

# Headteachers' Preparedness in the Implementation of Career Technology Curriculum in Achiase District, Ghana

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## Abstract

This study explores the vital role of headteachers in implementing the Career Technology Curriculum (CTC) within the Common Core Programme (CCP) in basic schools across the Achiase District of Ghana. Framed by Bandura's Social Learning Theory (1977), Argyris and Schön's Organisational Learning Theory (1997), and Bass's Transformational Leadership Theory (2006), the research investigates how leadership practices, organisational learning processes, and social modelling influence or hinder effective curriculum delivery. Using a qualitative approach and multiple-case study design, data were collected through semi-structured interviews with ten public basic school headteachers and analysed thematically. The findings highlight ongoing structural and systemic challenges, including insufficient teaching materials and equipment, which greatly limit the practical delivery of CTC. Additional constraints involve limited time for professional development and minimal community engagement, both of which conflict with the curriculum's aim of preparing learners for the workforce. Despite these barriers, many headteachers exhibited elements of transformational leadership by fostering collaborative school environments, forming external partnerships, and motivating staff to adapt to curriculum changes. However, the longevity of these efforts remains uncertain due to limited institutional support. The study emphasises the interaction between individual agency, organisational learning, and leadership in the implementation of educational reforms. It concludes by recommending increased resource provision, contextually relevant professional development, and stronger community-school linkages spearheaded by headteachers as essential strategies for enhancing the effectiveness of career technology education in basic schools.

**Keywords:** Career Technology Curriculum, Headteachers, Curriculum Implementation, Ghana, Common Core Programme

## 1. Introduction

Curriculum reform remains a central focus in global education discourse, driven by the need to equip learners with relevant skills for the 21st

century. As Bobbitt (1918) posits, the curriculum should reflect the experiences necessary to develop individuals into capable adults, engaging them in activities that mirror the affairs of adult

life. This foundational understanding underpins the evolving nature of curricula, shaped by social, cultural, economic, and technological transformations (Kombe, 2015; Addai-Mununkum, 2020). Many countries have responded to these evolving demands through significant curriculum revisions. For instance, England's statutory National Curriculum was introduced in 2015 (Roberts, 2018), France revised its secondary curriculum in 2016 (Gueudet et al., 2018), while Finland, Nigeria, and Kenya undertook major reforms aimed at aligning their education systems with the dynamic needs of society (Halinen, 2018; Igbokwe, 2015; M'mboga Akala, 2021). In a similar trajectory, Ghana has initiated several curriculum reforms aimed at achieving both national development goals and international education standards (Adam-Yawson et al., 2021; Adu-Gyamfi et al., 2016). These initiatives demonstrate Ghana's responsiveness to the global call for Sustainable Development Goals (SDGs), particularly SDG 4, which promotes inclusive, equitable, and quality education (UNESCO, 2017). As a result, the Education for Sustainable Development (ESD) framework has required the realignment of curricula to emphasise key competencies such as collaboration, creativity, strategic thinking, and lifelong learning (Leicht et al., 2018).

In 2019, Ghana introduced a Standards-Based Curriculum for Basic Education, integrating these competencies into the learning framework for basic schools (NaCCA, 2019). This curriculum employs student-centred, constructivist pedagogies that prioritise inquiry, collaboration, and problem-solving, with teachers acting as facilitators in a learning environment designed to foster agency and adaptability (Ministry of Education, 2018). Against this backdrop, one of the core areas of reform at the Junior High School (JHS) level is the introduction of the Common Core Programme (CCP), which spans from Basic 7 to Basic 9. The CCP, which mirrors global competency-based curriculum reforms, is intended to prepare learners for both higher education and the workforce (NaCCA, 2021). One of its key

components is the Career Technology Curriculum (CTC), designed to provide learners with the practical, vocational, and technological skills necessary to navigate an increasingly complex and competitive global economy (Kissi et al., 2020; Owusu-Ansah, 2024). The implementation of this curriculum reflects Ghana's broader vision for education as outlined in the Education Strategic Plan (ESP) 2018–2030, which aims to align education with labour market needs and technological advancements (Ministry of Education, 2019).

However, as is common in many education systems worldwide, implementing career-based curricula has proven challenging. Nations introducing vocational and technical programmes often grapple with limited infrastructure, inadequate funding, lack of qualified personnel, and misalignment between school curricula and industry demands (UNESCO, 2020; Alagaraja & Arthur-Mensah, 2013). Additionally, cultural attitudes towards technical education, policy inconsistencies, and rapid technological change further compound these issues, particularly in developing countries where teacher training and instructional resources are often lacking (Webb, 2021). Nonetheless, countries like Germany and Singapore have demonstrated the transformative potential of well-integrated Career and Technical Education (CTE) programmes, highlighting the role of structured leadership and systemic alignment in their successful execution (Euler, 2013; Tan, 2017).

In Ghana, the successful implementation of the Career Technology Curriculum is greatly reliant on the school leadership and support systems. School leaders or headteachers are crucial in interpreting the curriculum intent into actual classroom practice (Boateng, 2012; Kitur, 2021). Their leadership significantly affects resource allocation, collaboration among teachers, as well as professional development, which are all required for effective implementation of the curriculum. Furthermore, headteachers are also viewed as key players in maintaining the institutional culture to support reforms like the

Common Core Programme, thus rendering their role strategic and operational in nature (Donkoh et al., 2021; Abedi & Ametepey, 2024).

Career Technology Education in Ghana includes a range of learning areas that bridge the gap between academic instruction and real-world applications. These courses are designed to equip students with industry-relevant competencies while nurturing their understanding of workplace dynamics (Afeti, 2018). Teachers of career technology occupy a critical space in this educational process. They serve as mediators between theory and practice, providing students with the skills necessary to succeed in various vocational fields (Webb, 2021). However, these teachers often encounter barriers related to curriculum clarity, resource availability, and alignment with broader educational goals (Ghana Education Service, 2017). Furthermore, collaboration among career technology educators is often limited, further complicating curriculum delivery. To ensure the success of the Career Technology Curriculum in Ghana, there is a need to better understand how school leaders, particularly headteachers, who contribute to its implementation are supported, hence an investigation into the practices, challenges, and strategies employed by headteachers in districts such as Achiase is critical. Such a study can illuminate the contextual factors that enable or hinder curriculum implementation and offer insights for enhancing leadership capacity in curriculum reforms.

While considerable attention has been paid to the design and intent of curriculum reforms such as the CTC, less is known about the ground-level leadership actions that determine their success. A study focusing on the role of headteachers in the implementation of Career Technology Curriculum in the Achiase District holds promise for revealing the nuanced interplay between policy, pedagogy, and leadership in Ghana's evolving educational landscape.

### **Theoretical Perspectives**

This study is supported by three interconnected

theoretical frameworks: Bandura's Social Learning Theory (1977), Argyris and Schön's Organizational Learning Theory (1997), and Bass's Transformational Leadership Theory (2006). These frameworks collectively provide insights into leadership behaviours, organisational culture, and social processes involved in implementing the Career Technology Curriculum (CTC) in the Achiase District of Ghana.

**Bandura's Social Learning Theory (SLT)** posits that individuals learn through observation, imitation, and modelling. In the school setting, headteachers act as role models whose behaviours and attitudes can influence teachers and students to embrace and implement the Career Technology Curriculum (Bandura, 1977). By demonstrating commitment, innovation, and support for career-oriented learning, headteachers indirectly shape the behaviours and mindsets of their staff and students. As Koutroubas and Galanakis (2022) explain, such modelling facilitates acceptance and integration of new educational practices. Furthermore, SLT emphasizes the role of a nurturing environment where stakeholders learn from one another and thereby promoting continuous professional growth, collaborative learning, and school-wide engagement in the curriculum reform process (Bandura & Hall, 2018).

**Argyris and Schön's Organizational Learning Theory (OLT)** provides a lens through which to understand how schools as institutions adapt, learn, and evolve. According to Argyris and Schön (1997), organisations improve their effectiveness by acquiring, sharing, and utilising knowledge. Headteachers who cultivate a culture of inquiry, reflection, and experimentation enhance their schools' capacity to implement reforms like the CTC successfully. In the context of the Achiase District, OLT helps illuminate how institutional processes such as professional development, internal feedback loops, and shared leadership support or hinder curriculum implementation. Understanding these learning dynamics is essential for identifying the drivers of sustainable change in education.

**Bass's Transformational Leadership Theory (TLT)** focuses on how leaders inspire, motivate, and mobilise their followers toward higher levels of performance and change. Originally developed by Bass and Avolio (1994), the theory outlines key leadership behaviours such as vision-setting, intellectual stimulation, and individualised support. Within the context of CTC implementation, transformational leadership is reflected in headteacher's ability to craft a compelling vision for career-focused education, build trust among staff, and empower teachers and learners to adopt new pedagogical practices (Bass & Avolio, 1993). Research suggests that transformational leadership is positively correlated with student achievement, teacher satisfaction, and overall school improvement (Owusu, 2019). As such, headteachers who exhibit these leadership behaviours play a pivotal role in translating curriculum policy into classroom practice.

In summary, these three theories SLT, OLT, and TLT form a robust conceptual foundation for understanding the complex, multifaceted role of headteachers in operationalising the Career Technology Curriculum. Bandura's SLT emphasizes modelling and social influence; Argyris and Schön's OLT highlights the institutional learning processes required for adaptation; and Bass's TLT focuses on the visionary and motivational capacities of educational leaders. Together, they provide a comprehensive framework to explore how leadership, learning culture, and social dynamics interact to influence the successful implementation of educational reforms in the Achiase District of Ghana.

### **Guiding Questions**

The following research questions guided the study

RQ1: How do headteachers implement the career technology curriculum in Achiase District?

RQ2: What support systems do headteachers put in place to ensure effective

implementation of the career technology curriculum in Achiase District?

### **Research Approach and Design**

We approached the study qualitatively, adopting a multiple case study design to capture the complex and varied realities of school leadership within distinct school contexts. The implementation of the CTC represents a significant shift in how teaching and learning are structured, requiring headteachers to lead in unfamiliar territory. In this context, headteachers are not only administrators but also change agents who must navigate constraints, mobilise resources, and provide critical support to teachers. The choice of a multiple case study design allowed us to engage deeply with the lived experiences, recognising that the work of implementing a new curriculum is socially embedded and highly contextual.

In pursuing depth over breadth, we selected a small number of headteachers whose experiences offered valuable insight into how leadership practices shape curriculum implementation. We were interested in understanding how these headteachers interpreted their roles, responded to challenges, and adapted to the demands of career-focused education. This design enabled us to identify shared patterns as well as distinct differences across cases, helping to make visible the conditions that influence effective curriculum leadership.

The case study design adopted aligned with our goal of studying phenomena in their natural settings, as outlined by Yin (2014). It also reflected our commitment to preserving the "voice" of participants while interpreting their leadership practices within broader systemic and organisational realities. In doing so, we sought to produce findings that not only resonate with other school leaders but also inform educational policy and practice around curriculum reform in Ghana.

### **Sample and Sampling Technique**

The study was conducted in the Achiase District of Ghana's Eastern Region, which comprises a mix of public and private Junior High Schools

(JHS). The district and public JHS were strategically selected due to its wide range of schools implementing the Career Technology Curriculum and its reflection of national educational challenges such as limited resources, inconsistent teacher training, and varying levels of headteacher support.

To ensure the inclusion of rich and relevant perspectives, **criterion-based purposive sampling** was employed to recruit headteachers for the study. Consistent with the principles of purposive sampling (Shaheen & Pradhan, 2019), participants were selected based on specific criteria including their experience in leadership, years of service, and practical involvement in implementing the Career Technology Curriculum. Only tenured headteachers with direct oversight of the programme were considered eligible. The goal was to ensure variation among headteachers to gain a broad range of perspectives on implementation practices. In total, ten (10) headteachers were sampled. Following Creswell (2013), the sample size was determined based on **data saturation** that is the point at which no new themes or insights emerged during interviews. The tenth participant confirmed this saturation, validating the sufficiency of the sample for a multiple case study design. This strategic sampling allowed the study to generate deep insights into the leadership role of headteachers in facilitating curriculum change within diverse school contexts.

### Data Collection Techniques

We employed semi-structured interviews and reflective dialogue (RD) as our primary data collection techniques. We conducted semi-structured interviews, adhering loosely to a formalised list of predetermined questions (Creswell, 2013); instead, we asked open-ended questions and allowed participants to elaborate freely. This flexibility enabled us to probe deeper whenever new ideas or experiences emerged, ensuring a rich and comprehensive discussion of headteacher's perceptions, experiences, and coping strategies in implementing the Career Technology Curriculum. With RD participants

were made to interact, wrestle and tease out ideas relevant to the study.

An interview protocol was developed, but with the RD participants developed their own agenda for the interaction. This was to guide the sessions and ensure consistency across all interviews and RD, while still permitting variation based on the participant's responses. To enhance the validity and reliability of the data, all exchanges were audio-recorded. This allowed for the capture of both verbal and non-verbal cues, as well as contextual observations. Detailed field notes were also taken during the interaction to supplement the recordings and provide a fuller understanding of the environment and circumstances in which responses were given.

### Ethics and Rigor

All participants were included in the study only after obtaining informed consent. Ethical considerations included the protection of participants' identities through pseudonyms, assurance of confidentiality, and the safeguarding of all data via secure storage and encryption measures.

To ensure **trustworthiness**, this study employed the criteria outlined by Lincoln and Guba (1986) and Guba and Lincoln (1994). **Credibility** was enhanced through prolonged engagement in the field, spanning a three-month period in participating schools, and through **member checking**, where participants were allowed to verify and comment on the interpretations of their contributions. **Peer debriefing** and **triangulation** of data sources and collection methods were also used to strengthen the integrity of the findings.

**Dependability** was addressed by maintaining a comprehensive **audit trail**, which detailed the procedures, reflections, and decisions made during data collection and analysis.

To promote **transferability**, the study included **thick descriptions** of the research context, participants, and themes (Shenton, 2004; Stahl & King, 2020). This detailed contextualization enables readers to assess the extent to which the

findings are applicable to their own settings or experiences. Finally, **authenticity** was ensured through the purposeful selection of **information-rich participants** and the inclusion of multiple, diverse perspectives. Detailed narrative accounts were used to faithfully represent the lived experiences of participants, thus providing a fair, balanced, and realistic portrayal of the headteachers' roles in implementing the Career Technology Curriculum in the Achiase District (Guba & Lincoln, 1994; Polit & Beck, 2014).

### Limitations

Throughout the research process, several limitations emerged that are worth highlighting. One notable challenge we faced was participants' initial discomfort with being recorded. Despite obtaining informed consent and providing repeated assurances of confidentiality and anonymity, some headteachers appeared visibly uneasy when the audio recorder was activated or when field notes were taken. This apprehension likely originated from fears that their responses could be traced and potentially shared with education authorities, leading to possible repercussions.

This concern might have been heightened by the politically sensitive nature of curriculum implementation in Ghana. Since the roll-out of the Career Technology Curriculum has received both praise and criticism which was often interpreted through political lenses, participants may have feared that their views could be seen as either support or dissent towards the government. This context of subtle political tension could have influenced some participants to withhold their full opinions or offer socially desirable responses rather than sharing their true experiences and concerns.

Additionally, the study's limited geographical scope restricted to one district and the relatively small sample size pose constraints on the generalisability of the findings. While purposive sampling was employed to ensure relevance and depth, the insights gained may not fully reflect the diverse realities of headteachers across other

districts or regions.

Another limitation was the exclusive focus on headteachers. Although this provided valuable insights into leadership perspectives, it excluded the voices of other critical stakeholders such as classroom teachers, students, and parents, whose input could have enriched the data and offered a more holistic view of Career Technology Curriculum implementation.

We acknowledge these limitations and hope future researchers will take them into account. Efforts should be made to build trust with participants, possibly through extended engagement, and to broaden the scope of inquiry to include multiple stakeholder perspectives across varied contexts. This would produce more comprehensive and representative findings, thereby better informing curriculum implementation efforts in Ghana.

### Data Analysis

Data generated included hours of interview recordings and reflective dialogue, which were transcribed verbatim to ensure that every detail and nuance of participant responses was preserved. Transcripts, along with corresponding field notes, were imported into Taguette, a qualitative data analysis software. Taguette provided an organised and user-friendly platform that facilitated systematic coding, exploration, and retrieval of data. In analyzing the data, we adopted a thematic analysis approach guided by a seven-step process: familiarization with the data, identifying significant statements (coding), formulating meanings, clustering themes, developing an exhaustive description, producing the fundamental structure, and seeking verification of that structure (see Colaizzi, 1978; Gläser & Laudel, 2013; Jones, 2023). Through this iterative process, we identified recurring patterns and key themes that provided a deeper understanding of the participants' perspectives, ultimately informing the study's findings. Within-case analysis and cross-case analysis were used and the former informed the later in the thematic approach. Within-case analysis from Creswell's (2003) viewpoint allowed us to become intimately

familiar with each participant's views about the phenomenon, which in turn allowed the identification of the distinctive patterns and also accelerated the cross-case analysis process (Eisenhardt (1989).

We used the cross-case analysis to examine how systematically issues cut across all cases' contributions. Referent themes from the within-cases analysis were used to identify similarities and differences in categories for the cross-case analysis as suggested by Powell and Renner (2003). The most important reason for using a cross-case analysis, according to Moore, Carol, Anthony, and McLaughlin (2003) and Eisenhardt (1989) was to make one go beyond the initial impressions from the within-case. This therefore influenced our thoughts when we were examining themes or categories across the cases.

**Results**

Aligning with the guiding research questions, (1) in what ways do headteachers implement the

Career Technology Curriculum in the Achiase District? and (2) what support systems do headteachers put in place to ensure successful implementation? Six themes common to participants, representing shared lived experiences and the contextual realities involved in curriculum implementation in Ghanaian basic schools came out.

The five core themes for part A, discussed below, highlight the intersection between curriculum policy, school-level leadership, and systemic constraints. The thematic findings are presented alongside representative quotations from participants to preserve the authenticity of their perspectives and to reflect the phenomenological focus of the study. Part A presents the within-case analysis report and Part B focus on the cross-case analysis report that focused on the sixth theme. .

**Part A**

**Table 1. Themes and Sub-Themes on Implementation and Support of the Career Technology Curriculum**

Research question	Themes	Sub-Themes
Research question 1	1. Teaching Methods	a. Emphasis on hands-on learning b. Shift to theory due to lack of materials c. Inconsistent pedagogical delivery
	2. Resource Challenges	a. Absence of instructional materials and tools b. Financial constraints limiting procurement c. Reliance on external artisans and field visits
Research Questio 2	3. Teacher Support and Collaboration	a. Limited access to technical training b. Informal peer mentoring c. Infrequent in-service development
	4. Parental and Community Involvement	a. Low parental awareness and commitment b. Misunderstanding of vocational education value c. Weak linkages with local industry
	5. Equity and Access for Students	a. Socioeconomic disparities in learning conditions b. Lack of home learning support and digital access c. In-school interventions to bridge the gap

Source Fieldwork Data Analysis

## **RQ1: How do headteachers implement the career technology curriculum in Achiase District?**

### **Teaching Methods**

Headteachers consistently emphasised the value of practical and interactive teaching approaches, which they viewed as essential to the integrity of the Career Technology curriculum. However, many lamented that such methods were infrequently applied due to severe resource limitations.

*"...I want my teachers to use hands-on activities, but too often they have to stick to theory because we don't have enough resources..."* (Participant 2)

Even though the curriculum encourages experiential learning, most teachers revert to theoretical instruction because of the inadequacy of the tools and space required for practical demonstrations. As such, pedagogical inconsistency remains a key challenge.

*"Although I emphasise hands-on learning, it often doesn't happen because teachers are forced to cover the theoretical parts without practical examples..."*

(Participant 8)

The data show a mismatch between pedagogical intent and instructional capacity, with implications for student engagement and skill development.

### **Resource Challenges**

The absence of teaching resources emerged as the most consistent and deeply felt constraint. Participants reported a near-total inadequacy and relevant textbooks, teacher guides, tools, and workshop space, making it difficult to fulfil the objectives of the Career Technology curriculum.

*"No textbooks, no teacher's guide, nothing. That's also a problem we are facing in the school..."*

(Participant 3)

In response, some headteachers arranged

community partnerships or external visits to local artisans, but these are logistically and financially unsustainable.

*"We take students to carpentry shops to help them get in touch with the tools and materials, but it all comes with a cost..."*  
(Participant 5)

Such improvisations reflect resilience but also point to structural underfunding that jeopardises the curriculum's long-term success.

## **RQ2: What support systems do headteachers put in place to ensure effective implementation of the career technology**

Two themes emerged from the analysis. These are teacher support and collaboration and parental and community involvement

### **Teacher Support and Collaboration**

While participants expressed a desire to support their teachers, the data revealed gaps in subject-specific training and confidence, especially in technical strands of the curriculum. Teachers with a background in Home Economics, for instance, often lacked the requisite skills to teach construction, electronics, or mechanical topics.

*"I try my best to provide materials and support, but my teacher still lacks confidence in delivering technical aspects without help..."*

(Participant 6)

In many cases, support comes informally from peer teachers in neighbouring schools, but these arrangements are irregular and insufficient.

*"Sometimes I have to bring in a colleague from another school, but it's not a permanent solution. We need ongoing support and training for our teachers..."*

(Participant 8)

The findings highlight a need for systemic, sustained professional development, with regular technical workshops and mentoring networks tailored to Career Technology content.

### Parental and Community Involvement

Despite efforts to engage families, headteachers reported that parental involvement in supporting the Career Technology curriculum was minimal. Many parents were either unaware of the subject's relevance or considered it inferior to core academic subjects.

*"Parents know about career technology, but they don't really understand why it matters. I wish they would get more involved to support their children..."*

(Participant 10)

This detachment impacts not only student motivation and resource access but also the wider school-community relationship, which is crucial for vocational training success. Several participants expressed interest in forming partnerships with local businesses, though most had not yet succeeded.

### Equity and Access for Students

The final theme revealed that students' socio-economic backgrounds significantly affect their ability to engage with Career Technology lessons. Many headteachers noted disparities in access to digital devices, home support, and basic materials.

*"I want every student to have the same chance to succeed, but some are still struggling because they don't have access to technology or support at home..."*

(Participant 1)

Some parents were reluctant to permit their children to use mobile phones for research, fearing distractions or misuse. This limited access disproportionately impacts students from low-income households, resulting in a two-tier experience of the same curriculum.

These access challenges are particularly concerning for a skills-based, technology-reliant subject, and underscore the need for targeted equity-focused interventions at both school and district levels.

### Part B: Assessment of Issues

This section explains a general characteristics associated with reflective dialogue (group

discussions). a general issues that came from the study was the assessment posture of the respondent explained briefly here. From the beginning the participants could not clearly decide how to confirm their views due to multiple views expressed which were not tolerated by them. The multiple views came out different approaches in their individual analysis. They could not use appropriate and relevant evidence to support their claims and what came out were not wholly accepted within the group. There was therefore a pool of discreet individualised views not systematically presented. These culminated in discussions that were not characterised by what the discussions were about. Mutual sharing was problematic and did not encourage better understanding of their views expressed within the group.

However as the reflective dialogue discussions progressed changes in the way they interacted did occur. Multiple views expressed on any event dominated the discussions. Each view was rigorously analysed to identify, select and adopt the idea(s) deemed relevant in the view expressed. This process enabled them to identify differences and similarities in any event as well as views expressed. Supporting this view participant #4 said:

*The thorough interrogation of our views, about issues each one of us gave to me is good. The different and similar views expressed has led me have in-depth understanding in continuous manner and also afforded me to learn new things about what I need to do.*

Participants #6 adding his voice to what # said commented by expressing an observation:

*The way that we expressed issues differently especially on the teaching methods with the use of specific evidence in respect of linking teaching theories to practice, in fact is showing how we analyse issues in different ways which I think is good.*

These two excerpts acknowledged how relevant and appropriate pedagogical and subject content knowledge are important and tied to any discussions of teachers' practices. From the discussions we could see new ways are identified as the two excerpts portray, hence from the discussions joint discussions can unravel such needs.

Even though dialogue on professional interaction like what happens in PLCs, in a truly joint and systematic manner seemed to encourage professional dialogue, other factors that can provide relevant and appropriate information can compel one to engage in such dialogue. There is evidence from the literature to the effect that just engaging in mere dialogue is not a sufficient condition to describe deep and rich professional dialogue, rather this may be better thought of in terms of how relevant and appropriate isolated ideas can be synchronized (Fook and Gardner, 2007). The case study evidence indicates that an outwardly inconsistent and flawed analysis, by participant #7, which epitomizes 'know-all' character, was a compelling factor that inhibited other members within the collaborative group from airing their ideas on an event during the discussions. The discussions were therefore sometimes characterised by irrelevant and inappropriate views, rather than views that promote the search for an alternative (Mattessich et. al., 2001). Expressing his dissatisfaction about such behaviour Participant #2: 'Participant #10 you do not want anyone to talk or respond to what you say, but your interpretation of differences between teaching style and pedagogy is not convincing'. Participant #2 made a good point, and others would I think support his view that to qualify to dominate a discussion an individual should ideally possess the relevant and appropriate knowledge in such an activity. Furthermore, the inner belief that compelled anyone to engage in professional dialogue needs to be dealt with cautiously, as without the appropriate and relevant skills developing better understanding of practices cannot be possible.

## Discussions:

The findings of this study shed light on the multifaceted realities of implementing the Career Technology curriculum in the Achiase District's basic schools. Echoing earlier investigations of curriculum change in developing contexts (Fullan, 2007; Osei, 2020), the findings show that, despite the fact that school leaders are dedicated to educational transformation, they are significantly constrained by systemic frailties. The next discussion examines the five emerging themes from the perspective of current literature and the Ghanaian education policy context.

The theme of teaching methods uncovers a fundamental paradox. As much as the curriculum espouses practical, experiential learning, schools often default to lecture-based teaching, in many cases due to resource constraints. This finding is consistent with Boateng and Oppong (2019), who argue that curriculum implementation often fails when practical elements are not realistically resourced. The outcome is a bias towards theory that contrasts sharply with the curriculum's vision of developing 21st-century capabilities.

Resource challenges were not only recurrent but also deeply rooted in the system. The insufficient textbooks, tools, and equipment reflect broader funding inequalities documented in Ghana's education sector (Akyeampong, 2018). The use of improvisation, such as bringing in external artisans or conducting field visits, demonstrates the agency of headteachers but also indicates the fragility and unsustainability of such workarounds. The data suggest an urgent need for decentralised resource allocation models that are responsive to local contexts.

Teacher support and collaboration emerged as both a challenge and an opportunity. The lack of technical expertise among some teachers highlights an implementation gap common in vocational education (UNESCO, 2016). However, peer mentoring and in-service training efforts reveal a latent potential for school-based capacity development. Consistent with Bandura's social learning theory (1977), collaborative teacher learning within schools can enhance professional

efficacy if systematically structured.

Parental and community involvement, or the lack thereof, highlights the cultural undervaluation of vocational subjects compared to core academic disciplines. This aligns with research by Amedorme and Fiagbe (2013), which found that societal perceptions often marginalise technical and vocational education. To change this narrative, stakeholder engagement strategies must be culturally grounded and include local business participation in school programmes.

Lastly, the equity and access theme reveals how socioeconomic status intersects with educational opportunity, reinforcing existing inequalities. Limited access to learning technology, parental support, and out-of-school resources compromises the inclusive aims of the Career Technology curriculum. This calls for targeted interventions such as technology access programmes and after-school clubs to ensure that no student is left behind.

In summary, this study shows that while the Career Technology curriculum offers promising pathways to skill development and employability, its implementation remains uneven and hindered by structural, pedagogical, and cultural barriers in the Achiase District of Ghana. Future policy interventions must adopt a holistic approach that combines resourcing, professional development, stakeholder engagement, and equity-based planning to fully realise the curriculum's potential.

### **Conclusion and Recommendations**

This study examined how headteachers in the Achiase District enact leadership in implementing the Career Technology Curriculum (CTC). Drawing on Bandura's Social Learning Theory (1977), Argyris and Schön's Organisational Learning Theory (1997), and Bass's Transformational Leadership Theory (2006), the findings suggest that curriculum implementation is not a uniform process. Instead, it is influenced by different leadership behaviours, institutional cultures,, collaboration and individual motivations. We identified three main groups of participants: transformational leaders, adaptive

implementers, and status quo maintainers. A few participants demonstrated transformational leadership by modelling desired practices, motivating staff, and fostering collaborative learning environments. These leaders embodied the principles of transformational leadership, particularly inspirational motivation and individualised consideration (Bass, 2006). Their schools exhibited conditions conducive to organisational learning, including shared decision-making, experimentation, and ongoing reflection.

### **Recommendations**

#### **1. Promote Transformational Leadership Development**

Leadership training programs in the district need to be tailored to transformational leadership (Bass, 2006) and should be institutionalised. These may include mentorship schemes, leadership fellowships, and collaborative peer-learning initiatives to equip headteachers within the district with skills to inspire, support, and lead change.

#### **2. Strengthen Organisational Learning Structures**

The Achiase District-level educational authorities should establish formal mechanisms for organisational learning (Argyris & Schön, 1997), such as inter-school networks, structured reflection sessions, and feedback systems to foster continuous improvement.

#### **3. Foster Social Learning Environments**

In alignment with Bandura's (1977) emphasis on observational learning, schools within the district should establish Professional Learning Communities (PLCs) where teachers can model, observe, and refine practical teaching strategies.

#### **4. Ensure Equitable Resource Provision**

Implementation of the CTC must be supported with adequate and equitable resources. Tools, materials, and facilities suited to the practical demands of the curriculum are essential to move beyond theory-based instruction.

### 5. Enhance School–Community Partnerships

Schools within the district should build stronger partnerships with local industries, artisans, and vocational experts to provide authentic learning experiences that reflect the aims of the CTC. These partnerships can enrich student learning and foster broader community involvement.

In conclusion, the implementation of the Career Technology Curriculum cannot be separated from the people and systems that support it. Leadership behaviours, social learning opportunities, and institutional cultures are vital to its success. A deliberate focus on capacity-building, collaboration, and cultural transformation will be crucial for maintaining meaningful curriculum change within Ghana's basic education sector.

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