

MONITORING TEACHER EDUCATORS' CONCERNS: IMPLICATIONS FOR IMPLEMENTING THE BACHELOR OF EDUCATION CURRICULUM IN COLLEGES OF EDUCATION IN GHANA

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Abstract

There is the general impression that once innovation is adequately and explicitly described, and training and support activities are provided, implementation will occur, without recourse to the maturational level of implementors as they use the innovation. Abundant evidence, however, suggests that implementors' worries and fears, which are not usually addressed, frustrate implementation efforts. The main purpose of the study was thus to examine the concerns tutors have about the implementation of the new 4-year Bachelor of Education curriculum in colleges of education in Ghana. All 230 tutors in five colleges of education were involved in the study. Out of this, data were gathered from 191 tutors constituting 83%. The Stages of Concerns (SoC) instrument with a reliability index of .894 was adapted for data collection. Data were analysed using frequencies, percentages, and percentile means. It came to light that tutors implementing the curriculum had very high self-concerns and impact concerns suggesting that their knowledge about some aspects of the curriculum was inadequate and therefore needed more information. They were however, willing to collaborate and try other alternatives that would work to ensure successful implementation. Also, tutors had a favourable perception of the curriculum but indicated inadequate logistics and resources as potential inhibitors to the implementation of the curriculum. It was recommended that the colleges liaise with mentoring universities and regulatory bodies to explore creative ways of addressing these concerns.

Keywords: Concerns, Implementation, Curriculum, Education

Introduction

Teacher education is a critical building block for any country's educational system and national development. No country can therefore develop beyond the quality of its teachers. It is now acknowledged that teachers are a significant school variable that influences learner achievements most (OECD, 2005). Musset (2010) underscores this by reiterating that the debate on teacher education has gained special importance, as teacher quality is more and more being identified as decisive to learner outcomes. It is against this backdrop that countries across the globe have initiated robust teacher education reforms. Relatedly, teacher education is important because of its impact upon teacher quality. To teach is a complex and demanding intellectual work, one that cannot be accomplished without adequate preparation. Teacher education therefore does not only ensure that teachers are - and remain competent - but it also ensures that they stay motivated through time (EURYDICE, 2004). Musset again intimates that the most effective way to raise educational quality is to modify initial teacher education and recruitment, and to develop the means to train teachers that are already in-service. Indeed, teacher education has a significant impact on teachers' behaviours and teaching skills, and on learner outcomes.

Consequently, teacher education reforms in countries across the globe; such as Finland, Germany, Malaysia, Singapore and Rwanda; in recent times have sought to develop a new generation of teachers. In Ghana, like in most parts of the world, teacher education has traversed varying phases. The history of teacher education reforms in Ghana has however been a checked one. Most of the changes that have occurred on the teacher education front in Ghana have been in the form of additions, subtractions, modifications and alteration of courses and duration of programmes. These changes could therefore be described as mere reviews and not robust teacher education reforms. The teacher education programmes that were products of such minor changes were since Ghana's independence, managed by Teacher Training Colleges (TTC) which later became Teacher Education Colleges (TEC). Two Teacher Education Universities which are the University of Cape Coast, Cape Coast and the University of Education, Winneba have also been at the forefront of teacher education in Ghana. As of 2019, the TECs offered 3-year Diploma in Basic and Early Childhood Education programmes while the universities administered both diploma, bachelor and post graduate education programmes. All these changes and upgrades might have been in response to the call for the training of quality teachers who are able to demonstrate the requisite professional knowledge, competencies and skills to meet the demands of the time.

In spite of the many changes that characterised teacher education in Ghana, there has been little or no significant improvement in teacher quality and its consequent improvement in learner outcomes at the pre-tertiary levels (National Council for Tertiary Education, 2017). This led to the development of a more robust teacher education reform that produced a new 4-year Bachelor of Education curriculum for all Initial Teacher Education Institutions in Ghana. A summary of teacher education programmes over the years is presented as follows;

Summary of Educational Programmes and their duration

Period Programme of Study

1951-1976 2-Year Certificate "A" (Post B)

1953-1968 2-Year Certificate "A" (Post-Secondary)

1973-1976 2-Year Specialist Course (in Science & Mathematics)

1975-2007 3-year Cert A, Post-Sec.

1983-1990 4-Year Modular Programme (4-Year Post Middle)

The new Bachelor of Education curriculum aims at producing teachers imbued with professional skills, attitudes and values, and depth and breadth of content knowledge as well as the spirit of enquiry, innovation and creativity that will enable them to adapt to changing conditions, use inclusive strategies and engage in life-long learning (NCTE, 2017).

Statement of the Problem

Implementing a curriculum requires the input of teachers, who are the final implementers. However, teachers who constitute the final implementers of educational reforms and innovations, have rarely been adequately involved in the development and designing of curricula by soliciting their feelings, views, frustrations and their concerns in general. As a result, most curricula are fraught and bedevilled with problems (Abroampa, 2011) especially in countries with education systems like Ghana. Cobbold and Ani-Boi (2011) argue that curricula or innovations invariably founder because they are formulated in a vacuum and then imposed on schools where unprepared teachers, with neither the inclination nor knowledge to transact them, make impolite noises concerning these bothersome innovations...More so, it is as if teachers in general are often not adequately prepared for the implementation.

The pressure and demands that come with curricula changes and innovations in Ghana, make teachers voice their concerns by expressing their feelings, fears, perceptions and anxieties which in most cases are not considered by curriculum developers. Though, in the case of the teacher education reforms in Ghana, there were many stakeholder engagements, it appears some tutors still have concerns. It is on this account that the study examined the concerns of tutors in selected colleges of education about the new B.Ed curriculum. The concerns expressed by tutors have significant implications for professional development. Professional developers who know and use the concerns model, design experiences for educators that are sensitive to the questions they ask.

Most policy makers generally tend to assume that once an innovation is adequately and explicitly described, and training and support activities are provided, implementation will occur, without recourse to the maturational level of implementors as they use the innovation. It takes time, appropriate training and support activities for implementors to “grow” and develop in their knowledge and skills in the use of an innovation. It has been argued that many evaluation studies have failed to show significant findings on teacher change because of the failure to recognize the concept of developmentalism in teachers. Though teacher educators in the colleges of education in Ghana have been involved in various fora and workshops on the teacher education reforms, it appears some tutors still express some concerns, especially when the curriculum was not tried out as the case may be with conventional curriculum implementation practices at the pre-tertiary level.

On the basis of the foregoing the study sought to examine tutors’ concerns about the implementation of the new Bachelor of Education curriculum being implemented by all the 46 colleges of education in Ghana. The following questions guided the study.,

1. What concerns do tutors express about the Bachelor of Education curriculum?
2. How do tutors perceive the Bachelor of Education curriculum?
3. What fears and challenges do tutors express about the implementation of the Bachelor of Education curriculum?

Theoretical Model: The Concerns Based Adoption Model (CBAM)

An appropriate model for monitoring teachers' concerns in the implementation process is the Concerns-Based Adoption Model (CBAM) developed by Hall and Loucks (1977). This model views change as a process, experienced by individuals who seek to or are being asked to change their behaviours in particular ways. The CBAM is in three folds; the varying concerns or feelings that individuals experience, with regard to the implementation of an innovation, that translates into what is referred to as the seven Stage of concern (SoC); the individuals' (teachers) behaviour as they experience the process of change described as Level of use (LoU). Whereas the eight different ways an innovation is used by individual teachers which has implications for their idea about doing the innovation is considered as innovation configuration (I-C).

The CBAM presumes that implementors develop along two key dimensions in the change process - in their feelings (Stages of Concern or SoC) and in their behaviour as they implement an innovation (Levels of Use or LoU). These two dimensions have been used successfully to monitor curriculum change implementation efforts and to assess the effectiveness of staff development programmes designed to promote the change in other studies (Hall and Hord, 2006). However, it is only the first dimension (SoC) which was employed in this study.

The SoC relates to the personal attitude, perception and activities individual tutors have or undertake in the light of implementing an innovation. George, Hall and Stiegelbauer (2008) summarized the various stages in the SoC as follows:

Stage 0 – Awareness: Teachers have little knowledge of the innovation and have no interest in taking any action.

Stage 1 – Informational: Teachers express concerns regarding the nature of the innovation and the requirement for its implementation. At this stage, teachers usually show their willingness to learn more about the specific innovation or reform.

Stage 2 – Personal: Teachers focus on the impact the innovation will have on them. At this point, they exhibit concerns about how the use of the innovation will affect them on a personal level. They may be concerned about their own time limitations and the changes they will be expected to make.

Stage 3 – Management: Concerns begin to concentrate on methods for managing the innovation within the classroom. Teachers now express concern over the organisation and details of implementation, and the overcoming of difficulties. Time requirements are among the prime management factors, which creates scepticism on the part of teachers in relation to the adoption of innovations.

Stage 4 – Consequences: Teacher concerns now centre upon effects on students learning. If positive effects are observed, teachers are likely to continue to work for the implementation.

Stage 5 – Collaboration: Teachers are interested in relating what they are doing to what their colleagues are doing.

Stage 6 – Refocusing: Teachers evaluate the innovation and make suggestions for continued improvement or consider alternative ideas that would work even better.

Methodology

The study was underpinned by the pragmatist paradigm of knowledge acquisition. Pragmatism is a deconstructive paradigm that advocates the use of mixed methods in research. The fundamental premise for the combination of qualitative and quantitative is that, it helped to better understand the research problem (Creswell & Plano Clark, 2007). The concurrent mixed method design using identical samples for both qualitative and quantitative components was adopted for the study (Onwuegbozie & Collins, 2007). An identical relationship indicated that exactly the same sampled members (tutors) in the colleges of education affiliated to a public university in Ghana participated in both the qualitative and quantitative phases of the study. The validating qualitative data model was used to validate and expand the quantitative findings from the survey by including some open-ended items. Because the qualitative items were an add-on to the quantitative survey, the items generally did not result in a rigorous qualitative data set. However, they provided interesting perspectives on tutors' concerns that were used to validate and embellish the quantitative survey findings. Both sets of data were thus gathered from the tutors in the five colleges of education totaling 230. Since the population was not large the census selection was used to allow data collection from all tutors. However, data was gathered from 191 tutors yielding a retrieval rate of 83%.

To obtain relevant data for the study, the English version of George, Hall and Stiegelbauer (2008) 35-item Concern-Based Adoption Questionnaire designed and recommended monitoring curriculum implementation concerns was adapted. Open-ended items were also provided to gather data on tutors' impressions, fears and challenges with the new 4-year Bachelor of Education curriculum. Tutors were expected to indicate the degree to which each concern is a reflection of their own position by circling the appropriate code on a Likert-type scale ranging from "0" to "7". Circling of a "0" indicated concerns completely irrelevant to the tutors involved and vice versa. Each of the seven stages of concern was identified and measured by five items as shown below:

| Stages of Concern | Item Numbers |
|-------------------|-------------------|
| 0 Unconcerned | 3, 12, 21, 23, 30 |
| 1. Informational | 6, 14, 15, 26, 35 |
| 2. Personal | 7, 13, 17, 28, 33 |
| 3. Management | 4, 8, 16, 25, 34 |
| 4. Consequence | 1, 11, 19, 24, 32 |
| 5. Collaboration | 5, 10, 18, 27, 29 |
| 6. Refocusing | 2, 9, 20, 22, 31 |

The first step for analysing data for this study was to serially number filled in copies of the questionnaires after which they were edited. The edited responses were then coded and scored. Apart from the biographic information of respondents, the 35 concerned based items were scored on a five-point Likert-type scale. The SPSS version 23.0 was used to aid analysis of all items in the instrument. Frequencies and percentages were used to analyse respondents' background information while percentile and arithmetic mean scores were generated for each of the stages of concern (SoC) to show teachers' level and pattern of concerns ranging from low (0-49), moderate (50-59), high (60-69) and very high (70-100). Tutors' level of concerns on the basis of gender and years of teaching in the colleges were also explored. These were converted into graphical profiles using excel.

Results

The study sought to explore the level of concerns of teacher educators or tutors of five colleges of education on the implementation of the new 4-year Bachelor of Education curriculum. The general impression, fears and challenges encountered were also solicited. The study involved all 230 tutors in these colleges however analysis and discussion are based on data gathered from 191 tutors.

Background data of tutors revealed that 156 (81.7%) of the tutors who took part in the study were males while 35 (18.3%) were females. With regard to age ranges of tutors, only 7(3.8%) were less than 30 years, 134 constituting 70% were between 30 to 50 years while 50 (26.2%) were above 50 years. It was evident that a significant number of the tutors were youthful who with the requisite qualification and exposure would be able to deal with the rigours of implementing a degree programme in the colleges of education. The data suggested that an overwhelming majority of about 93.8% of the tutors had master's degrees in various disciplines. This might be attributed to the requirement for teaching in a college of education in Ghana and on a degree, programme specifically as indicated by the National Accreditation Board (NAB) in Ghana. However, a significant number of the tutors had Master of Education (M.Ed) degrees whereas the requirement was a Master of Philosophy (MPhil) in a relevant area.

The data again revealed that 65 (33.8%) of the tutors had been teaching for less than five years in the college, 33 (16.9%) had been at it for between 5-9 years while the majority of 93 tutors constituting 48.5% had taught for 10 year and above. This presupposes that the majority of the tutors would have experienced various teacher education reviews and would therefore be in a better position to compare and interrogate the current dispensation. It was also noted that 123 (64.6%) of the tutors indicated they were teaching level 100 courses while 35.4% of them may be teaching other levels.

Exploring teacher concerns, perceptions, fears and impression have been considered significant indicators for implementation successes since teachers, who are the final enactors, determine what goes on in the learning environment irrespective of what is found in the intended curriculum. It has therefore become common knowledge that the gap between curriculum policy and practice; the official and the actual curriculum is a function of teachers' disposition. This is why it has become crucial that any curriculum endeavour solicits and addresses implementors' concerns as much as possible. The new 4-year Bachelor of Education curriculum is a product of the teacher education reforms in Ghana. Its development was bolstered by the development of the National Teachers Standards (2017) and the National Teacher Education Curriculum Framework (2017). These were products of wide consultations held with various stakeholders including, management of colleges of education, tutors, administrators and student unions. In spite of this, the reforms have always been met with some level of apprehensions because such reforms of this magnitude always signal additional work and new ways of doing things. This study thus explored concerns tutors may have in implementing the new curriculum. Table 1 depicts a summary of tutors concerns on the B.Ed curriculum along a continuum.

Table 1: Summary Percentile scores of Tutors reflecting Level of Concern

| Level | Self-Concerns | | | Task Concerns | Impact Concerns | | |
|-------------------|-----------------|---------------------|---------------|-----------------|-------------------|--------------------|------------------|
| Stages of concern | 0 Aware-ness | 1 Informa-tional | 2 Personal | 3 Management | 4 Conse-quence | 5 Collaboration | 6 Refocus-ing |
| Percentile scores | 75 | 84 | 83 | 65 | 63 | 76 | 73 |

Range of intensity of Concerns: 0-49(low); 50-59(moderate); 60-69(high); 70-100(very high)

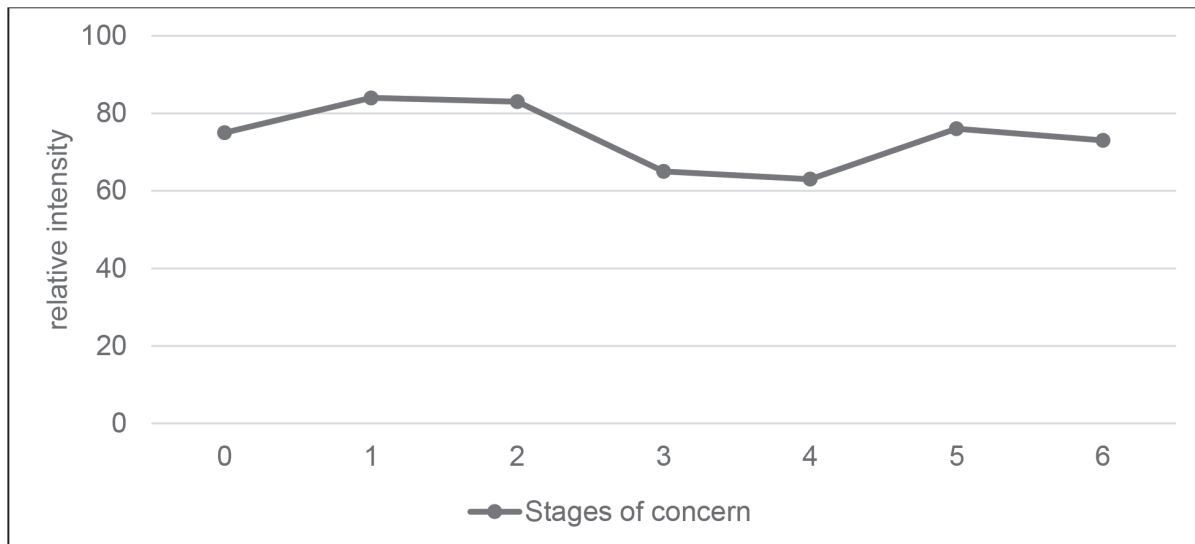


Figure 1: Graphical Profile of Tutors' general Level of Concerns

The profile of tutors' general concerns about implementing the Bachelor of Education curriculum reveals that they have very high self-concerns. This is reflected in their very high awareness, informational and personal concerns which seem to suggest that they have little knowledge of the reform and have no interest in taking any action and are also concerned about the nature of the reform and the requirement for its implementation. However, their high informational concerns imply their willingness to learn more about the reform. The high personal concerns expressed is also indicative of their uneasiness about the impact the reform will have on them, the resource constraints and the changes they are expected to make to enable them adopt the reform. Their high personal concerns do not necessarily indicate resistance. This dovetails into their high management concerns which signals their trepidation about availability of logistics, resources, times and expertise for operationalising the reform. This has serious implications for implementing the curriculum. These sentiments are supported by some of the responses provided to the open-ended items.

The data also suggest that tutors expressed concerns about the consequences of the reform for students. It is expected that, learners who go through the 4-year Bachelor of Education programme will be equipped and be able to demonstrate the competencies, skills and values encapsulated in the teacher education philosophy and the NTS as a whole. If this is observed, tutors are likely to continue to work for the implementation. Tutors on the other hand also expressed very high collaborating and refocusing concerns. This implies that they are willing to learn from what others, probably from their colleagues on campus or in other colleges, are doing on enacting the reform. They may however not want to lead or initiate this collaboration since they have a very high awareness concern. It may be inferred from the profile that generally, tutors' informational concerns (84) were the highest followed by their personal concerns (83).

The percentile means of concerns of tutors on the basis of gender show the expression of somewhat similar concerns across the scale with variances in two areas. The group profiles are shown in Table 2.

Table 2: Male and Female tutors' Level of Concerns Regarding the B.Ed Curriculum

| Level | | Self-Concerns | | | Task Concerns | Impact Concerns | | |
|--------------------|---------|----------------|--------------------|---------------|-----------------|------------------|--------------------|-----------------|
| Stages of concern | | 0 Unconcern | 1 Informational | 2 Personal | 3 Management | 4 Consequence | 5 Collaboration | 6 Refocusing |
| Percentiles Scores | Males | 75 | 80 | 83 | 65 | 63 | 76 | 73 |
| | Females | 75 | 84 | 76 | 60 | 59 | 76 | 69 |

Range of intensity of Concerns: 0-49(low); 50-59(moderate); 60-69(high); 70-100(very high)

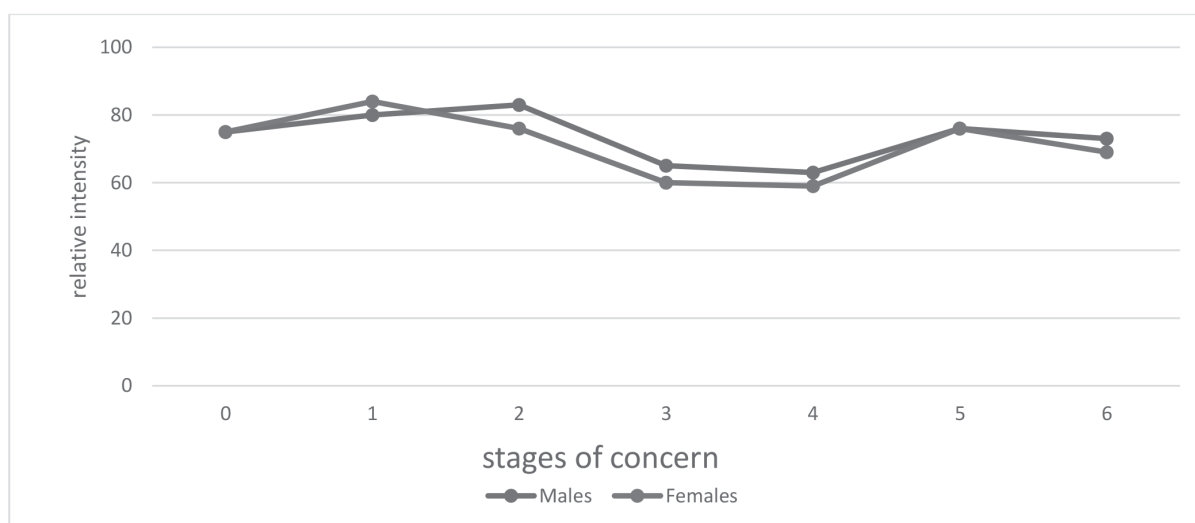


Figure 2: Graphical Profile of Tutors' Level of Concerns by Gender

The results of the group profile of concerns in relation to gender indicated that the highest concern of both male and female tutors toward the implementation of the B.Ed curriculum was at the informational ($m = 80$; $f = 84$) and personal ($m = 83$; $f = 76$) stages. In general, the two group profiles appear similar except for slight variances in their consequence and refocusing concerns which fell in different ranges of intensity. It may be inferred that though tutors generally expressed “*very high*” concerns at all stages, females expressed moderate concerns (59) about the consequences of implementing the curriculum on themselves and students while male tutors expressed high concerns (63). The implication therefore is that male tutors appear more worried than their female counterparts which may be the reason why they may have higher refocusing concerns suggesting that tutors are evaluating the innovation and making suggestions for continued improvement or considering alternative ideas that would work even better.

The percentile means of concerns of tutors on the basis of their teaching experience/years of teaching (novice: less than 5 years), (experienced: 5-9 years) and (more experienced:10 years and above) exhibits tutors' perceptions, worries and fears at various stages of implementation. The group profiles are shown in Table 3.

Table 3: Tutors’ Level of Concerns Regarding the B.Ed programme on the basis of their years of Teaching

| Level | | Self-Concerns | | | Task Concerns | Impact Concerns | | |
|-----------------------|----------------------|---------------------|-------------------------|---------------|----------------------|-----------------------|-------------------------|----------------------|
| Stages of concern | | 0 Uncon- cern | 1 Informa- tional | 2 Personal | 3 Manage- ment | 4 Conse- quence | 5 Collabora- tion | 6 Refo- cusing |
| Percentiles Scores | Less than 5years | 69 | 84 | 85 | 60 | 63 | 76 | 73 |
| | 5-9years | 81 | 84 | 83 | 69 | 66 | 76 | 77 |
| | 10years and above | 75 | 80 | 80 | 65 | 63 | 80 | 73 |

Range of intensity of Concerns: 0-49 (low); 50-59(moderate); 60-69 (high); 70-100(very high)

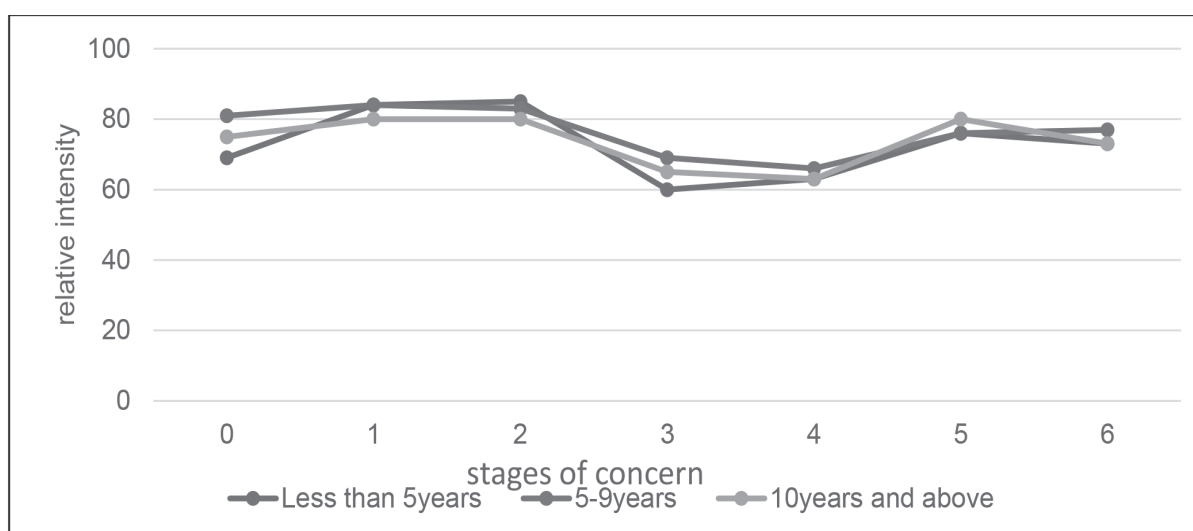


Figure 3: Graphical Profile of Tutors’ Level of Concerns by Teaching Experience

It is evident from the group profile that all tutors; novice (less than 5 years), experienced (5-9 years) and more experienced (10 years and above) tutors; expressed very high (70-100) informational and personal concerns reflecting what has been recorded in the summary percentile score. Interestingly, tutors who have taught for less than 5 years seem to have a relatively low awareness concerns as compared to the others. In spite of their high self-concerns, all the tutors irrespective of the number of years taught expressed very high collaborative and refocusing concerns. This may be considered very healthy and positive signals for implementing the curriculum.

Teacher Educators’ Perception about the Curriculum

Over the last few decades, many countries including Ghana have made significant efforts to implement curriculum innovations and reforms (Park & Sung, 2013) especially in the teacher education front. Often these reforms are well-designed and have valuable aims. Nevertheless, in many cases, their implementation has resulted in less than desirable outcomes, and well-intentioned curricular reforms were never translated into classroom reality. Most literature has focused on why curriculum reform initiatives have rarely been effectively implemented and have often failed to achieve their objectives (Feldman, 2000; Fullan, 2007; Fullan & Miles, 1992). Abundant research

argue that teachers are the key to curriculum reform success (Kirk & McDonald, 2001; Little, 1993; Spillane, 1999). Their knowledge, impressions, perceptions and attitudes are critical to the effective implementation, survival and success of every reform. Fullan (2007) posits that change is a subjective process in which individual teachers construct personal meanings from the changes they experience. It is therefore imperative to understand the conceptual “maps” that teachers construct regarding the meanings they attach to reforms. It is on this score this study explored colleges of education tutors’ perceptions about the implementation of the new Bachelor of Education curriculum being implemented in all colleges in Ghana.

From tutors’ responses, it came to light that generally tutors have favourable perceptions about the curriculum and intimated that they believe it holds enormous promise for the future of Ghana’s education system. In response to their impressions about the curriculum, some indicated that;

“The content is higher therefore students will learn a lot and will have enough time to be trained and It links whatever is learnt in the classroom to real life situations”

“It is a laudable programme in my view since it seeks to improve the quality of new teachers through practically focused training activities”

“It is the way to go as a country because it sharpens the skills of teachers for effective teaching and learning”

“It is a good programme that requires a lot of teaching and learning resources for effective teaching and learning”

“The change from the normal lecture method to the more student centred activities has really improved students’ involvement in classroom activities which is a plus”

In spite of the positive commentaries there were a few unfavourable ones like *“the programme is too loaded”* and the *“integration of content and methodology won’t prepare teacher trainees well”*.

Largely, the foregoing impressions suggest that tutors have a favourable perception of the curriculum which may potentially influence their attitude towards its implementation. It is therefore a good sign curriculum developers and policy makers can leverage on in ensuring that the momentum is sustained and the few who are still on the fence are brought on board by using various communication strategies and also putting in measures to alleviate their fears.

Fears and Challenges expressed by Tutors about the implementation of the Curriculum

The fears of tutors and challenges they encounter in implementing the curriculum were also explored. It came to light that tutors expressed varying fears and challenges most of which would have influenced their concerns shown by the profile. Predominant among the concerns is the general lack or inadequate teaching and learning resources and infrastructure in most colleges. Tutors submitted that this will hinder the successful implementation of the Bachelor of Education curriculum. Some of the responses that resonated with the majority of the tutors are that;

“As a new programme we may lack academic reference materials; we may also face infrastructural challenges”

“My fears and challenges are whether we have the necessary teaching and learning resources to facilitate the smooth and effective implementation of the programme. Even our lecture rooms furniture arrangement is not suitable for the use of learner-centred teaching and learning approaches that are emphasized in the curriculum”

“Most colleges have inadequate resources to implement the B.Ed programme”

“The content to cover within the stipulated time and session is too overloaded”

The foregoing suggests that tutors' fears and challenges bordered much on logistical, resources and time constraints. This seem to underscore their management concerns pitched between 60-69 and thus considered high. The new curriculum came with changes in teaching and learning with significant emphasis on digital literacy which requires the use of technology and equipment which most of the colleges may not have. Besides, implementing a degree curriculum requires the existence of a well-equipped library with relevant reference materials however most of the libraries and laboratories are ill equipped.

Other fears and challenges expressed largely bothered on students' background and entry behaviour, and commitment on the part of government, tutors and students in ensuring the sustainability of the implementation of the programme. Some of the concerns expressed are that;

“The background of the teacher trainees makes implementation difficult. Majority display literacy problems”

“Most of us tutors leave the classroom frequently for further studies. I think this will make the curriculum suffer”

“It has been a new approach to students and some students find it difficult to understand or cooperate since there were more into theory aspect”

“Change of government can stop the programme and can cause a lot of disturbances in the educational front”

“Unwillingness of others to collaborate in the teaching of some of the programmes”

“I have no fears in implementing the programme since I am always upgrading my knowledge to meet the demands of the programme”

It could be deduced that tutors' fears and challenges were varied. Some tutors for instance expressed concerns about the entry behaviour of students. One tutor's intimation that *...the majority display literacy problems...* suggested that most of the students had a weak ability to sufficiently express themselves which would likely make them struggle on the degree programme. This may be part of tutors' consequence concerns. A cursory look at the three profiles indicates that apart from female tutors who expressed moderate consequence concerns (59), generally the tutors' concerns about the consequences of the programme on student teachers was relatively high (60-69). Additionally, tutors' worry about the sustainability of the implementation of the curriculum due to the commitment of successive governments, tutors and students might be considered as both management and consequence concerns.

It was also evident from the profiles that though, tutors expressed very high collaboration concerns suggesting their willingness to work with and learn from other colleagues in and outside their colleges, which was an encouraging sign: a tutor expressed worry about the *...unwillingness of others to collaborate...The reaction...I have no fears in implementing the programme...upgrading knowledge to meet the demands...*underscores tutors' very high refocusing concerns across all the profiles. This presupposes that tutors, though have high self-concerns, have ideas and are also taking various initiatives to manage situations to enable the innovation work.

Findings and Discussions

A gleaning from the foregoing indicates that generally tutors implementing the 4-year Bachelor of Education curriculum in the Colleges of Education, have very high self-concerns and impact concerns. Their high self-concerns is as a result of concerns about awareness suggesting that the tutors have little knowledge of the innovation and have no interest in taking any action. This is a worrying situation since this has serious implications for tutors understanding and clarity about various aspects of the teacher education reform and how it is being implemented. This might have influenced their high informational concerns indicating tutors' expression regarding the nature of the innovation and the requirement for its implementation and perhaps showing their willingness to learn more about the reform. The concerns express thus requires more information flow to enable the implementation succeed since clarity about goals and means has been identified as a major problem in achieving maximum implementation of reforms. Problems related to clarity have been found in virtually every study of the implementation of innovations (Abroampa, 2008). Tshiredo (2013) explains that educators' lack of clarity concerning innovation skills and knowledge might be the cause of teachers' resistance to curriculum change and consequent failure of its implementation. Cronquist, Johansson and Kjellin (2006) also intimate that open communication of information, ideas and feelings is the lifeblood of innovation. It is therefore crucial to identify areas or aspects of the reforms that require enough clarity for tutors.

The high awareness and informational concerns expressed might have generated the very high personal concerns tutors exhibited as shown in the profiles. This shows their focus about the impact and effect of the reform on them and changes that will be expected from them. These concerns expressed may be genuine since the current teacher education reform completely departs from what has been the norm over several decades. For instance, the reform brought in its wake a Bachelor of Education curriculum which required all tutors to have research degrees to qualify to teach in any college in Ghana. A significant number of the tutors have to go for further studies in order to secure their jobs since the quality of skills and knowledge of a teacher promotes a successful implementation of a curriculum (Abroampa, 2016). Schwartz and Sadler (2007) also argue that effective teaching and learning require support and scaffolding from teachers with relevant expertise to ensure that teachers and learners operate at their optimal skills level.

Additionally, the curriculum proposes various interactive strategies for teaching, digital integration and differentiated modes of assessment which is a departure from the three-year diploma curriculum phasing out. Tutors are therefore required to quickly upskill and bring themselves up to speed to enable them effectively implement the curriculum. This seems to have increased workload and responsibility of tutors. Abroampa (2016) argues that the extent to which an innovation affects the status of users tends to influence the degree of implementation. Thompson (1990) explains that teachers may view an innovation with suspicion especially when it is perceived as a criticism of what has been the old order. It is also noted that the introduction of a new curriculum is frequently perceived by teachers as signalling more work and requiring them to learn more teaching skills, managing new resources

and acquiring new skills in interpersonal relationship without extra remuneration; this will surely be a cause for concern for tutors.

Tutors also expressed moderate to high management concerns indicating their feeling about the availability and adequacy of resources which are crucial for the implementation of the curriculum as underscored by the qualitative data. Indeed, Chisholm (2005) and Bantwini (2009) argue that implementation of any curriculum is resource-intensive; as such availability of adequate human and material resources may be critical for its success. Since it appears most of the colleges are deficient in resources required for implementation it is important, they are supported by the Ministry of Education, Ghana and the mentoring universities in this regard. In spite of these unfavourable concerns, it is evident that tutors wish to collaborate with others and also try to experiment other strategies they think might work for them as depicted by their refocusing concerns expressed. This presupposes, tutors admit they are challenges but they are to a large extent hopeful the innovation might work. Their favourable perception has enormous positive implications for the implementation of the curriculum. The propensity for adopting curricula innovation depends on teacher attitudes towards or receptivity to it. Their perceptions and attitude to any curriculum innovation are therefore critical to its success (Park & Sung, 2013; Abroampa, 2016). They select and decide what to teach from the prescribed syllabus or curriculum. Their psychological states can thus have either negative or positive effect on the implementation process. Yip (2009) and Bantwini (2009) caution that teachers and learners' perceptions and attitudes towards change should be surveyed before the implementation of any curriculum change. Evans (2001) posits that implementation of a curriculum is higher when attitude toward the programme is more positive.

Conclusion and Recommendations

The implementation of any curriculum requires the continues collaboration and consensus building among all critical partners to ensure that all provisions needed for successful implementation are put in place. On the basis of the findings of the study it is expected that multiple communication strategies such as symposia, seminars, workshops, conferences and policy briefings are deployed to consistently disseminate information on policies and practices tutors and the entire management of Colleges of Education are required to be equipped with in order to address their awareness and informational concerns. These will clarify misunderstanding and illuminate various policies driving the reform.

Colleges of Education must liaise with their mentoring institutions, who have built their reputation over the years and can thus leverage on that to explore grant call opportunities that come with the provision of some resources such as the provision and retooling of libraries and the deployment of digital infrastructure that would promote teaching and learning in the colleges. Colleges of education should partner their mentoring institutions to develop various programmes and modules fit for the purpose upgrading both academic and administrative staff to enable them function effectively.



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