementation. Nkansah's study recommended that school heads receive training in curriculum leadership to better support their teachers. Nkansah's study was conducted in Kumasi. The current study focused on KG teachers in the Effutu municipality.

Collectively, teacher training, resource availability, infrastructure, teacher attitudes, and administrative support all play critical roles in ensuring that the curriculum is delivered effectively. Addressing these challenges through targeted interventions, such as regular in-service training, improved resource allocation, and enhanced school leadership, will contribute to the successful realization of the curriculum's objectives.

## **2.6 Support Systems for KG Teachers in Effective Curriculum Implementation**

The successful implementation of the Early Grade Standard-Based Curriculum (SBC) requires robust support systems to empower kindergarten (KG) teachers. These systems include institutional, professional, and community-based supports that enable teachers to deliver the curriculum effectively, ensuring that children benefit from improved learning outcomes. This review explores the various support systems necessary for KG teachers to implement the SBC effectively.

Regarding studies on support teachers receive in the implementation, of curriculum Annobil (2017) explored both school and community-based variables that affect how

the Basic School Religious and Moral Education curriculum is implemented in the Cape Coast Metropolis of Ghana. The study adopted the exploratory survey with sequential explanatory mixed methods approach as the design. To direct the study, two hypotheses and six research questions were developed. The population of the study was 515 people, consisting of 446 teachers and 61 head teachers. A sample size of 288 was selected for the study. Interviews, questionnaires, and observations were used for the collection of data. The schools and respondents were selected using convenience sampling, straightforward random selection, and purposive sampling procedures. Inferential statistics (multiple regressions) were used to analyze the data from research hypothesis whereas descriptive statistics, such as frequencies, percentages, charts, tables, means, and standard deviations, were used to analyze the data from the research questions. The study revealed among others that head teachers did not provide teachers with enough support in the area of staff development, provision of instructional resources and supervision. This study is relevant to the current one because both studies aimed at examining the kinds of support teachers receive from school management during curriculum implementation. Though Annobil addressed the support teachers receive, the study was limited to the support received by teachers who are engaged in implementing the Religious and Moral Education curriculum. The study sought to fill this lacuna by examining the support all KG School teachers receive in implementing the standards-based curriculum in the Effutu Municipality.

Hakutumbulwa (2021) explored the experiences of social studies teachers in relation to the implementation of the revised social studies curriculum for the senior primary phase (grades 4 to 7) in five selected schools in the Khomas of Namibia. The study employed qualitative approach with case study as the design. Purposive sampling

technique was used to select three social studies teachers from each of the five sampled primary schools in the Khomas region, 10 members of the school administration, and two from each school. Data collection was done using interview guide, document analysis and classroom observation. The study found that social studies teachers were not given enough assistance in order to implement the revised social studies curriculum. This assistance included ongoing training and professional development, guidance with curriculum implementation, and the provision of implementation policy materials and other documents pertinent to the implementation. Hakutumbulwa's study is relevant to the current one because both studies addressed the support teachers receive from school management during curriculum implementation. Hakutumbulwa's study was limited to support school management provide to Social Studies teachers who are at the secondary school level. The study also adopted qualitative approach with interview as the main instrument. The current study sought to fill these gaps by investigating support KG teachers public basic School teachers receive in implementing the standards-based curriculum using mixed-methods approach and concurrent- parallel design.

Govender (2018) explored the perspectives of teachers on implementing curricula reforms in the Thungulu district, South Africa. The objectives of the study was to ascertain the challenges teachers faced in the implementation process, and the kind of support in terms of guidance and professional development programmes they received from the Department of Basic Education to facilitate the changes. The target population was teachers who teach Languages and Mathematics from grades one to six. Purposive sampling technique was employed to select 20 teachers for the study. Data was gathered through in-depth interviews with open-ended questions using an interpretive qualitative research methodology, and it was then categorized by themes.

The study's findings revealed that teachers felt that they were not given enough opportunity for meaningful professional development, had few meaningful opportunities for classroom support, and received insufficient supervision and monitoring to help them implement the necessary changes. The study is relevant to the current one because both studies addressed the support teachers receive from school management during curriculum implementation. Govender's study adopted qualitative approach with interviews as the main instrument for data collection. Moreover, the study was conducted in South Africa. The current study sought to fill this gap by employing mixed-methods approach with concurrent parallel as the design and was done in the Effutu municipality.

Metuo (2014) investigated the influence of head teachers' instructional supervision practices on curriculum implementation in public primary schools in Isinya district, Kajiado County, Kenya. The study was to determine the extent to which head teachers' frequency of checking teachers' records of work, checking of pupils' lesson notes, holding of model teaching, conducting classroom observation and provision of teaching/learning resources influence curriculum implementation in public primary school in Isinya district. The study adopted descriptive survey design. Data were collected using questionnaires for head teachers and teachers. All 24 schools participated in the study and all their 24 head teachers participated. Simple random sampling was used to sample 77 teachers. The data was analyzed both quantitatively and qualitatively. The study findings showed that supervision and provision of teaching and learning materials influence curriculum implementation process. Metuo's study is relevant to the current one because both studies addressed supervisory and material support teachers received from school management during curriculum implementation. Though the former study addressed supervisory and

material supports, it adopted quantitative approach with questionnaires and document analysis as the main instruments for data collection. Metuo study investigated the influence of head teachers' instructional supervision practices on curriculum implementation in public primary schools in Isinya district, Kajiado County, Kenya. The study adopted descriptive survey design and using questionnaires for head teachers and teachers. The present study sought to fill this lacuna by adopting the mixed-methods approach with concurrent parallel as the design and was done in the Effutu municipality of the Central region of Ghana.

Kimosop (2018) investigated the administrative support that was provided to schools during the implementation of early childhood development education curriculum in Baringo North Sub County, Kenya. The study used descriptive research design with a sample size of 120 pre-schools, 160 pre-school teachers, 120 head teachers and 5 DICECE officers. The results of the study among others revealed that teachers did not receive support in the area of provision of resources, seminars and workshops. This study is relevant to the current one because both studies were geared towards addressing support teachers receive during curriculum implementation. Kimosop's study was limited to assistance pre-school teachers received in implementing the early childhood curriculum. Also, the study was conducted in Baringo North Sub County, Kenya. The current study sought to fill this gap by investigating the support all teachers at the KG level receive from school management for implementing the standards-based curriculum using the mixed methods approach in the Effutu municipality in Ghana.

In Zambia, Mashekwa (2019) investigated the factors influencing the implementation of curriculum, as far as the teaching of English in schools in Ndola is concerned. The

study employed descriptive survey research design. Simple random sampling technique was employed to select the population for the research. Data were captured from the respondents using primarily the questionnaire method. The study established that teachers lack understanding of the curriculum, unwillingness by most teachers to follow the dictates of the new curriculum, inadequate teacher training on curriculum, insufficient time allotted to the subject, and inadequate teaching and learning materials on the subject. Owing to this, the study recommended the addressing of the issue of curriculum implementation by all stakeholders. This study is relevant to the current one because both studies were geared towards addressing factors that affects curriculum implementation. Though Mashekwa's study addressed assistance teachers receive from school management, it employed the quantitative approach with questionnaire as the only instrument. Moreover, the study focused on the teaching of English in schools in Ndola, and used descriptive survey research design with Simple random sampling technique for selecting the population for the research. The current study sought to fill this lacuna by employing mixed methods approach with concurrent parallel as the design administering questionnaire and conducting interviews in the Effutu municipality.

The results of previous attempts at innovation can also influence implementation either positively or negatively. Fullan (1982) wrote that the more positive the previous history with innovation, the greater the degree of implementation. The more teachers have had negative experience with previous implementation attempts the more skeptical or apathetic they will be towards the next change presented regardless of the merit of the new idea or programme. Furthermore, the extent to which previous attempts have benefited learners can influence the way an innovated programme is implemented.

## **2.7 Summary of Literature Review**

The summary of the literature reviewed revealed that the study was anchored in Gross' (1971) Curriculum Implementation Theory, which provided a relevant and coherent theoretical foundation for examining curriculum implementation in kindergarten settings. The theory aligned closely with the study's objectives and research questions and offered a clear framework for understanding how teachers' content knowledge, availability of resources, and support systems influence the effective implementation of the Standard-Based Curriculum (SBC) in the Effutu Municipality.

The literature reviewed critically examined curriculum implementation and its associated challenges, alongside a detailed discussion of the Early Grade Standard-Based Curriculum (EGSBC), including its meaning, scope, features, and implementation within kindergarten classrooms. These discussions collectively strengthened the conceptual understanding of the study and informed the development of a conceptual framework that explained the relationships among the key variables.

Finally, the review of related empirical studies positioned the current study within existing research while revealing a significant gap in the Ghanaian context, particularly within the Effutu Municipality. Most existing studies focused broadly on SBC implementation, whereas this study specifically examined the factors affecting effective implementation and their influence on KG teachers' teaching practices, thereby justifying the need for the study.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Overview

This chapter describes the methodology that was employed in the study. It entails the research paradigm, approach, design, study area, population, sample and sampling procedure, instrumentation, data collection procedures, data analysis procedures and ethical considerations.

#### 3.1 Research Paradigm

In this study, the pragmatist philosophy was deemed appropriate for addressing the teacher dimension in the implementation of the standards-based curriculum because it allows the researcher the freedom to use whatever methods that are suitable for solving the current problem under investigation (Tashakkori & Teddlie, 2010; Morgan, 2007). It thus embraces the idea of multiple realities (ontology) by reporting different perspectives of the study participants (Johnson & Onwuegbuzie, 2004).

The pragmatist philosophy was also considered the most appropriate for this study as it would help the researcher to achieve a convergence of the results obtained via the quantitative and qualitative approaches (Creswell & Creswell, 2018). Similarly, the pragmatist paradigm is most suitable because it enabled the researcher to use pluralistic approaches to extract information about the research problem (Tashakkori & Teddlie, 2010). Collins as cited in (Tashakkori & Teddlie, 2010) held the view that positivism relies on quantifiable interpretations that lend themselves to statistical analysis. Saunders, et al (2015) contended that the positivist research paradigm asserts that accurate conclusions about a phenomenon can only be drawn when the

phenomenon's influencing constructs are subjected to numeric significances. This implies that researchers in the positivist tradition assume that reality exists independently of the researcher and can be accessed through natural scientific means (Cohen et al., 2017). The interpretivist on the other hand recognises the complex interplay of psychological and socially constructed process that influence individual motivations, belief systems, and values (Fobi, 2023). That is interpretivist focuses less on the pursuit of objective truth and more on the interpretation of human experience, consciousness, sense making, and worldviews based on the pursuit of comprehension (Fobi). Interpretivist research paradigm asserts that accurate conclusions about a phenomenon can only be drawn when the phenomenon's influencing constructs are subjected to description and thematic analysis.

The pragmatist believes that the positivism and interpretivism approaches to research are not binary and discrete (Fobi, 2023). Based on these argument, no single point of approach can give a true picture about the dimension in KG teachers' preparedness to implement Early Grade the standards-based curriculum in the Effutu municipality, hence it is essential to combine multiple approaches in order to address the problem under investigation.

### **3.2 Research Approach**

Mixed- Methods research approach was employed in this study, aligning with the pragmatist research. Pragmatism, as a research paradigm, is characterised by its inclination towards both quantitative and qualitative approaches, and researchers subscribing to this paradigm are often associated with adopting quantitative and qualitative methods in their studies. Hence, in line with the pragmatism paradigm, this study embraced a mixed methods approach. Mixed- Methods research approach

involves the combination of both qualitative and quantitative data collection and analysis processes in addressing different research questions in a single study (Fobi, 2023). Supporting this perspective, Creswell & Plano Clark (2018), contended that mixed-methods approach is a philosophical assumption that fluid the direction of the collection and analysis of data through the mixture of qualitative and quantitative approaches in many places of the research process. According to Creswell & Plano Clark, this method focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. It is based on the premise that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than using only one approach. Mixed-Methods approach is appropriate for this study since in the view of Creswell and Plano-Clark (2018), it provides strengths that offset the weakness of both quantitative and qualitative research. In the words of Creswell and Plano Clark, mixed-methods approach provides more evidence for studying a research problem than either quantitative or qualitative study alone.

Also, this approach helped the researcher to explain and elaborate on the quantitative findings (Creswell & Creswell, 2018). Again, instead of being limited to the kind of data gathering generally associated with quantitative or qualitative research, researchers using mixed methods can use all the available tools of data collection. In effect, mixed-methods research helped in answering questions that could not be answered via quantitative or qualitative approach alone. Moreover, both the quantitative and qualitative data help to increase the validity of the findings during interpretations and discussions of the results (Creswell & Plano Clark). The mixing of methods took place at three different stages namely, sampling, instrumentation and data analysis.

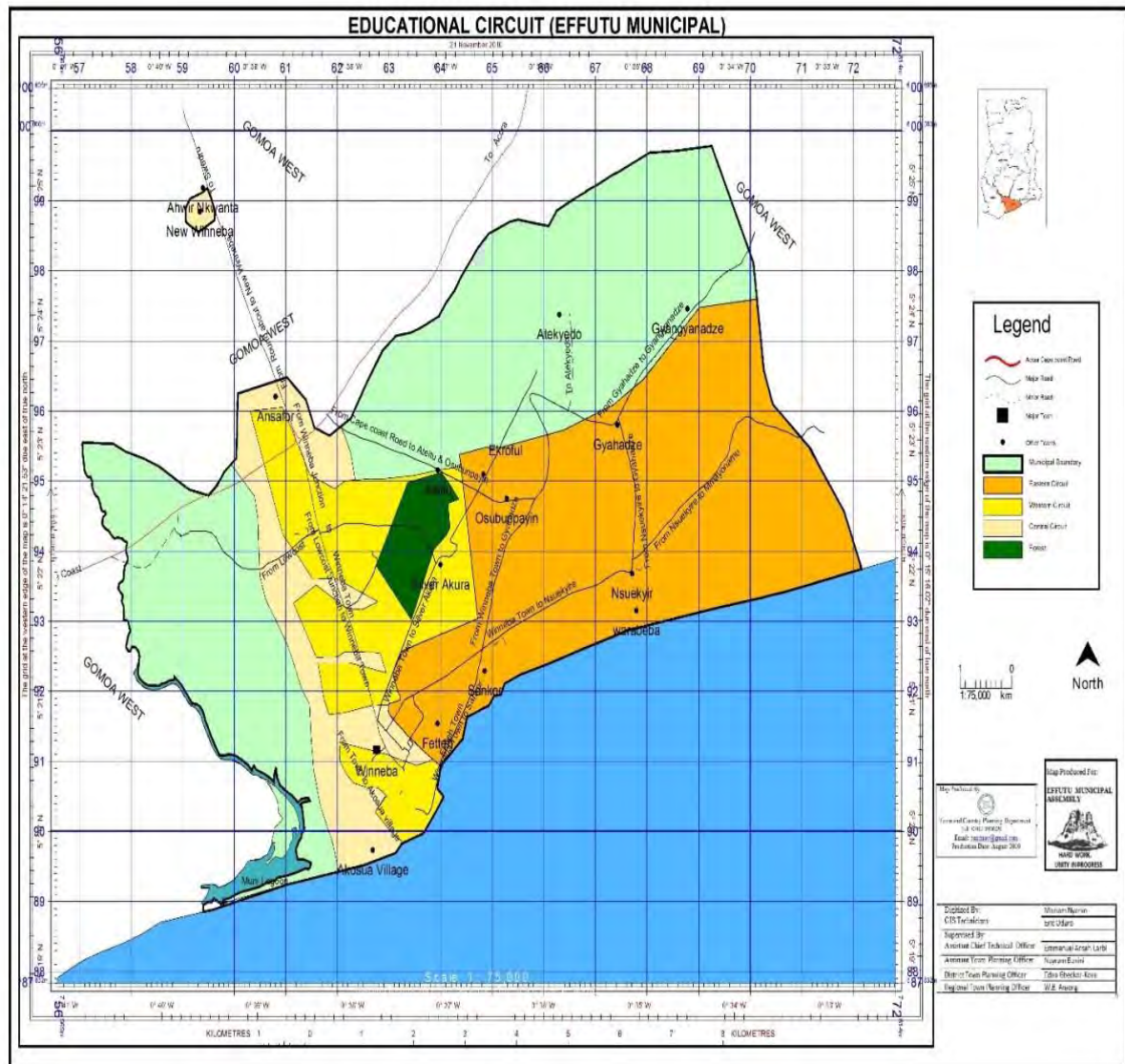
### 3.3 Research Design

This study employed the convergent- Parallel design. This design involves the collection of different but complementary data on the same phenomena. In convergent parallel design, the results or data are merged by comparing, interpreting and discussing them by stating the degree to which they converge, diverge or relate. Firstly, it's for completeness, since a researcher can fully address a research problem and its sub problems only by collecting, analyzing, and interpreting both quantitative and qualitative data. Also, for complementarity. This is because quantitative aspects of the study can compensate for weaknesses in qualitative research, and vice versa. Moreover, in a quantitative study, various results can sometimes seem inconsistent or contradictory; qualitative data may reveal underlying nuances and meanings that can help the researcher make sense of the numbers. Thus, the adoption of the convergent- Parallel design helps in the resolution of puzzling findings. Convergent- Parallel design simultaneously collects both quantitative and qualitative data, analyses them separately, and then compares the results. This helps the researcher to compare the results to gain a richer, more comprehensive understanding of a research topic by triangulating findings from different data types, essentially validating and providing context to both quantitative trends and qualitative insights. Lastly, Convergent- Parallel design allows researchers to examine a phenomenon from different angles without having to wait for one phase to complete before starting another leading to results from both methods can be directly compared to identify congruencies and or discrepancies. By extension, this gives deeper insights and or revealing contradictions that require further exploration. This can be used to ascertain correlations and relationships between the items and themes on KG teachers' preparedness to implement the EGSBC in the Effutu Municipality.

### 3.4 Study Area

The study was conducted in the Effutu Municipality in the Central Region of Ghana. The Effutu Municipal Assembly is one of the 261 Administrative Districts in Ghana and one of the 22 districts in the Central Region, with Winneba as its administrative capital. Data from the 2021 Population and Housing Census show that the Effutu municipality has a population of 107,798. Out of this number, 54,723 (50.76%) are males, and 53,075 (49.24%) are females (Effutu Municipal Assembly, Composite Budget Report, 2023). The main agricultural activity in the Municipality is fishing, carried out along the coast of Winneba, Nsuekyir, Warabeba, and Akosua village. The area is also noted for farming vegetables such as tomatoes, okra, groundnuts, garden eggs, and pepper, since the rainfall pattern does not favor cash crops such as cocoa, oil palm, and citrus. The inhabitants are also noted for engaging in trading activities. The municipality has 247 educational institutions, of which 74 (30%) are public and 173 (70%) are private. There are 47 pre-schools (1 public and 46 private), 74 kindergartens (24 public and 50 private), 71 primary schools (26 public and 45 private), 47 junior high schools (22 public and 25 private), 8 senior high schools (1 public and 7 private), and 1 major tertiary institution, the University of Education, Winneba (Effutu Municipal Assembly, Composite Budget Report, 2023).

The study area was chosen because the problem was identified among teachers in the Municipality. Again, the diverse and rich educational environment of the Municipality offers teachers a greater opportunity to stay updated with emerging issues in education including understanding and educational practices relating to curriculum implementation.



**Fig. 3.1: Map of Effutu Municipality**

**Source: Effutu Municipal Assembly Website**

### 3.5 Population

In this study, the population comprised all Kindergarten teachers within the Effutu Municipality, Winneba. According to data from the Effutu Municipal Education Directorate (2023), there were a total of 586 teachers, with 91 teachers in the public schools and 505 in private schools.

### **3.6 Sample Size**

In the context of this study, the sample refers to the teachers from whom data were collected. The sample in this study comprised all 91 public KG teachers within the Effutu Municipality. The selection of all 91 public KG teachers in the study was feasible due to the manageable number of cases within the limited time frame. This will ensure coverage of the views and opinions of all public KG teachers within the municipality.

### **3.7 Sampling Technique**

This study selected 81 of the public KG teachers in the Effutu Municipality for administering the questionnaire using census sampling technique and the ten left were interviewed. The public basic schools in Effutu has being grouped into three circuits. Purposive sampling was used to select the ten teachers based on specific characteristics that was relevant to the researcher. Moreover, the number ten was selected as it aligns with Whitehead and Annels (2007) who recommended that qualitative sample size should be at least 10% of the quantitative sample which makes 10 participants appropriate and sufficient to provide rich insights to complement the quantitative findings ensuring in-depth analysis within the available time.

### **3.8 Research Instruments**

A structured questionnaire was the main instrument utilised in the study to gather data. Despite having limited ways of getting detailed insights into phenomena, misinterpretation due to respondents' misunderstanding leading to inaccurate data among others, it has several advantages. Questionnaires are cost effective, time saving allowing researchers collect data from many participants at once. Respondents are

more comfortable to give honest answers, especially on sensitive topics, thus anonymity highly assured.

An interview on the other hand is a qualitative data collection method involving face-to-face, telephone, or virtual conversation between a researcher and a participant. It can be structured (fixed questions), semi-structured (guided but flexible), or unstructured (more conversational and exploratory). In as much as interviews takes a lot of time to conduct and transcribe, ways of questioning may influence responses etc, the advantages are enormous. Interviews enhances rich, deeper and detailed data. It gives researchers the opportunity to ask follow-up questions for more insights. Also, it encourages openness and it is very ideal for exploring subjective experiences and meanings. Lankshear and Knobel (2004) opined that semi-structured interviews enable researchers to dig deep into the phenomenon being studied. Intermittently, some of the participants got diverted from the interview process. To reduce the weaknesses associated with interviews, the semi-structured questions were used so that all the participants were asked similar questions and all interviews recorded for verification. The use of these two instruments (questionnaire and interview guide) helped me to triangulate data to answer the research questions. The semi-structured interview guide was chosen for this study because it offered the researcher the opportunity to ask questions in different ways in order to better give clearer picture of the phenomenon to participants and vice-versa.

Data was collected using semi-structured questionnaire and semi-structured interview guide. The self-developed questionnaire was made up of forty-one (41) items, and was patterned on a five point Likert scale where teachers were expected to choose from five options. The questionnaire was made up of two parts. The first part

contained items used to elicit information on teachers' demographic background. The second part consisted of closed ended questions and made up of four (4) sections. Section A contained items that sought for information on the KG teachers' knowledge of the standards-based curriculum. It required the respondents choose Never (representing 1); Rarely (representing 2); Some of the times (representing 3); Most of the times (representing 4); All of the times (representing 5) by circling the number applicable to their choice. Section B sought for information on the resources available for the effective implementation of the standard-based curriculum and required that respondents tick (✓) as appropriate in the space provided. Section C sought information on factors that affect the implementation of the standard-based curriculum required that respondents tick (✓) as appropriate in the space provided. Section D sought information on the support systems available for the implementation of the standard-based curriculum and respondent were to It required the respondents choose Not at all (representing 1); Rarely (representing 2); Sometimes (representing 3); Often (representing 4); Always (representing 5) by ticking (✓) as appropriate in the space provided.

Based on the design, which was convergent parallel approach, a semi- structured interview guide was used to follow up the administration of the questionnaire. This was designed to enhance the simultaneous collection of both quantitative and qualitative data. The semi- structured interview had eight (8) questions. The first to the fifth questions were on participants' content knowledge on the standards-based curriculum. The sixth questions focused on resources available for effective implementation of the standards-based curriculum. The seventh and eighth questions focused on the factors that affect the effective implementation of the standards- based curriculum and support systems available for the effective implementation of the

standards-based curriculum. The questions that guided the interviews were informed by the research questions and this followed the administration of the questionnaire. The questions were open ended and this gave the researcher the opportunity to probe further in order to get in-depth information on the subject under study.

### **3.9 Pilot- Testing of the Instruments**

Preceding the administration of the questionnaires and interviewing of KG teachers in the Effutu Municipality, the researcher conducted a pilot test to identify any inconsistencies that may come up prior to the actual data collection. Pilot testing is usually done before the actual data collection begins. The questionnaire and interview for the first phase was pilot tested using 15 KG teachers in Gomoa Central District to assess their reliability. That is 12 were administered questionnaire and 3 for the interview. The Gomoa Central District was chosen because it had similar characteristics with the target population in terms of educational institutions, proximity, and educational backgrounds of the teachers. For example, the Gomoa Central District shares close borders with the Effutu Municipality and had similar characteristics such as hosting a university that is the Perez University College, situated at Gomoa- Pomadze, along the Winneba- Swedru highway. Hence, the responses of these teachers who shared similar attributes as those in Effutu could be relied on.

The pilot test helped the researcher to modify the instruments before using it in the actual study. For Example, the first draft of the questionnaire had 52 items and after the pilot test, this was reduced to 41 items. This was as a result of the detection of the ambiguity of some of the questions to the teachers. Similarly, the semi-structured interview guide to check vocabulary, language and respondents understanding and

reactions to questions. In all, three participants were purposively selected for the interview process. The pilot interview lasted for 25-40 minutes. The pilot study enabled the researcher to assess the comprehensiveness of the interview. The results of the pilot testing revealed that some of the items on the interview guide needed to be modified to enhance understanding of interviewees. Subsequently, some changes were made to the interview guide and also identified challenges associated with the interview process. The interview guide had 8 questions and this was increased to 9 questions because some important items were left out. Consequently, reliability was tested for each of the categories, using Cronbach's alpha ( $\alpha$ ).

### **3.10 Validity and Reliability of the Data Collection Instruments**

#### **3.10.1 Validity**

Validity is the degree to which a test or other measuring device truly measures what it is purported to measure (Lankshear & Knobel, 2004). Ensuring the validity of an instrument is essential to guarantee that the data collected in a study is accurate and trustworthy (Leedy & Ormrod, 2014). To achieve this, several steps were taken. Firstly, the content validity of the questionnaire was meticulously assessed. The researcher ensured that the questionnaire items were designed with rigorous attention to the key variables outlined in the research questions. After this, the questionnaire was given to colleague M. Phil students for peer judgement to evaluate the clarity of the statements, appropriateness of language, and the accuracy of instructions. Feedback from these colleagues was incorporated, leading to refinements in certain items for improved clarity. Also, the construct validity was meticulously examined by ensuring a correct and thorough definition of the construct, including its key elements (Cohen et al., 2017). By this, the researcher did an extensive literature review on implementation of the early grade standards-based curriculum and further sought

expert opinions from senior researchers in the field. The goal was to confirm that the construct was accurately and adequately defined in the instrument.

Lastly, the instrument underwent scrutiny by the researcher's supervisor for expert judgement. This assessment focused on determining the extent to which the questionnaire reflected the full scope and complexity of the variables being measured. The supervisor's approval was sought, adding a final layer of assurance to the instrument's validity. By undertaking these steps, the researcher made sure that the instrument was subjected to a validation process that helped to reinforce the confidence in the accuracy and trustworthiness of the data it would generate.

### **3.10.2 Reliability**

Reliability is the extent to which results are consistent overtime and are accurate representation of the total population under study (Joppe, 2000). Joppe further explained that if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. The concept of reliability pertains to the likelihood of obtaining consistent results when the instrument measures the same variables more than once or when multiple individuals measure the same variable. Yakubu (2015) further defined reliability as a “measure of consistency of research instruments to obtain the same result with the same measure” (p. 63). To ensure reliability of the questionnaire, the reliability co-efficient value was computed after the pilot testing of the instrument. The first component (content knowledge) showed high internal consistency ( $\alpha = .84$ ). The level of internal consistency for the second component (resources available) was  $\alpha = .78$  while that of the third component (factors that influence EGSBC) was  $\alpha = .80$ . The internal consistency for the fourth component (support systems available) was also high ( $\alpha$

= .87). This implied that the instrument was capable of generating reliable data and hence acceptable for use in the actual study (Taber 2018).

### **3.10.3 Trustworthiness**

To ensure trustworthiness in the qualitative phase, the researcher ensured the validity and reliability of the instrument by taking into consideration the credibility, transferability, dependability and conformability, as outlined in Lincoln and Guba (1985) to substitute its internal validity, external validity and how reliable it is in using the qualitative instrument. Credibility is concerned with the question of how research findings is consistent with reality (Merriam, 2009). In order to eliminate the potential of participants' comments being misinterpreted, the voices of the respondents were replayed to them to validate their responses. When they discovered discrepancies in the interpretations, some of the interviewees also got the chance to make a few modifications in the transcript of the interview as both the researcher and the interviewee had the interview guide. Again, using a variety of data collection techniques, including interviews and questionnaires, guaranteed consistency and dependability.

### **3.10.4 Transferability**

Transferability focuses on how broadly the results of one study can be used (generalized). In this regard, a researcher must offer enough descriptive data to allow for transferability (Lincoln & Guba, 1985). In my quest to ensure transferability, I chose a study area and sample that represented both urban and rural areas to ensure transferability. Additionally, the researcher also ensured that the teachers who were sampled had been teaching in their current schools for more than one academic year. The ability to generalize study results depends on how similar alternative contexts are

to the study setting (Descombe, 2002). Although the situations examined in this research may be comparable to others in different municipalities, my goal was to make limited generalizations where appropriate. By examining teacher dimension in the implementation of standards-based curriculum in the Effutu Municipality of Ghana, the researcher hoped to provide recommendations that could be put into practice and contribute to the body of literature. All these measures were put in place to ensure that the findings were not influenced by the researcher.

### **3.10.5 Confirmability**

Confirmability focuses on ensuring that the results of the study reflect the views and experiences of the participants rather than the personal biases or preferences of the researcher. In this study, confirmability was enhanced by grounding all interpretations and conclusions directly in the data collected. The use of a mixed-methods approach allowed for triangulation of data from questionnaires and interviews, which helped to validate findings across different sources. In addition, participants' responses were presented using direct quotations where necessary, ensuring that interpretations were firmly supported by participants' own words (Lincoln & Guba, 1985).

### **3.10.6 Dependability**

Dependability relates to the consistency and stability of the research process over time. To ensure dependability, the researcher clearly documented all stages of the study, including the research design, sampling procedures, data collection methods, and data analysis techniques. This detailed documentation provides a transparent audit trail that allows other researchers to understand how the study was conducted and to judge the consistency of the procedures used (Shenton, 2004). Furthermore, pilot testing of the research instruments was carried out to refine the tools and improve

clarity, thereby enhancing consistency in data collection. The use of standardized procedures in administering questionnaires and conducting interviews further ensured uniformity across participants. Together, these strategies strengthened the dependability of the study by ensuring that the research process was logical, systematic, and clearly articulated (Creswell & Plano Clark, 2018).

### **3.11 Data Collection Procedures**

The data collection process commenced on March 5, 2025 and ended on May 19, 2025. The process involved the researcher's initial writing of a letter to the Head of Department of Early Childhood Education, requesting for an official letter of introduction from the Department of Early Childhood Education, University of Education, Winneba. . Next, the researcher sent this letter to the Effutu Municipal Education Directorate for another letter of introduction offering ethical clearance to carry out the study using the public KG teachers in the Municipality. Subsequently, the researcher then visited the KG teachers in public Basic Schools in the Effutu Municipality with this official letter of introduction (see Appendix A) from the Municipal Education Directorate, seeking permission from the heads of schools to carry out the study. The researcher sought permission from the school heads to brief the teachers about the purpose of the study and the procedures to be used in collecting data. They were briefed on how the questionnaires and interview questions were to be answered.

The researcher then discussed the time schedules and appointments with the heads and teachers such that the processes did not interfere with teaching and learning. With the questionnaire, they were guided to tick (✓) a number that best described their view on each of the items using a scale of 1-5. Some teachers were available to complete

the questionnaires that very day while others promised to do it in two days" time. Some teachers were available to complete the questionnaires that very day while others promised to do it in two days" time this was same for the participate who qualified for the interview. Hence, those schools were left with a number of questionnaires based on the KG teachers present in the school. After two days of completing the questionnaire, the researcher visited the schools for the completed questionnaires and conducted the interview for the teachers who qualify and were available.

The overall data collection process proved successful. All the eighty-one (81) questionnaires that were distributed to the KG teachers in public Basic Schools within the Effutu Municipality, all were retrieved, representing a return rate of 100% and out of the ten (10) people who were sampled to be interviewed, all of them were available to be interviewed representing 100%. Both return rate exceeded the recommended minimum threshold of 80% for survey research, as suggested by Singleton and Straits (2012), indicating a satisfactory level of respondent engagement in the study.

### **3.12 Data Analysis Procedures**

Data analysis is a process of systematically working with data or applying statistical and logical techniques to describe, organize, summarize, compare data, and divide them into small portions (Bogdan & Buklen, 1992). The quantitative data was coded and processed using the Statistical Product for Service Solutions (SPSS) version 26.0 software. Quantitative data was analyzed and discussed using descriptive statistics (frequencies, percentages, mean, and standard deviation).

Qualitative data obtained from the interviews were read through repeatedly familiarization. The researcher then identified initial codes, which are short phrases

and labels that capture meaningful segments of the data. Codes were then organized into potential themes, looking out for patterns and relationships between them. The researcher then refined the themes generated, merging, splitting and discarding as and when needed, ensuring they accurately reflect the data collected. The researcher then developed clear and concise descriptions of each theme, ensuring they were informative and memorable. The data was then presented into themes with supporting evidence in a clear and compelling narrative as suggested by Braun and Clarke (2023). Responses of the interviewees were presented as part of results and discussion in italics under the research questions that guided the study. After the thematic analysis, the researcher read through, checked and edited the transcripts and related parts of data to the research questions 1 and 2. This study therefore used both quantitative and qualitative techniques in collecting and analyzing data.

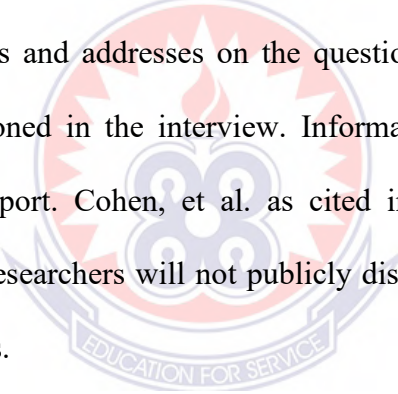
### **3.13 Ethical Considerations**

This research took into consideration several ethical issues. According to Kusi (2012), ethics in educational research pertains to how researchers conduct themselves, their practices, and the consequences on participants. Ethical issues considered in this study include permission to collect data, informed consent, confidentiality, and anonymity as follows:

Firstly, I obtained permission from the various heads of public basic schools selected for the study before administering the instrument to the respondents and conducting interviews. This was done to adhere to ethical rules, as it is unethical to collect data from an organization or social groups without permission from the gatekeepers (Kusi, 2012, citing Creswell).

Additionally, Kothari (2015) suggested that research participants should always be protected from harm. In this study, participants were not subjected to any physical or mental discomfort. The researcher ensured that questionnaires were filled at the participants' convenience. Similarly, the teachers gave their consent for them to be involved in the study, thereby reducing discomfort in their respective classrooms. The respondents were also informed of their right to willingly participate in the study or opt out of the study anytime they wish without further questions from the researcher.

Moreover, the researcher ensured that information provided by participants was treated with care to prevent unauthorized access. The collected data was used only for the study's purpose. These ethical issues were protected by ensuring participants did not provide their names and addresses on the questionnaire and no names, address whatsoever was mentioned in the interview. Information about the school did not appear in the study report. Cohen, et al. as cited in Kusi (2012), explained that confidentiality means researchers will not publicly disclose information, even if they can identify participants.

The logo of the University of Education, Winneba, is a circular emblem. It features a central sun-like symbol with rays, surrounded by a wreath. Below the wreath, the motto "EDUCATION FOR SERVICE" is inscribed on a banner. The entire emblem is set against a light blue background with a subtle pattern.

Lastly, participants were informed about the study's purpose, how it would be carried out, their expected role, the kind of data to be collected, and how it would be reported. This provided participants with the choice to decide whether or not to participate. Such information is crucial, as people decide to participate in a study based on the quality of information they receive (Kumar, 2011). Ensuring participants were equipped with necessary information was prudent to encourage their participation. Respondents' consent and permission were sought before administering the questionnaire to them and conducting the interview.

## CHAPTER FOUR

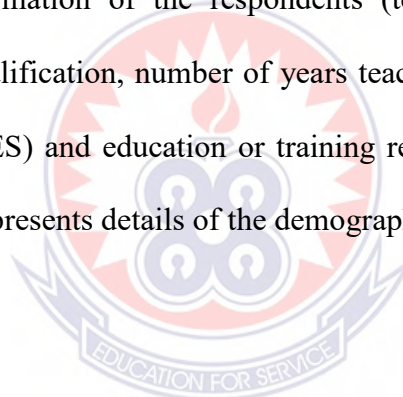
### RESULTS AND DISCUSSION

#### 4.0 Overview

This chapter presents the analysis of the data and discussions of findings. The data and its analysis are presented in three sections. The first section looks at the demographic characteristics of the teachers while the second section presents the analysis based on the research questions. Finally, a discussion based on the analysis is presented.

#### 4.1 Demographic Characteristics of the Respondents

The background information of the respondents (teachers) included gender, age category academic qualification, number of years teaching at the KG, rank in Ghana Education Service (GES) and education or training received on the Standards-based curriculum. Table 4.1 presents details of the demographic information.



**Table 4.1: Demographic characteristics of Kg teachers**

<b>Characteristics</b>	<b>Category</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>Gender</b>	Male	23	28.4
	Female	58	71.6
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Age</b>	20-30	21	25.9
	31-40	44	54.3
	41-50	14	17.3
	51 And Above	2	2.5
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Highest Academic Qualification</b>	Trs Cert A	1	1.2
	Diploma	13	16.0
	Bachelor's Degree	52	64.2
	Master's Degree	15	18.5
	PhD	0	0
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Area of Specialization</b>	Early Childhood	72	88.9
	Basic Education	9	11.1
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Years of Teaching Exp. In KG</b>	1-5	26	32.1
	6-10	28	34.6
	11-15	22	27.2
	16-20	5	6.2
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Rank in GES</b>	AD I	5	6.2
	AD II	16	19.8
	PS	46	56.8
	SS I	8	9.9
	SS II	3	3.7
	S I	1	1.2
	S II	2	2.5
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Received Ed. EGSBC</b>	Yes	79	97.5
	No	2	2.5
	<b>Total</b>	<b>81</b>	<b>100</b>

Source: Field data, (2025)

The data shows that the majority of the teachers are female, accounting for 23 (71.6%) of the respondents, while males constitute 58 (28.4%). In terms of age, most of the teachers fall within the 31–40-year range 44 (54.3%), followed by those aged 20–30 years 21 (25.9%). A smaller proportion are aged 41–50 years 14 (17.3%), and only 2.5% are 51 years and above.

Regarding academic qualifications, the majority of the teachers 52 (64.2%) hold a Bachelor's degree. This is followed by 15 (18.5%) who have earned a Master's degree, and 13 (16.0%) who hold a diploma. Only 1 (1.2%) of the respondents possess a Teacher's Certificate A, and none have a PhD. In terms of area of specialization, a significant majority 72 (88.9%) specialize in Early Childhood Education, while the remaining 9 (11.1%) are specialized in Basic Education.

The teaching experience of the respondents in kindergarten varies. About 28 (34.6%) have 6–10 years of experience, followed closely by 26 (32.1%) with 1–5 years. Additionally, 22 (27.2%) have been teaching for 11–15 years, and 5 (6.2%) have 16–20 years of experience. When it comes to rank within the Ghana Education Service (GES), more than half of the teachers 46 (56.8%) hold the rank of Principal Superintendent. This is followed by 16 (19.8%) who are Assistant Directors II, and 8 (9.9%) who are Senior Superintendents I. Smaller percentages are found in ranks such as Assistant Director I 5 (6.2%), Senior Superintendent II (3.7%), Superintendent II 2 (2.5%), and Superintendent I (1.2%). Lastly, the data reveals that nearly all of the respondents (97.5%) have received training in the Early Grade Standards-Based Curriculum (EGSBC), indicating a high level of exposure to current educational practices among KG teachers.

The demographic data indicated that kindergarten (KG) teaching in the study area is predominantly female-driven, with 58 (71.6%) being female and 23 (28.4%) male, reflecting the gendered nature of early childhood education in Ghana. The age distribution shows a relatively young workforce, with the majority of teachers 44 (54.3%) aged between 31–40 years, followed by 21 (25.9%) aged 20–30 years. A smaller proportion, 14 (17.3%), are aged 41–50 years, while only 2 (2.5%) are 51 years and above, suggesting a vibrant workforce capable of adapting to new teaching practices.

In terms of academic qualifications, most KG teachers are well-qualified, with 52 (64.2%) holding Bachelor's degrees, followed by 15 (18.5%) with Master's degrees, and 13 (16.0%) with Diplomas. Only 1 (1.2%) holds a Teacher's Certificate A, and none of the respondents hold a PhD, indicating a highly educated KG workforce. Regarding the area of specialization, a significant majority of 72 teachers (88.9%) specialize in Early Childhood Education, while 9 (11.1%) are specialized in Basic Education, indicating strong alignment with the specific demands of KG teaching.

On teaching experience, there is a fair distribution across categories, with 28 teachers (34.6%) having 6–10 years of experience, 26 (32.1%) with 1–5 years, 22 (27.2%) with 11–15 years, and 5 (6.2%) with 16–20 years of experience, indicating that most teachers are in their early to mid-career stages. For rank within the Ghana Education Service (GES), 46 teachers (56.8%) hold the rank of Principal Superintendent, followed by 16 (19.8%) as Assistant Directors II, 8 (9.9%) as Senior Superintendents I, 5 (6.2%) as Assistant Directors I, 3 (3.7%) as Senior Superintendents II, 2 (2.5%) as Superintendent II, and 1 (1.2%) as Superintendent I, reflecting considerable professional advancement among KG teachers. Finally, the data shows that nearly all

the teachers, 79 (97.5%), have received training in the Early Grade Standards-Based Curriculum (EGSBC), with only 2 (2.5%) not having received this training, indicating a high level of exposure to current educational practices among the KG teachers in the area.

Overall, the findings demonstrated that KG teachers in the study area are predominantly female, relatively young, well-qualified, specialized in early childhood education, have varied teaching experiences, hold advanced ranks within GES, and are well-versed in the EGSBC, positioning them well for the effective delivery of quality early childhood education in Ghana.

#### **4.2 Analysis of Research Questions**

##### **4.2. 1: Research Question 1: What content knowledge do KG teachers have for the implementation of the Early Grade Standard-based Curriculum (SBC) in the Effutu municipality?**

The essence of this research question was to know the content knowledge the KG teachers have in the implementation of the Early Grade Standard-based Curriculum (SBC) in the Effutu Municipality. The teachers were required to respond to ten (10) statements using these keys and their meanings: On a five-point Likert scale, teachers were made to provide their degree of agreement with respect to 10 statements: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The data were analysed using mean and standard deviation to show disagreement (mean = 1.0 to 3.0), neutral (mean = 3.1 to 3.4), and agreement (mean = 3.5 to 5.0) to the statements. The results are presented in Table 4.2.

**Table 4.2: KG Teacher content knowledge of SBC**

<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>Remarks</b>
I can explain the Early Grade Standards-based curriculum	81	4.07	0.83	Agree
I have clear understanding of the objectives of the Early Grade Standards-based curriculum	81	4.09	0.85	Agree
I am familiar with the subject matter required for teaching the Early Grade Standards-based curriculum	81	4.27	0.80	Agree
I have received sufficient training to understand the content of the Early Grade Standards-based curriculum	81	3.88	0.94	Agree
I understand how to integrate literacy and numeracy into my teaching	81	4.06	0.87	Agree
I can explain the learning outcomes expected at each stage of the Early Grade Standards-based curriculum	81	3.80	0.88	Agree
I can identify and address learning gaps in relation to the curriculum objectives	81	3.65	0.99	Agree
I understand how to adapt the curriculum content to meet the diverse needs of my learners	81	3.98	0.94	Agree
I have observed that the standard-based curriculum is well aligned with the needs of our learners	81	3.81	0.88	Agree
I have identified that the standard-based curriculum provides clear learning objectives for learners	81	3.88	0.96	Agree
<b>Mean of Means</b>	-	<b>3.95</b>	-	<b>Agree</b>

**Source: Field data, (2025).**

The results, as presented in Table 4.2, show that KG teachers in the Effutu Municipality generally possess a high level of content knowledge regarding the SBC. This is evidenced by the fact that all mean scores ranged from 3.65 to 4.27, which falls within the “agree” category on the scale. Specifically, the highest mean was recorded for the statement “I am familiar with the subject matter required for teaching

the Early Grade Standards-Based Curriculum” ( $M = 4.27$ ,  $SD = 0.80$ ), indicating that teachers have a strong grasp of the subject matter required for the effective delivery of the curriculum. Similarly, teachers agreed that they have a clear understanding of the objectives of the SBC ( $M = 4.09$ ,  $SD = 0.85$ ) and can explain the curriculum ( $M = 4.07$ ,  $SD = 0.83$ ). These findings suggest that the teachers are not only familiar with the curriculum but can also articulate its core components, which is essential for effective teaching and learning in the kindergarten classroom.

In terms of training, the statement “I have received sufficient training to understand the content of the Early Grade Standards-Based Curriculum” yielded a mean of 3.88 ( $SD = 0.94$ ), showing that teachers perceive themselves as adequately trained for the implementation of the curriculum. This aligns with the earlier demographic data, where 97.5% of teachers reported receiving training in the SBC, further affirming that training interventions in the municipality have been effective.

Teachers also demonstrated an understanding of the integration of literacy and numeracy into their teaching practices ( $M = 4.06$ ,  $SD = 0.87$ ) and an ability to explain the learning outcomes expected at each stage of the SBC ( $M = 3.80$ ,  $SD = 0.88$ ). These are critical skills for early grade teachers, as the SBC emphasizes foundational literacy and numeracy as key learning outcomes. Furthermore, the ability to identify and address learning gaps in relation to curriculum objectives ( $M = 3.65$ ,  $SD = 0.99$ ) and adapt content to meet the diverse needs of learners ( $M = 3.98$ ,  $SD = 0.94$ ) indicates that the teachers not only understand the curriculum content but can also apply it responsively in the classroom. This is vital for ensuring inclusivity and effectiveness in early childhood education, particularly in diverse classrooms where learners may have varying backgrounds and learning needs.

Finally, teachers agreed that the SBC is well-aligned with learners' needs ( $M = 3.81$ ,  $SD = 0.88$ ) and that it provides clear learning objectives for learners ( $M = 3.88$ ,  $SD = 0.96$ ). This perception underscores the relevance of the SBC in addressing the practical learning needs of kindergarten pupils in the Effutu Municipality, aligning with the curriculum's goal of ensuring clear, measurable, and achievable learning targets for young learners.

The findings indicate that KG teachers in the Effutu Municipality possess a high level of content knowledge regarding the Early Grade Standards-Based Curriculum (SBC), which has several key implications. Firstly, it suggests that teacher education and professional development initiatives are effective, and thus, the Ghana Education Service (GES) in Effutu Municipality should continue and enhance in-service training to maintain teachers' curriculum competence. This strong content knowledge positions teachers to effectively implement learner-centred teaching approaches aligned with the SBC, making it essential for school heads and circuit supervisors to monitor and support the practical application of this knowledge in classrooms.

Additionally, teachers' ability to identify learning gaps and adapt curriculum content highlights their readiness for differentiated instruction to meet diverse learner needs, supporting inclusive education goals. Their understanding of integrating literacy and numeracy within the SBC can further enhance teaching quality, and leveraging these knowledgeable teachers as peer mentors can foster collaborative professional growth within KG schools. Although teachers have strong content knowledge, further research is needed to explore how this translates into classroom practice and impacts learners' outcomes, ensuring that the SBC effectively achieves its objectives in early grade education.

#### **4.2.1: Thematic analysis of kindergarten teachers' implementation of the Early Grade Standards-Based Curriculum**

This thematic analysis is based on qualitative data collected through interviews with 10 kindergarten teachers regarding their content knowledge and implementation of the early grade standards-based curriculum (SBC). The analysis identifies the main theme and sub-themes derived from the teachers' responses, followed by a detailed analysis of the data.

##### **Main theme 1: Teacher Content Knowledge in Implementing the Early Grade Standards-Based Curriculum**

The central theme emerging from the teachers' responses is their preparedness and commitment to effectively implement the EGSBC. This theme encompasses their familiarity with the curriculum, understanding of its objectives, incorporation of its principles, and the influence of their professional training, years of experience, content knowledge, and commitment on successful implementation.

##### **Sub-theme 1.1: Familiarity and Understanding of the EGSBC**

Most of the teachers (9 out of 10) reported being familiar with the early grade SBC, with responses ranging from "Yes" to *very familiar* (Teachers 1, 2, 3, 4, 5, 7, 8, 9, 10). Teacher 6 expressed only a little familiarity, *I am not really familiar with the early grade standards-based curriculum*, indicating a potential gap in exposure or training. Similarly, all teachers except Teacher 6 claimed to understand the objectives of the EGSBC, with Teacher 4 providing a specific example of objectives related to *mastery in writing, reading*. Teacher 6's limited understanding *a little* and Teacher 8's partial understanding *not entirely* suggest variability in the depth of comprehension, which may affect implementation consistency.

### **Sub theme 1.2: Incorporation of EGSBC Principles in Teaching**

All the teachers reported incorporating EGSBC principles into their teaching methods, though the specificity of responses varied. Teachers 1, 3, 4, 7, 9, and 10 explicitly mentioned *I use play-based or learner-centered approaches, such as games, group activities, and lesson plans, which align with the EGSBC's emphasis on activity-based learning*. For example, Teacher 7 noted using *play-based activities* and grouping students to facilitate peer learning. Teachers 2, 5, 6, and 8 provided general affirmations without detailing specific strategies, suggesting potential differences in the depth of integration or articulation of practices.

### **Sub theme 1.3: Role of Professional Training**

All the teachers agreed that their professional training has equipped them with the ability to implement the EGSBC, with responses ranging from confident affirmations (*Yes, I strongly believe so* Teacher 1) to partial agreement (*Partly, I think it does*, Teacher 10). Teacher 5 emphasized that professional training enhances understanding of topics and learner needs, while Teacher 6 noted that further training could improve their understanding of EGSBC objectives. This indicates that while training is generally perceived as adequate, some teachers may benefit from additional or targeted professional development to enhance their confidence and competence.

### **Sub-theme 1.4: Influence of Teaching Experience**

All the teachers affirmed that their years of experience contribute to their competence in implementing the EGSBC. Teachers 5, 6, and 7 provided nuanced insights, noting that experience in the classroom helps teachers address practical challenges, refine teaching strategies, and identify shortcomings. For example, Teacher 6 stated, *the more you teach the better you become in your choice of activities, strategies, methods,*

and Teacher 7 noted that experience helps teachers *realize your shortfalls and work on them*. This suggests that experiential learning complements formal training in building implementation capacity.

### **Sub-theme 1.5: Impact of Content Knowledge on Implementation**

Nine teachers acknowledged that weak content knowledge could negatively affect EGSBC implementation. Teachers 2, 3, 6, 7, 8, and 9 explicitly linked inadequate content knowledge to ineffective teaching, with Teacher 2 stating, *as a KG teacher, if you don't have enough content knowledge, you can't teach it*, and Teacher 3 noting that weak knowledge leads to incomplete delivery and poor student understanding. Teacher 1 was an outlier, stating that weak content knowledge does not significantly affect implementation (*Not really*), which may indicate overconfidence or a misunderstanding of the question. The consensus underscores the importance of robust content knowledge for successful curriculum delivery.

### **Sub-theme 1.6: Role of Commitment in Successful Implementation**

All the teachers agreed that their level of commitment significantly influences the success of EGSBC implementation. Teachers 1, 6, 7, 9, and 10 provided detailed explanations, highlighting that commitment drives effort, acceptance of change, and the adoption of innovative teaching strategies. For instance, Teacher 1 noted that while Teacher 6 emphasized that wholehearted commitment enables goal achievement. Teacher 8 linked commitment to the adoption of new ideas, reinforcing its role in overcoming implementation challenges.

### **4.3 Research Question 2: What are the resources available to KG teachers for the implementation of the Early Grade standard- based curriculum in the Effutu municipality?**

This research question was aimed at finding out from the KG teachers in the Effutu Municipality, the resources available for the implementation of the Early Grade standards- based curriculum. On a five-point Likert scale, teachers were made to provide their degree of agreement with respect to nine statements: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The data were analysed using mean and standard deviation to show disagreement (mean = 1.0 to 3.0), neutral (mean = 3.1 to 3.4), and agreement (mean = 3.5 to 5.0) to the statements. The results are presented in Table 4.3.



**Table 4.3: Resources available for KG teachers**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>Remarks</b>
I have an official standard-based curriculum	81	3.75	1.01	Agree (High Availability)
I have books for all my learners	81	2.77	1.25	Disagree (Low Availability)
The textbooks I have are enough for all the learners	81	2.65	1.37	Disagree (Low Availability)
I have a teachers' resource pack	81	3.53	1.14	Agree (High Availability)
I have adequate teaching and learning resources in my class	81	3.20	1.08	Neutral (Moderate Availability)
I have technology-based tools to support teaching	81	2.82	1.04	Disagree (Low Availability)
The available instructional resources align with the early grade standards	81	3.38	1.04	Neutral (Moderate Availability)
I have access to online facilities to implement the standards-based curriculum effectively	81	3.12	1.06	Neutral (Moderate Availability)
I have access to instructional strategies that support diverse learners within the standards-based curriculum	81	3.33	0.94	Neutral (Moderate Availability)
<b>Mean of Means</b>	-	<b>3.17</b>	-	<b>Neutral (Moderate availability)</b>

**Source: Field data, (2025).**

Data in Table 4.3 show that most of the teachers indicated that they have access to the official standards-based curriculum, as shown by a high mean score of 3.75 (SD = 1.01). Similarly, the availability of teachers' resource packs received a relatively high mean of 3.53 (SD = 1.14), suggesting that many of the teachers are adequately equipped with curriculum guides and planning tools. Access to instructional strategies

that support diverse learners and resources that align with early grade standards also scored moderately well, with mean values of 3.33 (SD = 0.94) and 3.38 (SD = 1.04) respectively, reflecting a fair level of preparedness in instructional planning and inclusivity.

However, significant challenges were reported regarding the availability of learner materials. The mean scores for the availability of books for all learners (2.77, SD = 1.25) and the sufficiency of textbooks (2.65, SD = 1.37) indicate that many of the teachers lack enough printed resources for every child. Similarly, the use of technology in classrooms remains limited, with a mean of 2.82 (SD = 1.04), suggesting that technology-based tools are not widely accessible. Access to online facilities also scored just slightly above neutral (3.12, SD = 1.06), pointing to moderate but inconsistent connectivity or digital resource access.

The Mean of Means across all nine items was 3.17, which falls within the “neutral” interpretation range, indicating moderate availability of resources overall for KG teachers in the Effutu Municipality. This suggests that while foundational resources such as curriculum documents and teacher guides are largely available, critical gaps persist in learner materials, technological tools, and consistent access to online resources, potentially hindering the effective implementation of the Early Grade Standards-Based Curriculum in the municipality.

The implication of the findings indicate that while KG teachers have access to curriculum documents and teacher resource packs, there are significant gaps in the availability of learner materials, technology-based tools, and consistent online access within classrooms. This highlights the need for targeted efforts to ensure sufficient

textbooks and printed resources for every child to support effective curriculum delivery.

The limited access to technology and online facilities suggests the importance of improving ICT infrastructure in KG schools to enhance the implementation of the SBC using modern, interactive teaching methods. Teachers would also benefit from ongoing support and capacity-building initiatives to help them utilize available resources efficiently and apply learner-centred and differentiated instructional strategies within their classrooms.

Regular monitoring of resource distribution and usage is essential to identify shortages and ensure resources are equitably provided across KG schools. Addressing these gaps will enhance teachers' ability to implement the Early Grade Standards-Based Curriculum effectively, contributing to improved learning outcomes for young learners in the Effutu Municipality.

#### **4.3: Thematic analysis of teaching resources for the implementation of the Early Grade Standard-Based Curriculum**

This thematic analysis is based on qualitative data collected through interviews with 10 kindergarten teachers regarding the resources available for the implementation of the early grade standards-based curriculum (SBC). The analysis identifies the main theme and sub-themes derived from the teachers' responses, followed by a detailed analysis of the data.

## **Main Theme 2: Inadequacy of Teaching and Learning Resources Impacts Effective Curriculum Implementation**

The qualitative data from interviews with the 10 kindergarten teachers reveal a central theme: the inadequacy of teaching and learning resources (TLRs) significantly hinders the effective implementation of the early grade standards-based curriculum (SBC). Teachers consistently emphasized that insufficient resources limit their ability to meet the curriculum's standards and engage learners effectively, particularly given the hands-on, learner-centered approach required by the SBC. For instance, Teacher 2 said, *You cannot teach without enough TLRs to achieve the tenets of the curriculum.* The presence or absence of adequate resources directly influences the quality of teaching, learner comprehension, and the achievement of curriculum objectives.

### **Sub-Theme 2.1: Insufficient Availability of Teaching and Learning Resources**

Most of the teachers (8 out of 10) explicitly reported a lack of sufficient TLRs to implement the EGSBC effectively. The teachers described the resources as *not enough* (Teachers 1, 6, 7, 8, 9, 10) or completely absent in some cases (Teacher 8). For instance, Teacher 1 noted, *The resources are not really available*, highlighting the gap between the curriculum's expectations and the actual availability of materials. Teacher 6 mentioned relying on improvisation due to limited resources, indicating a need to compensate for the shortfall through personal effort. Even teachers with some resources, such as Teacher 7 (*I have some, almost, but it's still not enough*) and Teacher 9 (*Yes but not enough*), expressed that the quantity and quality of resources were inadequate for meeting the needs of all learners, particularly for individualized activities. The consistent reporting of insufficient TLRs suggests systemic challenges in resource provision for the SBC. The curriculum's emphasis on hands-on, interactive learning requires materials such as visual aids, manipulative, and

textbooks, which are either absent or limited. Teachers' reliance on improvisation (Teacher 6) or personal contributions (Teacher 5) indicates a lack of institutional support, placing an additional burden on educators to fill resource gaps.

### **Sub-Theme 2.2: Impact of Resource Availability on Effective Teaching and Learning**

All the 10 teachers agreed that the presence or absence of TLRs significantly affects the successful implementation of the SBC. The teachers emphasized that adequate resources enhance learner engagement, comprehension, and retention, particularly for young learners who rely on visual and tactile experiences. For example, Teacher 3 stated, *"If the TLMs are there, it makes the learning or the teaching interesting, it helps the learners to understand what you are teaching them."* Similarly, Teacher 5 highlighted the importance of resources for visual learners, noting that their absence makes it "difficult" to teach effectively. Teacher 7 further explained that insufficient resources force teachers to revert to less effective methods, such as the lecture method, which contradicts the SBC's facilitator-driven, learner-centered approach.

The data underscores the critical role of TLRs in aligning teaching practices with the SBC's pedagogical requirements. The curriculum demands interactive and engaging methods, which are difficult to implement without appropriate materials. The absence of resources not only hampers learner comprehension but also compromises teachers' ability to act as facilitators, as noted by Teacher 7. This misalignment risks undermining the curriculum's objectives, as highlighted by Teacher 8, who stated that without sufficient resources, *"the entire objective of ensuring that every principle has been incorporated into our curriculum wouldn't be fully achieved."*

### **Sub-Theme 2.3: Variability in Resource Provision and Teacher Initiative**

While most of the teachers reported insufficient resources, there was variability in resource provision and teachers' efforts to address the shortfall. Teachers 4 and 5 reported having some resources, such as textbooks and school-provided materials, but Teacher 5 described a *50-50 affair* where personal contributions supplemented school resources. In contrast, other teachers (e.g., Teachers 1, 2, 3, 6, 8, 9, 10) reported minimal or no institutional support, with Teacher 6 resorting to improvisation. Teacher 7 noted that while resources were "manageable," *they were still insufficient for individualized learning, as "each child should have one for him or herself."*

The variability in resource availability highlights disparities in institutional support across different schools or contexts. Teachers' personal initiatives, such as providing their own materials or improvising, reflect their commitment to implementing the SBC but also point to an unsustainable reliance on individual effort. This variability suggests inequitable resource distribution, which could lead to inconsistent implementation of the SBC across different classrooms.

#### **4.4. Research Question 3: What factors influence the effective implementation of the Early Grade Standards- based curriculum by KG teachers in the Effutu municipality?**

This research question contained twelve (12) statements on the factors that influence the effective implementation of the Early Grade Standards- based curriculum by KG teachers in the Effutu municipality. Table 4.4 shows the results to this research question.

**Table 4.4: Factors that influences the implementation of the SBC**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>Remarks (Ranks)</b>
I understand the standards-based curriculum	81	2.65	1.42	10 <sup>th</sup> factor
The school has enough teaching and learning materials to help me implement the Early Grade Standards-based Curriculum	81	3.22	1.17	5 <sup>th</sup> factor
My class size is too large for me to go by the early grade curriculum	81	2.74	1.32	9 <sup>th</sup> factor
There is too much workload with the standards-based curriculum	81	3.00	1.14	6 <sup>th</sup> factor
The learners do not understand the learning concepts when I go by the early grade curriculum	81	2.16	1.12	12 <sup>th</sup> factor
The facilities in the school don't facilitate the implementation of the early grade curriculum	81	2.97	1.21	7 <sup>th</sup> factor
Classroom environment supports the activities outlined in the curriculum	81	3.25	1.15	4 <sup>th</sup> factor
The availability of teaching resources positively affects curriculum implementation	81	3.81	1.23	2 <sup>nd</sup> factor
Collaboration among teachers enhances the implementation process	81	3.95	1.13	1 <sup>st</sup> factor
I have sufficient time to prepare lessons based on the curriculum	81	3.29	1.05	3 <sup>rd</sup> factor
There is effective communication about curriculum changes among stakeholders	81	2.76	1.08	8 <sup>th</sup> factor
The Early Grade Standards-based Curriculum is too complex	81	2.51	1.07	11 <sup>th</sup> factor
<b>Mean of Means</b>	-	<b>3.03</b>	-	<b>Neutral (Moderate Influence)</b>

**Source: Field data, (2025).**

The data presented in Table 4.4 highlighted the key factors influencing the effective implementation of the Early Grade Standards-based Curriculum by Kindergarten

(KG) teachers in the Effutu municipality. The mean scores provided insight into the teachers' level of agreement with each statement, and the standard deviations indicate the variation in their responses and these were ranked based on 1st, 2nd, 3rd to 12th factors.

The highest-rated factor is collaboration among teachers, with a mean score of 3.95 (SD = 1.13), indicating a strong agreement that teamwork among the colleagues greatly enhances curriculum implementation. This is followed closely by the availability of teaching resources, which also received strong agreement with a mean of 3.81 (SD = 1.23), suggesting that resource availability is a critical enabler.

The classroom environment and sufficient time to prepare lessons also ranked highly, with mean scores of 3.25 (SD = 1.15) and 3.29 (SD = 1.05), respectively. These factors show that both the physical learning environment and time allocation positively affect curriculum implementation. Similarly, the availability of teaching and learning materials had a moderate influence with a mean of 3.22 (SD = 1.17).

On the other hand, factors such as excessive workload (M = 3.00, SD = 1.14) and inadequate school facilities (M = 2.97, SD = 1.21) revealed mixed or neutral views, indicating potential challenges in implementation. Other challenges include poor communication among stakeholders (M = 2.76, SD = 1.08), large class sizes (M = 2.74, SD = 1.32), and limited understanding of the curriculum (mean = 2.65, SD = 1.42). These highlight areas that require targeted support and intervention.

Interestingly, perceptions around the complexity of the curriculum (M = 2.51, SD = 1.07) and learners' understanding of the concepts (M = 2.16, SD = 1.12) received the lowest agreement, indicating that while the curriculum may not be perceived as too complex, there are still concerns about student comprehension, albeit not as

prominent. The Mean of Means across all factors was 3.03, indicating a neutral (moderate) level of influence overall.

The findings indicated a strong influence of collaboration among teachers and the availability of teaching resources suggests that promoting teamwork and ensuring adequate resource provision can significantly enhance curriculum implementation. Schools should foster collaborative professional learning communities where teachers can share experiences, plan together, and support each other in curriculum delivery.

The availability of time and conducive classroom environments are viewed positively, there is a need to address challenges such as large class sizes, excessive workload, and limited facilities, which can hinder effective curriculum implementation. Strategies to manage class sizes and workload will allow teachers to implement learner-centred approaches effectively.

It also highlight the need for improving teachers' understanding of the curriculum through targeted training and mentorship, ensuring that all teachers are confident in curriculum content and pedagogical expectations. Furthermore, enhancing communication channels among stakeholders will help address gaps related to curriculum updates and implementation challenges.

Overall, addressing implications on these factors will contribute to a more supportive environment for teachers, enabling them to deliver the Early Grade Standards-Based Curriculum effectively, which will ultimately improve learning outcomes for young learners in the Effutu Municipality.

#### **4.4.1. Thematic Analysis of Factors Influencing the Effective Implementation of the Standards-Based Curriculum (SBC)**

This thematic analysis synthesizes the responses from the 10 kindergarten (KG) teachers regarding the factors influencing the effective implementation of the Standard-Based Curriculum (SBC). The analysis identifies one main theme and several sub-themes, systematically derived from the qualitative data provided through interviews.

##### **Main Theme 3: Barriers and Enablers to Effective SBC Implementation**

The main theme encapsulates the interplay of various factors that either hinder or facilitate the successful implementation of the SBC in early-grade classrooms. These factors are interconnected and span teacher-related, school-related, and external influences, reflecting the complexity of curriculum implementation in kindergarten settings.

##### **Sub-theme 3.1: Teacher-Related Factors**

Teacher-related factors encompass the knowledge, attitudes, and commitment of teachers, which significantly influence their ability to implement the SBC effectively.

**Teacher Training and Knowledge:** Several of the teachers (Teachers 2, 4, 5, 9, 10) highlighted the lack of adequate training as a critical barrier. For instance, Teacher 5 emphasized that *every teacher needs to upgrade him or herself* to stay informed about new curriculum requirements, while Teacher 9 noted that *adequate training, adequate insights* are essential for successful implementation. Teacher 8 explicitly stated that *the teacher's knowledge* is a *primary factor*, suggesting that insufficient professional development limits teachers' ability to deliver the curriculum effectively.

**Teacher Attitude and Commitment:** Teacher 2 pointed out that some teachers' negative attitudes, perceiving the SBC as *difficult*, hinder implementation. Conversely, Teacher 8 emphasized that *the teacher's commitment is also an important factor*, indicating that a positive mind-set and dedication are enablers of effective curriculum delivery.

### Sub-theme 3.2: Resource Availability

The availability of teaching and learning resources emerged as a significant factor affecting SBC implementation.

**Lack of Teaching and Learning Materials:** Teachers 4, 5, 9, and 10 identified the scarcity of resources, such as textbooks and other materials, as a barrier. Teacher 5 specifically noted that *school authorities do not make provision of the teaching and learning materials*, forcing teachers to personally fund resources, which is challenging given financial constraints. Teacher 4 also mentioned the lack of specific resources like sports materials, underscoring the broader issue of resource inadequacy.

**Financial Constraints:** Teacher 5 highlighted *financial hitches* as a barrier, explaining that teachers' financial instability limits their ability to procure necessary materials, further compounding the resource scarcity issue.

### Sub-theme 3.3: School-Related Factors

School-level factors, including class size, time allocation, and managerial support, were frequently cited as influencing SBC implementation.

**Class Size:** Teachers 1 and 6 identified large class sizes as a barrier. Teacher 1 succinctly stated that *"class size is a factor because overcrowded classrooms does not allow the teacher to effectively do activities like individualised learning and others"* while Teacher 6 echoed this concern, noting that large classes hinder effective curriculum delivery due to challenges in managing diverse learner needs.

**Time Allocation and Timetable Structure:** Teacher 3 emphasized that *time allocation is a factor and timetable structure which does not allow enough time*, suggesting that rigid or insufficient scheduling impedes the ability to cover the SBC comprehensively.

**Managerial Support:** Teachers 7 and 8 highlighted the role of school management in facilitating implementation. Teacher 7 described *monitoring and supervision* and professional learning communities (PLCs) as supportive mechanisms that provide constructive feedback and opportunities for collaboration. Teacher 8 similarly noted that *managerial support* helps teachers effectively implement the SBC by fostering a supportive environment.

### **Sub-theme 3.4: Parental Involvement**

Parental involvement was identified as a critical external factor influencing SBC implementation, particularly given the young age of kindergarten learners.

**Lack of Parental Support:** Teachers 5, 6, and 8 underscored the importance of parental involvement. Teacher 5 noted that *some parents do not pay much attention to their kids when they need help at home*, relying solely on teachers, which limits the reinforcement of learning outside the classroom. Teacher 8 emphasized that parental understanding and support enhance teachers' efforts to achieve curriculum objectives, while Teacher 6 simply listed *lack of parental involvement* as a barrier.

### **4.5. Research Question 4: What are the support systems available to KG teachers for the effective implementation of the Early Grade Standards- Based Curriculum in the Effutu Municipality?**

This last research question had ten items to find out the kind of support system available by KG teachers in implementing the Early Grade Standards- Based Curriculum in the Effutu Municipality.

The teachers were required to respond to ten statements by indicating their level of agreement on a five-point Likert scale; not at all (1), rarely (2), sometimes (3), often (4) and always (5). The data were analysed using mean and standard deviation to show not at all (mean = 1.0 to 3.0), sometimes (mean = 3.1 to 3.4), and always (mean = 3.5 to 5.0) to the statements. The results are presented in Table 4.5.

**Table 4.5: Support system available for KG teachers**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>Remarks (ranks)</b>
I receive regular training sessions on the Early Grade Standards- based Curriculum	81	3.27	1.09	5 <sup>th</sup> Support
I have access to workshops focused on the Early Grade Standards- based Curriculum	81	3.27	0.98	5 <sup>th</sup> Support
School management's on-going monitoring and supervision of the standards-based curriculum implementation makes me teach better.	81	3.80	1.04	1 <sup>st</sup> support
School management provides support for me to partake in Continuous Professional Development (CPD) programmes such as workshops and conferences.	81	3.62	0.99	2 <sup>nd</sup> support
There are mentorship programs available for KG teachers on the standards-based curriculum implementation	81	2.85	1.22	8 <sup>th</sup> support
School management makes enough time available for me to successfully implement the standards-based curriculum.	81	3.49	1.20	4 <sup>th</sup> support
My school organizes regular meetings to discuss curriculum-related updates.	81	3.50	1.05	3 <sup>rd</sup> support
I have support from the community with resources to enhance curriculum implementation	81	2.14	1.16	9 <sup>th</sup> support
There are financial resources available for purchasing additional teaching materials	81	2.13	1.19	10 <sup>th</sup> support
Professional development programs related to Standards-based curriculum is available for participation	81	3.19	0.98	7 <sup>th</sup> support
<b>Mean of Means</b>	-	<b>3.13</b>	-	<b>Neutral (Moderate Support)</b>

**Source: Field Data, (2025).**

The data indicate that the most significant support comes from internal school structures, particularly through school management. The highest-ranked support system, with a mean score of 3.80 (Std. Dev = 1.04), is the ongoing monitoring and

supervision by school management, which teachers report positively influences their teaching. This is followed closely by the support provided by school management for participation in Continuous Professional Development (CPD) programs, with a mean of 3.62 (Std. Dev = 0.99). Other highly rated support systems include regular curriculum-related meetings (mean = 3.50, Std. Dev = 1.05) and the allocation of sufficient time for curriculum implementation (mean = 3.49, Std. Dev = 1.20). These findings suggest that school-based support structures are generally effective and frequent.

Moderate support is evident in areas such as regular training sessions and access to workshops on the curriculum, both with a mean score of 3.27 (Std. Dev = 1.09 and 0.98, respectively). Additionally, the availability of professional development programs specifically related to the standards-based curriculum received a mean score of 3.19 (Std. Dev = 0.98). However, mentorship programs for KG teachers were rated lower, with a mean of 2.85 (Std. Dev = 1.22), indicating that such support is only sometimes available.

On the other hand, the least support was reported in relation to external and financial resources. Support from the community in providing resources to enhance curriculum implementation had a low mean score of 2.14 (Std. Dev = 1.16), while the availability of financial resources for purchasing additional teaching materials scored the lowest at 2.13 (Std. Dev = 1.19). These results highlight a critical gap in external stakeholder involvement and funding, which are essential for comprehensive curriculum delivery. The Mean of Means across all support items was 3.13, indicating a neutral (moderate) level of support available to KG teachers overall.

The findings on support systems available to KG teachers for implementing the Early Grade Standards-Based Curriculum in the Effutu Municipality carry important implications for enhancing curriculum delivery. The results indicate that while teachers benefit from relatively strong administrative and professional development support within their schools, there remain notable gaps in mentorship opportunities, community involvement, and financial support.

The low ratings for mentorship programmes highlight the need to establish structured mentoring systems within KG schools to provide teachers with ongoing guidance and practical support for effective curriculum implementation. Additionally, the limited support from the community suggests a need for stronger engagement with parents, local leaders, and community organizations to mobilize resources and collaborative efforts that can enrich curriculum delivery in KG classrooms.

Also inadequate financial resources for purchasing additional teaching materials, underscoring the need for strategies to improve funding and material provision to support practical teaching and learning processes. Ensuring that KG teachers have access to sufficient instructional materials will be essential for effective curriculum delivery and for creating engaging learning environments for young learners.

At the same time, the study highlights that school-based support structures, including monitoring by school management, access to CPD programmes, and regular curriculum-related meetings, are functioning effectively and should be sustained. These support systems play a crucial role in reinforcing teachers' capacity to implement the standards-based curriculum and should continue to be prioritized within schools.

Overall, these implications emphasize the need for a balanced approach that combines strong internal support within schools with enhanced mentorship, community partnerships, and improved financial resource availability to ensure the successful implementation of the Early Grade Standards-Based Curriculum in the Effutu Municipality.

#### **4.5.1. Thematic analysis of support systems for implementing the Standard-Based Curriculum (SBC)**

This thematic analysis synthesizes qualitative data from interviews with the 10 kindergarten (KG) teachers regarding the support systems available for implementing the Standard-Based Curriculum (SBC). The analysis identifies one main theme and several sub-themes based on the teachers' responses, providing a systematic examination of the support structures and their perceived effectiveness.

##### **Main Theme 4: Inconsistent and Varied Support Systems for SBC Implementation**

The primary theme emerging from the data is the inconsistent and varied nature of support systems available to KG teachers for implementing the SBC. While some forms of support are provided, their frequency, adequacy, and effectiveness vary across schools, districts, and external stakeholders. The teachers report a mix of internal (school-based) and external (district or NGO-based) support, but gaps in adequacy, particularly in training, resources, and time allocation, are evident.

##### **Sub-theme 4.1: Training and Workshops**

The teachers frequently mentioned training and workshops as a form of support, provided by school management, district education offices, or external organizations such as NGOs. However, the adequacy and frequency of these trainings vary:

Teachers 4, 5, 9, and 10 explicitly noted *we go for training workshops that are organized by district offices and NGOs like Right to Play and Sabre* (Teachers 6 and 7). These sessions often focus on lesson planning and SBC implementation strategies. Teachers 1, 3, and 10 expressed concerns about the adequacy of training. Teacher 1 described adequacy as dependent on expectations, suggesting inconsistency, while Teacher 10 explicitly stated *that training is not adequate*. Teacher 3 noted that training is *not really* sufficient, indicating gaps in frequency or depth.

#### **Sub-theme 4.2: Professional Learning Communities (PLCs)**

PLCs were highlighted as a platform for collaborative professional development, where teachers discuss challenges and share strategies for SBC implementation: Teachers 1, 2, and 7 mentioned *PLC* sessions organized by school management as a supportive mechanism. *They also organize what we call PLC so that we elaborate or deliberate more on the things we don't understand. Yeah, that's the kind of support we receive from the school management.* These sessions allow teachers to address implementation challenges collectively and refine their approaches. The data does not indicate the frequency or consistency of PLCs, and Teacher 2 noted that *PLCs are the primary form of school-based support, suggesting limited additional support structures.*

#### **Sub-theme 4.3: Teaching and Learning Materials (TLMs)**

The provision of teaching and learning materials is another critical support area, but teachers reported insufficient or inconsistent access: Teachers 4, 5, 8, 9, and 10 reported *receiving some TLMs, such as textbooks or resources, from school management or external sources.* Teacher 5 highlighted guidance from the headmistress on selecting appropriate TLMs for specific lessons. Teachers 3 and 10

described the provision of TLMs *are not enough* or *a little*, respectively. Teacher 4 mentioned *the need to improvise due to insufficient resources*, indicating a reliance on teachers' initiative to fill gaps.

#### **Sub-theme 4.4: Monitoring and Supervision**

Regular monitoring and supervision by school heads or district officers were noted as a consistent form of support, providing feedback and accountability: Teachers 1, 2, 3, 4, 5, 6, and 7 reported regular monitoring and supervision by head teachers or district officers (e.g., CISO). *Monitoring and supervision that is one thing that GES does. So they come around. They come to check and us and all that. Our head teachers, sometimes even officers from the office.* Teacher 7 viewed this as constructive, helping to shape teaching practices. While monitoring is frequent, there is no indication of whether the feedback provided is actionable or sufficient to address specific SBC implementation challenges.

#### **Sub-theme 4.5: Time Allocation**

Adequate time for lesson preparation and delivery emerged as a significant concern, with the teachers noting constraints in catering to individual student needs: Teachers 3 and 4 reported that, *at times, sufficient time is provided for lesson planning and delivery.* Teacher 4 specifically noted that *the school makes provisions for preparation time.* Teachers 1, 2, and 3 highlighted *inadequate time allocation, particularly for addressing individual student needs.* Teacher 1 emphasized that *the fixed time for subjects is "quite efficient" but insufficient for personalized instruction, creating pressure to rush through topics.*

#### **Sub-theme 4.6: External Support from NGOs and Stakeholders**

External organizations, such as NGOs, provide additional support, particularly in training and resource provision, but their involvement is sporadic: Teachers 6 and 7 mentioned *NGOs like Right to Play and Sabre providing training and resources, such as lesson plan templates*. Teacher 3 noted *volunteers contributing to professional development*. The reliance on external support appears inconsistent, with Teachers 1 and 8 describing support as occurring *sometimes* or *once in a while*, suggesting limited continuity.

#### **4.6 Discussion of Findings**

The findings for each research question of the study are discussed under the research questions.

##### **What content knowledge do KG teachers have for the implementation of the Early Grade Standards-Based Curriculum (SBC) in the Effutu Municipality?**

This research question on Kindergarten (KG) teachers' content knowledge in implementing the Early Grade Standards-Based Curriculum (SBC) in the Effutu Municipality provides valuable insights through a mixed-methods approach, combining quantitative survey data and qualitative interviews. The findings reveal a solid foundation in teachers' understanding and application of the SBC, while highlighting areas for improvement, both confirming and challenging existing literature.

Quantitative data from Table 4.2 showed highest statistical finding which revealed that KG teachers are highly confident in their familiarity with the SBC's subject matter ( $M = 4.27$ ,  $SD = 0.80$ ), reflecting strong content knowledge in curriculum delivery. This aligns with Owusu and Addae (2020), who found that Ghanaian KG

teachers are generally aware of the objectives and content of the SBC, demonstrating competence in foundational curriculum areas. Similarly, Boateng et al (2019) emphasizes that a strong grasp of subject matter is essential for effective early grade curriculum implementation, supporting the view that the teachers' high confidence in subject familiarity is a positive indicator for effective SBC delivery in the Effutu Municipality. Qualitative data reinforces this, with 9 out of 10 interviewed teachers reporting familiarity with the SBC, though Teacher 6's limited understanding *a little* and Teacher 8's partial grasp *not entirely* suggest variability, partially echoing Kpedator's (2019) findings of knowledge gaps among Ghanaian KG teachers.

Teachers' incorporation of SBC principles, such as play-based and learner-centered approaches, was evident in the qualitative responses, with six teachers detailing specific strategies like games and group activities, aligning with Kimaryo's (2011) emphasis on child-centered methods. This partially refutes Amankwah et al.'s (2016) claim that weak content knowledge hinders innovative teaching, as Effutu teachers demonstrate practical application of SBC principles. However, less specific responses from four teachers suggest uneven depth in implementation, supporting Adu-Gyamfi et al.'s (2021) note of inconsistent application. The moderate confidence in training ( $M = 3.88$ ,  $SD = 0.94$ ) and qualitative calls for further training (e.g., Teacher 6) align with Ankomah and Kwarteng's (2010) findings on limited professional development, though they contrast with Mensah and Koranteng's (2022) report of improved competency through regular training in Greater Accra, indicating localized training disparities.

Teaching experience was universally acknowledged as enhancing SBC implementation, with teachers like Teacher 6 noting that "the more you teach, the

better you become in your choice of activities.” This supports Donkoh’s (2016) emphasis on experiential learning complementing formal training. Similarly, all teachers highlighted commitment as critical, with Teacher 1 linking it to overcoming resistance to change, aligning with Desimone’s (2009) focus on commitment in adopting new strategies. The moderate ratings for curriculum alignment ( $M = 3.81$ ,  $SD = 0.88$ ) and objective clarity ( $M = 3.88$ ,  $SD = 0.96$ ) suggest general approval but a need for guidance in practical application, echoing Owusu and Addae (2020) and Muroto (2001) on challenges in translating objectives to diverse classrooms.

Overall, the Effutu study confirms the literature’s emphasis on content knowledge (Ball et al., 2008), training (Kwok, 2014), experience (Donkoh, 2016), and commitment (Desimone, 2009) as critical to SBC implementation. It refutes broader claims of widespread knowledge gaps (Kpedator, 2019) by demonstrating strong foundational knowledge, though challenges in assessment and differentiation align with Adu-Gyamfi et al. (2021). To strengthen implementation, targeted professional development focusing on competency-based learning, formative assessment, and differentiation, alongside mentorship and resource allocation, is essential. By addressing these gaps, Effutu Municipality can enhance KG teachers’ capacity to deliver high-quality early childhood education aligned with the SBC.

### **What are the resources available to KG teachers for implementation of the Early Grade Standard-Based Curriculum (SBC) in the Effutu Municipality?**

This research question sought to determine the resources available to kindergarten teachers for implementing the Early Grade Standard-Based Curriculum (SBC) in the Effutu Municipality, using a mixed-methods approach. The findings from this study

both confirm and refine the conclusions of previous research while providing new insights into the resource landscape within the municipality.

The study confirms earlier findings by Nkonkonya and Mpuanguan (2021) and the Ghana Education Service (GES) Early Childhood Policy that highlighted the inadequacy of teaching and learning resources as a significant barrier to the effective implementation of the SBC. Quantitative results from the present study revealed that the availability of books for all learners (Mean = 2.77) and the sufficiency of textbooks for each learner (Mean = 2.65) were low, indicating that many KG teachers do not have adequate printed resources to support the learner-centered and activity-based pedagogies required by the SBC. This was further reinforced by qualitative data from teacher interviews, where most respondents reported that resources were “not enough” or “completely absent,” with some teachers relying on improvisation or personal contributions to bridge resource gaps. These findings align with previous studies indicating systemic challenges in the provision of learner materials, thereby impacting the quality of teaching and learning in early grade classrooms.

Additionally, the study confirmed challenges in the integration of technology in early grade teaching, as noted in previous literature. The low mean score for technology-based tools (Mean = 2.82) and the moderate score for access to online facilities (Mean = 3.12) suggest limited access and use of technological resources in KG classrooms in Effutu. Teachers reported challenges with accessing reliable internet connectivity and technological devices, which restrict their ability to use digital tools for teaching and to access online learning materials that support the SBC. This confirms findings by NaCCA and Asante George (2024), who observed that teachers often lack the

necessary digital resources and skills to fully integrate technology into lesson delivery under the SBC.

However, the study also refines and extends previous research by highlighting the significant progress made in the availability of foundational resources such as official curriculum documents and teacher resource packs. The high mean scores for the availability of the official SBC (Mean = 3.75) and teacher resource packs (Mean = 3.53) indicate that most KG teachers in Effutu have access to these essential guides for planning and delivering lessons under the SBC. This finding diverges from earlier studies that reported difficulties in accessing these foundational resources, suggesting that targeted interventions by the Ghana Education Service and the Effutu Municipal Education Directorate may have improved the distribution of these materials within the municipality.

Furthermore, the study found that there is moderate availability of instructional resources that align with the SBC (Mean = 3.38) and access to instructional strategies that support diverse learners (Mean = 3.33). These findings indicate that, despite challenges with learner materials and technology, teachers in Effutu demonstrate a fair level of preparedness in aligning their instructional strategies with the curriculum's requirements and supporting inclusive teaching practices. This suggests that professional development initiatives and in-service training sessions may have contributed to enhancing teachers' capacity to implement the curriculum effectively, even in the face of material constraints.

In summary, the findings from this research question of this study confirm that while KG teachers in Effutu Municipality have access to foundational curriculum resources, they face significant challenges regarding the availability of learner materials and

technological resources needed for effective SBC implementation. The findings refine the existing literature by demonstrating that curriculum documents and teacher resource packs are largely accessible in Effutu, a positive deviation from challenges identified in previous studies. However, the persistent inadequacy of learner materials and technological tools, alongside disparities in resource distribution, continues to hinder the effective implementation of the SBC in KG classrooms. Addressing these challenges through targeted resource provision, equitable distribution, and capacity-building initiatives will be essential for improving the implementation of the Early Grade Standard-Based Curriculum and enhancing learning outcomes for young children in the Effutu Municipality.

### **What Factors influence the effective implementation of the Early Grade Standard-Based Curriculum (SBC) in Effutu Municipality?**

The findings from this research question both align with and significantly extend the existing literature on factors influencing the implementation of the Early Grade Standard-Based Curriculum (SBC) in Ghana. Strong confirmation emerges regarding the critical role of resource availability, consistently highlighted as a major barrier in prior research (Apau, 2021; Adjei, 2024; Asante, 2024). This study reinforces this, with the quantitative data ranking "availability of teaching resources" as the 2nd most influential factor (Mean=3.81) and qualitative interviews revealing teachers' struggles with material scarcity and the financial burden of self-procurement. Similarly, the literature's emphasis on collaboration among teachers (Adusei, 2021) and administrative support (Nkansah, 2023) is powerfully confirmed. Collaboration emerged as the top-ranked enabling factor quantitatively (Mean=3.95), while teachers qualitatively praised managerial support through monitoring, supervision, and Professional Learning Communities (PLCs).

However, the findings also refine our understanding of several factors emphasized in the literature. While inadequate teacher training was a primary concern in studies by Apau (2021) and Adjei (2024), its relative prominence appears different in the Effutu KG context. Quantitative data ranked teachers' self-reported understanding of the curriculum as only the 10th factor (Mean=2.65). Although qualitative data acknowledged training gaps (Sub-theme 3.1), it was often discussed alongside, and seemingly overshadowed by, more immediate practical barriers like resource shortages, large class sizes, and time constraints. This suggests that while training remains necessary, its *perceived* impact on day-to-day implementation may be less acute than resource or workload issues for these KG teachers. The study also refines the concept of infrastructure barriers. While Asante (2024) focused heavily on physical facilities, Effutu teachers highlighted environmental and organizational factors particularly large class sizes (Quantitative: 9th factor, Mean=2.74; Qualitative: Teachers 1 & 6) and inadequate time allocation/timetabling (Quantitative: 3rd factor for sufficient prep time, Mean=3.29; Qualitative: Teacher 3) as more pressing concerns than physical infrastructure alone (Quantitative: 7th factor, Mean=2.97).

Notably, the study presents findings that partially contradict certain assumptions in the literature. While curriculum design complexity is often implied as a barrier (e.g., Adjei, 2024), Effutu KG teachers expressed the *lowest level of agreement* with the statement "The Early Grade Standard-based Curriculum is too complex" (11th factor, Mean=2.51). This challenges the notion that inherent curriculum complexity is a primary obstacle; instead, the data suggest execution challenges (resources, time, class size) are more significant hurdles in this specific context.

Crucially, the study identified unique factors largely absent or underemphasized in the reviewed literature. Parental involvement emerged strongly as a critical external barrier in the qualitative analysis (Sub-theme 3.4), with teachers highlighting the detrimental impact of parents not reinforcing learning at home. This underscores the socio-cultural dimension unique to early childhood education. Furthermore, time constraints related to lesson preparation and rigid timetabling were quantitatively ranked as the 3rd most significant factor (Mean=3.29) and explicitly cited qualitatively, revealing workload management as a pivotal, yet previously underrepresented, enabler in the literature.

In conclusion, this Effutu Municipality study broadly confirms the literature's focus on resources, collaboration, and administrative support as vital for SBC implementation. However, it provides essential contextual refinement, suggesting teacher training gaps, while present, may be secondary to immediate logistical barriers like large classes and time pressure for KG teachers. It challenges assumptions about curriculum complexity being a major barrier and uniquely highlights the critical, often overlooked, roles of parental involvement and sufficient preparation time. These insights, derived from a mixed-methods approach focused specifically on KG within Effutu, fill gaps in previous quantitative or subject-specific studies and provide a more nuanced understanding for designing targeted interventions in similar early-grade settings.

**What are the support systems available to kindergarten (KG) teachers for the effective implementation of the Early Grade Standard-Based Curriculum (SBC) in the Effutu Municipality?**

The research question sought to investigate the support systems available to kindergarten (KG) teachers for the effective implementation of the Early Grade Standard-Based Curriculum (SBC) in the Effutu Municipality, using both quantitative and qualitative approaches. The findings reveal that while there are notable internal support structures within schools, significant gaps remain in mentorship, community involvement, and the provision of resources, which affect the overall effectiveness of curriculum implementation.

The quantitative data showed that the most significant support comes from internal school structures, with ongoing monitoring and supervision by school management emerging as the highest-ranked support system. Teachers reported that supervision and monitoring by school heads and district officers positively influenced their teaching practices and commitment to SBC implementation. This finding aligns with studies by Metuo (2014) and Kimosop (2018), which highlighted that effective supervision by school management positively impacts curriculum implementation. Additionally, the study found that support from school management for participation in Continuous Professional Development (CPD) programs and the organization of regular curriculum-related meetings were rated highly by teachers. These forms of professional support mirror the emphasis on teacher development found in studies by Hakutumbulwa (2021), Govender (2018), and Annobil (2017), confirming that ongoing professional training and supervision are critical for effective curriculum implementation.

The findings also revealed moderate support in the form of access to training sessions, workshops, and professional development programs specifically related to the standards-based curriculum. While these opportunities exist, teachers reported inconsistencies in their frequency and adequacy, which sometimes affect their preparedness for SBC implementation. This aligns with Hakutumbulwa's (2021) and Govender's (2018) observations that although training opportunities are provided, they are often insufficient in addressing teachers' practical needs for curriculum delivery.

A significant challenge identified in the study was the inadequate provision of teaching and learning materials (TLMs) and financial resources. Teachers reported that they often have to improvise due to insufficient materials, and there is limited financial support for purchasing additional resources to facilitate curriculum implementation. This finding confirms Mashekwa's (2019) and Kimosop's (2018) observations of inadequate resource provision as a barrier to effective curriculum implementation. Additionally, the study found that support from the community in providing resources was notably low, indicating a lack of active community involvement in supporting early grade education. This contrasts with expectations in some literature that suggests community involvement as a critical factor in curriculum implementation, highlighting a gap in external stakeholder engagement in the Effutu Municipality.

The qualitative data provided further depth to these findings, revealing that while professional learning communities (PLCs) and peer collaboration exist within some schools, their frequency and structure vary, limiting their potential impact. Teachers highlighted the benefits of PLCs for sharing ideas and addressing implementation

challenges, underscoring the value of collaborative learning environments in promoting effective curriculum delivery. Additionally, mentorship programs were found to be limited or inconsistent, with some teachers indicating that they receive guidance from head teachers, while others reported the absence of structured mentorship opportunities. This finding suggests that mentorship, while valuable, remains an underdeveloped support system in the municipality. Time allocation was another area of concern, with teachers noting that while structured timetables exist, they often do not allow sufficient time for personalized instruction to meet individual learners' needs. This echoes findings from Mashekwa (2019), who noted that insufficient instructional time affects effective curriculum delivery. The study also highlighted the supplementary role of external organizations, such as NGOs, in providing training and resources for teachers. However, the support from NGOs was reported to be sporadic and not integrated into a consistent system of teacher support, indicating a need for structured partnerships to enhance curriculum implementation efforts. These findings align with Fullan's (1982, 1991) perspective on innovation implementation, which suggests that positive experiences with past educational reforms enhance readiness for new curriculum implementation, while negative experiences can lead to scepticism and resistance. The varied experiences reported by teachers regarding the adequacy and frequency of support reflect the importance of building positive and consistent support systems to encourage effective implementation of the SBC.

In summary, the study confirms much of the existing literature regarding the critical role of school-based monitoring, professional development, and supervision in supporting curriculum implementation. However, it also identifies persistent gaps in mentorship, community involvement, and the provision of resources, which continue

to challenge the effective implementation of the SBC in the Effutu Municipality. Addressing these gaps through enhanced community engagement, structured mentorship programs, consistent professional development opportunities, and the provision of adequate teaching and learning materials will be essential to ensuring that the goals of the Early Grade Standard-Based Curriculum are fully realized.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Overview

This chapter presents the summary of the study, followed by the conclusion, recommendations, and suggestions for future research.

#### 5.1 Summary of the Findings of the Study

The summary of the findings revealed that;

Kindergarten teachers in the Effutu Municipality possess a solid foundation of content knowledge in relation to the SBC.

Also, There are foundational resources such as curriculum documents and teacher guides are largely available, critical gaps exist in the areas of learner materials, technological tools, and online accessibility.

Again, The effective implementation of the Early Grade Standard-based Curriculum in the Effutu municipality is influenced most significantly by collaboration among teachers and the availability of resources. Conversely, issues like insufficient understanding of the curriculum, large class sizes, and ineffective communication pose challenges that must be addressed to improve teaching outcomes at the kindergarten level.

Finally, KG teachers in the Effutu Municipality benefit from relatively strong administrative and professional development support within their schools, but there is a clear need for improved mentorship opportunities, community involvement, and financial support to enhance the overall effectiveness of the curriculum implementation.

### **5.3 Limitations of the Study**

As with the majority of studies, this research is subject to some limitations. The study did not use observational checklist would have provided more insight on classroom practices rather than only relying on information provided by teachers. The addition of the observational checklist would have strengthened data triangulation (Cohen, Manion, & Morrison, 2018).

Also, the study was confined to public Kindergarten teachers within the Effutu Municipality, excluding private basic schools. This limits the breadth of perspectives captured, as private schools often differ in terms of resource availability, teacher supervision, class size, and curriculum support structures. Consequently, the findings may not fully reflect the experiences of KG teachers operating in private or faith-based institutions, thereby limiting broader generalization beyond the public-school context.

### **5.4 Conclusion**

Based on the study findings, these conclusion were made:

First, KG teachers in the Effutu municipality generally demonstrate a fair content knowledge and understanding of the EGSBC, yet it seems some still struggle to translate that knowledge into everyday classroom practice. This shows that awareness alone is not enough but practical training and deeper understanding are needed.

Also, while core resources such as teacher guides and curriculum documents are accessible, they seem insufficient. Teachers are therefore forced to improvise and this limit learners interaction with materials as enshrined in the EGSBC. Addressing these challenges could further boost teaching outcomes.

Finally, the effectiveness of the EGSBC depends on more than teachers alone. Collaboration among teachers, school leaders and parents makes the implementation more meaningful, ensuring that learners needs are better met.

Moreover, mentoring, workshops, encouragement and or enough financial support can help teachers to be more confident and effective especially at the KG level.

#### **5.4 Recommendations**

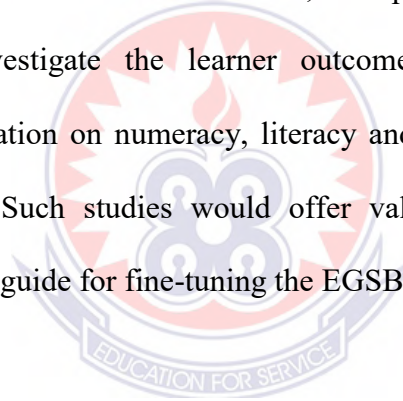
Based on the study findings and conclusion, four recommendations are made:

1. Given the fair foundation of content knowledge demonstrated by KG teachers, organising regular in-service training and workshops by the Effutu Municipal Education Directorate will deepen their understanding of specific components of the EGSBC, ensuring teachers remain updated on curriculum changes and equipped with innovative pedagogical strategies for effective delivery.
2. Although curriculum documents and teacher guides are accessible, gaps in learner materials, technology, and online resources persist. The Effutu Municipal Education Directorate and schools need to prioritise the provision of essential teaching and learning materials, classroom digital tools, and access to online resources to support engaging, learner-centred instruction.
3. Managing class sizes where possible, including advocating for the recruitment of additional KG teachers, will help address barriers related to overcrowding and enable effective curriculum implementation. Schools can strengthen EGSBC delivery by fostering collaborative practices such as peer mentoring, co-planning, and learning circles, leveraging collective expertise to improve teaching practices.

4. Complementing existing administrative and professional development structures with structured mentorship programmes within schools will provide teachers with practical support for curriculum application. Actively engaging communities and parent-teacher associations will generate additional support for schools, while securing funding and mobilising resources will address financial challenges that hinder the effective implementation of the EGSBC.

### **5.5 Suggestions for Further Research**

For further research, undertakings it is suggested for researchers to undertake an experimental study that focuses on assessment practices in the implementation of the Early Grade Standards-based curriculum. Also, an explanatory-sequential study could be conducted to investigate the learner outcomes under the standards-based curriculum implementation on numeracy, literacy and socio-emotional development among KG learners. Such studies would offer valuable insights into prolonged benefits and serve as a guide for fine-tuning the EGSBC programmes for teachers.



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## APPENDIX A

### QUESTIONNAIRE FOR KINDERGARTEN TEACHERS

Dear Sir/Madam,

Thank you for accepting to be part of this research. This questionnaire aims to investigate Kindergarten Teachers implementation of the Early Grade Standards-Based Curriculum in the Effutu Municipality. This questionnaire is therefore strictly for an academic exercise and you are please requested to provide accurate and forthright information that will assist the researcher in obtaining the correct data for this exercise. Your responses will be treated as strictly confidential. Thank you.

#### PART I

#### BIO-DATA OF PARTICIPANTS

**Instruction: Please tick (✓) as appropriate in the space provided.**

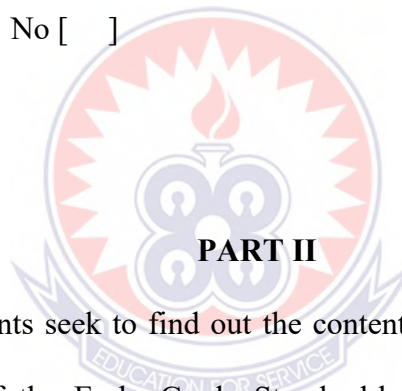
1. **Gender:** Male [  ] Female [  ]
2. **Age:** 20-30 [  ] 31- 40 [  ] 41- 50 [  ] 51 and above [  ]
3. **Highest Academic Qualification:** Tr's Cert A (Post Sec) [  ] Diploma [  ]  
Bachelor's Degree [  ] Master's Degree [  ] Ph.D. [  ]
4. **Area of Specialization** Early Childhood Education [  ] Basic Education [  ]  
Special Education [  ] other (specify).....
5. **Teaching experience in Kindergarten (in years):** 1-5[  ] 6-10 [  ] 11-15  
[  ] 16-20 20+ [  ]

**6. What is your rank in Ghana Education Service?**

- A. Assistant Director I [   ]
- B. Assistant Director II [   ]
- C. Principal Superintendent [   ]
- D. Senior Superintendent I [   ]
- E. Senior Superintendent II [   ]
- F. Superintendent I [   ]
- G. Superintendent II [   ]

**7. Have you received any education/training on Standards- based Curriculum implementation?**

- Yes [   ]                      No [   ]



The following statements seek to find out the content knowledge of KG teachers on the implementation of the Early Grade Standard-based Curriculum (SBC) in the Effutu municipality.

Read each statement carefully and indicate the extent to which you agree or disagree with the statement by circling the appropriate number on the scale provided, where Never (representing 1); Rarely (representing 2); Some of the times (representing 3); Most of the times (representing 4); All of the times (representing 5)

S/N	Statements	Please Circle a number to rate EVERY option				
		Never	Rarely	Some of the times	Most of the times	All of the times
8	I can explain the Early Grade Standards-based curriculum	1	2	3	4	5
9	I have clear understanding of the objectives of the Early Grade Standards-based curriculum	1	2	3	4	5
10	I am familiar with the subject matter required for teaching the Early Grade Standards-based curriculum	1	2	3	4	5
11	I have received sufficient training to understand the content of the Early Grade Standards-based curriculum	1	2	3	4	5
12	I understand how to integrate literacy and numeracy into my teaching	1	2	3	4	5
13	I can explain the learning outcomes expected at each stage of the Early Grade Standards-based curriculum	1	2	3	4	5
14	I can identify and address learning gaps in relation to the curriculum objectives	1	2	3	4	5
15	I understand how to adapt the curriculum content to meet the diverse needs of my learners	1	2	3	4	5
16	I have observed that the standard-based curriculum is well aligned with the needs of our learners	1	2	3	4	5
17	I have identified that the standard-based curriculum provides clear learning objectives for learners	1	2	3	4	5

The following is a list of statements seeking your views on available resources available to teachers for the successful implementation of the early grade standard-based curriculum. Please read each statement carefully and indicate the extent to which you agree or disagree with the statements by ticking (✓) 1= Strongly Disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (4), and 5= Strongly Agree (SA)

S/N	Statements	SD	D	N	A	SA
		1	2	3	4	5
18	I have an official standard-based curriculum					
19	I have books for all my learners					
20	The textbooks I have are enough for all the learners					
21	I have a teachers' resource pack					
22	I have adequate teaching and learning resources in my class					
23	I have technology-based tools to support teaching					
24	The available instructional resources align with the early grade standards					
25	I have access to online facilities to implement the standards-based curriculum effectively					
26	I have access to instructional strategies that support diverse learners within the standards-based curriculum					

The table below presents data on the factors that Influence KG Teachers' Effective Implementation of the Early Grade Standard-Based Curriculum. Please read each statement carefully and

Indicate the extent to which you agree or disagree with the statements by ticking (√)

1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A) and

5=Strongly Agree (SA)

S/N	Statements	SD	D	N	A	SA
		1	2	3	4	5
27	I understand the standard-based curriculum					
28	The school have enough teaching and learning materials to help me implement the Early Grade Standard-based Curriculum					
29	My class size is too large for me to go by the early grade curriculum					
30	There is too much workload with the standard-based curriculum					
31	The learners do not understand the learning concepts when I go by the early grade curriculum					
32	The facilities in the school don't facilitate the implementation of the early grade curriculum					
33	Classroom environment supports the activities outlined in the curriculum					
34	The availability of teaching resources positively affects curriculum implementation					
35	Collaboration among teachers enhances the implementation process					
36	I have sufficient time to prepare lessons based on the curriculum					
37	There is effective communication about curriculum changes among stakeholders					
38	The Early Grade Standard-based Curriculum is too complex					

The table below presents data on the Support Systems Available for KG Teachers’ Implementation of the Early Grade Standard-based Curriculum. Please read each statement carefully and indicate the extent to which each statement reflects your current teaching practices ECE using Not at all (representing 1); Rarely (representing 2); Sometimes (representing 3); Often (representing 4); Always (representing 5)

S/N	Statements	Please Circle a number to rate EACH option				
		Not at all	Rarely	sometim es	Often	Always
39	I receive regular training sessions on the Early Grade Standard-based Curriculum					
40	I have access to workshops focused on the Early Grade Standard- based Curriculum					
41	School management’s on-going monitoring and supervision of the standards-based curriculum implementation makes me teach better.					
42	School management provides support for me to partake in Continuous Professional Development (CPD) programmes such as workshops and conferences.					
43	There are mentorship programs available for KG teachers on the standard-based curriculum implementation					
44	School management makes enough time available for me to successfully implement the standards-based curriculum.					

45	My school organizes regular meetings to discuss curriculum-related updates.					
46	I have support from the community with resources to enhance curriculum implementation					
47	There are financial resources available for purchasing additional teaching materials					
48	Professional development programs related to Standard-based curriculum is available for participation					



## APPENDIX B

### INTERVIEW GUIDE FOR TEACHERS

1. Are you familiar with the early grade standard-based curriculum?
2. Do you understand the objectives of the early grade standard-based curriculum?
3. How do you incorporate the principles of the early grade standard-based curriculum into your teaching methods?
- 4a. In your view, do you think your professional training equips you with the ability to implement the standards-based curriculum?
- b. Do you think your years of experience equips you with the competence to implement the standards-based curriculum?
- 5a. In your opinion, do you think that your weak content knowledge and level of commitment will affect the success of implementation of standards-based curriculum?
- b. Do you think your level of commitment will affect the success of implementation of standards-based curriculum?
- 6a. Are you having enough teaching and learning resources for the implementation of the early grade standard-based curriculum?
- b. Do you think the presence or absence of enough teaching and learning resources will affect the success of the implementation?
- 7a. Do you receive support in implementing the SBC?
- b. What forms of support do you receive from school management in implementing the standards-based curriculum?
8. What are some factors that influence KG teachers' effective implementation of the Early Grade Standards- based Curriculum?

9. Does school management supports you in the provision of;

- a. Adequate training
- b. Teaching and learning resources
- c. Continuous professional development
- d. Regular monitoring and supervision
- e. Adequate time

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



## APPENDIX C

### INTRODUCTORY LETTER



FABSE/DECE/I.1

4<sup>TH</sup> MARCH, 2025

The Director  
Ghana Education Service  
P.O Box 54  
Winneba

Dear Sir/ Madam,

#### INTRODUCTORY LETTER

I kindly write to introduce to you **Ms. Princess Baidoo** with index number: **8241900015** who is an M. Phil student at the Department of Early Childhood Education, University of Education, Winneba. She is in her final year and has to embark on her thesis on the topic: *"Kindergarten Teachers' Implementation of the Early Grade Standard – Based Curriculum in the Effutu Municipality"*.

**Ms. Baidoo** is to collect data for her thesis, and I would be most grateful if she could be given the needed assistance.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read "Michael Subbey", is written over a faint, circular official stamp.

**PROF. MICHAEL SUBBEY, (PhD.)**  
**HEAD OF DEPARTMENT**



## APPENDIX D

### LETTER OF PERMISSION

## GHANA EDUCATION SERVICE

In case of reply the number and  
Date of this letter should be quoted



REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE  
POST OFFICE BOX 54,  
WINNEBA  
TEL: 03323 22075  
Email: [geseffutu@gmail.com](mailto:geseffutu@gmail.com)

My Ref. NO:GES/CR/EMEOW/PILC.80/VOL.8/  
Your Ref. No:.....

DATE: 3<sup>RD</sup> APRIL, 2025

**THE HEAD OF DEPARTMENT  
DEPT. OF EARLY CHILDHOOD EDUCATION  
UNIVERSITY OF EDUCATION  
WINNEBA**

**THE HEADTEACHERS  
CONCERNED SCHOOLS  
WINNEBA**

#### INTRODUCTORY LETTER

We acknowledge receipt of your letter dated 4<sup>th</sup> March, 2025 seeking permission for a student to collect data in the municipality.


Permission has been granted to Ms. Princess Baidoo, an M.Phil student at the Department of Early Childhood Education, University of Education, Winneba to collect data from Public Basic Schools in the municipality.

Ms. Princess Baidoo is collecting data for her thesis titled: "*Kindergarten Teachers' Implementation of the Early Grade Standard-Based Curriculum in Effutu Municipality*".

You are to ensure that the data collection would not disrupt teaching and learning in the schools.

Headteachers and teachers are to assist her gather relevant data for her work while ensuring that she abides by the ethics of the teaching profession.

cc: All SISOs  
Municipal Education Directorate  
Winneba

  
DINAH ANDERS  
MUNICIPAL DIRECTOR OF EDUCATION  
EFFUTU-WINNEBA

THE MUNICIPAL DIRECTOR OF EDUCATION  
EFFUTU-WINNEBA  
L. 23 MARCH 2025  
[www.uew.edu.gh](http://www.uew.edu.gh)

VJM