

IMPLEMENTING THE STANDARDS-BASED CURRICULUM: THE ROLES OF REFORM VISION, INCENTIVES AND ACTION PLAN IN TEACHER EXPERIENCES

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Abstract

This phenomenological study examined the roles of vision, action plan, and incentives in implementing a standards-based curriculum in La-Nkwantanang, Ghana, using the Knoster (1991) model. Pre-tertiary teachers have indicated they are experiencing challenges implementing the new curriculum; however, only a few studies have examined the role of vision, action plan and incentives in curriculum reforms. The purpose of this paper was to discover the roles vision, action plan and incentives play in implementing the standards-based curriculum in La-Nkwantanang. The selected participants were: a circuit supervisor, a headteacher, and seven trained pre-tertiary teachers. Data were collected through interviews, observation, and document analysis. Data were analyzed using Saldana's (2013) sub-coding method. The results of this work strengthened the generalization of Knoster's change management theory as an effective model for examining teachers' concerns during a reform. Teachers recommended a) commitment to the reform action plan, b) re-communication of the reform vision, and c) provision of external incentives.

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Keywords

Standards-based curriculum, La-Nkwantanang, action plan, reform vision, incentives, Knoster's change management model

INTRODUCTION

In 2019, the government of Ghana introduced a standards-based curriculum to replace the existing objectives-based curriculum (National Council for Curriculum and Assessment [NaCCA], 2018). The Standards-based curriculum focuses on meeting standards. According to NaCCA (2018), the purpose of this reform was to discourage learners from memorizing content to pass exams. This curriculum will encourage them to be problem solvers, critical thinkers, lifelong learners, and creative. It is expected that the standards-based curriculum will enable Ghana to meet its demand for skilled human re-sources. This objective has led to the emphasis on Science, Technology, Engineering, and Mathematics (STEM), and Technical and Vocational training.

The educational sector is expected to meet all the objectives of the curriculum by 2030 (NaCCA, 2018); however, the curriculum is facing challenges in its implementation in La-Nkwantanang. The problem is that pre-tertiary teachers have indicated that they are experiencing challenges implementing the new curriculum introduced in 2019 (Danquah & Poku, 2024); however, existing literature has not paid much attention to how reform vision, action plan, and incentives contribute to the experiences of teachers implementing the standards-based curriculum in La-Nkwantanang, Ghana. The findings of this study have added to the effectiveness of Knoster's (1991) change management model. This research has added that the provision of reform

vision, incentives, and an action plan contributes to the experiences of teachers implementing curriculum reforms.

LITERATURE REVIEW

In this research, two main theoretical approaches - the Concerns-Based Adoption Model (CBAM) and the Knoster (1991) management model were reviewed, together with other works. This review informed the decision to employ the Knoster (1991) change management model. Fuller (1969) did the first research on teacher concerns. He postulated in a Developmental Conceptualization that teacher concerns progressed in stages: self-concerns, then task-concerns, and impact-concerns. In Fuller (1969), the CBAM was used, and subsequently, the majority of studies have been done using the CBAM (Alshammari, 2000; Ani-Boi, 2009; Apau, 2021; Christou et al., 2004; Cobbold & Ani-Boi, 2011; Kwarteng, 2016; Kwarteng et al., 2018; McCulloch & Thompson, 1981; McKinney et al., 1999; Min, 2017; Lo, 2018). Recently, there has been criticism about the validity of the generalization of CBAM (Charalambous & Philippou, 2010; Cheung & Yip, 2004; Conway & Clark, 2003; Danquah & Poku, 2024; Kwok, 2014; Min, 2017) where the findings indicated that teachers' concerns during reforms are neither fixed, generalized, nor hierarchical. The literature showed the lapses in the use of the CBAM in examining teachers' concerns.

There has been a slight shift from the use of the CBAM to Knoster's (1991) change management model (Danquah & Poku, 2024; Ebert, 2018; Kirchner, 2023; Travers, 2021). All six elements of Knoster's (1991) change management model-action plan, incentives, skills, vision, consensus, and resources were used in most of this literature. The effectiveness of Knoster's (1991) change management

model in examining the concerns of teachers during reforms was highlighted in such studies. The findings of this literature (Ebert, 2018; Kirchner, 2021; Travers, 2021) affirmed the assumptions of Knoster (1991) that if change leaders fail to provide an action plan, incentives, skills, resources, consensus, and vision, curriculum reforms will fail.

While the majority of research that used Knoster's (1991) change management model used all six elements, a recent study conducted by Danquah and Poku (2024), done in La-Nkwantanang, Ghana, employed only three of Knoster's (1991) change management elements: skills, resources, and consensus in examining pre-tertiary teacher concerns during a standards-based curriculum reform. Findings revealed that a lack of provision of resources, consensus, and skills during a curriculum reform will lead to teachers having challenging experiences. While the research employed just three elements, findings affirmed the effectiveness of Knoster's (1991) change management model in examining teacher concerns during reforms. While the findings of Danquah and Poku (2024) aligned with the assumptions of Knoster (1991), the elements used were three: creating a gap for the unused components: vision, action plan, and incentives. This gap makes it difficult to accept Knoster's (1991) change management model as a tool for examining teacher experiences during a curriculum reform in La-Nkwantanang, Ghana.

The majority of existing research examining the roles of vision, incentives, and action plan in curriculum reform implementation in Ghana was not based on Knoster (1991). Most of this literature was also not limited to La-Nkwantanang. Ampomah (2020) found that while tutors may be happy with the provision of training, resources, and support systems, the absence of incentives negatively affects the

curriculum implementation, making it difficult to implement the curriculum effectively. Abudu and Mensah (2016), and Wongnaa and Boachie (2018) also identified a lack of incentives as one of the major factors contributing to the poor implementation of reforms in Ghana. However, these studies were not limited to La-Nkwantanang and also failed to examine the role of vision and action plan in teacher concerns during reforms (Abudu & Mensah, 2016; Ampomah, 2020; Wongnaa & Boachie, 2018).

In their research, Poku et al. (2013) identified a lack of an action plan and commitment as one of the main reasons behind the continuous failure and introduction of curriculum reforms in Ghana. In another work conducted in Ghana, but not limited to La-Nkwantanang, Mohammed and Kuyini (2021) argued that the lack of commitment to the reform action plan due to the over-politicization of reforms in Ghana has led to the neglect of vital implementation stages, causing hiccups in the reform. Another research, which is also not limited to La-Nkwantanang, by Owusu et al. (2016), found that a lack of commitment to the action plan has led to the failure of several reforms in Ghana. Notwithstanding, these researchers also did not examine the role of vision and incentives in curriculum reforms (Mohammed & Kuyini, 2021; Owusu et al., 2016; Poku et al., 2013). Abudu (2023) identified reform vision as an important factor for curriculum design. However, he did not examine the role of action plans and incentives in curriculum implementation, and this work was also not limited to La-Nkwantanang.

For change managers to successfully diagnose and manage concerns during reforms, all six elements: vision, action plan, incentives, skills, resources, and consensus need to be pre-sent; otherwise, the reform will not be successful

(Knoster, 1991). These reviewed articles showed the following gaps: (a) only few studies have been conducted using the Knoster (1991) change management model in examining the concerns of teachers during curriculum reforms (Danquah & Poku, 2024; Ebert, 2018; Kirchner, 2021; Travers 2021); (b) existing study done in La-Nkwantanang did not look at how reform vision, action plan, and incentives contribute to teacher concerns (Danquah & Poku, 2024); (c) only a few studies have been done on teacher experiences during curriculum reforms in Ghana (Agormedah et al., 2019; Ani-Boi, 2009; Apau, 2021; Cobbold & Ani-Boi, 2011; Danquah & Poku, 2024; Donkoh, 2016; Kwarteng, 2016; Kwarteng et al., 2018); and (d) existing literature did not look at the roles of vision, action plan and incentives in curriculum reforms concurrently (Abudu, 2023; Abudu & Mensah, 2016; Ampomah, 2020; Mohammed & Kuyini, 2021; Owusu et al.; 2016; Poku et al., 2013; Wongnaa & Boachie, 2018). The identified gaps informed the decision to examine the role of vision, action plan, and incentives in teachers' experiences during a curriculum reform in La-Nkwantanang concurrently. Figure 1 is an illustration of Knoster's (1991) change management model.

The theoretical framework of this study is the Knoster (1991) change management model. This model was originally designed by Mary Lippitt in 1985. Initially, vision, incentives, an action plan, skills, and resources were assumed to be the elements that affect change. In 1991, Timothy Knoster added consensus to Lippitt's change management model. According to Caredda (2020), this model serves as a diagnostic tool that can determine what is missing in an ongoing change process. This means that this model can be used to manage a reform that is being implemented. According to Knoster (1991), for any change process to be

successful, all six elements must be present simultaneously. Failing to present the six elements, change implementers will exhibit confusion, sabotage, anxiety, resistance, frustration, and false starts. Danquah and Poku (2024), Ebert (2018), Kirchner (2021), and Travers (2021) found that Knoster's (1991) change management model is effective at managing change concerns, and that the absence of consensus, skills, and resources caused implementation challenges. The results of these findings prompted the use of Knoster's (1991) change management model to examine the experiences of pre-tertiary teachers in this current study.

METHODOLOGY

This qualitative study examined the roles of vision, action plan and incentives in pre-tertiary teachers during a curriculum reform in La-Nkwantanang concurrently. Haven and Van Grootel (2019) argue that qualitative research allows the researcher to collect and analyze in-depth information about issues from participants. The qualitative approach used in this research allowed the researchers to collect in-depth information on how vision, action plan, and incentives has contributed to teachers' experiences during the new curriculum (2019) implementation in La-Nkwantanang.

Objectives

The objectives of this study were to:

1. Find out how reform vision contributes to the experiences of teachers implementing the standard-based curriculum in La-Nkwantanang, Ghana.

2. Ascertain the role incentives play in teachers' experiences in implementing the standard-based curriculum,
3. Find out how an action plan contributes to the experiences of teachers implementing the standard-based curriculum.

Research questions

From the literature review, here are the research questions for this research:

1. What role does the provision of incentives play in the experiences of pre-tertiary teachers regarding implementing the new curriculum?
2. What role does the reform action plan play in teachers' experiences regarding implementing the new curriculum?
3. How does reform vision contribute to the experiences of pre-tertiary teachers implementing the new curriculum?

Research design

In this study, the phenomenological approach allowed for the collection of in-depth information on the roles of vision, action plan, and incentives on the experiences of teachers implementing the new curriculum (2019). Haven and Van Grootel (2019) argue that phenomenology allows the researcher to get the essence of a phenomena through enquiry.

Data collection methods

Data was collected through semi-structured interviews, observation, and document analysis. Interview responses were recorded from all nine participants. Important

documents like the Educational Strategic Plan (2018-2030), text-books, teachers' resource and training packs, Guidelines for the Operation of Parent Association, the new curriculum, and the Education Sector Medium-term Development Plan (2018-2021) were further analyzed, and finally, all the schools' facilities-classroom, resources, teaching and learning materials were observed.

Population

This study was conducted in La-Nkwantanang, a municipality in Ghana. The population of La-Nkwantanang is 244,676 people, 63.3% youth; and 72% literates (Ghana Statistical Service, 2021) La-Nkwantanang is known for its vibrant economy activities—health, education, commercial and service sectors. Nine pre-tertiary teachers were purposively selected from the kindergarten to junior high school from the nine circuits; one headteacher, one circuit supervisor and seven teachers. A criterion selection method was used in order to select teachers who were experiencing the new curriculum (Cresswell & Plano Clark, 2011).

Data analysis

The collected data were transcribed and analyzed with Saldana's (2013) sub-coding approach. The codes were identified, followed by the generation of categories, and finally, the themes. Participants were given pseudonyms for confidentiality and anonymity reasons. A manual data analysis was used due to the small sample size, nine participants.

Ethical considerations

All necessary ethical considerations were made. Permission was sought from the District Education Office of La-

Nkwantanang. To control bias, a triangulated data collection method was employed. Pseudonyms were used for confidentiality purposes. Collected data, recorded responses, consent forms, and other documents were kept away from the view of others during and after data collection. The consent of participants was sought before collecting the data. The criterion sampling process was used to purposively select only pre-tertiary teachers experiencing the new curriculum in La-Nkwantanang.

RESULTS

Saldana's (2013) sub-coding method was used to analyze the data. This enabled us to identify the themes, subcategories, and codes. Table 1 is the representation of the summarized findings of this study. The data represented here are interview responses from the nine participants (seven teachers, one circuit supervisor, and one headteacher), observation, and document analysis.

Theme 1: Experience of ineffective curriculum implementation due to lack of extrinsic motivation

Participants emphasized that their intrinsic motivation had kept them in their delivery of duties all these years. However, the effectiveness of this new curriculum (2019) depends on external motivators such as student performance, supervision, resources, and free, continuous training. According to Teacher 1,

We wish policymakers could do more because of the cost of the internet to download lesson notes and other learning material. They gave us some money, but they are taking them back with the cost of workshops. Now when we go for workshops, we pay for everything. We are not even

motivated to attend workshops; unfortunately, our lives depend on them. The more workshops we go to, the more we will get promotions. If we go for less, our license will get revoked, which has become a challenge for us. We wish they had better incentives given to us. (Teacher 1, Interview 3: Folder 1)

Response from Teacher 1 revealed that teachers were incurring costs that were resulting from implementing the new curriculum. Participants said the costs of internet and training were making it difficult to implement the new curriculum. Participants revealed that they had some money; however, the system was swallowing back the money due to the cost of workshops. Letters from Ghana Education Service and online E-pay slips of teachers revealed that,

The money given to teachers as part of this curriculum reform was a Continuous Professional Development Allowance to pay for workshop costs. The annual allowance that was supposed to be received by every teacher is 1,200 cedis. However, this money is taxed and reduced from source. It is this same money (1,200) that an amount of 547 is deducted from as payment of 30% cost of laptops to be given to teachers. (Document Analysis: Folder 3: Bulletin 15)

Teacher 1 and the document analysis findings showed that teachers were not given any monetary incentive, bonus, or a salary increment for implementing the new curriculum. Response from Teacher 1 indicated that teachers wished they had some form of monetary incentives for implementing the new curriculum. This is because the new curriculum came with extra costs- internet, buying new textbooks, and other teaching materials. Teachers wished for continuous professional development, and the laptops were free. This would have motivated them. However, the implementation

of the new curriculum seems to be putting an extra toll on their incomes, and this is demotivating them. Teacher 6 had this to say:

There is no incentive or any form of motivation. Even sometimes, we search the internet and do not get any meaningful information to give the students. The performances of the kids are becoming worse. How do we get motivated to teach learner-centered pedagogy without infrastructure? No one comes to supervise to see what is happening. (Teacher 6, Interview 8: Folder 1)

Participant 6 believed that learners' performances were getting worse. This demotivated them from implementing the new curriculum. Assessment provides the teacher with information on the learners' strengths and weaknesses. Response from the teacher 6 indicated that if students' performances were good, they would have been motivated to implement the curriculum. It could also mean that if they had supervision, they would have been guided as to what to do in order to improve students' performances, and the absence of supervision is demotivating them. Tanner (2010) argued that if change is time-consuming, then the efforts of the teacher must be appreciated. One of the tools to assess teachers' performance is student assessment. The performances of students help the teacher to know how well the lesson was delivered. Hiatt (2006) argues that for change to be successful, there should be reinforcement. Though teachers always dwell on intrinsic motivation, employers must provide teachers with other extrinsic rewards like teacher involvement in school development, professional training, and supportive evaluation (Amos & Loko, 2015). Theme 1 affirms Knoster's (1991) assumption that without the provision of incentives, change implementers will experience challenges implementing a change. Analysis of Guidelines

for the Operation of Parent Association, homework books, the new curriculum, and the Education Sector Medium-term Development Plan (2018-2021) revealed:

The Parent's Association was involved in the curriculum development and also recognized by GES. The group is still allowed to give out incentives to support schools; however, the group is suspended from levying students to pay monies to support schools. Parents are not obliged to pay fees- feeding fees, boarding fees, exams, tuition fee, etc., or buy textbooks or uniforms. Everything is catered for by the government of Ghana. Most students had unsubmitted homework assignments. (Document Analysis: Folder 3: Bulletin 16)

This analysis indicated that parents were excused from all monetary obligations. Though parents were part of developing the curriculum, parents are not obliged to support its implementation. Parents are at liberty not to motivate or support their wards' schools. Even in challenging times, parents are not obliged to come in with their support. Why are students not being guided to do their homework? The circuit supervisor also had this to say:

We used to have a school system where parents could support whenever we fell short, but now, the government says parents should not pay for anything, which is a big challenge. We look up to the government for everything. We do not have any source of funds to pay for security, refuse, and cleaners. We are in filth. However, the government is yet to bring us support. We are at the mercy of God. (CS; Interview 1: Folder 1)

The response from the Circuit Supervisor suggested that support from parents was a great incentive in curriculum implementation. Contributions from parents served as a source of incentives to support the school in implementing

curriculum reforms in La-Nkwantanang. According to the CS, they were experiencing challenges of filth and unpaid bills because of a lack of support from the government. Document analysis revealed that the President has sought financial support from the International Monetary Fund (IMF). How will the government cater to the needs of students, teachers, and schools? Araghieh (2022) established that parental involvement in curriculum development and implementation is key to curriculum success. These findings are reflected in the observations made:

Students writing exams were borrowing basic things like pencils, and crayons from their peers. The schools' backyards were engulfed in filth with unavoidable stench. (Observation: Folder 2)

Observations made revealed that teachers were struggling. Imagine teaching students without books, pencils, and textbooks. This was the situation of teachers implementing the new curriculum in La-Nkwantanang. Teachers were not allowed to ask parents to buy these essential materials. Teachers could only wait and hope parents see the need to provide for them, or wait for the government to take care of the needs of the learners. If the parents have neglected essential needs for their wards, what shows will they voluntarily support the school? Teachers were demotivated because problems that could have been solved easily with parental involvement were left unattended.

Theme 2: Experience of fear of unmet objectives due to lack of commitment to implementation strategy - politics and unfulfilled promises

Participants were of the view that they were afraid of not meeting curriculum objectives because of a lack of leadership commitment to the implementation strategy. Knoster

(1991) argued that change leaders must provide and commit to implementation strategy before and during organizational reforms; otherwise, there will be a false start. The long-term roll-out plan of this reform (2019) is that the country should meet the objectives of the curriculum by 2030. Participants feared that this reform would be changed when a new government comes. According to the CS,

This reform is a window opportunity that will allow learners to explore all the courses before they select their favorite courses through self-assessment. This reform will guide their course choices in tertiary school. It will prevent the diversion of courses, provided the implementation of this policy will continue regardless of the political party in power. We cannot implement an educational policy and expect to see good results within 4-8 years. (C.S., Interview 1: Folder 1)

The strategies put in place to meet the objectives of this new curriculum have been spread out from 2018 to 2030, and terminating the curriculum before 2030 will not be a good idea. (Document Analysis: Folder 3: Bulletin 15)

Findings from document analysis buttressed the point that if the curriculum is changed before 2030, the country will not be able to meet the set objectives of the curriculum. In the same vein, if the strategies put in place are not committed to, the curriculum will eventually fail. Cunningham (2018) also emphasized that too many shines in this new curriculum (2019). For a country to meet curriculum objectives, curriculum implementation must be void of political interference (Adu et al., 2016). Analysis of the Education Sector Medium-term Development Plan 2018-2021 and the Educational political ambitions have led to Africa's failures in 21st-century curricula reforms. According to Teacher 6,

The rollout plan has met many contradictions. The leadership said they would train all of us at once, but they trained the primary teachers before us. They also said we were all going to use the curriculum, but later, we heard J.H.S. teachers were supposed to revert to the old curriculum. They said it would be a semester-based program, but we have now gone back to the old system. We began to write the lesson notes, but they said we should not write them; we should download them. They rushed with the implementation of the new curriculum. (Teacher 6, Interview 8: Folder 1)

Response from Teacher 6 indicated that teachers were un-happy about the several contradictions in the implementation strategy. The Circuit Supervisor revealed how much teachers wished this curriculum (2019) could be allowed to reach its maturity stage before it is either changed or revised. This response indicated teachers like the new curriculum (2019), despite its challenges, as Aboagye and Yawson (2020) concluded in their study. However, they were scared that continuous political interference in educational reforms, as seen over the years, would destroy the new curriculum. The Strategic Plan 2018-2030 revealed that the new curriculum (2019) implementation was in a rush, and also without considering the formulated strategies. Unfulfilled promises were a concern to teachers because it was causing teachers to worry about whether they would be able to meet curriculum objectives by 2030. Document analysis revealed that,

Educational leadership promised teachers teaching and learning resources before the implementation of the curriculum in September 2019; however, the Education Sector Medium-term Development Plan 2018-2021 indicated that the provision of teaching and learning

resources will be made available from 2022 to 2025.
(Document Analysis: Folder 3: Bulletin 16)

Document analysis and response from Teacher 6 showed that there have been contradictions in the strategy plan at the implementation stage. What is causing these contradictions? Unfulfilled promises are negatively affecting the implementation of this curriculum, and if they are not resolved, it could lead to the possible failure of the curriculum (2019). Eppler et al. (2010) argued that the success of reform strategy is not solely dependent on strategy formulation but also on a commitment to the formulated strategy. Knoster (1991) advised change leaders to commit to the implementation strategy because it serves as the roadmap describing the who, what, when, and how.

Theme 3: Experience of ineffective curriculum implementation due to insufficient understanding of reform vision

Participants believed *insufficient understanding of the reform vision* has made the implementation of the new curriculum ineffective. Participants believed they were experiencing challenges in implementing the new curriculum because they were not informed about the vision of the curriculum reform before its introduction. Teacher 5 had this to say:

I heard about the information on the radio, but it was at the training that we heard of the need to change the new curriculum. We had no policy document to pre-inform us on the need for the change. As of now, some of us are even struggling to do certain things the curriculum demands, making things difficult. (Teacher 5, Interview 7: Folder 1)

From Teacher 5, no policy document informed teachers about the need and urgency for this curriculum reform (2019), making their work difficult. Participants believed that if they had been pre-informed about the vision of the reform, they would have gotten enough time to assimilate and understand the reform vision better. Understanding the reform vision before its commencement would have helped teachers to meet the expectations of the new curriculum. Kotter (1996) said that one of the steps for organizational leaders to take when introducing a change is to bring those outside the change inside by creating a sense of urgency. By creating a sense of urgency, policymakers could have discussed the performance of the old curriculum against the performance of other countries using the Standards-Based Curriculum. These prior discussions would have prepared the teachers enough for this reform. The discussion about the performance of the Objective-Based Curriculum and the Standard-based Curriculum could have given the teachers a clearer picture of the need for this change. Analysis of the Complete Overview of the New Curriculum and other online documents revealed that:

The former Education Minister of Ghana, Professor Kwasi Opoku-Amankwah, spoke about the vision of the curriculum on 11th April 2019. This was after the curriculum was prepared and introduced. (Document Analysis: Folder 3: Bulletin 3)

From the document analysis, the former Education Minister of Ghana, Professor Kwasi Opoku-Amankwah, spoke about the vision of the new curriculum (2019) at its launch. Mentioning or reading something to someone is not the same as explaining it to the person. Every reform vision answers the question of why we have to change. The introduction of the reform vision should have been a detailed

explanation of the essence of the change. The launch of the new curriculum was at a national press briefing conference, and not a compulsory teachers' meeting. To address these gaps, Vukotich (2011) advised agents of change to allow their employees to come to a complete understanding of the purpose and impact of the change before introducing organizational reforms. Wentz (2017) also advised that in engaging the public about a policy, change leaders must go to where the people can be found. Meeting teachers at the local level to discuss the reform vision would have given teachers better chances to understand the vision. Teacher 2 said this,

Nothing has changed; it is only the terminology that has changed. Formerly, we used to say syllabus, but now, it is called curriculum. We used to say activities, but now, it is exemplars. The approach has changed. (Teacher 2, Interview 4: Folder 1)

Teacher 2's statement revealed that teachers are experiencing insufficient understanding of the reform vision. Teacher 2 believed the only thing in their curriculum was terminology. This response revealed a lack of understanding. Educational leadership must address every misunderstanding of reform objectives to prevent teachers from attributing different meanings to the curriculum vision. This will prevent teachers from using different maps to implement curriculum reforms, and this will be chaotic (Bantwini, 2010). Analysis of the Teacher Resource Pack and National Pre-tertiary Curriculum Framework 2018 also revealed that,

There is a difference between the new curriculum and the old curriculum in terms of their objectives, philosophies, methodologies, rationale, and classroom implications for

teachers and learners. (Document Analysis: Folder 3: Bulletin 5)

This revelation from the Teacher Resource Packs and National Curriculum Framework indicated that teachers might not have read these documents, or they have read them; however, they did not understand the difference and its application in the classroom. If Teacher 2 understood the vision of the new curriculum, she should have known that it is not only the terminologies that have changed, but the pedagogy, content, philosophy, and objectives have also changed. This lack of ability to differentiate between the old and new curricula could be a result of teachers failing to read the new curriculum framework. Bantwini (2010) found that teachers refuse to read curriculum documents because they see them as voluminous, and that it is the responsibility of educational leadership to explain the curriculum to them. Jensen et al. (2018) advised that organizational leadership must use face-to-face means to communicate the reform's vision and any information about the implementation to employees. Theme 3 indicated that though educational leadership considered the reform vision on paper, it is missing at the implementation stage because teachers do not understand it. Theme 3 also showed how the reform vision affects the concerns of teachers and the need to resolve these concerns, as suggested by Knoster's (2019) model.

DISCUSSION

The findings of this study revealed that pre-tertiary teachers in La-Nkwantanang, Ghana, were experiencing challenges in implementing the new curriculum (2019) due to a lack of understanding of the reform vision, a lack of

commitment to the reform action plan, and incentives. Teachers stressed the role of students' performance and parental involvement in external motivation. This was an unusual revelation. These findings showed that, aside from the findings of Danquah and Poku (2024), which indicated that the pre-tertiary teachers in La-Nkwantanang were experiencing challenges due to a lack of resources, skills, and consensus. This study found that the teachers in La-Nkwantanang were also experiencing additional challenges due to a lack of leadership commitment to the action plan, a lack of incentives, and vision.

This study has shown that if curriculum leadership were to use the initial findings of Danquah and Poku (2024), the challenges of the teachers implementing the new curriculum would persist. The findings have shown the importance of providing action plans, reform vision, and incentives during reforms. It has been shown that none of the elements stated by Knoster (1991) can be overlooked. It has been shown that if leadership provides skills, resources, and consensus but fails to provide an action plan, incentives, and vision, the reform will fail, as posited by Knoster (1991). This is why this study needed to be conducted, so that the in-depth information on the teachers' experiences will be brought to light, so that educational leadership will be able to provide the correct solutions to their challenges. This study has bridged the theoretical gap that existed in the previous study done in La-Nkwantanang concerning the experiences of teachers implementing the new curriculum in La-Nkwantanang. These current findings have shown that it was necessary to conduct this study to ascertain the full experiences of teachers implementing the new curriculum in La-Nkwantanang. This study has strengthened the generalization of Knoster's (1991) change management model.

CONCLUSIONS

The standards-based curriculum has been adopted as a tool to help Ghana achieve the Sustainable Development Goals by 2030. However, the pre-tertiary teachers in La-Nkwantanang in Ghana have indicated that they are experiencing challenges implementing the curriculum. For this curriculum implementation to be successful, the educational leadership must not only provide teachers with resources, skills, and consensus forums, but they also need to provide the teachers with incentives, commitment to an action plan, and reform vision.

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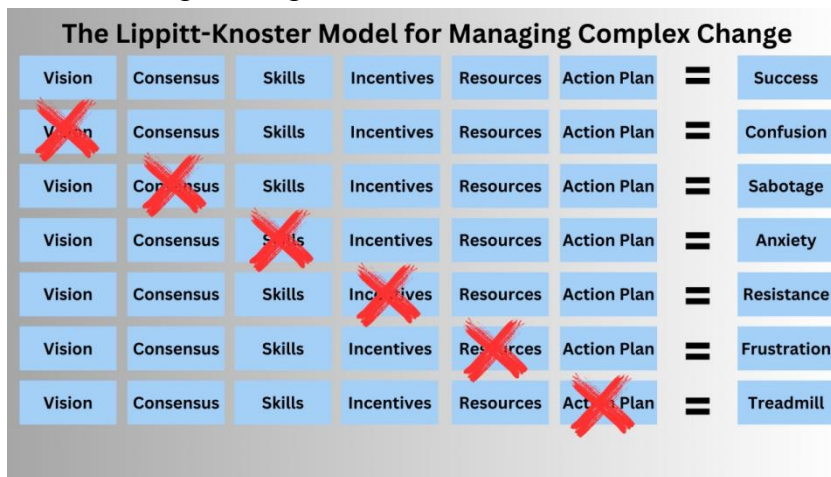
APPENDICES

Table 1
Summarized data of findings

Research questions	Themes	Categories	Key Concepts
1. What role does the provision of incentives play in the experiences of pre-tertiary teachers regarding implementing the new curriculum?	Experience of Ineffective implementation of curriculum due to lack extrinsic motivation	No Extrinsic Motivation	Cost of C.P.D. training; Cost of Internet; Cost of textbooks; No T.L.M.s; no external supervision; Worsening performance of students
2. What role does the reform action plan play in teachers' experiences regarding implementing the new curriculum?	Experience of Fear of unmet objectives due to lack of commitment to implementation strategy	Politics in educational reforms in Ghana Unfulfilled Promises	Changing curriculum before its maturity date So many changes in action plan
3. How does reform vision contribute to the experiences of pre-tertiary teachers implementing the new curriculum?	Experience of Ineffective curriculum implementation due to insufficient knowledge on reform vision	Lack of ability to differentiate Old and new curriculum	Implemented the curriculum in a rush Vision rushed over and ineffective large No difference No prior information

Figure 1

Knoster Change Management Model



Themes book example

Themes	Categories	Quotations
Theme: Insufficient understanding of reform vision	<p>Insufficient Preparation time</p> <p>Lack of ability to differentiate old and new curriculum</p>	<p>As a municipality, whatever information that GES has, it sends the information to our regional directors through to our municipal directors to give us the purpose for the change. All this information was given to the teachers at the training to give them insight about the new curriculum so that they can use the new curriculum. We were educated and some of the staff (CS) were selected for a training to impart the knowledge on the teachers. We were informed, but the time limit was too short. Because the time notice was too short, many people were taken aback. (CS)</p> <p>I see that nothing has changed; it is only the terminology that has changed. Formerly, we used to say syllabus but now, its curriculum. We used to say activities but now, its exemplars. It is the approach that has changed” (Teacher2)</p>

Theme: lack of teacher motivation

No Extrinsic Motivation

I wish policy makers could do better because of the cost of the internet and other costs we incur, they have to do better for us. They gave some money the last time but they are taking them back with workshops. Now when you go for workshops, you pay for everything. So, we are not even motivated to go for some of the workshops and unfortunately, our lives depend on it. The more workshops you go to, the more you will get promotions. If you go for less, your license will be revoked and this has become a challenge to us. We wish they had better the incentives given to us. (Teacher 1)

There is no incentive or any form of motivation. Even sometimes you search through the internet and don't get any meaningful information to give to the students. The performance of the kids is becoming worse. How do you get motivated to teach learner centered pedagogies without infrastructure? No one comes to supervise to see what is happening. (Teacher 6)
