



Ghanaian teachers' perception on their readiness in implementing the standard-based curriculum

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ABSTRACT

The Ministry of Education through the National Council for Curriculum and Assessment designed the Standard-based Curriculum in 2018 in response to current trends in education which aligned with 21st-century skills. This study focused on establishing teachers' readiness to efficiently use teaching strategies employed in Ghana's Standard-based curriculum to achieve the ultimate outcome of learners' lifelong learning. The readiness of teachers was built on the variables; pedagogical knowledge and abilities of teachers, continuous professional development of teachers, and availability of teaching and learning resources. With a sample size of 400 teachers across Ghana, the study adopted a convergence mixed method model. The study found that only 44.2% of teachers were fully ready in implementing the Standard-based Curriculum after four years of implementation. Teachers largely acknowledged the importance of the curriculum and its influence on learning outcomes for learners when fully used. However, lack of teaching and learning resources and insufficient teacher professional training hinders effective teaching and learning.

Keywords: Pedagogical knowledge, Standard-based curriculum, Teacher competency, Teacher readiness, Teaching and learning resources

1. INTRODUCTION

The nature of education given to people at any point in time largely depends on the needs, philosophy and future ambitions of a group of people or a country (Akyeampong, 2017). This is in accordance with Ghana's Education Act 778 which emphasised the need for "quality education service at all levels that will equip learners in educational institutions with the skills, competencies and awareness that would make them functional citizens who can contribute to the attainment of the national goal" (Ghana Education Act, 2008). Consequently, the periodic reformation of Ghana's curriculum was underpinned by Act 778. In 2017, the Ministry of Education through the National Council for Curriculum and Assessment began a total overhauling of the country's curriculum from an objective-based curriculum to a standard-based curriculum. The focus of the new curriculum was to strengthen the acquisition of the 4Rs- Reading, writing, arithmetic and creativity as foundational skills for lifelong learning and national development (National Council for Curriculum and Assessment, 2018).

The knowledge of teachers expands from the abilities of learners, the nature of classrooms, influence of culture and parents among others. This knowledge allows teachers to make inputs, identify shortcomings and conditions upon which curriculum reformation can be done (Zuzana, 2015). Several studies have shown that teachers are hardly involved in curriculum design or reformation (Carl, 2002; Oloruntegbe et al., 2010). In a country like South Africa, where school-based curriculum is in place and hence teachers contribute to developing the curriculum (Maphosa & Mutopa, 2012), teachers' inputs unfortunately have largely been influenced by the central government (Ziba, 2011). Invariably, teachers' perception of the nature of curriculum

design or reformation in most instances influences their readiness to embrace and implement it in the classroom efficiently (Maphosa & Mutopa, 2012).

In Ghana, findings from research conducted by Aboagye and Yawson (2020) on the perception of teachers on the new Standard-based Curriculum (SBC) indicated teachers' acknowledgement of the new curriculum with regards to its learner-centeredness which promotes inclusion, gender equality and life-long learning. They however expressed disappointment in the National Council of Curriculum and Assessment (NaCCA) and Ghana Education Service for teachers' little involvement in the curriculum development. However, in the readiness of teachers in implementing any curriculum, several variables in terms of teaching and learning resources, teacher development opportunities and support from stakeholders in education like the government must be adequately put in place (UNESCO, 2015). Since the implementation of Ghana's standard-based curriculum in 2018, the little research that has been conducted to study the curriculum has focused largely on the involvement of teachers in the implementation process and teachers' perception of the curriculum. To completely understand teachers' readiness to implement the standard-based curriculum, this research attempts to study the variables they perceive to aid their readiness.

The objectives underpinning this research are: 1. To seek teachers' perspectives on their teaching competencies in executing the Standard-based Curriculum. 2. To elicit from teachers their perception on available support needed to enhance their readiness in implementing the Standard-based Curriculum and 3. To explore the perception of teachers on their readiness to implement the Standard-based Curriculum.

2. LITERATURE REVIEW

The Cambridge dictionary defines readiness as 'willingness or a state of being prepared for something'. For one to be prepared to execute an activity, that person should have competent or available conditions put in place for the person to be ready to execute the given task. The readiness of a teacher in executing any given curriculum is essential in enhancing the learning outcomes of learners (Tumanduk et al., 2018). According to Ryke et al. (2021) teacher readiness in the teaching process can be directed at a teacher's condition for teaching. This condition can be structured in the physical and emotional state of the teacher. Invariably, for a teacher to be equipped with the right conditions to fully implement a curriculum (Thien, 2019) mentioned some variables must be put in place. This includes teacher professional experience, teacher competency, upgrading, and availability of teaching resources. The challenges that emanate from the unavailability of teaching and learning resources and teacher's resource packs, infrastructure, continuous professional development of teachers, involvement of parents in the development of their wards and many others hampers the quality implementation of any well-defined and structured curriculum (Aboagye & Yawson, 2020). This section looks at reviewing the literature on some factors that influence the readiness of teachers in executing a new curriculum.

2.1. Teaching and learning resources

Teachers and schools are more efficient when they have access to and are equipped with sufficient amounts of teaching and learning resources, which are among the most fundamental factors in fostering students' success in school (Yara & Otieno, 2010). Chingos and West (2010) in support argue that the quality classroom instruction teachers give lies in the availability of quality learning materials such as textbooks, reading materials, laboratories and the likes. In addition, Najumba (2013) in his research revealed that when teachers are well equipped with relevant instructional materials and educational facilities, students do much better in standardised examinations than those whose teachers do not have resources. Sawchuck (2011) in the findings of his research draws a link between the provision of teaching and learning materials and students' achievement. He opines that when teachers as well as students have access to teaching and learning resources, performance improves dramatically. In Ghana, Okyerefo et al. (2011) espouse that the availability of teaching and learning materials for teachers and students make a significant difference in the BECE results of pupils from private schools. The above-mentioned research affirms that the readiness of a teacher to adequately support the social and academic outcomes of learners lie strongly in the availability of teaching and learning resources. According to UNESCO (2014) as cited in Kiamba and Mutua (2016), several studies in Africa highlight the favourable benefits of teaching and learning materials on learning attainment, demonstrating that access to these materials is a major element that affects students' academic performance.

2.2. Pedagogical knowledge and abilities of teachers

Implementation of any new or revised curriculum comes with its challenges; however, the way teachers carry out the educational process has an impact on the learning outcomes of students (Langworthy, 2013; Amran & Rosli, 2017). Invariably, a systematic, joyful, and appropriate teaching and learning approach can motivate students to participate actively in the learning process (Salehudin et al, 2015). In essence, if a teacher has mastery over the learning areas and content standards and understands the learning needs of learners, he or she can select appropriate teaching strategies to match the needs of learners (Cunningham, 2018). Fernandez (2014) espoused that it is not the quantum of instructional materials nor its quality that matter but how teachers adequately utilise the resources to achieve the needed outcomes. According to research by Sanders and Rivers (2011), pupils whose classrooms are filled with inefficient teachers do worse than those whose classrooms are filled with good teachers. Salehudin et al. (2015) proved that teaching strategy and approach play an important part in 21st-century drawing pupils' interest towards a subject and changing their perception about the subject regarding the subject difficulties. Invariably, pedagogies employed by teachers are essential in developing the lifelong learning that has been emphasised in the Standard-based Curriculum. Highlight from research by Ariffin and Yunus' (2017) indicated that the fundamental pedagogy to quality teaching and learning carried out by teachers comprises principles, techniques, and processes of teaching. The responsibility of fostering the 4Rs in the Standard-based Curriculum requires teachers to possess the ability to use a variety of techniques such as brainstorming, role-play, games and other learner-centred learning activities that are in consonance with contents and competencies to be inhibited by learners (Rusdin, 2018). In view of this, teachers' knowledge of 21st-century creative pedagogy becomes an important skill that will empower them to develop the capability to develop and structure creative techniques as well as communicate new ideas in effective ways (Rusdin, 2018). The readiness of teachers in executing any given curriculum is essential in enhancing the learning outcomes of learners.

2.3. Continuous professional development of teachers

The efficacy of a class teacher lies largely on his or her readiness to understand the ability and challenges of learners and employ differentiated pedagogies in teaching. The experiences of teachers are believed to have a significant influence on lesson delivery and the overall performance of learners (Kiamba & Mutua, 2016). However, in Zimbabwe, the Department of Education, Sports and Culture (2012) identified that newly trained teachers offered new knowledge, skills and rejuvenating experience to the classroom compared to the more experienced teachers. Invariably, the long classroom experience does not entirely lead to changes in pedagogical knowledge and skill. Acquisition of knowledge by teachers regardless of years in service must be intentional and continuous. This makes in-service training of teachers crucial to the professional development of teachers and the quality of teaching and learning (National Institute for Excellence in Teaching, 2020). Achimugu (2005) argues that the dearth of professional development of teachers has contributed to teachers' poor preparation in content and pedagogy, resulting in the recycling of 'half-baked' teachers. It is therefore important that efficient opportunities for personal growth and professional development are provided for teachers through regular in-service training. The lack of opportunities for teachers to collaborate and share best practices as colleagues contribute to the challenges of teachers, making them ill-ready to execute changes in the curriculum (Lambert et al., 2014). Inference to this argument, Cunningham's (2018) research on curriculum reforms in Eastern and Southern Africa indicated that the curriculum reforms does not necessarily translate in changes in the classrooms. Therefore, teaching remains largely didactic and learners' acquisition of 21st-century knowledge through basic literacy and numeracy, on which future learning is built, is extremely low. There is a likelihood of teachers implementing any curricula in confidence when they feel well prepared. Their readiness has a link with the opportunity to participate in continuous professional development training that will enhance their knowledge in the content and pedagogy required for effective implementation (Cetin, 2016).

3. RESEARCH METHOD

A convergence mixed method approach was used, in which quantitative and qualitative data were gathered concurrently (Creswell & Plano Clark, 2011). Thus, in one study, the researchers gathered, examined, and inferred from both quantitative and qualitative data. This approach provided greater understanding of the research problem than either approach alone (Creswell & Plano Clark, 2011). There were several open-ended

questions and remark spaces on the survey, allowing teachers to add rich depth to the survey answers. Teachers could share their worries in greater depth or identify additional help and resources required to ensure they are properly prepared.

The population of the study is made up of all kindergarten and primary school teachers in Ghana. The study population was taken as 185,715 (Sasu, 2021). Public basic school teachers from across the nation were invited to complete the survey. Using cluster sampling because of the large number of teachers in Ghana, teachers were put in two clusters: Northern Ghana and Southern Ghana. Within the cluster, purposive sampling was used. The study employed Sarmah and Hazarika (2012)'s sample size determination formula as shown below:

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

Where n is the sample size

N is the population size = and

e is the error term = 0.05

$$\text{Thus } n = \frac{185,715}{1+185,715(0.05^2)} = 400$$

The sample size for this study was thus taken as 400

4. DATA ANALYSIS

The quantitative data analysis was done once all questionnaires were gathered, and SPSS 20.0 was used. Close ended question responses were summarised using percentages and tables. Teachers were as well given the chance to provide feedback on their readiness in a comment section. Teachers were free to voice any worries they had in this space, and as a result, teachers provided extra details on their readiness. Teacher remarks (open-ended comments) were transcribed and analysed using thematic analysis (Liamputtong, 2013). Once this was complete, notes were compared to find differences and consistencies between codes. Two researchers independently verified the emerging themes. To ensure reliability, the thematic analysis was triangulated using the close ended responses (Creswell, 2008). Both quantitative and qualitative results were then converged to obtain a comprehensive assessment of the readiness of the teachers. If the reliability index coefficient is 0.6 or higher, the study tool is considered trustworthy. It is deemed untrustworthy if alpha is less than 0.6, and vice versa (Zhang, 2018; Cresswell, 2010; Daud et al., 2018). This study had a Cronbach alpha reliability coefficient of 0.687.

5. FINDINGS AND DISCUSSION

5.1. Characteristics of respondents

The participants were from different geographic locations in Ghana. Among the participants, 216 (54%) were male and 184 (46%) were female. Participants' experience with teaching ranged from 1 to 15 years and above. Of the participants, 123 (30.8%) had 1-5 years, 119 (29.8%) had 6-10 years, 86 (21.5%) had 10-15 years and 72 (18%) had 15 years or more of teaching experience. Of those who responded, 206 (51.5%) had a diploma, 166 (41.5) held an undergraduate degree, 19 (4.8%) had graduated from graduate school and 9 (2.3%) held other certifications. The results also hold that 55.8% and 10.3% specialised in Basic Education and Early Childhood Education respectively. More so, 18.8% and 15.3% represented teachers specialised in General Studies and other specialties respectively.

5.2. Results

The study assessed the teachers' perspective on their competencies and readiness as well as the perceived challenges that hinder their readiness in the implementation of the Standard-based Curriculum.

Research Objective 1: Teachers' perspective on their teaching competencies in executing the Standard-based Curriculum.

Table 1: Do you have adequate understanding of the Standard-based Curriculum?

Responses	Frequency	Percent
Yes	215	53.8
Somehow	120	30
No	65	16.2
Total	400	100.0

Table 2: Are you familiar with the new format of writing learner plan?

Responses	Frequency	Percent
Yes	273	68.2
Somehow	48	12
No	79	19.8
Total	400	100.0

When Table 1 is examined, it is seen that the participants generally indicated that they had an adequate understanding of the new Standard-based Curriculum. A total of 53.8% shared that they had an adequate understanding of the Standard-based Curriculum, 30% of the participants were not confident in their level of understanding of the new Standard-based Curriculum, 16.4% however indicated that they did not have adequate understanding of the new Standard-based Curriculum. Accordingly in Table 2, 68.25% believed they were conversant with the new format of writing a learner plan, 12% of the participants said they were somehow conversant with the new format of writing learner plan, on the other hand, 19.75% of the participants were not conversant with the new format of writing learner plan. Shulman (1986) confirms that teachers' success in implementing curriculum may be influenced by their understanding of the curriculum and other variables in constructing teaching and learning processes. Consequently, Ofoegbu (2004) confirms a positive relationship between teachers' pedagogical knowledge and skills and academic performance. He suggests that pupils' low performance and Nigeria's highly criticised decline in educational quality may be attributable to teachers' inefficiency in the classroom.

Table 3: Do you find it difficult identifying strategies in teaching some sub-strands?

Responses	Frequency	Percent
Yes	59	14.8
No	116	29.0
Sometimes	225	56.2
Total	400	100.0

In learning about teacher competency in executing the new Standard-based Curriculum, participants were asked about strategies for teaching some sub-strands. Only 29% indicated they did not experience any difficulty when it came to identifying strategies to teach any sub-strand and 56.2 % of the participants shared that they sometimes had difficulty in identifying strategies for teaching some sub-strands. The remaining 14.8% indicated that they had difficulty with strategies to teach some sub-strands. For this reason, As Rumahlatu et al. (2016) point out, this has a detrimental effect on curriculum implementation since a teacher with a low level of competency will have trouble presenting the learning materials and will not be able to innovate in their use of models, approaches, tactics, and learning techniques.

Research Objective 2: Teachers perception on available support needed to enhance their readiness to implement the Standard-based Curriculum

The study also sought to ascertain the teachers' perception on the challenges that impedes their readiness to implement the Standard-based Curriculum.

Table 4: Availability of teachers' guide and syllabus

Responses	Frequency	Percent
Readily Available	49	12.2
Few available	199	49.8
Not available	152	38.0
Total	400	100.0

Table 5: Availability of learners' reading books, textbooks, and workbooks

Responses	Frequency	Percent
Readily Available	5	1.2
Few available	54	13.5
Not available	341	85.3
Total	400	100.0

Table 4 above presents the responses of participants on the availability of a teacher's guide and syllabus for the implementation of the new Standard-based Curriculum. 12.2% indicated that teacher's guides and syllabi were readily made available in their schools by the Ghana Education Service. 49.8 %, however, mentioned that only a few teachers' guides and syllabi were available in their schools. 38% of the participants, on the contrary, maintained that there were no teacher's guides and syllabi in their schools. On the issue of the availability of reading books, textbooks, and workbooks in Table 5, only 1.3% of participants indicated that they had reading books, textbooks, and workbooks readily available. 85.2% mentioned that they did not have any reading books, textbooks, and workbooks in their school. The remaining 13.5% also indicated that they have few reading books, textbooks, and workbooks readily available.

Table 6: Accessibility of Information Communication Technology tools

Responses	Frequency	Percent
Readily Available	15	3.8
Few available	114	28.5
Not available	271	67.8
Total	400	100.0

Table 7: Availability of other teaching and learning resources

Responses	Frequency	Percent
Readily Available	24	6.0
Few available	218	54.5
Not available	158	39.5
Total	400	100.0

Table 6 shows participants' responses on the accessibility of information communication technology tools and the availability of teaching and learning resources in their respective schools. 3.8% indicated that they had access to information communication technology tools in their schools. 28.5 % however mentioned that they had very few information communication technology tools. 67.8% of the participants, on the contrary, maintained that they now had access to information communication technology tools in their schools. Again, in table 7, participants shared their responses on the availability of other teaching and learning resources, 6 % of participants indicated that they had other teaching and learning resources to help them execute the new Standard-based Curriculum. 54.5% posited that other teaching and learning resources in their schools were in limited supply. The remaining 39.5% also indicated that other teaching and learning resources were not readily available in their schools.

Table 8: Professional development programmes to support the implementation of the Standard-based Curriculum

Responses	Frequency	Percent
Readily Available	100	25.0
Few available	227	56.8
Not available	73	18.3
Total	400	100.0

Table 8 assessed participants' perspectives on whether they have been provided sufficient continuous professional development programmes to help them implement the new Standard-based Curriculum. In relation to this, 25% of participants averred that continuous professional development programs were readily in place to help them implement the new Standard-based Curriculum. 56.7% of the participants, however, shared that the availability of sufficient continuous professional development programs was very few. The

remaining 18.3% also stated that there were no sufficient continuous professional development programs in place to help them implement the new Standard-based Curriculum.

Research Objective 3: Teachers’ perception of their readiness to implement the Standard-based Curriculum

Table 9: Teacher readiness to implement the Standard-based Curriculum

Level of Readiness	Frequency	Percent
Not ready	76	19
Partially ready (Somehow)	147	36.8
Very ready	177	44.2
Total	400	100.0

Table 9 illustrates participants’ perception of their own readiness to implement the new Standard-based Curriculum. As shown in the table, 19% of participants observed that they were not ready to help them implement the new Standard-based Curriculum. 36.8% of the participants on the other hand were partially ready. 44.2% of the participants however also stated that they were very ready to implement the new Standard-based Curriculum.

Table 10: Reasons for teachers’ perception on their level of readiness

Responses	Frequency	Percentage
No training for the newly posted teachers	67	16.9
The presence of Right to Play and other organisations have been consistent in training teachers on the standard based curriculum	87	22.0
Insufficient training by GES on the Standard-based Curriculum	194	48.5
Professional learning community meeting is organised every week	50	12.6
Total	396	100.0
Missing System	4	
Total	400	100

When asked about reasons for their selected level of readiness, 16.8 % indicated that they were not ready simply because there has been no training for the newly posted teachers. 21.8% indicated that the presence of Right to Play and other organisations that have been consistent in training teachers on the standard based curriculum has improved their level of readiness. 48% also maintained that insufficient training by GES on the Standard-based Curriculum was the reason why they were not fully ready. A total of 12.5% also posited that the availability of a professional learning community meeting which is organised every week had contributed to their level of readiness.

5.3. Discussion of findings

5.3.1. Teachers’ perspective on their teaching competencies in executing the Standard-based Curriculum.

Data from the responses of teachers indicated their mastery over the understanding of the Standard-based Curriculum. A total of 53.8% shared that they had an adequate understanding of the Standard-based Curriculum. With respect to knowledge and familiarity with writing learner plans, 68.25% believed they were conversant. In sharing some methodologies used in the classroom, a number of respondents indicated the following: “jigsaw, brainstorming, think-pair-share, scaffolding approach, group work” among others. A study by Sundayana (2015) in Indonesia’s West Java Province corroborates these results, showing that instructors have a median sense of competence of 3.40 when it comes to incorporating curriculum components into lesson plans (from maximum score of 5.00). Findings indicated that educators generally have the knowledge necessary to incorporate curriculum requirements into lessons. This is in line with Cunningham’s (2018) conclusion that if a teacher has mastery over the learning areas and content standards and understands the learning needs of learners, he or she can select appropriate teaching strategies to match the needs of learners. Similarly, a study conducted by Norazman et al (2012) revealed that teachers' creativity in lesson delivery can be correlated to their mastery in content knowledge of their subject matter, which creates a conducive learning

environment. Consequently, teachers with mastery of both content knowledge and pedagogical skill as indicated in the SBC will be able to develop the abilities of learners as enshrined in the curriculum.

5.3.2. Teachers perception on available support needed to enhance their readiness to implement the Standard-based Curriculum

Responses of teachers in this research indicated strong knowledge of SBC and their ability to navigate around it to produce quality learner plans and deliver them efficiently. However, if the knowledge and skill are not supported with teaching and learning resources, learners would not fully appreciate the 21st-century skills SBC is championing. Chingos and West (2010) typify this statement by arguing that quality classroom instruction lies in the availability of quality learning materials such as textbooks, reading materials, laboratories and the likes. Unfortunately, this research revealed that 12.2% and 1.3% of respondents mentioned the availability of teacher guides and textbooks respectively. More so, 67.8% of teachers maintained that they have no access to information communication technology tools in their schools. Similarly, 54.5% also indicated a limited supply of other teaching and learning resources. This result is consistent with the conclusions reached by Sumei et al. (2014), who discovered that the failure to provide necessary resources like books and training severely hampered the successful implementation of the 2013 curriculum in Indonesia. Thus, although the old Objective-based Curriculum is different in features and approach from the new SBC (Ministry of Education, 2018). Inadequate teaching and learning resources will equally affect the academic performance of learners even though the strategies enshrined in the new curriculum are meant to improve academic performance and promote 21st-century skills (NaCCA, 2019). Implementing the curriculum in a way that enhances the quality of education should hence be a top priority, and Muflihah (2013) says that one way to do this is to ensure that the school's physical infrastructure and resources are up to par with the requirements of the curriculum.

Continuous teacher professional development training is another unique aspect that came with the development of SBC (Ministry of Education, 2018). Data from this research indicated that only 25% of teachers affirmed that continuous professional development programmes by the Ghana Education Service or Ministry of Education were readily in place to help them implement the new Standard-based Curriculum. There is thus the need to enhance teacher professional programmes to ensure effective implementation of the curriculum as well as promote academic excellence. Fletcher-Wood and Zucollo's (2020) study investigated the benefits of high-quality professional development for both educators and their pupils. In their meta-analysis, they found that professional development interventions improved student performance in randomised controlled trials. The meta-analysis of 49 outcomes across 42 studies suggested an overall effect size of 0.09 on student learning with a 95 percent confidence interval of 0.06 to 0.13. Similarly, Gore et al (2017) in their work on the effects of professional development on the quality of teaching, tested a pedagogy-based PD approach for impact on the quality of teaching. They adopted a cluster-randomised controlled trial which involved 192 teachers in 24 schools. Their study found significant positive effects ($d = 0.4$) on teaching quality.

Even though the new Standard-based Curriculum is meant to promote 21st-century skills, no great changes would occur in the academic performance of learners if continuous professional development of teachers and other resources such as teaching and learning resources, among others, are not in place. This is in line with evidence from Cunningham's (2018) research on curriculum reforms in Eastern and Southern Africa. It indicated that the curriculum reforms do not necessarily translate into changes in the classrooms, as teaching remains didactic with limited use of active learning pedagogies.

5.3.3. Teachers' perception of their readiness to implement the Standard-based Curriculum

Among the 400 respondents across the 16 Regions of Ghana, 44.2% stated their readiness in implementing the new Standard-based Curriculum, whereas 19% indicated otherwise. A whopping 36.8% of the study's participants were not very confident in executing the standard-based curriculum. In sharing their views on such positions, those who indicated their readiness in implementing SBC espoused that:

"I've received enough training from Right To Play and I think it has given me enough experience to be able to implement the Standard-based Curriculum".

"The weekly Professional Learning Communities (PLC) has been helpful in understanding the new Standard-based Curriculum".

On the other hand, respondents who indicated their unreadiness in implementing SBC mentioned that:

“A week of training by NACCA is never enough for any teacher to grasp a new curriculum”.

“No training was given by the district to the newly trained teachers”

The findings of this study suggest that there exist a significant number of teachers at the basic level who perceive that they are not maximally ready and thus need further training to ensure their readiness in meeting the demands of the newly implemented standard-based curriculum.

Lynch et al., (2017) report the findings from a study that compared states of ‘teacher readiness’ with the learning performance of students. The study found that ‘Teacher Readiness’ displayed the highest level of significance in relation to student achievement ($r = .45, p = .027$). The findings of Lynch et al., (2017) indicated that high levels of ‘teacher readiness’ were associated with effective teaching and improvement in student outcomes. Similarly, Tumandukk et al. (2018) in their study on the Influence of Teacher Readiness on Learning Achievement of Vocational High School Students in South Minahasa found that if the readiness of teachers increased by one unit Student achievement also will increase by 0.361 units. The testing hypothesis was therefore evident that the teacher readiness variable had a positive and significant effect on student achievement. In Ghana, a study conducted by Kwakye Appau (2021) on teachers’ concerns about the implementation of the standard-based curriculum revealed the teachers’ most intense concern towards the implementation of the standard-based curriculum was at Collaboration (Mean = 4.31, SD = 1.11) of the Concern-based Adoption Model. This means that most of the teachers have an interest in relating what they are doing in their classrooms with the Standard-based curriculum hence, availability of teaching and learning resources, continuous professional development for teachers and support from other stakeholders like parents will form part of the collaboration teachers are looking as a supporting system to implement the SBC. Based on the findings from Kwakye Appau (2021) it can be argued that the 55.8% of teachers who were not firmly ready to implement the SBC in this study may say otherwise if the necessary support is provided.

6. CONTRIBUTION OF THE STUDY

This research is contributing to the study of the standard-based curriculum, placing its lenses on variables that can support teachers in Ghana to efficiently implement the curriculum. Findings from this study will provide evidence on the challenges teachers across Ghana are facing since the implementation of SBC in 2018.

7. IMPLICATIONS OF THE STUDY

This study recommends that the Ministry of Education should prioritise providing textbooks and workbooks for teachers and learners respectively. At the district level, the education directorate in collaboration with NaCCA should continuously provide refresher training support to teachers on the standard-based curriculum. This will build the confidence level of teachers on content and pedagogical knowledge to fully implement the curriculum. Secondly, future research can explore how teacher readiness to implement SBC influences learning outcomes among K-6 learners.

8. CONCLUSION

This study investigated Ghanaian Teachers’ self-assessment on their readiness to implement the standard-based curriculum. The study found that 53.8% of teachers understand the standard-based curriculum and how it is used in teaching. However, 85.3% do not have access to textbooks, reading materials and workbooks that are in line with Standard-based Curriculum. More so, 67.8% and 54.5% of teachers have limited supply of teaching and learning resources and no access to information communication and technology tools in schools respectively. This study further revealed that only 44.2% of kindergarten to grade 6 teachers in Ghana are fully ready to implement the Standard-based Curriculum. This study concludes that teachers have content knowledge and skill in implementing the Standard-based Curriculum, as a result of training provided by National Council for Curriculum and Assessment (NaCCA) and other education focused Non-Governmental Organisation over the past four years. However, lack of teaching and learning resources serves as the major drawback that hampers teachers’ full readiness to implement the standard-based curriculum. This finding implies that the readiness of Ghanaian teachers is tied with the availability of teaching and learning resources including access to information communication and technology tools which is the major highlight of the SBC. This study agrees with

Bandura (2012) by stating that if individuals in an institution are ready to implement a programme change, such a person tends to put more effort into implementing such a programme, and equally act more cooperatively and lead to effective implementation.

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