PERCEPTION STUDY: UNDERSTANDING STAKEHOLDER PERCEPTIONS
ON THE CURRICULUM REFORM AND CONSULTATION PROCESS

Learning Summit
11 August 2017
Accra
Agenda

- Purpose
- Methodology
- Key Findings
- Implications for Teacher Education Curriculum Reform
- Implementation of Recommendations
- Conclusion
Overall Purpose of the Perception Survey

• To investigate and assess perceptions regarding the proposed curriculum reforms from key College of Education stakeholders, who have participated in the consultation process and are crucial to the reform’s successful and implementation.
Objectives

- To **assess** college stakeholders’ awareness and understanding of the proposed reforms to the teacher education curriculum
- to **explore** stakeholder perceptions about the reforms in general and their key components in particular
- to **understand** the challenges stakeholders envisage with the proposed curriculum reform
- to **evaluate** how stakeholders think the proposed reforms can be improved.
Methodology

• Mixed methodology - quantitative and qualitative

• Sample of 163 respondents from 40 public Colleges of Education:
  ➢ 33 principals CoE leadership and agenda drivers
  ➢ 60 tutors Adopters and change agents
  ➢ 70 CoE students Implementers and change drivers

• Computer-aided telephone interviews (CATI method)
Key Findings: Perceptions of the DBE Curriculum Reform

- **40% Principals** feel there is **too much content in the current curriculum** in the time and with the resources they have.

- **40% Student teachers** feel the same way – due to workload.

- **Only 15% of tutors** share this view.
Key Findings cont.

- *80% of Principals, 62% of tutors and 66% of student teachers* felt that though the DBE curriculum *has been effective in training and producing quality teachers so far, it is time to improve* certain aspects to keep up with the demands of modern-day education and society.

- *40% tutors and 30% Principals* feel the curriculum *should be more focused on teaching practice* for student teachers in a real-life classroom.

- *60% of Student Teachers* felt their experience of teaching practice had been ‘positive’ with *64% commending their tutors for providing good tuition and being resourceful.*
Key Findings cont.

• **30% respondents** said there were **significant regional and gender differences** across the 40 public Colleges of Education

• These differences related to:
  
  I. Programme delivery
  II. Demographics
  III. Language

• **Majority of respondents** said the DBE tended to demonstrate **gender bias towards male students** and said there was **more effort needed to mainstream gender issues** into the curriculum
Top 5 Recommendations: DBE Curriculum Review

1. Make the curriculum **more practical**
2. **Both courses and content** to be reviewed
3. **Both contact hours and programme durations** to be extended for student teachers
4. **More teaching and learning materials**
5. Colleges of Education should **become more autonomous**
Key Findings: National Teachers’ Standards and Curriculum Framework

• 80% of College Principals and Tutors know about the National Teachers’ Standards (NTS), though 76% of student teachers said they don’t know much about it.

• 3 times the number of Student Teachers know about the Curriculum Framework than the National Teachers’ Standards.

• Fewer Principals and Tutors know about the Curriculum Framework than the National Teachers’ Standards.
Regional Perceptions: NTS and Curriculum Framework

- Knowledge about the National Teachers’ Standards needs to be strengthened in Greater Accra, Ashanti, Central, Volta and Northern regions.

- Awareness of the Curriculum Framework needs to be strengthened in colleges, especially in Upper East, Greater Accra, Central, Western and Volta regions.
Views on the National Teachers’ Standards

• Overall, responses to the National Teachers’ Standards were optimistic.

• Principal: “...the Standards will be useful, because they will serve as a sort of check and balance in the profession. Teachers will have to learn it and this will keep them on their toes.”

• Most frequent comments included:

  “will bring sanity”
  “will encourage commitment”
  “very useful”
  “will streamline professional conduct”
  “a certificate of principles, ethics, values
  “laudable”
  “improves the practice of teaching”
  “a codified blueprint”
Views on the National Teacher Education Curriculum Framework

- **Half of respondents** think the Curriculum Framework is a "good initiative and "guide for the future"
- **Both tutors and CoE students** believe the Framework will help effective teaching and learning and help turn out trained and professional teachers
- **Principals believe the Framework provides a basis for dealing with gender issues** and improving learning. They also think the use of local language is good.
- **How respondents’ understand** the 5 Curriculum Reform pillars:

  ![Diagram showing percentage of respondents' understanding of the 5 Curriculum Reform pillars]

  - **Tutors**: 62% Knowledge, 38% No Knowledge
  - **CoE Students**: 40% Knowledge, 60% No Knowledge
  - **Principals**: 58% Knowledge, 42% No Knowledge

Mr. Mohammed Ibrahim, Student, Peki CoE
“*The framework is an outline structured to guide innovations and review of the current curriculum.*”
National Stakeholder Consultation Process

- The majority of those aware of the consultation process (mostly Principals and Tutors) have **good impressions - 61%**
- Of the **32% of stakeholders ‘not aware’ of the consultation process**, the majority of them are student teachers – more engagement needed at student level
- **Only 1% of respondents** were dissatisfied with the consultation process
Looking ahead: Evaluation of Curriculum Reform prospects and challenges

• **96%** of CoEs principals feel that the Curriculum Reform and Framework will help improve their colleges performance and learning results

• **Principal:** “... the new curriculum will make up for the failures of the old one and should help get teacher training and the quality of teaching in schools back on track.”

• **3 main challenges** Principals and Tutors expect to face in adopting and implementing a new curriculum are:
  1. Resistance to change
  2. Acquisition of teaching /learning materials
  3. Communication of objectives and outcomes

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<th>Tutors</th>
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<th>Principals</th>
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Base = 21 Base = 42
Looking ahead: Improvements
Stakeholders wish to see 5 years from now

• **Over 20% of respondents** said student teachers should have more opportunities for teaching practice
• **Vast majority** wanted to see both teaching and learning materials and teacher motivation improved.
CONCLUSIONS/POINTS OF DISCUSSION

• Curriculum Reform teams need to ensure information and understanding about the Curriculum Reform process is equally understood amongst Principals, Tutors and Student Teachers

• Differences in perceptions and understanding across Ghana’s regions must be factored into implementation strategies

• Challenges (1. Resistance 2. Acquisition of materials 3. Communication):
  > What strategies to address these can we create today?