

Implications of the Unavailability of Resources on the Implementation of New Curriculums in Teacher Training Colleges in the South West Region of Cameroon

Ediage Grace Melioje

Faculty of Education, Department of Curriculum Studies and Teaching,
University of Buea, Cameroon, Central Africa

ABSTRACT

This study intended to examine the unavailability of resources on the Implementation of the New Teacher Training Curriculum in South West Region of Cameroon. Questionnaires and focus group discussions were used in collecting data. Questionnaires were completed by 180 teacher trainers drawn from 5 Teacher Training colleges in three divisions. There were two focus groups. The random and purposive sampling techniques were employed in selecting the divisions and the schools. Data collected from the field were analyzed using descriptive and inferential statistics. For descriptive statistics, frequencies, percentages, bar-charts and pie-charts were used. The Pearson Product Moment Correlation Coefficient Value (r) was used to test the hypotheses. The findings revealed that, majority of respondents were in the opinion that resources were rarely or unavailable. The teacher trainers outlined some of the effects and constraints they encountered in the course of implementing the new curriculum. One main recommendation is that, the ministry of secondary education, educators and facilitators of teacher training colleges should ensure that teacher trainers are taught and trained on the new pedagogic practices that are introduced in the course of implementation of a curriculum before implementation begins. They should also ensure that resources are adequately available. Considering the limitations of the study, the researcher made recommendations for more research by employing a multi-dimension in extending to other regions and even carrying out a comparative study between public and private teacher training institutions.

KEYWORDS: *Implications, Unavailability, Resources, Implementation, New Curriculums, Teacher Training Colleges, South West Region, Cameroon*

INTRODUCTION

Education is a preparation for life. This is related to the acquisition of skills to earn a living. Today as always, the definition of education is ever changing and increasing in scope Mkpa (2010). According to the Mkpa, schools are confronted with new pressures arising from changing needs with student's societal expectations, economic changes and technological advancements. Education is the fundamental human right, the key to sustainable development, peace and stability within and among countries and an indispensable means for effective participation in societies and economies of the 21st century. Education is an important enterprise, very indispensable to the wellbeing of any society. Tambo (2013), says education is the aggregate of all processes by which a child or young adult develops the ability, attitudes and other forms of behavior which are positive values to the society in which he lives. Education remains the biggest instrument for academic progress, social mobilization, political survival and effective national development of any country. It constitutes the largest enterprise/industry in Cameroon; that is why the government continues to ensure that funds, school facilities, instructional materials, teaching personnel and a beneficial learning environment are made available for all the levels and types of education in Cameroon.

The state of Cameroon has also continuously encouraged education by adopting a social demand approach towards planning the education sector by subsidizing the functioning of public schools and giving subventions to private and lay private educational organizations that partner with government in the provision of education. This is in line with Datnow's (2013) position that quality education does not just occur miraculously but can be achieved through continuous improvement efforts by stakeholders in the education enterprise.

Efforts are directed towards sustaining and ameliorating the teaching-learning process in the educational system because education plays an essential role in the growth and development of any nation socially, politically, and economically (Noun, 2006). Ramdan and Nacher (2011), admitted that all schools, irrespective of their location and ownership are expected to function in compliance with the achievement of the national education objectives, and consequently not only aspiring to brilliant performance in the final examination but also be able to demonstrate the competences they have acquired in resolving issues in their daily lives.

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Every educational system at every level depends heavily on teachers for the execution of its programs. In this regard, Oloruntegbe (2011) viewed teachers to be highly essential for a successful operation of the educational system and as a key to the educational development. Without teachers with relevant behavioral traits, educational facilities cannot be used to facilitate academic performance of students. Undoubtedly the success and quality of any educational system depend on the quality of teachers input into a system. Everything in the education system must start and end with learners. Schools are not there for teachers, administrators or trustees. They are also not there for parents, business or government. They are there for students (Alberta School Boards Association, 2004). Educational Change is undisputedly part of our world, and education must be part of the change if it is to fulfill its mandate which is to prepare young people not only to live in the world, but also to control and direct the changing world (Alberta Teachers' Association, 2004). Teachers play a key role in educational change as their goal is to enhance student learning. Fullan (2001) pointed out that educational change is a learning experience for the adults who are involved, and that teachers are the agents of educational change. The core change is a shift from the teacher imparting information to students, to student-based learning where active inquiry, critical, creative and historical thinking, decision-making, problem-solving, and meta-cognition are fundamental to achieving curriculum outcomes (Alberta Education Kenya, 2005).

This chapter sets the scene for the study and is divided into a number of sections. A detailed description of the background of the study is given which is divided into historical and contextual background. This is followed by a statement of the problem instigating the present investigation; then, comes the purpose of the study and its objectives highlighted. The research questions guiding the study are stated followed by research hypotheses. The two sections that follow the research hypotheses provide a discussion of the significance of the study and its scope. This is followed by operational definition of the key terms.

Background

Concept of curriculum

The word curriculum began as a Latin word which means a race or a course of a race. It was derived from the Latin word *Carrere* meaning to run// to proceed.. The first known use in an educational context is in the *Profession Regia*, a work by university of Paris by Professor Patrus Ramus published posthumously in 1576. The word's origin appear closely linked to the calvanist' desire to bring greater order to education. By the nineteenth century, the word was defined as a course, especially a fixed course of study at a college, university or school.

Depending on how broadly educators define or employ the term curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or the learning objectives they are expected to meet; the units, the lessons that teachers teach, the assignments given students, the books, materials, videos, presentations and readings used in a course, and the tests, assessment and other methods used to assess students learning (Gardner, Hammond, and Hyler Hammond, and Hyler 2017).

Curriculum refers to the lessons and academic content taught in a school or in a specific course or program. It is

important to note that while curriculum encompasses a wide variety of potential educational and instructional practices, curriculum often have a very precise, technical meaning in the mind when they use the term. Since curriculum is one of the fundamental element of effective schooling and teaching. it is often an object of reform, most of which are broadly extended to either mandate or encourage greater curricula standardization and consistency across states, schools, grade levels, subject areas, and courses (Wagner, Socol, Cohen,-Vogel, Rutledge & Xing 2018) .

Researchers and curriculum specialists have explored the fact that different types of curriculum operate simultaneously in the classroom. In his classic and innovative textbook on curriculum (The Educational Imagination), Eisner (2002) identified three types of curriculum: (1) explicit (stated curriculum), (2) hidden (unofficial curriculum), and (3) null (excluded curriculum). Because the null represents that which does not exist, the term absent curriculum is used to clarify the intent of the null curriculum. The explicit curriculum includes everything in the curriculum that is stated, such as:

- Steps for implementation
- Suggested supplemental activities or tasks
- A proper sequence for presenting material
- The amount of time to spend on particular topics
- Procedures for evaluation
- Suggested groupings (e.g., pairs, cooperative groups)

The explicit curriculum is a formal/stated mandated curriculum that contains explicit steps and procedures to follow for proper implementation with stated and intended outcomes. The hidden curriculum involves practices and procedures that result from decisions made when implementing the explicit curriculum and include unintended outcomes that occur as the explicit curriculum is implemented. Eisner (2002) points out that often the hidden curriculum provides a more realistic context for interpreting, screening, monitoring, or diagnostic curriculum assessment results.

Deepty (2014) defined curriculum as content, program of planned activities, intended learning outcomes, cultural preservation, experience, and agenda for social reconstruction. He said for the student, curriculum is the thing the teacher makes him/her learn. For the teacher, curriculum is the courses of study provided him/her to follow. For the principal, curriculum is the courses for which units of credit are given. Curriculum is the heart of schooling. It is totality of all the learning to which students are exposed during their study in the school. According to Cunningham (2011), curriculum is a tool in the hands of the artist (the teacher) to mold his material (the pupil) in accordance with his ideal in his studio (the school)."

Curriculum is also defined by (Amstrong, 2010, Bosten, 2013 in Esu, 2014), as the total experience provided by a school. It includes, the content of coerces (syllabus), the methods employed (strategies), and other aspects like norms and values, which relate to the way the school is organized.

Implementation

The word implementation connotes operationalization of a well-articulated and well intentioned ideas packed as theory. Hence to implement is to put to action packed ideas or theories into reality (Pasigui, 2015). He conceptualized the term implementation simply as a process of putting an

agreed plan, decision, proposal, idea or policy into effect. It is the bedrock of any plan success or failure. It is the moving force of any plan without which a plan is only good wish or intention.

Concept of Curriculum Implementation

The term curriculum implementation has been defined in different ways by different scholars. Curriculum implementation can be defined as “what actually occurs inside the classroom at the service delivery level” as the teacher translates the officially prescribed courses of study, syllabuses and subjects into actual lessons (Cornbleth, 1994). Garba (2004) viewed curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Ivowi (2004) sees curriculum implementation as the translation of “theory into practice”, or “proposal into action”. Okebukola (2004) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice.

The concept of curriculum implementation is viewed as the actual engagement of learners with planned learning opportunities: the actual carrying-out of societal culture and/or government policies spelt out in the curriculum. It is also a stage in curriculum process when in the midst of learning activities, the teacher and learners are involved in negotiation aimed at promoting learning. This is the interactive stage of the curriculum process which takes place in the classroom through the combined effort of the teachers, learners, school administrators and parents. It also integrates the application of physical facilities and the adoption of appropriate pedagogical strategies and methods Taylor, Rhys, & Waldron (2016).

Curriculum implementation, according to (Okello and Kagoire, 1996: in Kandawire 2015) is a network of varying activities involved in translating curriculum designs into classroom activities and changing people’s attitudes to accept and participate in these activities”.

The quality of curriculum implementation of any society is the bedrock of its political, economic, scientific and technological wellbeing. Little wonder, it is always said that no society can rise above the standard of its education system. Dufour (2002) emphasized that schools’ teachers cannot make student learning their focus until they know what each student needs to learn. Curriculum implementation is a process of innovation and change, and the overarching goal of any curriculum implementation is the improvement of student learning. According to the Curriculum Implementation Handbook (2005), curriculum that is centered on student learning shares some of the following characteristics: 1. it is thoughtfully planned, involving a multi-stage process that recognizes differing contexts. 2. It is collaborative. 3. It is centered on overarching understandings in the written curriculum. 4. It is culturally responsive. 5. It promotes positive outcomes for all children.

The curriculum implementation process remains one of the primary areas of concern in the education of many countries including Cameroon. Sadker and sadker (1991) declare that, although many groups attempt to influence school curriculum in the final analysis, it is the classroom teacher who must plan the day to day instruction that matches the specific learning needs of his or her students. They further emphasize that the teacher ensures curriculum guides are

adapted to fit the specific needs, interest, abilities of students in the class room. The process involves aligning instructional planning with learning outcomes which are specified in the curriculum framework. Pasigui (2015) says that it is at the classroom level where students acquire desirable knowledge, values and attitudes that are incorporated into them whereby they are shaped to suit society’s demand.

Studies conducted by Garba (2004), revealed that the principal and the teachers are those concerned with the planning of the curriculum of the school level in terms of breaking the curriculum into scheme of work, what is to be taught, how it is to be learnt and when it is to be learnt. Garba in his analysis further narrowed the situation in the classroom level and identifies the teacher as the architect of curriculum implementation in the classroom. In his statement, curriculum implementation at the classroom level is basically the responsibility of the teacher. It is the teacher who translates the objectives, concepts, and topics in the curriculum into activities that are meaning to the learner.

Kandawire (2015) attest that curriculum implementation in the classroom includes five related variables identified as the nature of the effective teaching and learning, principles of effective teaching, elements of lesson planning, element of lesson delivery and a model lesson. Tambo (2003) contends that for effective understanding of the curriculum implementation process, teachers must be well versed with the curriculum designing procedures whereas the way the various parts of the curriculum are arranged to form a whole.

The Southern Alberta Regional Professional Development Consortium, in a Working Paper (2004), stated that effective curriculum implementation leads to a change in practice that enhances student learning. Their beliefs are based upon the following: 1. Effective curriculum implementation is a shared responsibility for all stakeholders. 2. Effective curriculum implementation is developmental and contextual. 3. Effective curriculum implementation must be systemic, systemically planned and sustained. 4. Collaboration leads to deeper understanding and shared commitment. 5. Professional development is interactive, continuous and reflective.

Sinnema (2010) cautioned that the curriculum must be implemented with fidelity, should contain reasonable and needed differentiations, and should include ongoing monitoring of student progress. In implementing any curriculum, (Sinnema, 2010)) continues that teachers must make daily decisions about implementation based on students’ needs (e.g., the need to restate instructions, provide additional practice to learn content, or reinforce a concept in a culturally relevant way).

Cameroon like any other nation is making several attempts in order to improve education practices. The problem facing our different levels of educational system is not the formulation of policy but the implementation. Even though large sums of money are spent on implementing new curriculum, several of these efforts have faced challenges. According to Alade (2011), the main reason for such failure is the lack of understanding of the culture of the school by both experts outside the school system and educators in the system. Alade (2011) notes that successful implementation of curriculum requires understanding the power relationships, the traditions, the roles and responsibilities of individuals in the school system.

Hoover and Patton (2005) wrote that “how one defines this term (curriculum) relates directly to how one approaches it (curriculum implementation)”. Educators must be aware of how they define or view curriculum because their perspectives are directly connected to how they implement, differentiate, and assess curriculum effectiveness Hoover and Patton (2005).

It is essential to consider factors such as management procedures, tone of voice, proximity, class groupings, time of day, and other similar classroom conditions that complement the curriculum, based on the teacher's decisions, rather than only explicitly stated instructions or steps in the curriculum materials or teacher guides (Eisner, 2002; Hoover, 1987; Bravmann and Green, 2000; Schubert, 1993).

Resources (Material and Human) Availability

Resources, both human and materials influence the implementation of a curriculum in that the availability and quality of resources have a great influence on curriculum implementation. Observing this, Onyeachu (2008) asserted that: “No matter how well a curriculum of any subject is planned, designed and documented, implementation is important.” This is because the problem of most programs arises at the implementation stage. Shapes (1988) indicates that the school system in sub Saharan countries faces the challenge of lack of facilities such as staffrooms, classrooms, resource centers, libraries, offices, desks, school halls, teaching and learning materials especially the rural schools. Wales (1998) was of the opinion that the use of instructional materials would make discovered facts glue firmly to the memory of students and also added that, a well-planned and imaginative use of visual aids in lessons should do much to bearish apathy, supplement inadequacy of books as well as arouse student interest by giving them something practical to see and touch, at the sometime helping to train them to think things out themselves.

Appreciating the importance of facilities, Ehiometalor (2001) opined that: “school facilities are the operational inputs of every instructional program. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result”. Ivowi (2004) noted that to ensure that curriculum is effectively implemented, infrastructural facilities, equipment, tools and materials must be provided in adequate quantities.

Olorok (2006) argued that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment. However, there are no enough funds to sustain some good materials developed in recent times. Similarly, Lowe (2008) also found out that there were not enough texts. The fact that the education sector is under-funded by the government means that the availability and quality of facilities in learning institutions is affected negatively. School environment has been described as an organization where materials are produced, managed and organized in such a way that enables the students to acquire desirable learning competencies (Kelly, 1999). In certain instances, some schools have inadequate classroom accommodation, which gives rise to double or triple shift in order to give all eligible children an opportunity to learn. Meanwhile, some schools, especially in remote areas, have no buildings at all. Furniture is also inadequate in most schools and in some cases the seats and desks are battered or totally absent (Kelly 1999). Worse still as noted by (Kelly,

1999) that, with population explosion classrooms are overcrowded and learners are made to share whatever little stocks of material and furniture available. In such situations, teacher effectiveness is hampered and it becomes almost impossible for the teacher to render individual learner attention because of large numbers of pupils in classes, over enrolment. This kind of situation in institutions of learning will make it very difficult for curriculum implementers to carry out their roles effectively. Kadzamira points out that if the working environment in the majority of schools is deplorable with dilapidated school structures coupled with large classes may contribute to teacher discontentment with their work. Teachers' low morale may affect their performance and consequently affect the implementation of any curriculum subject. A few studies reported that though new resources existed, teachers were not using those or were not using them as they were intended (Sriprakash, 2010). Eighteen studies across sub-Saharan Africa, India, Bangladesh, Burma and Cambodia made a report on the limited or severe lack of textbooks and teaching and learning materials and their poor quality as overriding impediments to student learning. When there were enough resources, teachers also needed specific training on how to make full use of them Glickman et al (2012); Gordon, 1998). These studies indicated that while teachers were aware of, for example, use of group work, they were hampered in their ability to fully implement this because of the lack of resources, so that group sizes of 12 or 20 were necessary to 'share' resources. Even when teachers made an effort to make their own resources as in the study by Nakabugo et al (2011) in Uganda, providing sufficient numbers with class sizes of over 150 was simply not possible.

The choice of curriculum materials should match subject content and objectives. The basic material is the textbook and the topics there in must reflect those in the curriculum guide. A textbook that is accompanied by a teacher's book and student's workbook contributes more to teacher effectiveness in implementing the curriculum. Since equipment is not always available (especially in South West Region) to run test and assignments, the students Workbook facilitates continuous assessment and homework. Sometimes due to personal interests and political reasons textbooks that are often recommended do not meet the necessary criteria (Ada 2000). The provision of basic instructional materials such as chalk, paper, pens, pictures, maps, charts, posters and illustrations is important for effective teaching and curriculum implementation. In some cases it is not uncommon to find teachers who teach lessons without writing on the board with the excuse that chalk has not been provided. Similarly, some teachers refuse to give lengthy tests that would cover the syllabus for lack of paper or equipments to administer them. Such constraints invariably reduce the teacher's effectiveness in implementing a curriculum.

Human resource according to Altinyelken (2010) is very central for curriculum consumption, translation, and dissemination as well as interpretation. He continues that included in this group of people are the teachers who are charged with the responsibility of teaching learners who are charged with acquiring learning experiences and utilize them to change their mother community as well as communities around them. Altinyelken (2010) also say that parents are important since they provide materials to their children. The community and non-teaching staff also play a

key role in curriculum implementation. The availability of human resource in implementing a curriculum is crucial because there are some subjects that only those who have trained and have content mastery can teach. If there is inadequacy in the provision of such teachers or experts on the disciplines then implementation will be low.

Financial Resources

Financial resources are imperative for the implementation of educational programs and management of the school plant. Money is needed for the purchase of such basic materials as chalk, paper and pens. The libraries and laboratories have to be well equipped and updated regularly. Equipment has to be procured and maintained constantly. Money is also vital for instructional activities such as excursions, the running of class experiments, seminars, workshops and other staff development programs. To facilitate the teacher's job, other personnel have to be hired which include secretaries, counselors, librarians and laboratory and workshop attendants. In general, the working environment has to be improved; to improve the work place is to improve teaching. As such, any increase in the school population must be matched with a corresponding increase in expenditure on infrastructure, materials, facilities and equipment, (The world Bank; 1988)

Thus adequate financial resources are needed to improve conditions of work and teaching processes. However, adequate finances on a regular basis can be guaranteed "only when a substantial ... amount is made available for teaching material either by shifting funds from other expenditure categories or by mobilizing additional resources" (The World Bank, 1988) only then, the document states, can teachers in African schools become "Pedagogically Productive?"

Training of Teacher Trainers on Curriculum Implementation (pedagogic practices)

The teacher, from time immemorial, has been at the centre of education enterprise. Thus, if we must have good teaching, a good teacher must therefore, be emphasized; a good teacher displays exemplary and exceptional qualities; this teacher is knowledgeable in the subject matter and its methodology and has undergone professional training.

Professional development plays a key role in providing teachers with knowledge and skills to hone their teaching practices, to rejuvenate them, and to improve student learning. It also assists teachers in successfully implementing new curricula. As teachers become aware of the need to change teaching practices in order to improve teacher efficacy, professional development provides opportunities to gain confidence and heighten their sense of personal efficacy.

It has been the goal of educational institutions to provide affordable professional development opportunities for teachers, with the expectation that involvement in professional development activities would have a positive impact on teacher efficacy, improved teaching practices, and increased student learning. Several researchers (Bradley, 1999; Darling-Hammond, 2000; Sanders & Rivers, 1997; Stronge, Tucker, & Joyce, 2000) indicated there is a correlation between professional development involvement and teacher efficacy. Glickman (2004) identified a demarcation between successful schools, those with thoughtful, effective, collective, autonomous staffs, and unsuccessful schools which have unreflective, isolated, powerless staffs. He viewed the demarcation as a cause beyond one's self, and maintained that instructional

improvement takes place when teachers are able to improve their decision-making about students, learning content or curriculum, and teaching. To him, experienced teachers are more likely to comprehend and implement curricular and instructional innovations if they are able to link the new innovations to their current expertise and past teaching experiences. In fact, the real test of teacher efficacy is in the implementation of new curricula, and consequently an increase in student learning. Reeves (2004) concurred that the most important variable affecting student achievement and a successful implementation of a curriculum is the quality of teaching.

Teaching can be time consuming and difficult, but ultimately, it is a rewarding profession (ACOL 2003). Doing it well requires intelligence, insight, dedication and collaboration. It is clear that teaching is an increasingly demanding and complex profession, as classrooms are more diverse than in the past. In view of these challenges and the importance of achieving the best outcomes for learners, it is critical that ongoing professional development activities provide the support and preparation that teachers need (ACOL, 2003). More than 25 years ago, Joyce (1980) posed an important question: "Do we care enough about teachers to provide the means that they can use to stay vital and to reach out for continuous growth?"

Introducing change in curricula for the first time will present challenges, particularly if teaching staff are not familiar with the programs or do not have a background of relevant experience. The high value placed on teachers becoming creative professionals, who develop their own schemes of work and apply the syllabus to the needs of their learners in the context of the school, means that preparation is vital Joyce (1980). To a lesser extent, this is also true for experienced staff that needs time to plan and refresh their lesson plans, recognizing that every class of learners is unique. Teachers are the primary role players within the structural context of the individual classroom environment.

Teacher preparation and Training on curriculum implementation (professional development)

Teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to succeed in the 21st century. However, many teacher professional development initiatives appear ineffective in supporting changes in teacher practices and student learning Gardner, Hammond and Hyle (2017). Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction (Sandi and Schagen, 2011).

It is also important to recognize that when teachers are trying to use new tools, skills or strategies in their classrooms they will most likely encounter bumps and difficulties (Sinnema, 2010). When this happens they will need timely help, feedback, and additional support. Otherwise, the odds that the new learning will become part of their regular practice are lessened. Avoiding extreme frustration during the implementation stage will help prevent teachers from abandoning their efforts and thus returning to known, comfortable ways of teaching (Sinnema, 2010). If the problems they encounter during implementation cannot be solved quickly and efficiently, (Sandi and Schagen, 2011) say the motivation to continue with the new learning can be lost.

Training of teachers that focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts. Its first goal is to deepen teacher understanding of students' thinking, which helps teachers anticipate and respond to students' ideas and misunderstandings in productive ways. Its second goal is to help teachers learn to sequence ideas to help students construct a coherent "story" that makes sense to them Gardner, Hammond and Hyler (2017).

Active learning provides teachers with opportunities to get hands-on experience designing and practicing new teaching strategies. Teachers often participate in the same style of learning they are designing for their students, using real examples of curriculum, student work, and instruction. Working together, teachers study student work, videotape classroom lessons for analysis, and scrutinize texts to identify potential literacy challenges to learners Hammond, Hyler and Gardner (2017).

For any new learning to take place, teachers need time to plan, practice these new skills, try out new ideas, collaborate, reflect and continue practicing. Under these conditions, teachers will have time to learn from each other and time to process the new learning (Sandi and Schagen, 2011). Schools can also make use of a variety of creative ideas, new time structures, and strategies to provide additional professional learning time. A lot of time and energy go into new learning and the initial stages of implementation. Change, though, often stalls if leaders neglect to follow through and support teachers when implementation presents challenges and teachers become frustrated by early attempts at change. Yet all the evidence suggests that only with deep and sincere implementation (and this means working through the hard parts) can there be an effect on student results (Reeves, 2010).

In recognizing that teachers are critical to the success of students, and the success of the education system, ACOL (2003) recommended that jurisdictions and schools develop and implement comprehensive professional development plans. The Commission further stated that all teachers be required to develop targeted annual professional development plans that are directly linked to their school's improvement plans. As Frey (2001) described the common pitfalls in curriculum implementation, she also stressed that procedures must be in place to ensure that teachers have the support they need to implement curriculum. Teachers also need ongoing professional development opportunities so that they know how to use the curriculum effectively. Frey also stresses that collaboration must also take place between administrators and teachers so that problems or issues with curriculum implementation can be addressed. The academic success of students can be significantly affected by teachers' access and participation in quality professional development activities (Darling-Hammond, 1990; Guskey, 2002). Elmore (2002) stated that the main purpose of professional development should not only be the improvement of individuals, but the improvement of schools and school systems. Joyce and Showers (2002) argued that if the aim of professional development is to assist teachers to teach students in ways which improve student learning, then leaders must examine the most effective ways of monitoring professional development activities in order to evaluate their impact on student achievement. Hirsh (2003) maintained that teacher development takes time and money, but it is the only sure way to improve student performance.

Hirsh (2003) reiterates that as Boards of Education adopt new policies and procedures to facilitate change, it must be remembered that meaningful change will only occur when those who work in schools have the opportunity to develop new knowledge, skills and attitudes. Professional development is the key in facilitating this change (Hixson and Tinzmann, 1990). Hargreaves (2004), states that effective policy provides a clear, compelling purpose which is grounded in improved practice and student learning. It develops complex intelligent behavior in teachers, and provides resources to maintain this effort over a sustained period of time. Hargreaves (2004) maintained that misguided policies are creating a two tiered system of "professional development apartheid" where teachers in wealthy school districts are more likely to experience the benefits of professional development and professional learning communities than teachers in poorer school districts, who are subject to "sectarian performance training". Sparks (2002) contended that "more often than not, staff development for teachers is fragmented and incoherent, lacks intellectual rigor, fails to build on existing knowledge and skills, and does little to assist them with the day-to-day challenges of improving student learning". Numerous researchers concluded that high quality professional development does make a difference in educational quality (Bradley, 1999; Darling-Hammond, 2000; Sanders & Rivers, 1997; Stronge, Tucker, & Joyce, 2000). They continue that high quality professional development has the following characteristics: It is job-embedded, part of the workday of teachers, and it is long-term and in depth. It also aligns personal and school goals, is content-focused, and incorporates active learning, collegial interaction, analysis and reflection. Several researchers (Guskey and Huberman, 1995; Loucks-Horsley, Hewson, Love, & Stiles, 1998; Nfie, 1998; U.S. Department of Education, 1999) reached consensus on these qualities. Unfortunately, according to Arizona Education Board Position Paper (AEBPP, 2003) many teachers receive what one author (termed "one-shot, drive-by-type workshops offering quick-fix, flavor-of-the-month 'solutions' for raising test scores and closing the achievement gap." Yet, one-shot workshops, with little follow-up, still accounts for a majority of professional development experiences). Research indicates that this is one of the least effective methods of training adults (Birman, Desimone, Garet & Porter, 2000; Rhoton & Stiles, 2002). According to these researchers, one day or short-term workshops or conferences are not considered as effective as ongoing, embedded professional development experiences. They also note that the duration of professional development activities matters. "longer activities have the greatest payoff" (Longitudinal study of the Eisenhower grants, 1996-1999 as cited by the Arizona Education Board Position Paper). In a position paper, the Arizona Education Association Board of Directors (1993) concluded: Short, scattershot professional development does not produce significant, lasting school improvement. Unless professional development is carefully designed and implemented to provide continuity between what teachers learn and what goes on in their classrooms and schools, it is unlikely to produce any long-lasting effects on teaching performance or student outcomes and curriculum implementation. Teacher expertise accounts for significant variation in student test scores the greater the expertise, the higher the scores. Putting resources into improving teachers' education has the largest impact on increasing student

achievement. Showers and Joyce (1995), in discussing the importance of a collaborative culture, stated that teachers must be lifelong learners, and must prepare students for lifelong learning by teaching them how to learn. The authors identified four key components of teacher training: 1. Develop knowledge through exploring theory or rationale to understand the concepts behind a skill or strategy. 2. Model the new skills, ideally in a setting closely approximate to the workplace. 3. Practice the skill. 4. Peer coaching. Hirsh (2003) reported that the National Staff Development Council (NSDC) challenged U.S. schools to have all teachers in all schools experiencing high quality professional development learning by 2007. The NSDC has adopted a resolution regarding standards on resources of staff development

The Professional Development Team (U.S. Department of Education, 1994) used available research to create a set of ten principles for professional development. According to their study, the following principles were identified that professional development:

- Focuses on teachers as central to student learning.
- Focuses on individual, collegial, and organizational improvement.
- Respects and nurtures the intellectual and leadership capacity of individuals with the school community.
- Reflects best available research and practice in teaching, learning, and leadership.
- Enables teachers to develop further expertise in subject content, teaching strategies, and technology.
- Promotes continuous inquiry and improvement.
- Involves collaborative planning.
- Requires substantial time and other resources.
- Is driven by a coherent long-term plan.
- Is assessed by its impact on teacher effectiveness and student learning.

The Professional Development Team also commented that high-quality professional development refers to rigorous and relevant content, strategies, and organizational supports that ensure the preparation and career-long development of teachers and others whose competence, expectations and actions influence the teaching and learning environment. Interestingly, these same approaches hold true today. Darling-Hammond (2003), stated that “teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see”. Although there has been an increased focus on the importance of professional development, there needs to be a paradigm shift that will swing teachers from activities that deal with isolated skills and strategies to those activities that will improve teaching practices and student learning. Joyce (1990) observed that better designed curricula depend on the strength of the growing professional development programs.

Richard Elmore of Harvard (cited by Raising the Bar Magazine, 2004) stated, “Those who are being ‘developed’ must consent to learning what they are being asked to do and how to do it; those who are demanding results must understand that school personnel are being asked to implement practices they currently do not know how to do”. Joyce and Showers (2002) stated that professional development activities help teachers learn and apply new skills and knowledge, and that these activities should take place when teachers are fresh, and during uninterrupted blocks of time. Joyce and Showers (2002) also reported that

only 10% of teachers add a new strategy to their repertoire without ongoing support. When continual professional development assistance is provided, up to 90% of teachers master a new strategy.

Teachers are considered to have a critical role for the actualization of the ideas in the new curriculum. Hence, no matter what the curriculum suggests, it is the teacher who makes the ultimate decisions about what is going on in the classroom. Teachers’ potential to learn and adapt to innovations can lead to students’ learning and to acquaint with the innovations in classrooms Joyce and Showers (2002).

Teacher’s attitude towards curriculum implementation (Pedagogic Practices)

To successfully bring an implementation of a curriculum, hinges on the teacher’s identity or dispositions towards work. In this study, teacher identity means a teacher’s beliefs, dispositions, attitude and interests towards teaching given the conditions of his/her work (Jacson, 2012). The feeling that a teacher has about his/her work shapes his/her ability in implementing a curriculum policy (Sinnema, 2010). The same source notes that low salaries coupled with other poor working conditions of teacher causes widespread teacher discontent. Thus, because of these flaws teaching is regarded as an employment of the last resort. Teachers’ discontent with their career may affect their performance and consequently affect the implementation of any curriculum

Significance of Attitude

An attitude is a point of view that someone holds towards an idea or objects in his /her everyday life. Anyone can develop a positive or negative attitude toward the object or idea. In any case, to do a given task effectively there is a need to have a positive attitude towards it. Binnewies and Gromer (2012) noted that ‘the effectiveness of any program is dependent on the attitudes of the people taking part in the implementation. This appears true mainly due to the fact that individuals with positive attitudes will be willing to invest their efforts depending on how much they positively value the program and how they think it is going to be functional. The effectiveness of an innovation can only be determined when it is negotiated at the classroom level.

The teacher can either make the curriculum succeed or fail. According to Jacson (2013), teachers implement only those aspects of the curriculum that fit well with their beliefs. If the activity does not work it is quickly dropped or radically altered. Fullan (1992) argues that individual teachers will implement a new program in ways that are consistent with their own beliefs and practice. On these grounds, Goody and Brophy (2000) argue that implementation often requires that educators change their traditional roles and give up practices in which they feel secure. Educators are expected to adopt new practices in which they feel insecure. Teacher development in relation to these new learning is therefore important or else the implementation will not happen (Jacson, 2013). However abandoning one’s comfort zone is not a straight-forward simple process.

Role Dispositions

Dispositions are similar to professional beliefs or values systems, but they are more than that (Rosvoseles and Moss, 2007). Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers’ actions in and out of the classroom. Teachers with

positive professional dispositions tend rents, and other community members with courtesy and civility to act in ways that elevate the profession of teaching in the eyes of others. RosVoseles and Moss (2007) continue that Teacher education programs bear a responsibility to convey, model, and promote positive standards of professional conduct. They also should maintain screening and assessment procedures to assure that teacher candidates with negative dispositions at odds with professional standards are not permitted to persist in teacher education programs. Dispositions if sincerely held, they should lead to actions and patterns of professional conduct. Teachers should be role models and model positive behaviors for their students.

Professional Conduct

- Teachers should exercise sound judgment and ethical professional behavior. Teachers should represent positive role models for their students and be supportive colleagues with other professionals and paraprofessionals (Danielson 2007).
- Respect for diversity: Teachers should be sensitive to individual differences among students and promote understanding of students' varied cultural traditions and learning strengths and needs. (Danielson 2007)

Personal Circumstances of Teachers

Literature reviewed has shown that teacher's personality, identity, knowledge of a curriculum, resistance to change and professional development are factors restricting a teacher's ability to implement a curriculum effectively. In addition a teacher's personal social circumstances such as personal or family health and poverty are also factors that can undermine the implementation of a curriculum. For example, Lowe (2008) argues that many teachers in Malawi are constrained by social circumstances such as caring for sick children, personal ill-health (including HIV/AIDS) and a meager income. These social circumstances often cause teachers to absent themselves from work. Describing teacher absences in Malawi, Lowe (2008), explains that a teacher's personal circumstances can therefore either inhibit or enhance the implementation of a curriculum. To sum up, teachers are key players in the implementation of a curriculum because they are the ones who introduce a curriculum into the classroom. The success of a curriculum mainly hinges upon a teacher's commitment to a curriculum, the teacher's sound knowledge of the goals and content knowledge of the curriculum, teacher's knowledge about the practice of teaching the curriculum, and suitable personal social circumstances. Such personal circumstances include personal and family health and sound finances.

Teaching methods refer not only to the ways, approaches, procedures and kinds of activities which teachers and students engage in the interactive process with a view to inducing, inspiring and facilitating learning for the purposes of accomplishing instructional objectives. Teaching methods also include the utilization of appropriately selected curriculum resource materials, content and learning experiences, motivational strategies, educational field-trips, evaluative and implementation strategies, the application of learning theories and the demonstration of knowledge of educational psychology and aspects of developmental psychology in the teaching learning process (Mezieobi, 2007). The teacher is supposed to cope with all this aspects if he/she is to effectively implement the curriculum. It

therefore depends on how they are ready to go through them.

Motivation

Observing that in every human organization what induces people to work may differ or change with time, Nwankwo (2007) however notes that staff motivation has always been of prime importance to the smooth functioning of any organization. Motivation is viewed by Focho (2001) as the drive, need or incentive which determines the worker's attitude to work. Thus motivation theorists have over the years tried to explain why people behave the way they do, and to determine the cause of their behavior. Here we shall look at two main perspectives of motivation: Content and process theories. Content theorists like Alderfer (1972), Herzberg (1959), Maslow (1943) and McClelland (1962) contend that the content of individual needs drives people to work to satisfy these needs. In other words, what constitutes a need is the main motivating factor. Such needs include food, existence, water, sex (physiological) and safety, love esteem, status, achievement and power (psychological). On the other hand process theorists like Cameron (1973), Lowler (1971), Locke (1969), Skinner (1969), and Vroom (1964), strive to explain the process by which workers can be motivated. They are concerned with how desirable behavior can be started and maintained. The general consensus is that administrators have to look for ways to satisfy workers' needs for them to be motivated to work effectively.

Financial remuneration and opportunities for growth and achievement are examples of such processes. Motivation in this study is based on the latter perspective, that is, ways of maintaining or improving the teacher's level of job commitment and task performance. Considering the fact that some employee needs require finances for satisfaction, pay is considered a major means of compensating and motivating workers. Gerhart and Milkovich (1992) stated that "compensation is at the core of the employment exchange between organizations and individuals". One of the problems has been how much to pay a worker to make him satisfied. This is particularly true of the teacher who sees his salary as inadequate in comparison to that of another with comparable qualifications, which according to Akubue (1991), is not only low but "embarrassing". Akubue further observed that because teachers feel grossly underpaid compared to other professions, there is a brain drain in the teaching profession. Majasan (1995) adds that because of such "paltry wages", society tends to believe that those who teach cannot do anything else or are intellectually weak. This is contributory to the low image of teachers in the society.

The recommendation of the International Conference on Education (UNESCO, 1978) was that the economic situation of the secondary and primary school teacher is supposed to enable him devote himself entirely to his job to avoid seeking other remunerative employment which could jeopardize the functioning of his job. On the contrary the low salaries of teachers do force them to do other business to supplement their salary. Dissatisfaction inevitably leads to lack of dedication, absenteeism, and poorly planned and taught lessons.

Apparently the situation is glaring where teachers been observed to be increasingly absent from work due to low salaries which force them to look for supplementary income elsewhere (Orseer2006). Teachers feel appreciated even by

verbal praises or other non formal forms of appreciation for a job well done Kirby (1998). On a formula for job performance, Gibson, Ivancevich and Donnelly (1985) propose thus; performance is equal to ability times motivation. Therefore job performance can be zero if motivation is zero despite ability. Though an overstatement, the implication is that a poorly motivated staff is bound to be ineffective. The potentials of motivation to teacher job performance should not be overlooked by any school management.

Teacher's Content Knowledge of the curriculum

Teachers should understand the goals and content of a curriculum document or syllabus well in order to implement it effectively. Teachers who are supposedly implementing a new curriculum sometimes cannot even identify its main features Binnewies and Gromer (2012). According to them, the greatest difficulty is likely to be encountered when teachers are required to change their educational approaches to teach this new curricular. They also raise a concern about introducing a curriculum to teachers and leaving them to implement without further guidance. Binnewies and Gromer (2012) argue that such decisions are likely to have profound effects on the success of the implementation. According to the scholars such implementation is likely to waste time, money and effort because the desired outcomes will not be achieved. They further suggest a planned and systematic approach to implementation. They stress that implementation decisions have to be made by people who know the possible effects on individuals. Further arguments are that innovators should be concerned with the more difficult task of maintenance of the curriculum rather than just introducing it in the schools. The decision of choosing and using the method of teaching is a crucial factor in curriculum and instruction. There are varied teaching methodologies that are compatible with the different learning styles of the students. These emerging strategies of teaching follow principles and theories that enhance learning outcomes. As teachers, there is a need to know not only the steps or strategies of teaching but understand the pedagogical content knowledge of each strategy. While it was often reported that teachers expressed enthusiasm for the new curricular approaches, they did not have the necessary understanding or support to implement the curriculum as intended, so new practices were specified which were then not well implemented because the approach was not understood and did not mesh with the teachers' overall strategies Barrett et al (2007). Several studies found curriculum reform to involve convergence of old with new forms, with overloaded content and too fast a pace for the majority of students who were then left behind, especially girls (Barrett et al 2007).

New curricula were often implemented mechanically and without reflection on their relevance or application (Osu, 2013); occasionally, this was found to have damaging effects on student learning. For example, Dello-Iacovo (2009) notes an almost total abandonment of direct teaching in some rural Chinese schools, with significant negative effects on attainment, while Balarin and Benavides (2010) describe how Peruvian teachers understood an emphasis on process to indicate that learning content was no longer important, leading to students missing out on key concepts. They argue that a curriculum needs to be appropriately pitched, accessible and not overloaded, and assessment modes need to be aligned to pedagogic design. Any curriculum policy

developer needs to ensure full coverage of the curriculum, including the newer subjects, such as health education and life skills, and to ensure differentiation for students with special needs. Teachers then need to have regular follow-up support via classroom observation, coaching and feedback. Finally, peer support among teachers embeds this model of teacher learning sustainably over a longer time period. For this model of teacher education to work, however, the assumptions are that there is support from the school head and community, and that expectations for teachers' progress are realistic, taking place over time rather than immediately, Binnewies and Gromer, (2012).

Akuma (2011) also reminds us that teaching is an important assignment which involves imparting knowledge, facts, skills, attitudes and values through the employment of requisite methods by someone who is more knowledgeable and experienced to another who is less experienced and knowledgeable. The need for good teaching cannot be overemphasized. This assignment must be handled by a competent, dedicated and experienced person called a teacher

Statement of the Problem

Curriculum is accorded the role as a career of the nation's philosophy in Cameroon education system. The effort by the government, communities and other collaborating partners in trying to improve quality primary teacher education of Cameroon, It is acknowledged. there are challenges and irregularities in the implementation of the new teacher training college curriculum.

In 2012, the ministry of secondary education came up with a new curriculum for teacher training colleges in Cameroon. As an innovation to primary teacher education, the new curriculum was immediately put into use as teachers were asked to implement it. But ever since then, teacher trainers have been left on their own in implementing the new curriculum. Teacher trainers have had little or no information about the new curriculum. They need directives on the usage, preparation and delivery of the content of the new curriculum in order to successfully apply the new pedagogic classroom practices that have been accompanied with the curriculum document such as the writing of lesson notes using the new format and the explicit method of teaching which is new to a great number of teachers. Teacher trainers have had little or no training on these new areas to be able to successfully implement the new curriculum, There are also new disciplines that are included in the new document and they include educational technology, National Languages and culture and ICT, These disciplines need teachers who have special training to teach them. How horrible it is to teach what you don't have a mastery of. It is from this backdrop that the researcher seeks to investigate on the constraints faced by teacher trainers in the implementation of the teacher training colleges curriculum in the South West Cameroon

Objective of the study

To find out how the implementation of the new curriculums is hampered by the unavailability of resources in teacher training college in the South West Region of Cameroon.

Research Question

How does the unavailability of resources affect the implementation of the new teacher training curriculum in South West Region of Cameroon?

Research Hypothesis**Hypothesis**

The unavailability of resources affect the implementation of the new teacher training curriculum in South West Region of Cameroon.

METHODOLOGY**Introduction**

The research design for this study is a survey design. The adoption of this design was because the study aimed at finding out the constraints faced by teacher trainers in implementing the new Teacher training curriculum. This design is very useful to this study because to Isangedighi, Joshua, Asim & Ekuri (2004), survey is important for opinion and attitude studies. Amin (2005) states that the quantitative approach, in particular, enables data to be gathered from many individuals that can be quantified and analyzed statistically so that current conditions can be described across large geographical regions. It is also carried out in the natural settings of participants, enabling the researcher to capture the multiple realities in the complex field situation (Amin, 2005).

For the purpose of this study, the quantitative data will be obtained using a questionnaire which provides descriptive

data on availability of resources, supervision of instruction, training on the new pedagogic practices and teachers' attitude toward the implementation of the new curriculum. The qualitative dimension in the study involves asking teachers specifically closed and open-ended questions on the constraints faced in implementing the new T.T.C curriculum. There was also a focus group discussion in order to acquire in-depth information concerning the main issues under investigation.

This study was carried out in the South West Region of Cameroon, which is one of the ten administrative regions of the country. It is found in the coastal region of the country and bordered in the west by the great Atlantic Ocean. The South West Region is divided into six administrative divisions: Fako, Meme, Manyu, Ndian, Lebialelem, and Kupe-Mwanenguba Divisions.

Teacher Training Colleges in Cameroon are administered within the divisional delegations of secondary education. For the 2016/2017 academic year, the South West Region of Cameroon has 15 Teacher Training institutions in six divisional delegations of secondary education. Table 1 presents the divisional delegations and their number of Teacher Training Institutions.

Table1: Distribution of Divisional Delegations and Teacher Training institutions of the South West Region

| Divisional Delegation | Number of Teacher Training Colleges | Public | Private | Confessional |
|-----------------------|-------------------------------------|--------|---------|--------------|
| Fako | 5 | 2 | 2 | 1 |
| Meme | 3 | 1 | 2 | - |
| Kupe-mwanenguba | 1 | 1 | - | - |
| Ndian | 3 | 1 | 1 | - |
| Manyu | 2 | 1 | 1 | - |
| Lebialelem | 1 | 1 | - | - |
| TOTAL | 15 | 7 | 7 | 1 |

Source: Regional Delegation of Secondary Education, South West Region – 2018/2019.

From Table 1 above, it can be observed that Fako Divisional Delegation of secondary Education has the highest number of Training institutions (five) while Kupe-Muanenguba and Lebialelem have the least (one each).

The target population (parent population) of this study is made up of all the teacher trainers in public and private teacher training colleges in the South West Region of Cameroon. As explained by Amin (2005), the target population is the population to which the researcher ultimately wants to generalize the results of a study. Table 2 presents the distribution of public and private Teacher Training Colleges for the 2018/2019 academic year in the region.

Table 2: Distribution of public and private TTCs and Teachers in the South West Region.

| Divisional Delegation | Number of public teacher trainers | | Number of private and confessional teacher trainers | |
|-----------------------|-----------------------------------|--------|---|--------|
| | Male | Female | Male | Female |
| Fako | 24 | 282 | 12 | 20 |
| Meme | 13 | 45 | 8 | 16 |
| Kupe-mwanenguba | 8 | 7 | - | - |
| Ndian | 6 | 12 | 6 | 14 |
| Manyu | 6 | 10 | 5 | 3 |
| Lebialelem | 12 | 2 | - | - |
| Total | 69 | 749 | 31 | 53 |

Source: South West Regional Delegation of Secondary Education, Cameroon 2018/2019 Academic Year.

Table 2 above shows that for the academic year 2018/2019, the South West Region has 15 public and private Teacher Training Colleges staffed with 902 teachers: 100 males (11.09%) and 808 females (88.91%). There are more female than male teachers in all the divisions.

The sample consists of 230 public and private teacher trainers drawn from 3 public teacher training institutions and two private teacher training institutions from three divisional delegations of secondary education namely, Fako, Meme, and Kupe-Mwanenguba. The sample size is based on sampling guidelines by Krejcie and Morgan (1970) cited by Amin (2005). Based on the statistic above, the number of teachers trainers in each school stands for the total enrolment of teachers in that school. Some schools especially in the big towns have more teachers than those in rural areas.

The selection of the three divisional delegations for investigation in this study was done by a simple random sampling technique using the lottery method (Amin, 2005). The researcher wrote the names of the six divisions of the south west region on pieces of papers and put in a basket. She called a child to carry out the draws. The selection was made without replacement in order for all the divisions to have equal opportunity to be chosen. Thus, they formed cases that, in the opinion of the researcher, would provide rich information for the issues under study (Kemper, Stringfield and Teddlie, 2003). One public Teacher Training Institution in each of the chosen divisions will be involved including one private teacher training institution from the chosen divisions through a random sampling technique. The private institutions' names will be written and put in a basket. A child will be used for the draws as there will be no replacements. All the teacher trainers in the chosen institution will participate in the study.

From the 180 teachers who responded to the questionnaire, two different focus discussions were organized in two teachers training institutions (one private and one public) whereby there were 8 teachers per group. The schools for the focus group discussion were conveniently selected by the researcher depending on the availability of the participants. As for when the focus group discussion was organized, this was after the preliminary analysis of data, such that the initial trend of findings could help orientate and enrich the discussion. The choice of participants was also purposive in order to have a good diversity, in terms of gender, age and experience such that they provided rich information of the issues under investigation. All the teachers in the schools were expected to participate voluntarily.

Table 2A: Distribution of sample Number of Public Teachers from the Divisional Delegations of Secondary Education in the South West Region.

| Divisional delegation | sample number of teachers Public institutions |
|-----------------------|---|
| Fako | 102 |
| KupeMwanenguba | 14 |
| Meme | 58 |
| Total | 174 |

Table 3B: Distribution of sample Number of Private Teachers from the Divisional Delegations of Secondary Education in the South West Region.

| Divisional delegation | sample number of teachers Private institutions |
|-----------------------|--|
| Fako | 32 |
| KupeMwanenguba | 0 |
| Meme | 24 |
| Total | 56 |

Table 3A and B above show the number of teachers sampled for this study and as explained above, they are 230

Data was collected through a semi-structured questionnaire and focus group discussions by the researcher herself.

Both descriptive and inferential statistics were used for data analyses. For descriptive statistics, frequencies, percentages, bar-charts and pie charts were used to describe the data. Thematic analyses were also employed in the content analyses. For inferential statistics the Pearson Product Moment Correlation Coefficient was used to test the hypotheses. The Pearson Product Moment Correlation Coefficient Value (r) is determined by

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

where n = sample size

x = scores of the dependent variable

y = scores of the independent variable

Σ = sum of

$\sqrt{\quad}$ = square root of

r_{xy} = Pearson Product Moment Correlation Coefficient Value

The Statistical Package for Social Sciences (SPSS) software, version 1, was used to analyze the quantitative data collected, particularly the close-ended items. All statistics were presented at the 99% Confidence Level (CL), Alpha =0.01 (Nana, 2015). The qualitative data obtained from the focus group discussion analyzed using the technique of content analysis. Holsti (1969) as cited in Bazeley (2003) states that content analysis is any technique which is used for making inferences by objectively and systematically identifying specified characteristics of messages. Bazeley (2003) explains that content analysis seeks to identify phrases, expressions or statements that are considered by the researcher to reflect the research question(s) under investigation. Arguably, therefore, the technique of content analysis is appropriate for use in the analysis of qualitative data which are usually obtained through ways such as focus group discussions, interviews and open-ended questions in questionnaires.

In using the content analysis approach in this study, the written responses for the open-ended questions will be read through line after line, and many times over, to pick out the important statements that surfaced. These will be written down and later on categorized into emerging themes. The recorded discussions will be transcribed and will go through the same procedure of analysis to be conducted for the open-ended questions. Finally, both the data from the open-ended questions and focus group

discussions will be “collated, analyzed, and compared for major themes” (McCormack et al., 2006) in terms of the research questions.

FINDINGS

Data collected from the field were analyzed using descriptive and inferential statistics. For descriptive statistics, frequencies, percentages, bar-charts and pie-charts were used to describe the results and answer the research questions. For inferential statistics, the Pearson Product Moment Correlation Coefficient Value (r) was used to test the hypotheses. Data analyzed were presented in sections.

Table 4: Presentation of Frequencies of Responses and Percentages for Items Relating to Availability of Resources

| S/N | Statement on Resources | Frequencies for Not at all (NA) /rarely available (RA) and percentages | | Frequencies for inadequately available (IA)/Adequately Available (AA) and Percentages | | Total | |
|--------------------------------|---|--|--------------|---|--------------|------------|--------------|
| | | NA/RA | NA/RA | IA/AA | IA | AA | F |
| 1 | Availability of audio devices (radio, tape recorder, television) | 167 | 92.8% | 13 | 7.2% | 180 | 100.0 |
| 2 | Availability of libraries | 153 | 85.0% | 27 | 15.0% | 180 | 100.0 |
| 3 | Availability of prescribed textbooks/relevant books | 137 | 76.1% | 43 | 23.9% | 180 | 100.0 |
| 4 | Availability of internet | 163 | 90.6% | 17 | 9.4% | 180 | 100.0 |
| 5 | Availability of specialized rooms like ICT labs, computer labs | 161 | 89.4% | 19 | 10.6% | 180 | 100.0 |
| 6 | Availability of curriculum | 77 | 42.7% | 103 | 57.2% | 180 | 100.0 |
| 7 | Availability of trained teachers specifically for ICT, Home Econs, Manual Arts, Educational Technology and National Languages | 111 | 61.7% | 69 | 38.3% | 180 | 100.0 |
| Overall mean Percentage | | | 74.1% | --- | 25.9% | --- | 100.0 |

With an overall mean of 74.1%, it could be stated that most respondents for the items on availability of resources either said, these were not at all available or they were rarely available.

Table 4.1: Responses on the Adequacy of Resources and Justifications

| Response Options | Freq. of Responses | % | Justification |
|------------------|--------------------|-------|--|
| No | 163 | 90.6% | ➤ The lab is not equipped |
| | | | ➤ The library is not equipped. |
| | | | ➤ Because specialized subjects lack the necessary books |
| | | | ➤ Resources are outdated |
| | | | ➤ Student teachers do not practice using school resources. |
| | | | ➤ Specialized labs are lacking. |
| | | | ➤ They are inadequate |
| Yes | 17 | 9.9% | ➤ Teachers suffer to teach because of lack of equipments. |
| | | | ➤ The library is equipped with books. |
| | | | ➤ There is the ICT lab and Home Econs. lab. |
| | | | ➤ Practicals take place in the labs. |

Results on table 4.1 shows that a large majority of respondents (90.1%) responded that there is inadequacy of resources and gave several justifications. A small portion of respondents (9.9%) responded that there are adequate resources and gave some justifications.

Table 4.2: Response on the way that, the lack of Resources affects Teaching

| Major themes | Sub-themes |
|------------------------------|--|
| Practicals are absent | ➤ No proper training in ICT. |
| | ➤ No proper training in Home Management |
| | ➤ No proper training in the sciences |
| | ➤ No proper training to teach |
| Difficulties during teaching | ➤ The teacher goes to distant places to fetch for teaching aids. |
| | ➤ Lessons are taught abstractly. |
| | ➤ Many students perform poorly. |
| | ➤ Scientific concepts are not properly explained. |
| | ➤ Teaching/learning is slowed down. |
| Poor performance | ➤ Students' performance is poor. |
| | ➤ Teachers performance in teaching is low. |
| | ➤ Concepts are not understood. |

| | |
|--|--|
| Low classroom participation | ➤ Many students do not participate during the teaching and learning process. |
| | ➤ Teaching is ineffective |
| | ➤ Teaching is slowed down with low syllabus coverage. |
| | ➤ Poor training for primary school teachers takes place. |
| | ➤ Understanding is difficult |
| Lack of technical know-how to manipulate equipments. | ➤ Much knowledge on the manipulation of equipments is absent. |
| | ➤ Teachers trained are not actually technicians in the field. |

Response to Research Question: The results on table 4.2 show that, the unavailability of resources affect the implementation of the new teacher education curriculum in several ways which have been group in five major themes as follows:

- Practicals are absent during the teaching learning process.
- The teacher faces enormous difficulties during teaching.
- Students/teachers classroom performance is poor.
- There is low classroom participation.
- The students will lack the technical know-how to manipulate equipments.

Analyses of Results on the Focus Group Discussion

Table 4.3: Impressions about the New Curriculum

| S/N | Major Theme | Sub-Themes |
|-----|---|--|
| 1 | A good document with several shortcomings. | <ul style="list-style-type: none"> ➤ It is a good document which is being force on teachers without appropriate training for its use. ➤ Many teachers face lots of problems during its implementation. ➤ The new ideas conceived in the document need a lot of time to be understood and implemented. |
| 2 | Teachers were surprised to see the curriculum | <ul style="list-style-type: none"> ➤ Teachers at the base were not involved in the curriculum process for the establishment of the document. ➤ Teachers were embarrassed when the new curriculum was presented to them. |
| 3 | Lack of mastery of the new curriculum even by the resource persons. | <ul style="list-style-type: none"> ➤ The resource persons could not answer several questions posed by teachers with regards to the new curriculum. ➤ The resource persons could not adequately explain many things in the new curriculum. ➤ The resource persons were embarrassed that, they could not deliver the goods. |

Results on tables 4.3 shows that, in a focus group discussion on the impressions of respondents about the new curriculum, several issues were raised which were grouped into the following major themes:

- A good document with several shortcomings
- Teachers were surprised with the document.
- Resource persons even lack mastery of its content.

Table 4.4: Justification on whether the resources they have are used adequately

| S/N | Major Theme | Sub-Themes |
|-----|----------------------------------|--|
| 1 | Resources are not just available | <ul style="list-style-type: none"> ➤ Human resources to implement the new curriculum are not available. ➤ Didactic materials for use in the implementation process are not available. No computers, no libraries, no labs. ➤ Finances are far fetch to be used for procurement of resource. |
| 2 | Resources are inadequate | <ul style="list-style-type: none"> ➤ Very few teachers can make some sense from the new curriculum. ➤ Didactic materials are very few in number. |

Results on table 4.4 show that several justifications were given to back up their claims about the availability of resource. These were grouped into two major themes as

- Resources are not just available.
- Resources are inadequate.

The unavailability of resources Results shows that most respondents for the items on availability of resources either said, these were not at all available or they were rarely available as an overall mean of 74.1 was had. A large majority of respondents (90.1%) responded that there is inadequacy of resources and gave several justifications. A small portion of respondents (9.9%) responded that there are adequate resources. The respondents went further to reveal the ways that lack of resources affect the

implementation of the new curriculum which include: the absence of practicals, difficulties during teaching, poor performance of teachers and students, low class participation, lack of technical know-how to manipulate equipment and the slowdown of implementation. It is thus true that unavailability of resources is a constraint to teacher trainers in the implementation of the new curriculum. This findings thus agree with the results of some earlier researchers such as (Desimone, 2002; Spreen and Knapzyk,

2017; Ada, 2000), who reported that schools halted curriculum implementation when these resources became unavailable as implementers could not re-allocate existing resources to support the curriculum.

The provision of basic instructional materials such as chalk, paper, pens, pictures, maps, charts, posters and illustrations is important for effective teaching and curriculum implementation (Ada 2000). The absence or inadequacy of resources makes teachers handle subjects in an abstract manner, portraying it as dry and non exciting (Ada, 2000),

Padmanabham (2001) argues that adequacy of resources determines an educational system's efficiency. The absence or the inadequacy of resources according to (Combs, 1970) will constraint teachers from responding more fully to new demands. Combs (1970), suggests that in order to raise the quality of educational, its efficiency and productivity, better learning material, physical facilities and human resources are needed.

From the findings, the researcher came up with the following conclusions; the inadequate availability of both material and human resources was one of the constraints the teacher trainers faced in implementing the new TTC curriculum.

RECOMENDATIOS

Based on the findings of this study, the researcher made the following recommendations:

- The ministry of secondary education, educators and facilitators of teachers in teacher training colleges should ensure that teacher trainees are taught and trained on the new pedagogic practices that are introduced in the course of implementation of a curriculum. The preparation should be done before implementation begins for effective implementation. They should also provide enough resources both material and human in order for the implementation of the curriculum to be successful.
- The school administrators should ensure that they carry out effective supervision on the implementation of the curriculum so as to ensure that student teachers are taught all relevance curriculum concepts and effective delivery
- For future implementation plans, it may be helpful for each teacher to be directly involved in training to ensure equitability and consistency in instructional practices across the region.
- The school administrators should be provided with data to support teachers during curriculum changes and substantiation for the benefits of understanding concerns prior to a change for improving curriculum fidelity.
- The school administrators should ensure that not only pedagogic days to train student teachers for teaching practice there should also be seminars and workshops to train teacher trainers on how to implement the new curriculum. The school administration should initiate internal trainings, organize exchange programs and request training by ministry of Secondary Education.

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