

Exploring Tutors' Satisfaction And Engagement In Curriculum Reforms In Colleges Of Education In Ghana

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Abstract: This study focused on tutors' satisfaction and engagement in curriculum reforms in colleges of education in Ghana. The sample size was 127 tutors who responded to a questionnaire. The analyses made use of descriptive statistics and descriptions. The study found that the level of tutors' satisfaction with curriculum reforms is good. All the questionnaire items had a mean response of 1.7 and above which shows that these items significantly constitute satisfaction and engagement in curriculum reforms. The results further showed that support structures or systems and resources are needed to strengthen the curriculum reforms. This include training programmes and upgrading of courses. Again, it came to light that adequate human resource is needed to augment the existing ones. Furthermore, facilities for the smooth running of the reforms must also be in place. The importance of tutors' taking part in curriculum reforms was found to be necessary, which include contributing to knowledge sharing in the design of the curriculum. Busy timetable schedules emerged as one of the major challenges to tutors' in the reforms. However, opportunities have been provided for academic staff and other supporting staff to go for professional development. The study recommends that resources needed in curriculum reforms in colleges like any other educational institution must be provided at all times. Workload and schedules of tutors' must be taken into consideration to relieve them of this challenge. Again, professional development must attract incentive package for tutors' to be thoroughly engaged in curriculum reforms and implementation process.

Keywords: challenge, curriculum reforms, engagement, implementation, incentives, satisfaction

1.0 Introduction

In a country where education is the prime focus of the government, the society becomes enlightened leading to transformation in every facet of the nation [2] (Asare, 2011). It is therefore the foundation for development and progress [5] (Adu-Gyamfi et al., 2016). According to the International Institute for Applied System Analysis [17] (IIASA), (2008), education does not only develop the individual or increase the person's level of income but also for permanent growth and development of the economy. Education as an investment in human resources depends on somewhat the level of trained teachers and this means that the teacher is the central figure in education. [1] Adegoke, (2003) was of the view that education a requisite for nation development revolve around the teacher. This indicates that teacher education programmes is very important. Teacher education plays a major role in education process. In Ghana, teacher education is formally done at the tertiary level, where after the stipulated years of initial training the individual is awarded a certificate and made to write the teacher licensure examination. The teacher education system in Ghana is well structured and directed by various bodies; Ministry of Education, Ghana Education Service, Teacher Education Division (TED), National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB). These bodies have various assigned roles to perform in running of the teacher education in tertiary institutions in Ghana. The training of teachers was first introduced into the country by the Basel Missionaries. The mission started with one West Indian named John Rochester and other four Akropong boys from the United (Middle) School at Akropong-Akuapem (125th Anniversary Brochure of the Akropong-Akuapem Salem School, 1867-1992, 30th August, 1992). During the period a seminary was attached to this institution (Owusu-Agyakwa, Ackah & Kwamena-Poh, (1993), p. 9). It

remained the only teacher education institution in the country for many years. Until the year 1909, these two Basel Mission colleges (at Abetifi-Kwahu and Akropong-Akuapem), and a Roman Catholic Teachers' College at Bla in the Trans-Volta Region were the only three teacher training institutions in the Gold Coast [8] (Bame, 1973, pp. 108-122). These colleges were managed by the missions. During the colonial era, especially in 1909, under the educational reforms of Governor Roger, the first government teacher training college was established in Accra. Students qualified to enter the college were the Standard 7 (or the Middle School) leavers. According to the Phelps-Stokes Report, the course duration for the government college was two (2) years, and the college started with a student population of 89, who were all boarders. It had a staff population of eight teachers, comprising five Europeans and three Africans, [23] Jones (1922, p. 132). Teacher education in modern times has its root in the era of the Accelerated Development Plan for Education (ADP). This was a policy enacted by Dr. Kwame Nkrumah, the first president of the republic of Ghana in 1951. The motive of the policy was to develop a general most important education in the country and at the same time make way for further education for those entitled to receive it. At the time of the introduction of the Accelerated Development Plan, there were twenty (20) teacher training colleges in the Gold Coast (Ministry of Education Report, 1957, p. 13). The number of teacher training colleges has increased over the past years from ten to twenty in the Gold Coast era to thirty after independence and it is still on the increase. Teacher education in Ghana has undergone several reforms over the past forty years. The curriculum reforms have been implemented to shape the teacher training and the student teacher in several ways. The implementers of curriculum reforms in teacher education are the tutors' of the colleges of education. [14] Fullan and Stiegelbauer (1991)

arguing on educational change focused on the human participants taking part in the change process. This indicates that tutors' in the colleges of education have huge work to do in terms of implementation of curriculum reforms. The key components of curriculum implementation at the college of education are the tutors', trainee teachers, teaching and learning resources and the principals who are the instructional heads. Curriculum comes with challenges to planners as well as the implementers. The failure of curriculum is seen in the lack of understanding of content of the curriculum [6] (Alade, 2011) and the success of curriculum reforms is seen in the understanding of content of curriculum [29] (Odey and Opoh, 2015). Effective curriculum reforms go beyond the policies in the content of the curriculum and it includes sponsors for the implementation, job satisfaction, professional growth, tutors' number as well as availability of resources.

1.1 Statement of the problem

Educational reforms at the colleges of education aim among others at increasing access and improving quality teaching and learning, as rightly emphasized by [11] Benneh (2001) during the 1987 educational reforms. Tutors' play a pivotal role in the achievement of quality education. Curriculum reforms in colleges of education have brought about several programmes. Beginning 2018/2019 the face of teacher education has changed at the college and student teachers are to specialize in either; Bachelor of Education in Early Grade, Upper Primary or Junior High School depending upon the college you choose to study. It is true that tutors adopt educational policies in their classrooms and translate such policies into effective classroom practices to achieve the set curriculum goals. Various curricula reforms in the colleges attest to the fact that policymakers and for that matter the government is committed to improving teacher education in Ghana more especially where the colleges will be made campuses of the public universities in Ghana in the interim. In this programme, colleges are to run a semester programme for student teachers. In an era where management, parents and other educational stakeholders blame tutors' for poor students learning and teaching outcomes, tutors' on the other hand, blame policymakers for proper planning and support to ensure effective curriculum reforms and ultimately excellent teaching and learning outcomes. The problem now is to what extent are tutors satisfied and engaged in curriculum reforms in the colleges of education in Ghana? Again, the level at which tutors are supported in order to contribute meaningfully to the reform programme is not yet known.

1.2 Purpose of the study

The research sought to find out tutors' satisfaction and engagement in curriculum reforms in colleges of education in Ghana. This is to ascertain whether they are content with issues introduced in the reforms and impacting on their morale and quality teacher education. Specifically, the study is to identify:

- i) The extent of tutors' satisfaction with curriculum reforms in the colleges of education in Ghana and how they are coping with it.
- ii) How far are tutors supported by the policy-makers in terms of logistics for effective implementation of the reform programme.

- iii) The incentive packages given to tutors as part of the reforms to boost their morale to work effectively.
- iv) Challenges faced by the colleges and tutors with the curriculum reforms introduced.

1.3 Research questions

- i) To what extent are tutors satisfied with curriculum reforms in the colleges of education in Ghana and how they are coping with it?
- ii) What support systems are available for tutors to ensure quality teacher education in Ghana?
- iii) What incentives are available for tutors to boost their morale and to remain committed to the reforms?
- iv) What challenges do the colleges' and tutors' face in the wake of curriculum reform?

2.0 Literature review

2.1 Curriculum reforms in colleges' of education in Ghana

Teacher education in Ghana dates back to the pre-colonial period when the Basel Mission started training teachers in the institutions they established and continued during the colonial era [33] (Owusu-Agyakwa, Ackah & Kwamena-Poh, 1993). After the colonial rule and especially during the implementation of the Accelerated Development Plan of Education (ADP) in 1951, there was the need for more teachers to be recruited following the increase in the number of basic schools established. In response to this increase in schools and enrolment an urgent training college for teachers was established at Saltpond in 1953 to train teachers in five courses within six weeks. A total of two hundred and ninety-eight (298) pupil teachers passed and was one of the earliest attempts to restructure teacher education in Ghana [29] McWilliam (1979). Later, Two (2) Year Certificate 'A' for secondary school leavers to improve the quality of teaching in elementary schools and Two (2) Year Certificate 'B' was also introduced as part of the Education Act of 1961 in Ghana. From the early post-colonial era several curricula reforms in the college of education included:

| | |
|-------|--|
| 1943- | 2-Year Post-Secondary (who joined the 3rd-Year |
| 1951 | Post-Primary students) |
| 1951- | 2-Year Certificate "A" (Post B) |
| 1976 | |
| 1953- | 2-Year Certificate "A" (Post-Secondary) |
| 1968 | |
| 1973- | 2-Year Specialist Course (in Science & |
| 1976 | Mathematics) |
| 1975- | 3-year Cert A, Post-Sec. |
| 2007 | |
| 1975 | 2-Year Professional Course for the Blind |
| 1983- | 4-Year Modular Programme (4-Year Post |
| 1990 | Middle) |
| 2007- | 3-Year Diploma in Basic Education |
| date | |
| 2007- | 3-Year Untrained Teachers' Diploma in Basic |
| date | Education ((UTDBE) |
| 2009- | 2-Year Sandwich Diploma in Basic Education |
| date | (DBE) |
| 2011- | 2-Year Sandwich Degree in Basic Education (B. |
| date | Ed) |

As it has always been necessary for changes to be made in response to changing needs of society the government introduced Four (4) Year Certificate 'A' course to equip teacher trainees with the necessary content and pedagogy. The Three (3) year Certificate 'A' (Post-secondary) programme designed to further raise the quality and standard of basic school teachers was also implemented. The programme was in two folds. The first two (2) years were designed to prepare trainees in basic education subjects like Science, Mathematics, Religious Education, Ghanaian language and Agriculture Science. In addition to content, methodology was taught. Teacher trainees were also made to go on teaching practice where tutors' were made to go on supervision after thorough vetting of lesson notes. In the early part of 1980 the thirty-eight (38) Colleges of Education were made to offer a three (3) year certificate 'A' programmes for pre-service teacher trainees for senior high school leavers. The objective of teacher education in Ghana is to train and develop the right type of teacher who is competent, committed and dedicated to duty. Such teacher needs to among others:

- i) apply, extend and synthesis various forms of knowledge
- ii) develop attitude, values and dispositions that create a congenial atmosphere for quality teaching and learning in school
- iii) facilitate learning and to motivate individual learner to fully realize his or her potentials and to
- iv) adequately prepare the learner to participate fully in the national developmental effort, Government of Ghana (2002).

For these objectives to be achieved tutors' remain a force to reckon with. They are to train the student teachers in the knowledge needed to be able to impart to the pupils. As a result of that, tutors' must be made aware and be part of the planning process, critically considering their input and provision of adequate resources needed for work. The 1987 educational reform in Ghana also made it imperative for curriculum review for pre-service teacher training colleges. This brought about two programmes. Programme 'A' for Primary Education and 'B' for Junior Secondary Education of which the teacher training colleges were made to offer one of the programmes. Thus, the programmes were dubbed IN-IN-OUT. Under the IN-IN-OUT programme, teacher trainees spend two years in school to study academic course work and one year is spent on the field for practical teaching experience in schools of attachment which is supplemented with monitoring and distance materials in education courses. Teacher trainees return to school to write their final examination at the end of the year for certification. The Teacher Education Committee Report (2002) on the document "meeting the challenges of education in the 21st Century" indicated that the IN-IN-OUT programme has weaknesses, because tutors' are not given the appropriate support and encouragement to undertake their duties. Among these were: lack of incentives for mentors, therefore resulting in poor and inadequate supervision. Again, tutors' who have to combine the teaching of first and second year students as well as supervising those on the field were not motivated.

2.2 Upgrading of colleges of education into diploma awarding institutions

In response to the need for teachers to meet the demand of the reform thus, the diploma programme in teacher training colleges in Ghana, teacher education at the college was reformed and strengthened with effect from 1998. Intake into the colleges was changed to ensure that the course is reserved for secondary school products who sat for the West African Secondary School Certificate of Education (WASSCE). The curriculum at the colleges was also revised to reflect changes in the content and methods of basic education teaching. Today, 4-year IN-IN-OUT programme has been revised and the curriculum has been transformed into a 4-year degree in diploma in basic education. According to the Ghana News Agency report on 9th August, 2004 the Minister of Education Youth and Sports at the time (Mr. Kwadwo Baah Wiredu) said that teacher training colleges would from September, 2004 offer diploma in basic education course. However, the colleges are yet to be upgraded to tertiary status. He said though the process would begin in 2004 the requisite laws would have to be passed before the colleges could be upgraded. This speech was read on his behalf by the acting Director General of Education, during the period (Mr. Michael Nsowah) in a three (3) day workshop for principal of colleges under the team "capacity building in change management". This suggest that the upgrading of the three (3)-Year Post Secondary Certificate 'A' teacher training programme was in line with efforts by the Ministry of Education (MOE) and the Ghana Education Service (GES) to ensure quality education delivery in the country's basic schools. This document for Diploma in Education is based on the semester and course system and the idea was conceived as far back as 1992 as part of the Regional Colleges of Applied Arts, Science and Technology Institute programme. The restructuring of Teacher Training Colleges (TTC) began with the new pre-service training programme known as IN-IN-OUT in 1999/2000. The professional board of the Institute of Education University of Cape Coast examined the programme run by the TTCs and raised concerns about the designation of the certificate which the board considered inappropriate and have outlived its usefulness as no teacher training institute world over award 'certificates' to pre-service teachers. On March 2001 at the 49th meeting of the GES council the policy of upgrading TTCs into Diploma Colleges was endorsed without thoroughly seeking the consent of tutors' and a cross section of educational stakeholders. The curriculum reform programme in colleges though seems to have a strong backing from various stakeholders such as the Ministry of Education, Ghana Education Service and the Teacher Education Division. Despite the above, there is the need to find out how tutors' are coping with these reforms and its attendant challenges. [29] McWilliams (1979) reiterates that the media, communities and families play part in the determination of educational reforms. The role of the tutors' who are part of the school community need to be fully immersed in the reform for success. Hence, tutors' role is considered pivotal in teacher education (college of education) reforms. The implementation of curriculum reforms in Ghana over the years has led to expansion of curricula emphasizing practical, vocational and technical, science and technology education resulting in increased teacher responsibilities and as part of colleges upgrading into tertiary-diploma awarding institution. This require that

principals, tutors', administrators and other auxiliary staff possess the relevant qualification and experience needed for work. Curriculum reforms at the college of education would not ensure educational success or improve teaching and learning without tutors' adequate preparation and involvement.

2.3 Tutors' perception of curriculum reforms in teacher education

Significant curriculum change is more than just a curriculum matter; it extends into most other facets of schooling, including teaching, learning, administration and the culture of the school. Teachers are the final decision makers in the policies they choose to implement. Therefore, teachers' knowledge and involvement are extremely important in determining what can or cannot be successfully implemented. Tutors' need to be intimately involved in the conceptualization and direction of college reforms. This means that a tutor in isolation will undoubtedly, affect decision-making process. Tutors' need to share what they know with leaders and policymakers. Therefore, their knowledge and inputs need to be an integral part of the process, [13] Finn and Raack (1994). When analyzing the failure of educational research and best practices in improving classroom instruction and student achievement, educators were often overlooked for an obvious reason. That is, most systems lacked an adequate teacher professional development programme. An effective professional development system must be in place for teachers (tutors) to translate research into classroom practice. When the systems fail, it is because they have not provided them with ongoing opportunities to study, reflect upon, and apply the research on teaching and learning. Curriculum and instruction are critical points for educational change. This job cannot be effectively completed without providing quality time for professional dialogue, training of staff, and curriculum development. Tutors' deserve quality planning time to develop an effective curriculum framework that allows them to raise intellectual and academic standards in colleges of education in Ghana.

2.4 Obstacles to implementing a new curriculum

The introduction of a new educational curriculum programme poses a range of challenges to tutors' at the college of education with regards to the underlying assumptions and goals, the subject demarcations, the content, the teaching approaches and the methods of assessment. Tutors' find it quite challenging trying to come to terms with new learning areas, new content, and the implications of calls for integration, contextualization, relevance and learner-centeredness among other approaches in effective teaching and learning. This does not only require that teachers change how and what they teach and assess, but also challenges underlying belief systems. Furthermore, reforms occur within a context. Several factors can restrict curriculum reforms. These relate to both the tutor and the context in which the reforms is taking place. They include issues of time, parental expectations, public examinations, unavailability of required instructional materials, lack of clarity about curriculum reform, tutors' lack of skills and knowledge, and the initial mis-match between the tutor's "residual ideologies" and the principles underlying the curriculum reforms. Other obstacles relate to organizational arrangements such as role overload, rigid scheduling of time, reporting systems and failure of administration to recognize

and understand its role in change [28], [33] (Nolder, 1990; Gross et al., as cited in Snyder et al., 1992).

3.0 Methodology

3.1 Research Design

This study takes a deeper look at the extent of tutors' satisfaction and engagement in curriculum reform in colleges of education in Ghana, adopting a survey design of three colleges on the practices and challenges of colleges of education in the wake of the reforms. This design was chosen since it helps to facilitate exploration of a phenomenon. Moreover, the issue of reform is better understood by considering the context within which it occurred. [25] (McIntyre, 1999, p. 75). Survey also help to analyze trends across time and generally, to describe what exist and in what amount, as well as in what context." [20] (Isaac & Michael, 1997, p. 136). [10] Bell (1996) however, observed that biases may occur, either in the lack of response from intended participants or in the nature and accuracy of the responses that are received using survey design.

3.2 Participants of the Study

The study participants were tutors' of St. Monica College of Education, Mampong Technical College of Education and Foso College of Education respectively. These colleges were chosen because curriculum reforms at the teacher education level hinges on the MOE, GES and the colleges focusing on tutors' in particular. In all, one hundred and twenty-seven (127) tutorial staff were made to respond to a questionnaire item.

3.3 Instruments

Questionnaires, both closed and open-ended items were used to collect data from respondents. The questionnaire items were developed to illicit ideas from tutors' on their satisfaction and engagement in college curriculum reforms in Ghana. The questionnaire items were personally distributed to respondents.

3.4 Data analysis plan

The research questions were analyzed quantitatively using the statistical product and service solution (SPSS) version 21. The analysis involves descriptive statistics (Frequencies, means, percentages). The descriptive statistics helped to analyze tutors' level of satisfaction with curriculum reforms in terms of participation in design, resources availability, incentives as well as challenges in the curriculum programme introduced.

4.0 RESULTS AND DISCUSSION

Research question 1: To what extent are tutors' satisfied and engaged in curriculum reforms in colleges of education in Ghana?

4.1 tutors' satisfaction and coping with curriculum reforms in colleges of education

The factors for tutors' satisfaction and how they are engaged in curriculum reforms in the colleges of education were perceived to be very crucial. All the items had a mean response of 1.7 and above which shows that these items significantly constituted satisfaction and engagement in

curriculum reforms. The mean for all the respondents on the satisfaction of tutors' in curriculum reforms in colleges of education lies in the score band of 1.7 – 2.1 (Table 1) which implies that the respondents had a good perception on how they are satisfied with curriculum reforms in colleges of education. The findings indicated that 63(49.6%) of the respondents strongly agreed and 39(30.7%) agreed that they have comfort and autonomy in teaching in the college while, 6(4.7%) strongly disagreed. Again, 28(22%) tutors strongly agreed and 70(55.1%) agreed with the statement that, they were given recognition by college staff and authorities for good work done and 5(3.9%) strongly disagreed with the statement. Majority of the respondents 48(37.8%) strongly agreed that, they have interest in teaching in the college due to the reform programme. The results further indicated that 34(26.8%) of the respondents strongly agreed and 66(52%) agreed that there is regular and effective tutor's involvement in curricula decision making while 15(11.8%) of the respondents disagreed. Most of the respondents have the affirmation that physical, social and teaching conditions in the college has improved with change in curricula that is 39(30.7%) of the tutors strongly agreed and 57(44.9%) agreed. This means that majority (M = 1.98, SD = .836) of the respondents agreed to the statement. Additionally, the findings showed that 57(44.9%) agreed with the statement that, curriculum reforms in colleges has generally enhanced teacher education while 39(30.7%) disagreed. Finally, the findings indicate that 45(35.4%) of the respondent strongly agreed and 51(40.2%) agreed that, there were pleasant and friendly working atmosphere among college staff as part of the reforms. Regular and effective tutors' engagement in curricula decision making is necessary in any educational endeavour. [28] Odey and Opo (2015) state that the tutor is the best person and most important qualified resource person to be consulted in curriculum reforms and implementation.

Table 1: Satisfaction and coping with curriculum reforms in colleges of education

| Item | SA f% | A f% | D f% | SD f% | Total | Mean | S.D |
|---|------------|------------|-----------|----------|--------------|------|------|
| Comfort and autonomy in teaching in the college | 63 (49.6%) | 39 (30.7%) | 19 (15%) | 6 (4.7%) | 127 (100.0%) | 1.75 | .882 |
| Recognition given by college staff and authorities for good work done | 28(22%) | 70(55.1%) | 24(18.9%) | 5 (3.9%) | 127 (100.0%) | 2.05 | .754 |
| Interest in teaching in the college due to reform programme | 48 (37.8%) | 37 (29.1%) | 33 (26%) | 9 (7.1%) | 127 (100.0%) | 2.02 | .963 |

| | | | | | | | |
|--|------------|------------|------------|-----------|--------------|------|------|
| Regular and effective tutors involvement in curricula decision making | 34(26.8%) | 66(52%) | 15(11.8%) | 12 (9.4%) | 127 (100.0%) | 2.04 | .877 |
| Physical, social and teaching conditions in the college improved with | 39(30.7%) | 57(44.9%) | 25(19.7%) | 6 (4.7%) | 127 (100.0%) | 1.98 | .836 |
| Curriculum reforms in colleges has generally enhance teacher education | 28(22%) | 57 (44.9%) | 39 (30.7%) | 3 (2.4%) | 127 (100.0%) | 2.13 | .780 |
| Pleasant and friendly work atmosphere among college staff as part of the reforms | 45 (35.4%) | 51 (40.2%) | 25 (19.7%) | 6 (4.7%) | 127 (100.0%) | 1.94 | .861 |

Research question 2: What support systems are available for tutors' to ensure quality teacher education in Ghana?

4.2 Availability of support systems for tutors to ensure quality teacher education in Ghana

Table 2, shows the mean for all the respondents' on what support systems are available for tutors' to ensure quality teacher education in Ghana lies in the score band of 1.6 – 2.2 which implies that the respondents had a good perception on what support systems are available for tutors' to ensure quality teacher education in Ghana. From the findings, 38(29.9%) of the respondents strongly agreed and 57(44.9%) agreed that workshops were organized as a result of curriculum reforms in colleges. This implies that tutors were briefed of the curriculum reforms through workshops organized. It also came to light that, 36(28.3%) of the tutors strongly agreed and 52(40.9%) agreed that refresher courses were organized to boost tutor's morale and competencies in college while 30(23.6%) of the tutors disagreed. The findings again revealed that 38(46.9%) agreed that, thorough needs assessment was conducted as part of college restructuring while 24(29.6%) disagreed. Furthermore, 56(44.1%) agreed that change in college programmes has improved tutor's professionalism, however, 30(23.6%) disagreed. The study showed that support structures or systems and resources needed to strengthen the implementation of curriculum are crucial. This include training programmes and upgrading of the human resources and facilities needed for the smooth implementation of the reforms.

Table 2: Curriculum reforms and support systems for quality teacher education

| Item | SA f% | A f% | D f% | SD f% | Total | Me an | S. D |
|--|-----------|-----------|-----------|---------|-------------|-------|------|
| Workshops organized as a result of curriculum reforms in colleges | 38(29.9%) | 57(44.9%) | 29(22.8%) | 3(2.4%) | 127(100.0%) | 1.98 | .791 |
| Refresher courses organized to boost tutors morale and competencies in | 36(28.3%) | 52(40.9%) | 30(23.6%) | 9(7.1%) | 127(100.0%) | 2.09 | .895 |
| Thorough needs assessment conducted as part of college restructuring | 16(19.8%) | 38(46.9%) | 24(29.6%) | 3(3.7%) | 127(100.0%) | 2.24 | .740 |
| Change in college programs has improved tutors professionalism | 39(30.7%) | 56(44.1%) | 30(23.6%) | 2(1.6%) | 127(100.0%) | 1.96 | .781 |
| Tutors encouraged and supported to pursue post graduate | 68(53.5%) | 46(36.2%) | 13(10.2%) | 0(0.0%) | 127(100.0%) | 1.57 | .674 |

Research question 3: What incentives are available for tutors' to boost their morale and to remain committed to the reforms?

4.3 Incentives for tutors in curriculum reforms

From table 3, the mean for all the respondents' on tutors' satisfaction on what incentives are available for tutors' to boost their morale and to remain committed to the reforms lies in the score band of 2.08 – 2.20 which implies that the respondents had a good perception on what incentives are available for tutors' to boost their morale and remain committed to the reforms. The findings indicates that 34(26.8%) of the respondents strongly agreed and 55(43.3%) agreed that teaching learning materials are made available to support teaching and learning. It is also, clear that 57(44.9%) agreed that there are opportunities for promotion as part of college reforms while 23(18.1%) of the respondents disagreed. Finally, the findings indicates that 42(33.1%) of the respondent strongly agreed and 43(33.9%) agreed that, lecture halls and other facilities have been refurbished to enhance teaching and learning while 30(23.6%) disagreed. Incentives for curriculum implementers is very necessary. [22] Lambert et al., (2014) elaborated on the fact that ineffective implementation of curriculum is as a result of

lack of required resources and tools to be used. Where these are scanty or lacking then there is a gap to be filled.

Table 3: Incentives for tutors in curriculum reforms

| Item | SA f% | A f% | D f% | SD f% | Total | Me an | S. D |
|---|-----------|-----------|-----------|-----------|-------------|-------|-------|
| Teaching learning materials made available to support teaching and | 34(26.8%) | 55(43.3%) | 32(25.2%) | 6(4.7%) | 127(100.0%) | 2.08 | .841 |
| There are opportunities for promotion as part of college reforms | 35(27.6%) | 57(44.9%) | 23(18.1%) | 12(9.4%) | 127(100.0%) | 2.09 | .912 |
| Salaries and conditions of staff improved in the wake of college of | 37(29.1%) | 44(34.6%) | 30(23.6%) | 16(12.6%) | 127(100.0%) | 2.20 | 1.000 |
| Lecture halls and other facilities (labs) refurbished to enhance teaching | 42(33.1%) | 43(33.9%) | 30(23.6%) | 12(9.4%) | 127(100.0%) | 2.09 | .971 |

Research question 4: What challenges do the colleges and tutors' face in the wake of curriculum reforms?

4.4 Challenges faced by tutors in the wake of curriculum reforms

Table 4 gives the mean for all the respondents' on challenges faced by colleges and tutors' in the wake of curriculum reforms in Ghana lies in the score band of 1.8 – 2.2 which implies that the respondents are satisfied. From the findings 48(37.8%) of the respondents strongly agreed and 46(36.2%) agreed that college climate is conducive for teaching and learning and 16(12.6%) strongly disagreed with the statement. It also came to light that, 49(38.6%) agreed with the statement that adequate resources are made available to support teaching and learning while 27(21.3%) of the tutors disagreed. The findings again revealed that 35(27.6%) of the respondents strongly agreed and 47(37%) agreed that, tutors' are provided with opportunities for staff development. Research indicates that professional development is necessary for the implementation of a new curriculum, [7], [9] (Bakir et al., 2016; Bautista et al., 2016). Therefore, there is a positive correlation between curriculum reforms and professional development of tutors'. Furthermore, the findings showed that 65(51.2%) agreed that there is increased workload on them as college tutors'. Nineteen (15%) disagreed. With regards to whether, timetable schedules are quite burdensome and affect tutors' personal

activities, 56(44.1%) of the respondents strongly agreed while 17(13.4%) disagreed.

Table 4: Challenges faced by tutors

| Item | SA f% | A f% | D f% | SD f% | Total | Me an | S. D |
|--|-----------|-----------|-----------|-----------|-------------|-------|-------|
| College climate is conducive for teaching and learning | 48(37.8%) | 46(36.2%) | 17(13.4%) | 16(12.6%) | 127(100.0%) | 2.01 | 1.012 |
| Adequate resources made available to support effective teaching and learning | 40(31.5%) | 49(38.6%) | 27(21.3%) | 11(8.7%) | 127(100.0%) | 2.07 | .936 |
| Tutors are provided with opportunities for staff development | 35(27.6%) | 47(37.7%) | 32(25.2%) | 13(10.2%) | 127(100.0%) | 2.18 | .955 |
| Workload is too much for me as a college tutor | 31(24.4%) | 65(51.2%) | 19(15%) | 12(9.4%) | 127(100.0%) | 2.09 | .877 |
| Timetable schedules is quite burdensome and affects my personal activities | 56(44.1%) | 49(38.6%) | 17(13.4%) | 5(3.9%) | 127(100.0%) | 1.77 | .828 |

4.5 College of education and support system

There is no statistical difference for colleges of education and support system at $p < 0.05$ level of significance ($p = 0.335$). Support system has been stated by researchers to be requisite in curriculum reforms [12], [35] (Cetin, 2016; Whitenack & Venkatsubramanian, 2016). Where there is support system, tutors' feel comfortable with new curricular programmes [26], [34] (Mukan et al., 2016; Tondeur et al., 2016).

Table 5: Colleges of education and support system for staff

| | | Support System | | Total | P-value |
|---------|------------|----------------|-----------|-------|---------|
| | | None | Works hop | | |
| College | MAMTEC H | 13 | 23 | 36 | 0.335 |
| | ST Monicas | 26 | 19 | 45 | |

| | College | | | |
|-------|--------------|----|----|-----|
| | Foso College | 26 | 20 | 46 |
| Total | | 65 | 62 | 127 |

4.6 Colleges and challenges encountered

There is no statistical difference for colleges of education and challenges faced at $p < 0.05$ level of significance ($p = 0.786$). This indicates that all the colleges under the study faced similar challenges. Lack of incentive for tutors, teaching and learning materials, funds and accommodation are the challenges to the implementation of the reform as indicated by the colleges in the study.

Table 6: Colleges and challenges encountered

| | Challenges encountered | | | | | T o t a l | P value |
|--------------------|------------------------|--------------------|-----------------------|-----------|-----------------------------------|-----------|---------|
| | Lack of incentive | Poor Accommodation | Poor financial status | Tutorials | Tutor to student ratio in classes | | |
| MAMTEC H | 9 | 7 | 5 | 10 | 5 | 36 | 0.786 |
| ST Monicas college | 12 | 12 | 2 | 11 | 8 | 45 | |
| Foso college | 9 | 15 | 5 | 12 | 5 | 46 | |
| Total | 30 | 34 | 12 | 33 | 18 | 127 | |

5.0 Conclusion

Curriculum reforms is vital in the attainment of quality education and educational goals. Again, in curriculum reforms many efforts are needed for communication, coordination, cooperation and support. Where the process fails the intended results cannot be achieved and as such the process of curriculum reform must be given the needed attention it deserves. The study revealed that satisfaction, engagement, coping mechanisms, support system, challenges and incentive packages are necessary in curriculum reforms at the college of education in Ghana.

5.1 Recommendations

Based on the findings of the study, the following recommendations were made:

Resources needed in curriculum reforms in colleges are crucial for the successful implementation of the programme. Therefore, it is important for curriculum planners and policy makers in Ghana to provide these resources at all times for smooth implementation. Workload and schedules of tutors' must be taken into consideration. This can be resolved if more hands or tutorial staff and other administrative staff are employed to support in the curriculum reforms agenda.

Professional development must attract incentive package for tutors' this will boost their morale and become committed to their roles and responsibilities in college.

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