

Perceived Impacts of Curriculum Reform Implementation on Teacher Education Development in Ghana

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Abstract : *This study used descriptive survey design to assess College of Education tutors' perception of the influence of curriculum reform implementation on teacher education development in the Ashanti region of Ghana. The quantitative research approach was employed. The proportionate simple random sampling technique was used to select 221 respondents from eight colleges of education in the Ashanti region. Means, Standard Deviation, independent sample t-test, One Way ANOVA and simple linear regression were used to analyse the research data. The study revealed that curriculum reform implementation had positive impacts on teacher education development in the Ashanti region of Ghana. The study further revealed that there is statistically significant difference in the perceived influence of the curriculum reform on the development of teacher education based on college tutors' rank, gender, and years of experience. It is therefore recommended to stakeholders in the Colleges of Education to maintain fidelity in the implementation of the current degree curriculum to achieve greater impacts on teacher education development.*

Keywords: curriculum, reform, tutors, implementation, perception, influence, colleges of education

INTRODUCTION

In recent times, there has been a persistent public outcry about the educational systems in most developed and developing countries across the globe. This global phenomenon has been occasioned by several factors including rapidly changing human needs (Quainoo et al. 2020). Accordingly, the Organisation for Economic Cooperation and Development (OECD) (2018) hinted that if learners keep on learning what was taught to their parents, they would not be appropriately prepared to solve 21st-century challenges. To respond to this, many thought leaders and international organizations like the United Nations (UN), European Union (EU), Africa Union (AU), and OECD have consistently called on governments to review curricula to offer the growing generation a progressive education (Sarfo et al, 2017). In line with this proposition, several countries across the globe have introduced curriculum changes into their educational systems as the surest way to equip learners with 21st-century skills to solve uncommon complex problems. As part of an effort to make education responsive to the needs of the people, in Ghana, several curriculum innovations and reforms have been introduced across all levels of education since independence in 1957.

Historically, one of the levels of education that have received constant major curricular and structural changes has been teacher education (Anamuah-Mensah, 2006). This has been necessitated by the realization that the quality and extent of learner academic success depend primarily on the level of competence, commitment, and dedication of the teachers (Adentwi et al., 2019). Therefore, reforming teacher education is increasingly becoming an important global agenda among governments and educational policymakers (Denman & Rahma, 2018, OECD, 2016, OECD, 2018) as quality education requires qualified, competent, dedicated, and professionally minded teachers.

Curriculum reform has been well-defined by Tanoh (2009) as "making changes to the subject matter, delivery, and evaluation of the curriculum. Also, curriculum reform, according to Denman & Rahma (2019), is the process of changing the curriculum to improve the purpose and efficiency of teaching and learning. The entire implementation process can be said to be effectively complete when the curriculum achieve the desired outcomes (Siyakwazi (2012). There is the need therefore for curriculum developers or researchers to do periodic reviews from the point of view of implementers (Yakavets et al., 2022). In fact, in a study conducted on educational reform and its impacts on Fiji's teachers' world of work, Govinda et al. (2017) found that educational reform implementation has intensified the work of teachers as a result they were unable to cope with the new demands of the curriculum. Similarly, Wedell and Grassick (2017), indicated that the new history curriculum failed to construct a new mental framework to broaden teachers' sphere of power and autonomy in the curriculum planning and implementation processes. In assessing the impact of curriculum reform on the teachers' work, Shonaphi (2018) found that the reform has reduced the teachers' professional autonomy. Notwithstanding these findings, Tanja (2011) indicated that curriculum reform implementation helped in improving the educational facilities and other curriculum materials in Chinese rural schools. Similarly, Hughes (1999) concluded that curriculum reform implementation had a positive impact on teachers' professional development concerning greater opportunity for teacher collaboration and the development of school-wide curriculum resources. In another study, Hlekani (2015) investigated the impact of curriculum reform on primary school teachers in South Africa. The study

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outcomes revealed that curriculum reforms improved teaching and learning materials and boosted teachers' professional practice.

From the trend of empirical reviews conducted so far have confirmed the need to carry out studies to discover the outcomes of curriculum reforms. This helps to establish policy gaps for improvement. However, this does not seem to be the case in the Ghanaian situation. For instance, in 2004, the Colleges of Education in Ghana were upgraded to diploma-awarding institutions and became affiliates of the then-existing education-oriented traditional universities (Government of Ghana, 2004; Newman, 2013; Opare, 2008). Consequently, after the elevation and re-designation of Teacher Training Colleges as Colleges of Education (tertiary institutions), the institutions have witnessed various changes in the initial curriculum reform that was introduced. After a decade of their existence as Diploma-awarding institutions, the Government of Ghana through the Ministry of Education developed a new curriculum reform that charged the Colleges of Education to begin degree programs in the 2018 academic year. For policy credibility, therefore, a comprehensive assessment of the previous curriculum reform in the Colleges of Education should have been carried out with major stakeholders in education to serve as baseline data before the proposed reform (Degree programmes) could have taken off. However, this was not the case as the new degree programme was rolled out without any robust study to evaluate the perceived impacts of the then reforms in the colleges of education.

Research studies across the world have been done to unravel the seeming impact or correlation between curriculum reforms and education development in general. It is evident from the discussions so far that, not much has been done with specific emphasis on curriculum reform and teacher education development. Based on the literature, it can be argued that the perceived real impacts of the diploma programme appear not to have been explored in detail from tutors' perspectives. Curriculum reform does not happen in a vacuum but are done with certain targets in mind. It is always anticipated that the entire reform process would ultimately culminate into desired impacts. Thus, every curriculum reform programme is to achieve desired impacts on the development of education in general. Those impacts must be seen to contribute effectively to education development (Marsh & Willis, 2007). These may include improvement in physical infrastructure, academic results, teacher growth, improvement in management practices, etc. Therefore, at the end of every curriculum reform, end-line data ought to be collected to assess the impacts of the programme.

Nowadays, there has been a growing interest among scholars and researchers about the influence of socio-demographics on educational/curriculum innovations and reforms. A recent systematic review and meta-analyses involving 15 studies found that Curriculum implementation effectiveness was significantly correlated with its impacts (Darling-Hammond, L. 2020). Using data from the English Longitudinal Study of 10 year -period reforms, Burke (2021) observed that reform success was independently associated with a higher percentage of achieving positive implementation outcomes. Additionally, a cross-sectional study among 2,836 Canadian curriculum leaders showed that teachers' perception of implementation impacts was significantly related to their working experience, preparedness, gender, and level of practice (Curriculum Development Council, 2023). Among 205 US school sample, Young (2022) observed that greater teacher preparation intensity predicted increased outcomes.

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Moreover, studies have shown that sex and age subgroups may differ in their perception towards the mechanisms that predict curriculum implementation outcomes (*Biesta, G., 2020*). Curriculum reform-based studies have identified that lack of exposure, tutor preparation, school-context factors, and inadequate resource remain diverse and that tutors' gender and rank differences may relate differently, which may make them perceive the impacts differently due to psychological variations and differences in socioeconomic determinants of impacts (*Jonassen, D. H., & Land, S. M. 2022*). However, previous studies have not explored the impacts of the various recent curriculum reforms on teacher education development from the perspectives of the tutors who are the lead implementers of the curriculum and the association between gender, rank, job experience and the perceived impacts.

Whiles some empirical studies are reporting that demographic variables like gender, age, educational qualification, rank, teaching experience and others influence some of these educational/curriculum innovations and reforms (*Sarfo et al., 2017*) equally, some researchers are reporting otherwise (*Amankwah et al., 2022*). From this perspective, it can therefore be said, the influence of teachers' demographics on educational/curriculum innovations and reforms has yielded mixed findings; thus inconclusive. This becomes problematic for curriculum developers and policymakers to make insightful and meaningful educational or curriculum decisions. Accordingly, more studies that are empirical will be needed from different contexts to either strengthen a previous finding or disconfirm it. In this regard, however, not much is known about the influence of teachers' gender, teaching experience and rank on their perceived impact of curriculum reforms on teacher education development.

Over the years, some empirical studies have been conducted to explore the issues of curriculum reform implementation globally (*Bentum, 2016; Govinda et al, 2017; Hlekani, 2015; Ibrahim, 2011; Shonaphi, 2018*). However, the evidence has largely emerged from high-income countries, and may not be generalizable in LMICs, given contextual differences and unequal opportunity to manage implementers efforts (*Pinar, W. F. 2021*). Empirically, it appears that very little is known about the impact of curriculum reform implementation on the development of teacher education. Again, there is a knowledge gap about the influence of teachers' socio-demographics on their perceived impacts of curriculum reform implementation on the development of teacher education.

However, the evidence has largely emerged from high-income countries, and may not be generalizable in LMICs, given contextual differences and unequal opportunity to manage implementers efforts (*Pinar, W. F. 2021*). Therefore, the study is conducted to fill these identified research gaps. Thus, the present study focused on assessing the perceived impacts of the curriculum reforms on teacher education development in the Ashanti region of Ghana. We hypothesized that there is no statistically significant difference in the perceived impacts of the curriculum reform based on college tutors' rank. There is no statistically significant difference in the perceived impacts of the curriculum reform based on college tutors' gender. There is no statistically significant difference in the perceived impacts of the curriculum reform based on college tutors' teaching experience.

METHODS

The study employed descriptive survey design to seek the opinions of the college of education tutors about their perceived impact curriculum reform on teacher education development in Ghana. As indicated by Cohen et al. (2018) that a descriptive survey produces a wide range of responses from participants at a time and also offers a meaningful picture of happenings.

The study's target population was all college of education tutors in the Ashanti region of Ghana. In all, out of 340 tutors across all the eight colleges of education, 230 tutors were proportionately selected through the simple random technique. The sample size was determined using Krejcie and Morgan's (1970) table for sample size determination. According to the table, 181 tutors should have been selected out of the 340 but the researchers opted to give the study conclusions additional credibility and reliability by taking more than two-thirds of the tutor population. Again, higher sample size was selected to avoid attrition on the part of respondents and statistical difficulties (Creswell & Poth, 2018; Hensler et al., 2018).

Data were collected from the respondents through structured questionnaire. The questionnaire was based on multiple validated scales. The items were close-ended and therefore could be responded to quickly and easily by the respondents (Ary et al., 2006). Data related to the research question were based on a five-point Likert scale format which was assigned the following values; Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, strongly agree = 5). To ensure a smooth data collection, the researchers sought authorization from the Conference of Principals of College of Education (PRINCOFF), Ashanti chapter, to administer the research instrument. The questionnaires were then personally delivered by the researchers to the respondents in their respective colleges. In all, 221 out of 230 questionnaires sent out were completed and returned, representing a 96% return rate.

Once the questionnaires were retrieved from the respondents (College Tutors), the researchers took steps to screen, coded, and keyed the data into SPSS Version 25. The inputted data was analysed by the use of Statistical Package for the Social Sciences (SPSS) Version 25 for windows. Descriptive statistics were used to summarize, arrange and explain the responses using frequency tables and percentages for background information of respondents while mean and standard deviations were also used for the research question. On the other hand, inferential statistics were used to analyze the research hypotheses. Specifically, independent sample t-test, and One-Way ANOVA were used.

RESULTS AND FINDINGS

This section presents the demographic information of the respondents. The section also focuses on the presentation of the main data to answer the research question and the hypotheses.

Analysis of Demographic Characteristics of Respondents

The preliminary data or the background information of the respondents is presented in this section. First of all, it is expedient for the demographic characteristics of the respondents to be discussed before analysing the main issues. Saunders et al. (2009) explain that the data provided by respondents to a study is usually influenced by their background and experiences. Thus, the demographic information about the tutors who responded to the questionnaires was vital in determining the extent to which the data they provided could be depended upon. In all, the five main demographic information of the respondents were considered by the researchers. These were age, gender, professional rank, teaching experience, and academic qualification.

Gender Distribution of Respondents**Table 1: Distribution of Respondents Based on Gender**

Gender	Frequency (No)	Percent (%)
Male	179	81.0
Female	42	19.0
Total	221	100.0

Source: Field survey, 2024.

Table 2: Distribution of Respondents Based on Age

Age of Respondent	Frequency (No)	Percentage (%)
30--35 Years	2	.9
36--40 Years	29	13.1
41 – 45 years	107	48.4
46 – 50 years	66	29.9
Above 50 Years	17	7.7
Total	221	100.0

Source: Field survey, 2024.

Table 3: Teaching Experience of Respondents

Teaching Experience	Frequency (No)	Percent (%)
1 – 5 years	39	17.6
6 – 10 years	86	38.9
11 – 15 years	35	15.8
16 – 20 years	47	21.3
20 years and above	14	6.3
Total	221	100.0

Source: Field survey, 2024.

Table 4: Rank of College Tutors

Rank of Respondent	Frequency (No)	Percent (%)
Tutor	106	48.0
Senior Tutor	98	44.3
Principal Tutor	17	7.7
Total	221	100.0

Source: Field survey, 2024.

Table 5: Academic Qualification of College Tutors

Academic Qualification of Respondents	Frequency (No)	Percent (%)
Bachelor's degree	02	.9
Master's Degree (MPhil, Msc, M.ed etc)	213	96.4
Doctor of Philosophy	06	2.7
Total	221	100.0

Source: Field survey, 2024.

Table 1 indicates that 179 (81%) respondents forming the majority of the respondents were males while 42 (19%) of the respondents were females. The result, therefore, shows that the majority of the tutor respondents who participated in the study were males. Male tutors' dominance in colleges of education is not a new situation in the Ghanaian context.

From Table 2, the majority 107 (48.4%) of the college tutors were within the age range of 41-45 years. On the other hand, the minority 2 (.9%) of the respondents were within 30-35 years. The results imply that college institutions are dominated by tutors that are within the age range of 41-45 years. This implies that the majority of the tutors were within the middle and energetic age of 41-45 years which was good for the demands of the reforms.

Table 3 shows that the majority 86 (38.9%) of the respondents had a teaching experience between 6 to 10 years. The minority 14 (6.3%) of the respondents had a teaching experience that is 20 years and above. This suggests that most of the college tutors had a teaching experience between 6 to 10 years. Quite an appreciable number of them 47 (21.3%) also had 16-20 years of experience. This implies that the majority of the tutors had been in the colleges before the introduction of the curriculum reforms and therefore understood the issues under consideration.

Almost half of the respondents 106 (48.0%) had a Tutor Rank. From Table 4 minority of the respondents, 17 (7.7) hold the rank of a principal tutor. The result implies that the majority of the college tutors were at the tutors' rank.

Table 5 reveals that 213 (96.3%) forming the majority of the respondents had a Master's degree while 2 (0.9%) forming the minority had a Bachelor's degree. It must be noted that 6 of the tutor respondents representing 2.7% had obtained their terminal degrees. This indicates that the majority of the college tutors

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hold a Master's degree. This is positive for future reform implementation since the tutors appear to be developing so fast to meet GTEC requirements and global trends for teacher educators.

What are the perceived impacts of the curriculum reforms on the development of teacher education in Ghana?

This research question was to examine the perceived impacts of the curriculum reforms on the development of teacher education in Ghana. Table 6 shows the perceived impacts of the curriculum reforms on the development of teacher education in Ghana.

Table 6:
Perceived Impacts of the Curriculum Reforms on the Development of Teacher Education in Ghana

Statement	Mean	SD
Quality improvement in teaching and learning materials	3.82	1.22
Improvement in instructional techniques	3.89	1.13
A boost in teacher confidence and delivery	4.01	1.09
Improved salaries and allowances for teachers	4.04	1.10
Increased interest in teacher education by the youth	4.23	1.04
Improved promotion for teachers	4.28	1.00
Comprehensive workshop for staff	2.67	1.19
Frequent in-service training for staff	2.79	1.23
Increase in teacher prestige	3.71	1.18
The proliferation of teacher education institutions	4.14	1.18
Rapid infrastructural expansion in the Colleges	4.21	1.03
Tutors' accommodation has improved	3.46	1.44
Decrease in teacher attrition rate	4.17	1.03
Improved professionalism of the teaching profession (teaching license)	4.19	1.06
Standardization and realignment of teacher education curriculum with basic education content	4.22	1.00
Grand Mean/Average Standard Deviation	3.86	1.16

Source: Field survey, 2024.

From Table 6, the grand mean of 3.86 which is above 3.00 indicates that the respondents share the opinion that the curriculum reforms (2004-2018) had a positive impact on the development of teacher education in Ghana. This also implies that the responses of the respondents were diverse. More concretely, the highest mean value recorded was ($M = 4.28$, $SD = 1.00$), and is about the statement that the curriculum reforms have improved promotion for teachers by Ghana Education Service (GES). This suggests that the majority of the college tutors agreed that the curriculum reforms have improved the rate or speed of promotion for teachers in public basic schools. Another notable perceived impact is the increased interest in teacher education by the youth ($M=4.23$, $SD=1.04$). This indicates that most of the tutors also agreed with the statement as one of the topmost impacts the curriculum reforms have had on teacher education in Ghana. Regarding the proliferation of teacher education institutions ($M=4.14$, $SD=1.18$), suggesting that the

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respondents strongly agreed that the curriculum reform has resulted in an increase in the number of both public and private teacher education institutions within the period under review.

On the contrary, “comprehensive workshop for staff” (M=2.67, SD=1.19) and “frequent in-service training for staff” (M=2.79, SD=1.23) were the two least rated curriculum reform impacts.

Research Hypothesis 1: There is no statistically significant difference in the perceived impacts of curriculum reform on the development of teacher education based on college tutors’ rank.

This hypothesis was meant to determine whether there was any statistically significant difference in the perceived impacts of the curriculum reform on the development of teacher education based on college tutors’ rank.

Table 7 presents a summary of the findings concerning the hypothesis that there is no statistically significant difference in the perceived impacts of curriculum reform on the development of teacher education based on college tutors’ rank.

Table 7:
Difference in the Perceived Impacts of the Curriculum Reform on the Development of Teacher Education Based on College Tutor’s Rank

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	27.144	2	13.572	26.428	.000*
Within Groups	111.953	218	.514		
Total	139.097	220			

*Significance level .05 Source: Field survey, 2024

The findings from Table 7 revealed that there is a statistically significant difference in the perceived impacts of the curriculum reform on the development of teacher education among tutors, senior tutors and principal tutors ($F = 26.428$; $df = 2, 218$; $\text{sig} < .05$). This suggests that based on college tutors rank, they perceived impacts of the curriculum reform on the development of teacher education differently.

A post-hoc analysis was performed to determine where the differences in the perceived impacts are. Table 8 presents a summary of the post-hoc analysis in terms of the perceived impacts of curriculum reform on the development of teacher education.

Table 8: Multiple Comparison

	(I) Rank of Respondent	(J) Rank of Respondent	Mean Difference (I-J)	Std. Error	Sig.
Tukey HSD	Tutor	Senior Tutor	-.29052*	.10124	.013*
		Principal Tutor	.98509*	.17471	.000*
	Senior Tutor	Tutor	.29052*	.10124	.013*
		Principal Tutor	1.27561*	.17630	.000*
	Principal Tutor	Tutor	-.98509*	.17471	.000*
		Senior Tutor	-1.27561*	.17630	.000*

*Significance level .05

Source: Field survey, 2024.

From Table 8, the post hoc test of Turkey's HSD shows that there is a significant difference between respondents who have tutor, senior tutor and principal tutor rank. The findings revealed that the difference is significant. For instance, there is a statistically significant difference between respondents who have a tutor and senior tutor rank. Table 8 shows that there is a statistically significant difference in the perceived impacts of the curriculum reform on the development of teacher education between tutors and principal tutors. Additionally, there is a statistically significant difference in the perceived impacts of curriculum reform on the development of teacher education between senior tutors and principal tutors.

Research Hypothesis 2: There is no statistically significant difference in the perceived impacts of the curriculum reform on the development of teacher education based on the college tutor's gender.

The second research hypothesis was posed to ascertain whether there is any statistically significant difference in the perceived impacts of the curriculum reform on the development of teacher education based on the college tutor's gender. Table 9 presents a summary of the results in terms of the hypothesis that there is no statistically significant difference in the perceived impacts of the curriculum reform on the development of teacher education based on the college tutor's gender.

Table 9:

Differences in the perceived impacts of the curriculum reform on the development of teacher education based on college tutor's gender

Gender	M	SD	T	Df	P
Male	4.02	.72	2.487	219	.002*
Female	3.70	.99			

*Significance level .05

Source: Field survey, 2024.

Table 9 reveals that there is a difference in terms of the mean values for male and female college tutors with the mean of the male tutors exceeding that of the female tutors by 0.32. Nevertheless, to test for confirmation whether the identified difference in the mean values was statistically significant, the researchers used an independent t-test. The results from Levene's test for equality of variances indicated

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that the variances for the two groups were equal ($F = 10.048$, $.002 < .05$). A test for equal variances was therefore used. From the results, the mean value of male tutors ($M = 4.02$, $SD = .72$) is significantly higher ($t = 2.487$, $df = 219$, $.002 < .05$) than that of the female tutors ($M = 3.70$, $SD = .99$).

Research Hypothesis 3: There is no statistically significant difference in the perceived impacts of curriculum reform on the development of teacher education based on college tutors' teaching experience.

Research hypothesis three was intended to determine whether there is any statistically significant difference in the perceived impacts of curriculum reform on the development of teacher education based on college tutors' teaching experience. The results of the study have been summarized in Table 10.

Table 10:

Difference in the perceived impacts of the curriculum reform on the development of teacher education based on college tutor's teaching experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.496	4	1.124	12.180	.000*
Within Groups	19.931	216	.092		
Total	24.427	220			

*Significance level .05

Source: Field survey, 2024

The findings from Table 10 reveal that there is a statistically significant difference in the perceived impacts of curriculum reform on the development of teacher education based on the college tutor's teaching experience ($F = 12.180$; $df = 4, 216$; $sig < .05$). This suggests that based on college tutors teaching experience, they had different perceived impacts of curriculum reform on the development of teacher education. A post-hoc analysis was performed to determine where the differences in the perceived impacts based on tutors' teaching experience. Table 11 presents a summary of the post-hoc analysis in terms of the tutors' perceived impacts of curriculum reform on the development of teacher education based on their years of teaching experience.

Table 11: Multiple Comparisons

	(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.
Tukey HSD	1-5 years	6-10 years	.35233*	.05717	.000*
		11-15 years	.37965*	.07269	.000*
		16-20 years	.37388*	.06673	.000*
		Above 20 years	.43536*	.10342	.000*
	6-10 years	1-5 years	-.35233*	.05717	.000*
		11-15 years	.02731	.06275	.992
		16-20 years	.02155	.05574	.995
		Above 20 years	.08303	.09669	.912

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11-15 years	1-5 years	-.37965*	.07269	.000*
	6-10 years	-.02731	.06275	.992
	16-20 years	-.00576	.07157	1.000
	Above 20 years	.05572	.10661	.985
16-20 years	1-5 years	-.37388*	.06673	.000*
	6-10 years	-.02155	.05574	.995
	11-15 years	.00576	.07157	1.000
	Above 20 years	.06148	.10264	.975
Above 20 years	1-5 years	-.43536*	.10342	.000*
	6-10 years	-.08303	.09669	.912
	11-15 years	-.05572	.10661	.985
	16-20 years	-.06148	.10264	.975

*Significance level .05

Source: Field survey, 2024.

The post hoc test of Turkey's HSD shows a significant difference between college tutors with 6-10, 11-15, 16-20, and above 20 years of teaching and those who have taught for 1-5 years. This difference is statistically significant. Also, there is a statistically significant difference between college tutors with 6-10 years of teaching experience and those who have taught for 1-5 years. However, the difference between college tutors who have taught for 11-15, 16-20 and above 20 years of teaching experience and those who have taught for 6-10 years was not statistically significant. In addition, the difference between college tutors with 11-15 years of teaching experience and 1-5 years was statistically significant but it was significant for the other years of teaching experience. Furthermore, the difference between college tutors who taught for 16-20 years and 1-5 years was statistically significant. Lastly, there was a statistically significant difference between college tutors with above 20 years of teaching experience and those who have taught for 1-5 years.

DISCUSSION

The study explored college tutors' perceptions of the impacts of curriculum reforms on teacher education development in Ghana, revealing several key findings. Tutors generally perceived these reforms positively, noting improvements in teacher promotion and increased interest in the profession among the youth. This aligns with Mensah-Williams (2014) and Steiner (2017), who highlighted substantial effects of curriculum reform on senior high school education in Ghana. A notable outcome was the rapid infrastructural expansion in colleges, echoing Tanja's (2011) findings on educational reform improving rural educational facilities in China. Furthermore, tutors agreed that the reforms enhanced teacher professionalism, particularly through initiatives like teacher licensure, which contrasts with Shonaphi (2018), who indicated increased workloads and reduced autonomy among teachers. The study also found that curriculum upgrades, such as moving from 'Cert A' to a diploma, boosted teacher confidence and pedagogical knowledge, consistent with Hlekani (2015). However, Handler (2010) suggested that many institutions in the U.S. fail to equip trainees adequately, highlighting a contrasting perspective. Interestingly, the study indicated that tutors disagreed on the integral role of in-service training in teacher education, suggesting a potential gap in effective curriculum reform implementation. Fullan (2015) argued that curriculum innovations often create initial incompetence among teachers, emphasizing the need for ongoing

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professional development, a notion supported by Hlekani (2015) in his findings on comprehensive in-service education during curriculum implementation.

Regarding socio-demographic influences, the study noted that male tutors perceived a greater impact from the reforms than their female counterparts. This finding adds a new dimension to the literature, indicating that gender may play a role in perceptions of curriculum impact. Similarly, the rank of tutors influenced their perceptions, with higher-ranked tutors feeling a more significant impact, possibly due to their prior experiences with reform implementation. This indicates that gender is a function of tutors' perceived impact of curriculum reforms implementation on the development of teachers. Within the body of literature on the perceived impact of curriculum reforms on teacher education development, this finding appears new. Therefore, this finding will serve as a baseline for future studies. Similarly, it was found that tutors' perceived impact of curriculum reforms on teacher education development is dependent on their rank. The principal and senior tutors perceiving high impact of curriculum reforms on teacher education development than those with tutorship rank. This difference in tutors' perception might be that principal and senior tutors have implemented curriculum reforms before, accordingly, they are more likely to have a higher perceived impact of curriculum reforms on the teacher education development than their counterparts with a lower rank of a tutor. This finding seems new and it will therefore serve as a baseline for further studies in this research area.

Finally, the outcomes from the study revealed that tutors' teaching experience influenced their perceived impact of curriculum reforms on teacher education development. This implies that tutors' perceived impact of curriculum reforms is a dependent on their years of teaching experience. Specifically, it was discovered that teachers with one to five years of teaching experience perceived a higher impact of curriculum reforms on teacher education development than those tutors with 6 years and above teaching experience. This finding is quite interesting as it was hypothesized that there will be no statistically significant difference in the perceived impacts of the curriculum reform on the development of teacher education and tutors' teaching experience. Probably, the tutors with less teaching experience are having high perceived impact as a result of novelty of the curriculum; hence they are more likely to express high perceived impact than their colleagues who are experienced with other curricula.. Overall, while the findings align with some existing literature such as Campbell-Phillips (2020), Cobbold (2013) OECD they also present new insights into the socio-demographic factors influencing perceptions of curriculum reforms, suggesting areas for future investigation to deepen understanding in this field.

CONCLUSION

Based on the findings of the study, the researchers can conclude that College of Education tutors perceived that curriculum reforms had a positive impact on the development of teacher education in Ghana within the period under consideration. The study again can conclude that there was statistically significant difference in the perceived impacts of the curriculum reform on the development of teacher education based on college tutors' rank, gender and teaching experience. This demonstrates that how tutors perceive the impact of curriculum reforms on teacher education development is dependent on their socio-demographics of gender, rank, and teaching experience. The study generally concluded that, if all college of education tutors'

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maintain the fidelity approach to curriculum reform implementation, current and future reforms would
achieve greater impacts on teacher education development.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the researchers recommend that to achieve the desired impacts of every kind of curriculum reform implementation at any level of education in Ghana, sensitization about the reform, provision of requisite materials, teacher qualification, effective supervision and reinforcing motivational packages are indispensable. Therefore, it is suggested that, Ministry of Education and its agencies should monitor the provision of these resources and materials in adequate quantity. Finally, it is recommended that, there should be regular in-service training to expose school level stakeholders to the knowledge, skills, techniques and strategies to implement the degree curriculum in the colleges of education in Ghana in order to achieve the desired policy impacts.

CONFLICTS OF INTEREST: The researchers have declared no conflict of interest in undertaken this study.

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