



**MEASURING POLICY LITERACY: EVALUATING PARENT AND
TEACHER UNDERSTANDING OF COMMON CORE EDUCATION
POLICY IN GHANA.**

BY

CHRISTINA SIKA ESSIEM

MADC23076

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DECLARATION BY STUDENT

I hereby declare that this research is a result of my original research and that, no part of it has been presented for another degree in this university or any other higher education institute. I further declare that all the sources that I have used or quoted have been indicated and acknowledged using complete references.

CHRISTINA SIKA ESSIEM MADC23076

Student

Index number



Signature

18/12/24

Date

CERTIFICATION BY SUPERVISOR

This Dissertation/Thesis has been prepared and presented under my supervision according to the guidelines for supervision and formatting of a Dissertation/Thesis laid down by the University of Media, Arts, and Communication, UniMAC.

DR. KODWO JONAS ANSON BOATENG

Supervisor



Signature

18/12/24

Date

ABSTRACT

This study evaluates policy literacy among parents and teachers in Ghana concerning the Common Core Education Policy (CCEP). The research specifically focuses on assessing stakeholders' understanding of the policy, examining the effectiveness of communication channels used to disseminate it, and identifying barriers to effective communication that hinder policy literacy. A mixed-methods approach, combining quantitative surveys and qualitative interviews, was employed to collect data from 50 respondents, including teachers, parents, and students across selected regions of Ghana. The findings revealed that while eighty-two percent of respondents were aware of the CCEP, only thirty-six percent were "very familiar" with its objectives, and twenty-eight percent fully understood its key goals, such as critical thinking and digital literacy. Teachers exhibited a higher understanding, primarily due to their participation in Ghana Education Service (GES)-organized workshops, whereas parents and students had limited direct exposure to the policy. The study also points out the significant role of workshops and training sessions as effective communication channels for teachers. However, only fourteen percent of respondents "often" engaged with policy materials, indicating the need for more accessible and multi-channel communication strategies. Key barriers identified include complex policy language, insufficient resources (e.g., textbooks and ICT tools), and limited stakeholder feedback mechanisms. The study concludes that simplifying policy language, enhancing stakeholder engagement through inclusive communication strategies, and addressing resource constraints are critical for improving policy literacy and supporting effective implementation of the CCEP. Recommendations include the development of plain-language materials, increased community engagement, and equitable resource distribution, particularly in underserved areas. This research contributes to knowledge in development communication by emphasizing the importance of participatory approaches in educational policy dissemination. Future research is recommended to explore regional disparities in policy implementation and assess the role of digital platforms in enhancing policy literacy.

KEY WORDS: Common Core Education Policy (CCEP), Educational Communication, Policy Implementation Barriers, Policy Literacy, Stakeholder Engagement

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Education policies play a critical role in shaping the future of a nation's workforce, especially in a dynamic and evolving system like that of Ghana. Since the introduction of the Free Senior High School program in 2017, significant reforms have been implemented to improve access to and the quality of education across the country. However, the success of these policies relies heavily on effective communication that would enhance the understanding of policy content and adoption of the policy by key stakeholders, particularly parents and teachers. This study aims to measure policy literacy among selected stakeholders, focusing on their comprehension and interpretation of the Common Core Education Policy in Ghana. Identifying gaps in understanding and barriers to effective communication, this research seeks to offer recommendations for enhancing policy dissemination and implementation, ensuring that educational reforms achieve their intended outcomes.

1.1 Background of study

A key consideration in education worldwide is the development of a curriculum that integrates societal needs, individual aspirations, and global trends (Agyepong, 2023). This requires the creation of a well-structured curriculum by governments or educational institutions to fulfil the objectives of a society. However, the concept of curriculum remains broad, ambiguous, and open to numerous definitions and interpretations. Over two decades ago, Cobbold (2017) defined curriculum as a blend of socially valued knowledge, attitudes, skills, and activities,

combined with experiences, materials, and methods deliberately designed to achieve specific objectives with a particular group of learners. This definition is consistent with Shao-Wen's (2012) view of curriculum as the means of achieving targeted educational goals and objectives. More recently, Campbell-Phillips (2020) described curricula as learning frameworks "designed to address students' educational needs, facilitate learning, and establish relationships between teachers and students." In essence, the curriculum serves as a blueprint for the entire educational system, outlining the philosophy, aims and objectives, subject content, pedagogy, resources, and other elements intended to shape learners' behaviours.

There are two primary perspectives on curriculum: the progressive and the traditional. The traditional curriculum, as noted by Eyisi (2016), focuses on teaching learners basic skills such as reading and writing. In contrast, the progressive curriculum emphasizes the creative application of knowledge, aiming to prepare learners to meet the evolving needs, values, and aspirations of society. Udom (2013) argues that curriculum serves as a tool for solving societal problems. In many parts of the world today, including Africa, there is a gradual shift from the colonial legacy of a traditional curriculum centred on grammar education towards a more problem-solving, creative, and critical-thinking-oriented curriculum. This shift is driven by the increasing emphasis on science, mathematics, and technology in the modern era. Given the systemic nature of education, it is vitally important to develop policies and programs that would harmonise different components and systems to attain set goals including policy information dissemination, enhancing access, providing quality education and improving learning outcomes (Partey-Anti, 2024). Significant efforts have been made to address various aspects of Ghana's educational system since 2017. Relevant to this study is the introduction of the Free Senior High program on Tuesday 12th September 2017 in Ghana (Forson, 2017). Ghana's President, Nana Akufo Addo announced, "Education at the secondary high school level is now free in Ghana," at the launch, he called it "a necessary investment in the nation's future

workforce.” The response was enthusiastic, with parents and students forming long queues at public schools around Accra this week to register before classes open September 18.” (Forson, 2017). The success of education policies depends significantly on how well they are communicated to and understood by key stakeholders, including educators, administrators, students, and parents. Ghana’s recent reforms and the introduction of new education policies aim to enhance the quality and accessibility of education across the country. The effectiveness of these policies hinges on the stakeholders' policy literacy, and their ability to comprehend, interpret, and implement these policies as intended. Despite the potential benefits of new education policies, there is a significant gap in understanding how well such policies are communicated to those responsible for their implementation. Inadequate policy literacy among stakeholders can lead to misinterpretation, inconsistent application, and ultimately, the failure of the policy to achieve its intended goals (Fischer, 2018). Furthermore, the mechanisms and channels through which education policies are communicated, as well as the clarity and accessibility of these communications, have not been sufficiently evaluated in the Ghanaian context. Parents and students who are the beneficiary stakeholders do not seem to understand the educational system while teachers who are the facilitators of these reforms seem to be oblivious of what is going on. There have been debates on social media in recent times comparing a PhD earned in Ghana to a Canadian visa and concerns over young people travelling outside the country at a high rate probably to seek greener pastures. This dissertation explores the current state of policy communication and policy literacy among key stakeholders on the ‘Common Core’ policy in Ghana's education sector. The study aims to identify gaps in understanding, and barriers to effective communication, providing insights into how policy communication strategies can be improved to ensure the successful implementation of the new education policy.

1.2 Problem Statement

Despite the introduction of new education policies aimed at improving educational outcomes in Ghana, the effectiveness of these reforms is significantly undermined by challenges in policy communication and understanding among key stakeholders. The ability of educators, administrators, parents, and policymakers to comprehend, interpret, and implement these policies referred to as policy literacy is crucial for the successful execution of educational reforms (Viennet, 2017). Previous studies on educational reforms and policy implementation have largely focused on the design and outcomes of these policies, often neglecting the critical role of policy literacy among stakeholders (Williams et al., 2020; Moyson et al., 2017). While research has explored the impact of education policies on student performance and institutional effectiveness, there is a notable gap in understanding how well these policies are communicated to and understood by the individuals responsible for their implementation. Specifically, studies have not sufficiently addressed the extent to which educators, parents, and other key stakeholders comprehend and interpret education policies, which is essential for ensuring that these policies are applied consistently and effectively across different contexts. Furthermore, the channels and methods used to communicate policy directives have not been thoroughly examined, leaving a gap in understanding how to optimize communication strategies to enhance policy literacy.

In Ghana, these gaps are particularly pronounced. The recent introduction of the Common Core education policy, alongside other reforms, has brought significant changes to the educational landscape. However, there is growing concern that these policies are not being effectively communicated to the key stakeholders, especially teachers and parents who play a pivotal role in their implementation. Reports of confusion, misinterpretation, and inconsistent application of these policies suggest that policy literacy among stakeholders may be lacking. This problem

is compounded by the fact that existing communication strategies may not be adequately reaching or engaging these groups. In a country where educational success is critical for national development, the failure to address these issues could undermine the effectiveness of these reforms, ultimately impacting the quality of education and student outcomes in Ghana. However, there are significant gaps in understanding and barriers to effective communication, that hinder the full realization of these policies' objectives. This study seeks to investigate these communication challenges by identifying the specific gaps in policy literacy and the obstacles to effective communication, focusing on the Common Core Education Policy in Ghana.

1.3 Purpose of the Study

The purpose of this study is to evaluate the level of policy literacy among parents and teachers in Ghana regarding the Common Core Education Policy.

1.4 Objectives of the Study

This study aims to

- i. Assess the current level of policy literacy among parents and teachers in Ghana regarding the Common Core education policy.
- ii. Examine the channels and methods used to communicate the policy to stakeholders and assess their effectiveness in enhancing policy literacy.
- iii. Identify the key barriers to effective communication that impact policy literacy of the Common Core education policy among parents and teachers in Ghana.

1.5 Research Questions

- i. What is the current level of policy literacy among parents and teachers in Ghana regarding the Common Core education policy?
- ii. What channels and methods are used to communicate the Common Core education policy to stakeholders, and how effective are these methods in enhancing policy literacy?
- iii. What are the key barriers to effective communication that impact the policy literacy of the Common Core education policy among parents and teachers in Ghana?

1.6 Significance of the Study

The findings of this study provide insights into the challenges parents and teachers face in understanding and implementing the Common Core education policy, enabling targeted interventions to enhance educational outcomes. On a policy level, it offers recommendations to improve communication strategies, ensuring that stakeholders are well-informed and capable of effectively applying educational reforms. Theoretically, it will contribute to the literature on policy literacy and educational reform by exploring the underexamined relationship between stakeholder understanding and successful policy implementation, particularly in the context of developing countries.

1.7 Scope of the Study

The scope of this study is confined to evaluating the level of policy literacy among parents and teachers regarding the Common Core Education Policy in Ghana. It focuses on identifying the gaps in understanding and communication of the policy within selected schools and communities across the country. The study examines both the awareness and the depth of comprehension of the policy among these stakeholders, as well as the factors that influence their ability to interpret and implement the policy effectively. It also looks at the channels and methods used to communicate the Common Core education policy to stakeholders, and how effective these methods enhance policy literacy. The research primarily targets public schools where the Common Core policy is being implemented and gathers data through surveys and interviews to provide a comprehensive assessment of policy literacy within this context. To analyze policy communication and literacy related to Ghana's Common Core education policy, several key concepts, models, and variables are examined. Central to this study is the concept of policy literacy, which refers to the ability of stakeholders, such as teachers and parents, to understand and interpret educational policy effectively. The study also focuses on policy communication- the channels and methods used to disseminate policy information to stakeholders. Additional concepts such as stakeholder engagement and the participation of stakeholders in policy comprehension and implementation, as well as communication barriers, are the factors that hinder the effective transmission of policy information. The broader context of educational reforms are considered to understand the changes and updates in the curriculum and policies aimed at improving educational outcomes.

The analysis includes several key variables. The independent variables consist of the communication channels (meetings, workshops, digital platforms, printed materials) and the methods of communication (top-down dissemination, interactive discussions). The dependent variables include the level of policy literacy, measured by the stakeholders' ability to understand and apply the policy, and policy implementation success, which reflects the consistency and effectiveness in implementing the Common Core policy. To gain a deeper understanding, the study considered intervening and moderating variables, such as stakeholder demographics (education level, location), accessibility to communication tools, and the frequency of communication (how often policy updates and information are shared).

The theoretical framework underlying this work draws on the Diffusion of Innovations Theory (Rogers, 2003), which helps explain how educational policies, viewed as innovations, are communicated, adopted, and implemented within the social system. This theory emphasizes the role of communication channels, social systems, and the characteristics of adopters in influencing the spread and acceptance of new policies. Additionally, the Policy Implementation Framework (Mazmanian & Sabatier, 1983) was applied to assess the extent to which policies are communicated and implemented successfully. This framework considers key factors such as policy clarity, resource availability, and stakeholders' understanding as critical to the implementation process.

This combination of concepts, models, and theoretical frameworks provides a comprehensive approach to understanding the challenges and factors influencing policy literacy and communication in Ghana's education sector, focusing specifically on the Common Core education policy.

1.8 Delimitations of the Study

The study focuses specifically on evaluating policy literacy and the communication of the Common Core education policy within Ghana. The primary stakeholders considered are teachers and parents, as they play pivotal roles in understanding and implementing educational reforms. The research was conducted within selected schools and communities that represent a mix of urban, peri-urban, and rural settings to capture a range of experiences and perspectives. The study was limited to the Common Core policy to maintain a targeted approach and facilitate an in-depth analysis. Only certain communication channels, such as meetings, workshops, digital platforms, and printed materials, were included in the evaluation.

1.9 Limitations of the Study

This study faces several limitations. Firstly, the scope was restricted to specific regions within Ghana, which limited the generalizability of the findings to the entire country. The availability and willingness of teachers and parents to participate in surveys and interviews may affect the comprehensiveness of the data collected. Additionally, the study encounters challenges related to access to reliable data on the effectiveness of communication channels, which could impact the ability to draw robust conclusions. Resource and time constraints may also limit the depth of data collection and analysis. Lastly, the complexity of policy literacy as a concept means that its measurement may rely on self-reported data, which could introduce bias or subjectivity into the findings.

1.9.1 Organization of the Study

The study is organized into five chapters. Chapter One provides an introduction, including the background, statement of the problem, purpose, objectives, research questions, significance, delimitations, and limitations of the study. This chapter sets the stage for understanding why evaluating policy literacy among stakeholders of the Common Core Education Policy (CCEP) is important. Chapter Two reviews the relevant literature, and examines previous research related to educational policies, communication strategies, and barriers to implementation. It explores theoretical frameworks like Rogers' Diffusion of Innovations Theory and Stake's Responsive Evaluation Model, which are used to understand stakeholder engagement and the dissemination of policy information. Chapter Three outlines the research Methodology, outlines the research design and methods used to collect and analyse data. It describes the study population, sampling techniques, data collection instruments, and analysis methods. The chapter also explains the mixed-methods approach employed, which integrates both quantitative and qualitative data to address the study's objectives effectively. The fourth chapter, Data Presentation and Analysis, presents the findings from the questionnaires and interviews conducted. Quantitative results are supported by qualitative insights, offering a detailed understanding of stakeholders' awareness, participation, and challenges related to the CCEP. These findings are linked to the research objectives and relevant literature for a comprehensive analysis. The final chapter, Summary, Conclusions, and Recommendations, combines the key findings of the study and draws conclusions based on the research objectives. It also provides actionable recommendations for improving policy literacy and communication strategies. The chapter concludes with suggestions for future research to address any identified gaps and further enhance the implementation of educational policies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The significance of policy literacy within educational systems has gained increasing attention in recent years, especially as global educational reforms continue to shape learning environments and standards. In Ghana, implementing the Common Core Education Policy seeks to align the nation's academic standards with international benchmarks while addressing local educational needs. However, the success of this policy hinges on its effective comprehension and adoption by key stakeholders, particularly parents and teachers, whose understanding and involvement are critical for its implementation and impact.

This chapter examines the theoretical and empirical underpinnings crucial to evaluating parents' and teachers' understanding of Ghana's Common Core Education Policy (CCEP). It explores the interplay between communication strategies and policy implementation within the context of educational reforms. Specifically, it highlights the role of communication paradigms in development, the channels for disseminating policy information, and the socio-political dynamics influencing policy outcomes. Grounded in frameworks such as Rogers' Diffusion of Innovations Theory and Stake's Responsive Evaluation Model, this review offers a comprehensive analysis of the factors affecting the policy's successful adoption. By synthesizing concepts of policymaking, communication barriers, and education policy analysis, the chapter establishes a robust foundation for assessing the effectiveness of the CCEP's rollout in Ghana.

2.1 The Concept of Communication

Communication is a critical component of the policy-making process, acting as the medium through which policymakers convey objectives, strategies, and expectations to stakeholders. Lasswell's communication model highlights the necessity of clarity in the sender, message, channel, and receiver interaction, ensuring alignment and shared understanding (Lasswell, 1948). This clarity is particularly vital in the context of the Common Core Education Policy (CCEP), where effective communication must translate abstract policy goals, such as fostering critical thinking and digital literacy, into actionable steps for parents and teachers.

Recent studies on education policy communication have demonstrated the importance of clarity and inclusivity. For instance, a study by Danso and Akoto (2021) in Ghana explored communication strategies used in disseminating the CCEP. The study aimed to assess the extent to which parents and teachers understood the policy. It employed mixed methods, combining surveys and focus groups across urban and rural areas. The findings revealed that while urban teachers had moderate familiarity with the policy due to professional workshops, rural teachers and parents had limited exposure, largely due to language barriers and insufficient communication channels (Danso & Akoto, 2021). This highlights the disparities in how communication strategies reach different demographics. In a broader African context, Ncube et al. (2022) conducted research in Zimbabwe to evaluate how communication influences the adoption of education reforms. Their objective was to examine the effectiveness of participatory communication strategies in promoting stakeholder engagement. Using qualitative interviews and policy document analysis, the study concluded that two-way communication significantly enhanced stakeholders' understanding and ownership of policy objectives. However, the researchers noted that bureaucratic barriers often delayed feedback loops, diminishing the effectiveness of participatory methods (Ncube et al., 2022).

A study by Osei and Ayensu (2020) investigated the dissemination of the Universal Basic Education policy. The study utilized a descriptive survey design, collecting data from teachers and parents in Lagos State. The findings indicated that over 60% of respondents were unaware of the policy's objectives due to the use of overly technical language in policy documents and inconsistent communication channels. This aligns with Melton and Nunn's (2020) assertion that jargon-heavy language impedes stakeholder comprehension, a recurring issue across African education systems.

Participatory communication is a potential solution to these challenges. A study conducted in Ghana by Appiah and Danso (2023) assessed how interactive workshops impacted the understanding of the CCEP among teachers and parents. Using a quasi-experimental design, the researchers compared groups exposed to participatory workshops with those who received information through traditional lectures. The results showed that stakeholders who engaged in interactive sessions demonstrated a 45% higher understanding of the policy than those in the lecture group. This emphasizes the importance of dialogic communication strategies in fostering comprehension and engagement. Despite the benefits of participatory communication, barriers persist. A study by Mensah and Agyemang (2020) in Ghana examined the challenges of policy communication under the Free Senior High School initiative. Using interviews with education officers and teachers, the study identified a lack of feedback mechanisms as a critical limitation. Stakeholders often felt excluded from the policy-making process, leading to scepticism and reduced engagement. The findings align with Schramm's (1973) assertion that communication is most effective when it incorporates feedback loops, enabling stakeholders to voice concerns and seek clarification.

General conclusions across these studies point to the need for a multi-channel approach to policy communication. In Ghana, Danso and Akoto (2021) recommended combining traditional methods such as newsletters with digital platforms like webinars to bridge urban-

rural disparities. Similarly, Ncube et al. (2022) suggested integrating culturally relevant communication strategies, particularly in multilingual contexts. These insights raised that while participatory communication is essential, its success hinges on addressing contextual barriers such as language, accessibility, and technological infrastructure.

2.2 Paradigms of Development Communication

Development communication paradigms have evolved significantly, transitioning from top-down approaches to participatory frameworks that prioritize stakeholder input and collaboration. Early modernization paradigms, as noted by Rogers (1962), regarded communication as one-way dissemination of information, focusing on transferring knowledge from experts to the masses. However, more contemporary paradigms advocate for dialogic communication, which emphasizes interaction, stakeholder empowerment, and mutual understanding. In the Ghanaian educational context, adopting participatory paradigms has been identified as critical for fostering stakeholder engagement with policies such as the Common Core Education Policy (CCEP).

A study conducted by Danso and Appiah (2022) in Ghana sought to evaluate the role of participatory communication in improving parental and teacher involvement in the CCEP. The general objective of the study is to determine how participatory frameworks influenced stakeholders' comprehension and acceptance of the policy. Using a mixed-methods approach, the researchers collected data from urban and rural schools through surveys and focus group discussions. The study revealed that schools employing participatory methods, such as stakeholder workshops and regular feedback sessions, reported higher levels of parental

engagement and teacher preparedness than those relying solely on traditional, unidirectional communication channels (Danso & Appiah, 2022).

Again, a study by Ojo and Adeyemi (2021) in Nigeria examined the impact of dialogic communication on the adoption of Universal Basic Education reforms. The research aimed to assess how interactive communication strategies could address resistance to policy changes among rural parents. Using qualitative interviews and case studies, the researchers found that involving parents in decision-making processes significantly enhanced their understanding and support for the reforms. This finding supports Freire's (1970) assertion that empowering marginalized stakeholders through dialogic communication fosters a sense of ownership and bridges socio-economic gaps in policy implementation (Ojo & Adeyemi, 2021). In a broader African context, Ncube and Moyo (2023) conducted a study in Zimbabwe to explore the effectiveness of participatory communication in implementing curriculum changes under the New Competency-Based Curriculum. The study's objective was to assess whether dialogic frameworks could enhance teachers' and parents' engagement with the policy. Data were collected using focus group discussions with teachers and surveys of parents. The researchers concluded that participatory communication, such as collaborative workshops and feedback mechanisms, was instrumental in reducing resistance and improving policy uptake. However, they also identified barriers, including limited resources and inadequate training for facilitators, which hindered the full realization of participatory communication's potential (Ncube & Moyo, 2023).

Overall, these studies highlight the efficacy of participatory communication paradigms in enhancing stakeholder involvement and bridging gaps in understanding. They underscore Epstein's (2018) framework, which advocates for parents to be co-creators of educational success, and Freire's (1970) model, emphasizing empowerment and dialogue. The collective findings suggest that while participatory frameworks are effective, their success depends on

addressing structural barriers such as resource constraints, and ensuring equitable access to communication channels. This underscores the importance of adopting tailored, inclusive communication strategies to achieve the goals of educational reforms like the CCEP.

2.3 Channels of Policy Communication

The success of policy communication depends largely on the channels used to disseminate information. Traditional channels such as workshops, newsletters, and meetings have long been the primary methods of communicating educational policies. However, in the digital age, innovative channels like social media, webinars, and interactive platforms have gained prominence (Goetz & Duffy, 2022). The choice of channel significantly affects stakeholders' understanding and engagement with the policy.

Danso (2023) found that workshops and media outreach in Ghana had varying levels of success in communicating educational reforms, with urban parents and teachers benefiting more from these channels than their rural counterparts. The study also revealed that integrating multiple channels combining traditional and digital methods enhanced the reach and comprehension of the CCEP. The effectiveness of these channels, however, hinges on their accessibility, cultural relevance, and the simplicity of the information conveyed.

2.4 Conceptual Underpinnings of Policymaking

Policymaking is a dynamic process shaped by the interplay of socio-political, economic, and cultural factors. In the context of Ghana's educational sector, these influences have historically resulted in fluctuating priorities and reform efforts. As Braimah et al. (2014) observed, Ghana's educational policy landscape has been marked by political instability and ideological shifts, with successive governments often initiating reforms aligned with their political agendas rather than long-term national interests. The Common Core Education Policy (CCEP) is one such reform, designed to standardize educational outcomes and address persistent disparities. However, its implementation points out enduring challenges, including unequal access to resources, regional inequities, and varying levels of stakeholder engagement. Understanding these influences is critical to evaluating the policy's potential for success.

The CCEP seeks to resolve systemic issues in Ghana's education system by harmonizing curriculum standards and fostering critical competencies such as digital literacy and problem-solving (Kusi-Ampofo et al., 2015). Kingdon's Multiple Streams Framework offers a useful lens for analyzing how the policy emerged. According to Kingdon (1984), policies are formulated when three streams of problem recognition, policy proposals, and political will converge at a critical moment, creating a "policy window" for action. In the case of the CCEP, the problem stream includes challenges such as declining educational quality and regional disparities, while the policy stream consists of proposed solutions like standardized curricula. The political stream reflects the government's commitment to education reform as a means of national development. Despite this convergence, the alignment of these streams is often disrupted by competing interests among policymakers, educators, and parents, leading to delays and inefficiencies in policy rollout.

Socio-economic factors also play a significant role in shaping the policymaking process. Ghana's education system is characterized by disparities between urban and rural areas, with rural schools often facing shortages of qualified teachers, learning materials, and infrastructure (Ankomah & Osei, 2020). These disparities are compounded by economic constraints that limit the government's ability to allocate adequate resources for policy implementation. For instance, while the CCEP emphasizes digital literacy, many rural schools lack access to basic technology, such as computers and reliable internet. Addressing these socio-economic challenges requires targeted investments and resource mobilization strategies to ensure equitable policy outcomes. Without these efforts, the CCEP risks exacerbating existing inequalities rather than mitigating them.

Cultural factors further complicate the policymaking landscape. Ghana's diverse cultural context necessitates policies that are inclusive and sensitive to local needs and values. However, one-size-fits-all approaches often fail to resonate with stakeholders in different regions. For example, the standardized curriculum under the CCEP must account for variations in language, teaching traditions, and parental expectations. Failure to do so can lead to resistance from communities that perceive the policy as incompatible with their cultural realities. As Braimah et al. (2014) noted, the success of any policy depends on its ability to adapt to local contexts while maintaining coherence with national objectives. Thus, inclusive stakeholder consultations are essential for fostering cultural acceptance and ensuring effective implementation. Finally, recognizing the conceptual underpinnings of policymaking helps to show the structural and systemic barriers that hinder successful educational reforms in Ghana. The CCEP's challenges are not unique but rather reflective of broader issues in policy design and implementation. Policymakers must navigate a complex web of competing priorities, limited resources, and diverse stakeholder interests to achieve meaningful change. By addressing these foundational issues through strategies such as improved resource allocation,

culturally responsive policies, and enhanced stakeholder collaboration Ghana can create a more resilient and equitable educational system.

2.5 Factors that Limit Policy Implementation

The implementation of educational policies such as Ghana's Common Core Education Policy (CCEP) faces several limiting factors, including inadequate training, resource shortages, and resistance from stakeholders. Inadequate teacher training is a critical challenge, as noted by Schmidt et al. (2022), who emphasize that insufficient preparation creates a disconnect between policy objectives and classroom practices. Teachers, as primary implementers, require comprehensive training to understand and apply new curricula effectively. Without such support, the intended outcomes of policies like the CCEP are unlikely to materialize, particularly in under-resourced schools. Resource allocation disparities further undermine policy implementation. Ankomah and Osei (2020) highlight the significant gap between urban and rural schools in Ghana, where rural schools often lack the basic infrastructure and materials needed to support the implementation of new curricula. For instance, while the CCEP emphasizes digital literacy, many rural schools lack access to computers and reliable internet connectivity. These resource gaps not only hinder the policy's execution but also exacerbate existing inequalities in the education system. Addressing these disparities through equitable resource distribution is crucial for successful policy implementation. Resistance to change is another major barrier to policy implementation. According to Wang et al. (2021), scepticism among teachers and parents regarding the relevance and feasibility of educational reforms often leads to apathy or outright opposition. For example, stakeholders may perceive the policy as misaligned with local needs or too demanding given existing resource constraints. Such resistance undermines efforts to create buy-in and collaboration, which are essential for

effective implementation. To address this, policymakers must invest in awareness campaigns and community engagement initiatives to build trust and align stakeholder perceptions with policy goals.

Cultural and contextual factors also limit policy implementation. Policies designed without sufficient input from local communities may fail to resonate with their values and practices, leading to resistance. A study by Osei and Akoto (2022) revealed that one-size-fits-all approaches to policy implementation often overlook the unique needs of rural and marginalized communities, further complicating efforts to achieve uniform educational outcomes. Tailoring policies to local contexts through inclusive stakeholder consultations can help mitigate this barrier and foster acceptance. The successful implementation of policies like the CCEP requires addressing key limiting factors such as inadequate training, resource disparities, resistance to change, and cultural misalignment.

2.6 Policy Failures: Intricacies and Causes

Policy failures often result from a combination of poor planning, inadequate communication, and stakeholder disengagement. McGuinn and O'Reilly (2020) argue that educational reforms fail when policymakers overlook the practical realities of implementation. For instance, the CCEP's emphasis on digital literacy is undermined by the lack of technological resources in many Ghanaian schools.

Furthermore, policy failures are exacerbated by the absence of monitoring and evaluation mechanisms. Stake's Responsive Evaluation Model advocates for real-time feedback from stakeholders to identify and address implementation challenges (Stake, 1975). Incorporating

such frameworks can mitigate policy failures by ensuring continuous alignment between policy design and stakeholder needs.

2.7 Communication in Policymaking

Effective communication is instrumental in bridging the gap between policy design and implementation. Anderson et al. (2021) demonstrated that schools that employed iterative communication strategies saw significant improvements in stakeholder engagement. However, barriers such as language complexity and socioeconomic disparities persist, limiting the reach and effectiveness of policy communication efforts (Melton & Nunn, 2020). To overcome these barriers, policymakers must adopt inclusive communication strategies that cater to diverse audiences. This involves simplifying policy language, using culturally relevant examples, and leveraging accessible communication channels. Addressing these barriers, the CCEP can achieve greater stakeholder buy-in and more effective implementation.

2.8 Theoretical Framework for Education Policy Analysis

This study's theoretical framework integrates Rogers' Diffusion of Innovations Theory and Stake's Responsive Evaluation Model to provide a robust analytical foundation for evaluating the communication and implementation strategies of Ghana's Common Core Education Policy (CCEP). Rogers' theory, introduced in 1962 and expanded in subsequent editions, explains the process through which innovations, including educational reforms, are adopted by stakeholders. It emphasizes key factors such as the perceived relative advantage of the innovation, its compatibility with existing values and practices, and the effectiveness of the

communication channels used to disseminate information (Rogers, 2003). In the context of the CCEP, these factors are critical for understanding how parents and teachers perceive, engage with, and implement the policy. Rogers' theory identifies five stages in the adoption process: knowledge, persuasion, decision, implementation, and confirmation. The study applies these stages to analyze how well the CCEP has been communicated to stakeholders, from the initial awareness of the policy (knowledge) to its application in classrooms and homes (implementation and confirmation). For example, if stakeholders perceive the CCEP as offering significant advantages, such as improving student outcomes or addressing disparities, they are more likely to adopt and support it. However, if the policy is seen as incompatible with local needs or overly complex, resistance may arise. Examining these stages, the study aims to identify barriers and enablers in the adoption process.

Stake's Responsive Evaluation Model complements Rogers' theory by emphasizing the importance of stakeholder feedback and contextual understanding in policy evaluation. Developed in 1975, this model advocates for an iterative, participatory approach to evaluation, focusing on the experiences, perceptions, and expectations of those directly affected by a policy (Stake, 1975). In the context of the CCEP, this involves gathering real-time feedback from parents, teachers, and other stakeholders to assess how effectively the policy addresses their needs and aligns with their expectations. This feedback is essential for identifying gaps in communication strategies and making timely adjustments to enhance stakeholder engagement and policy implementation.

Together, these frameworks provide a comprehensive lens for analyzing the dynamics of communication and stakeholder engagement in the CCEP. While Rogers' theory focuses on the factors influencing adoption, Stake's model ensures that the evaluation process remains grounded in the lived experiences of stakeholders. This dual approach allows the study to assess both the theoretical underpinnings of policy adoption and the practical realities of

implementation. For instance, while communication channels may appear effective on paper, Stake's model highlights whether they are truly accessible and impactful for diverse stakeholder groups, particularly in rural or underserved areas. Integrating theoretical insights with empirical evidence, this framework enables a nuanced analysis of the CCEP's strengths and weaknesses. It facilitates the identification of specific strategies that can enhance stakeholder understanding, address resistance, and improve implementation outcomes. Ultimately, the combined application of Rogers' Diffusion of Innovations Theory and Stake's Responsive Evaluation Model underscores the importance of both innovation design and stakeholder-centered evaluation in achieving successful educational reforms. This integrated approach ensures that the CCEP is not only well-conceived but also effectively communicated and embraced by those it seeks to benefit.

2.9 Empirical Evidence for Education Policy Analysis

Empirical evidence points to the critical role of stakeholder understanding in the successful implementation of educational reforms. A study by D'Aoust et al. (2021) focused on the impact of targeted professional development programs for teachers implementing new curricula. The researchers found that teachers who participated in tailored training sessions exhibited higher confidence and competence in adopting the reforms. This confidence translated into improved classroom practices and greater alignment with policy objectives. The findings emphasize the importance of equipping teachers with the necessary skills and knowledge to bridge the gap between policy design and classroom execution, making professional development a cornerstone of successful education policy implementation.

Parental engagement also plays a vital role in the success of educational reforms. Chingos and Whitehurst (2020) demonstrated the effectiveness of parental workshops in fostering a deeper understanding of policy objectives. Their study, conducted in a diverse set of schools across the United States, revealed that parents who participated in interactive workshops were more likely to support and collaborate with schools in implementing reforms. This support was particularly evident in improved student outcomes, as parents became more involved in their children's learning. The findings highlight the need for inclusive communication strategies that empower parents as active contributors to educational reform processes. Despite these positive outcomes, gaps in communication and resource allocation remain significant barriers to the success of policies like the Common Core Education Policy (CCEP). Davis and Hines (2021) examined the role of ongoing communication in sustaining stakeholder engagement during educational reforms. Their study revealed that one-off communication efforts, such as introductory workshops or policy documents, were insufficient to maintain stakeholder interest and understanding. Instead, consistent updates, follow-ups, and iterative engagement strategies were found to be essential in keeping stakeholders informed and motivated. This reinforces the need for dynamic, long-term communication plans that adapt to the evolving needs of teachers and parents. Inadequate resource allocation is another recurring challenge identified in empirical studies. For instance, Osei and Akoto (2022) investigated the implementation of educational reforms in rural Ghana, focusing on the availability of resources to support policy objectives. The study found that while urban schools often had access to essential tools and materials, rural schools struggled with shortages of textbooks, teaching aids, and trained personnel. These disparities limited the ability of rural stakeholders to fully engage with and implement the reforms, highlighting the importance of equitable resource distribution in achieving policy success. The findings suggest that addressing these gaps is crucial for ensuring that policies like the CCEP benefit all regions equally. Integrating empirical evidence into the

design and implementation of educational policies is critical for achieving desired outcomes. Studies like those by D'Aoust et al. (2021) and Chingos and Whitehurst (2020) emphasize the positive impact of targeted professional development and parental engagement on policy success. Conversely, research by Davis and Hines (2021) and Osei and Akoto (2022) underscores the challenges posed by inconsistent communication and resource inequities. Together, these findings highlight the need for holistic approaches that combine effective communication, adequate resources, and stakeholder-centered strategies. Such evidence-driven approaches can significantly enhance the success of reforms like the CCEP, ensuring that they achieve their intended goals of improving educational outcomes and reducing disparities.

2.9.1 Chapter Summary

This chapter delved into the theoretical and empirical foundations essential for understanding parents' and teachers' engagement with Ghana's Common Core Education Policy (CCEP). It emphasized the pivotal role of communication in policy implementation, exploring paradigms that have transitioned from top-down dissemination to participatory frameworks. Examining communication channels and barriers, the chapter looked at how language complexity, socio-economic disparities, and inadequate resource allocation hinder effective policy dissemination. These challenges indicate the need for inclusive and adaptable communication strategies that foster stakeholder understanding and collaboration. The integration of theoretical frameworks, such as Rogers' Diffusion of Innovations Theory and Stake's Responsive Evaluation Model, provided a comprehensive lens for analyzing the dynamics of policy adoption and evaluation. Rogers' theory illuminated the stages of stakeholder adoption, emphasizing factors like relative advantage and compatibility, while Stake's model underscored the importance of real-time feedback from stakeholders. These frameworks complemented each other, enabling an in-depth analysis of how communication strategies influence stakeholder perceptions and the implementation of educational reforms. Empirical evidence further enriched this analysis, revealing the impact of professional development, parental engagement, and resource distribution on the success of policies like the CCEP.

CHAPTER THREE

THEORETICAL FRAMEWORK AND RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodology employed to evaluate parent and teacher understanding of the Common Core Education Policy (CCEP) in Ghana. The study employs a mixed-methods approach to explore the perspectives of key stakeholders, ensuring a comprehensive understanding of the policy's communication and implementation dynamics. Detailed descriptions of the research approach, design, study setting, population, sampling techniques, data collection instruments, procedures, handling, and analysis are provided. Ethical considerations guiding the research are also discussed. These elements form the backbone of the study, ensuring that the research is both methodologically rigorous and ethically sound.

3.1 Research Approach

The study adopts a mixed-methods research approach, combining quantitative and qualitative methods to provide a holistic analysis of stakeholders' understanding of the CCEP. Mixed-methods research is particularly appropriate for studies that seek to understand both the breadth and depth of a phenomenon (Creswell & Creswell, 2018). The quantitative component enables the collection of numerical data that can be analyzed statistically to identify trends, while the qualitative component captures nuanced insights that enrich the interpretation of findings.

This dual approach is instrumental in achieving the study's objectives, as it allows for the triangulation of data to enhance reliability and validity. For instance, surveys are used to gather broad patterns of understanding among teachers and parents, while interviews provide detailed narratives that contextualize the survey findings. This integration ensures that the research captures both the general trends and specific experiences related to the CCEP's communication and implementation. Mixed methods research also provides flexibility in addressing complex research questions. In this study, questions regarding the effectiveness of communication strategies and the barriers to policy understanding require both numerical evidence and rich, descriptive data. Employing this approach, the study addresses the "what" and "how" aspects of the research problem, offering a comprehensive understanding of stakeholder perspectives (Plano Clark & Ivankova, 2016).

Furthermore, the mixed-methods approach aligns with the study's focus on diverse stakeholders. Parents, teachers, and students come from varied socio-economic, cultural, and educational backgrounds, necessitating methods that can capture this diversity. Quantitative surveys provide a broad overview, while qualitative interviews offer deeper insights into the experiences of specific groups, ensuring inclusivity in the research process.

Finally, the mixed-methods approach enhances the study's applicability to policy and practice. Policymakers require both- quantitative evidence to inform decision-making and qualitative insights to understand stakeholder concerns and needs. This approach ensures that the findings are not only academically robust but also practically relevant for improving the CCEP's communication and implementation.

3.2 Research Design

The study employs a descriptive survey research design to evaluate the understanding of the CCEP among parents and teachers in Ghana. A descriptive survey is well-suited for examining attitudes, beliefs, and opinions within a population without manipulating variables, making it ideal for this study's objectives (Babbie, 2020). This design facilitates the collection of both quantitative and qualitative data, enabling a comprehensive exploration of stakeholders' perspectives. The flexibility of the descriptive survey design is a significant advantage, allowing researchers to use various data collection methods such as questionnaires and interviews. This adaptability is crucial in Ghana's diverse educational landscape, where literacy levels, access to technology, and cultural norms vary significantly. Tailoring data collection methods to the context ensures that the study reaches a wide range of participants, enhancing the validity of the findings.

A key strength of the descriptive survey design is its ability to capture the natural context of a phenomenon. Understanding stakeholders' perceptions of the CCEP requires consideration of external factors such as cultural norms, resource availability, and existing educational practices. The descriptive approach allows for the documentation of these contextual elements, providing a richer understanding of the factors influencing policy implementation. Additionally, the non-intrusive nature of this design encourages honest and open responses from participants. By observing and recording stakeholders' views without interference, the study creates an environment conducive to authentic expression. This is particularly important in studies involving sensitive topics like policy perceptions, where participants may be hesitant to share their views under more controlled or experimental conditions. While the descriptive survey design has limitations, such as the inability to establish causality, these challenges are mitigated

through careful research planning. For instance, the study uses triangulation to validate findings from different data sources, enhancing the reliability of the results.

3.3 Study Setting

The study is conducted in Greater Accra Ghana. This region is selected to capture the diversity of Ghana's educational landscape, reflecting both urban and rural contexts. Greater Accra represents an urban setting with relatively better access to educational resources, this allows for a comprehensive analysis of the CCEP's communication and implementation.

Greater Accra is home to some of Ghana's most well-equipped schools, with access to technology, trained teachers, and diverse stakeholders. This urban context offers an opportunity to examine how well-resourced environments influence the understanding and implementation of the CCEP. The study site is chosen based on the availability of stakeholders who are directly affected by the CCEP. Junior High Schools (JHSs) in this region serve as primary implementation sites for the policy, making them ideal for evaluating its impact. Additionally, the inclusion of parents and students from this region ensures a balanced representation of perspectives, capturing the voices of both implementers and beneficiaries of the policy. Overall, the selection of Greater Accra ensures that the study captures a wide range of experiences and challenges related to the CCEP. Analyzing data from these settings, the research provides actionable insights for policymakers aiming to improve the policy's communication and implementation across Ghana.

3.4 Study Population

The study population consists of key stakeholders in Ghana's education system, including teachers, parents, and students who are directly affected by the CCEP. According to Amedahe and Gyimah (2018), the population in a research study comprises individuals or groups that meet specific criteria relevant to the research objectives. For this study, the population includes Junior High School (JHS) teachers, parents of JHS students, and students aged 18 and above in the Greater Accra region. The target population is narrowed to ensure that data collection focuses on individuals with relevant knowledge and experiences related to the CCEP. Teachers are included because they are the primary implementers of the policy in classrooms, making their understanding of the curriculum and teaching methods critical to its success. Parents are included to assess their awareness and engagement with the policy, as their involvement significantly influences student outcomes. Students aged 18 and above are included because their maturity allows them to articulate their experiences and perceptions of the policy effectively.

The selection of participants from the Greater Accra region ensures that the study captures diverse perspectives, reflecting the socio-economic variations within Ghana. This diversity is essential for identifying common challenges and unique barriers that stakeholders face in different settings. It also allows for a comparative analysis of how contextual factors influence the understanding and implementation of the CCEP. The study population also aligns with the broader goals of the research, which aim to inform strategies for improving communication and engagement with the CCEP. Understanding the perspectives of key stakeholders, the research provides actionable insights for policymakers and educational authorities seeking to enhance the policy's effectiveness.

3.5 Sampling and Sampling Techniques

The study employs purposive sampling, a non-probability sampling technique that allows the deliberate selection of participants based on specific criteria relevant to the research objectives. Purposive sampling also referred to as judgmental sampling, ensures that participants possess the characteristics, experiences, or knowledge necessary for addressing the research questions (Etikan et al., 2016). This method is particularly suitable for this study, as it targets stakeholders directly involved in or affected by the implementation of the Common Core Education Policy (CCEP). The sampling frame includes teachers, parents, and students from the Greater Accra region of Ghana. The target population comprises twenty-five teachers, twenty-five parents, and ten heads of schools and students. This sample is representative enough to provide diverse insights while remaining manageable for effective data collection and analysis.

Teachers are selected because of their role as the primary implementers of the CCEP. Their experiences and perceptions are critical to understanding the policy's classroom-level impact. Parents are included to assess their awareness and involvement in supporting their children under the new curriculum. Students, aged 18 and above, are chosen for their ability to articulate how the policy affects their learning experience. The inclusion of stakeholders ensures a balanced perspective on policy implementation. While purposive sampling is effective in ensuring relevance and depth, it has limitations, such as the potential for researcher bias in participant selection. To address this, the study follows a structured inclusion criterion, selecting participants based on their direct involvement with or knowledge of the CCEP. This systematic approach enhances the credibility and dependability of the sampling process (Creswell, 2013).

3.6 Data Collection Instruments

The study utilizes semi-structured questionnaires and interview guides as primary data collection instruments. These tools are designed to capture both quantitative and qualitative data, ensuring a comprehensive understanding of stakeholders' perspectives on the CCEP. Semi-structured questionnaires are particularly useful for gathering standardized data from many participants, while interview guides facilitate a deeper exploration of individual experiences and opinions (Bryman, 2016). The questionnaire is divided into sections aligned with the study's objectives. Section A captures demographic information such as age, gender, educational background, and location, providing context for the responses. Section B assesses participants' understanding of the CCEP, exploring their knowledge of its objectives, components, and perceived benefits. Section C evaluates the communication strategies used to disseminate the policy, focusing on the effectiveness of channels such as workshops, meetings, and digital platforms. Section D identifies barriers to understanding and engagement, such as language complexity, resource constraints, and cultural misalignment. The interview guide complements the questionnaire by allowing open-ended questions that delve into participants' personal experiences and perceptions. For example, parents are asked about their involvement in workshops or school activities related to the CCEP, while teachers discuss challenges in aligning classroom practices with the policy's objectives. These qualitative insights enrich the quantitative findings, providing a nuanced understanding of the factors influencing stakeholder engagement.

To ensure reliability and validity, the instruments are pre-tested with a small group of stakeholders who are not part of the main study. Feedback from this pilot test is used to refine the questions, ensuring clarity, relevance, and alignment with the research objectives (Kumar, 2019). The instruments are also translated into local languages where necessary to

accommodate participants with limited English proficiency. Overall, the use of semi-structured questionnaires and interview guides ensures that the study captures a wide range of perspectives while maintaining focus on the research objectives. These instruments provide the flexibility needed to adapt to participants' varying levels of literacy and familiarity with the CCEP.

3.7 Data Collection Procedures

The data collection process involves a combination of face-to-face interactions and written surveys, conducted over Two weeks. Before the fieldwork, an introductory letter was sent to schools and community leaders to seek permission and inform participants about the study. This letter outlines the objectives, importance, and ethical considerations of the research, ensuring transparency and building trust with stakeholders. On the scheduled dates, the researcher meets with participants to explain the purpose of the study, clarify any questions, and seek informed consent. Teachers and students complete the semi-structured questionnaires during scheduled sessions, while parents are engaged through interviews conducted at their convenience. The interviews are audio-recorded with participants' permission and supplemented by field notes to capture non-verbal cues and contextual observations.

Given the diverse settings of the study, the researcher adopts context-specific strategies to facilitate data collection. In urban areas like Greater Accra, digital tools such as tablets are used to administer the questionnaires; printed questionnaires are distributed to accommodate participants with limited access to technology. Translation services are provided where necessary to ensure that all participants can express themselves comfortably. Challenges envisaged to be encountered during data collection include rescheduling interviews due to

participants' prior commitments, requests for compensation, and the need to rephrase some questions for clarity. These challenges were addressed through flexible scheduling, clear communication about the voluntary nature of participation, and the provision of small tokens of appreciation, such as notebooks and pens, to show gratitude for participants' time.

The data collection process was carefully documented to ensure accuracy and consistency. Completed questionnaires were reviewed for completeness before participants left, and interview recordings were transcribed promptly to minimize the risk of data loss. This meticulous approach will ensure the integrity and reliability of the data collected.

3.8 Data Handling and Analysis

The study employs a mixed-methods approach to data analysis, integrating both quantitative and qualitative techniques to provide a comprehensive interpretation of the findings. Quantitative data from the questionnaires are analyzed using statistical software such as SPSS to identify trends, frequencies, and relationships among variables. Descriptive statistics, such as means and percentages, are used to summarize participants' demographic characteristics and responses to questions about the CCEP. Inferential statistics are employed to test hypotheses and examine relationships between variables. For instance, the study investigates whether factors such as participants' educational background or geographical location significantly influence their understanding of the CCEP. These statistical analyses provide evidence-based insights that can inform policy recommendations.

Qualitative data from interviews will be analyzed using thematic analysis, a systematic process of identifying, coding, and categorizing recurring themes in the data (Braun & Clarke, 2006).

The analysis begins with verbatim transcription of the audio recordings, followed by coding to identify key patterns and insights.

The integration of quantitative and qualitative findings enhances the study's robustness. For example, while quantitative data may reveal that a significant percentage of participants lack knowledge of the CCEP, qualitative data provide deeper insights into why this gap exists and how it can be addressed. This complementary approach ensured a holistic understanding of the research problem. Data was securely stored on encrypted devices and backed up to prevent loss. Access is restricted to the researcher and supervisors to maintain confidentiality. This careful handling ensures that the data remains accurate, reliable, and ethically sound throughout the analysis process.

3.9 Ethical Considerations

Ethical considerations are integral to this study, ensuring that the rights and dignity of all participants are respected. Participants were provided with detailed information about the study's purpose, procedures, and potential benefits, allowing them to make informed decisions about their involvement. Written consent was obtained from all participants before data collection began, with additional consent from parents or guardians for students under 18. Confidentiality was strictly maintained throughout the study. Participants' identities are anonymized in all data and reports, and personal information is securely stored to prevent unauthorized access. Responses are used solely for this research, and no identifying details are included in the final report. The study adheres to the principle of voluntary participation. Participants are informed of their right to withdraw at any time without facing any consequences. This ensures that their involvement is entirely free from coercion or pressure.

Additionally, the researcher takes care to create a comfortable and respectful environment where participants feel safe to express their views.

To ensure cultural sensitivity, the researcher collaborated with local leaders and interpreters where necessary, ensuring that the data collection process aligns with participants' cultural norms and practices. Ethical approval was obtained from the University of Media Arts and communication research directorate before the commencement of the study. The study upholds the highest ethical standards, ensuring that the research is conducted responsibly and transparently. These measures enhance the credibility of the findings and build trust with participants and the broader community.

3.9.1 Chapter Summary

This chapter provided a comprehensive overview of the research methodology that will be used to evaluate stakeholder understanding of the CCEP in Ghana. It detailed the research approach, sampling techniques, and data collection methods, highlighting the use of a mixed-methods framework to capture diverse perspectives. The chapter also discussed the data handling and analysis processes, emphasizing the integration of quantitative and qualitative findings for a holistic interpretation. Ethical considerations were thoroughly addressed, ensuring that the study adheres to principles of transparency, confidentiality, and cultural sensitivity. Together, these elements establish a rigorous foundation for the research, ensuring that the findings contribute meaningfully to the discourse on education policy in Ghana.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents an analysis, and a discussion of data collected on parents' and teachers' understanding of Ghana's Common Core Education Policy (CCEP). The analysis is guided by the study's three key objectives assessing the current level of policy literacy among parents and teachers, examining the communication channels and methods used to disseminate the policy, and identifying the barriers that hinder effective communication and policy literacy among stakeholders. Data were gathered using a mixed-methods approach, incorporating both quantitative and qualitative methods. Quantitative data from the questionnaires were analysed using descriptive and inferential statistics, while qualitative data from interviews were thematically analysed to provide deeper insights into stakeholders' perceptions and experiences. The presentation of the data is organized in alignment with the study's objectives, ensuring a clear link between the research questions and the findings.

Tables and figures are used to illustrate key trends, patterns, and relationships within the data. These visual aids support the interpretation of results, making it easier to identify key issues related to policy literacy, participation, and implementation. The analysis also incorporates relevant literature to contextualize the findings within existing theoretical and empirical frameworks. This comparative approach strengthens the study's conclusions and points out areas where Ghana's experience with the CCEP aligns with or deviates from global trends in educational reform. This chapter concludes with a summary of the key findings, linking them to the study's objectives and the broader literature on policy communication and implementation. This gives the analysis a thorough grasp of the issues affecting stakeholder

participation in the CCEP, which is helpful for researchers, educators, and policymakers working on education reform.

Table 1: Age Range of Respondents

Category	Frequency	Percent
Below 25	3	6.0
25–34	12	24.0
35–44	16	32.0
45 and above	19	38.0
Total	50	100.0

Source: Survey data 2024

The table above presents the age distribution of the 50 respondents who participated in the study. The data is categorized into four age groups: Below 25, 25–34, 35–44, and 45 and above, with corresponding frequencies and percentages. The data shows that 70% of the respondents are aged 35 and above, suggesting that older stakeholders form the majority of participants in the study. This age group possesses greater experience with education policies and their implementation. The limited representation of respondents below the age of 25 indicates that perspectives from younger participants were considered and incorporated. At the same time, the researcher did not dwell extensively on this age bracket considering their likely limited experience in education policies and implementation. This information is useful for understanding how policy literacy and engagement differ across age groups.

Table 2: Gender Demographics

	Frequency	Percent
Male	21	42.0
Female	29	58.0
Total	50	100.0

Source: Survey data 2024

Table 2 presents the gender distribution of the 50 respondents who participated in the study. The respondents are classified as Male and Female. The data reveals that female respondents make up a larger proportion (58%) of the sample, while males account for 42%. This reflects the demographic composition of parents or teachers in the study setting. Given that the teaching profession, especially at the Junior High School (JHS) level, tends to have a higher proportion of female teachers, this distribution reflects the gender composition of the education sector in Ghana. The data also suggest the need to ensure that the views of both genders are adequately considered in the analysis of policy literacy, communication, and engagement.

Table 3 Role of Respondents

	Frequency	Percent
Teacher	26	52.0
Parent	24	48.0
Total	50	100.0

Source: Survey data 2024

The table presents the distribution of respondents based on their roles as teachers and parents. The table indicates a relatively balanced distribution of respondents, with 52% being teachers and 48% being parents. This balanced representation ensures that perspectives from both key stakeholder groups are adequately captured. Teachers play a critical role as policy

implementers, while parents are essential as supporters and facilitators of their children's education. The inclusion of both groups provides a comprehensive view of the level of policy literacy, the effectiveness of communication methods, and the barriers affecting the implementation of the Common Core Education Policy (CCEP). This balanced participation enhances the validity of the study's findings, ensuring that the views of both implementers and beneficiaries are reflected in the analysis.

Table 4 Educational Background of Respondents

	Frequency	Percent
Primary education	1	2.0
Secondary education	10	20.0
Tertiary education	39	78.0
Total	50	100.0

Source: Survey data 2024

Table 4 also shows the educational background of the 50 respondents, categorized into three levels, Primary education, Secondary education, and Tertiary education. The data reveals that 78% of respondents have tertiary education, indicating that the majority of participants possess higher levels of formal education. This is significant for policy literacy, as individuals with higher education levels are more likely to understand policy objectives, technical terms, and key concepts (Baker et al., 2018). The presence of 20% with secondary education points out the need for communication strategies that are clear and accessible to a broader audience. The presence of only 2% with primary education suggests that individuals with lower educational attainment are underrepresented, which may affect the generalizability of the findings to populations with lower literacy levels. These results suggest that communication strategies for the CCEP should be inclusive, considering stakeholders with lower levels of education.

Simplified materials, visual aids, and the use of local languages may be required to ensure that all groups, regardless of educational background, can understand and engage with the policy. The findings suggest that the educational level of stakeholders directly influences their policy literacy. While individuals with tertiary education may understand and engage with the CCEP effectively, those with lower education levels may struggle to grasp its objectives. This reinforces the need for inclusive communication strategies that cater to diverse educational backgrounds to ensure that no stakeholder group is left behind. Policymakers must prioritize the development of simplified and accessible materials, ensuring that the CCEP is communicated in ways that resonate with all stakeholders, irrespective of their educational level. In doing so, the implementation of the policy can achieve greater participation, understanding, and long-term success.

4.1 Objective 1: Assessing the current level of policy literacy among parents and teachers in Ghana regarding the Common Core Education Policy (CCEP).

Tables 5, 6, and 7 provide quantitative insights into the level of policy literacy among stakeholders.

Table 5: Have you heard of the Common Core Education Policy (CCEP)?

	Frequency	Percent
Yes	41	82.0
No	9	18.0
Total	50	100.0

Source: Survey data 2024

The data shows that 82% of respondents (41 out of 50) are aware of the Common Core Education Policy (CCEP), while 18% (9 out of 50) have not heard of it. This high level of

awareness indicates that most stakeholders, including parents and teachers, have been exposed to information about the policy. This result aligns with the findings of Davis and Hines (2021), who emphasize that awareness is a fundamental component of policy literacy. However, while awareness is a positive sign, it does not guarantee comprehension or behavioural change, as highlighted in studies on policy engagement (Melton & Nunn, 2020).

The high percentage of respondents who are aware of the policy suggests that communication strategies, such as workshops, school meetings, and media announcements, may have been effective in reaching the target audience. However, the 18% of respondents who are unaware of the policy represent a significant minority, indicating a need for more inclusive communication strategies to reach all stakeholders, especially those in remote or underserved communities. Increasing awareness through multiple communication channels could help reduce this gap. Although awareness is high, awareness alone does not equate to awareness or the ability to act on the policy. It serves as the first step in policy literacy. The results suggest that while most participants have heard of the CCEP, further efforts are required to deepen their understanding and engagement.

Table 6: How familiar are you with the objectives of the CCEP?

	Frequency	Percent
Not familiar at all	13	26.0
Somewhat familiar	19	38.0
Very familiar	18	36.0
Total	50	100.0

Source: Survey data 2024

Table 6 reveals that only 36% of respondents (18 out of 50) are "very familiar" with the objectives of the CCEP, while 38% (19 out of 50) are "somewhat familiar" and 26% (13 out of

50) are "not familiar at all." These figures suggest that although most respondents (74%) have some degree of familiarity with the policy's objectives, a significant portion of them have only a partial understanding. This finding indicates the gap between awareness (as seen in Table 5) and deeper understanding of the policy's objectives. While 82% of respondents are aware of the policy, only 36% are very familiar with its objectives. This gap reflects the observation of Melton and Nunn (2020) that stakeholders often encounter difficulties in policy comprehension, especially when technical language or unclear policy documents are used. The results also support Schmidt et al. (2022), who identified insufficient training and a lack of accessible resources as major barriers to policy literacy.

The findings indicate that efforts to increase awareness of the policy have been relatively successful, but understanding remains a challenge. This limited familiarity with the CCEP's objectives suggests the need for enhanced training and more accessible information resources. Communication strategies such as workshops, community engagements, and simplified materials could help bridge this gap.

Table 7: Do you understand the key goals of the CCEP, such as digital literacy and critical thinking?

	Frequency	Percent
Not at all	10	20.0
To some extent	26	52.0
Completely	14	28.0
Total	50	100.0

Source: Survey data 2024

The table shows that only 28% of respondents (14 out of 50) report that they "completely" understand the key goals of the CCEP, such as digital literacy and critical thinking. Meanwhile, 52% (26 out of 50) understand the policy "to some extent," and 20% (10 out of 50) do not understand the key goals at all.

This result indicates a significant challenge in policy understanding. While most respondents (80%) have at least some understanding of the goals, only a small proportion (28%) have full understanding. This suggests that stakeholders have varying levels of understanding, which may affect their ability to adopt and implement the policy effectively. This finding is consistent with Schmidt et al. (2022), who emphasized that policy comprehension is hindered by limited training opportunities and a lack of clear communication from policymakers. The findings reveal that while many stakeholders have a basic understanding of the key goals of the CCEP, only a small percentage have a complete grasp of the concepts. This suggests that communication strategies should focus on simplifying the policy's core goals and making them accessible to all stakeholders. Policymakers should provide clear, practical guidelines and conduct workshops to promote a deeper understanding of concepts like digital literacy and critical thinking.

The analysis of Tables 5, 6, and 7 shows that most stakeholders are aware of the CCEP, but significant gaps exist in comprehension and understanding of the policy’s objectives and key goals. While awareness is a positive first step, deeper engagement is required to achieve full policy literacy. Training, simplified communication materials, and multi-channel dissemination strategies are essential to bridging these gaps. These findings align with the views of Davis and Hines (2021), Melton and Nunn (2020), and Schmidt et al. (2022), all of whom emphasize the importance of continuous training, clear communication, and participatory engagement for effective policy literacy and implementation.

4.2 Objective 2: Examining the Channels and Methods Used to Communicate the Policy and Assess Their Effectiveness.

Table 8: Have you heard of the Common Core Education Policy (CCEP)?

	Frequency	Percent
Yes	41	82.0
No	9	18.0
Total	50	100.0

Source: Survey data 2024

The table indicates that 82% of respondents (41 out of 50) are aware of the Common Core Education Policy (CCEP), while 18% (9 out of 50) are not aware of it. This high level of awareness suggests that existing communication strategies, such as workshops, policy documents, and school-based meetings, have been effective in creating general awareness about the CCEP. Awareness is a fundamental step in policy literacy, as it sets the stage for deeper understanding, as emphasized by Davis and Hines (2021). However, while awareness is high, it does not necessarily mean that stakeholders are fully informed about the policy's objectives, implementation requirements, or their roles. This aligns with the findings by Melton

and Nunn (2020), who highlight that awareness alone is not enough for effective policy engagement. The 18% of respondents who are unaware of the CCEP points to a communication gap, which could be addressed by employing more diverse communication channels to ensure that all stakeholders, particularly those in remote areas, are adequately informed.

While awareness is high, efforts should be made to ensure that all stakeholders are reached, especially the 18% who are unaware of the policy. Multiple communication channels, such as radio broadcasts, community meetings, and social media, could be used to bridge this gap. Ensuring that every stakeholder is aware of the policy is a critical first step toward achieving full policy literacy.

Table 9: How often do you engage with materials or discussions related to the CCEP?

	Frequency	Percent
Never	11	22.0
Rarely	9	18.0
Sometimes	23	46.0
Often	7	14.0
Total	50	100.0

Source: Survey data 2024

The table reveals that 46% of respondents (23 out of 50) "sometimes" engage with materials or discussions related to the CCEP, while 14% (7 out of 50) do so "often." On the other hand, 22% (11 out of 50) have "never" engaged with CCEP materials or discussions, and 18% (9 out of 50) engage "rarely." These figures highlight a moderate level of interaction with policy-related materials, with only a small proportion (14%) engaging frequently. This finding is consistent with research by Goetz and Duffy (2022), who recommend the use of diverse communication channels to increase stakeholder engagement. The fact that 40% of respondents ("rarely" or "never" engage) suggests that many stakeholders are not consistently accessing

policy materials. This may be due to limited access to materials, inadequate communication strategies, or lack of interest.

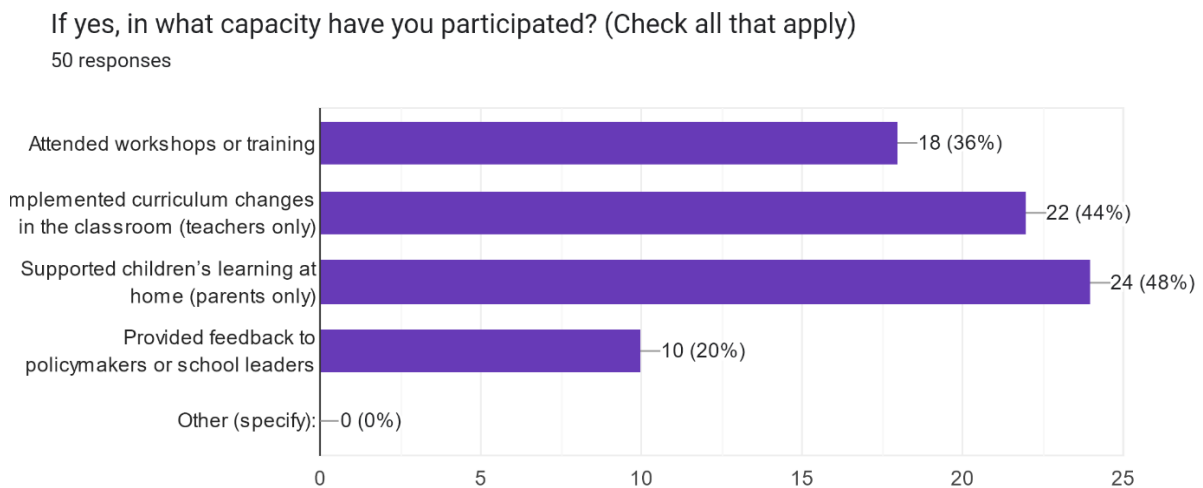
The 46% of respondents who "sometimes" engage with materials signal that more frequent communication may be necessary to increase interaction with CCEP content. The 40% of respondents who "rarely" or "never" engage highlight the need for more engaging and accessible communication strategies. Schools and policymakers should provide periodic updates, interactive workshops, and accessible digital materials to increase engagement. Additionally, community sensitization efforts, as suggested by Epstein (2018), could foster stronger stakeholder participation in discussions about the policy.

From table 14 below, 64% of respondents (32 out of 50) have been involved in activities related to the implementation of the CCEP, while 36% (18 out of 50) have not participated in any such activities. This high level of participation reflects effective stakeholder engagement, particularly among teachers and parents, in policy implementation processes. This finding supports the participatory approach promoted by Freire (1970), who emphasized that stakeholder involvement is crucial for the successful implementation of educational reforms. Participation activities may include workshops, curriculum development sessions, and classroom activities. The 64% participation rate indicates that stakeholders are not just aware of the policy but are actively engaging with it. However, the 36% of respondents who have not participated highlight a need for broader inclusion in participatory activities. Schools and education authorities should identify the factors that prevent participation, such as limited access to workshops or lack of awareness, and design strategies to address them.

The high rate of stakeholder participation (64%) suggests that participatory communication methods, such as workshops, have been effective in engaging stakeholders. However, the 36%

of non-participating stakeholders reveals a gap that needs to be addressed. Rogers' Diffusion of Innovations Theory (2003) highlights that active participation is critical to stakeholder adoption of new policies. Policymakers should consider offering more accessible and flexible participation opportunities, such as virtual workshops, on-site school visits, and interactive platforms for feedback.

Chart 1: Contributing towards policy implementation



Source: Survey data 2024

Chart 1 illustrates how stakeholders, including teachers and parents, contribute to the implementation of the CCEP. The contributions may include roles such as providing feedback, participating in curriculum development, supporting children's learning at home, or facilitating classroom activities. The visual representation indicates the collective effort required for policy implementation and reflects the participatory approach advocated by Rogers' Diffusion of Innovations Theory (2003). The figure shows that teachers and parents are actively involved in the process, supporting the findings from Table 10, where 64% of respondents reported active participation. The contribution of parents, in particular, aligns with the principles of

Epstein's Parental Involvement Framework (2018), which points out the role of parents as co-creators of educational success. Involving both parents and teachers ensures that policy implementation is holistic and sustainable.

The analysis of Figure 1 indicates that stakeholder participation is varied, involving a range of activities and roles. Effective communication strategies should acknowledge these diverse contributions and create opportunities for feedback and collaboration. Policymakers could introduce participatory forums where teachers and parents can discuss challenges, provide suggestions, and contribute to ongoing policy refinement.

4.3 Objective 3: Identifying Key Barriers to Effective Communication that Impact Policy Literacy of the CCEP

From Table 9 above, 40% of respondents ("never" and "rarely" engage) with materials or discussions on the CCEP. This indicates that a significant portion of stakeholders do not regularly engage with CCEP materials, which may hinder their understanding of the policy. Only 14% of respondents "often" engage, showing limited frequent interaction. Limited engagement could be attributed to a variety of barriers, such as inaccessible materials, complex language, or lack of awareness. This finding aligns with Melton and Nunn (2020), who found that the use of technical language and inadequate communication materials often reduces stakeholder engagement. This lack of engagement also suggests that communication channels may not be reaching all stakeholders effectively. The low frequency of engagement suggests that stakeholders may not have sufficient access to policy materials or find them difficult to understand. Increasing the availability of materials in local languages, providing visual aids, and using digital platforms for distribution could improve stakeholder engagement.

Table 10: How important do you think the CCEP is for improving education in Ghana?

	Frequency	Percent
Not important	4	8.0
Somewhat important	17	34.0
Very important	29	58.0
Total	50	100.0

Source: Survey data 2024

The table shows that 58% of respondents (29 out of 50) believe the CCEP is "very important" for improving education, while only 8% (4 out of 50) feel it is "not important." This reflects a positive perception of the policy's potential impact. However, belief in the policy's importance does not always translate into action, as seen in Table 12 below, where only 44% have made significant changes to support or implement the CCEP. While most stakeholders recognize the importance of the CCEP, the gap between recognition and action points out barriers like limited training, unclear policy guidelines, and lack of support for behavioural change. This gap reflects the findings of Anderson et al. (2021), who emphasize that positive perceptions alone are insufficient for behaviour change unless stakeholders have the necessary support and capacity to act.

Table 11: Has your attitude towards educational reforms changed since learning about the CCEP?

	Frequency	Percent
Not at all	9	18.0
Slightly	21	42.0
Significantly	20	40.0
Total	50	100.0

Source: Survey data 2024

The table shows that 40% of respondents have experienced a "significant" change in their attitude toward educational reforms since learning about the CCEP, while 42% reported a "slight" change. However, 18% of respondents reported no change in attitude. Although most respondents have experienced some change in attitude, the 18% with no change suggests resistance to the policy. Resistance may stem from a lack of clarity, misinformation, or insufficient motivation. Wang et al. (2021) identified resistance as a significant barrier to policy implementation, especially when stakeholders do not fully understand the rationale behind the change.

Table 12: Have you made any changes to your teaching methods (teachers) or support for your child’s education (parents) based on the CCEP?

	Frequency	Percent
No changes	5	10.0
Some changes	23	46.0
Significant changes	22	44.0
Total	50	100.0

Source: Survey data 2024

Table 12 indicates that 46% of respondents have made "some changes" and 44% have made "significant changes" in their teaching methods or parental support based on the CCEP. However, 10% have made no changes. While most stakeholders have adjusted support the CCEP, the presence of respondents who made no changes indicates barriers such as lack of training or unclear expectations. Schmidt et al. (2022) found that stakeholders are more likely to act when clear guidelines, training, and support are provided. Addressing this gap requires targeted capacity-building initiatives for both teachers and parents.

Table 13: How confident do you feel about implementing or supporting the CCEP?

	Frequency	Percent
Not confident	7	14.0
Somewhat confident	18	36.0
Very confident	25	50.0
Total	50	100.0

Source: Survey data 2024

The table shows that 50% of respondents are "very confident" in their ability to implement or support the CCEP, while 36% are "somewhat confident". However, 14% of respondents report not being confident. The 14% of respondents who are not confident may face barriers related

to training, access to resources, or understanding of their roles. Schmidt et al. (2022) argue that confidence is directly related to adequate training and access to policy-related materials. To address this, education authorities should provide stakeholders with the tools and resources they need to feel prepared for policy implementation.

Table 14: Have you been involved in any activities related to the implementation of the CCEP (e.g., workshops, curriculum development, classroom activities)?

	Frequency	Percent
Yes	32	64.0
No	18	36.0
Total	50	100.0

Source: Survey data 2024

The table shows that 64% of respondents (32 out of 50) have been involved in activities related to the implementation of the CCEP, while 36% (18 out of 50) have not participated in any such activities. This high level of participation reflects effective stakeholder engagement, particularly among teachers and parents, in policy implementation processes. This finding supports the participatory approach promoted by Freire (1970), who emphasized that stakeholder involvement is crucial for the successful implementation of educational reforms. Participation activities may include workshops, curriculum development sessions, and classroom activities. The 64% participation rate indicates that stakeholders are not just aware of the policy but are actively engaging with it. However, the 36% of respondents who have not participated highlight a need for broader inclusion in participatory activities. Schools and education authorities should identify the factors that prevent participation, such as limited access to workshops or lack of awareness, and design strategies to address them. The high rate of stakeholder participation (64%) suggests that participatory communication methods, such

as workshops, have been effective in engaging stakeholders. However, the 36% of non-participating stakeholders reveals a gap that needs to be addressed. Rogers' Diffusion of Innovations Theory (2003) highlights that active participation is critical to stakeholder adoption of new policies. Policymakers should consider offering more accessible and flexible participation opportunities, such as virtual workshops, on-site school visits, and interactive platforms for feedback.

Table 15: How effective do you think your participation has been in influencing the implementation of the policy?

	Frequency	Percent
Not effective	4	8.0
Somewhat effective	26	52.0
Very effective	19	38.0
12.00	1	2.0
Total	50	100.0

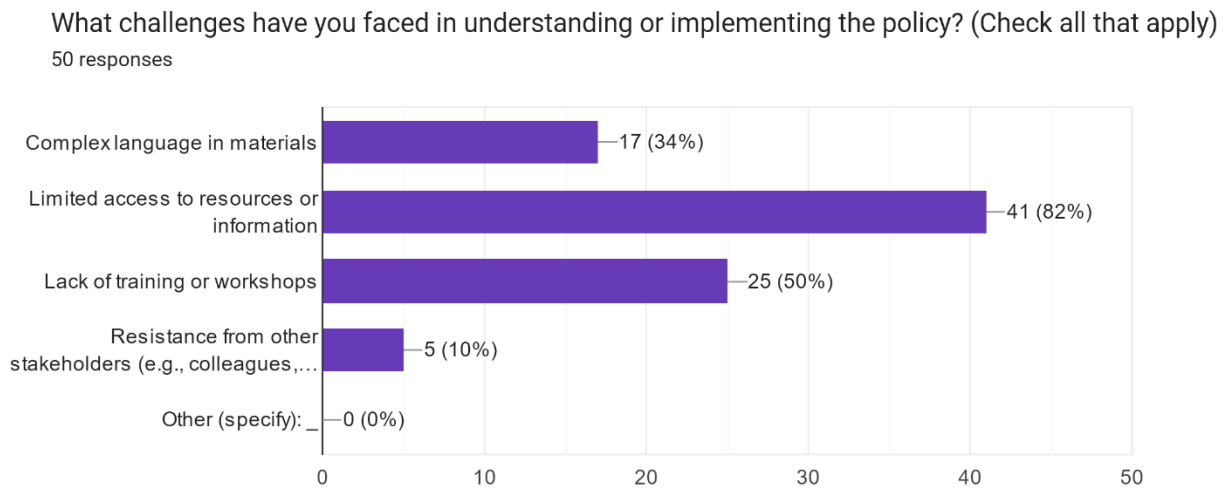
Source: Survey data 2024

The table assesses how respondents perceive the effectiveness of their participation in influencing the implementation of the Common Core Education Policy (CCEP). The findings suggest that while most stakeholders perceive their participation as somewhat effective (52%) or very effective (38%), a significant proportion of stakeholders may feel their involvement is limited. The 8% who feel their participation is "not effective" may face barriers such as a lack of feedback mechanisms or limited opportunities to influence policy decisions.

These findings align with Freire's (1970) participatory communication model, which emphasizes the need for inclusive and dialogic engagement. When stakeholders feel that their participation has no impact, they may become disengaged, which can negatively affect policy literacy and implementation. Anderson et al. (2021) stress the importance of feedback loops

that allow stakeholders to see how their contributions influence policy outcomes, thereby fostering greater trust and participation.

Chart 2: Challenges in understanding policy and policy implementation process.



Source: Survey data 2024

Chart 2 identifies several key challenges that hinder stakeholders from fully understanding and effectively implementing the Common Core Education Policy (CCEP).

Complex Language: The use of technical jargon and complicated terminology is a major barrier to understanding the CCEP. This aligns with the findings by Melton and Nunn (2020), who noted that the complexity of language used in policy materials can significantly reduce stakeholders' comprehension, particularly for parents and teachers who may not be familiar with specialized educational terms. Without clarity, even stakeholders who are aware of the policy may struggle to grasp its true meaning and implications. This linguistic barrier can prevent effective policy implementation, as it limits the ability of those involved in education (such as teachers and parents) to act on the policy's objectives.

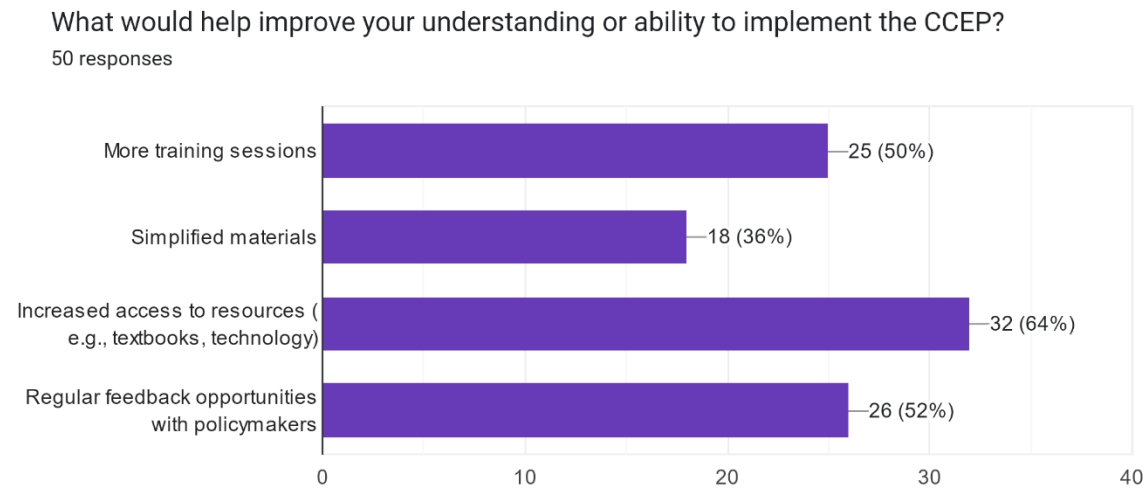
Also, lack of Training is a significant portion of stakeholders lack the necessary knowledge and skills to understand and implement the CCEP effectively. This finding aligns with Schmidt et al. (2022), who emphasized that inadequate training and professional development opportunities for educators are key barriers to understanding and applying educational policies. For teachers, lack of training can result in a disconnect between the policy's intended goals and classroom practices. Similarly, parents who do not receive adequate training or information on how to support the CCEP at home may find it difficult to contribute to their children's education under the new curriculum. The absence of structured, ongoing training leads to a gap between policy awareness and practical, informed implementation.

Inadequate Resources: The lack of access to necessary resources such as textbooks, technology, and learning materials affects the ability to implement the policy effectively. Ankomah and Osei (2020) point out that regional disparities in resource allocation exacerbate the challenges of policy implementation, particularly in rural areas. Without adequate resources, even well-trained teachers and informed parents may struggle to implement the policy's goals, such as promoting digital literacy and critical thinking. These challenges underscore the importance of ensuring that all schools, regardless of location, have the tools and materials needed for successful policy application.

The barriers identified in chart 2 align closely with the findings of Melton and Nunn (2020) and Schmidt et al. (2022), emphasizing that complex language, insufficient training, and inadequate resources are all significant impediments to effective policy literacy. To address these barriers, it is crucial to simplify the policy language and provide more accessible materials that can be easily understood by all stakeholders. Furthermore, stakeholders need access to continuous, relevant training to equip them with the knowledge and skills necessary to support the CCEP. Policymakers must also focus on addressing resource shortages to ensure

that every participant in the educational process has the tools needed for successful implementation.

Chart 3: suggestions for improvement



Source: survey data 2024

Chart 3 suggests several potential solutions to address the challenges identified in Figure 2, offering a way forward to improve policy literacy and communication effectiveness.

Simplifying Communication Materials was one solution that was mentioned. The importance of clear, easy-to-read materials was noted. Simplification of complex policy language into straightforward, accessible formats would help stakeholders, particularly parents and teachers with limited literacy levels, understand the key components of the CCEP. The use of visual aids, summaries, and localized language could also enhance understanding. Goetz and Duffy (2022) emphasize that effective communication involves breaking down complex information into digestible forms, especially for diverse audiences. Simplified materials ensure that all stakeholders can grasp the core objectives of the policy and act on them, regardless of their education or background.

Increasing Training Sessions: Providing more training opportunities ensures that teachers and parents have the necessary knowledge and skills to engage with the CCEP effectively. This supports Anderson et al. (2021), who recommend using iterative communication strategies and professional development programs to boost engagement. Regular training sessions would give teachers the confidence to apply new teaching methods and parents the tools to support their children's learning. These training opportunities should be both accessible and continuous, allowing for ongoing updates and skill development.

The use of Digital Platforms was also suggested by participants. Digital platforms provide an effective way to make policy materials more accessible. With increased reliance on technology, particularly in urban areas, online resources such as webinars, e-learning modules, and social media can bridge the gap for stakeholders who may not have access to printed materials. Anderson et al. (2021) suggests the importance of utilizing digital tools to engage stakeholders, particularly in reaching rural or marginalized communities. Leveraging technology, policymakers can ensure that all stakeholders have access to up-to-date policy information and training resources. The solutions proposed in Figure 3 directly address the barriers shown in Figure 2 above, offering practical approaches to overcoming the challenges of complex language, lack of training, and resource inadequacies. Simplifying materials and increasing training sessions will help ensure that stakeholders are better equipped to understand and implement the CCEP. Digital platforms can extend the reach of these efforts, especially in communities that may have limited access to physical training sessions or printed materials. These solutions align with the recommendations made by Anderson et al. (2021) on improving stakeholder engagement through iterative communication strategies and the use of accessible platforms.

4.4 In-depth Qualitative Analysis and Discussion Based on the Research Objective and Interview Guide.

Research Objective 1

To assess the current level of policy literacy among parents and teachers regarding the Common Core Education Policy (CCEP) in Ghana.

This analysis focuses on the key themes emerging from participant responses.

Awareness of the CCEP

Awareness of the CCEP is a fundamental indicator of policy literacy. The data reveals that while most teachers and headteachers are aware of the policy, parents and students have limited or indirect awareness. Teachers and headteachers were exposed to the policy through workshops, seminars, and school-based engagements, but parents and students largely learned about it through indirect interactions with teachers. Headteacher with a master's in education administration (P1) stated, *I first heard about the policy at the launch of a new private school. The guests present were discussing education in general and one of the special guests who works in the education ministry mentioned the introduction of the curriculum. She informed us there would be a workshop to introduce the policy to school heads and teachers. It was there that this person extended an invitation to those of us present. I attended the workshop later and got to learn about the policy and its objectives.* This shows that awareness often comes through informal interactions or chance opportunities rather than through a deliberate, coordinated communication effort. Also, a Mathematics Teacher with MPhil (P3) explained, *"When GES introduced it, directorates in the sector were informed, and we were engaged in a seminar."* This reflects that some formal communication of the policy occurred, but it was primarily

targeted at teachers and school leaders. On the other hand, students' knowledge of the CCEP was limited. Junior High School (JHS) student (P5) noted, *"It is only our teachers who used to talk with us. We did like two mocks before writing the BECE."* This shows that students had indirect access to information on the CCEP, mainly through test preparations and classroom interactions with teachers.

Understanding of Policy Goals and Objectives

Understanding the core goals and objectives of the CCEP such as critical thinking, problem-solving, and digital literacy is essential for policy literacy. While most headteachers and teachers have some level of understanding of these goals, parents and students have only a partial understanding. A Headteacher with a master's in education administration (P1) explained:

"The orientation is common and now cuts across all curricula. It requires the teacher to try to generate how the child can think through issues and create solutions. This is where critical thinking skills become very important."

This shows a sound understanding of the goals of the policy from a pedagogical standpoint. Mathematics Teacher with MPhil (P3) points out the shift in focus, stating, *"Focus on acquiring the four Rs: reading, writing, arithmetic, and creativity" the policy from my understanding hopes to improve quality of learning and teaching. It is subjective rather than objective. It exposes learners to more competencies. Subjective because it involves and engages the learners, putting their interests into consideration.*

This perspective demonstrates that teachers understand the shift in focus from traditional rote learning to a more competency-based approach. However, students had a more limited understanding of the policy's goals. Senior High School (SHS) student (P4) noted, *"We were told that we have to think and pay attention in class and also ask questions in class if we don't*

understand anything." This understanding is narrow, focusing on student participation rather than the broader goals of critical thinking and problem-solving.

4.5 Levels of Engagement with Policy Materials and Motivation and Willingness to Support the Policy

Policy literacy is reflected in how frequently stakeholders engage with policy materials and participate in discussions about the CCEP. The analysis shows that while teachers and headteachers actively engage with policy documents and training materials, parents and students have limited engagement. A Mathematics Teacher with MPhil (P3) noted, *"I use materials found in the environment or immediate surroundings of learners. For example, in an art class, learners used palm branches to make brooms and stones for creative art."* This shows that teachers actively incorporate policy materials and the objectives of creativity into their lessons. A headteacher with a master's in education leadership (P2) mentioned, *"Yes. I have had to do more empowering of teachers through professional learning communities and in-house workshops, which I organize after researching."* This demonstrates the proactive role that headteachers play in increasing engagement with CCEP-related materials.

Policy literacy also includes the motivation to engage with and support the policy. Teachers, headteachers, and students demonstrated different levels of motivation. Headteacher with master's in education administration (P1) remarked, *"I am very motivated, I research on my own and discuss issues with teachers through in-service training workshops."* This statement illustrates strong motivation and self-directed learning on the part of headteachers.

Mathematics Teacher with MPhil (P3) commented, *"Yes, because to me, it has brought about change in the way teachers deliver."* The teacher's motivation stems from the belief that the policy introduces a positive change in education. However, students appeared less motivated.

SHS student (P4) remarked, *"I wanted to pass the BECE so that I will get my first-choice school for SHS."* This response highlights that students are extrinsically motivated by exam outcomes rather than intrinsic motivation to engage with the policy.

Objective 2: Efficacy of Channels and Methods of Policy Communication

Limited Use of Multi-Channel Communication Approaches

One of the key challenges identified under this objective is the limited use of diverse communication channels to engage stakeholders. Information about the CCEP is often shared through workshops, meetings, or seminars. However, these methods fail to reach a broader audience, especially parents and students. P1 (Headteacher, master's in education administration) stated, *"I first heard about the policy at the launch of a new private school. A guest from the education ministry mentioned the introduction of the curriculum."* This illustrates the informal nature of communication, where essential information is disseminated at random events rather than through formal, well-structured communication strategies.

P3 (Headteacher, MPhil) added, *"When GES introduced it, directorates in the sector were informed and we were engaged in a seminar."* While seminars are useful for teachers and headteachers, they are insufficient for parents and students, who are often excluded from these forums. The absence of diverse communication channels such as community announcements, SMS alerts, and digital platforms leaves many parents unaware of the policy.

Over-reliance on Workshops and Seminars

While workshops and seminars are effective for teachers and headteachers, they are insufficient for reaching parents and students. Most parents and students rely on second-hand information

from teachers and headteachers, rather than receiving direct communication. P2 (Headteacher, master's in educational leadership) shared, *"At a workshop organized by GES, we were introduced to the policy and the objectives were explained to us."* While this approach is helpful for teachers, there is no evidence that parents or students had similar access.

P5 (JHS 3 Student) revealed, *"It is only our teachers who used to talk with us. We did like two mocks before writing the BECE."* This demonstrates that students only receive second-hand information from their teachers, which may not be sufficient for understanding how the policy affects them.

Lack of Stakeholder Feedback and Consultation and Unequal Access to Policy Information Among Stakeholders

The lack of stakeholder engagement and feedback mechanisms is a major barrier to the efficacy of communication. Teachers and parents have few opportunities to provide feedback or ask questions about the policy. P1 (Headteacher, master's in education administration) commented, *"The policy makers have not tried at all. They must make deliberate effort to reach out to teachers who are key to the implementation of the policy."* This indicates that frontline stakeholders feel excluded from the policy communication process.

P2 (Headteacher, master's in educational leadership) further emphasized, *"Information flow from the policymakers is poor. Teachers and parents are not given the opportunity to share feedback."* This disconnect between policymakers and stakeholders limits the effectiveness of the policy's implementation. Another issue affecting communication effectiveness is the unequal access to policy information. Teachers and headteachers are often better informed than parents and students. P4 (SHS Student) stated, *"We were only told about the policy by*

our headteacher, but no one else has explained it to us." This shows that students rely solely on teachers for information.

P1 (Headteacher, master's in education administration) highlighted, "Interestingly, as a headteacher, the only formal platform I have been offered to learn about the policy is the workshop." This reflects the centralized approach to communication, where teachers and headteachers are engaged more than students and parents.

Objective 3: Barriers to Effective Communication of the CCEP.

Effective communication is critical for the successful implementation of the Common Core Education Policy (CCEP). The analysis of both quantitative and qualitative data revealed significant barriers that hinder stakeholders, particularly parents, teachers, and students, from fully understanding and engaging with the policy.

Limited Clarity and Complexity of Policy Language

One of the most critical barriers identified is the complexity of language and technical jargon used in CCEP policy documents. The use of unfamiliar terms and unclear references creates confusion for teachers, parents, and students, affecting their ability to engage with and understand the policy. Several respondents expressed concern about the complexity of language in the policy. P1 (Headteacher, master's in education administration) remarked, "*The policy after introduction must come with teaching and learning materials which are still not available.*" This points to the ambiguity surrounding the "*teaching and learning materials*" referred to in the policy, as stakeholders were unsure of what resources were being promised.

Furthermore, P2 (Headteacher, master's in educational leadership) highlighted the issue with unclear references in lesson plans. He stated, "*The lesson plans we receive sometimes reference*

a 'big book,' but none of us have seen it." This example shows that teachers are often expected to use resources that they do not have access to, and the unclear nature of the term "big book" causes confusion. This statement illustrates how vague references in policy documents reduce the efficiency of communication and policy literacy. The issue of technical language was also reflected in the responses of students. P4 (JHS 3 Student) admitted that *"When we were told about the new syllabus, it was not explained clearly to us, so we did not know what to expect."* This suggests that policy objectives and expectations were not effectively communicated to students, making it difficult for them to understand how the new curriculum would impact their learning and examination preparation.

The quantitative data also highlights the problem of complexity in policy communication. In Table 16, 40% of respondents cited 'complex language in materials' as a major challenge affecting their understanding of the policy. This finding aligns with the qualitative evidence, where headteachers, teachers, and students reported difficulties in interpreting the CCEP's objectives, goals, and expectations. The use of technical and ambiguous language in policy documents is a major barrier to policy literacy. When parents, teachers, and students encounter vague or unfamiliar terms, they are less likely to engage with the policy or incorporate it into their daily activities. This situation aligns with the findings of Melton and Nunn (2020), who emphasize that clear, simple, and direct language is essential for effective policy communication.

Resource Constraints and Inadequate Teaching and Learning Materials

Another critical barrier to the effective communication of the CCEP is the lack of essential teaching and learning materials, such as textbooks, learning aids, and access to digital resources. This barrier affects how well teachers, parents, and students engage with and implement the policy. The unavailability of teaching and learning materials was widely

reported in the qualitative responses. P3 (Headteacher, MPhil) shared, *"Digital literacy is difficult to achieve due to a lack of equipment, like computers and access to the internet."* This comment points out the gap between the policy's objective of promoting digital literacy and the lack of digital infrastructure in schools. Teachers are expected to integrate digital tools into their lessons, but without computers and internet access, this goal becomes difficult to achieve. Students also experience the consequences of limited learning materials. P5 (JHS 3 Student) explained, *"We don't have enough textbooks for the new syllabus, so I just write anything during exams."* This statement points to the negative impact on students' academic performance, as they are left to guess answers to questions on material they were not exposed to. The quantitative data reveals similar challenges. In Table 16, 32% of respondents identified 'limited access to resources or information' as a key barrier to their understanding of the CCEP. This is supported by Table 12, where only 44% of respondents reported making "significant changes" to their teaching methods or parenting practices. The lack of resources appears to be a significant factor in stakeholders' inability to change their behaviour in response to the policy. Resource constraints negatively affect stakeholder engagement and participation in the CCEP. When teachers, parents, and students do not have access to the resources referenced in the policy, they are less likely to implement changes. This finding aligns with the work of Ankomah and Osei (2020), who noted that resource shortages in rural schools often exacerbate disparities in the implementation of educational reforms.

Lack of Stakeholder Feedback and Engagement.

The third key barrier is the lack of direct stakeholder engagement and feedback mechanisms. Parents, teachers, and students often have limited opportunities to provide feedback to policymakers, resulting in a communication gap. Several participants expressed the disengagement of policymakers from policy implementers. P2 (Headteacher, master's in

educational leadership) stated, *"The policymakers are disengaged from the policy implementers."* This statement indicates that frontline implementers (teachers) have little interaction with the policymakers, which affects the successful implementation of the policy. P1 (Headteacher, master's in education administration) added, *"There is no opportunity for us to give feedback to GES."* This highlights the lack of a feedback loop in the policy implementation process, which limits the opportunity for teachers and parents to raise concerns, request clarifications, or suggest improvements.

The quantitative data also supports this concern. Table 13 shows that only 50% of respondents felt "very confident" about their role in supporting the CCEP, with the remaining respondents reporting lower levels of confidence. This lack of confidence could be linked to the absence of direct support, guidance, and the inability to raise concerns. The absence of opportunities for feedback is a significant barrier to effective communication. Without feedback loops, stakeholders cannot clarify their doubts, highlight implementation challenges, or propose improvements. Freire (1970) argued that participatory engagement, where stakeholders actively contribute to the decision-making process, fosters greater buy-in and policy acceptance.

The analysis of qualitative and quantitative data reveals that the primary barriers to effective communication of the CCEP are: limited clarity of policy language, resource constraints, and lack of stakeholder engagement and feedback mechanisms. Each of these barriers affects the ability of parents, teachers, and students to understand, implement, and support the CCEP. Addressing these barriers requires a multi-faceted approach that includes simplifying policy documents, providing essential resources, and establishing clear feedback channels for all stakeholders. Addressing these issues will improve policy literacy, foster better engagement, and contribute to the successful implementation of the CCEP in Ghana's education system.

This approach is supported by Schmidt et al. (2022) and Freire (1970), who emphasize the importance of participatory communication and resource availability in education policy implementation.

Integrated Analysis of Quantitative and Qualitative Data.

This section presents a comprehensive analysis of the quantitative survey data and qualitative interview responses in relation to the three research objectives of the study. The integration of these two data sets provides a holistic understanding of the level of policy literacy, the effectiveness of communication channels, and the barriers that hinder the implementation of the Common Core Education Policy (CCEP) in Ghana. Linking these findings to relevant literature, the discussion highlights key insights, identifies gaps, and proposes strategies to enhance policy literacy among stakeholders.

One of the key objectives of the study was to assess the extent to which parents and teachers are aware of, familiar with, and understand the key goals of the CCEP. The analysis of quantitative and qualitative data reveals three critical themes under this objective: awareness of the policy, familiarity with the objectives, and understanding of key goals such as digital literacy and critical thinking.

The quantitative data indicates that the majority of respondents are aware of the CCEP. Table 5 shows that 82% of respondents reported being aware of the policy, while 18% had no awareness of it. However, qualitative data suggests that this awareness was not necessarily the result of a formal communication strategy. For instance, P1 (Headteacher, master's in education administration) revealed, "*I first heard about the policy at the launch of a new private school... A guest from the education ministry mentioned the introduction of the curriculum.*" This implies that awareness was generated through chance encounters rather than structured communication.

Furthermore, awareness was often second-hand for students and parents. P4 (SHS Student) shared, *"Our teachers told us about it, but nobody else came to talk to us directly."* This highlights the over-reliance on teachers to communicate policy information to students and parents, which may reduce the quality and consistency of information relayed. The lack of direct communication is consistent with the work of Goetz and Duffy (2022), who emphasize that formal and structured communication is essential for consistent awareness. To ensure sustained and consistent awareness, it is recommended that the Ghana Education Service (GES) adopt a multi-channel communication strategy. This strategy should include direct communication with parents and students via SMS alerts, radio broadcasts, and parent-teacher forums. This approach would eliminate the reliance on chance encounters or second-hand information.

Again, as awareness of the CCEP is high, familiarity with its specific objectives is relatively low. The survey data from Table 6 indicates that only 36% of respondents are "very familiar" with the objectives, while 26% are "not familiar at all." Teachers reported greater familiarity than parents and students. P2 (Headteacher, master's in educational leadership) stated, *"At a workshop organized by GES, we were introduced to the policy and the objectives were explained to us."* This shows that formal training for teachers, such as workshops, played a significant role in improving their familiarity with the policy's objectives.

However, students and parents experienced a gap in familiarity. P5 (JHS 3 Student) stated, *"We were told we have to ask questions in class and say what we think about what our teachers teach us."* This response shows that while students may be familiar with some aspects of the policy, they lack comprehensive knowledge of its objectives. This finding aligns with the views of Schmidt et al. (2022), who argue that effective communication requires continuous exposure and repeated engagement to ensure familiarity with policy objectives. Stakeholders,

particularly parents and students, should have direct access to policy materials and information. Schools should organize community forums and information sessions for parents and interactive learning sessions for students where the key objectives of the CCEP are explained using student-friendly language and visuals. Though stakeholders are aware of the policy and some are familiar with its objectives, their understanding of the key goals of the CCEP is limited. The quantitative data from Table 7 reveals that only 28% of respondents completely understand the key goals, while 52% understand them "to some extent." P2 (Headteacher, master's in educational leadership) explained that the policy focuses on critical thinking, creativity, and problem-solving. Similarly, P3 (Headteacher, MPhil) emphasized the role of the "4Rs" (Reading, Writing, Arithmetic, and Creativity). However, many respondents noted that the goals of the policy were not well communicated. This aligns with the findings of Melton and Nunn (2020), who argue that stakeholders' understanding of key policy goals is essential for engagement and implementation. Clear explanations of key goals should be provided through teacher training workshops and visual learning materials for students and parents. Infographics, videos, and booklets should be produced to explain concepts like digital literacy and critical thinking in simple terms.

The quantitative data in Table 14 shows that 64% of respondents have participated in CCEP-related activities, particularly workshops and training. P2 (Headteacher, master's in educational leadership) confirmed that GES workshops were a major source of information on the policy for teachers. However, students and parents were excluded from these workshops, as noted by P4 (SHS Student), who stated that *"nobody else came to talk to us directly."* This finding aligns with the recommendation by Goetz and Duffy (2022) that workshops should be supplemented with parent and student engagement strategies. The quantitative data from Table 9 indicates that only 14% of respondents "often" engage with CCEP materials, while 46% "sometimes" engage and 22% "never" engage. P4 (SHS Student) noted, *"We did like two mocks*

before writing the BECE, but we didn't get textbooks for the new syllabus." This statement highlights the inconsistency in access to policy materials. Students and teachers alike had limited engagement with CCEP materials due to a lack of physical and digital resources. Schmidt et al. (2022) argue that continuous engagement with policy materials is essential for ensuring full implementation.

Participation in policy-related activities is another indicator of effective communication. The data from Table 14 shows that 64% of respondents participated in CCEP-related activities. P1 (Headteacher, master's in education administration) mentioned that he not only attended workshops but also facilitated in-house training for teachers. However, the participation of students and parents was minimal. The quantitative data in Table 16 shows that 40% of respondents identified 'complex language' as a key barrier. P2 (Headteacher, master's in educational leadership) stated that some references in lesson plans, such as the "big book," were unclear.

In conclusion, the integrated analysis reveals that while awareness of the CCEP is relatively high, gaps exist in understanding, engagement, and access to resources. Addressing these gaps requires improving communication channels, simplifying policy language, and ensuring access to learning resources for all stakeholders. These insights are consistent with the work of Goetz and Duffy (2022) and Schmidt et al. (2022).

4.9 Chapter Summary

This Chapter presented a comprehensive analysis of the quantitative survey data and qualitative interview responses on the policy literacy of parents and teachers regarding the Common Core Education Policy (CCEP) in Ghana. The analysis focused on the study's three main objectives: to assess the level of policy literacy, evaluate the effectiveness of communication channels, and identify barriers to effective communication. The findings revealed that while 82% of respondents were aware of the CCEP, stakeholder familiarity with its objectives and key goals - like digital literacy and critical thinking - was limited. Only 36% of respondents were "very familiar" with the policy objectives, and just 28% completely understood the key goals. Teachers demonstrated higher levels of understanding due to their exposure to GES workshops, while students and parents relied on indirect sources of information from teachers and headteachers. This reflects gaps in the communication process, especially for parents and students. The study also found that 64% of respondents participated in CCEP-related activities, primarily through teacher workshops. However, parent and student participation were significantly lower. Access to CCEP materials was inconsistent, with only 14% of respondents "often" engaging with materials.

The communication barriers identified in this study included the complexity of policy language, resource constraints, and limited stakeholder feedback. 40% of respondents cited complex language as a barrier, while 32% identified limited access to learning materials. Teachers reported difficulties in implementing digital literacy due to the unavailability of equipment like computers. Additionally, feedback mechanisms were weak, with stakeholders lacking the opportunity to provide input to GES. These findings highlight the need for clearer policy language, greater stakeholder engagement, and improved access to learning materials and feedback mechanisms. Addressing these barriers will enhance policy literacy and support the effective implementation of the CCEP in Ghana's education system.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the key findings of the study, the conclusions drawn from the data, and the recommendations for improving policy literacy regarding the Common Core Education Policy (CCEP) in Ghana. The chapter also focuses on areas for future research to provide further insight into effective communication, policy literacy, and stakeholder engagement.

5.1 Summary of the Findings

The study evaluated the understanding and engagement of parents, teachers, and students with the Common Core Education Policy (CCEP) in Ghana. The key findings are presented in relation to the three main research objectives. The first objective was to assess the current level of policy literacy among stakeholders. The findings revealed that while the majority of stakeholders were aware of the CCEP, with 82% of respondents confirming their awareness, this awareness did not necessarily translate into a comprehensive understanding of the policy. Only 36% of respondents reported being "very familiar" with the policy's objectives, and just 28% had a complete understanding of its key goals, such as digital literacy and critical thinking. Teachers demonstrated higher familiarity due to their participation in workshops and training sessions, while parents and students had limited access to direct communication from policymakers. This finding aligns with the work of Goetz and Duffy (2022), who emphasize that awareness alone is not enough; consistent engagement and exposure to policy content are required to foster understanding.

The second objective aimed to evaluate the efficacy of the communication channels and methods used to disseminate the CCEP. The study revealed that workshops and training sessions were the most common communication channels. About 64% of respondents participated in CCEP-related activities, primarily through GES-organized workshops. However, access to these workshops was largely limited to teachers, leaving parents and students to rely on second-hand information provided by teachers. Engagement with policy materials was also limited, as only 14% of respondents "often" engaged with CCEP materials, such as textbooks and policy guides. This finding highlights the need for broader access to policy materials and better communication strategies that ensure comprehensive stakeholder involvement.

The third objective focused on identifying the key barriers to effective communication of the CCEP. Three main barriers were identified. The first was the complexity of policy language, which 40% of respondents highlighted as a major barrier. Teachers and students reported difficulties understanding certain policy terms and references, such as the "big book" mentioned in lesson plans, which many claimed had not been made available to them. The second barrier was resource constraints, with 32% of respondents citing limited access to resources as a key issue. Teachers indicated that the unavailability of textbooks, learning materials, and ICT tools hampered the effective implementation of digital literacy goals, one of the core objectives of the CCEP. The third barrier was the limited availability of feedback mechanisms. Stakeholders, including headteachers and teachers, reported minimal opportunities to provide feedback on the CCEP's implementation. They described policymakers as "disengaged" from the actual implementation process, which reduced the opportunity for effective monitoring, continuous improvement and accountability.

These barriers collectively limited stakeholders' ability to fully understand, engage with, and support the implementation of the CCEP. The findings are consistent with those of Schmidt et al. (2022), who argue that access to resources, clear communication, and participatory feedback mechanisms are essential for successful policy implementation.

5.2 Conclusion

This study comprehensively examined the understanding and engagement of stakeholders, including teachers, parents, and students, with the Common Core Education Policy (CCEP) in Ghana. It evaluated policy literacy levels, assessed the effectiveness of communication channels, and identified barriers to communication and policy implementation. The findings addressed the research objectives and research questions, emphasizing critical insights and implications for education policy communication and implementation.

The study achieved its objectives by identifying both strengths and gaps in stakeholder understanding and engagement with the CCEP. The first objective, which sought to assess the current level of policy literacy among stakeholders, revealed that 82% of respondents were aware of the policy. However, only 28% completely understood its key goals, such as critical thinking and digital literacy. Teachers demonstrated a better grasp of the policy due to their participation in GES-organized workshops and in-house training seminars led by school managers and headteachers. By contrast, students and parents often relied on indirect communication from teachers, limiting the depth of their understanding and creating inconsistencies.

The second objective, which focused on evaluating communication channels and methods, revealed that workshops and training sessions were the most effective for teachers. However, access to policy materials was inconsistent, with only 14% of respondents "often" engaging with materials. The limited access to comprehensive resources restricted engagement, especially for parents and students. These findings emphasize the need for equitable access to communication channels and tailored materials for diverse stakeholder groups.

The third objective, which sought to identify barriers to communication, revealed three major challenges: complex policy language, resource shortages, and limited feedback mechanisms. These barriers hindered effective communication and understanding among stakeholders. For instance, 40% of respondents identified complex language as a barrier, while 32% cited resource constraints, such as the lack of textbooks and digital tools, as impediments to policy implementation. Limited opportunities for stakeholders to provide feedback further reduced engagement and accountability. One extraordinary finding that explicitly points to a communication gap is the disparity in stakeholder engagement. Teachers were the primary beneficiaries of workshops and training sessions, while parents and students were largely excluded. This finding stresses the need for an inclusive communication strategy that directly targets and practically reach out to all stakeholders. Another notable insight was the reliance on teachers to act as intermediaries; a scenario which often resulted in diluted or inconsistent information reaching students and parents.

The study contributes to the field of development communication by pointing to the importance of tailored and participatory communication strategies in policy dissemination. It provides evidence that multi-channel communication approaches, such as incorporating community forums, local radio broadcasts, and digital platforms, can bridge gaps in stakeholder engagement. These findings support the assertion by Goetz and Duffy (2022) that inclusive communication strategies are critical for effective policy implementation.

The study's findings both align with and challenge the empirical literature reviewed. For example, the observation that resource constraints hinder policy implementation aligns with Schmidt et al. (2022), who emphasized the need for adequate resources to support educational reforms. Similarly, the role of feedback mechanisms in enhancing policy literacy supports the conclusions of Anderson et al. (2021), who argued for iterative communication strategies. However, the limited engagement of parents and students challenges the participatory ideals proposed by Freire (1970) and Epstein (2018), which emphasize the need for inclusive stakeholder involvement in education reform.

The findings also validate the conceptual and theoretical frameworks adopted. Stake's Responsive Evaluation Model proved effective in assessing the experiences and perceptions of stakeholders, emphasizing the need for real-time feedback to align communication strategies with stakeholder expectations. Additionally, Rogers' Diffusion of Innovations Theory point out the importance of stakeholder participation and compatibility in adopting new policies. The study demonstrated that while awareness of the CCEP was relatively high, the diffusion of understanding was hindered by barriers such as complex language and resource constraints.

The descriptive survey design was well-suited for this study, allowing for the collection of both quantitative and qualitative data that provided a holistic understanding of stakeholder perspectives. The mixed-methods approach enriched the findings, capturing statistical trends and contextual insights. However, challenges arose during data collection, including scheduling conflicts with participants, low response rates from parents, and requests for compensation. Some school heads were reluctant to participate in the interviews for reasons they did not categorically state. These challenges were lowered by adopting flexible scheduling, ensuring confidentiality, and clearly communicating the study's academic purpose to build trust with respondents.

In conclusion, the study demonstrates that while awareness of the CCEP is relatively high among stakeholders, significant gaps remain in understanding and engagement. Teachers have benefited from workshops and training sessions, but parents and students lack direct access to information, resulting in inconsistent interpretations of the policy. Barriers such as complex language, resource shortages, and limited feedback mechanisms further hinder effective communication and implementation. It emphasized the need for simpler policy language, accessible resources, and inclusive stakeholder feedback mechanisms to enhance policy literacy. Addressing these challenges will not only improve the implementation of the CCEP but also contribute to broader educational reforms in Ghana. This study highlights the critical role of tailored communication strategies in achieving equitable and effective policy dissemination, offering valuable insights for policymakers, educators, and researchers. The findings also emphasize that, policy literacy is critical for the successful implementation of the CCEP. Efforts to address the barriers to communication, stakeholder engagement, and access to resources will improve the ability of teachers, parents, and students to support and engage with the policy. The recommendations provided aim to foster inclusive participation, strengthen communication, and ensure the availability of essential resources for all stakeholders in Ghana's education sector.

5.3 Recommendations

Based on the findings and conclusions, the following recommendations are proposed to improve policy literacy and communication in the implementation of the Common Core Education Policy (CCEP) in Ghana. Each recommendation is assigned to specific stakeholders, including the Ghana Education Service (GES), school administrators, teachers, parents, and students to ensure a collaborative and holistic approach to policy implementation.

1. Simplifying the Language of Policy Documents

Ghana Education Service (GES) and Curriculum Developers: The GES, in collaboration with curriculum developers, should simplify key concepts of the CCEP, such as "critical thinking" and "digital literacy," to make them more accessible to stakeholders. This can be achieved by producing plain-language guides for teachers, parents, and students. Baker et al. (2018) emphasize that materials designed with clear, straightforward language help stakeholders interpret policy objectives effectively. These guides should include glossaries, definitions, and examples tailored to the needs of different stakeholders. For instance, student-friendly handouts and teacher toolkits can enhance understanding and application. These guides should break down complex terms and provide glossaries, definitions, and student-friendly handouts. To support effective communication, visual learning aids such as infographics, posters, and explainer videos should be developed to convey policy objectives simply and engagingly. Mayer's Cognitive Theory of Multimedia Learning (2005) supports the use of visual aids to reinforce textual information, as these tools enhance retention and understanding through dual-channel processing.

In addition, to promote inclusivity, GES should ensure that translations of key policy documents are made available in local Ghanaian languages. According to Schramm's Communication Model (1973), language is a critical factor in the effectiveness of communication, as messages must be tailored to the audience's linguistic and cultural context. Studies have shown that the use of local languages in education and policy dissemination improves stakeholder engagement and understanding. For instance, Gyasi (2022) point out how translating educational materials into local languages increases parental involvement and supports policy adoption in rural communities. This measure will make the policy more accessible to parents with low literacy levels or those who do not speak English as their first language. Ensuring policy materials are accessible to a linguistically diverse population will

enhance comprehension and support greater stakeholder involvement. Simplifying the language of policy documents and incorporating visual aids and translations into local languages will address significant barriers to understanding the CCEP. Aligning communication strategies with the linguistic and educational needs of stakeholders, the GES can foster greater engagement and ensure the successful implementation of the policy. These approaches align with global best practices in educational reform and development communication, as supported by both empirical evidence and theoretical models.

2. Increasing Stakeholder Engagement in Communication

Ghana Education Service (GES), School Administrators, and Teachers: To enhance stakeholder engagement in the implementation of the Common Core Education Policy (CCEP), the Ghana Education Service (GES) should adopt a multi-faceted approach that includes community forums, Parent Teacher Association (PTA) meetings, and direct engagement sessions. These platforms provide opportunities for parents and students to gain direct access to essential policy information and actively participate in discussions about the policy. Ankomah and Osei (2020) emphasize that inclusive community-based initiatives are critical for bridging communication gaps in education policy, especially in areas with limited access to traditional media. School administrators should play a pivotal role in organizing parent-student engagement sessions. These sessions would serve as spaces where parents can ask questions, share concerns, and receive updates on the CCEP. Such initiatives align with Epstein's Framework of Six Types of Parental Involvement (2018), which highlights the importance of school-community collaboration in achieving education reform goals. Through these sessions, administrators can also gauge the needs and concerns of parents and students, creating an open and collaborative environment for policy implementation.

Also, teachers are critical agents in promoting policy literacy among students. They should be equipped with student-friendly learning materials, such as interactive guides, workbooks, and e-learning platforms. Research by Schmidt et al. (2022) stresses the importance of tailored educational resources in fostering student engagement with policy objectives. Teachers can use these materials to create inclusive and participatory classroom environments that encourage students to interact with and apply policy concepts such as critical thinking and problem-solving.

Again, to ensure continuous improvement in the communication and implementation of the CCEP, the GES should establish a formal feedback system. This system could include suggestion boxes at schools, online feedback forms, and dedicated WhatsApp groups to collect real-time input from parents, teachers, and students. Anderson et al. (2021) argue that iterative feedback loops are essential for aligning policy strategies with stakeholder needs. By implementing these mechanisms, policymakers can address challenges promptly, identify areas for improvement, and strengthen stakeholder trust in the policy process.

Stakeholder engagement strategies should also leverage existing community structures to ensure inclusivity. Freire's Dialogic Model (1970) emphasizes that participatory communication builds trust and empowers marginalized groups, such as parents in rural areas. Through consistent and transparent communication, the GES can foster greater ownership of the CCEP among all stakeholders. In addition, the use of digital platforms, such as mobile apps and online learning portals, can extend the reach of engagement efforts to urban and tech-savvy communities, as noted by Goetz and Duffy (2022). Enhancing stakeholder engagement requires a combination of direct community interaction, teacher-student collaboration, and formal feedback mechanisms. Adopting these strategies, the GES, school administrators, and teachers can ensure that all stakeholders are well-informed and actively involved in the CCEP's

implementation. These efforts not only align with global best practices but also address the unique needs of Ghana's diverse educational landscape.

3. Addressing Resource Constraints

Ghana Education Service (GES), Development Partners, NGOs, and School Administrators: To overcome resource constraints and enhance the implementation of the Common Core Education Policy (CCEP), the Ghana Education Service (GES) must prioritize the timely distribution of textbooks, learning materials, and teaching guides to schools before the start of each academic year. These resources are crucial for ensuring that both teachers and students have the tools that are necessary to achieve the policy's learning objectives. Research by Schmidt et al. (2022) emphasizes the importance of resource availability in driving effective policy implementation, as delays or shortages significantly hinder teaching and learning outcomes.

Also, the digital literacy component of the CCEP requires a concerted effort to equip schools with Information and Communication Technology (ICT) tools, such as computers, tablets, and reliable internet connectivity. The GES should collaborate with development partners, non-governmental organizations (NGOs), and corporate sponsors to secure these resources. Gyasi (2022) highlights the role of public-private partnerships in bridging resource gaps in education, especially in low-income and rural settings. Special attention must be given to rural schools, which are more likely to face infrastructural and technological constraints. Addressing these disparities will create equitable opportunities for all students to benefit from digital literacy programs.

In addition, School administrators play a critical role in maintaining and ensuring the accessibility of learning resources. They must establish systems for inventory management and

routine maintenance of teaching aids and ICT equipment. This is supported by Van der Berg et al. (2019), who argue that well-maintained educational resources significantly improve learning outcomes. Additionally, school heads should work collaboratively with the GES and district education offices to identify and address gaps in the availability and supply of teaching materials. Furthermore, Non-governmental organizations and development partners should be actively involved in supporting resource acquisition. Programs such as the Partnership for Education Program (USAID) in Ghana have demonstrated the effectiveness of such collaborations in improving resource availability in under-resourced schools. Ankomah and Osei (2020) note that targeted interventions, such as providing ICT tools and capacity-building programs, can substantially enhance the quality of education in rural schools.

Whereas addressing resource constraints is pivotal for the successful implementation of the CCEP, ensuring timely access to textbooks and teaching materials, equipping schools with ICT tools, and maintaining these resources will foster an enabling environment for effective teaching and learning. While working collaboratively with development partners, NGOs, and school administrators, the GES can close resource gaps and promote equitable access to quality education across all regions in Ghana. These efforts align with the global best practices outlined by Schmidt et al. (2022) and Van der Berg et al. (2019), emphasizing the importance of resource equity in achieving sustainable education reform.

4. Improving the Efficacy of Communication Channels

Ghana Education Service (GES), Media Outlets, School Administrators, and Teachers:

To overcome resource constraints and enhance the implementation of the Common Core Education Policy (CCEP), the Ghana Education Service (GES) must prioritize the timely distribution of textbooks, learning materials, and teaching guides to schools before the start of

each academic year. These resources are crucial for ensuring that both teachers and students have the tools necessary to achieve the policy's learning objectives. Schmidt et al. (2022) emphasize the importance of resource availability in driving effective policy implementation, as delays or shortages significantly hinder teaching and learning outcomes.

It is worth noting that, the digital literacy component of the CCEP requires a concerted effort to equip schools with Information and Communication Technology (ICT) tools, such as computers, tablets, and reliable internet connectivity. The GES should collaborate with development partners, non-governmental organizations (NGOs), and corporate sponsors to secure these resources. Gyasi (2022) highlights the role of public-private partnerships in bridging resource gaps in education, especially in low-income and rural settings. Special attention must be given to rural schools, which are more likely to face infrastructural and technological constraints. Addressing these disparities will create equitable opportunities for all students to benefit from digital literacy programs.

While School administrators play a critical role in maintaining and ensuring the accessibility of learning resources, they must establish systems for inventory management and routine maintenance of teaching aids and ICT equipment. This is supported by Van der Berg et al. (2019), who argue that well-maintained educational resources significantly improve learning outcomes. Additionally, school heads should work collaboratively with the GES and district education offices to identify and address gaps in the availability and supply of teaching materials.

Leveraging Partnerships for Resource Mobilization, Non-governmental organizations and development partners should be actively involved in supporting resource acquisition. Programs such as the Partnership for Education Program (USAID) in Ghana have demonstrated the effectiveness of such collaborations in improving resource availability in under-resourced

schools. Ankomah and Osei (2020) note that targeted interventions, such as providing ICT tools and capacity-building programs, can substantially enhance the quality of education in rural schools.

5.4 Suggestions for Future Research

To deepen understanding and improve the implementation of the Common Core Education Policy (CCEP), future research should explore key areas that enhance stakeholder engagement, communication, and policy literacy. The following suggestions provide a roadmap for advancing research in these critical areas.

1. Exploring the Role of Parents in Policy Implementation

Future studies should investigate the role parents play in implementing educational policies like the CCEP. This research can examine how parental involvement affects student learning outcomes, the support parents provide at home, and how parents engage with teachers and school administrators to achieve policy goals. According to Epstein (2018), parental involvement is one of the six essential factors for improving student success in education reforms. Understanding the barriers and enablers of parental participation will inform strategies to increase their role in the policy implementation process. Insights from such research could guide the development of parent-focused workshops, home-support systems, and collaborative frameworks that strengthen partnerships between schools and families.

2. Effectiveness of Digital Learning Platforms

Research should assess the effectiveness of digital platforms as communication tools for policy dissemination. Platforms such as online learning portals, mobile apps, and e-learning resources have the potential to bridge gaps in policy communication, especially in geographically dispersed areas. Schmidt et al. (2022) argue that digital platforms offer flexibility and accessibility, making policy materials readily available to teachers, parents, and students. Future studies could evaluate the extent to which these platforms improve policy literacy, enhance engagement, and overcome barriers related to physical access. The results would provide evidence-based recommendations for integrating technology into educational policy communication strategies.

3. Longitudinal Study on Policy Literacy

A long-term study is needed to track changes in policy literacy levels over multiple academic years. This research could examine how exposure to workshops, training sessions, and access to policy materials influences the understanding and application of policy concepts among stakeholders. Anderson et al. (2021) highlight that longitudinal approaches are essential for understanding sustained engagement and its impact on stakeholder comprehension. By tracking trends over time, researchers can identify effective practices, measure the long-term success of communication strategies, and offer actionable insights for enhancing policy literacy across different demographic groups.

4. Comparative Study Across Regions

Future research should examine differences in policy literacy between rural and urban schools to understand how geographic and socio-economic factors affect the understanding and implementation of the CCEP. Rural schools often face unique challenges, such as limited access

to resources and digital infrastructure. Gyasi (2022) found that rural stakeholders often lag behind their urban counterparts in accessing educational policy materials and participating in workshops. A comparative study could identify disparities and recommend equitable interventions, such as targeted resource distribution, rural-specific training programs, and infrastructural improvements, to bridge the urban-rural divide. These suggested areas for future research aim to provide policymakers, educators, and researchers with critical insights to improve communication, engagement, and implementation of educational policies like the CCEP. Addressing these knowledge gaps would not only enhance the effectiveness of the CCEP but also contribute to the broader discourse on equitable education reform in Ghana and similar contexts.

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APPENDICE 1: QUESTIONNAIRE

Dear Respondent,

The researcher is conducting a research survey on “Measuring policy literacy: Evaluating parent and teacher understanding of Common Core Education Policy in Ghana.” in partial fulfilment of her Master of Arts in Development Communication Program.

Any information provided will be used solely for the study. Your anonymity and confidentiality are fully assured, therefore do not indicate your name or identity on this questionnaire. This may take between 15 to 25 minutes of your time. For the questions, you are expected to be as truthful as possible in answering the questions since information given by you could assist in policy formation

Section A: Demographic Information

This section gathers basic demographic details about participants, including their age, gender, educational background, and role within the education system.

1. Age

Below 25

25–34

35–44

45 and above

2. Gender

Male

Female

3. Role

Teacher

Parent

4. Educational Background

No formal education

Primary education

Secondary education

Tertiary education

SECTION B: AWARENESS AND KNOWLEDGE

This section focuses on participants' awareness and understanding of the Common Core Education Policy (CCEP). It assesses how familiar they are with the policy's objectives, their sources of information, and the extent to which they comprehend their roles in its implementation. It also aligns with the objective I (To assess the level of policy literacy among parents and teachers regarding the Common Core Education Policy in Ghana.)

5. Have you heard of the Common Core Education Policy (CCEP)?

Yes

No

6. How familiar are you with the objectives of the CCEP?

Not familiar at all

Somewhat familiar

Very familiar

7. Do you understand the key goals of the CCEP, such as digital literacy and critical thinking?

Not at all

To some extent

Completely

8. How often do you engage with materials or discussions related to the CCEP?

Never

Rarely

Sometimes

Often

SECTION C: ATTITUDES AND BEHAVIOUR

This section explores the participants' attitudes toward the CCEP and examines whether their awareness and understanding of the policy have influenced their beliefs or behaviours. It measures changes in teaching methods, parental involvement, and levels of confidence in supporting or implementing the policy. This section provides insight into the practical impact of policy literacy on behaviour. It's in line with (Objective ii: Evaluate the efficacy level of the channels and methods used to communicate the policy to stakeholders and assess their effectiveness.)

9. How important do you think the CCEP is for improving education in Ghana?

Not important

Somewhat important

Very important

10. Has your attitude towards educational reforms changed since learning about the CCEP?

- Not at all
- Slightly
- Significantly

11. Have you made any changes to your teaching methods (teachers) or support for your child's education (parents) based on the CCEP?

- No changes
- Some changes
- Significant changes

12. How confident do you feel about implementing or supporting the CCEP?

- Not confident
- Somewhat confident
- Very confident

SECTION D: PARTICIPATION AND IMPLEMENTATION

This section evaluates the degree to which stakeholders have actively participated in the implementation of the CCEP. It investigates the types of activities they have been involved in, such as workshops or curriculum adjustments, and examines their perceptions of the effectiveness of their contributions. (Objective iii: Identify the key barriers to effective communication of the Common Core education policy to parents and teachers in Ghana.)

13. Have you been involved in any activities related to the implementation of the CCEP (e.g., workshops, curriculum development, classroom activities)?

Yes

No

14. If yes, in what capacity have you participated? (Check all that apply)

Attended workshops or training

Implemented curriculum changes in the classroom (teachers only)

Supported children's learning at home (parents only)

Provided feedback to policymakers or school leaders

Other (specify): _____

15. How effective do you think your participation has been in influencing the implementation of the policy?

Not effective

Somewhat effective

Very effective

SECTION E: BARRIERS AND SUGGESTIONS

This section identifies the challenges stakeholders face in understanding and implementing the CCEP. It also provides an opportunity for participants to suggest improvements to the policy communication strategies and support mechanisms. This section is crucial for uncovering structural or contextual obstacles and generating actionable recommendations for policymakers.

16. What challenges have you faced in understanding or implementing the policy?

(Check all that apply)

- Complex language in materials
- Limited access to resources or information
- Lack of training or workshops
- Resistance from other stakeholders (e.g., colleagues, parents, or community members)

Other (specify): _____

17. What would help improve your understanding or ability to implement the CCEP?

- More training sessions
- Simplified materials
- Increased access to resources (e.g., textbooks, technology)
- Regular feedback opportunities with policymakers

Other (specify): _____

APPENDIX 2: INTERVIEW GUIDE

Dear Respondent,

The researcher is conducting a research survey on “Measuring policy literacy: Evaluating parent and teacher understanding of Common Core Education Policy in Ghana.” in partial fulfilment of her Master of Arts in Development Communication Program. Any information provided will be used solely for the study. Your anonymity and confidentiality are fully assured, therefore do not indicate your name or identity on this questionnaire. This may take between 15 to 25 minutes of your time. For the questions, you are expected to be as truthful as possible in answering the questions since information given by you could assist in policy formation

Demographic Questions

1. Could you tell me about your role (e.g., teacher, parent) and your involvement in the education system?
2. What is your level of education?

POLICY LITERACY: AWARENESS AND KNOWLEDGE

3. How did you first learn about the Common Core Education Policy (CCEP)?
4. Could you explain what you understand about the main goals of the policy?
5. What aspects of the policy do you find most relevant or beneficial?

ATTITUDES AND BEHAVIOURAL CHANGE

6. Has learning about the CCEP changed your attitudes towards educational reforms? If so, how?
7. Have you made any adjustments in your teaching (for teachers) or your involvement in your child’s education (for parents) because of the CCEP?

8. Do you feel motivated to engage with or support the implementation of the CCEP? Why or why not?

PARTICIPATION IN POLICY IMPLEMENTATION

9. Have you been involved in any workshops, meetings, or activities related to the CCEP? If yes, could you describe your role?

10. How do you think your participation has contributed to the implementation of the policy?

11. What additional opportunities for participation would you like to see?

BARRIERS TO IMPLEMENTATION

12. What challenges have you encountered in understanding or implementing the CCEP?

13. Are there specific aspects of the policy that you find difficult to engage with? Why?

SUGGESTIONS FOR IMPROVEMENT

14. What do you think could be done to improve the communication of the policy?

15. What additional support would you need to feel more effective in implementing or supporting the CCEP?

APPENDIX 3 (SAMPLE OF TRANSCRIPTION)

Q1.

- P1. Headteacher
- P2. Headteacher
- P3. Headteacher and mathematics teacher
- P4. Student
- P5. Student

Q2.

- P1. Masters in education administration
- P2. Masters in education leadership
- P3. Mphil
- P4. Senior high school student
- P5. Junior high school form three

Q3.

P1. I first heard about the policy at the launch of a new private school. The guests present were discussing education in general and one of the special guests who works in the education ministry mentioned the introduction of the curriculum. She informed us there would be a workshop to introduce the policy to school heads and teachers. It was there that this person extended an invitation to those of us present. I attended the workshop later and got to learn about the policy and its objectives

P2. At a workshop

P3. When GES introduced it, directorates in the sector were informed and we were engaged in a seminar

P4. It was mentioned to us by our headteacher

P5. Are you in a government or private school?

I attend a government school.

Q4.

P1. Yes, the policy I can say is different from what we were used to. The orientation is common and now cuts across all curricula. Formally the syllabus was objective based. It was the teachers who decide on the objectives of a lesson, but this new curriculum involves the children in the level and considers their understanding. It requires the teacher to try to generate how the child can think through issues and create solutions. This is where critical thinking skills become very important.

P2. The policy from my understanding hopes to improve quality of learning and teaching. It is subjective rather than objective. It exposes learners to more competencies. Subjective because it involves and engages the learners, putting their interests into consideration.

P3. Focus on acquiring the four Rs: reading, writing, arithmetic, and creativity.

P4. Have you heard of the Common Core Education Policy?

Yes please, our teachers have told us about it.

Q5.

P1. The active involvement of the children to me is very relevant and beneficial.

P2. The aspect where it is learner centered, and the respective subject schemes are designed by considering the structure of the subject. Subject outlines come in strands and sub strands.

P3. The creativity aspect. This allows children to come up with their own ideas and not just absorb every piece of information imposed on them without making inputs.

P4. We were told that we have to think and pay attention in class and also ask questions in class if we don't understand anything. As for me that is what I remember.

P5. What do you understand by this new syllabus, that is the CCEP?

I understand that we will be writing exams that is different from the ones that were written in the past. I also remember we were told that we have to ask questions in class and say what we think about anything our teachers teach us.

Q6.

P1. Yes. I think reforms generally are good since the aim most of the time is to improve what already exists. I see the policy as good, and I am all for it.

P2. Yes. It has changed my teaching approach largely. I am now more oriented and exposed to ideas that guide my teaching, I teach mathematics, and I use my experience as a tool to guide my teachers and build their skills to fit into the curriculum. I believe teachers must be able to understand learning behaviours of children and plan their lessons to suit it.

P3. Yes. I say yes because it has made the 4Rs important or let me say core. You can't downplay the impact of this since they are fundamental to education.

P4. I only learned what I was taught and answered some past questions. I wanted to pass the BECE so that I will get my first-choice school for SHS.

P5. Do you ask questions in class or contribute any ideas when you are being taught?

Some of my friends do. I have also asked questions before like when I do not understand something.

Q7.

P1. Yes, I have. As for me I am very interested in how the child benefits from all engagements the end of every school day. I try to make sure teaching is structured to benefit the child by giving them knowledge and getting them to think.

P2. Yes. I have had to do more empowering of teachers through professional learning community and in-house workshops which I organise after researching and it gives me the opportunity to brainstorm. It is more collaborative.

P3. I have. I use materials found in the environment or immediate surroundings of learners of learners. For example, in an art class I chanced upon, learners used palm branches to make brooms and stones for creative art.

P4. Did you have any special support from home or your teachers when preparing for your BECE?

P5. Do you remember any new thing your teachers taught you or a new approach they used since you entered JHS?

Maybe I will say the classes are more interactive like we discuss more. I remember one day our maths teacher told us to bring fifty little stones from home when coming to school. He used it to teach us how to calculate in maths. That class was fun. Sometimes too in English, our teacher told us to think about what we want to be in future or about anything that can advise other people and write a story about it. That one too was nice because everybody wrote what they liked

Q8.

P1. Yes, I am very motivated, I research on my own and discuss issues with teachers through in-service training workshops. I am very open to change but the success of a policy like the CCEP can be effective depending on the enthusiasm of the individuals involved such as teachers and parents.

P2. I am motivated, in fact it exposes me to more experiences in the sector and compels you to research to remain relevant.

P3. Yes. Yes, because to me it has brought about change in the way teachers deliver

P4. Apart from your teachers or headmaster, did any other person explain the CCEDP to you? No please. It is only our teachers who used to talk with us. We did like two mocks before writing the BECE.

P5. Apart from your teachers or headmaster, did any other person explain the CCEDP to you? No. nobody has come to talk to us as students.

Q9.

P1. Yes. I mentioned earlier that I heard about the policy casually but made effort to attend the workshop. Interestingly as a headteacher that is the only formal platform I have been offered to learn about the policy. I research and organise in-house training for my teachers especially at the beginning of an academic year. I would say I have participated in workshops as a participant and as a facilitator

P2. Yes, I have been a participant at a workshop organised by the Ghana education service and as a facilitator for workshops in my school and other schools. You know, I double as an education consultant.

P3. Yes, I have. I have participated as a participant at the workshop by GES and sometimes I help with in-house training sessions organised by my school.

P4. Did you attend a private or government JHS school?

I attended a private school in Accra.

P5. What do you think can be done to help you pass your BECE well so you get admission to your first-choice Senior High School?

I want to pass well so maybe they can give us more books and explain things to us and also explain more things to us like how the exams will be and also like computers for computer literacy classes so that when we learn about the computer, we can also see some and use it. Then also our teachers should be helped with the things to teach us.

Q10.

P1. I think it has had effect on my teachers but not as much as I want it to. I think they have not gotten it yet. I can judge from the test items they prepare for the children.

P2. I believe my training programmes have helped a lot since the government has left this communication gap that is required to keep us abreast. I have taken it upon myself to make useful inputs that will help the sector. It has even made me vigilant because I'm always researching to find out if we are on track.

P3. My ability to relay the information I have to other teachers and sometimes provide guidance individually I believe is a tremendous contribution to the implementation of the policy.

P4. How did you find the BECE?

Hmmm it was difficult and different from the past questions we were answering in school. Like the maths for instance, like it was even all the subjects. I was not sure if I will pass so after the exam, I was sad. But my friends also said they were not sure, and our teachers said we will be fine so we just forgot about it and waited for the results, but it was not very good. I had an aggregate 24. I did not get my first-choice school, but I am ok with the school I am attending now as a day student.

Q11.

P1. Policy makers have not tried at all, they must make deliberate effort to reach out to teachers who are key to the implementation of the policy and educate them on the objectives and roadmap.

P2. did not raise any issues about the quality of the lesson plan samples. To me it is a sad scenario which needs to be checked

P3. More workshops to track both teacher and learner progress is something that can go a long way to help

P4. Do you remember any new thing your teachers taught you or a new approach they used when you were in JHS?

Not really. It was normal but we did more art and also computer literacy but there were only four computers and we were twenty-eight in the class so it is not always that everybody can use the computer. Most of the things we did were writing notes, not using the computer so even now I have forgotten plenty (giggles).

Q12.

P1. The teachers I work with are my problem. The zeal or enthusiasm is not there. Their lesson plans are not creative enough, always a copy and paste thing. They are not versatile and do not consider the strength and input of the child. Can I blame them? The policy makers have not connected enough.

P2. Understanding, we need more information and engagement as teachers The schools are the policy implementers but information flow from the policy makers is poor. For example a policy on assessment framework is not available in the public domain. Some teachers have not heard of it but the document is very relevant. Monitoring must also be improved to ensure that schools are doing the right thing to the core so far as this policy is concerned. There was an instance where I had stepped out of school and a team from GES came to inspect our teaching records. They were told I was not around and upon contacting me on phone, I directed them to where to find the lesson plans in my office. I have divided the lesson plans the teachers presented into those that are ok and those I have issues with and need to be queried. Unfortunately, the one I sent picked the samples from those I've set aside to query for not meeting standards but guess what! The delegation looked through the books and left a comment that they were satisfied, when I came back I was surprised that they with the policy makers. For implementation, I may blame some of my teaching colleagues who are not open to change. They are too stack to their old ways and this defect was reflected in the BECE results this year. The children were taught the old way and expected to sit an exam that was structured differently. I had to engage an external consultant to provide sample questions and that is how

my students were familiar with the new exam structure. There is almost no direction from the policy makers at all.

P3. The inability of policymakers at the district level to engage teachers first-hand. It is really a great anomaly in the policy implementation process because, after all meetings, discussions and whatever, the teacher is the final connection with the learner and even the parent who is interested in what the children are taught. You can't downplay the relevance of the teacher so far as education is concerned. In addition, resources and teaching materials are limited.

P4. What do you think can be done to help those in JHS now so they don't go through the challenges you had?

Maybe our teachers should look at the way the exam questions are and explain them better to the students so that they will understand what to do. When we were told about the new syllabus it was not explained clearly to us so we did not know what to expect but at least those in JHS now can use our past questions for practice. We were also told that textbooks for the new syllabus were not complete so there were some things in the exam that I had not seen before but I just wrote anything.

Q13.

P1. Not really but the policy after introduction must come with teaching and learning materials which are still not available. There is this big book mentioned in the policy for preschool but interestingly we have not seen a copy yet. Do you know what amuses me? My teachers in their lesson plans state this big book as a resource they will use and that irritates me. I had to ask them if they know what the big book is and the responses I will leave for another day. It is obvious it is cut and paste on paper and teaching will be something else. There was mention of setting up learning centers after the policy was introduced but that never materialized.

P2. Lack of readily available resources and well-structured engagements, making the adoption of the policy difficult. GES itself lacks the manpower. How can you run a broad sector like education with one regional office?

P3. digital literacy for example is challenging because of the lack of equipment to support like computers, and good and available internet connectivity

Q14.

P1. Periodic workshops and courses for teachers and school managers especially will help.

P2. Proper supervision is key. There must be good collaboration among the various agencies involved like NASIA which is the licensing agency, GES, NACCA which is the national council of curriculum and assessment and our almighty WAEC. Education is critical and they cant be working independent of each other and expect good outcomes.

P3. I think more engagements with teachers as I stated earlier will be of significant help. In fact, there should be an effort to engage all stakeholders especially teachers, parents and students. This can even help measure the level of success and inform what can be done to make the policy implementation effective.

Q15.

P1. Schools must be provided with teaching aids, good supervision of lesson plans to make sure teachers are on track. My sister we really need help if this policy must survive, we are working without any resources or support and almost lost in the middle of no where yet expected to produce results. (sighs).

Respondent: I am interested in the outcome of this research. I love reading and want to know if my concerns are universal and also how others are managing this situation. As for me I am interested in new concepts and really want to see this policy rolled out effectively. It is a good thing but the implementation is making it look like a bother, especially to teaching staff.

P2. Information flow, communication and regular engagements with schools. The policy makers are disengaged from the policy implementers. My sister, it is not easy ooo, I tell you.

P3. Provision of adequate resources like teaching and learning materials including equipment and also regular workshops to keep policy implementers on track.