

UNIVERSITY OF CAPE COAST

IMPLEMENTATION OF STANDARDS-BASED CURRICULUM: VIEWS
OF BASIC SCHOOL TEACHERS IN THE CAPE COAST METROPOLIS



2024

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OF BASIC SCHOOL TEACHERS IN THE CAPE COAST METROPOLIS

BY



PETER COBBINAH

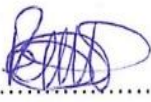
This thesis submitted to the Institute for Educational Planning and Administration, University of Cape Coast, in partial fulfilment of the requirements for the award of a Master of Philosophy Degree in Educational Administration

APRIL, 2024

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is a result of my own original research and no part of it has been presented for another degree in any University or elsewhere.

Candidate's Signature:  Date: 22-04-2024

Name: PETER COBBINAH

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis was supervised by me in accordance with the guidelines the supervision and procedures of the University of Cape Coast.

Supervisor's Signature:  Date: 22/04/2024

Name: PROF MICHAEL AMAKYI

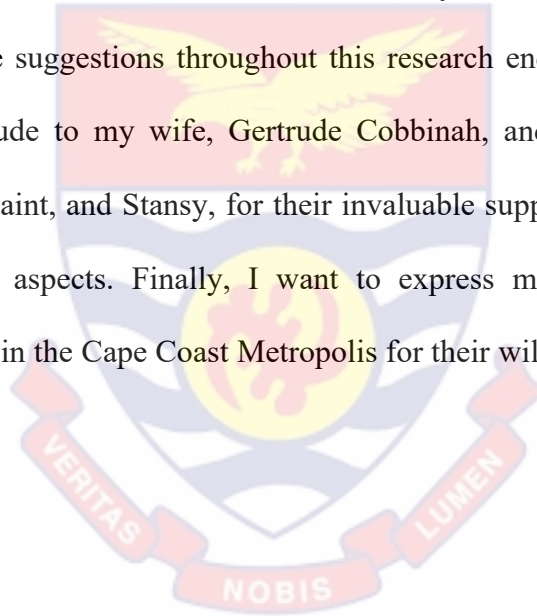


ABSTRACT

This study has investigated the views of public basic school teachers about the implementation of the standard-based curriculum in Ghana. A cross-sectional survey method was utilized to carry out research across the schools within the Cape Coast Metropolis. The selection of schools employed a stratified sampling approach. All regular teachers from the chosen schools, amounting to 240 individuals, were invited to participate in the study by completing a questionnaire. The Stages of Concerns Questionnaire (SoCQ), originally developed by Hall, 2023, was utilized to gauge the concerns of primary school teachers regarding the introduction of the standard-based curriculum. 35 items were created using a seven-point Likert scale to correspond with the seven stages of concern outlined in the Concern Based Adoption Model (CBAM): Awareness, Informational, Personal, Management, Consequent, Collaboration, and Refocusing. The data collected underwent processing through SPSS version 16.0 and were analyzed using mean and standard deviation, leading to findings aligned with the CBAM framework. Based on these findings, a suggestion for modification was proposed to enhance future outcomes.

ACKNOWLEDGEMENTS

Above all, I express my gratitude to the Almighty God, for guiding me through the successful completion of this study. I extend my sincere appreciation to Professor Michael Amakyi, my supervisor, for his unwavering support, patience, and valuable insights, which have significantly enriched my academic journey. It is through his wealth of knowledge, experience, and dedication to my progress that I have reached this milestone. Professor, I am truly thankful to you. Additionally, I am indebted to Richmond John Arthur, Philip Kweku Sarfo, and Lorrinda Naa Ayi for their expert guidance and invaluable suggestions throughout this research endeavour. I want to extend my gratitude to my wife, Gertrude Cobbinah, and our children, Stanslaus, Stansly, Saint, and Stansy, for their invaluable support and encouragement in numerous aspects. Finally, I want to express my appreciation to all the educators in the Cape Coast Metropolis for their willingness to take part in the study.



DEDICATION

To my family and many friends, my beloved parents and all educators



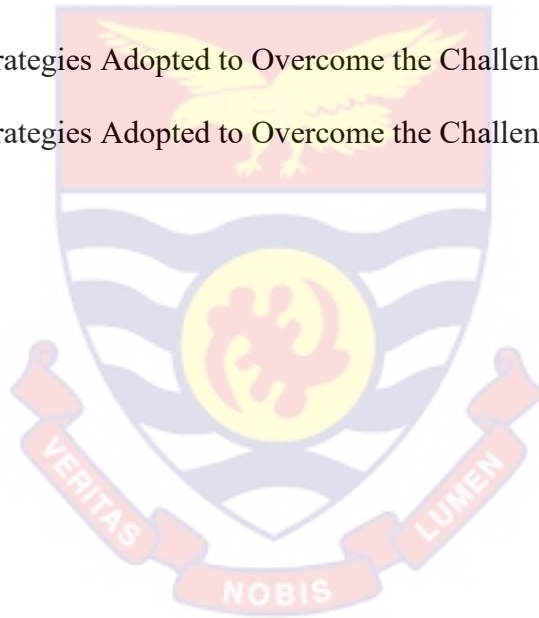
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CHAPTER ONE

INTRODUCTION

Background to the Study

Quality education is one of the best a country can offer its citizens. This is evident in the development of Malaysia and Singapore, as education has become the bedrock of the development of these countries Brookings Information,(2021). This suggests that a nation's advancement hinges largely on the quality of education it offers its populace. The significance of teachers as key stakeholders in delivering high-quality education remains critical. Their roles are essential for the successful implementation of educational policies and reforms, as recent studies emphasize (Datnow & Park, 2021; Zhao & Frank, 2022). Teachers' knowledge, beliefs, and perceptions continue to shape how educational changes, such as new curricula and teaching methods, are understood and applied (Eacott & Forrest, 2021). Consequently, teachers rarely accept reforms without scrutiny; they actively question and critique changes when not adequately involved in the reform process. This cautious stance is widely documented, with many educators expressing reluctance to adopt new curricula immediately upon introduction (Flores & Day, 2023). Across the globe, educational systems have undergone curriculum reforms to meet evolving national and global goals. Countries such as the United States, Kenya, and Rwanda have restructured their educational frameworks to produce highly skilled individuals equipped for the demands of the modern workforce (UNESCO, 2022; World Bank, 2021). However, many non-Western nations continue to adopt curricula modeled after Western systems, often without sufficient contextual adaptation (Tikly, 2020; Crossley, 2021).

Scholars argue that this trend reflects a replication of Western ideologies, secular orientations, and pedagogical structures, rather than locally grounded educational philosophies (Sahlberg, 2021).

Ghana's ongoing curriculum reform illustrates this influence, with foreign references and frameworks embedded in its design. The curriculum itself comprises both formal and informal components, serving as a vehicle through which learners acquire knowledge, skills, attitudes, and values within educational settings (Akyeampong et al., 2020). This dual structure emphasizes the importance of both planned instruction and spontaneous learning experiences in schools and training institutions, aiming to foster meaningful behavioral and cognitive development.

Educational institutions are purpose-driven entities established to help learners internalize and apply societal values for effective integration into their communities. Ghana's National Education Policy continues to affirm that educational objectives must promote the holistic development of individuals, intellectually, physically, emotionally, morally, and aesthetically, while deepening their understanding of cultural heritage, social norms, and civic responsibilities (Ministry of Education, Ghana, 2021).

The school serves as the platform for implementing educational policies, with one key focus being academic endeavours. Academic work primarily revolves around the acquisition of verbal-conceptual knowledge through teaching and learning interactions facilitated by resources such as syllabi, textbooks, and supplementary materials. Learners are exposed to carefully planned content and various learning activities aimed at nurturing their intellectual skills, attitudes, and values relevant to societal needs. Thus, it

can be deduced from this analysis that the curriculum formulation process considers the input and aspirations of parents, teachers, and students, as the ultimate goal of schooling is to foster holistic and integrated development in individuals for the betterment of the nation.

The Ghanaian Pre-tertiary Education Curriculum, as delineated by subject syllabuses, predominantly follows the objective model of curriculum development, a methodology widely utilized in developed nations during the latter half of the 20th Century. This approach prioritizes the outcomes of learning, focusing on acquiring fundamental facts, principles, skills, and procedures, sometimes neglecting the learning processes that involve higher-order cognitive abilities like application, critical thinking, creativity, and practicality. Additionally, it may overlook the development of personal attributes and social skills essential for individuals to become capable, involved, and contributing members of society. A comparative analysis of the Ghanaian pre-tertiary education curriculum with that of countries such as Singapore, Malaysia, and South Korea reveals a departure from the objectives-based curriculum design in contemporary educational practices.

Moreover, Ghana does not currently exhibit the same practice as the mentioned countries of regularly assessing the curriculum to incorporate additional intervention modules that align with both national and global developmental goals through adequate human resources. Hence, the implementation of the Standards-Based Curriculum (SBC) in Ghana aims to introduce a curriculum that is standardized, pertinent, well-structured, equitable, and adaptable. This curriculum seeks to be responsive to evolving

situations and environments, fostering the ability of Ghanaian youth to adapt to an uncertain future within local, regional, and global settings.

In Ghana, basic education constitutes the fundamental period of schooling aimed at ensuring children acquire essential literacy, numeracy, problem-solving, creativity and healthy living skills. It involves intensive instruction in reading, writing, numeracy, and problem-solving abilities, serving as the cornerstone for subsequent learning at higher educational levels. The structure of basic education comprises a two-year kindergarten, followed by six years of primary education, and culminating in three years of junior high school.

The Ghanaian government implemented an updated curriculum in the country's educational system in September 2019 Ghana Education Service, 2019 This programme attempted to address a number of deficiencies in the prior curriculum, including overabundance of content, limitations of the curriculum based on objectives, and deficiencies in the assessment system that did not yield enough information for useful teaching and learning tactics. The new curriculum was created with these issues in mind, with a focus on improving students' proficiency in reading, writing, maths, and creativity throughout the Mathematics curriculum. Furthermore, it sought to reintroduce subjects such as Ghanaian History, Physical Education, and Sports as essential components to strike a balance between education and the development of crucial foundational and lifelong skills. Additionally, the updated curriculum aims to enhance the teaching and learning of French through learner-centred pedagogy and the utilization of ICT as a teaching tool, all while emphasizing pedagogy that prioritizes equity and inclusion (Aboagye & Yawson, 2020).

Ghana's new curriculum has undergone a total makeover. The material has drastically changed, with some topics making way for others. Additionally, a more learner-centred approach to teaching has been adopted, using ICT as a pedagogical instrument. While many educators claimed that the new curriculum would result in a creative, mathematically and scientifically proficient Ghanaian kid who would be able to think critically and address a wide range of issues facing the nation, others have pointed out several bottlenecks that need urgent attention.

While infrastructure poses a significant obstacle to effectively implementing the curriculum, it is crucial to acknowledge other challenges as well. For example, the integration of ICT into the pedagogical approach of the new curriculum appears mismatched with the current state of Ghanaian school infrastructure. Some teachers lack access to communication networks, and others lack electricity. Moreover, the prevalence of larger class sizes presents a formidable barrier to adopting a learner-centred approach, a common characteristic in many Ghanaian schools (Amofah, 2019).

The Ghanaian government organized a five-day training workshop for approximately 152,000 primary school teachers nationwide to ensure they were adequately prepared to implement the new standards-based curriculum. While the training sessions were largely effective, Kpedator (2019) highlights that several challenges arose due to the government's failure to address numerous concerns raised by teachers during the workshops, including insufficient learning materials and inadequate support for successful curriculum implementation Addai-Mununkum & Sekyere, (2023). Moreover, despite the rollout of the Standards-Based Curriculum, there remains a notable

lack of empirical research investigating the specific challenges faced by primary school teachers in Ghana..

Statement of the Problem

Behind these difficulties lie growing concerns among educators about their exclusion from the implementation of the standards-based curriculum. Research shows that many teachers find it easier to rely on familiar teaching methods rather than superficially adopting new policies (Takyi et al., 2025). This highlights the critical need to empower teachers effectively for successful curriculum change, as they are central to achieving educational quality. Key challenges faced by primary school teachers include inadequate training on curriculum delivery, lack of clear implementation guidelines, and the difficulty of managing both legacy and new curricula simultaneously (Takyi et al., 2025).

Previous research indicates that teachers' capacity to adopt and integrate new ideas into their instructional practices significantly influences the success of educational innovations (Addai-Mununkum & Setordzi, 2023; Owusu & Yalley, 2024). However, in centralized education systems like Ghana's, teachers are frequently excluded from the curriculum development process, leading to feelings of marginalization (Akyeampong et al., 2020; Crossley, 2021). This exclusion often results in concerns and resistance among educators regarding curriculum reforms (Addai-Mununkum, 2020). Contemporary studies underscore the importance of addressing teachers' concerns to ensure effective implementation, as their attitudes and personal characteristics are critical factors shaping reform outcomes, alongside structural supports such as collaboration networks and funding (Datnow &

Park, 2021; Eacott & Forrest, 2021). The challenges and apprehensions of Ghanaian teachers related to implementing various educational innovations have been well documented in recent qualitative research (Addai-Mununkum & Setordzi, 2023; Apau, 2021). In Ghana, literature is scarce regarding curriculum reforms, resulting in insufficient emphasis on the involvement of teachers in curriculum development. Hence, this study aims to provide teachers with an opportunity to openly share their perspectives on curriculum introductions nationwide. It is crucial to identify and address teacher concerns to ensure the effective implementation of educational changes. The thrust of the study is, therefore, to find out the various concerns of basic school teachers as they get themselves involved in the implementation of the new Standards-Based Curriculum in Cape Coast Metropolis.

Purpose of the Study

The study aimed to investigate the perspectives of basic school teachers regarding the recently introduced Standards-Based Curriculum by the Ghana Education Service (GES) and to examine how its implementation could improve teaching and learning outcomes in basic schools within the Cape Coast metropolis.

Research Question

The following questions guided the study.

1. What are the perceptions of basic school teachers in the Cape Coast metropolis regarding the newly introduced Standards-Based Curriculum?
2. How do basic school teachers in the Cape Coast metropolis view the implementation process of the Standards-Based Curriculum?

3. What challenges do basic school teachers in the Cape Coast metropolis face in implementing the Standards-Based Curriculum in their schools?
4. What strategies can be employed to address the challenges encountered during the implementation of the Standards-Based Curriculum?

Significance of the Study

The development of the curriculum for the teaching and learning process is very dear to the heart of many educators and the general public; therefore, the findings from this study will be relevant or beneficial and have a concern for curriculum development. The curriculum will be beneficial to the following stakeholders on the development and implementer of the curriculum. Stakeholders like, the teachers, Ghana education service, curriculum developers, the government and the public.

Delimitations of the Study

The study was delimited to public primary schools in the Cape Coast metropolis in the central region. The study is purported to seek the views of the public basic primary schools in the region. It could have been extended to both the public and the private basic schools in the metropolis because the curriculum is relevant for both the public and private schools. However, only the public basic schools were selected because they are in large quantity as compared to the private basic schools.

Limitation of the Study

From a methodological standpoint, although the descriptive design employed offers several benefits, there are inherent limitations associated with its usage. Employing predetermined questions in a questionnaire may

constrain participants, potentially preventing them from sharing pertinent information relevant to the study. Utilizing in-depth interviews would have allowed for a more comprehensive exploration of the central phenomenon, yielding richer insights.

Organisation of the Study

This study contains five chapters. Chapter One presents the background of the study, statement of the problem, research questions, the purpose of the study, significant of the study, delimitation, limitations and organisation of the study. The second chapter of the study consists of a review of literature that is relevant to the issue under investigation. It provides the theoretical and conceptual framework for the study. In addition, the chapter contains a discussion and summary of other early empirical studies that are related to the issue under investigation and the general summary of the chapter. The procedures and techniques that the researcher employed to carry out the study are described in Chapter Three. This methodology section of the study described the study area, the research design, the population, the sample and sampling procedure, the research instrument, the validity and reliability of the research instruments and the data collection procedure; how the data that was collected was analysed is discussed in this chapter. The chapter also presents a general summary of the chapter.

Chapter Four is devoted to the presentation of the results and discussions. The chapter consists of a discussion of the preliminary results as well as the major findings that emerged from the study with regard to the research questions and a general summary of the chapter. Finally, Chapter Five focused on the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter examines the theoretical underpinnings of the curriculum implementation process and investigates relevant studies conducted by other researchers. The review encompasses three main areas: theoretical perspectives, empirical research, and the conceptual framework.

This study is underpinned by two interrelated theoretical strands: motivation theories and curriculum implementation frameworks. The rationale for this dual foundation is that teacher motivation plays a pivotal role in the successful execution of curriculum reforms at the school level. In Ghana's rollout of the Standards-Based Curriculum, understanding what drives teachers, both internally and externally is essential for fostering commitment, resilience, and instructional effectiveness.

Motivation Theories

The study draws on need-based motivation theories, which conceptualize motivation as an internal psychological process. Foundational models include Maslow's Hierarchy of Needs, Alderfer's ERG Theory, and Herzberg's Two-Factor Theory, each offering distinct but complementary insights into what influences teacher engagement. Maslow's Hierarchy of Needs outlines five levels: physiological, safety, belongingness, esteem, and self-actualization. It suggests that individuals must satisfy lower-order needs before progressing to higher-order ones. However, recent research emphasizes that motivation is more dynamic and context-sensitive than Maslow's linear model implies (Latham, 2021; Roberson & Stevens, 2022). Alderfer's ERG Theory refines Maslow's model into three flexible categories: Existence

(material and safety needs), Relatedness (interpersonal relationships and external esteem), and Growth (personal development and intrinsic fulfillment).

This model allows for simultaneous pursuit or regression across need levels, making it more applicable to real-world educational settings (Nguyen & Nguyen, 2023). Herzberg's Two-Factor Theory distinguishes between hygiene factors (e.g., working conditions, job security, supervision) that prevent dissatisfaction, and motivators (e.g., achievement, recognition, professional growth) that actively drive satisfaction and performance. In educational contexts, intrinsic motivators, such as appreciation of teaching proficiency and opportunities for development, are more effective than extrinsic rewards like merit pay (Addai-Mununkum & Setordzi, 2023). Together, these theories provide a robust lens for analyzing teacher motivation in curriculum reform. Understanding where educators fall within these motivational categories can guide policymakers and school leaders in designing support systems such as training, recognition, and job stability, that enhance implementation success. To complement the motivation theories, this study adopts the Hakutumbulwa (2021) framework for curriculum implementation. This model addresses limitations in earlier linear frameworks by recognizing the complexity and variability of educational change across contexts.

The framework comprises three interdependent dimensions: Firstly, External Support which refers to material and non-material assistance from ministries, NGOs, and unions. This includes infrastructure, teaching resources, professional development, and supervision. The effectiveness of

such support depends on the credibility and authority of the provider (Hakutumbulwa 2021) applied Rogan and Grayson's framework to explore how external support, such as professional development, financial assistance, and resource provision, impacted teachers' ability to implement a revised curriculum. The study found that ongoing support from ministries and NGOs was essential for building teacher confidence and sustaining reform efforts, reinforcing the relevance of this dimension in your own research context. Secondly, Capacity to Promote Innovation internal school factors influence the adoption of new curriculum practices. Key indicators include physical resources, school leadership, teacher attributes (e.g., training, beliefs, motivation), and student characteristics (e.g., language proficiency, home environment). These elements interact dynamically to shape a school's readiness for change (Levin & Nevo, 2021). Lastly, Profile of Implementation which offers a visual and descriptive tool for assessing the extent of curriculum enactment. It recognizes that implementation occurs across multiple levels and is not strictly linear. Higher levels build upon lower ones, reflecting broader mastery of teaching and learning strategies (Hakutumbulwa,2021).

By integrating motivation theories with Rogan and Grayson's implementation framework, this study provides a comprehensive lens for evaluating curriculum reform in Ghana. It acknowledges that successful implementation depends not only on systemic and institutional factors but also on the psychological and professional readiness of teachers, making motivation a central concern in educational change.

The Concept of Curriculum

The concept of curriculum is multifaceted, with diverse definitions reflecting varying educational philosophies. Bolden et al., (2023) describes curriculum as a continuum ranging from a narrow view, where it is seen merely as a collection of educational goals, to a broader perspective that encompasses the totality of learning experiences. When curriculum is reduced to a set of prescribed objectives, its function becomes limited to achieving specific educational targets.

Marsh & Willis (2020) critique this prescriptive approach, defining such curricula as rigid frameworks imposed by state or district authorities that specify subjects and content to be covered. She likens this to a checklist where teachers merely mark off completed tasks, leaving little room for inquiry, creativity, or meaningful engagement. This model is criticized for being authoritarian and restricting the active participation of both teachers and students.

In contrast, Bolden et al advocate for a more flexible and dynamic curriculum model that encourages collaboration between teachers and learners. Such a curriculum allows adaptation and modification of content and methods to better meet the unique needs and goals of the educational community, fostering deeper learning and critical thinking. This flexible, learner-centered view aligns with contemporary curriculum theory, which emphasizes curriculum as an evolving, interactive process shaped by teachers, students, and contextual factors (Bolden et al., 2023; Marsh & Willis, 2020). For your study on curriculum implementation in Ghana, this perspective

highlights the importance of teacher agency and contextual adaptation in successfully enacting curriculum reforms.

Ross (2023), Schubert (2021), and Sowell (2022) describe curriculum as a structured framework that outlines the subjects to be taught across educational institutions. This view emphasizes the content delivered by teachers and absorbed by students but tends to overlook the spontaneous activities and instructional methods that also shape learning outcomes. In contrast, scholars such as Lunenburg (2011) and Ross (2000) offer a more dynamic definition, viewing curriculum as a tailored instructional plan designed to meet the unique needs of specific school contexts or student populations. Building on this, Levy (2022) characterizes curriculum as a complex blueprint that details the instructional content schools provide to prepare students for further academic pursuits or entry into professional and vocational fields. This perspective highlights the centrality of learners' educational achievements and the curriculum's role in facilitating their development.

Contemporary curriculum theory further expands these views by emphasizing curriculum as an evolving, interactive process shaped by teachers, students, and contextual factors, rather than a fixed set of prescribed content (Bolden et al., 2023; Marsh & Willis, 2020). This flexible understanding is particularly relevant for studies on curriculum

When attaining certifications is the main goal, the curriculum is seen as a thorough guide that includes programme goals, material, and outcomes that are in line with advanced cognitive skill prioritisation techniques as outlined in Bloom's taxonomy. Furthermore, real-world evaluation techniques

like portfolio construction and performance evaluation are used (Anderson & Krathwohl, 2020).. It is considered a syllabus by since it outlines formal written programmes that are published by the Department of Education, education boards, or financed projects that educational specialists supervise.

According to (Darling-Hammond et al., 2022; DeLuca & Coombs, 2023) distinct interpretation, the curriculum is the link between the core values of the society that schools are meant to serve and the lessons that are taught in such institutions. They emphasise how well the curriculum can adapt to the demands of society. A more comprehensive view of the curriculum is provided by Marsh & Willis, (2020)who also introduces the idea of unanticipated events that occur throughout the teaching and learning process. This implies that “plans” and “experiences” interact. As a result, Hyles, Truatman, and Schuber (2021) link the curriculum to the concept of the “hidden curriculum,” which includes all of the social mores and behavioural standards that are presumed to be known but are not specifically taught.

According to Levy (2022), a curriculum is a well-designed collection of learning activities that are methodically arranged and intended to provide educational opportunities within a predetermined framework Levin & Nevo (2021). This includes everything that is specifically intended to achieve certain goals with a given set of learners, such as experiences, activities, resources, techniques, knowledge, values, attitudes, and skills (Levy 2022). Additionally, it acts as the cornerstone of education, directing students towards the achievement of intended learning goals, suggesting that curriculum is a crucial factor in establishing the calibre and efficacy of the educational system (Fullan, 2020). It is an integral section that contains the

fundamental information and abilities needed by students majoring in a certain subject. Creating a curriculum that is adapted to each student's unique requirements is essential to achieving these goals in their entirety ((Fullan, 2020).

The curriculum serves as a guiding framework for teachers, outlining specific actions such as instruction, lesson planning, and assessment (DeLuca et al., 2021). Consequently, any modifications to the curriculum are expected to impact these areas (Alsubaie, 2023). Within a constructivist approach, curriculum changes influence assessment techniques by shifting the focus from outcomes to learning processes and performances. This often involves tools like portfolios, project-based tasks, and reflective evaluations (Darling-Hammond et al., 2022). Curriculum encompasses more than content selection and instructional methods; it includes both planned and spontaneous activities that foster student engagement. A well-designed and contextually responsive curriculum promotes meaningful interaction between teachers and learners, enabling the achievement of educational goals through available school resources and contributing to broader societal development (Bolden et al., 2023; Addai-Mununkum & Setordzi, 2023). As a comprehensive model, curriculum also reflects the organization of the learning environment, instructional choices made by educators, and input from families, communities, and external stakeholders (Christou et al., 2022). Moreover, curriculum embodies societal values and preferences regarding knowledge, the roles assigned to teachers, and the positioning of students within the educational system (DeLuca & Coombs, 2023).

In addition, the curriculum outlines the responsibilities of instructors, parents, students, and school administrators based on its guiding principles (DeLuca et al., 2021). The curriculum's philosophical foundation influences textbook structure, the selection of instructional technologies and resources, and the nature of professional development provided to educators (Christou et al., 2022). Political, cultural, and socioeconomic factors also shape curriculum philosophy, as diverse stakeholders bring distinct values, beliefs, and expectations to the educational process. These variations often prompt efforts to incorporate inclusive and context-sensitive elements into curriculum design. As a result, curriculum functions as a universally adaptable tool that supports flexible, learner-centered approaches to teaching and learning (Bolden et al., 2023; Addai-Mununkum & Setordzi, 2023). I see the curriculum as a policy described in a series of official documents that define the desired goals, the content to be taught, and recommendations for teaching methods and assessment.

Curriculum Change

Curriculum evolution is a global phenomenon, with both developed and developing countries regularly reviewing and revising their curricula to respond to shifting educational, social, political, and economic demands. These reforms are often driven by diverse stakeholders, governments, educators, communities, each bringing unique perspectives and motivations. As noted by Darling-Hammond et al. (2022), while not all changes guarantee improvement, meaningful progress in education invariably requires change. In the case of Ghana's C2005 reform, curriculum improvements necessitated significant shifts in classroom implementation strategies. Effective reform

involves intentional innovation, stakeholder buy-in, and a willingness to depart from entrenched norms (DeLuca et al., 2021). Understanding the nature of these shifts is essential for analyzing how stakeholders engage with new curriculum models and the conditions that support successful implementation. Curriculum change is commonly understood as the introduction of new courses or the enhancement of existing curricular components. Contemporary scholars define it as a strategic process involving the redesign of educational structures to better align with evolving societal, pedagogical, and epistemological demands (DeLuca et al., 2021). Rather than merely altering content, curriculum reform entails a deeper reconsideration of the nature of knowledge and its implications for teaching and learning (Christou et al., 2022). This perspective promotes innovative approaches to instruction that prioritize relevance, inclusivity, and learner engagement.

South Africa's democratic transition offers a compelling example of systemic curriculum reform. The outdated Nated 550 curriculum was replaced by Curriculum 2005 (C2005), which aimed to provide equitable learning opportunities for all students and marked a significant shift in educational philosophy (Spren & Vally, 2022). However, implementation challenges led to the development of the Revised National Curriculum Statement (RNCS), followed by the Curriculum and Assessment Policy Statement (CAPS), which sought to simplify and clarify curriculum delivery for educators (Department of Basic Education, 2020).

Ross (2022) highlights that curriculum change involves introducing new teaching methodologies that affect classroom interactions. Ross (2022) advocates for a comprehensive reform of the curriculum across all levels of

educational management, emphasizing the importance of cohesive support from diverse stakeholders, including educators, parents, learners, school leaders, academics, and government officials, to successfully implement and adapt to these changes.

Recent studies underscore that effective curriculum change relies heavily on active stakeholder engagement and collaboration. For example, research shows that partnerships, continuous feedback, and shared decision-making among stakeholders enhance curriculum implementation effectiveness by fostering ownership and motivation (Ethiopian Defense University, 2021). The OECD (2020) also stresses that inclusive stakeholder involvement and transparent communication are critical to bridging the gap between curriculum design and actual classroom practice. Furthermore, empirical evidence from Namibia reveals that teacher involvement in curriculum development increases their sense of ownership and improves reform outcomes, highlighting the value of bottom-up approaches alongside top-down policies (Frontiers in Education, 2023).

Curriculum must evolve in response to shifting social, political, and economic conditions, as well as the changing needs of society. Contemporary scholars emphasize that curriculum reform should reflect societal transformation and prepare learners to engage meaningfully with their communities (DeLuca et al., 2021). Social reconstructionist theorists argue that schools play a vital role in shaping students into agents of change, and that curriculum should promote values and knowledge that support the creation of a more equitable social order (Christou et al., 2022).

Recent studies affirm that curriculum adaptation and socioeconomic change are closely intertwined, as students must be equipped to thrive in dynamic and often unpredictable environments (OECD, 2020; UNESCO, 2023). This paradigm shift calls for schools to cultivate learners who are resilient, socially aware, and capable of navigating complex societal challenges (Spren & Vally, 2022). In the United Kingdom, for example, rapid curriculum reforms have led to educator fatigue and demotivation, underscoring the need for inclusive and well-supported implementation strategies (Ball & Olmedo, 2021).

Across Africa, curriculum reform has been linked to broader development goals. In Mozambique and other nations, outdated curricula have contributed to youth unemployment and social stagnation. As a result, there is growing emphasis on integrating entrepreneurship, technical skills, and contextual relevance into curriculum design to better prepare students for life beyond school (Addai-Mununkum & Setordzi, 2023; Tikly, 2020). For Ghana, these insights reinforce the importance of aligning curriculum reform with national development priorities and ensuring that implementation strategies are responsive to local realities.

Curriculum Implementation

The enactment of a curriculum involves translating prescribed content and methodologies into classroom practice, as emphasized by recent scholars (DeLuca et al., 2021; Addai-Mununkum & Setordzi, 2023). This process requires the application of diverse pedagogical strategies to deliver knowledge, skills, and values, while actively engaging both teachers and students in daily learning activities (Christou et al., 2022; Darling-Hammond

et al., 2022). Curriculum implementation also plays a critical role in addressing educational inequities by ensuring that reforms are meaningfully applied across diverse contexts (UNESCO, 2023). It represents the practical realization of curriculum design, bridging the gap between policy and practice (OECD, 2020).

Conceptually, curriculum implementation can be likened to a “black box,” where the alignment between curriculum goals and classroom realities is shaped by teacher agency, resource availability, and contextual factors (Ball & Olmedo, 2021). It fosters positive learner attitudes when instructional delivery is responsive and standards-based, progressing systematically from foundational to advanced levels to ensure coherence and effectiveness (Spren & Vally, 2022).

Various sources articulate the primary goal of curriculum implementation: to equip students with relevant knowledge and skills (DeLuca et al., 2021), to optimize their engagement with available learning opportunities (Addai-Mununkum & Setordzi, 2023), and to initiate educational transformation that leads to meaningful progress (UNESCO, 2023). Effective implementation ensures that students not only acquire knowledge and experience but also apply them in real-world contexts, integrating new learning with prior understanding to deepen comprehension (OECD, 2020). Consequently, successful curriculum implementation is achieved when learners demonstrate the intended knowledge, skills, attitudes, and competencies (Christou et al., 2022). Implementing the curriculum also seeks consistency by applying a unified educational framework across schools at corresponding grade levels, anticipating shifts in student behavior guided

by teachers. This uniformity promotes coherence in educational goals and supports standardized levels of student readiness and progression (Kaufman et al., 2020). Curriculum execution is a critical and demanding phase in education, as it reveals the strengths, limitations, and impact of curricular design. Identifying these gaps enables educators to refine and restructure curriculum content and delivery (Frontiers in Education, 2023). Typically, each curriculum provides pedagogical guidance, instructional materials, lesson plans, and assessment strategies. Teachers are responsible for implementing these elements faithfully while adapting them to suit classroom realities (Ball & Olmedo, 2021).

These educational activities are essential for monitoring student progress and evaluating performance (Addai-Mununkum & Setordzi, 2023). However, educators, administrators, and school authorities often face significant challenges during implementation (Ball & Olmedo, 2021; Frontiers in Education, 2023). These challenges frequently revolve around effective execution. When curriculum implementation falters, it can lead to teacher demotivation, parental dissatisfaction, and student disengagement (Hunter et al., 2022). Such difficulties may cause educators to revert to traditional, less effective teaching methods, undermining reform efforts (Darling-Hammond et al., 2022).

Role of the Teacher in Curriculum Implementation

Teachers play a pivotal role in delivering the curriculum effectively to students (Addai-Mununkum & Setordzi, 2023). They are responsible for adhering closely to curriculum guidelines, ensuring alignment with educational standards, upholding curriculum principles, and bridging the gap

between curriculum design and classroom execution (Ball & Olmedo, 2021). Recent shifts in educational paradigms have expanded teachers' roles beyond mere content delivery to facilitating active, student-centered learning. Teachers now guide inquiry-based, collaborative, and communicative learning processes that foster critical thinking and knowledge sharing (Christou et al., 2022). To meet these goals, teachers often adapt curriculum implementation to their specific classroom contexts (Frontiers in Education, 2023). Throughout this process, they identify challenges, assess the socio-political context of their schools, evaluate curriculum relevance, and apply pedagogical expertise and creativity to support their professional growth (Darling-Hammond et al., 2022). Additionally, teachers develop strategies that promote holistic student learning and development (Spren & Vally, 2022).

As a result, educators are required to perform a range of responsibilities, including implementing curricula, supporting students in realizing their potential, and addressing diverse educational challenges (Addai-Mununkum & Setordzi, 2023). These tasks become more difficult when teachers are left without adequate support. Despite heavy workloads, educators are expected to engage in a holistic process that balances instructional delivery, student engagement, and professional reflection (Ball & Olmedo, 2021; Christou et al., 2022). Curriculum implementation encompasses how teachers interpret, deliver, and assess learning within the framework of prescribed standards (DeLuca et al., 2021; Frontiers in Education, 2023), as well as how they internalize and adapt curriculum goals to suit their classroom realities (Spren & Vally, 2022).

The quality of curriculum implementation determines how effectively it integrates into the educational process. This execution is significantly shaped by the diverse perspectives and professional judgments of teachers (Addai-Mununkum & Setordzi, 2023). While some educators meticulously follow curriculum guidelines, others rely on traditional methods, occasionally overlooking innovative practices (Ball & Olmedo, 2021). Conventional teaching strategies often emphasize rote learning and repetition, which can neglect students' deeper learning needs (UNESCO, 2023).

Teacher execution of curriculum varies across contexts, influenced by factors such as school organization, resource availability, and institutional flexibility. Smaller primary schools may facilitate curriculum integration through collaborative environments, whereas larger secondary institutions often face challenges due to complexity and scale (Christou et al., 2022). For effective implementation, teachers must possess a thorough understanding of curriculum content and pedagogical strategies (Frontiers in Education, 2023). Proficiency in using instructional resources is also essential, as it enables educators to organize, adapt, and deliver curriculum more effectively (Darling-Hammond et al., 2022).

When students struggle with comprehension, teachers must decide whether to adjust pacing or revisit content, which underscores their role in interpreting curriculum goals (Spren & Vally, 2022). Even with structured planning, the success of curriculum implementation depends on how well classroom practices align with intended objectives. Discrepancies between curriculum design and actual delivery are common, often resulting in partial coverage or diluted content (OECD, 2020). Curriculum materials may be

designed with specific intentions, but teachers' interpretations and contextual adaptations can lead to varied outcomes. In many cases, schools modify curricula to suit local needs, which, while sometimes necessary, can result in incomplete delivery and missed learning targets (UNESCO, 2023; Tikly, 2020).

Moreover, curriculum implementation practices that conflict with local education systems and official mandates are often avoided, with adaptations shaped by institutional demands and contextual realities (OECD, 2020). This leads to discrepancies between intended curriculum designs and their actual execution in classrooms (UNESCO, 2023). Many countries face persistent challenges in implementing standardized curricula due to contextual constraints and systemic limitations (Addai-Mununkum & Setordzi, 2023).

Unforeseen and unpredictable difficulties, such as staff turnover, teacher absences, part-time schedules, lack of qualified personnel, institutional culture, historical legacies, and physical infrastructure, can complicate implementation efforts (Ball & Olmedo, 2021). These variables often disrupt the planned delivery of curriculum, making the process unexpectedly complex for educators and administrators. To ease implementation, it is essential to align new curricular initiatives with existing practices, as teachers are more likely to adopt innovations that integrate smoothly into their routines (Frontiers in Education, 2023). Implementation strategies that diverge significantly from established norms may pose challenges to adaptability and sustainability (Christou et al., 2022).

The clarity of a school's vision and goals significantly influences curriculum execution. Schools with coherent implementation strategies tend to

navigate challenges more effectively, while those with fragmented approaches struggle to maintain consistency (Spren & Vally, 2022). Identifying implementation challenges is vital for developing effective strategies. This enables teachers to revise curriculum delivery, anticipate future obstacles, and respond proactively (UNESCO, 2023; Darling-Hammond et al., 2022). Recognizing the unique barriers teachers face and applying preventive measures enhances curriculum success, strengthens implementation fidelity, and provides valuable insights for policymakers, teacher educators, and school leaders (Addai-Mununkum & Setordzi, 2023; *Frontiers in Education*, 2023). These efforts help bridge the gap between curriculum design and classroom practice, improve learning outcomes, and foster collaborative teaching environments (Christou et al., 2022; Ball & Olmedo, 2021). Addressing these challenges is essential to ensure the successful implementation of curriculum reforms (Spren & Vally, 2022; UNESCO, 2023).

If problems with curriculum implementation are not addressed, the quality and equity of education are at risk of deterioration (UNESCO, 2023). Despite widespread acknowledgment of curriculum implementation in educational literature, few studies explicitly examine the nuanced challenges educators face or offer practical, context-sensitive solutions (Addai-Mununkum & Setordzi, 2023). This study is motivated by two key gaps: first, a clear research vacuum regarding the specific difficulties encountered during curriculum implementation; and second, a lack of literature offering actionable strategies to overcome these challenges. A thorough review of recent scholarship reveals limited in-depth analyses that explore both the barriers to effective implementation and the mechanisms for resolving them.

This gap complicates educators' efforts to navigate reform, undermines the learning environment, and hinders the successful delivery of high-quality curriculum. Therefore, this study aims to illuminate the challenges inherent in curriculum implementation and propose practical, evidence-based solutions to support educators and improve outcomes.

Standards-Based Curriculum (SBC) in Ghanaian Education Settings

Ghana began implementing a pre-tertiary Standards-Based Curriculum (SBC) in September 2019 (National Council for Curriculum and Assessment [NaCCA], 2020), aligning its education system with global standards observed in many industrialized countries. The SBC is characterized by its structured alignment of student knowledge and competencies at each grade level, often referred to as grade-level expectations or subject standards. This alignment ensures that Ghana's educational foundation rests on a clearly defined set of knowledge, skills, values, and core competences (National Council for Curriculum and Assessment [NaCCA], 2020).

The curriculum aims to revolutionize instructional techniques by emphasizing creative, inclusive teaching methodologies and enhanced classroom assessment practices. Its goal is to boost student engagement through exposure to rigorous and diverse subject matter, preparing learners to contribute effectively to national development in a rapidly changing global context (University of Cape Coast, 2023). Despite several years of implementation, public awareness about the SBC framework and its impact remains limited (MSN News, 2024). The SBC offers several benefits to Ghana's education system. It improves educational delivery through well-developed standards crafted by experts in education, including educators,

researchers, and advocacy organizations. These standards are designed to more effectively assess student growth in academic, emotional, and social domains, allowing parents and other stakeholders to monitor progress against clear benchmarks (Open Access Library Journal, 2024). Additionally, the curriculum shift promotes critical thinking over memorization and encourages cross-curricular learning that connects new concepts with previously acquired knowledge.

A national initiative to implement the Standards-Based Curriculum (SBC) for kindergarten through Basic Six (KG–B6) was launched in September 2019 by Ghana’s Ministry of Education and the National Council for Curriculum and Assessment (NaCCA). To ensure readiness and alignment with the curriculum’s policy goals and instructional standards, approximately 152,000 KG–B6 teachers across the country underwent intensive training at district-level centres prior to rollout (NaCCA, 2019; Ministry of Education, 2020). To sustain teacher development, Professional Learning Communities (PLCs) were introduced as a collaborative model for ongoing professional growth. These PLCs enable educators within the same school or district to engage in peer learning, mentorship, and outcome-focused reflection (UNESCO, 2022). Although challenges in PLC implementation persist, they are being addressed through targeted support and capacity-building efforts.

Following implementation, teaching practices appear increasingly aligned with the curriculum’s objectives. Regional and district education staff, headteachers, and classroom teachers have demonstrated openness to reform, suggesting that with adequate support, the SBC has strong potential for success (Ghana Education Service, 2021). Evidence points to improved

instructional delivery, particularly through the adoption of learner-centred approaches such as group work and cooperative learning (UNESCO, 2022).

The UNESCO Ghana Spotlight Report (2022) documents examples of teachers in rural Upper West Region improvising with teaching and learning materials, an indication that the curriculum's emphasis on resourcefulness and core competencies is influencing classroom practice. While comprehensive national data is still limited, anecdotal feedback from headteachers suggests that the SBC's focus on literacy and numeracy is contributing to improved learning outcomes (UNESCO, 2022; Education Commission, 2023).

A high-quality education remains one of the most valuable investments a country can offer its citizens. Singapore and Malaysia exemplify how national development is closely tied to the quality of education systems. In Singapore, sustained investment in human capital through education has been a cornerstone of its economic transformation, with reforms emphasizing holistic student development, character formation, and 21st-century competencies (Brookings Institution, 2023). Malaysia has similarly prioritized education as a driver of innovation and social mobility, aligning its curriculum with global standards to meet evolving labor market demands (OECD, 2025).

Education continues to be central to achieving the United Nations Sustainable Development Goals (SDGs), including reducing inequality, improving health outcomes, and addressing environmental challenges (UNESCO, 2023). In a rapidly globalizing world, modernization presents new challenges for societies, prompting countries to reform their curricula to prepare learners for complex, competitive environments. The OECD emphasizes that investments in human capital are essential for long-term

resilience and economic stability, especially in nations with large youth populations (CSIS, 2023).

Countries such as the United States, Kenya, and Rwanda have implemented curriculum reforms aimed at equipping students with the skills and knowledge needed for 21st-century employment. These reforms emphasize critical thinking, digital literacy, and cross-disciplinary learning to produce adaptable, highly skilled graduates (Education Commission, 2023). The global shift toward competency-based and inclusive education reflects a shared commitment to aligning learning outcomes with national development priorities (UNESCO, 2023).

In Ghana, the Ministry of Education, in collaboration with the National Council for Curriculum and Assessment (NaCCA), replaced the long-standing objective-based curriculum with a Standards-Based Curriculum (SBC) to meet these evolving demands. In 2017, the government tasked NaCCA with reviewing the pre-tertiary curriculum to align it with international standards. During his February 2019 State of the Nation Address, Ghana's President announced that the SBC would be implemented by September 2020 (NaCCA, 2019; Ministry of Education, 2020).

The transition was deemed necessary due to several limitations of the previous model, including an evaluation system that failed to enhance teaching and learning, content overload, and a focus on test preparation rather than skill development (UCC Institute of Education, 2023). The SBC aims to strengthen mastery of the 4Rs, Reading, Writing, Arithmetic, and Creativity, as foundational skills for lifelong learning and national development (Kpedator, 2023). It also promotes 21st-century competencies such as critical

thinking, problem-solving, innovation, communication, collaboration, cultural sensitivity, global citizenship, personal development, leadership, and digital literacy (Addai-Mununkum & Setordzi, 2023).

In addition to introducing new subjects like History and Our World Our People, the Apau 203 framework has implemented national assessment tests at Basic Two, Four, and Six NaCCA, (2023). These assessments replace the Basic Education Certificate Examination (BECE) and are administered at the end of junior high school to better evaluate student progress and curriculum effectiveness (Open Access Library Journal, 2024).

The introduction of a new educational approach often triggers apprehension among teachers, who are widely recognized as pivotal to the success or failure of curriculum innovations. Recent research offers varied insights into the stages of concern experienced by teachers during implementation. In Turkey, studies have shown that teachers primarily expressed concerns at the personal and collaboration stages of the Concern-Based Adoption Model (CBAM), seeking peer insights to improve their understanding of the revised curriculum (Çetinkaya, 2012; Gokcek & Baki, 2013, as cited in Danso Mensah et al., 2023). These educators were not resistant to change but rather sought clarity and support to navigate organizational and instructional challenges.

In Hong Kong, Chan & Lee, (2022) found that teachers exhibited unease across all CBAM stages, Informational, Personal, Management, Consequence, Collaboration, and Refocusing, highlighting the complexity of teacher adaptation during reform. Similarly, Tafai's study in Lesotho revealed that teachers were aware of the new curriculum but expressed concerns related

to collaboration, refocusing, and personal competency (Danso Mensah et al., 2023).

In Ghana, recent studies continue to reflect mixed findings. Agbofa et al. (2023) examined basic school teachers' concerns in the New Juaben North Municipality and found that teachers experienced significant apprehension across multiple CBAM stages, particularly during the early phases of curriculum implementation. These concerns included uncertainty about instructional materials, time constraints, and the adequacy of professional development. While earlier studies focused on the objective-based curriculum, current research highlights similar patterns of concern with the Standards-Based Curriculum (SBC), suggesting persistent challenges across educational tiers.

The success of educational reform depends heavily on how well stakeholders, especially teachers, manage and address these concerns. Therefore, understanding teachers' reservations during curriculum implementation is essential for curriculum development agencies to design responsive support systems and ensure effective adoption.

Studies examining the effects of teachers' demographic characteristics on their concerns about adopting educational innovations have yielded mixed results. For instance, recent research in Ghana by Agbofa et al. (2023) found that teachers' concerns during the implementation of the Standards-Based Curriculum (SBC) varied across stages of the Concern-Based Adoption Model (CBAM), but demographic traits such as gender, age, and teaching experience did not significantly predict these concerns. Similarly, Danso Mensah et al. (2023) reported that while teachers expressed apprehensions across CBAM

stages, these were more influenced by contextual and institutional factors than by personal demographics.

Contrastingly, a study by Osei & Boateng (2022) revealed that gender and prior teaching experience did influence teachers' perceptions of curriculum change, particularly in relation to collaboration and management concerns. However, these findings were not consistent across all regions or school levels. This inconsistency underscores the need for further empirical research focused specifically on Ghanaian primary school teachers and how their demographic traits may or may not shape their responses to curriculum reform. The current study addresses this gap using the CBAM framework to explore Ghanaian educators' perceptions of the SBC. Findings indicate that most teachers expressed satisfaction with the curriculum's emphasis on group work and transferable skills. However, they also voiced concerns about the complexity of certain curricular components, suggesting a generally positive but cautious attitude toward the reform (Agbofa et al., 2023). Challenges identified include inadequate teaching and learning resources, increased workload, and limited instructional time. These issues stem largely from the curriculum's rollout without sufficient preparatory materials. As a result, many educators rely on online resources to supplement their lessons in real time. Researchers argue that pilot testing prior to full implementation could have mitigated these challenges (UNESCO, 2023).

When invited to suggest improvements, teachers recommended greater involvement in curriculum planning, timely access to materials, advanced training, and piloting new curricula before nationwide adoption. Their active participation is crucial, given their central role in delivering content. A lack of

familiarity with curriculum goals can hinder effective implementation and lead to reduced motivation and job dissatisfaction, an outcome consistent with Herzberg's Motivation-Hygiene Theory, which links professional growth to intrinsic motivation (Education Commission, 2023). Additionally, the study noted that despite distributing the questionnaire via teachers' union platforms, participation was limited, with most respondents aged between 18 and 28. This highlights potential digital access barriers and the need for diversified outreach strategies in future research.

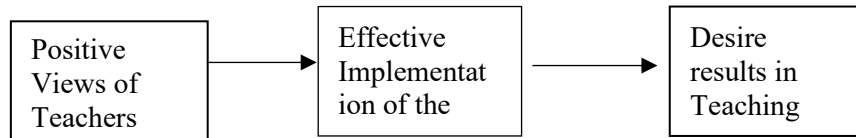
This suggests that relying primarily on ICT as the main teaching method may pose difficulties for many teachers. It is advisable for the government to arrange ICT training sessions for long-serving teachers and provide them with basic IT tools to facilitate access to necessary information for their instructional materials. The insights gleaned from this research will offer valuable guidance to the Ministry of Education in Ghana and all educational stakeholders.

Conceptual Review

Considering the overarching aim of the research, the theoretical framework elucidating the foundational reasoning behind the connections among the various components, the hypotheses stemming from the specific research objectives, and the patterns discerned from the empirical analysis, this conceptual framework is proposed to guide the execution of the empirical investigation. The research contends that teachers play a pivotal role in curriculum implementation, thus underscoring the significance of their perspectives in the execution of the SBC (School-Based Curriculum). Moreover, it posits that favourable attitudes among teachers towards the SBC

are likely to bolster its efficacy in enhancing teaching and learning outcomes at the school level. Additionally, the study anticipates that insights gleaned from primary school teachers regarding the SBC implementation will aid curriculum planners in identifying potential areas for improvement and subsequently devising viable strategies to address the identified challenges.

Figure 1: Conceptual Framework



Field Survey, 2020

Chapter Summary

The chapter focused on the theoretical perspective of the study by reviewing literature regarding how motivation theories explain the rationale behind involving teachers in the process of curriculum implementation. Concepts such as curriculum change and curriculum implantation were explained with empirical support in the light of their definitions, dimensions and nature. The chapter also included details regarding empirical evaluations and insights gleaned from these assessments. The section also reviewed literature on the role of teachers in the implementation of curriculum as the antecedent of the SBC in the Ghanaian educational setting. Finally, a conceptual framework detailing the impact of positive views of teachers on the effective implementation of the SBC was also developed.

CHAPTER THREE

RESEARCH METHODS

The main focus of this study was to explore the views of basic school teachers on the newly introduced Standards-Based Curriculum (SBC) in Ghana, as implemented by the Ghana Education Service (GES), and how it can enhance teaching and learning in basic schools within the Cape Coast Metropolis. This section outlines the methodology used to collect, analyze, and present primary data. Research methodology refers to the overarching strategy guiding a research project, including the rationale for chosen methods, their limitations, and their relevance to the research context (Creswell & Creswell, 2023). It involves describing and analyzing procedures, clarifying assumptions, and situating the study within the broader field of educational inquiry (Bryman, 2021).

Research Design

A research methodology provides the procedural framework for conducting a study (Saunders et al., 2019). To draw meaningful conclusions, the data collection structure must be appropriate and relevant. This study adopted a quantitative design using a descriptive cross-sectional survey approach. Cross-sectional surveys are designed to capture a snapshot of a population's characteristics, attitudes, or perceptions at a specific point in time. They are relatively cost-effective and efficient for exploring large populations (Cohen et al., 2021).

The survey method was selected due to its suitability for collecting cross-sectional data, which aligns with the study's aim of examining teachers' perspectives on curriculum implementation. Surveys are widely used to gather

information about individuals' attributes, behaviors, and opinions (Creswell & Creswell, 2023). This design was particularly appropriate given the exploratory nature of the study and its focus on capturing the views of basic school teachers in Cape Coast.

This study employed quantitative methods for data collection, specifically using structured questionnaires with predominantly closed-ended questions. Quantitative research is effective for measuring attitudes, behaviors, and relationships within defined contexts. It allows for statistical analysis and generalization to larger populations when representative samples are used (Bryman, 2021). The choice of this approach was justified by its ability to produce reliable, valid, and precise insights into the characteristics of individuals and groups relevant to the study.

Study Area

The Cape Coast Metropolitan area is among the 261 Metropolitan Municipal and District Assemblies (MMDAs) in Ghana and stands as one of the twenty-two (22) Administrative Districts within the Central Region, with Cape Coast serving as its Administrative Capital. Originally established as a Municipal Assembly through LI 1373 in 1988, it was later elevated to Metropolitan Status in February 2007 under LI 1927. Positioned in the region, it is bordered to the South by the Gulf of Guinea, to the West by the Komenda Edina Eguafobrem Municipality (at Iture bridge), to the East by the Abura Asebu Kwaman Kese District, and to the North by the Twifu Heman Lower Denkyira District. Situated at approximately longitude $1^{\circ} 15' W$ and latitude $5^{\circ} 06' N$, it spans an area of approximately 122 square kilometres. Its farthest

point, Brabedze, lies around 17 km from Cape Coast, which serves as the central regional headquarters of Ghana.

According to the 2021 population and housing census, there are 189,925 people living in the Metropolis, including 97,135 women and 92,790 men. The whole Metropolis of Cape Coast is home to several schools, ranging from elementary to university-level establishments. People who seek different levels of academic and professional education from all around the nation and the West Africa Sub-region are drawn to these institutions (Ghana Statistical Service, 2021).

Population

Population refers to the entire group of individuals, events, or objects that a researcher aims to study (Creswell & Creswell, 2023). It encompasses a clearly defined set of entities, such as individuals, services, institutions, or households, that meet specific criteria relevant to the research inquiry (Bryman, 2021). In statistical terms, the target population represents the specific group from which data is collected, consisting of all individuals who satisfy the researcher's inclusion parameters.

For this study, the target population comprises all public basic school teachers in the Cape Coast Metropolis, located in Ghana's Central Region. According to the most recent data from the Cape Coast Metropolitan Office of the Ghana Education Service (GES), there are seventy (70) public primary schools in the metropolis. These schools collectively employ 548 teachers, including 177 males and 371 females (GES Cape Coast Office, 2024). Therefore, the total population for this study is 548 public primary school teachers across the 70 schools.

Sampling Procedure

Sampling is the process of selecting a representative portion of a population to study, aiming to derive conclusions about the entire population. This method, also described as the act or technique of choosing a suitable sample, is essential when dealing with large populations, making it impractical to survey every individual. The selection of a smaller subset of cases for investigation is crucial for research purposes. Before sampling, it is imperative to establish the sample size. In this study, a population size of 548 led to the selection of a sample size of 240. The determination of this sample size followed Bartlett et al., (2020), ensuring statistical validity in the research endeavour. The formula is given as;

$$n = \frac{N}{[1+N(e)^2]}$$

Where n = sample size, N = sample frame, and e = margin of error. A margin of error of 5%, as suggested by Bartlett et al., (2020), was applied.

The researcher's ability to satisfy the sample criterion $[(n > 50 + 8 \text{ (Number of independent variables)})]$ required for regression analysis in social science research made the selection of this sampling formula necessary (Israel, 2020).

The study employed a method known as stratified sampling to choose participants. This technique is utilized when the population from which a sample is drawn lacks homogeneity. Generally, it aims to procure a representative sample. Stratified sampling involves dividing the population into distinct subgroups, or strata, each of which exhibits greater internal

homogeneity than the entire population. Samples are then selected from each stratum to construct a comprehensive sample, with representation from each subgroup (Etikan & Bala, 2023).

This approach was appropriate because, externally, the population was homogeneous, while internally, it was heterogeneous. Employing stratified sampling improves the accuracy and representativeness of results by reducing sampling bias. Within each stratum, participants were selected through simple random sampling, where random numbers were generated to ensure every element had an equal chance of selection. This methodological strategy is supported by recent research emphasizing the importance of stratified and simple random sampling for enhancing representativeness and validity in quantitative studies (Etikan & Bala, 2023; Creswell & Creswell, 2023). Moreover, such sampling techniques are considered essential in predictive research designs to ensure unbiased and generalizable findings (Bryman, 2021). The respondents were stratified into male respondents and female respondents. The number of respondents in each cluster was determined by adding all males and females in the 70 primary schools in the Cape Coast metropolis. The sampled respondents were made up of 78 males and 162 females selected from all the 70 schools. This was calculated using the proportionate quota representation, which is $(177/548 \times 240 = 78)$ for males and $(371/548 \times 240 = 162)$ for females. For the research, a sample size of 240 permanent public primary school teachers was chosen following a thorough analysis of all available possibilities, as well as factors including time, money, and hindsight. Ten percent or more of any population, in Creswell's opinion

(2023), is a suitable representation of the population for generalising study results.

Data Collection Instruments

The study utilized both closed-ended and open-ended questionnaires as data collection tools. These questionnaires enabled the researcher to gather quantitative data from the participants. The choice to employ questionnaires was based on the assumption that teachers would be able to comprehend and respond to the inquiries effectively. Typically, a questionnaire consists of a series of questions or statements aligned with the study's objectives. It serves as a means of gathering data wherein respondents provide written answers or responses to the prompts. This approach facilitated the acquisition of the desired information from the participants. The closed-ended questionnaire included inquiries derived from pertinent literature and presented clearly and concisely. Specifically, the researcher designed a questionnaire to elicit feedback from basic school teachers regarding the newly introduced Standard Curriculum by the Ghana Education Service (GES) and its potential for enhancing teaching and learning in basic schools within the Cape Coast metropolis.

The survey also encompassed an open-ended section to enable participants to freely share their perspectives beyond those solely derived from existing literature. It was distributed to 240 primary school teachers, both male and female, across the Cape Coast metropolis, comprising five distinct sections. The first section focused on the demographic information of the respondents. The section captured the gender, age range, years of experience and highest qualification of the respondents. The second section

also looked at the views of primary school teachers concerning the newly introduced Standard Based Curriculum. The respondents were given 12 items to indicate whether they agreed or disagreed with the items presented. The third part examined the primary school teachers' expressed concerns regarding the implementation of the Standard Based Curriculum. Participants indicated their agreement or disagreement with five statements reflecting teachers' perspectives. The fourth segment investigated the obstacles encountered by primary school teachers during the adoption of the new curriculum, with respondents providing feedback on six specific items. Finally, the last section delved into potential strategies for addressing the challenges associated with implementing the Standard Based Curriculum. Respondents were made to respond to four items. In all, the questionnaire was made of 28 items.

Validity and Reliability of Instrument

The survey underwent preliminary testing to ensure its accuracy and consistency, with adjustments made promptly as necessary, following best practices in instrument development (Repke, Birkenmaier, & Lechner, 2024). An instrument is considered valid when it effectively measures the intended variables and meets its designated objectives. Validity also encompasses the appropriateness, meaningfulness, and usefulness of the conclusions drawn from the collected data (Kent, 2020; Vu, 2021).

After creating the instruments, copies were provided to the supervisors for evaluation regarding the adequacy and thoroughness of the items. They assisted in refining and rectifying any mechanical or grammatical errors found within the instruments. Following their feedback and constructive criticism,

adjustments were made as needed. Ensuring the validity of the instruments was essential to assess their suitability, comprehensiveness, and reliability.

Pre-testing of Instruments

Preliminary testing of research tools on a subset of participants from the target population helps refine question elements that might otherwise confuse respondents or lead to inaccurate responses. Recent research underscores the critical role of pre-testing in identifying and resolving potential issues before full-scale data collection (Presser et al., 2022). Pre-tests serve as focused evaluations of individual components of research instruments, primarily aimed at detecting mechanical or interpretive problems that could compromise data quality (Willis, 2021).

The researcher did a pre-testing of the instruments in the Komenda Edina EguafoAbeirm (KEEA) district by using 40 teachers from two circuits in the District. The KEEA district was selected for the pre-test because of similar geographical, economic and educational characteristics as the Cape Coast metropolis selected for the main study. Pre-testing the instruments is done to ensure that they are reliable and to identify any possible problems that may arise during the main research endeavour. These problems might include things like not following research procedures or using inappropriate or difficult methodologies or instruments. Ultimately, the pre-testing aimed primarily at enhancing the internal validity of the instruments. The test-retest method was employed for this pre-testing process.

The validity of the instruments was verified by assessing each test item using Cronbach's alpha to measure internal consistency reliability. Specifically, Cronbach's alpha values from the pre-test were analyzed to

ensure the reliability of the tools. A reliability coefficient of 0.70 or higher is widely accepted as indicating acceptable reliability for research purposes (Tavakol & Dennick, 2011; Gliem & Gliem, 2020)..

Data Collection Procedure

Before administering the instrument, a letter of introduction was obtained from the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast. This letter aimed to acquaint the researcher with the respondents. It assured them of confidentiality and anonymity regarding the information provided, ensuring that it would solely serve academic purposes. Additionally, the researcher individually met with respondents in their schools and classrooms to mutually agree upon a suitable time for administering the instruments.

The data collection tool employed for this study was a questionnaire. The study coordinated with participants to determine a mutually convenient day and time for questionnaire completion. In terms of distribution, administration, and retrieval of the completed questionnaires, a timeframe of two weeks was allotted. Respondents were expected to complete the questionnaires during fieldwork. The researcher directly administered the questionnaires to participants. Prior to distribution, the purpose of the study was thoroughly elucidated to the teachers. Introductory letters were provided to institutional heads before questionnaire administration commenced.

The initial letter facilitated the researcher in securing the backing and collaboration of the teachers involved. Subsequently, permission was granted by the head teachers and the teachers themselves. The study's rationale and

objectives were once more deliberated with the participants, following which questionnaires were distributed to the teachers for their responses.

Data Processing and Analysis

The information gathered from the field underwent coding and cleansing to eliminate anomalies and missing entries. It was then manually organized according to questionnaire items using frequency distribution tables and percentages. Simple descriptive statistics, such as percentages, offer an advantage over more complex methods due to their clarity and accessibility, especially when presenting findings to diverse audiences (Kent, 2020). The coded data was processed using the Statistical Package for the Social Sciences (SPSS, version 21), which is widely recognized for its efficiency in managing large datasets and facilitating time-saving analysis (Field, 2022). Quantitative data were analyzed and presented using frequency tables, bar graphs, and pie charts to enhance interpretability and visual impact.

Descriptive statistics were employed to analyze the research data, following contemporary approaches that emphasize organizing, summarizing, and visually presenting data to facilitate interpretation (Creswell & Creswell, 2023; Kent, 2020). These methods provide clear overviews of the study sample and its measures. The researcher utilized basic statistical tools such as frequencies, percentages, means, and standard deviations to address the research questions. For example, mean scores between 3.5 and 4.0 indicated strong agreement, while scores between 2.5 and 3.4 reflected agreement. Conversely, means ranging from 1.5 to 2.4 and 0.1 to 1.4 were interpreted as disagreement and strong disagreement, respectively. For reporting clarity, the categories of agreement and disagreement were consolidated. In addition to

quantitative analysis, insights from open-ended questionnaire responses were thematically analyzed. Responses were grouped into emerging themes and discussed in detail to enrich the interpretation of findings and provide context to the statistical results (Braun & Clarke, 2022).

Ethical Issues

Ethical considerations hold significant importance in conducting research of this nature. Therefore, the researcher carefully addressed ethical concerns throughout the study, ensuring adherence to ethical standards while also aligning with both moral principles and practical considerations inherent in research practices.

Before conducting the study, the respondents were asked for their consent. A letter was drafted and presented to them, requesting permission and consent to proceed with the research. All stakeholders and participants were briefed on the study's objectives and intentions. Additionally, participants were assured that they could request a copy of the final report. Anonymity and confidentiality were guaranteed to all participants regarding the disclosure of findings. Specific names were avoided, and individual references were omitted to maintain the confidentiality of the participants. The study concentrated on significant matters while disregarding minor details.

Chapter Summary

The chapter focused on the theoretical perspective of the study by reviewing literature regarding how Social Exchange Theory explains the interrelationship between employees and employers, giving cognizance to the exchange process. Concepts such as training, in-service training, and employee performance were explained with empirical support in the light of

their types, dimensions and nature. The chapter also provided information on the empirical reviews and lessons learnt from such reviews. Finally, a conceptual framework detailing the nature of the proposed interrelationship among the constructs was developed and proposed accordingly.



CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussions of the research findings. The study sought to explore the views of primary school teachers in the Cape Coast metropolis on their involvement in the implementation of the newly introduced “Standard Based Curriculum” in Ghana by the Ghana Education Service (GES).

The data were collected via questionnaires distributed to 255 respondents from basic schools in the Cape Coast metropolis, with 240 returned completed, yielding a 94.1% response rate. Contemporary research considers response rates above 70% to be excellent, supporting data quality and generalizability Addai-Mununkum & Setordzi, (2023). High response rates are critical to reducing non-response bias and increasing confidence that findings can be extrapolated to the broader population (Kelley et al., 2023). The research findings were presented according to the research questions posed. The chapter presented the findings and demographic and discussion of the main findings of the study.

Demographic Characteristics of the Respondents

This segment focuses on the data gathered regarding the profiles of the participants, who, for this research, consist of primary school teachers chosen at random from 70 elementary schools within the Cape Coast metropolis. The attributes of the participants outlined in this portion encompass gender, age, class category, years of teaching experience, and educational qualifications. Table 4 displays the demographic details of the participants.

Table 1: Background Information Respondents.

Variable	Sub-scale	N	%
Gender	Male	126	52.5
	Female	114	47.5
	Total	240	100.0
Age	20-30	56	23.3
	31-40	118	49.2
	41-50	50	20.8
	51-60	16	6.7
	Total	240	100.0
Category of Class	Upper Primary	143	59.6
	Lower Primary	97	40.4
	Total	240	100.0
Years of Experience	1-3 years	81	33.7
	4-6 years	73	30.4
	7-9 years	58	24.2
	10 yrs. and above	28	11.7
	Total	240	100.0
Level of Qualification	Diploma	51	21.3
	Degree	146	60.8
	Masters	43	17.9
	Total	240	100.0

Source: Field survey, (2022)

Table 4 indicates that there were slightly more male respondents than female respondents. This is a reflection of the gender distribution of teachers as presented by the GES in the Cape Coast metropolis. For this purpose, they are those who openly expressed their desire and passion to pursue the teaching profession.

Additionally, Table 4 reveals the age of the respondents. It is evident from the table that the modal age is 31-40 years. This result portrays that the

majority of primary school teachers in the Cape Coast metropolis are in their youthful age. This means that they have several years to impart knowledge as teachers. More so, the youth age of the respondents affords them longer years in service; consequently, it is important to involve them in all stages of curriculum implementation, especially with the introduction of the Standard Based Curriculum (SBC).

Furthermore, the Table presents the category of class respondents. 143 respondents, representing 59.6%, were from the upper primary, whereas 97 respondents, representing 40.4%, were in the lower primary. This implies that more teachers from the upper primary took part in the study than teachers in the lower primary.

Table 4 also included the respondents' years of experience. The majority of responders are in the beginning stages of their teaching careers, as seen by the median age of experience, which is between one and three years. When you consider the young age of the study's respondents, this is a promising sign. Because of this, the majority of primary school teachers in the Cape Coast metropolis are young, which makes it easier to shape and acclimatise them to the teaching profession and instil in them the principles of successful teaching pedagogies. More so, their youthful age presents them with many opportunities to upgrade their professional skills; thus, opportunities for continuous professional development must be made available to them.

The final item in Table 4 was the findings on the level of qualification of the respondents. It can be seen that the modal level of qualification is the degree. This implies that the majority of the primary school teachers in the

Cape Coast metropolis have completed their first degree. This finding is not far from the reality. With the advent of Distance Education and Sandwich options, most teachers have taken advantage to further their education and to advance from diploma to degree. Through the distance module, some teachers even progress to pursue their Masters' programmes, as revealed in the findings of this study.

Findings and Discussion of the Research Questions Posed

The results and their explanations in relation to the five study questions are the main topics of this part. Each research topic is presented before the related concerns that arise from the data collection in order to maintain clarity and conciseness.

Research Question One: Views of Primary School Teachers in Cape Coast Metro Concerning the Newly Introduced Standard Based Curriculum

This research question sought to explore the views of primary school teachers in the Cape Coast metropolis regarding the newly introduced Standard Based Curriculum (SBC). In doing this, the respondents were asked to indicate the extent of disagreement or agreement by selecting from the four response choices (using a scale of 1-4, where 1= Strongly Disagree, 2= Disagree, 3= Agree, and 4= Strongly Agree) of items portraying the views of primary school teachers on the SBC. A decision rule was adopted to convert the frequencies of respondents on the Likert-type scale to computed means on a continuous scale as follows:

$0 \leq M < 1.5$ Strongly Disagree

$1.5 \leq M < 2.5$ Disagree

$2.5 \leq M < 3.5$ Agree

$3.5 \leq M \leq 4$ Strongly Agree

With respect to the standard deviation values, an SD with the range of 1.0 or greater signified that the responses differed much from each other, whereas an SD less than 1.0 signified that the responses did not differ much from each other. The findings recorded by respondents are presented in Table 5.

Table 2: Views of Teachers on the Newly Introduced Standard Based Curriculum (SBC)

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
encourages students to contribute to the society	136 (56.7)	98 (40.8)	3 (1.3)	3 (1.3)	3.53	.592
encourages group work	116 (48.3)	107 (44.6)	17 (7.5)	0 (0.0)	3.41	.621
promotes inclusive education	98 (40.8)	123 (51.2)	9 (3.8)	10 (4.2)	3.29	.729
promotes gender equality	88 (34.6)	134 (55.8)	18 (7.5)	0 (0.0)	3.29	.98
assists students to get lifelong skills	94 (39.2)	127 (52.9)	9 (3.8)	10 (4.2)	3.27	.724
considers Ghanaian students' culture and society	83 (34.6)	132 (55.0)	19 (7.9)	6 (2.5)	3.22	.93
prepares students for the job market	85 (35.4)	127 (52.9)	17 (7.1)	11 (4.6)	3.19	.758
lacks teaching and learning materials	92 (38.2)	107 (42.5)	30 (12.5)	11 (4.6)	3.17	.816
contains a lot of workloads	97 (40.4)	77 (32.1)	48 (20.0)	18 (7.5)	3.05	.951
encourages large class size	80 (33.3)	102 (42.5)	45 (18.8)	13 (5.4)	3.04	.860
includes difficult content for teaching	68 (28.3)	126 (52.5)	31 (12.9)	15 (6.3)	3.03	.815
short class periods	74 (30.8)	103 (42.9)	46 (19.2)	17 (7.1)	2.98	.887

Source: Field survey, 2022

Table 5 shows that respondents indicated a strong agreement with the statement: newly introduced SBC encourages students to contribute to society

($M=3.53$, $SD= 0.592$). This suggests that teachers perceive that the tenets of the SBC are aimed at equipping learners to engage in community participation. This conclusion is supported by the increased interest in reviving community engagement as a way to enhance the delivery of education Ahasu et al., (2024). Community participation has mainly relied on teachers and school leaders; however, with the introduction of the SBC, teachers are of the view that learners will be encouraged to contribute to their societies.

Additionally, the respondents agreed that the SBC promotes inclusive education ($M= 3.29$, $SD= 0.729$). This means that in the views of the teachers, the SBC emphasises inclusive education. In Ghana, the inclusive education policy acknowledges the diverse learning requirements of students. It mandates all participants in the educational realm to cater to the distinct needs of various segments of the population within the Ghanaian educational framework, employing the principles of universal design for learning and fostering an environment conducive to learning for all individuals.

The respondents, representing the majority, also agreed that the newly introduced SBC places more emphasis on the Ghanaian students' culture and society ($M= 3.22$, $SD= 0.693$). This implies that in the views of the basic school teachers, the SBC exposes learners to education in the Ghanaian culture.

Interestingly, the majority of the respondents agreed that the newly introduced SBC lacks teaching and learning materials ($M= 3.17$, $SD= 0.816$). Furthermore, the respondents also indicated that the SBC includes difficult content for teaching ($M= 3.03$, $SD= 0.815$).

The findings suggest that the majority of teachers believe the new curriculum encourages student engagement in societal matters, fosters inclusive learning environments, facilitates group work, and helps students acquire lifelong skills, among other benefits. However, they also expressed concerns about the lack of teaching and learning materials associated with the newly introduced SBC. While Ghanaian teachers generally view the new curriculum positively, it is crucial to address the challenges they perceive, particularly regarding the SBC. Analysis of Table 5 reveals that teachers identify several difficulties with the SBC, including excessive workload, inadequate teaching and learning resources, large class sizes, challenging content, and insufficient time for lessons.

The absence of teaching and learning materials upon the curriculum's inception led to reliance on internet searches by teachers for lesson aids. Had the curriculum undergone pilot testing beforehand, such obstacles might have been recognized. Additionally, teachers, when asked to contribute to future curriculum development, proposed involving them in the planning process, ensuring timely availability of books and learning resources, providing advanced teacher training, and conducting pilot runs of new curricula to facilitate their effectiveness.

The involvement of teachers in shaping the curriculum is essential, given their central role in delivering its content to students. When teachers lack familiarity with curriculum goals and structure, it can lead to challenges such as difficulty in achieving learning outcomes and reduced instructional confidence (Agbofa et al., 2023; Creswell & Creswell, 2023). These challenges may also contribute to decreased motivation and job satisfaction.

Herzberg's Motivation-Hygiene Theory remains relevant in this context, as it underscores the importance of intrinsic motivators, such as professional growth and recognition—in enhancing teaching effectiveness (Kent, 2020; Education Commission, 2023). As highlighted earlier, Ghanaian educators have expressed both enthusiasm and concern about the Standards-Based Curriculum, emphasizing the need for deeper involvement in curriculum design and access to adequate resources (Agbofa et al., 2023; Braun & Clarke, 2022). According to both the study's findings and existing literature, primary school teachers perceive the new curriculum introduced by the Ghana Education Service (GES) as having the potential to promote teamwork and cultivate creative and innovative thinking in students. Teachers agreed with the notion that the new curriculum emphasizes experiential learning over theoretical learning, facilitating students' ability to make meaningful contributions to society and acquire practical skills for lifelong learning.

Research Question Two: Views of Primary School Teachers on the Implementation of the Standard Based Curriculum

This study aimed to explore the perspectives of primary school teachers regarding the adoption of the standard-based curriculum. To achieve this, participants were requested to express their level of agreement or disagreement with various statements reflecting teachers' opinions on the implementation of the SBC. Levels of agreement ranged from strongly agreeing to agreeing. Percentage, mean and standard deviation of the items were calculated using the same process as in the previous section (research question one) to aid in the analysis and the presentation of the items. The results from the respondents are presented in Table 9.

Table 3: Views of Teachers on the Implementation of the Standard Based Curriculum (SBC)

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
I am aware of the implementation processes of the standard-based curriculum	114 (47.5)	119 (49.6)	0 (0.0)	7 (2.9)	3.42	.648
I am previewed to available Information on the implementation of the standard-based curriculum	89 (37.1)	129 (53.8)	18 (7.5)	4 (1.7)	3.26	.667
I have a personal commitment to be involved in the implementation of the standard-based curriculum	71 (29.6)	33 (55.4)	2 (9.2)	14 (5.8)	3.09	.785
The management of my school is willing to provide the needed support for the implementation of the curriculum.	50 (20.8)	131 (54.6)	4 (18.3)	5 (6.3)	2.90	.796
All the stakeholders are ready to play their roles in the implementation of the curriculum.	71 (29.6)	94 (39.2)	41 (17.1)	4 (14.2)	.84	1.006

Source: Source: Field survey, 2022

From the table (Table 6), the respondents generally agreed with all the statements of effect. For instance, the respondents affirmed that they were aware of the implementation processes of the standard-based curriculum. (M= 3.42, SD= 0.648). Furthermore, respondents (M= 3.26, SD= 0.667) said that they are given a preview of the information that is currently accessible on the implementation of the standard-based curriculum. This indicates that Cape Coast basic school instructors are familiar with the procedures needed to implement the SBC. The Ghana Education Service (GES) has carefully

outlined the various implementation processes involved in implementing the SBC.

Additionally, the findings, which are shown in Table 6, also show that the majority of respondents ($M= 2.90$, $SD= 0.796$) agreed with the statement that my school's administration is ready to offer the necessary assistance for the curriculum's implementation. The study's results imply that Cape Coast primary school teachers are aware of the procedures that marked the adoption of the standard-based curriculum.

The findings presented for research question two suggest that primary school teachers are eager to be involved in the implementation of the SBC in primary schools across the Cape Coast metropolis. The teachers agreed to the statement, suggesting that they were aware of the curriculum implementation processes. This view expressed by the teachers could probably be so because teachers are ideally considered as the implementers of the curriculum thus their exposure to the implementation processes. (Agbofa et al., 2023; Osei & Boateng, 2022)., in their research on teachers' involvement in curriculum creation in Nigeria, discovered that instructors often adopt curricular improvements. This finding lends credence to the argument since they are in the greatest position to implement the curriculum's content via activities that include both teaching and learning.

Moreover, the teachers disclosed that they had been briefed on the available information regarding the implementation of the Standard-Based Curriculum. This assertion is corroborated by the extensive workshops and seminars they have undergone to effectively introduce the new curriculum in their schools. Consequently, it is understandable for teachers to believe that

they have access to all necessary information concerning curriculum implementation. This perspective articulated by the teachers also indicates that all stakeholders are prepared to fulfil their roles in the curriculum implementation process. Therefore, it is unsurprising that the teachers perceive their school management and other stakeholders as ready to offer them the requisite support and resources for effective curriculum development.

Teachers' perspectives on the execution of the SBC contribute to addressing potential challenges that may arise during curriculum implementation. This is particularly notable in scholarly literature, which highlights that a significant obstacle to teachers' engagement in curriculum implementation stems from their limited understanding of their roles (Agbofa et al., 2023; Osei & Boateng, 2022; Kuutol, 2021). Agbofa et al. (2023) emphasizes the importance of involving teachers in curriculum development but underscores the necessity of explicitly defining the processes and responsibilities expected of them. If teachers are aware of their roles in curriculum development and implementation, they will be able to participate as required of them.

Research Question Three: Challenges Faced in The Implementation of Standard Based Curriculum in Schools

This research question sought to investigate the challenges faced by primary school teachers in the implementation of the SBC in their schools. In investigating challenges faced by the teachers, the respondents were asked to indicate the extent of agreement or disagreement with some items depicting some challenges and difficulties teachers encounter in implementing the SBC.

The extent of agreement includes strongly agree and agree. Similarly, the extent of disagreement includes strongly disagree and disagree. As was done in the previous sections, again, the percentage, mean, and standard deviation of the items were calculated to aid in the analysis and the presentation. The results from the respondents are presented in Table 7.

Table 4: Views of Teachers on Challenges Faced in The Implementation of Standard Based Curriculum in Schools.

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
There are less effective training and workshops for teachers	117 (48.8)	5 (35.4)	4 (10.0)	4 (5.8)	3.27	.866
There is inadequate support from policy makers	107 (44.6)	16 (48.3)	7 (7.1)	0 (0.0)	3.38	.615
There is a lack of will and commitment to curriculum change	63 (26.3)	137 (57.1)	0 (8.3)	0 (8.3)	3.01	.826
There are inadequate resources to aid in curriculum implementation.	123 (51.2)	108 (45.0)	6 (2.5)	0 (1.3)	3.46	.613
There is inadequate available information on curriculum implementation	108 (45.0)	91 (37.9)	5 (14.6)	0 (2.5)	3.25	.796
There is too much administrative works in curriculum implementation	73 (30.4)	109 (45.4)	48 (20.0)	0 (4.2)	3.02	.820

Source: Source: Source: Field survey, 2022

The results from the respondents, as presented in Table 7, show that generally, the respondents were in total agreement with all seven (7) statements that sought to find out the challenges faced by teachers in the implementation of the SBC in their schools. From the table (Table 7), the majority of the respondents agreed with the statement that there are less

effective training and workshops for teachers regarding the implementation of the SBC at the school level ($M= 3.27$, $SD= 0.866$). Only 15.8% disagreed with this statement. Again, most of the respondents agreed that there are inadequate resources to aid in curriculum implementation ($M= 3.46$; $SD=0.613$).

Table 5: Strategies Adopted to Overcome the Challenges

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
Teachers should be properly trained in the implementation of the standard-based curriculum	174 (72.5)	63 (26.3)	3 (1.3)	0 (0.0)	3.71	.480
The policy makes should provider teachers with the required resources to aid in the curriculum implementation	177 (73.8)	59 (24.6)	3 (1.7)	0 (0.0)	3.72	.485
Views of teachers should be factored by other stakeholders in the implementation of the curriculum	157 (65.4)	76 (31.7)	3 (2.9)	0 (0.0)	3.63	.542
Teachers should be provided with relevant information to assist them in the implementation of the curriculum	178 (74.2)	52 (21.7)	3 (2.9)	1 (1.3)	3.72	.511

Source: Source: Source: Source: Field survey, 2022

Similarly, the respondents indicated that there is inadequate available information on curriculum implementation ($M= 3.25$; $SD= 0.796$). They also said there is too much administrative work in curriculum implementation ($M= 3.02$; $SD=0.820$).

It is evident from the literature that several challenges continue to hinder the successful implementation of the Standards-Based Curriculum

(SBC). The findings of this study clearly show that primary school teachers perceive a lack of effective training and workshops on how to implement the SBC. In other words, professional development opportunities, such as training, workshops, and seminars, are perceived as inadequate. This concern is echoed by Agbofa et al. (2023), who found that many teachers in Ghana felt underprepared for SBC implementation due to limited exposure to structured training programs.

Similarly, Danso Mensah et al. (2023) argue that gaps in teacher qualifications and pedagogical preparedness place additional strain on curriculum implementation, often leading to reluctance or passive participation. Osei and Boateng (2022) further highlight that insufficient professional knowledge in curriculum theory and instructional leadership contributes to teachers' limited engagement in reform efforts. This suggests that the lack of pedagogical depth and curriculum literacy among teachers acts as a barrier to their active involvement in curriculum development and implementation. Regular, targeted workshops and seminars focused on curriculum design and delivery could help bridge this gap and foster stronger collaboration between teachers and curriculum developers.

Additionally, teachers agreed with the statement that there is a lack of will and commitment to curriculum change. This aligns with findings by Kuutol (2021), who reported that many Ghanaian teachers view curriculum reform as burdensome due to unclear expectations and inadequate support. According to UNESCO (2023), successful curriculum implementation requires not only adequate resources but also strong commitment from both designers and implementers. The results of this study affirm that primary

school teachers in the Cape Coast Metropolis perceive curriculum reform as hindered by insufficient resources and a lack of institutional dedication.

Research Question Four: Strategies Adopted to Overcome the Challenges

In the light of the views expressed by the respondents regarding perceptions of primary school teachers regarding the newly introduced SBC. The respondents were asked to indicate the extent of agreement or disagreement with some items that depicted the strategies that can adopted by primary school teachers at their schools to overcome the challenges encountered in the implementation of the SBC. Views of teachers on the implementation of the SBC. The extent of agreement includes strongly agree and agree. Similarly, the extent of disagreement includes strongly disagree and disagree. The responses from the respondents are presented in Table 8.

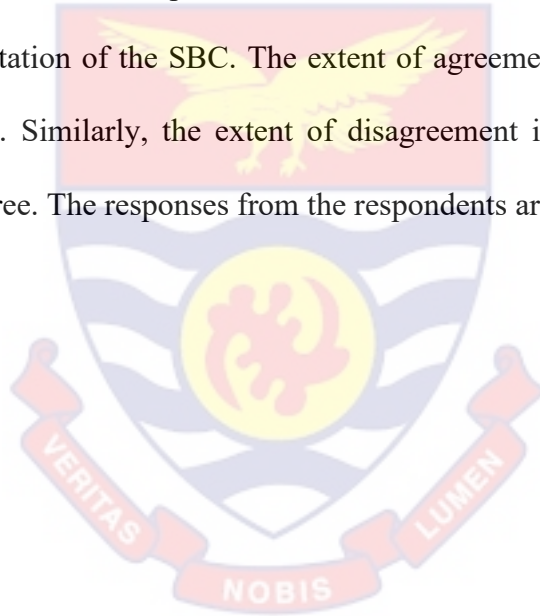


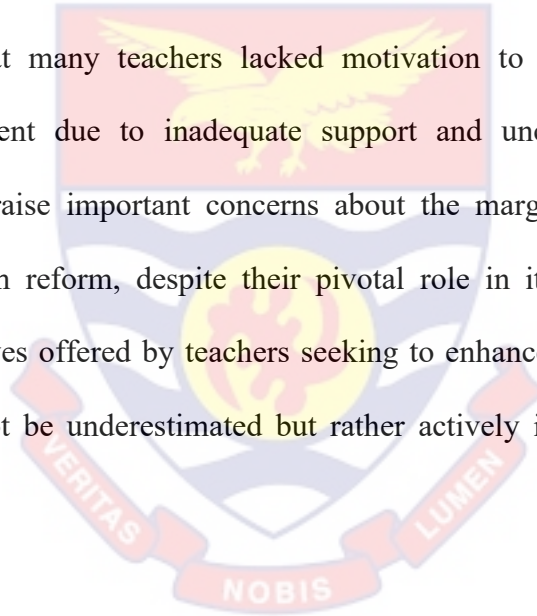
Table 6: Strategies Adopted to Overcome the Challenges

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
Teachers should be properly trained on the implementation on the standard based curriculum	174 (72.5)	63 (26.3)	3 (1.3)	0 (0.0)	3.71	.480
The policy makes should provider teachers with the required resources to aid in the curriculum implementation	177 (73.8)	59 (24.6)	(1.7)	(0.0)	3.72	.485
Views of teachers should be factored by other stakeholders in the implementation of the curriculum	157 (65.4)	76 (31.7)	(2.9)	(0.0)	3.63	.542
Teachers should be provided with relevant information to assist them in the implementation of the curriculum	178 (74.2)	52 (21.7)	2.9)	(1.3)	3.72	.511

Source: Source: Source: Source: Field survey, 2022

It is clear from the results displayed in Table 8 that the majority of the respondents indicated that teachers should be properly trained on the implementation of the standard-based curriculum (M= 3.71, SD= 0.480). Furthermore, the respondents (M= 3.72, SD=0.485) agreed with the statement that the policy should provide teachers with the required resources to aid in curriculum implementation. It is important to note that the respondents also agreed with the statement that teachers should be provided with relevant information to assist them in the implementation of the curriculum (M= 3.72, SD= 0.511).

The findings of the study indicate that educators perceive greater effectiveness in curriculum implementation when other stakeholders consider their perspectives. They assert that providing relevant information to instructors is crucial for successful curriculum execution. These conclusions are supported by recent research, which continues to highlight that teachers are often excluded from curriculum development processes. For instance, Agbofa et al. (2023) and Osei and Boateng (2022) demonstrate that limited teacher involvement in curriculum design and implementation strategies remains a concern in Ghanaian basic education. Similarly, Kuutol (2021) found that many teachers lacked motivation to participate in curriculum development due to inadequate support and unclear expectations. These findings raise important concerns about the marginalization of teachers in curriculum reform, despite their pivotal role in its success. Therefore, the perspectives offered by teachers seeking to enhance curriculum development should not be underestimated but rather actively integrated into policy and planning.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The data analysis and discussion of the research discoveries are presented in this section. The purpose of the study was to explore the views of basic school teachers on the newly introduced Standard Based Curriculum in Ghana by the Ghana Education Service (GES) and how it can be implemented to enhance teaching and learning in basic schools in the Cape Coast metropolis. The study aimed to ascertain the perspectives of elementary school teachers within the Cape Coast metropolis regarding their engagement in executing the Standard Based Curriculum.

This section of the research summarizes the research findings. The part also explains how the study's goal was attained. It also includes helpful advice for addressing the challenges teachers are envisaged to encounter in the implementation of the SBC.

Summary of the Research Process

The study employed a descriptive cross-sectional survey design. The data presented and analysed in this section was collected by means of questionnaires completed by 240 primary school teachers in the Cape Coast metropolis out of a total expected sample of 55.

The study tackles the following specific research questions:

1. What are the views of basic school teachers in the Cape Coast metro concerning the newly introduced Standard Based Curriculum?
2. What are the views expressed by basic school teachers in the Cape Coast metro school teachers' views about the implementation of the Standard Based Curriculum?

3. What challenges do basic school teachers in the Cape Coast metro face in the implementation of the standard-based curriculum in their schools?
4. What strategies can be adopted to overcome the challenges of the standard-based curriculum?

Summary of Key Findings

The following are the key conclusions of this research:

The first research question sought to explore the views of basic school teachers in the Cape Coast metro concerning the newly introduced Standard Based Curriculum. The findings of the study revealed that teachers perceive that the tenets of the SBC are aimed at equipping learners to engage in community participation. More so, teachers view the SBC as putting great emphasis on inclusive education by creating room for all manner of people to be rightfully educated. On the contrary, the teachers were of the view that the SBC lacked the requisite teaching learning material to facilitate content delivery.

The second research question sought to find views expressed by basic school teachers in the Cape Coast metro school teachers about the implementation of the Standard Based Curriculum. The study's results indicated that the majority of primary school teachers possess knowledge about the implementation procedures of the Standard Based Curriculum. Additionally, the findings highlighted that teachers have access to information regarding the steps involved in implementing the SBC. Furthermore, the study revealed that school management is inclined to offer the necessary support to primary school teachers in the implementation of the SBC.

The third research question also sought to outline the challenges basic school teachers in the Cape Coast metro face in the implementation of the standard-based curriculum in their schools. The findings of the study revealed that there are less effective training and workshops for teachers regarding the implementation of the SBC at the school level. Furthermore, the findings of the study revealed that there is inadequate available information on curriculum implementation. Another challenge identified in the implementation of the SBC is that there are many administrative works in curriculum implementation.

The fourth research question sought to identify strategies that can be adopted to overcome the challenges of the standard-based curriculum. According to the study's results, the majority of respondents said that instructors should have the appropriate training before implementing a curriculum that is based on standards. The primary school teachers also agreed with the statement that the policy should provide teachers with the tools they need to support the execution of the curriculum. It is important to note that the findings also revealed that most of the teachers agree that they should be provided with relevant information to assist them in the implementation of the curriculum.

Conclusions

Primarily, it is concluded from the findings of the study that primary school teachers are of the view that the SBC is holistic touching all the domains of learning. Again, the SBC encourages learning to contribute meaningfully to their community. It can also be concluded that the SBC is an all-inclusive document that seeks to address the needs of all categories of

learners. However, there is an absence of learning resources and materials for implementing the content of the SBC.

Secondly, it can be asserted that primary school teachers in Cape Coast are knowledgeable about the protocols necessary for implementing the Standard Based Curriculum. Furthermore, educators are cognizant of their access to information regarding the steps required to effectively apply the SBC.

Thirdly, it can be concluded that there are less effective training and workshops for teachers regarding the implementation of the SBC at the school level in the Cape Coast metropolis. Furthermore, it can be concluded that there is inadequate available information on curriculum implementation coupled with many administrative works.

Finally, it can be concluded that training teachers on the implementation processes of the SBC is a strategy for effective implementation of the SBC. Again, it can be concluded that the provision of the required resources by policy makers aids in curriculum implementation.

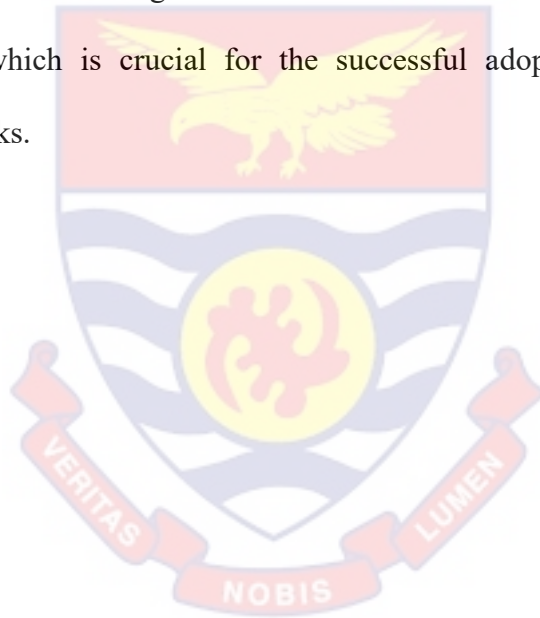
Recommendations

Based on the findings of this study, it is recommended that the Ghana Education Service (GES) strengthen its supervisory structures to enhance both accountability and instructional support. Robust supervision is essential to ensure that curriculum implementation adheres to prescribed standards and that teachers receive the guidance necessary to effectively deliver the Standards-Based Curriculum (SBC).

Additionally, the establishment of a dedicated Monitoring and Evaluation Desk at both district and school levels would greatly improve

oversight. These units should be tasked with tracking compliance, gathering implementation data, and supporting data-driven decision-making processes. Coupled with this, continuous professional development programs, particularly in-service training conducted on the job, should be prioritized. Such initiatives will equip teachers with up-to-date pedagogical methods and curriculum content knowledge, addressing gaps identified in this study.

To further motivate teachers and enhance performance, sustainable financial and non-financial incentive schemes should be developed. These schemes can foster greater commitment to curriculum reform and boost morale, which is crucial for the successful adoption of new educational frameworks.



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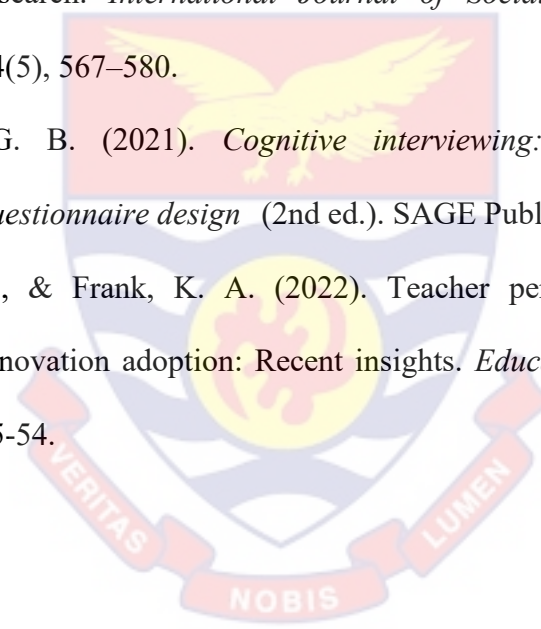
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APPENDICES

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND

ADMINISTRATION

QUESTIONNAIRE FOR TEACHERS

This questionnaire is being administered as part of a study to explore the views of basic school teachers on the newly introduced Standards Based Curriculum in Ghana by the Ghana Education Service (GES) and how it can

be implemented to enhance teaching and learning in basic schools in the Cape Coast metropolis. Kindly provide the required response as directed in the questionnaires; any response given shall be treated as confidential and no one shall be victimized or intimidated based on any kind of response provided. The response obtained shall be used purposely for research services and the results of the study shall then be availed to any interested party upon request.

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

For items 1 – 5 please tick the boxes that apply to you.

1. Gender:
 - a. Male []
 - b. Female []
2. Age Range:
 - a. 20-30 []
 - b. 31-40 []
 - c. 41-50 []
 - d. 51-60 []
3. Please indicate the class you teach
4. Years of Experience
 - a. 1-3 yrs. []
 - b. 4-6 yrs. []
 - c. 7-9 yrs. []
 - d. 10 yrs. & above []
5. Highest Qualification:
 - a. Diploma []
 - b. Degree []
 - c. Masters []
 - d. PhD []
 - e. other []

SECTION B: VIEWS OF PRIMARY SCHOOL TEACHERS IN THE CAPE COAST METRO CONCERNING THE NEWLY INTRODUCED STANDARDS BASED CURRICULUM.

This section seeks to explore the views of primary school teachers concerning the newly introduced standard based curriculum. For each item stated below please indicate the extent to which you agree or disagree to the question posed. Please tick [√] in the appropriate box to rate the following statements on the perceived benefits of CPD programmes. Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

	The new standard based curriculum:	A	A	SD	D
6.	encourages students to contribute to the society				
7.	assists students to get lifelong skills				
8.	prepares students for the job market				
9.	promotes inclusive education				
10.	promotes gender equality				
11.	considers Ghanaian students' culture and society				
12.	encourages group work				
13.	includes difficult content for teaching				
14.	contains a lot of workloads				
15.	lacks teaching and learning materials				
16.	encourages large class size				
17.	short class periods				

Any other views not stated, kindly write it down

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SECTION C: CONCERNS EXPRESSED BY PRIMARY SCHOOL TEACHERS IN THE CAPE COAST METRO SCHOOL TEACHERS' VIEWS ABOUT THE IMPLEMENTATION OF THE STANDARDS BASED CURRICULUM.

This section seeks to explore the concerns expressed by basic school teachers in the Cape Coast metro school teachers' views about the implementation of the Standards Based Curriculum. For each item stated below please indicate the extent to which you agree or disagree to the

statement. Please tick [√] in the appropriate box to rate the following statements on the concerns expressed by basic school teachers in the Cape Coast metro school teachers' views about the implementation of the Standards Based Curriculum. Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

	Level of Concern	SA	A	D	SD
18.	I am aware of the implementation processes of the standard based curriculum				
19.	I am previewed to available Information on the implementation of the standard based curriculum				
20.	I have the personal commitment to be involved in the implementation of the standard based curriculum				
21.	The management of my school is willing to provide the needed support for the implementation of the curriculum.				
22.	The new curriculum will enhance teaching and learning at my school				
23.	All the stakeholders ready to play their roles in the implementation of the curriculum.				

Any other concerns not stated, kindly write it down

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SECTION D: CHALLENGES BASIC SCHOOL TEACHERS IN THE CAPE COAST METRO FACE IN THE IMPLEMENTATION OF THE STANDARD BASED CURRICULUM IN THEIR SCHOOLS.

This section seeks to explore the challenges basic school teachers in the Cape Coast metro face in the implementation of the standard based curriculum in their schools. For each item stated below please indicate the

extent to which you agree or disagree to the question posed. Please tick [√] in the appropriate box to rate the following statements on the challenges basic school teachers in the Cape Coast metro face in the implementation of the standard based curriculum in their schools. Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

	Statement	SA	A	D	SD
24.	There are less effective training and workshops for teachers				
25.	There is inadequate support from policy makers				
26.	There is the lack of the will and commitment for curriculum change				
27.	There is inadequate resources to aid in curriculum implementation.				
28.	There is inadequate available information on curriculum implementation				
29.	There are too much administrative works in curriculum implementation				

Any other challenges not stated, kindly write it down

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SECTION E: STRATEGIES CAN BE ADOPTED TO OVERCOME THE CHALLENGES OF THE STANDARDS-BASED CURRICULUM

This section seeks to identify strategies that can be adopted to overcome the challenges of the standard-based curriculum. For each item stated below please indicate the extent to which you agree or disagree to the question posed. Please tick [√] in the appropriate box to rate the following statements

on the strategies that can be adopted to overcome the challenges of the standard-based curriculum. Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

	Statement	SA	A	D	SD
30.	Teachers should be properly trained on the implementation on the standard based curriculum				
31.	The policy makes should provider teachers with the required resources to aid in the curriculum implementation				
32.	Views of teachers should be factored by other stakeholders in the implementation of the curriculum				
33.	Teachers should be provided with relevant information to assist them in the implementation of the curriculum				

Any other views not strategies, kindly write it down

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