UNIVERSITY OF CAPE COAST

EVALUATION OF THE UNDERGRADUATE GHANAIAN LANGUAGES

PROGRAMME IN THE UNIVERSITY OF CAPE COAST

BY

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Teaching

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:............................... Date.27-/10/2022

Name: Jerome Nketsiah Jnr

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid down by

the University of Cape Coast.

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ABSTRACT

The study evaluated the undergraduate Ghanaian languages programme in the University of Cape Coast using Stufflebeam's 1971 CIPP model. The sequential explanatory design was employed for the study. The census technique was used to involve 143 students and eight lecturers while the snowball technique was used to sample 15 graduates for the study. The Programme Evaluation Questionnaire (PEQ) and the Follow-up Interview Guide (FIG) were used to gather data. Descriptive (mean and standard deviation) and inferential (repeated measures ANOVA, independent samples t-test and one-way ANOVA) statistics were used to analyse the quantitative data and thematic analysis for the qualitative data. Findings indicated that the students, the graduates and the lecturers were all satisfied with the context rubric of the Ghanaian languages programme. However, the low appeal of the programme to students was due to limited awareness, ill knowledge of the programme's prospects and misconceptions students had about the programme. The respondents exhibited moderate satisfaction towards the input and process rubrics. The evidence showed that respondents were highly satisfied with the product components of the programme. It was recommended that the programme needs to acquire enough resources such as books and a language laboratory and recruit more lecturers for its implementation. The Department of Ghanaian Languages and Linguistics also needs to advertise the programme.

KEYWORDS

Context

Evaluation

Input

Process

Product

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DEDICATION

To my late father, Jerome Nketsiah Snr, family and to all who love and appreciate

the quest for knowledge

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INTRODUCTION

Evaluation is viewed as a means of determining the effectiveness of a programme or otherwise to inform decision making. Universities and other higher educational institutions are concerned not just with teaching and learning, but also with evaluating and keeping track of the kind of knowledge and the skills and achievements of students' learning, and using the data to improve the available academic programmes (Majdalawieh & Marks, 2018). Programme evaluation has thus become a necessary task for many researchers in Europe, America, and other developed countries. While the literature suggest that the aforementioned countries are well advanced in programme evaluation, it appears that Africa, particularly Ghana, is still in its infancy. The few available studies are also in subject areas other than the Ghanaian languages – a subject area with dwindling students' enrolment with no information about its effectiveness. This research, therefore, aims at evaluating the University of Cape Coast's (UCC) undergraduate Ghanaian languages programme using Stufflebeam's Context, Input, Process and Product (CIPP) evaluation model.

Background to the Study

The existence of societal problems and the quest to find solutions for these problems have made it necessary for universities and higher educational institutions to introduce a variety of programmes in their institutions. One of the major problems society is facing today is communication or language barriers (Buarqoub, 2019). Language barriers are major root causes of many problems or obstacles in

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healthcare, education, business, aviation, maritime and society at large (Buarqoub, 2019). For instance, ineffective communication between healthcare providers, patients and families can lead to death or prevention of the provision of safe and quality healthcare. In the same way, ineffective communication between teachers and students in the classroom can result in poor academic performance. Also, miscommunication by the media can ignite conflicts or clashes in the nation. Other societal problems include poverty and homelessness, climate change, famine and drought, gender inequality, malnutrition and incessant diseases among children, poor sanitation and financial crisis just to mention but a few.

Programmes in the fields of health and allied sciences, languages, agriculture and natural resources, education, business among others have been introduced by higher educational institutions to help address the aforementioned problems in society. These programmes are expected to nurture students (young and old members of society) as change agents to develop knowledge, skills and attitudes required as antidotes to societal problems.

The current study took interest in the undergraduate Ghanaian languages programme. This programme happens to be one of the programmes ran by the University of Cape Coast in the Department of Ghanaian Languages and Linguistics in the Faculty of Arts. The programme was introduced in 1974, which is one of the oldest programmes read in the university (Nketsiah, 2018). It was to satisfy the demands on the job market for Ghanaian language graduates to work in Senior High Schools (SHSs) as Ghanaian language teachers, and graduates in communication and media houses, publishing firms and in courts and embassies as

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interpreters and translators (Programme Document, 2016/2017). The programme serves both the Faculty of Arts and the Faculty of Humanities and Social Sciences Education (Specifically, the Department of Arts Education). Students from the Departments of Arts Education who are trained to become Ghanaian language teachers take content courses from the Department of Ghanaian Languages and Linguistics.

The programme is underpinned by three objectives. To aid students to: (a) obtain the knowledge that could be acquired at the BA Arts level; (b) utilise the language they studied to express their expertise at any level of communication; and (c) be conscious of their Ghanaian background, as well as their African heritage and values. To achieve these objectives, students who enrol on the programme go through several courses in order to gain the requisite knowledge and abilities needed for the job market. These include writing techniques − to help students overcome orthographic problems and introduce students to the rudiments of grammar; literature − to introduce students to literature, equip them with literary appreciation skills and make them familiar with the literary genres such as drama, prose and poetry as well as oral literature; translation − to introduce students to theories and practice of translation and guide them to translate texts selected from contemporary topics from English to the Ghanaian languages and vice versa; phonology of the Ghanaian language − to guide students to identify the phonetic qualities of the speech sounds of the language among others. As a result, students who complete the programme are expected to have some level of discipline-specific potential as well as standard abilities and temperaments to fit into places like

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schools, communication and media firms, publishing firms, judicial tribunals, and embassies. Therefore, continuous and timely evaluation of the Ghanaian languages programme is anticipated (Programme Document, 2016/2017).

Evaluation is "the process of delineating, obtaining, reporting and applying descriptive and judgemental information about some objects' merit, worth, significance and probity to guide decision making, support accountability, disseminate effective practices and increase understanding of the involved phenomena" (Stufflebeam & Shinkfield, 2007, p. 326). Many reasons account for the evaluation of educational programmes but the major justification is to guide decision making concerning accreditation of programmes, continuance, worth or merit of a programme, reform, enlargement or curbing of programmes, practicality of going in for innovative programmes, and the mode of procedures used with the programmes (Slimmer as cited in Majdalawieh & Marks, 2018; Donaldson, 2007; Fitzpatrick, Sanders, & Worthen, 2011). According to Fitzpatrick et al. (2011), Stufflebeam (2001) and Scriven (1967), the purpose of evaluation is to improve rather than to prove. Therefore, in the process, it is very crucial to take into consideration the purpose of evaluation.

Several approaches or methods exist through which evaluations are conducted. They include self-study by the institution, external accreditation evaluations, and research-based evaluations, utilising tools with a high level of validity and reliability (Slimmer as cited in Majdalawieh & Marks, 2018). Research-based evaluation appears to be the most preferred for many when it comes to decision making (Majdalawieh & Marks, 2018). While the literature suggests

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and supports the growing importance of research-based programme evaluation in most parts of the world, it appears a few of these exist in Sub-Saharan Africa's higher education institutions of which Ghana is no exception. This lack of sufficient evaluative data on language education and academic programmes in general in Sub-Saharan Africa tends to hinder efforts to judge the effectiveness of the programme and the cumulative training of students (Aggestam, 2009; Johnson, 2018; Adaboh, 2014).

The apparent lack of research in this regard leaves educators and stakeholders in education with no clue as to the overall performance of the programme. Evaluating educational programmes will help to reveal difficulties in the programme, methods and processes and necessary adjustments and enhancements specified. Through a research-based evaluation, the institution's needs and those of students can be met, thus producing a more worthwhile and desirable product for the job market and attracting more students into the programme.

Statement of the Problem

Evaluations are becoming more important within universities and other higher educational institutions as they attempt to prepare to confront the challenges of the 21st century and beyond. This growing interest in evaluation has been fuelled by calls for greater responsibility, competitiveness on a worldwide scale and concerns about standards. As a result, accurate data is required by universities and other higher educational institutions to improve the standard of graduates produced from their institutions (Daoud, Gabriner, Mercy & Wolfe, 1999 as cited in Adaboh,

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2014). Such data can be partly gathered through an efficient evaluation procedure that enables the examination of glaring markers of programme and institutional effectiveness.

The undergraduate Ghanaian languages programme in the University of Cape Coast was introduced in 1974 and it happens to be one of the oldest programmes in the University of Cape Coast under the Ghanaian Languages and Linguistics Department in the Faculty of Arts (Nketsiah, 2018). However, since the programme was accredited in 1974 by the National Accreditation Board, no known formal evaluation has been conducted (Nketsiah, 2018). This makes it difficult to judge how worthwhile the programme currently continues to be.

A cursory observation reveals that there has been recent dissatisfaction of experts with the Ghanaian languages programme in the University of Cape Coast which seems to be triggered by poor competency levels of students and most graduates who completed the programme. In a study on the content competencies of SHS Twi language teachers, Agyemang (2011) noted that there were some lapses in orthography and grammar on the part of the teachers and their students. Gyasi, Sam, and Amponsah (2002) discovered that the majority of teachers in the Akan language lacked content knowledge to teach the Akan grammar. Again, it has been noted that student enrolment in the Ghanaian languages programme in the University of Cape Coast keeps dwindling from year to year in recent times, as evidenced from the enrolment trend in the programme for 2015 – 2019 displayed in Figure 1.
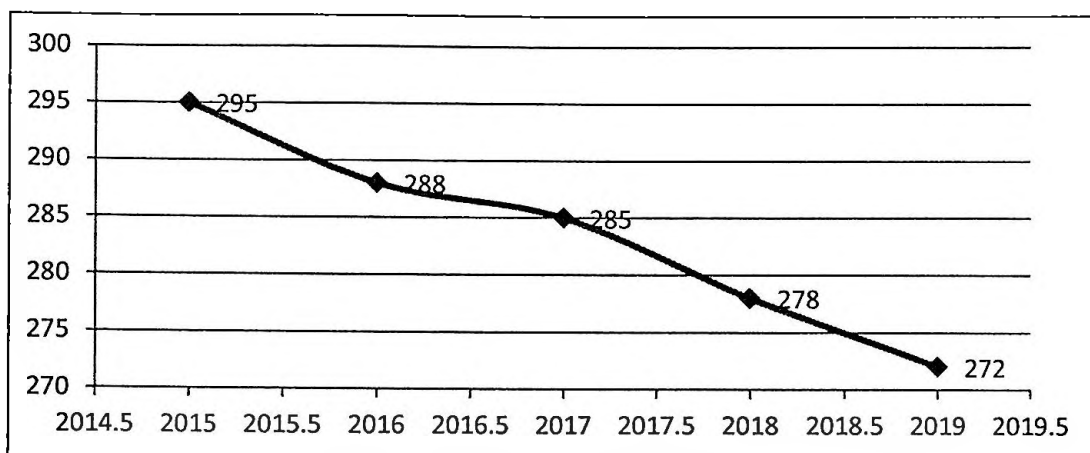
Figure 1: Enrolment trend of undergraduate students in the Ghanaian Languages Department.

Source: Students Records, UCC, 2020

Although the observed decline portrayed by the data may not appear quite significant, the researcher believes it should not reach a level of deterioration before it becomes an issue of concern.

Some studies have been conducted to evaluate various academic programmes in Europe (e.g. Erdogan & Mede, 2021), Asia (e.g. Tan & Pang, 2021), America (e.g. To, 2017) and Africa (e.g. Lakew & Musa, 2019). In Ghana there have been a number of evaluation studies as indicated in the extant literature. Evaluation evidence can be found on programmes such as accounting (Adaboh, 2014, Omane-Adjekum, 2016), religious studies (Gyanvi-Blay, 2010, Eshun, 2018), science (Nyadanu, 2018; Quartey-Papafio, 2019), human resource management (Barimah, 2019) and history (Oppong, 2009). The evidence generally indicate that the aforementioned programmes were either effective (Adaboh, 2014; Eshun, 2018; Barimah, 2019;) or partially effective (Omane-Adjekum, 2009; Oppong, 2009; Gyanvi-Blay, 2010). Evidently, the programmes that were partially

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effective or not effective were partly influenced by resources and programme objectives. However, there is no such evidence applicable to the Ghanaian languages programme.

From the foregoing, targeting the Ghanaian languages programme in the current study is considered appropriate in unearthing its peculiarities. Such an empirical evaluation is highly likely to identify the strengths and weaknesses of the programme as perceived by the consumers (students), the users (graduates) and the implementers (lecturers), and thus allow for appropriate remedies to be instituted to stem the tide towards reaching an alarming proportion of decline that might warrant a possible closure of the department. The current study, therefore, took interest in the evaluation of the undergraduate Ghanaian languages programme in the University of Cape Coast to inform policy and practice.

Purpose of the Study

This study aims to evaluate the undergraduate Ghanaian languages programme in the Department of Ghanaian Languages and Linguistics of the University of Cape Coast. The essence was to elaborate and clarify stakeholders' levels of satisfaction with the Ghanaian languages programme. Specific research objectives were formulated based on this purpose.

Research Objectives

The objectives of the study were to:

1. evaluate stakeholders' (students', graduates' and lecturers') levels of satisfaction of the context component of the Ghanaian languages programme.

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2. evaluate stakeholders' levels of satisfaction of the input component of the Ghanaian languages programme.

3. evaluate stakeholders' levels of satisfaction of the process component of the Ghanaian languages programme.

4. evaluate stakeholders' levels of satisfaction of the product component of the Ghanaian languages programme.

Research Questions

The four components of the CIPP evaluation model: context, input, process and product informed the framing of the research questions. The study was, therefore, underpinned by the following research questions:

1. What are stakeholders' levels of satisfaction with the context component of the Ghanaian languages programme?

2. What are stakeholders' levels of satisfaction with the input component of the Ghanaian languages programme?

3. What are stakeholders' levels of satisfaction with the process component of the Ghanaian languages programme?

4. What are stakeholders' levels of satisfaction with the product component of the Ghanaian languages programme?

Research Hypotheses

The study tested the following three hypotheses:

1. H_0: There is no statistically significant difference among stakeholders' (students, graduates and lecturers) satisfaction of context, input, process and product components of the Ghanaian languages programme.

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H_1: There is a statistically significant difference among stakeholders' satisfaction of context, input, process and product components of the Ghanaian languages programme.

2. H_0: There are no statistically significant gender differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme.

H_1: There are statistically significant gender differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme.

3. H_0: There are no statistically significant differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme based on respondent type.

H_1: There are statistically significant differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme based on respondent type.

Significance of the Study

This study alerts decision-makers and stakeholders of the programme such as the academic board and the Department of Ghanaian languages and Linguistics about the need to intensify the advertisement of their programmes to make known the programme and its prospects and also to clear the misconceptions people have about the programme to attract more students unto the programme.

The implementation of academic programmes mainly lies in the hands of the lecturers. The study brings to their attention some inefficiencies found in their

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teaching and attendance to class. Hence, attention is drawn to the employment of creative and interactive pedagogies that will bridge the gap between theory and practice. Also, the study draws the attention of lecturers to be punctual and regular to class. Academic departments are encouraged to deduce ways and means of checking lecturers' attendance to class regularly and what they teach.

The department's attention is drawn to the need to collaborate with the university and external donors to acquire enough and current teaching and learning resources for the programme. This will help in the smooth implementation of the programme and the full development of skills and potentials in students.

In addition, this study is the first attempt to evaluate an undergraduate Ghanaian Languages programme; no other programme evaluation studies have been conducted before in this context to the best of my knowledge. The study helps to clarify how well this particular Ghanaian languages undergraduate programme is performing. The study will, therefore, serve as a stepping stone for future researchers in the Ghanaian languages when it comes to programme evaluation.

Finally, the study provides research data that helps to address the issue of the relative dearth of literature on the evaluation of educational programmes in higher education in sub-Saharan Africa, and Ghana in particular.

Delimitation

The study took into consideration only regular students undertaking the undergraduate programme in the Ghanaian Languages and Linguistics Department in the Cape Coast University. Sandwich and Distance education students were not included in the study.

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Also, the study is delimited to only these three languages (Akan, Ewe and Ga) under the Ghanaian languages programmes. This is because these are the only languages the department offers at the moment. Though the department is a twin department and runs two undergraduate programmes (Linguistics and Ghanaian Languages), only the undergraduate Ghanaian languages programme was studied.

Limitations

This study is not free from limitations. A major limitation to this study was the researcher's inability to use observation as prescribed by the CIPP model used. This is because words may not be as accurate and informative as actual actions. The researcher could not observe as a result of the presence of the novel coronavirus in the country. Due to the pandemic, schools were closed and lessons were held online. Students only returned to campus to write their end of semester examinations. This made observation impossible. Therefore, the researcher was forced to rely on interviews to supplement or explain the quantitative findings. Admittedly, observing the actual in-class activities would have given a more useful and accurate picture and would have helped in knowing whether the claims and comments made by the respondents of the study reflected what was done in practice.

Again, the study did not include stakeholders such as administrators and the Dean of the Faculty of Arts who could have provided additional insights into the study. Although these subjects would have strengthened the study's findings, time limits and access issues due to covid 19, made it impossible to do so.

Organisation of the Study

The study has five chapters. Chapter One presents an introduction and background to the study. It covers problem statement, purpose, objectives, research questions, hypotheses, significance of the study, delimitation, limitations, definition of terms and organisation of the study. The second chapter presents a review of relevant literature relating to the study. It is organised under theoretical and empirical reviews. Chapter Three presents the methods used for the study. These include the research paradigm underpinning the study, the research design, the study area, population, sample and sampling procedures, data collection instruments, test for validity and reliability, data collection procedures, ethical consideration and data processing and analysis. Chapter Four presents the results and discussions. The final chapter deals with the summary, conclusions, recommendations, contribution to knowledge and makes some suggestions for further research.

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CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter reviews literature on various curriculum or programme evaluations in order to situate the current study, confirm or disconfirm previous findings and project new knowledge path. The review is organised under theoretical literature, conceptual framework and empirical studies. Under the theoretical literature, the following theories and concepts are covered: approaches to programme evaluation, models of programme evaluation, history of programme evaluation, concept of evaluation, purposes of evaluation, and types of evaluation. This is followed by the conceptual framework that guided the study. Next is the empirical review on various studies on programme evaluation. The chapter ends with summary and implications for the current study.

Theoretical Review

The current study is located within the Context, Input, Process and Prodict (CIPP) evaluation model. This model influenced the development of the conceptual framework for the current study. The CIPP model is identified as an approach to programme evaluation under the decision evaluation model. Hence, the theoretical review starts from the approaches to programme evaluation to the models of evaluation. Other theoretical concepts are considered in the chapter.

Approaches to Programme Evaluation

One of the classifications of programme evaluation approaches was made by Fitzpatrick et al. (2011). The authors classified the approaches into expertise-

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oriented, consumer-oriented, objective-oriented, management/decision making-oriented, participant-oriented, and adversary-oriented approaches. Another example of classification of evaluation approaches was made by Dart (2004). Dart proposed six approaches of evaluation: experimental, testing-objectives, decision-management, judgemental, pluralist-intuitionist and theory-driven approaches. Wilkes (1999) also gave another classification of evaluation approaches. He classified evaluation approaches into four categories: (1) student-oriented, (2) programme-oriented, (3) institution-oriented and (4) stakeholder-oriented approaches. It must be noted that all these classifications were made based on their focus of evaluation for the purpose of improving programmes.

Stufflebeam and Shinkfield (2007) also presented a more recent classification of evaluation approaches. They also put twenty six (26) approaches under five categories: (1) pseudo evaluations, which contains five approaches such as politically controlled studies and pandering evaluations (2) question-and-Methods-oriented category having fourteen approaches including objectives-based studies and case study evaluations; (3) the improvement and accountability-oriented category having three approaches (4) the social agenda and advocacy category comprising three approaches such as responsive evaluation and constructivist evaluation and finally (5) electic evaluation category has just one approach, that is the utilization-focused evaluation.

Other evaluation approaches that can be found in the literature include the responsive approach, goal-free oriented approach, countenance approach, illuminative approach, developmental approach, realist approach, result-oriented

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approach, constructivist approach, and reflexive approach. For the purposes of this study, one of the decision-oriented evaluation approaches was adopted since the study intends to inform decision making.

Models of Programme Evaluation

Alkin and Ellett (1990), state that when the various models are understood, it provides insights and a framework for conducting evaluations in an acceptable way. Knowledge of these models provide the investigator with a variety of methodologies for conducting evaluations as well as validated options for conducting this evaluation research. It is therefore important to review various sources of models to be able to decide on which one to apply.

A review of literature indicates that numerous models have been developed over the years. These models have evolved based on the purpose of the evaluation, the evaluator, the answered questions and the methods used (Erozan, 2005). The conceptual models examine the meanings of evaluation from various perspectives, including accountability (summative), improvement (formative), goal-based, goal-free, or value-added (Ewell & Boyer, 1988; Thomas, 1991), quantitative (Taba, 1966), qualitative (Willis, 1978; Patton, 1987), process, and product (Taba, 1966; Eisner, 1977). Evaluators therefore must choose the model that best fits their evaluation.

Some of the models available in the literature include the following: Tyler's (1942) behavioural objectives models, Scriven's (1967) consumer-oriented model, Kirkpatrick's (1967) evaluation model, Stake's (1967) responsive model, Provus' (1971) discrepancy evaluation model, Stufflebeam's (1971) CIPP evaluation

model, Bellon and Handler's (1982) formative model for improvement, Brown's (1995) evaluation model, Philip's (1996) five-level evaluation model, Lynch's (1996) context adaptive Model (CAM) and many others. These are models that can be used in any evaluation because they help to determine the strengths and weaknesses of the object being evaluated.

The current study was underpinned by the Stufflebeam's Context, Input, Process and Product (CIPP) model. The model is presented in details in the ensuing section.

Stufflebeam's CIPP Evaluation Model

Daniel Stufflebeam developed the CIPP evaluation model in 1971 to help educators make appropriate educational decisions. The model's application has expanded beyond pre-college education to cover a wide range of fields, including economic and community development, international development, government, and higher education. The CIPP is an acronym formed from the first letters of the components of the model: *Context, Input, Process* and *Product*. It is a Chicago-based accountability and improvement model aimed at improving teaching and learning in inner-city schools. (Adaboah, 2014). In the words of Stufflebeam et al. (2000: 279),

> The model is intended for the use of service providers, such as policy boards, program and project staff, directors of a variety of services, accreditation officials, school district superintendents, school principals, teachers, college and university administrators, physicians, military leaders and evaluation specialists. The model is configured for use in internal

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evaluations conducted by organisations, self-evaluations conducted by individual service providers and contracted external evaluations.

The CIPP model sees evaluation as "the process of delineating, obtaining, reporting and applying descriptive and judgemental information about some object's merit, worth, significance and probity to guide decision making, support accountability, disseminate effective practices and increase understanding of the involved phenomena" (Stufflebeam & Shinkfield, 2007, p. 326). The model is seen to be a comprehensive one which considers evaluation to be an on-going process (Ornstein & Hunkins, 2004). Gredler (1996) indicated that the model is based on two major assumptions about evaluation. These are that

(1) evaluation plays a vital role in stimulating and planning change and

(2) evaluation forms part of an institution's regular programme.

What distinguishes the CIPP model from others is that it not only lays out the procedures that educational authorities and administrators can use to effectively select, implement and evaluate the outcomes of a proposed method or procedure, but it also provides tools for administrators to assess their level of success at each stage of the evaluation process. According to Wang (2009), the model was designed to address four different 'classes' of decision-making: Planning (selective objectives), structuring (designing a project around specified objects), implementing (operating and executing a project) and recycling (judgement and reaction), which all directly correlate with the evaluation methods of this model. This brings the review to the components of the CIPP model which are discussed next.

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Components of the CIPP Model

The CIPP model is characterised by four core components namely context, input, process and product evaluation. These four components are discussed into details in the ensuing paragraphs.

Context evaluation

The context evaluation assists in defining the relevant environment, portraying intended and actual conditions in that environment, focusing on unmet needs and lost opportunities, and diagnosing the cause of unfulfilled demands (Ornstein & Hunkins, 2004). The goal of context evaluation is to define, identify, and meet the needs of the target population, as well as to identify difficulties and determine whether or not the goals are relevant to those needs (Aziz et al., 2018; Khuwaja, 2001; Stufflebeam, 2001). The context component therefore helps to outline the aims and objectives of the programme and analyse them to see whether the courses taught are relevant to the aims, whether the aims and objectives are suitable or not. It makes use of diverse methods such as surveys, document reviews, data analysis and interviews for collecting data to comprehend the problem under scrutiny (Stufflebeam, 2003).

Stufflebeam and Shinkfield (1985, p. 172) state that "the results of a context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes". Since the purpose of a programme is to solve a problem, it is important to understand the context of the problem being addressed by the programme (Spaulding, 2014; Johnson, 2018). Therefore, understanding the problem from the point of view of the stakeholders is

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referred to as establishing the context (Spaulding, 2014). The context of this study was to look out for the aims and objectives of the undergraduate Ghanaian languages programme and to see if they were in line with the needs of society. The first research question of this study was framed based on the context component. That is: (1) *What are stakeholders' levels of satisfaction with the context component of the Ghanaian languages programme?* This question was to help identify the aims and objectives of the undergraduate Ghanaian languages programme and their relevance to the mission of the University. It was also to help to find out whether what is being taught and done in the programme really conforms to the objectives of the programme thus, whether the courses taught in the programme were relevant to the objectives of the programme.

Input Evaluation

The second component of the CIPP model is the input evaluation. This component looks at resources that are available for the programme (Spaulding, 2014). It gathers information and determines how resources are utilised to meet programme goals. These resources include time resources, human resources, physical resources, infrastructure, financial resources and any other items needed for the success of the programme (Khuwaja, 2001; Johnson, 2018). The objective of the input evaluation is to assist clients in considering choices in light of their specific needs and circumstances, as well as to assist them in developing a feasible plan (Stuifflebeam as cited in Tunç, 2010). In order to be able to look out for the availability and utilisation of the programme resources the second research question that guides this study was framed from the Input component. That is: *(2) What are*

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stakeholders' levels of satisfaction with the input component of the Ghanaian languages programme? For this question, the availability of human and material resources, infrastructure, and curriculum content were evaluated.

Process Evaluation

Process evaluation is the third component of the CIPP model. This component of the model is concerned with how the programme is being implemented. The main purpose of this component according to Stufflebeam and Shinkfield is to "provide a comparison of the actual implementation with the intended programme, the costs of the implementation and participants' judgements of the quality of the effort" (1985, p. 175). This component is formative in nature. It provides important information to programme directors concerning programme implementation such as teaching and learning procedures, assessment tools and methods employed and lecturers' behaviours towards the teaching of the programme. The third research question of this study (*What are stakeholders' levels of satisfaction with the process component of the Ghanaian languages programme)* was influenced by the process component. With the purpose of the process evaluation in mind, this study looked at the implementation of teaching and learning processes, use of facilities and teaching and learning equipment and assessment practices employed in the implementation of the programme. This question also tried to determine whether the programme activities were being implemented as planned.

Product Evaluation

The final component of the CIPP model is the product evaluation. This component is summative in nature. The focus of this component is on the final outcomes of programmes, and determines whether a programme's goals and objectives have been achieved or met (Spaulding, 2014; Tunç, 2010). According to Aziz et al. (2018), the product focuses on students' talents and abilities, which they must employ in life for the benefit of society, rather than their academic grades. In sum, the product evaluation is used to assess, explain and make judgement about the achievements of a programme (Stufflebeam & Shinkfield, 1985). Among the skills assessed in this study included communication skills, reading and writing skills of students and graduates. The final research question of this current study came from the product component of the CIPP evaluation model, which is *what are stakeholders' levels of satisfaction with the product component of the Ghanaian languages programme?* made a judgement about the achievements of the programme. This question helped the researcher to look at competencies and values acquired by the students and graduates of the programme, and the extent to which the programme has been able to achieve its aims and objectives in general.

Philosophy and Underlying Principles of the CIPP Model

The CIPP model is strongly oriented towards "service and the principles of free society" (Stufflebeam & Shinkfield, 2007, p. 330). Four major principles underpin the CIPP evaluation model:

1. Involving and serving stakeholders: The principles of equity and fairness must guide CIPP evaluations. This principle allows beneficiaries of the

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programme or those who will be affected by the programme to contribute to the process. Stakeholders' concept is thus important.

2. Improvement orientation: The goal of evaluation is to improve rather than prove something. Evaluation must, in accordance with this idea, encourage, aid, and strengthen the programmes being reviewed. The data gathered during the evaluation becomes a tool for improvement.

3. Objectivist-orientation: Objectivity as a major binding principle suggests that evaluations should be free from human or personal feelings, and that ethical consideration should be supreme in CIPP-directed evaluations.

4. Standards and meta-evaluation: Professionally specified techniques that conform to the standards of utility, feasibility, propriety, and accuracy should be used in CIPP-directed evaluations as prescribed by this principle.

With these principles in mind, stakeholders of the programme (students, lecturers and graduates) were involved in the study. This satisfies principle one of the CIPP model. Their views were solicited through the questionnaires and interview guide. With principle two in mind, an attempt was made not to criticise the programme but rather to look at it objectively by avoiding personal feelings and following all the ethical considerations so that the result may help stimulate, aid or strengthen the programme as principle three outlines. Finally, professionally defined practices were employed in the study to ensure accuracy.

Strengths of the CIPP Model

The ability of the model to help leaders in decision making is the main strength of the model and a major reason for its choice for the study. Even though

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evaluation is mainly summative, by this model, there is no need waiting for a programme to run its full course before evaluating its effectiveness. By this the model supports formative evaluation to identify problems earlier for necessary corrective action. As noted by Fitzpatrick et al. (2011), "…examining issues concerning context, input, process can be helpful in identifying problems before they have grown and in suggesting solutions that will work better at achieving outcomes" (p. 178). It is believed that the systematic procedures of the model followed by this study helped to come out with the strengths and weaknesses of the undergraduate Ghanaian languages programme for effective decision making by the academic board, the head of department, and lecturers.

Weaknesses of the CIPP Model

One of the limitations of the model is that it mostly focuses on decision-making, thereby giving a lot of power to programme managers. That is to say that the model has the tendency to avoid stakeholders who are not in leadership or decision-making positions (Fitzpatrick et al., 2011). Programme evaluators, therefore, create the impressions that they are solely working for the management and programme establishment (Fitzpatrick et al., 2011). Hence, objectivity must be maintained else the results might be taken to be biased. Again, if the programme managers are not able to make important decisions concerning the programme, then the CIPP evaluation model is likely not to be effective (Fitzpatrick et al., 2011). This is because the CIPP is a decision making model which implies that it should be able to help come out with findings that will inform decision making. So, when findings from the model are not able to inform decision making then it means the

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model has not been used effectively. With these limitations in mind, the study included stakeholders such students, lecturers and graduates of the programme for a comprehensive evaluation of the Ghanaian languages programme. Also, objectivity was maintained throughout the evaluation. Table 1 shows a summary of the CIPP model with its specific issues of focus.

Table 1: A Summary of the CIPP Evaluation Model

Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
Assesses: • Needs • Problems • Assets • Opportunities	Assesses: • Alternative approaches • Competing action plans • Staffing plans • Budgets	Assesses: • Implementation of plans	Assesses: • Intended & unintended outcomes (both short term and long term)
Purpose: • Help decision-makers define goals and priorities • Help users judge goals, priorities and outcomes	Purpose: • For their feasibility & potential cost effectiveness • Help meet targeted needs and achieve goals • Choose among competing plans • Judge an effort's plans and budget	Purpose: • Help users judge programme implementation and interpret outcomes	Purpose: • Help focus on outcomes • Help gauge effort's success in meeting targeted needs

Source: Stufflebeam and Shinkfield (2007, p. 333)

History of Programme Evaluation

The genesis of programme evaluation is not easily known as suggested by the various historical accounts. For instance, Bowman (as cited in Mouton, 2010)

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states that the notion of 'planful social evaluation' can be dated back to as early as 2200BC in China where it was used to assess public programmes. Rossi, Lipsey and Freeman (2004) also state that programme evaluation was evident in the eighteenth century in the field of education and health. It was however in the post-second world war period that programme evaluation became a distinct area of professional practice (Calidoni-Lundberg, 2006). Guerra-Lopez (2008) also states that educational evaluation started during the 1950s in response to dissatisfaction with educational and social programmes. Before the 1950s, evaluation was mainly on educational assessment and was conducted by social science researchers in a small number of universities and organisations.

However, it was in the 1960s that steps were taken towards the development of the field of evaluation when a lot of countries began to see the need to monitor the progress of programmes and to evaluate their effectiveness (Fine, Thayer & Caghlan, 2000). This early evaluation mainly based on scientific methods with reliability and validity as key to data collection, and evaluators were required to be objective and to focus on the outcome of the programme (Fine et al., 2000; Torres & Preskill, 2001; Kiely & Rea-Dickins, 2005).

In the early decades (1950s – 1970s), evaluations were mostly summative in nature, aiming to judge the success of programmes, usually through external evaluators. During this period, language programme evaluations mostly focused on comparisons of teaching techniques and materials with the intention of testing language-learning theories and adopted a positivist paradigm that used large scale

experimental quantitative research designs (Lynch as cited in Al-Nwaiem, 2012).

Scholars criticised these early evaluation practices due to the following reasons:

1. questionable validity due to the unreliable test measurements;

2. weak generalizability of the findings because of the diversity of programme contexts;

3. inadequate attention to institutional and learning processes which were sometimes; ignored entirely; and

4. low capacity to provide useful information for programme development and improvement (Greenwood, 1985; Beretta, 1992a; Kiely & Rea-Dickins, 2005; Lynch as cited in Al-Nwaiem, 2012).

In the 1980s, researchers began to show concerns about the use of evaluation findings and the use of experimental and quasi-experimental designs (Russ-Eft & Preskill, 2001). As a result, attention was focused on classroom and programme processes in language education evaluation. These changes had a greater impact on programme development (Al-Nwaiem, 2012). To be able to provide information for programme improvement, formative evaluations became widely used looking at what goes on within a programme (Yang, 2009). Naturalistic and qualitative evaluation that was inspecting classroom processes, students and teachers' views and perceptions and programme content and materials, for example, started to be used either as a standalone approach or as an addition to the positivistic, quantitative approaches (Al-Nwaiem, 2012).

From the 1989s to date, the evaluation of educational programmes has greatly widened. Mouton (2007) refers to the period of 1983 to present as the

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Expansion and Integration Age. Leeuw (2005, p. 5) also describes it as a "growth industry". During this period, professional associations have developed along with evaluation standards. For instance, the Joint Committee on Standards for Educational Evaluation (2008) as a professional body has developed criteria for personnel evaluation. Recently, evaluation has emerged as a distinct science having roots in a wide range of fields, and has proven to be an effective instrument for comprehending and executing educational programmes (Calidoni-Lundberg, 2006). These days, evaluations have shifted from summative evaluations conducted by an individual evaluator to participatory, collaborative and learning-oriented formative evaluations applying mixed methods (Russ-Eft & Preskill, 2001). Evaluation, therefore, is developing in terms of ideas, models and practices. This can be seen in the shift from evaluating specific programme outcomes to evaluating the curricular experience itself.

Concept of Evaluation

It is not easy to get a common definition for the term "evaluation". As the field keeps growing in depth and maturing, evaluation has been subjected to strong argument and has gone through a lot of changes. The majority of definitions that exist in literature all differ in their scope, abstraction and restriction. Tyler (1950), for instance, defined evaluation as "the process of determining to what extent the educational objectives are actually being realised" (p. 69). This early conception of evaluation by Tyler appears to be too restrictive because it appears it focuses solely at the end of the programme. Fitzpatrick et al., (2011, p. 7) also define evaluation as "the identification, clarification and application of defensible criteria to

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determine an evaluation object's value (worth or merit) in relation to those criteria". Looking at this definition by Fitzpatrick et al., (2011), it can be argued that it is not always possible to identify and design defensible criteria because the judgement of any evaluation object differs from one evaluator to another and as a result, it is difficult to accept or agree on one evaluation criterion. In this perspective, Nevo (1983: 121) argues that "one of the most difficult tasks in educational evaluation" is choosing criteria to determine the worth of an evaluation object. Weiss (1998) also sees evaluation as the "systematic assessment of the operation and/or the outcomes of a programme or policy, compared to a set of explicit or implicit standards as a means of contributing to the improvement of the programme or policy" (p. 4). This definition can be likened to that of Fitzpatrick et al. (2011) because it is difficult to define the explicit and implicit standards for the evaluation.

This suggests that researchers in the field of evaluation need to come out with a workable widely agreed upon definition of the term. However, this appears to be impossible among professional evaluators. One of the reasons for the lack of a uniformly agreed-upon definition for the term has been outlined by Scriven (1991). In looking at the role language plays in evaluation, Scriven, one of the fathers of this field, stated that there are almost 60 different terms for evaluation that apply to one context or another. These include terms such as adjudge, appraise, analyse, assess, critique, examine, grade, inspect, judge, rate, rank, review, score, study, test, and so on (cited in Fitzpatrick et al., 2011). Thus, defining the term seems to be confusing and difficult. Some common definitions of evaluation are presented in Table 2.

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Table 2: Some Common Definitions of Evaluation

Source	Definition
Scriven (1991)	"The process of determining the merit, worth and value of things" (p. 1)
Richards et al. (1985)	"The systematic gathering of information for purposes of making decisions" (p. 98)
Brown (1995)	"The systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of particular institutions involved" (p. 218)
Vedung (1997, cited in Calidoni-Lundberg, 2006)	"Evaluation is a careful retrospective assessment of the merit, worth and value of administration, output and outcome of government intervention, which is intended to play a role in future practical situations".
Weiss (1998)	"The systematic assessment of the operation and/or the outcome of a programme or policy compared to a set of explicit or implicit standards as a means of contributing to the improvement of the programme or policy" (p. 4)
Stufflebeam (2000)	"Evaluation is a study designed and conducted to assist some audience to assess an object's merit or worth".
Fitzpatrick et al. (2011)	"The process of delineating, obtaining, reporting and applying descriptive and judgemental information about some object's merit, worth, probity and significance to guide decision making, support accountability, disseminate effective practices and increase understanding of the phenomena involved" (p. 173)
Zohrabi (2012)	"The process in which different types of data are collected systematically in order to study the strengths and weaknesses of a programme".
Aziz et al. (2018)	"The process of determining the extent to which objectives are attained" (p. 190).
The Joint Committee on Standards for Educational Evaluation (2008)	"Evaluation is the systematic assessment of the worth or merit of an object" (p. 3).

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Table 2 cont'd

Centre for Programme Evaluation – Governement of USA (cited in Calidoni-Lundberg, 2006)	"Evaluation (1) assesses the effectiveness of an ongoing programme in achieving its objectives, (2) relies on the standards of project design to distinguish a programme's effects from those of other forces and (3) aims at programme improvement through a modification of current operations".
ASEAN Australia Development Cooperation Program (cited in Calidoni-Lundberg, 2006)	"The assessment of how well a project/activity achieved its objectives. Ongoing evaluation (during project implementation) is referred to as review and is linked closely with monitoring".
Australian Government (cited in Al-Nwaiem, 2012)	"The process of reviewing the overall efficiency (did we do the right thing?), effectiveness (did we do the best possible way?) and economy (did we get the best possible value for what we invested?) of a programme. Evaluation also considers the alignment of a project's outcomes to the programme objectives".

The definitions in Table 2 and other diverse definitions that can be found in the literature suggest that evaluation is derived from various roots and origins. The huge number of actors involved in the evaluation process, each with their own goals and objectives, techniques, and priorities, is one of the main reasons for the diversity of definitions (Calidoni-Lundberg, 2006).

Given the defining issue and the several definitions accessible, it is reasonable to conclude that the definition of the term evaluation is dependent on the definer's perspective. Stufflebeam and Shinkfield (2007) concur that there is no one-size-fits-all strategy to defining evaluation, and that the definition used is based on the evaluator's preferred model or approach. Researchers used to define evaluation solely in terms of determining whether or not goals were met. Researchers are now researching the procedure in order to uncover areas where it

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might be improved. It is the opinion of the current investigator that both perspectives should be contained in the definitions of the term evaluation. Since the current study utilises Stufflebeam's evaluation model, the researcher agrees with Stufflebeam and Shinkfield (2007: 326) and define evaluation as "the process of delineating, obtaining, reporting and applying descriptive and judgemental information about some object's merit, worth, significance and probity to guide decision making, support accountability, disseminate effective practices and increase understanding of the involved phenomena"

Purpose of Evaluation

Several reasons have been documented in the literature for programme evaluation. Scriven (1967) was one of the scholars to outline the purpose of formal evaluation. He stated in his seminal paper, "The Methodology of Evaluation" that evaluation has one purpose and that is to determine the worth or merit of whatever is being evaluated. Scriven kept on emphasising the primary purpose of evaluation to be to judge the merit or worth of an object in a more recent writing (Scriven, 1991). From this definition, the investigator believes that it appears Scriven was looking at the purpose of evaluation from only one point of which is to only judge the worth of something. However, it must be noted that evaluation can also happen while the programme has not come to an end to help improve its processes before it reaches the end to be judged. Other researchers have also identified some other purposes of programme evaluation. Some of these are discussed in the ensuing paragraphs.

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Talmage (1982) also stated that another important purpose of programme evaluation was to "assist decision makers responsible for making policy" (p. 594). Reliable data or information obtained through an effective process of evaluation allows policymakers to address the challenges of improving the quality of products from higher education. It helps in decisions such as continuing a programme, initiating new ones, making changes in existing programmes or even abolishing programmes not meeting expectations (Fitzpatrick et al., 2011). Aside policy makers, evaluations also inform the decisions of other stakeholders as well. Teachers, for example, may use student performance ratings to make judgements about programme curriculum or supplies. Parents determine which schools their children should attend based on school performance data, and students choose higher education institutions based on evaluative data. These are clear indications that evaluation indeed assists in decision making.

Researchers such as House and Howe (1999) are also of the view that evaluation helps to give voice to stakeholders that are not always heard in policy making. This encourages deliberative democracy. This is to say that when evaluators go to stakeholders for data in the process of their evaluations, it is a way of giving them the chance to take part in the evaluation process. The findings reflect the views of the stakeholders who would have not had the chance to make a contribution to the programme, had it not been the evaluation.

Finally, another group of researchers also believe that evaluation helps to extend knowledge (Donaldson, 2007; Mark, Henry & Julnes, 2000). This is because evaluation experiments contribute to our understanding of theories and rules of

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social science. They give researchers a way to test theories with fresh groups by seeing if the theories hold true or differ with the new groupings. It is obvious that evaluation is an important and useful tool for judging the relative worth of any educational programme, although it needs to be used carefully so that it does not interrupt with other learning or social processes.

Types of Evaluation

The need to efficiently evaluate vast categories of things has led to the development of several types of evaluation. They include formative, summative, process and product evaluations.

Formative and Summative

The first classification of programme evaluation was made by Scriven in the late 1960s (Chen, 2005). He classified programme evaluation into two main types: formative and summative. Scriven's (1967) classification was made based on the use of the outcomes of programme evaluation. For example, the outcome of an evaluation could be limited to findings about a programme's worth or inputs to help enhance the programme, as well as recommendations based on the conclusions (Al-Nwaiem, 2012). He also identified two fundamental reasons for evaluation: describing the value of a programme (summative evaluation) and assisting the programme's development (formative evaluation).

Formative evaluation requires the collection and sharing of information for the improvement of the programme. According to Scriven (1991), formative evaluation is carried out throughout the development or improvement stage of a programme and it is usually done more than once. In formative evaluation, the

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evaluator's responsibility is to assist and advise administrators or programme developers in overcoming any shortcomings or difficulties in the programme, as well as identifying potential obstacles, in order to improve it (Guerra-Lopez, 2008; Morris and Fitz-Gibbon, 1978). The purpose of formative evaluation is to validate or ensure that the goals of the programme are being achieved and to improve the programme if necessary by means of identifying and finding solutions to problematic areas (Weston, MC Alphine and Bordonaro, 1995). It is therefore obvious that formative evaluation provides data to enable on-the-spot changes to be made where necessary. Richards (2001: 288) suggested the following questions to be addressed when conducting formative evaluation:

a. Has enough time been spent on particular objectives?

b. Has the placement test placed students at the right level on the programme?

c. How well is the textbook being used and received?

d. Is the methodology used by teachers appropriate?

e. Are the teachers or students getting sufficient practice work?

f. Should the workload be increased or decreased?

g. Is the pacing of the material adequate?

By these questions, it can be deduced that researchers are supposed to make a thorough investigation into all aspect of the programme such as the objectives of the study, availability of human and learning resources, the teaching procedures employed by the instructors and how the programme is being implemented in general to be able to come out with constructive criticisms and recommendations for the improvement of the programme. These questions suggested by Richards

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(2001) were very useful to the current study because they helped the investigator to look for an appropriate model which gave way for these suggested questions to be included in the questionnaires used for the data collection and also coming out with research questions for the study. As a result, formative evaluation is carried out during the course of a programme's operation to provide helpful information to programme administrators in order to enhance the programme.

Summative evaluation, on the other hand, occurs after the conclusion of a programme and gathers data to determine whether the programme was successful and useful, leading to important judgements on whether the programme should be continued or cancelled (Erozan, 2005). The role of the evaluator in summative evaluation is to write report showing whether the programme has achieved its goals or not. Thus, summative evaluation provides the data from which decisions can be made. Summative evaluation uses numeric scores or letter grades to assess learner achievement and provide information on the programme's efficacy (Tunç, 2010).

Whereas formative evaluation provides information for programme improvement, modification or revision, summative evaluation leads to decisions concerning programme continuation, termination, expansion and so on. It must however be noted that both formative and summative evaluation are essential because decisions are needed both during the developmental stages of a programme to improve and strengthen it and again when it has stabilised to judge the worth or determine its failure. The current study is considered as a formative study as it is conducted while the programme is still in progress and is aiming at improving the

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Ghanaian Languages programme in the department. Table 3 summarises the differences between formative and summative evaluations.

Table 3 - Differences between Formative and Summative Evaluations

Descriptors	Formative evaluation	Summative evaluation
Purpose	"Quality assurance; improvement"	"Provide an overall judgement of the object of evaluation".
Use	"Guidance for decision making"	"Determining accountability for success and failures; promoting understanding of assessed phenomena".
Functions	"Provides feedback for improvement"	"Informs consumers about an evaluand's value, for example, its quality cost, utility and safety".
Orientation	"Prospective and proactive"	"Retrospective and retroactive"
Particular type of service	"Assist goal setting, planning and management"	"Assist consumers in making wise decisions"
Foci	"Goals, alternative courses of actions, plans, implementation of plans, interim results"	"Completed projects, established programmes, or finished products; ultimate outcomes"
Variables	"All aspects of an evolving, developing programme"	"Comprehensive range of dimensions concerned with merit, worth, probity, safety, equity and significance".
Audience	"Managers, staff; connected closely to insiders"	"Sponsors, consumers and other interested stakeholders; projected especially to outsiders"
Evaluation plans	"Flexible, emergent, responsive, interactive"	"Relatively fixed, not emergent or evolving"
Typical methods	"Case studies, observation, interviews, uncontrolled experiments"	"Wide range of methods including case studies, controlled experiments and checklists"

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Table 3 cont'd

Reports	"Periodic, often relatively informal, responsive to client and staff requests"	"Cumulative record and assessment of what was done and accomplished; contrast of evaluand with critical competitors; cost-effectiveness analysis"
Relationship between formative and summative evaluations	"Often forms the basis for summative evaluations"	"Compiles and supplements previously collected formative evaluation information"

Source: Stufflebeam and Shinkfield (2007: 25)

The summary in Table 3 indicates that the choice of each formative or summative evaluation depends on a lot of factors such as the purpose, use, functions, orientation, variables, foci, audience and methods of the study. Since they vary in these areas, researchers are therefore supposed to take all these into considerations before making their evaluations formative or summative.

Product and Process Evaluations

Another classification of evaluation that is evident in literature is Process and Product Evaluation. Process evaluation, also called Implementation evaluation, looks into the way a programme actually operates. It determines whether specific strategies, plans and/or objectives are implemented as planned. According to Kiernan (2001), process evaluation collects data that describe, measure and monitor implementation processes through which a programme achieves its outcomes even when outcomes do not go as planned. For instance, are resources available being used efficiently? And do programme participants accept and carry out their roles? In the words of Stufflebeam and Shinkfield (2007: 341), "a process evaluator has much work to do in monitoring and documenting an intervention's activities and

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expenditures". Also, doing other tasks including interviewing key participants and highlighting existing problems that participants address are other works of the evaluator (Preskill, Zuckerman & Matthews, 2003).

Chen (2005) as cited in Al-Nwaiem (2012) states that process evaluation needs to take place at regular intervals to be able to help improve the programme. In the process evaluation, all components of a programme such as aims and objectives, materials, teaching methods and assessment practices must be looked at and evaluated (Scriven, 1967). Based on this, Stake (1967: 41 as cited in Kiernan, 2001) outlines three issues to be considered by a process evaluator when conducting a programme evaluation: (1) begin with a rationale. (2) fix on a descriptive operation and (3) end with a judgement operation. With this approach, it appears Stake did not take into consideration that it may not always be possible to apply this approach exactly since it follows the programme from its starting to its end, starting with the rationale and moving through the programme until it ends with the outcomes. Maclean, Betancourt and Hunter (2000) argue that evaluating a programme from its beginning is indeed a demanding task, especially when evaluators have to address different aspects of the programme and individual views about it. It must be noted that process evaluation can be equated to formative evaluation. This is because they both occur at regular intervals during a programme implementation with the aim of improving it and also both evaluations are uncompleted procedure that seeks to examine various components of a particular programme such as objectives, content and materials, teaching methods and assessment practices.

Product evaluation, on the other hand, assesses the extent to which the strategies, aims and objectives of a programme have been achieved. That is to say, it determines the extent to which the needs of all beneficiaries or stakeholders of the programme have been met by the programme with which action can be taken at the end of the process (Chen, 2005, cited in Al-Nwaiem, 2012). The product evaluator has the role of providing information to help in decision making as to whether or not a programme should be continued, repeated, extended to other settings or even scrape it off (Stufflebeam & Shinkfield, 2007). The product evaluation is sometimes criticised in literature due to its narrow focus on inputs and outputs and because it ignores other aspects of the programme and treat them as a "black box" (Bennett, 2003: 26). Product evaluation was mostly used during its early implementation but of late, much attention has been given to process evaluation to investigate programme processes (Kiely & Rea-Dickins, 2005; Lynch, 1996; Minamoto & Nagao, 2006; Hashimoto, Pillay & Hudson, 2010). It is the view of the current researcher that the terms formative and process evaluations should be used synonymously likewise summative and product. This is because they refer to the same concepts as explained in the previous paragraphs.

This study follows both process and product types of evaluation. However, more emphasis was on the process type because the study sought to evaluate the processes implemented in the Ghanaian Languages programme in the Ghanaian Languages Department from the point of view of key participants of the programme, being students, lecturers and graduates. This type of evaluation helps to come out with problems that arise within the programme as addressed by the

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participants. As a result, recommendations of the quality of the learning experience are suggested and made available for policymakers to consider. The product type comes in by evaluating the impact the programme has been able to make on students and graduates of the programme and the extent to which the goals and objectives of the programme have been achieved over the years.

Conceptual Framework of the Study

As this study aims at assessing the effectiveness of the undergraduate Ghanaian Languages programme from the perspectives of students, lecturers and graduates, literature was thoroughly searched to look for an appropriate model of evaluation for the study. Stufflebeam's (1971) CIPP model appeared to be the most appropriate model for this study after taking into consideration the purpose of the model and that of the study. Also, this model has gone through a lot of developmental stages and has been used by a lot of researchers (Erdogan & Mede, 2021; Pujiastuti et al., 2021; Sohail & Noreen, 2020; Lakew & Musa, 2019) and so it is believed it is in its mature stage. Again, it is believed that the systematic procedures of the model followed by these researchers helped to come out with the strengths and weaknesses of the programmes they evaluated. As a result, the researcher believes that using this model can help identify the strengths and weaknesses of the undergraduate Ghanaian languages programme to inform decision making. All the four components (Context, Input, Process, and Product) of the model were adapted. Figure 2 shows the conceptual framework for the study.

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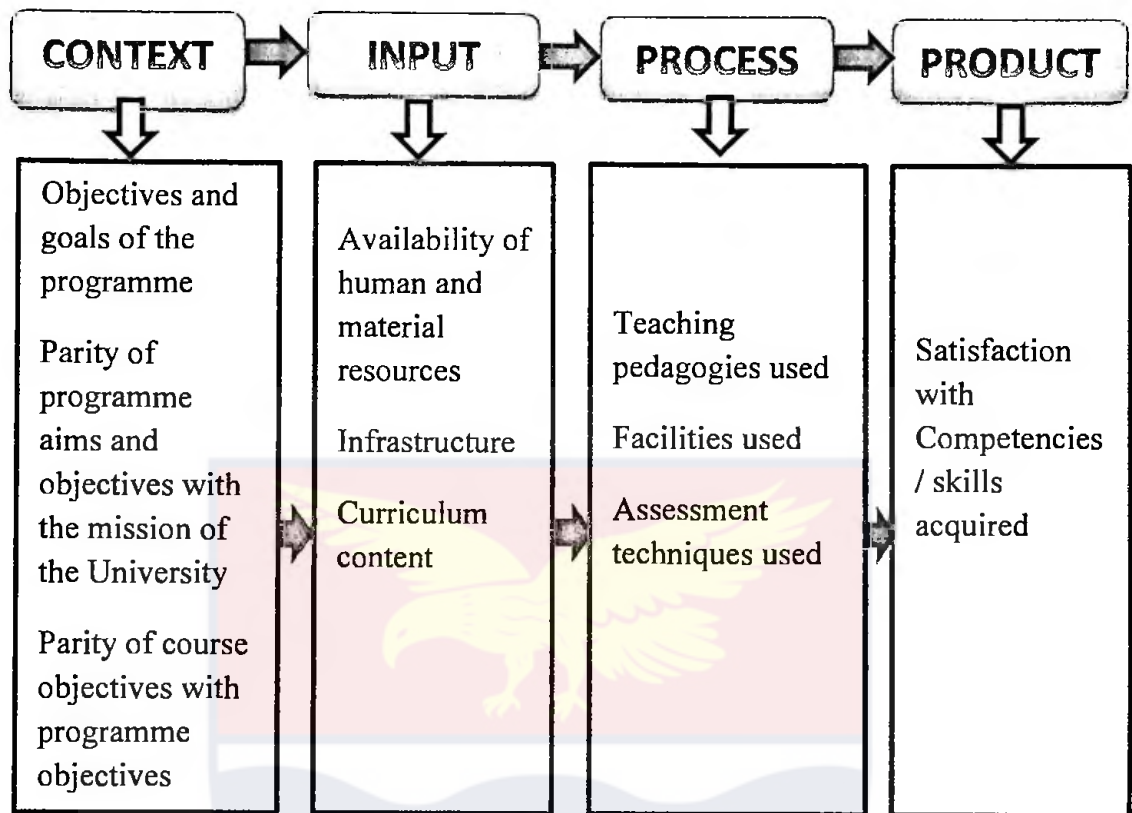
Figure 2: Conceptual framework

Source: Adapted from Stufflebeam (1971)

Figure 2 comprises four components: Context, Input, Process and Product. Context refers to needs and opportunities that outline the goals and objectives on the basis of which the outcomes are attained. This implies that the first step in this evaluation is to look out for what the programme aims to achieve to inform the materials needed and the procedures to follow. Input involves the material and human resources, infrastructure, and curriculum content needed to implement the teaching and learning process. Process includes the teaching – learning processes, assessment, use of available facilities and teaching and learning equipment and all other processes that are necessary for the implementation of different activities and their formative evaluation. Product involves skills, values and results that are

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needed to identify the outcomes and effectiveness of the educational programme (Stufflebeam, 2003).

Based on this model, the investigator studied all the four components and focused on how context, input, process components affect the product of the programme. This involved its mission, goals and objectives, types of resources, content of the curriculum and strategies used for the implementation of teaching and learning processes including skills of lecturers, equipment and assessment techniques that are responsible for achieving product.

This model is seen as appropriate for the current study because it is designed to determine the worth of the programme in question and where deficiencies are identified, inform decision makers or programme authorities to improve it which is the main purpose of this study. Also, the model gives room to the design employed in this study (sequential explanatory) to operate fully without any hindrance. Again, the choice of this model is as a result of its successful use by various researchers in their evaluations elsewhere (e.g. Bandu et al, 2021; Sohail & Noreen, 2020; Lakew & Musa, 2019; Al-Freihat, 2018; Johnson, 2018; Aziz et al., 2018).

It is worth mentioning that there is not a single optimum model for evaluating a programme. It all depends on the evaluation's goal, the nature of the programme being evaluated, the participants' characteristics, and the timescale, resources, and instruments available. This does not, however, guarantee that evaluators will do whatever they want without following a systematic mechanism put in place.

Empirical Review

This section concentrates on empirical studies that are related to the current study. In this section, the review is organised under various themes derived from the research questions. These are studies on context, input, process and product evaluation; studies on context, input and process evaluation; studies on context evaluation; studies on product evaluation and non CIPP evaluation studies. The section ends with the summary and implications for the present study.

Studies on Context, Input, Process and Product evaluation

In Djibouti, Soubagleh (2019) evaluated the effectiveness of the English language programme at Djibouti University from the perspective of undergraduate students. The convergent parallel design was employed. Data for the study was collected through a questionnaire from 362 students on the four components of the programme. A semi-structured interview guide was used to gather qualitative data. Percentages, means and standard deviation were used to analyse the quantitative data while Multivariate Analysis of Variance (MANOVA) was used to analyse the effect of demographic factors on the students' perceptions of the effectiveness of the English language programme (objectives, content, process and product, teaching methods and materials of the dimensions of the evaluation). Content and thematic analyses were used for the qualitative data.

The mean results indicated that the goals of the programme were clearly spelt out and they corresponded to the needs of the students who applied for the programme. For the input, the study showed that resources such as qualified teachers, teaching and learning materials among others were provided in the

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programme. In terms of the process, the study discovered that instructors on the programme did not employ a variety of teaching methods to reach instructional results.

The study revealed that students acquired the necessary English language skills in writing and reading. The MANOVA test analysis had no significant effect on the usefulness, objectives, content, process, product, methods and materials. Finally, the study indicated that all four components performed satisfactorily however, some improvements in the content, teaching method and materials dimensions of the programme were required to make it more effective.

In Ethiopia, Lakew and Musa (2019) evaluated the accounting programme offered by public and private Technical and Vocational Education and Training (TVET) colleges in West Oromia region. The cross-sectional survey design was employed and 293 participants (271 trainees, 21 trainers, 4 college deans and 1 expert from TVET agency) were selected using multistage sampling. The questionnaire and interview guide were used to solicit for the opinions of participants on the deficiencies of the four components (context, input, process and product). Policy documents and statistical data from TVET agency were analysed for context and product data respectively. Mean and standard deviation were used to analyse the context, input, process and product data. Independent sample t-test was also employed to find out the differences in responses between the respondent groups (public and private college trainees) on the four components.

The mean results found out that the context dimension least met expectation. Thus, at the beginning of the training, written goals and objectives

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were not stated and reading materials were not provided. Also, the accounting curriculum was seen to be irrelevant to the Ethiopian context as it was copied directly from another country. The independent sample t-test finding showed that there was significant difference in scores for public and private colleges regarding context evaluation. This implies that government and private college trainees had a different opinion for context evaluation variables which includes the provision of information about the programme, goals and objectives and the curriculum. Private colleges are running for profit, and they do not bother about this kind of issues. Further, a significant number of trainees in private colleges complained that they were not using the current curriculum consistently.

In addition, the input findings revealed a shortage of resources in terms of internet access, training aids and facilities, an insufficient number of computers and software, and a library with current books. Additionally, there was a scarcity of qualified trainers. Inferentially, there was no significant difference in scores for the private and public colleges for the input variable. This is to say, government and private colleges were not significantly different regarding input measurement which implied the input problems such as sufficiency and quality of trainers, availability of reference books, computers and other training facilities were equally a problem for both private and government TVET colleges.

Again, the findings identified the following deficiencies for the process component: trainers did not prepare before going to class; trainers' inability to prepare teaching materials; trainers mostly used the lecture method; and the teaching was done more theoretical than practical which was against the TVET

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strategy document (training should be 30% theoretical and 70% practical). In terms of assessment, both trainees and trainers mentioned the use of same assessment tools repeatedly, assessment tools being out of content and lack of clear guidelines on the Certificate of Competence (COC) exams as some process challenges on the programme. The independent sample t-test conducted showed that there was significant difference in scores for public and private colleges regarding the process evaluation. This implies government and private college trainers used significantly different training methodology, cooperative training and assessment method. This seems logical as most private colleges did not have permanent staffs and most of the training was undertaken by part-timers. Staffs that were not permanently employed were not encouraged to make use of cooperative training and conduct assessment per the curriculum.

Finally, the study showed that all respondents were satisfied with the product component. They (trainees and trainers) were of the opinion that the programme trainees had developed knowledge in accounting, communication and quantitative skill, and their self-management and interpersonal skill. Therefore, the trainees exhibited confidence to pass the COC exam. Inferentially, there was no significant difference in scores for public and private colleges regarding the product variable. This means government and private colleges were not significantly different regarding product measurement. This result was not in line with the overall belief that trainees in government are better than those in private colleges. The findings of the product component raise doubts because the study failed to explain how the trainees managed to acquire the skills and competencies they

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possessed. This is because the success of the product component might depend on the success of the first three components.

In Ghana, Adaboh (2014) evaluated a private university's undergraduate accounting programme. The descriptive design was adopted and questionnaires were used to gather data from 213 respondents (194 students, 12 graduates, 5 faculty and 2 administrators) on their perception about the effectiveness of the accounting programme. Mean and standard deviation were used to analyse the data from the questionnaires and one-way ANOVA was used to determine the differences in their perception about the effectiveness of the programme.

In terms of context, the study found out that the programme goals and objectives aligned with the standards of IFAC and ICAG and the mission of the university. Also, the input findings showed that human and material resources were available – internet and library resources, relevant course books, teaching and learning materials, computer laboratories and classrooms but they were insufficient. On the other hand, there was enough teaching and non-teaching staff on the programme to support students in their studies. The process component was rated as satisfactory by respondents because the programme used up-to-date accounting technology, ethical ideas and principles were taught, and course instructions were appropriate. Also, the lecturers promoted higher order thinking in their teaching and employed varying teaching methods. Assignments were fairly given and graded and the results were used to improve students learning.

Finally, the product finding revealed that the programme offered students and graduates with adequate job experience and supported a culture of ongoing and

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lifetime learning. All respondents expressed satisfaction with the knowledge students and graduates have gained in the use of accounting softwares and that they were prepared for the job market. The one-way ANOVA results revealed that there was no statistically significant difference in the respondents' perceived context, input, process and product performance dimensions of the programme among the four groups. The study, therefore, recommended improvements in library resources, classroom facilities and teaching and learning materials.

In Indonesia, Pujiastuti, Muliyah, Aminatun, Hakim and Septiyana (2021) evaluated the English teaching learning process at Sekolah Menengah Pertam Negeri (SMPN) 1 Majenang. A five-point Likert scale questionnaire was used to collect data on the opinions of 50 students and four teachers about the English teaching learning process. Percentages were run to determine the respondents' opinions on the effectiveness of the programme. The study found that the context component was satisfactory – the school environment supported learning, a language laboratory was provided, and the school had vision and mission to guide the learning process. In the input dimension, the programme had enough human resources (qualified teaching staff) and the syllabus used was appropriate. The process component also indicated that teachers varied their teaching methods, students' activities promoted cooperative learning and classroom management was good. Product findings showed that students acquired communication skills and students felt happy and motivated to learn English independently. Teachers and students had varying opinions about the four components. Teachers ranked the

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context, process and product components higher than the students while the students also ranked the input higher than the teachers.

The study has a lot of methodological and theoretical issues that must be looked at again. Firstly, the statistics (percentages) used to rank the components was not appropriate. The study also had operational definitions problem.

Nugraha, Suwandi, Nurkamto and Saddhono (2017) evaluated the E-learning programme to teach Indonesian as a foreign language. Data on context, input, process and product were gathered through interview, observation and examination of written documents. Content analysis was used to determine the efficiency of the programme. The study found out that in terms of context, the programme had limited information on technology-related needs and assets used in e-learning programmes and programme goals were not clearly stated. The input finding indicated that the programme had the required technological tools and teaching staff to implement the programme. However, specific and comprehensive curriculum document for the e-learning programme was not available. The curriculum and syllabus for the e-learning programme used the curriculum for regular face-to-face programmes. The content of materials used and media were the same as those provided for onsite learners who take classes at the university. In the process component, the teachers' performance was reported to be excellent as they always adapted to the development of information technology so that interaction with learners could take place smoothly and effectively. Teaching was learner-centred and assignments were fairly distributed and graded. The product

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component indicated that learners obtained the required communication skills from the programme.

In another Indonesian study, Firharmawan (2015) evaluated the effectiveness of English for sport science programme at the University of Ma'Arif Nahdlatal Ulama Kebumen based on CIPP. This qualitative study employed interview guide, observation guide and document analysis guide to collect data on the effectiveness of the programme from 23 participants (2 teachers, 10 students, 10 graduates and 1 chief officer of the programme). Data were analysed into themes based on the four components of the model. It was found that all the four components of the programme (context, input, process and product) were ineffective. It was revealed that the context was less supportive to good teaching practices. Also, the input for the programme lacked quality and professional teachers, language laboratory facility and modules and textbooks were not available. In terms of process, teachers were unable to make interesting presentations, they could not control or manage the class and teaching methods were mainly the lecture method. Finally, the product finding indicated that the students could not acquire the necessary communicative skills needed as outlined by the programme goals. This suggests that all four components interrelatedly affect the success and / or effectiveness of a programme.

In Iran, Aliakbari and Ghoreyshi (2013) evaluated a Master of Art programme in teaching English as a foreign language (TEFL) at Ilam University. Thirty-six graduates (21 males and 14 females) whose ages ranged from 25 – 36 participated in the study. A five-point Likert scale ranging from very little to very

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much was used to gather data, and frequencies and percentages were used to analyse the data to test the programme's effectiveness. The study found that graduates were dissatisfied with all four dimensions of the programme. In terms of context, the study found that they did not have sufficient and clear information about the objectives of the programme and this created confusion about the programme purposes. Teaching and learning resources such as library resources, course books and audiovisual aids were insufficient (input). Also, the process dimension indicated that teaching was mainly teacher-centred and boring. Finally, the product revealed that the job needs and requirement were neglected by the programme. Graduates could not acquire the necessary skills and knowledge for teaching English.

In a similar Iranian study, Birjandi and Nasratinia (2009) evaluated the Master of Arts English translation programme. Data were gathered from 233 participants (44 instructors and 189 MA students) using questionnaire, observation and interview guides. The percentage scores revealed that, in terms of context, majority of the students did not have sufficient and accurate information about the programme. Programme goals and objectives and requirements were not communicated to the students. In the process findings, the study revealed that the instructors made the teaching of the courses theoretical hence, students had very little opportunities to put their acquired knowledge into practice. The study found that in terms of product, the graduates could not obtain the required translation skills needed to be able to meet the different complicated needs of translation in different fields in the country.

In Iraq, Ali and Celik (2020) utilized Stufflebeam's (1983) CIPP model to evaluate the speaking skill course curriculum in English at the Erbil private universities. In this case study, 180 participants (169 students and 11 instructors) were selected for the study. The questionnaire and interview guide were used to collect quantitative and qualitative data respectively on the four components (context, input, process and product) of the programme. Percentages and mean were calculated to determine the effectiveness of the programme. Content analysis was used to examine the qualitative data.

The findings of the context dimension showed that the goals and objectives were stated in the curriculum but students needed further explanation to understand them. The input showed that there were insufficient teaching and learning materials such as course books, computer labs, audio-visuals, dictionaries and worksheets. In the process, the teaching strategies and assessment tools employed by the instructors were insufficient. The product findings also indicated that the programme's goals were not met because students' speaking and listening skills were not fully developed by the programme. The study, therefore, concluded that there should be an improvement in instructors' mode of delivery for a better result. Though the study indicated that qualitative data were gathered, the study did not show where that data was used. The interview data could have given more explanation to the quantitative findings.

Al-Freihat and Weshah (2018) evaluated the French language programme at the University of Jordan. Data were collected from a purposive sample of 102 students through the use of a questionnaire. Means, standard deviations, and

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percentages were used to determine the effectiveness of the programme. Analysis of variance was also used to compare students' evaluations of the four components of the programme. The context finding showed that the philosophy of the programme, its goals and study plan were clearly stated and provided to students. In the input finding, teaching and learning facilities such as course books, library resources, adequate and spacious classrooms were provided. The process finding indicated that instructors employed varied teaching and evaluation methods which made teaching and learning interactive. However, much attention was not given to the conversation aspect of the French programme. The product finding showed that the programme was able to develop students' reading and listening skills. The acquired fundamental skills in reading and writing prepared them to teach French. The Analysis of variance results indicated that there were statistically significant differences in students' evaluation of the components of the programme. The context and product components were moderately ranked by the students while the input and the process were least ranked. The study recommended that the French conversation aspect and the teaching methods should be improved.

In Nepal, Regmi (2008) evaluated the English Language Teaching (ELT) programme of Kathmandu University. The qualitative study employed semi-structured interview guide to collect data from eight students. Content analysis of the data determined the effectiveness of the programme. The study found that the context dimension (goals and objectives) met the needs of the nation in general and that of the students. The input finding also revealed that the programme lacked qualified full time teachers. Students perceived the syllabi of the ELT programme

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as inadequate and courses were not as broad as described by the curriculum. Also, the findings showed that students were satisfied with the process dimension. For instance, they saw the teaching and learning processes used by the programme teachers as interactive. Finally, students were able to transfer their skills acquired in the ELT class to their real teaching.

In 2017, Alhamid evaluated the Intensive English Programme (IEP) for the preparatory year at King Saud University in Saudi Arabia. The study employed the convergent mixed methods design line of enquiry. Data on the four components were gathered from 683 participants (students, instructors and administrators) using questionnaire, interview guide, document analysis guide and observation guide. Frequencies, percentages, mean and standard deviation were used to analyse the effectiveness of the programme. A multivariate ANOVA test was run to determine the difference in respondents' perception about the effectiveness of the programme.

In terms of context, the study found that the programme outlined its aims and objectives but they were obsolete. The content of the textbooks was below the standards of the students. For the input dimension, the study found lack of qualified and competent teaching staff on the programme. With regards to process, the study found that instructors employed the communicative language teaching approach which made the teachers be at the centre of attention while students were mere listeners. The author believes this to be one of the causes of students' low level of proficiency. According to the product finding, the IEP did not suffice in terms of preparing students academically for university study. Students' personal and educational skills could not be developed. The ANOVA results showed five

significant differences found between the responses of IEP students and the responses of university students in regard to the IEP's effective development of their academic and personal skills: speaking, vocabulary, presentation, comprehension and confidence. Similarly, there was a statistically significant difference in academic performance based on a student's prior and current GPA score.

In Taiwan, Yu-Chih, and Yun-Pi, (2019), through the CIPP model, evaluated an English Elite programme. Data on context, input, process and product were collected from programme documents, questionnaires, observations, graduate academic scores and interviews. Pearson-Product Moment correlation was used to analyse the course mean scores, the Spearman Rank order correlation for students' ratings of the courses and linear regression to analyse the professional course mean scores. Content analysis was also used to analyse the qualitative data to look at the effectiveness of the four dimensions.

In terms of context, the study found out that the goals of the programme were clearly spelt out and they correspond to the needs of the students who applied for the programme. For the input, the study showed that resources such as qualified teachers, teaching and learning materials among others were provided in the programme. In terms of the process, the study discovered that instructors on the programme employed a variety of teaching methods to reach instructional results, including in-class and online conversations, written papers, and group-based and/or individual presentations. The study revealed that students acquired the necessary English language skills in writing and reading. Finally, the study indicated that all

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four components performed satisfactorily and so the English Elite programme was effective because the programme's goals were achieved.

Chen (2009) in another Taiwanese study evaluated English training courses offered in the Applied English Department (AED) of an institute. The case study design was used and data on context, input, process and product were collected through questionnaire, interview guide and review of existing documents. Frequencies and content analysis were used to determine the effectiveness of the four dimensions of the programme. The study showed that all four components of the programme performed satisfactorily. The aims and objectives of the programme were clearly spelt out and made known to the students (context). Also, the input dimension indicated that the programme had a devoted faculty, well-resourced language learning facilities and a pleasant campus. Teaching methods employed by the teachers promoted cooperative learning and capacity building (process). The product finding showed that students gained some appreciable level of proficiency in reading, writing, speaking and listening skills. The study concluded that constant evaluation should be made on all the dimensions to keep the programme to maintain its effectiveness.

In a similar evaluative study in Thailand, Phattharayuttawat, et. al. (2009) evaluated the Masters Degree programme in Clinical Psychology, offered by the Department of Psychiatry, Faculty of Medicine, Siriraj Hospital, and Mahidol University. The questionnaires were used to gather data on context, input, process and product dimensions of the programme from 192 participants (44 lecturers, 36 students, 56 graduates and 56 employers of graduates). Percentages, means and

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standard deviation were used to analyse the data to assess the effectiveness of the programme. According to the research findings on the context component, the curriculum objectives were clearly articulated, practice oriented, and linked to social demands. The curriculum framework was considered to be well-designed in the study. In addition, the teaching and evaluation activities were aligned with the curriculum goals. The input evaluation revealed that the selection criteria were suitable to the students that attended the programme. Teaching and learning activities were supported by educational resources. There were enough qualified lecturers for each course, and each course had enough lecturers to teach it. With regard to the process evaluation, the instructional methods and students' assessment techniques employed by the lecturers were very good. Lecturers were found to relate their experiences to their teaching and were open-minded to students' questions. They were well prepared and they used suitable grading systems in their courses. According to the product evaluation, graduates attained the general and specialised competences indicated in the programme objectives, such as diagnosing psychological issues, psychological therapy, and ethical integrity.

In Turkey, Akpur, Alci and Karatas (2016) evaluated the curriculum of English preparatory classes at Yildiz Technical University using the CIPP model. Fifty-four teachers and 753 students were selected for the study. Questionnaire was used to gather data on context, input, process and product components of the programme which was analysed using mean and standard deviation to determine the levels of satisfaction of the respondnets. An independent sample t-test was employed to determine the differences in teachers' and students' responses. In

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terms of context, the mean scores indicated that the curriculum did not meet the needs of the students in terms of improving their language skills. Also, students were not attracted by the coursebook but they found the duration allocated to difficult topics to be enough. The teachers on the other hand, saw the four skills to be well balanced in the curriculum but they saw the time allocation for difficult topics to be insufficient.

In terms of input, both respondents agreed that there were sufficient human and teaching resources except audio-visual materials which were not available and so had to be dealth with. The process component revealed that teachers used a variety of teaching methods in their classes. However, the teachers were not happy with supplementary exercises done in the classes, homework about the newly learned topics and students' participation in class. The students also indicated that the curriculum's activities did not permit them to use their language skills. Both sides agreed on revisions done when necessary. The product component was seen not to be effective by both respondents. Both sides revealed that the curriculum had problems to meet students' needs; it did not enable students to have studying habits in groups and it did not meet their needs to follow their courses in their fields of study.

In terms of the independent sample t-test conducted, it revealed that there was no significant difference between the teachers' and the students' opinions in terms of input, process and product but there was a significant difference in terms of the context. The teachers ranked the context component higher than the students.

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In Turkey, Erdogan and Mede (2021) evaluated the English preparatory school language programme in a State University. Fifty-four students and 33 instructors were selected for the study. A five-point Likert scale ranging from strongly agree to strongly disagree was used to gather data on context, input, process and product dimensions of the programme. A semi-structured interview guide was used to gather qualitative data on the same components (context, input, process and product) to complement the quantitative data. Mean, frequencies and percentages were used to analyse the quantitative data to determine the effectiveness of the programme. An independent sample t-test was used to examine the differences that existed between respondnets about the concepts of CIPP.

In terms of context, the study discovered that both students and instructors agreed that the programme's goals and content were suitable. As a result, it was discovered that clearly articulated objectives aided in its accomplishment. For input, the study revealed that there were qualified teaching staff on the programme and teaching and learning materials were available. However, the programme lacked audio-visual materials and up-to-date reading materials. For the process dimension, the study found out that lecturers used learner-centred activities such as group works, pair discussions and individual presentations. The number of exams given in the programme was sufficient. However, the product finding showed that the programme could not develop fully the listening and speaking skills of the students. The independent sample t-test results indicated that no differences existed between instructors and students about the concepts of the CIPP. The study failed to indicate the exact mixed methods design employed.

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In another Turkish study, Kuzu, Ozkan and Bada (2021) evaluated English as a Foreign Language (EFL) programme at Harran University. A total of 81 (50 females and 31males) English preparatory class students participated in the study. The researchers employed a five-point Likert scale questionnaire to gather data on context, input, process and product which were analysed through means and standard deviations to determine the effectiveness of the programme.

In terms of context, the study found that the programme was up to date, and its objectives were clear. Also, they stated that a consistency existed between its content and objectives. In terms of input, the study showed the availability of qualified teaching staff and up-to-date learning materials (textbooks, reading texts, PowerPoint presentations and videos). However, these materials were insufficient. For the process findings, the study revealed that students agreed that lecturers revised the necessary topics when they were not understood properly. They strongly emphasized their contentment with grammar and vocabulary skills, and they believed the programme put proper emphasis on main language skills, including listening, speaking, reading, writing, grammar, and vocabulary. Assessment tools also covered content studied. The product finding showed that students' language skills such as listening, speaking, reading, writing and vocabulary were developed.

Yastibas and Erdal (2020), in a descriptive study, evaluated English for Academic purposes II course in a foundation university in Turkey. The study gathered data on the four components (context, input, process and product) from 23 English language instructors through the adapted version of the teacher scale for

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the ninth grade mathematics curriculum developed by Abat (2016). Frequencies and percentages were used to analyse data on the effectiveness of the programme.

The study found that the programme goals and objectives were clearly stated and were in line with the needs of students (context). For the input findings, the study supported that there were qualified and adequate teaching staff on the programme. Teaching and learning materials were also available but the course books were seen to be irrelevant to the students' level. The suggested materials were mostly not aligned with the objectives of the programme. With regards to the process, the study found that teaching was student-centred. The instructors employed methods that promoted problem solving skills such as individual and group presentations. Assignments and assessments reflected the objectives of the course. However, the allocated time for the courses was not enough to fully achieve their goals. The findings of the product dimension showed that the programme improved the students' critical thinking, problem-solving and reasoning and academic English skills.

In a similar Turkish study, Bayram and Canaran (2019) evaluated an English preparatory programme (EPP) at a foundation university. The study adopted a mixed method approach and used questionnaire and focus group meetings to gather context, input, process and product data from 267 participants (241 students and 26 teachers). Mean scores and standard deviations were calculated to determine the effectiveness of the programme and independent sample t-test was conducted to see whether the participants' perceptions of the programme

showed any statistically significant difference. The data from the focus group meetings were analysed into themes to explain the survey findings.

For the context, the study found that the programme's goals and objectives were specified but not all course contents met the goals and objectives. In terms of the input, there were qualified teaching staff on the programme. Course books and supplementary texts were made available to students. However, the exercises in the course books were different from what was given in examination. For the process, the study found that most teachers rushed in their teaching just to finish their courses. This made it difficult for learners to grasp what they were taught. Again, timely feedbacks from the teachers were not received by the students due to the load of exercises/assignments given. The study found in the product component that the programme could not develop fully the English skills (reading, speaking, and listening) of the students. The independent samples t-test finding showed that there was a significant difference between the students' and teachers' perception of the effectiveness of the programme. The results suggest that students and teachers held different views regarding the EPP with the teachers' perceptions obtaining a higher mean score than those of the students. Thus, teachers ranked the programme highly effective than the students who ranked it to be moderately effective. The study concluded that the EPP needed improvements in the four dimensions to help achieve its purpose.

In Turkey again, Ozdoruk (2016) evaluated the English language preparatory school curriculum at Yildirim Beyazit University. Context, input, process and product data were gathered from 243 students and analysed using

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means and standard deviation to determine the effectiveness of the programme. The qualitative data were gathered from ten instructors and two programme officers using semi-structured interview guide and analysed using content analysis to support the survey findings.

In relation to the context, the study found that all the respondents agreed on the appropriateness and clarity of the aims. They also had positive views on the content of the programme which were considered to be compatible with these aims. For the input, it was found that respondents were satisfied with the planning and resources provided in the programme. For instance, a wide variety of teaching and learning materials were available to use. Students were provided with a study room with many books and magazines, computer and language laboratories to fulfill their purposes in terms of improving the students' all English skills effectively. Also, the study found that respondents were satisfied with the process component. That is, assessment and classroom activities (such as group works and discussions, role play), instructional methods used by instructors and feedback given by the instructors were very appropriate. On the other hand, the findings revealed that listening and speaking activities were insufficient. For the product, the study found that the programme improved the students' vocabulary and grammar, reading and writing skills.

Tunç (2010) evaluated an English language teaching programme at a public university in Turkey. The study employed the mixed methods approach which involved 406 students and 12 instructors. Questionnaire, interview guide and document analysis guide were used to gather context, input, process and product

data. Frequencies, means, percentages, and standard deviations for the questionnaire items were calculated to determine the effectiveness of the programme. Multivariate Analysis of Variances [MANOVA] was used to find out if any significant differences among dependent variables across independent variables existed. Content and thematic analyses were used to analyse the data from the interview as a backup to the quantitative findings.

In terms of the context, the study found that the curriculum lacked well defined objectives, transportation issues and overcrowding in the classrooms. The study again indicated that the input component did not have sufficient materials on speaking and listening skills. The participants again agreed that the process component was satisfactory. Various teaching methods (e.g. group work, discussion) were employed and assessment tools used were appropriate but inconsistent. Finally, the study found that students perceived themselves to be less competent in listening and speaking skills (product). The MANOVA results suggested that gender variable and department enrolled had no significant effect on skill competencies. The study recommended that some improvements in the physical conditions, content, materials and assessment dimensions of the programme were required to make it more effective.

In USA, To (2017) utilized Stufflebeam's CIPP model to evaluate an apprenticeship programme operated by Siemens Energy in North Carolina. The mixed methods approach was used and data on context, input, process and product were gathered from 17 participants (15 apprentices, 1 coordinator and 1 head of training department) using the questionnaire and interview guide. Percentages and

standard deviation were used to analyse the effectiveness of the components of the programme.

The context finding revealed that the programme aims and objectives were clearly stated and they met the expectations of the apprentices. The apprentices felt that the apprenticeship programme would eventually provide the career, salary, and benefits they were striving to achieve. Also, there were adequate qualified teaching staff, up-to-date learning materials (e.g. textbooks) and financial support (stipends for the apprentices). The duration for the programme was also seen to be enough by the apprentices and instructors (input). The product finding showed that instructors gave quality instruction and the content of instruction was up-to-date and relevant. Training was balanced between classes and hands on training. Finally, the programme equipped the participants with the necessary skills (reading and writing) and a high level qualification to perform while they were on the job (product).

In USA, Hanchell (2014) evaluated a Christian college baccalaureate programme through the lens of Stufflebeam's CIPP model taking into consideration all the components. The mixed methods approach was used and context, input, process and product data were collected from 28 participants (students, lecturers and administrators). Structured interview guide, focus group discussion guide and document analysis guide were used to collect the data and were analysed thematically to determine the effectiveness of the programme. The study found that under the context component, students were familiar with the objectives of the programme but not familiar with the mission statement. This, according to Ganu

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(2013), is very important for anyone connected to an institution to know and understand clearly the institution's objectives and mission to serve as a guide and inspiration in creating the required school climate and culture. The input findings showed that resources needed to run the programme such as qualified teachers, textbooks, computers among others were adequate. The lecturers involved the students in their teaching, gave timely responses to questions and information and technological support was available to students. The product finding showed that the programme equipped the students with the necessary leadership skills as outlined in the objectives of the programme. Though the study indicated that it made use of mixed methods approach, a critical analysis reveals that the study was a qualitative study which made use of multiple qualitative instruments. Again, the sampling procedure was not clearly shown in the work.

Studies on Context, Input and Process evaluation

In Indonesia, Kustini (2017) evaluated an ESP programme in Informatics Engineering study programme at State Polytechnic of Banjarmasin. Questionnaire and document analysis guide were used to collect data from the participants. Frequencies and percentages were used to analyse the quantitative data on the context, input and process components of the programme. In this study, the context looked at facilities available. The findings showed that Students were provided with well-equipped environment with good facilities to access information. The institution provided language classroom, computer labs and language labs. In addition, language learning materials, books, and newspaper were provided as supplementary materials for teachers and to students to maintain their learning

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effectiveness. Under input the study looked at course aims and objectives, content and teaching learning process. The findings revealed that the aims were clearly stated and content was arranged from simple to complex and the materials were motivating and interesting to meet students' needs. The teacher-centred approach was employed by the lecturers. The process evaluation considered the effectiveness of the programme. The findings indicated that 66% of the students perceived that their ability in reading and other language skills was improved. The study suffered from wrong operational definitions. The items considered under the components were exchanged from one component to another. This may have had some influence on the findings. The study also failed to indicate the number of participants employed and how they were selected and the qualitative findings were not reported.

A similar study was carried out in Ghana by Omane-Adjekum (2016). He evaluated the B. ED accounting programme in the University of Cape Coast. A five-point Likert scale questionnaire was used to gather data from 350 undergraduate students. Means and standard deviations were used to analyse the data to determine the effectiveness of the programme. The context findings showed that the programme goals and objectives aligned with the standards of IFAC and ICAG and the mission of the university. The curriculum also met the programme goals and objectives. The input findings also showed that human and material resources were available but insufficient – internet and library resources, relevant course books, teaching and learning materials, computer laboratories and classrooms. On the other hand, there was enough teaching and non-teaching staff

on the programme to support students in their studies. Respondents were satisfied with the process dimension because the programme employed up-to-date technologies in the field of accounting, ethical theories and principles were taught, and instructions in the courses were adequate. Also, the lecturers promoted higher order thinking in their teaching and employed varying teaching methods. Assignments were fairly given and graded and the results were used to improve students' learning.

Studies on context evaluation

In Indonesia, Bandu, Abdulhak, Wahyudin, Rusman and Indah (2021) evaluated the effectiveness of English for Islamic Studies (EIS) programme at IAIN Palu. The sequential explanatory design was used and context data were gathered through questionnaire, interview and document analysis. Frequencies and percentages were used to analyse the quantitative data and the qualitative data were analysed using content analysis to seek the perceptions of students and lecturers about the context dimension of the programme. The finding suggests that the aspects of context evaluation in this study were effective in general. The goals and need analysis met the needs of students and the job market. The study concluded that the planning of the EIS programme at IAIN Palu was adequate and could be continued.

Studies on product evaluation

In China, Tan and Pang (2021) conducted a product evaluation on the Chinese language programme for international students in Sichuan University of Science and Engineering (SUSE). Already available test scores of HSK level 4 of

international students were used to measure programme outcomes. In addition, an open-ended questionnaire was used to obtain data on listening, reading and writing proficiencies from five international students who were purposively sampled. Mean and standard deviation were used to analyse the proficiency differences among listening, reading and writing skills.

The finding revealed that students performed better in writing skills than in listening and reading skills. It was found that there was no difference between listening and reading skills. Listening, reading and writing were indispensable skills for the students to follow in the teaching of Chinese. The study therefore, concluded that teaching priorities should be given to the listening comprehension and reading comprehension parts.

Non CIPP evaluation studies

Al-Nwaiem (2012) evaluated the ELT pre-service curriculum at a Kuwaiti College of Education using Bellon's model. The study used a sequential mixed methods case study design. Fifty-eight participants (55 students and 3 lecturers) were used and the data on the programme's effectiveness were collected through questionnaire, semi-structured interview guide, diaries and document analysis guide. Frequencies and percentages (for quantitative data) and exploratory content analysis (for qualitative data) were used to analyse the data based on the research questions. With regard to the goals and objectives of the programme, the findings revealed that they were not explicitly stated and also, they did not meet the needs of the students. The teaching and learning resources were also insufficient and some, outmoded. Teaching methods were found to be teacher-centred. In all, the

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programme could not meet the set goals and objectives and could not make the necessary impact (proficiency in writing, reading and conversation) expected on students.

In Libya, Mohamed (2016) evaluated the EFL students' reading comprehension skills at the Department of English at Zaria University. In all, 456 participants (449 students and 7 teachers) were randomly sampled for the study. Data on the programme's effectiveness were gathered through questionnaire and interview guide. Frequencies, percentages and mean scores were calculated to show students' level of agreement and disagreement with the statements of the questionnaire. An independent-samples T-test was conducted to compare the mean scores of the participants according to their gender (males and females). A one-way ANOVA between-groups analysis of variance was run to explore the impact of the academic levels of students on their reading comprehension performance and Pearson Correlation analysis was used to quantify the strength and direction of the relationships between each two variables.

The study revealed that students lacked the reading skills and culture of reading. They also faced difficulties in English reading comprehension. Again, the programme was faced with insufficient learning environment, lack of library resources, overcrowded classes and limited time allocation to reading classes. These factors are believed to have hindered students' ability to acquire the reading comprehension skills and contribute to the difficulties they face in English reading comprehension. According to Independent T-test results, there were no significant differences between males and females regarding their attitudes towards English

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reading comprehension, their abilities and strategy use when reading in English, and their attitudes toward reading instruction and teaching strategies. There was a statistically significant difference in scores between males and females with regards to their views about the availability of facilities. The one-way ANOVA findings revealed that there were no significant differences among groups concerning their attitudes about the availability of facilities and resources in the University nor their views about the teaching strategies in which they were taught. However, there were statistically significant differences between groups with regards to their reading attitudes and their reading abilities.

In Oman, Al-Qasmi (2017) evaluated the school based practicum course in a pre-service English language teacher preparation programme at a college of education. The study employed the sequential exploratory design. Four focus groups were used to collect qualitative data from 26 pre-service English teachers. A semi-structured questionnaire was also used to gather quantitative data from 52 pre-service English teachers. Thematic content analysis was used to analyse the data from the focus groups. Frequencies, means and standard deviation were calculated for the effectiveness of the programme.

The findings revealed that the course description was not explicitly stated. There was a huge gap between theory and practice. Thus, lecturers' teaching was teacher-centred and they did not include any practical section in their teaching to give students the chance to practice what they have learnt. Practicum assessment methods were inffective and subjective and the relationship between the practicum triad was fragile. The study recommended that the gap between theory and practice

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should be bridged; the relationships between the practicum stakeholders; the use of rigorous, comprehensive and objective practicum assessment methods should be strengthened.

Celen and Akcan (2017) also evaluated the English Language Teacher (ELT) education practicum offered at a state university in Turkey. The study employed the mixed methods approach. An adapted version of the Survey of Teacher Education Programme (STEP) was used to gather data on the programme's effectiveness from 88 participants (55 students and 33 graduates). Interviews were conducted with three supervisors to complement the quantitative data. Percentages, means and standard deviation were calculated on the items of the survey to determine the effectiveness of the programme. Thematic analysis was also done on the interview data.

The findings showed that knowledge, skills and dispositions, field experiences and student teaching internship and quality of instruction components worked very well. They received higher ratings among participants and so they were interpreted to be the strengths of the practicum. The study again found that the pre-service teachers lacked technological skills. For instance, they had limited knowledge in using the internet, email, word processing and presentation software. However, what was observed in terms of instructional technology related limitations at the in-service level could be presented or reduced to a minimum with adequate training at the pre-service level.

In a similar Turkish study, Mede and Uygun (2014) evaluated a language preparatory programme through the mixed methods approach. The study was to

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determine whether students' language and learning needs had been met by the programme. The questionnaire and semi-structured interview guide were used to solicit data from 64 English preparatory students. The quantitative data were analysed using independent sample t-test to find out whether there were any differences between the perceptions of the preparatory students enrolled in relation to their proficiency level. The qualitative data were analysed into themes to measure the aims, programme implementation and impact made by the programme.

It was revealed that the study helped them to improve on the four language skills (reading, writing, literature and translation) and their performance increased in the application of language strategies in given tasks. It was also evident from the findings that textbooks used on the programme were irrelevant to the programme and that the teaching and learning activities created for students were not rigorous enough. The results gathered from the independent samples t-test showed that the low-intermediate students do not differ significantly from the high-intermediate students in reading, writing, listening and speaking skills. Furthermore, based on the obtained results related to the students' performance in the given tasks, there was no significant differences between the participants from two different proficiency levels in the language abilities namely, reading, writing, listening and speaking. Finally, according to the statistical analysis which aimed to explore the difficulties the students experienced with the application of the strategies in tasks based on the four language skills, there was no significant difference for reading, writing, listening and speaking two proficiency levels.

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The findings create some suspicion and misunderstanding because it is believed the irrelevant textbooks and the teaching and learning activities not being rigorous shouldn't have been able to improve students' language skills but rather decrease. The interview data should have given further explanation to this finding. This suggests that the integration of the quantitative and qualitative data was not properly done.

In Turkey, Yank (2007) evaluated the English language programme in the sixth, seventh and eighth grades. The study followed the qualitative research approach. Questionnaires were used to gather data on the programme's effectiveness from 368 teachers, 1,235 students who were randomly selected from the 21 cities and 42 towns of Turkey's seven regions. Data were analysed using frequencies, percentages, means and standard deviation. The findings demonstrated that the programme was effective in all areas except the resource section which needed some attention. For instance, classroom facilities and qualified teachers were inadequate. The study recommended that adequate teaching and learning resources and qualified teachers should be provided for the programme to be able to achieve its set goals.

In USA, Geier (2016) evaluated an American Sign Language interpreting internship programme. Semi-structured interviews were conducted with 23 participants and data were analysed using Merriam's approach to identify themes. Programme documents were also reviewed to support the themes. The study found that the programme provided effective training for interns transiting to professional training employment, but students tended to lack self-confidence in their

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performances. It was also revealed that programme documents were helpful but difficult to use. Mentors also needed guidance in giving constructive feedback to interns. The programme was generally concluded to be effective.

Summary and Implications for Current Study

The literature review indicates that established educational programmes can be effective when all the four components (context, input, process and product) work satisfactorily. On the other hand, a programme may be seen to be ineffective if one or more of the components do not work to satisfaction. Among the four components, the input and process components were the primary components that had issues which contributed to the ineffectiveness of most of the programmes. Most of the programmes were accompanied with insufficient teaching and learning resources such as books, library resources and audio-visual materials. Other issues of input were related to insufficient qualified teaching staff, and insufficient course time allocation (e.g. Ali & Celik, 2020; Erdogan & Mede, 2021; Omane-Adjekum, 2016; Adaboh, 2014). The process issues that were raised by majority of the studies were in relation to monotony of teachers' teaching techniques, inappropriate assessment tools used, and non-practicality of classroom activities (Al-Nwaiem, 2012; Sohail & Noreen, 2020; Firhamawan, 2015). The few studies that were seen to be effective had all four components achieve satisfaction (e.g. Kuzu, Ozkan & Bada, 2021; Geier, 2016). This implies that in order for a programme to be entirely effective, all four components (context, input, process, and product) must function well. If one is faulty, the programme may become ineffective or partially effective.

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The first issue found in some of the CIPP studies reviewed had to do with operational definitions. A number of them (e.g., Pujiastituti et al, 2021; Kustini, 2017) misclassified issues under the components. For instance, Kustini (2017) classified items such as classrooms, computer and language laboratories, learning materials such as books and newspapers under context. Under the input, he looked at issues such as aims and objectives, teaching and learning process. The issues Kustini (2017) looked at under the components were contrary to what the model specifies. Their positions or rightful places were exchanged. This makes the current researcher doubt the findings due to the misclassification of the issues under the components. The current study categorised the issues appropriately as prescribed by the model.

Some of the studies contained a number of contextual gap and methodological flaws. In terms of context, the majority of programme evaluation studies were carried out in Europe, particularly Turkey (e.g. Erdogan & Mede, 2021; Yastibas & Erdal, 2020; Bayram & Canaran, 2019), Asia (e.g. Ali & celik, 2020; Tan & Pang, 2021; Chen, 2009), and America (e.g. To, 2017; Hanchell, 2014; Geier, 2016). In Africa, there were a few studies as well (Adaboh, 2014; Omane-Adjekum, 2016; Mohamed, 2016; Lakew & Musa, 2019). A careful look at the review reveals that most of the programmes that were seen to be effective were found in Europe (Kuzu, Ozkan & Bada, 2021; Al-Freihat, 2018; Yastibas & Erdal, 2020) and America (To, 2017; Hanchell, 2014; Geier, 2016). Most of the programmes in Asia (e.g. Nugraha, Suwandi, Nurkamto & Saddhono, 2017; Firharmawan, 2015; Aliakbari & Ghoreyshi, 2013; Al-Nwaiem, 2012) and Africa

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(e.g. Adaboh, 2014; Omane-Adjekum, 2016; Mohamed, 2016; Lakew & Musa, 2019) were found to be either ineffective or partially effective. This suggests that the context or the place in which a programme evaluation is undertaken can influence the findings of the study. Therefore, programme evaluation needs to be context specific. As a result, this study conducted the evaluation from the Ghanaian context.

In terms of methodology, the majority of the studies used either quantitative or qualitative approach. Only a few studies used mixed methods approach. Out of the few studies, the majority of them did not specify the type of mixed methods design used (e.g. Erdogan & Mede, 2021; Aliakbari & Ghoreyshi, 2013; Birjandi & Nosratinia, 2009). Furthermore, the majority of these studies failed to properly integrate the qualitative and quantitative data. It is not surprising, however, that the context, input, and process components of Mede and Uygun's (2014) study were inefficient, but the product component was found to operate well, with no explanation provided by the qualitative strand of the mixed methods approach.

Again, others also gathered their data from only one group of participants contrary to the multiple participants specified by the model. The current study which employed the mixed methods approach described clearly the type of mixed methods design used. An adequate sample size was also employed and data was gathered from three sources (Students, graduates and lecturers) as the model specifies.

Finally, the examination of the literature revealed that several studies (e.g., Pujiastituti et al., 2021; Birjandi & Nasratini, 2009) employed incorrect statistics in

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estimating the effectiveness of the programme. For example, percentages were used to rank components to measure the programme's effectiveness. Most studies (e.g. Lakew & Musa, 2019; Al-Freihat, 2018; Bandu et al, 2021) relied on the means in their ranking without testing the means to determine the component that is relatively effective. This makes the researcher doubt the findings of some of these studies due to inappropriate use of statistics. The current study analyses and tests means using appropriate statistics. The stated gaps in literature, therefore, informed the current study.

The review also showed that the subject areas of concentration were English (e.g. Sohail & Noreen, 2020; Aliakbari & Ghoreyshi, 2013; Bandu, Abdulhak, Wahyudin, Rusman & Ingah, 2021), Chinese (Tan & Pang, 2021), French (Hanchell, 2014) and Accounting (Adaboh, 2014; Omane-Adjakum, 2016; Mohamed, 2016). No evaluation study was found in the area of Ghanaian languages. This makes it difficult to appreciate the problem identified in the implementation of the Ghanaian languages programme. Hence, the evaluation of the Ghanaian languages programme.

CHAPTER THREE

RESEARCH METHODS

Overview

The chapter describes the research methods employed to execute the study. The pragmatic philosophy underpinning the study is described. The research design follows and the setting for the study, a description of the data collection procedures including the designing of the instruments, the sampling and administration of the methods as well as the procedures used to analyse the data. Measures used for guaranteeing the credibility of the data are also discussed. The chapter ends with ethical issues and a summary of the whole chapter.

Research Philosophy

Every research needs to be driven by a philosophy or a research paradigm that regulates and guides the conduct of the research. According to Denzin and Lincoln (2000), a paradigm is a group of fundamental principles that guide research activities. Positivism, interpretivism and pragmatism are the most common paradigms that guide the execution of a research study. These paradigms operate within the views of ontology, epistemology and methodology (Guba & Lincoln, 1989; Lynch, 2003; Lodico, Spaulding & Voegtle, 2006). Ontology has to do with the nature of reality (Crotty, 1998). Epistemology refers to the procedure that is followed in order to understand and explain how we know what we know. Methodology is about the approaches that are followed in order to understand the reality (Crotty, 1998).

The current study is rooted in pragmatism. Pragmatism has been acknowledged as a potential alternative to the antagonistic views of positivism and interpretivism. According to Creswell (2003), knowledge claims in pragmatism originate from acts, contexts, and consequences rather than antecedent conditions. When it comes to the application of research methods, pragmatism lends philosophical assumptions less weight (Creswell, 2003; Goldkuhl as cited in Asare, 2020). As a result, it does not impose hard limitations on researchers in terms of how studies should be executed. This is not to say that researchers do things anyhow (Denscombe, 2008). The study was therefore, conducted with great care and consideration.

Ontologically, pragmatists believe in both an external world outside of the mind and an internal world within the mind. As a result, the truth is defined epistemologically as what works at the time and it is shaped by human actions (Creswell, 2003). Rather than choosing between positivism and interpretivism, pragmatics evaluates 'what works' to answer research problems (Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006). Pragmatism, according to Johnson and Onwuegbuzie (2006), is outcome-oriented and engaged in determining the meaning of things. Biesta (2010) agrees, claiming that it focuses on the research product. According to Tashakokori and Teddlie (2003), it prioritises research questions and supports methodological pluralism. As a result, the researcher chose both quantitative (questionnaire) and qualitative (interview) processes of investigation that best met the current study's concerns. Morgan (2007) emphasises pragmatism's belief in complementarity, which entails mixing quantitative and

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qualitative methodologies. The current study employed both questionnaires and interview methodologies to balance the benefits and drawbacks of each methodology.

The reason for the mixed methods approach was to provide a more complex understanding of the phenomenon that would otherwise be unavailable if only one way was used (Morse & Niehaus, 2009; Creswell & Plano Clark, 2011). The mixed methods approach helped to boost confidence in the findings of the study by giving additional evidence while balancing out the drawbacks of a particular strategy (Bryman, 2004; Tashkkori & Cresswell, 2008; Albert, Trochelman, Meyer & Nutter, 2009; Creswell & Plano Clark, 2011; Caruth, 2013). According to Teddlie and Tashakkori (2009), combining questionnaires and interviews into a single research study combines the benefits of expansiveness and depth associated with these two methods. Integrating the outcomes of these two methods produced a comprehensive picture of the research issue that meets the scope of the research questions and, as a result, provides a comprehensive knowledge base for theory development and practice (Johnson & Onquegbuzie, 2004). Its implementation, on the other hand, took a longer time (Cresswell & Plano-Clark, 2011).

Research Design

Several mixed methods research designs such as sequential explanatory, sequential exploratory, sequential transformative, concurrent triangulation, concurrent embedded and concurrent transformative designs have been reported in literature (Tashakkori & Teddlie 2003; Crewell, 2013). The sequential explanatory design was adopted for the current study. It implied collecting and analysing

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quantitative data first and then qualitative data in two consecutive phases within one study (Tashakkori & Teddlie 2003; Crewell et al., 2003). The qualitative data is to help explain, elaborate or delve deeper into the quantitative findings obtained in the first phase.

Since the current study is informed by this design, the data collection was also done in two phases. The quantitative data were first gathered from students, graduates (former students) and lecturers using the Programme Evaluation Questionnaire (PEG). The data was analysed using means and standard deviations to check the respondents' level of satisfaction with regards to the four components of the model used. The quantitative results informed the collection of the qualitative data. A Follow-up Interview Guide (FIG) was used to collect qualitative data from students, graduates and the Head of Department for more explanation and expansion of the quantitative results. The qualitative data, by extension, helped the researcher to identify some of the reasons for the decline of students' enrolment in the Ghanaian languages programme.

In the presentation of the results, separate sections were provided for the quantitative and qualitative results as outlined by the design. Nonetheless, during the results discussion, the two results were integrated to elaborate and clarify the quantitative findings with the qualitative results. This is to say that the qualitative results were linked to the quantitative results in the discussion section to make issues clearer and ensure the understanding of the study findings.

The sequential explanatory design employed in this study helped the researcher to explore the quantitative findings into details using the qualitative data.

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Again, the study was conducted in separate phases and one data type was collected at a time thereby, making it straightforward to implement (Creswell 2003, 2005; Moghaddam, Walker, & Harre 2003). On the contrary, a lot of time was spent to implement the phases. Again, it took enough consciousness in the appropriate integration of the two datasets. However, a careful step by step plan was followed in the conduction of the study.

Study Area

The study was conducted in the University of Cape Coast (UCC), Ghana. The University of Cape Coast was founded as a University College in October 1962 and it was placed under the mentorship of the University of Ghana, Legon. On October 1, 1971, the College became a complete and independent university with the power to grant its own degrees, diplomas and qualifications through an Act of Parliament, the University of Cape Coast Act, 1971 (Act 390) and subsequently the University of Cape Coast Law, 1992 (PNDC Law 278) [UCC website, 2020].

The primary reason for the development of the University was that there was immediate need for highly skilled and qualified teachers for the second-cycle educational institutions of Ghana. As a result, its core duty was to train professional graduate teachers to meet the needs of the country's accelerated education programme at the time. Currently, the University has the capacity to meet the workforce needs of other ministries and industries in the country due to the extension of some of its faculties and schools and the variety of programmes (UCC website, 2020).

The university consists of five colleges headed by provosts, namely, the College of Agriculture and Natural Sciences; College of Humanities and Legal Studies; College of Education Studies; College of Health and Allied Sciences and College of Distance Education. There are eighteen faculties and schools headed by Deans under the colleges. They are School of Agriculture; School of Biological Sciences; School of Physical Sciences; Faculty of Arts; Faculty of Law; Faculty of Social Sciences; School of Business; School of Economics and School for Development Studies. The others include Faculty of Humanities and Social Science Education; Faculty of Educational Foundations; Faculty of Science and Technology Education; School of Educational Development and Outreach; School of Medical Sciences; School of Nursing and Midwifery; School of Allied Health Sciences; School of Pharmacy and Pharmaceutical Sciences and School of Graduate Studies (UCC website, 2020).

The Department of Ghanaian Languages and Linguistics is one of the oldest departments in the Faculty of Arts. It was established in 1974 during the military rule of Colonel Ignatius Kutu Acheampong (Nketsiah, 2018). The fundamental goal of the department is to be a centre of excellence in research. It also aims at teaching as many Ghanaian languages as possible, particularly those approved for formal education by the Republic of Ghana (Department of Ghanaian Languages and Linguistics website, 2020).

Currently, the department runs undergraduate and graduate programmes in Akan language and literature, Ewe language and literature, Ga language and literature and Linguistics. These programmes are aimed to train students to meet

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market demands in the field of teaching, media communication, and translation and interpretation of texts and statements.

The undergraduate Ghanaian Languages programme was deemed appropriate for this study because it is one of the longest running academic programmes in both the Faculty of Arts and the University of Cape Coast as a whole yet, it appears no evaluation study has been conducted on the programme. There is also a noticeable decline in students' enrolment on the programme. The programme has gone through several cycles of accreditation and reaccreditation but has not gone through any empirical study. The current researcher considers it matured enough for an evaluation study.

Population

The population of this study included all undergraduate Ghanaian languages Level 200 to Level 400 students of the Department of Ghanaian Languages and Linguistics and the Department of Art Education in the University of Cape Coast (N = 153), lecturers (N = 8) and graduates (former students, N = 15). These are students who have gone through enough Ghanaian languages courses to give a fair judgement of the programme. The students were being trained through the regular stream of the Ghanaian languages programme. They were made up of males and females within different age groups. The first year Ghanaian languages students were not included in the study because at the time of the study, they had not gone through enough courses to give a fair evaluation of the programme. Table 4 presents the population distribution of the respondents.

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Table 4: Population Distribution of Respondents

Group	No. of Males	No. of Females	Total
Students			
Level 200	20	29	49
Level 300	21	32	53
Level 400	21	30	51
Lecturers	06	02	08
Graduates	07	08	15
Total	75	101	176

Source: Student Records, UCC, 2020

Sample and Sampling Procedure

All undergraduate Education and Arts Ghanaian languages students from Level 200 to Level 400 (N = 153), lecturers teaching the undergraduate Ghanaian languages students (N = 8) and graduates (former students) of the programme (N = 15) were involved in the quantitative phase of the study. The census method was used to involve all the students and lecturers because literature suggests that when the population size is relatively small, data could be gathered from all members of the population. This frees the researcher from worrying about sampling error (Ogah as cited in Asare, 2020). The snowball sampling technique was used to select the 15 graduates. The contact information of two graduates from the department who were at the time of the study serving as research assistant and teaching assistant respectively were obtained by the investigator and through them the other thirteen members were contacted to take part in the study. Literature suggests that

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snowballing can be employed in a situation where the researcher cannot easily find respondents by himself (Corbetta, 2003; Kumar, 1999; Kusi, 2012).

During the qualitative phase, five students, five graduates and the head of department were involved in a one-on-one interview. All students and graduates were invited to take part in the interview but only 12 students and six graduates agreed. However, at the time of the interview only five students and five graduates availed themselves to be interviewed.

Data Collection Instruments

Two primary data collection instruments were used for the study. The quantitative data were gathered through the Programme Evaluation Questionnaire (PEQ) and the follow-up interview guide was used to gather qualitative data to explain the quantitative findings. The CIPP model used for this study spells out clearly that in an evaluation study like this, both quantitative and qualitative data need to be collected. Hence, the need for such instruments.

Programme Evaluation Questionnaire (PEQ)

In developing the PEQ, an extensive review of related literature (e.g. Stufflebeam, 1971, 2004; Adaboh, 2014; Al-Nwaiem, 2012; WHO Evaluation Practice Handbook, 2003; University of Pittsburgh's Guidelines for conducting evaluations of academic programmes and assessment, 2002) were carried out. Programme Evaluation Questionnaire for students (PEQ-S), Programme Evaluation Questionnaire for graduates (PEQ-G) and Programme Evaluation Questionnaire for lecturers (PEQ-L) were developed for the three respondent groups respectively. The three questionnaires had the same items in all sections

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except the demographic section. Items were rated using a 5-point Likert scale ranging from 'strongly disagree = 1' to 'strongly agree = 5'.

The PEQ was divided into five sections. The first section captured the demographic information of the respondents. In the PEQ-S, the section contained three items (1-3) thus, gender, age and academic level. The PEQ-L had six items (1 − 6) being gender, age, highest qualification, professional rank, professional experience and teaching status. The PEQ-G had four items (1 − 4) being gender, age, years after graduation and employment status.

In the second section which looked at the level of satisfaction of the context component, the PEQ-S had nine items (4 − 12). The PEQ-L had nine items (7 − 15) and the PEQ-G also had nine items (5 − 13). Respondents were to specify the extent to which they agreed or disagreed with the item by ticking the appropriate number under the Likert-scale.

The third section consisted of twenty-two items (13 − 34) on the PEQ-S, twenty-two items (14 − 35) on the PEQ-G and twenty-two (16 − 37) on the PEQ-L. This section sought to find out about the level of respondents' satisfaction with the human and material resources of the programme.

The fourth section contained items assessing respondents' satisfaction with the teaching and learning strategies used in the implementation of the programme. The PEQ-S had twenty-six items (35 − 60), twenty-six items (36 − 61) on the PEQ-G and twenty-six items (38 − 63) on the PEQ-L under this section.

The final section had eight items (61 − 68) on the PEQ-S, eight items (62 − 69) for the PEQ-G and eight items (64 − 71) for the PEQ-L. Respondents were

expected to tick their appropriate responses using the scale as was done in all the sections. The last part of the questionnaire contained optional spaces for participants who were willing to be contacted to participate in an interview related to the same topic to provide their contact details.

Follow-up Interview Guide (FIG)

The follow-up interview guide was used to gather the qualitative data from five students, five graduates and the head of department. The follow-up interview guide was divided into four parts based on the CIPP model which was used to frame the research questions. The first part which sought to gather information on the context component (aims and objectives) of the programme had eight items under it. The second part which was in relation to the teaching and learning resources used in the programme had six items. The third part also related to the implementation of the teaching and learning processes and assessment practices and it had five items. Finally, the last part related to competencies and skills acquired and the overall evaluation of the programme and it also had four items.

Validity and reliability tests

Several strategies and procedures were followed to ensure that the data used in this study were valid and reliable and that it reflected the reality of the Ghanaian Languages programme. Some of these strategies have been discussed in detail.

Pilot test

The testing of the research instruments before use helped the researcher to foresee potential problems that could have occurred in the collection of the data. It appears that when instruments are not tested before use, problems may occur when collecting data. With this in mind, the researcher pilot-tested the research instruments first before use to avoid the risk of encountering these potential problems (De Vaus, 1993).

Prior to the actual study, the PEQ was given out to 45 undergraduate Ghanaian languages sandwich students and two Ghanaian languages lecturers who were teaching in the UCC Institute of Education sandwich programme at Offinso College of Education Centre. Connelly (2008) and Baker (1999) recommend that 10% - 20% of the sample population for the main study can be used for the pilot test. Hence, the 45 students and the two lecturers were a reasonable number for the investigator's pilot test. The researcher deemed it fit to use the sandwich students and lecturers for the pilot test because they run the same curriculum used by the regular undergraduate students on campus. Also, the courses stated in the sandwich were mounted by the same department in which the study was conducted. This means they had a lot of things in common with the study setting. The reason for the piloting was to help shape the questionnaire, enhance its legibility and minimise the chances of misinterpretations of the items.

Reliability of the PEQ

In the administration of the instrument, the researcher tested for reliability and validity because these two factors could affect the quality of the data the

researcher could obtain. The researcher wanted to know the rate at which the PEQ could yield consistent results. This was because a reliable questionnaire must be free from random errors and must be able to provide consistent results (Mugenda & Mugenda, 2003). To test for reliability in this study, the PEQ was pre-tested with a selected sample of PEQ-S. The test was done on the student instrument because it shared 100% items in common with the lecturer and graduate instruments which made it a worthwhile choice. The Cronbach's coefficient alpha test, which provides an indication of the average correlation among all of the items that make up the scale was used. Nunnally and De Vellis as cited in Adaboh (2014) recommend a minimum level of 0.70 to be considered adequately reliable. Table 5 shows the reliability coefficient of the four components which were all above the 0.70 preferred alpha value.

Table 5 – Reliability coefficient for the four components

Component	Number of items	Cronbach's alpha
Context	9 (questions 4-12)	.881
Input	22 (questions 13-34)	.843
Process	26 (questions 35-60)	.904
Product	8 (questions 61-68)	.928

Source: Field data (2020)

Validity of the PEQ

The validity of the PEQ was to ensure the accuracy of the data collected. This means that an instrument is said to be valid when it is able to measure what it is supposed to measure. Thus, there needs to be some approximation of truth.

Content validity was used to check the validity of the questionnaires used for this study. Content validity is seen as the degree to which the instrument represents the content of interest (Punch, 1998 cited in Al-Nwaiem, 2012). To do this, the investigator first presented the PEQ to some colleagues who were in their final year of their PhDs and lecturers to go through the items and make suggestions. The upgraded version was finally sent to my supervisors to comment and give suggestions, additions and deletions to the items. The pilot test which was also carried out helped to ensure the validity of the PEQ.

Triangulation

Triangulation was the next technique employed in this study to ensure its authenticity. Since reality cannot be reached by one way, triangulation becomes necessary (Guion, 2006). Triangulation is a strategy whereby multiple methods of obtaining data are used in a single study to improve the validity and reliability of research or evaluation process, analysis and findings (Gass & Mackey, 2005; Golafshani, 2003; Al-Nwaiem, 2012). The investigator obtained data from three different participants: students, graduates (former students) and lecturers to ensure data triangulation. A variety of research methods were also employed in this study for methodological triangulation. In the words of Patton (2001: 247), "triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data including using both quantitative and qualitative methods". As a result, a variety of data collection methods such as filling of questionnaires and semi-structured interviews were used in this study. The reason being that no single method can provide sufficient support to the study (Gass & Mackey, 2005) and that

the limitation found in a single method could be catered for by the strengths of the other methods (Jack & Raturi, 2006).

Validity and reliability of the qualitative instrument

Most qualitative studies have been criticised by researchers for their limited reliability. Critics are of the view that the way in which data are collected and analysed in qualitative studies are influenced by researchers' bias and so they are reluctant to accept their trustworthiness (Shenton, 2004). Having this in mind, the current researcher followed the four strategies (credibility, transferability, dependability and confirmability) proposed by Lincoln and Guba (1985) to ensure the trustworthiness of the qualitative instruments used in this study.

Credibility

It is necessary for a researcher to ensure that their findings truly reflect the views of their research participants. In this study, the researcher ensured accuracy of the transcription and interpretation of the data and checked through triangulation on different levels (Guba & Lincoln, 1989). Also, I spent some time with the participants and involved in meaningful interactions to establish strong levels of trust and rapport. This made them not to see me as an intruder but rather as part of them.

Transferability

Transferability refers to the extent to which a study's findings or conclusions can be applied from one context to the other in future studies (Given, 2008). It must be emphasised that the aim of qualitative research is not to make generalisations. However, when the setting in which a study is carried out is well

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described, others can apply the steps to achieve their needs. As a result, I gave a vivid and enough description of the setting of the study, the participants and their selection.

Dependability

This is about whether the findings of a study can be consistently achieved or repeated if the study was replicated with the same or similar subjects in the same or similar setting. According to Lodico et al. (2006), the procedures and processes used to collect and interpret the data need to be described clearly in the study to achieve dependability. Hence, in this study, I provided complete documentation of the research design, implementation, methodology, methods and details of data collection used as advised by Lodico et al. (2006).

Confirmability

Confirmability is concerned with the need to ensure as far as possible that the findings and interpretations of a study are the results of the views, opinions and experiences of the participants, rather than the preferences of the researcher (Given, 2008; Shenton, 2004). By this, claims that cannot be supported by the data should not be made in the study. To achieve this, I reported exactly what was in the data and interpretations made were the true reflections of the views of the participants. Colleague researchers were made to crosscheck the data transcribed and the themes that were generated were examined for its correctness.

Data Collection Procedures

In this study, a sequential process was used to collect data in two phases. The first phase was the collection and analysis of the quantitative data through the use of the Programme Evaluation Questionnaire (PEQ) and the second phase comprised the collection and analysis of the qualitative data using the Follow-up Interview Guide (FIG). Before collecting the data, an introductory letter was obtained from the Institutional Review Board of the University of Cape Coast to enable the investigator carry out the field survey. The investigator then paid a visit to the study site to obtain permission from both the Head of Department and the lecturers.

The quantitative phase began from 10th November, 2020 and ended on 12th November, 2020 when students returned to campus to complete the semester. The PEQ-S (students' questionnaire) and the consent forms for students were administered during the last 45 minutes of three different class sessions. This was because the students were grouped into three according to their languages so the researcher visited each session at a time. Before the process, the respondents (students) were quite hesitant due to the possibility of Covid-19 infection. To follow the protocols, the researcher put on his face mask, washed and sanitised the hands before entering the class. They were relaxed when they saw the safety protocols followed. Each respondent was given a face mask and social distancing were created between them and the investigator. They showed positive facial reactions for the completion of the surveys. To prevent possible infection during the distribution, the researcher put the questionnaires in a box placed in front of the

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class and students were asked to pick a questionnaire from the box one after the other. After 45 minutes, students were asked to return the filled questionnaires back to the box. One hundred and fifty-three PEQ-S were presented but 148 were filled. This is because five students were absent at the time of the data collection.

The PEQ-G (graduates' questionnaire) was created using Google forms and sent to the respondents online through their email addresses and Whatsapp contacts. In the first place, the graduates were contacted and the purpose of the study and the need to participate in the study were explained to them. Thereafter, they were to provide the investigator with their email addresses and/or Whatsapp contacts. The link to the Google form questionnaires together with a consent form were sent to the graduates through their email addresses and Whatsapp contacts. The online survey was used for the questionnaire data for the graduates because at the time of the data collection, these graduates were in their respective places and also the presence of coronavirus did not permit the researcher to travel to meet them. Another justification is that, online surveys are recognised as invaluable data collection of late due to such benefits as higher response speed, lower respondent error and their potential to reach a wide range of potential respondents with internet experience (Doherty, 2012; Adams & Deans, 2000; Weible & Wallace, 1998; Van Selm & Jankowski, 2006). Respondents were given a period of two weeks to fill and submit the questionnaires back to the investigator online. This period was to give them ample time to read and answer the questions at their own conveniences without a rush considering the fact that they were working. Only one questionnaire could be completed per a respondent. This measure was taken to prevent the filling

of multiple numbers of questionnaires from the same respondent. No missing answers were found in the questionnaires received as the software used to develop the questionnaires did not allow the respondents to move on without having provided all required answers. Fifteen out of 15 graduate questionnaires sent were retrieved from the graduates.

The PEQ-L (lecturers' questionnaire) were printed and sent to the respective offices of the lecturers to be filled together with the consent form. They were also given a period of two weeks after which the investigator went back to collect them. All the eight (8) lecturer questionnaires sent were retrieved.

The qualitative phase took place after the analysis of the quantitative data and this was done using the follow-up interview guide (FIG). Here, students and graduates who provided their contact details on the questionnaire were contacted and appropriate days were fixed for the interviews. This exercise began from February, 2021. The student interview was done by telephone, a more appropriate option in this era of Covid 19 in which schools were closed down and physical distancing was encouraged.

All the student interviews in this study were conducted using a mobile phone. In an attempt to build a rapport with the participants, the investigator tried to be as transparent as possible and provided respondents with the following information before the interview: who the investigator was, the department, the nature of the research and how long the interview was going to take, how the data will be used, where the results will be disseminated and whether the information will be attributed or anonymous. Knowing from literature (Harvey, 2011; Stephens,

2007; Holt, 2010; Dexter, 2006), that telephone interviews require special arrangements, the investigator tried as much as possible to put the necessary things in place. For instance, interviewees were asked to try as much as possible to be in a quiet place and also stay away from things that could distract their attention such as television and radio. Again, a day before the interview, preliminary calls were made to remind the participants of the interview. Finally, the interview device was tested by making a pilot interview with a colleague beforehand. At the start of each interview, the investigator made the participants aware of the purpose of the study and made them aware that the interview was going to be recorded yet they were assured of their anonymity and confidentiality. All the interviews were conducted in English and each took approximately twenty-five (25) to forty-five (45) minutes. The same procedure was used for the graduates and the Head of Department (HoD).

Telephone interviews have become one of the major data collection methods in qualitative research projects due to the range of potential advantages they offer. For instance, the telephone interview permitted the participants to remain anonymous and they felt less emotionally intense or intrusive. It ensured physical safety advantages for both the researcher and the participants and there was also the reduction of time and cost since the need for travel was removed (Irvine, Drew & Sainsbury, 2010; Volg, 2013). Again, the telephone interview eliminated interview bias caused by visual traits such as age, gender, physical appearance and behaviour of the interviewer (Volg, 2013).

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Ethical Considerations

In conducting the research study, the researcher had in mind ethical issues in dealing with the respondents. In the words of Wellington (2000), ethics must be placed first in the planning, conduct and presentation of a research study. The reason being that people are becoming aware of the risk participants may be exposed to in their studies. As a result, a wide range of ethical guidelines and principles have been put up for researchers to follow (Busher, 2000; Stake, 2005, Wellington, 2000).

Before the beginning of the data collection, the investigator applied for ethical clearance from the Institutional Review Board in the University of Cape Coast. After the clearance had been granted, it was taken to the Department of Ghanaian Languages and Linguistics to obtain permission to be able to conduct the study showing them the clearance form. After the permission had been granted by the department, the investigator carried on with the data collection. In the study, the investigator developed an informed consent form and attached it to each of the questionnaires and each interviewee was asked to give his or her consent before the interview. Also, they were informed that they had the freedom to withdraw from the study at any stage should they so wish.

The questionnaires had to be filled out anonymously by the respondents. To safeguard the participants' identities, pseudonyms were employed for all of the interviews. Respondents were also given written and verbal guarantees that only the researcher would have access to their data, and that no personal information about them would be shared.

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Data Processing and Analysis

Data processing and analysis are integral parts of every research and they help the researcher to analyse raw data obtained from the field and put them into themes to be able to draw conclusions from the data. Since this study made use of both quantitative and qualitative data collection methods, the quantitative data were analysed quantitatively while the qualitative data were also analysed qualitatively.

Quantitative data processing and analysis

The quantitative data collected through the PEQ-S, PEQ-G and PEQ-L were first analysed to remove irrelevant responses and cleaned for completeness. Through this, five student questionnaires were taken away because the respondents followed a particular pattern in filling. Afterwards, the data were manually coded and entered into Statistical Product for Service Solutions (SPSS v.22) for processing and analysis. The online responses were also converted into excel and transported to SPSS for analysis. Mean and standard deviation, repeated measures ANOVA, independent samples t-test and one-way ANOVA were the statistical tools used for the data analysis. All the hypotheses were tested at 0.05 level of significance.

Mean and standard deviation were used to analyse data obtained on Research Questions one, two, three and four. The research questions looked at the respondents' (students, graduates and lecturers) level of satisfaction of the four components (context, input, process and product) of the Ghanaian languages programme. Therefore, an average score was needed to determine their levels on each component. The mean was considered appropriate because it is a composite

score that represents a distribution of scores in a given population. The standard deviation helped to understand the degree to which responses on the components were clustered or dispersed from the mean (Asare, 2020). A low standard deviation is expected when all respondents happen to give the same responses. When this happens, the responses are said to be homogeneous in nature. However, if the standard deviation is high (usually above one), the responses are said not to be homogeneous or the same.

The first hypothesis examined the difference among stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme. Therefore, the repeated measures ANOVA was used to analyse the hypothesis. The second hypothesis also examined the differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme based on gender. This was also analysed using the independent samples t-test. The final hypothesis which looked at the differences in stakeholders' satisfaction of the context, input, process and product components of the programme based on respondent type was analysed using one-way ANOVA.

Qualitative data processing and analysis

The qualitative data were obtained using the Follow-up Interview Guide (FIG). To be able to analyse the data from the field, coding was used to sort and organise the volume of data. Gibbs and Taylor define coding as

the process of combining the data for themes, ideas and categories

and then marking similar passages of text with a code label so that

they can easily be retrieved at a later stage for further comparison
and analysis (2010: 1).

Coding is engaging with data while employing techniques such as asking questions
about the data and comparing it to other data. By doing so, the researcher will be
able to construct concepts from which the data may be supported (Corbin & Strauss,
2008).

Since the data were recorded, the researcher first gave special codes to each
voice for easy identification. The codes assigned were SR1, SR2, SR3, SR4 and
SR5 for the students; GR1, GR2, GR3, GR4 and GR5 for the graduates and HO for
the head of department. The researcher then transcribed the data. The generated
transcripts were then compared again with the recording to fill any gap that was
identified in the transcript. The transcripts were then sent back to the participants
to crosscheck to see if they reflected exactly their views and make inputs where
necessary.

According to Nehlin, Nyberg and Oster (2015), content analysis can be done
in an inductive manner where themes are created without the use of theories or
concepts or in a deductive manner whereby themes are pre-defined. The
investigator made use of the deductive manner of content analysis since the themes
applied in this study were predefined by the quantitative findings. The investigator
read through the data several times (Lalik & Potts, 2001) which helped to put the
data under appropriate themes. The themes were formed based on the quantitative
findings and they and these formed the basis of the analysis in chapter four. A
summary of both quantitative and qualitative data analysis is provided in Table 6.

Table 6: Summary of Data Analysis

Research Questions/Research Hypotheses	Instrument	Analytical Technique
What are stakeholders' levels of satisfaction with the context component of the Ghanaian languages programme?	PEQ FIG	Mean, Standard deviation Thematic analysis
What are stakeholders' levels of satisfaction with the input component of the Ghanaian languages programme?	PEQ FIG	Mean Standard deviation Thematic analysis
What are stakeholders' levels of satisfaction with the process component of the Ghanaian languages programme?	PEQ FIG	Mean Standard deviation Thematic analysis
What are stakeholders' levels of satisfaction with the product component of the Ghanaian languages programme?	PEQ FIG	Mean Standard deviation Thematic analysis
H_0: There is no statistically significant difference among stakeholders' (students, graduates and lecturers) satisfaction of the context, input, process and product components of the Ghanaian languages programme	Data from PEQ	Repeated measures ANOVA
H_0: There are no statistically significant differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme based on gender.	Data from PEQ	Independent samples t-test
H_0: There are no statistically significant differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme based on respondent type.	Data from PEQ	One-way ANOVA

Source: Fieldwork (2020)

Chapter Summary

This chapter discussed the methodology used in this study. Pragmatism underpinned this study and the sequential explanatory design was used to examine students', lecturers' and graduates' level of satisfaction of the context, input, process and product components of the undergraduate Ghanaian languages programme. The design used allowed both quantitative and qualitative data to be gathered through the Programme Evaluation Questionnaires (PEQ) and the Follow-up Interview Guide (FIG) respectively. Strategies were put in place to ensure that both instruments met the attributes of internal consistency, stability and trustworthiness and were seen to be reliable for collecting quality data. Data gathered on the research questions and hypotheses were analysed using descriptive (mean and standard deviation), inferential (repeated measures ANOVA, independent samples t-test and One-way ANOVA) and thematic analysis. Again, ethical issues were taken into consideration. The results obtained and its discussion is presented in the next chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The chapter is organised into three parts. The first presents the demographic characteristics of the respondents, the second part presents the quantitative and qualitative results for each research question, and the final part presents the overall discussion of the findings. This organisation is influenced by the adopted design and the need to facilitate readers' understanding of the results and discussion.

Demographic Results

This part of the results covers the characteristics of the students, graduates and lecturers. Each of the results is presented separately under their respective themes.

Characteristics of Students

The characteristics of the students cover their gender, age, and academic level. Data on these variables were gathered on the categorical scale. Hence, frequency and percentage were used to analyse the data. The results are presented in Table 7.

Table 7: Characteristics of Students

Variable	Subscale	Frequency	Percentage
Gender of Students	Male	58	40.6
	Female	85	59.4
Age of Students (in years)	18-20	27	18.9
	21-25	96	67.1
	26-30	16	11.2
	30+	4	2.8
Academic Level of Students	Level 200	44	30.7
	Level 300	48	33.6
	Level 400	51	35.7

Source: Fieldwork (2020)

The female students (n = 85, 59.4%) dominated the study and they were more than the male students by 27. Their dominance in the study is not surprising since it is common knowledge in the literature that females prefer reading subjects to calculation subjects. They might have shown more interest in the reading of the Ghanaian languages programme than their male counterparts. The female students' evaluation of the Ghanaian languages programme is therefore relevant since their dislike would mean a possible ineffectiveness in the programme and not because they have no interest in the programme. This does not invalidate the opinions of the male students since passion might have led the few of them to read the Ghanaian languages programme instead of other programmes.

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The students were captured in four different age groups, with more students (n = 96, 67.1%) within the age group of 21-25 years. By the age groups in which the students fell, it was believed that they could reasonably evaluate the Ghanaian languages programme by the way they felt about the programme. It must be recognised that they represented the consumers of the programme offerings of the Department of Ghanaian Languages and Linguistics in the university. Hence, they were better placed to describe how they had experienced the implementation of the Ghanaian languages programme.

The students were drawn from three academic levels, Level 200 to Level 400. Those in Level 400 were slightly more than those in Levels 200 and 300. The different academic levels in which the students were drawn helped to capture varied or converging perceptions about the effectiveness of the Ghanaian languages programme, and this helped to strengthen the findings better than if the students were drawn from one particular academic level.

Characteristics of Graduates

The characteristics of the graduates essential to the study were their gender, age, years spent after graduation and employment status (employed or not employed). Similar to the students, the data on these variables were from the categorical scale. Therefore, frequency and percentage were used to analyse the data. Table 8 presents the results of their characteristics.

Table 8: Characteristics of Graduates

Variable	Subscale	Frequency	Percentage
Gender of Graduates	Male	7	46.7
	Female	8	53.3
Ages of Graduates (in years)	21-25	3	20
	26-30	5	33.3
	30+	7	46.7
Years after Graduation	1-5	4	26.7
	6-10	4	26.7
	11-15	5	33.3
	15+	2	13.3
Employment Status	Employed	11	73.3
	Unemployed	4	26.7

Source: Fieldwork (2020)

The number of female graduates captured through the snowball technique was eight (53.3%), and that of the male graduates seven (46.7%) as captured in the three different age groups. By observation, the female graduates exceeded the male graduates by one. The graduates helped to evaluate the product component of the Ghanaian languages programme. They had fully experienced the programme and could summarily describe its overall effectiveness. Just like the students, the variation in their age groups helped to draw different experiences from them on how the Ghanaian languages programme had equipped them with job-related skills.

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Out of the 15 graduates sampled, 11 of them were employed in various institutions. These 11 graduates assisted in the evaluation of the relevance of the skills acquired on the Ghanaian languages programme and those which were needed but unfortunately were not developed on the programme. This helped to strengthen the focus of educators in developing worthwhile skills in students.

Characteristics of Lecturers

The characteristics of the lecturers captured were their gender, age, highest qualification, rank, experience and status (full-time or part-time lecturer). The categorical nature of the data resulted in the use of frequency and percentage to analyse the data and the results are presented in Table 9.

Table 9: Characteristics of Lecturers

Variable	Subscale	Frequency	Percentage
Gender of Lecturers	Male	6	75
	Female	2	25
Age of Lecturers (in years)	31-40	2	25
	41-50	2	25
	50+	4	50
Highest Qualification	Masters	5	62.5
	Doctorate	3	37.5
Rank of Lecturers	Assistant lecturer	2	25
	Lecturer	1	12.5
	Senior lecturer	5	62.5
Experience of teaching (in years)	6-10	3	37.5
	10+	5	62.5
Status of Lecturers	Full-time	6	75
	Part-time	2	25

Source: Fieldwork (2020)

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Most of the lecturers teaching the Ghanaian languages programme were males (n = 6). The observation made was that more females normally read arts-based programmes but few of them teach at the university level. With female students' strong interest in arts-based programmes, it was expected to have more of them teaching Ghanaian languages at the university. It could be that they did not enrol into postgraduate programmes or were not much interested in teaching at the university level of education.

Majority of the lecturers did not have the minimum qualification to teach at the university level. Normally, the minimum qualification needed to teach in the university is a doctorate degree. Out of the eight, only three had their doctorate degrees. Normally, master graduates are not made to teach at the university level unless there is a critical need for their services. The few lecturers with postgraduate degrees go to support the low enrolment of students at the undergraduate level of education. If few students enrol at the undergraduate level, certainly less than the few are likely to be trained in the Ghanaian languages at the postgraduate level. This could explain why many doctoral graduates are not found teaching the Ghanaian languages programme. It is not surprising that even out of the eight two of them were appointed on a part-time basis. The few lecturers also seem to be approaching the mandatory retirement age. Evidence shows that out of the eight, four of them were above 50 years of age at the time of the study.

Despite their qualifications, the lecturers have had considerable experience in teaching at the university. The minimum experience is six years and the maximum experience is over 10 years. With this vast experience, it is expected that

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they would employ effective pedagogies in the teaching of the Ghanaian languages programme. Hence, it is presumed that if there are inefficiencies with the programme, they might not be found on the process rubric of the programme. This is coupled with the fact that five out of the eight had attained the rank of senior lecturer.

Presentation of Results

This section covers both the quantitative and the qualitative results gathered to holistically address the research questions. All quantitative results are presented in tables and qualitative results under themes.

Research Question One: What are stakeholders' levels of satisfaction with the context component of the Ghanaian languages programme?

Quantitative results

The first research question focused on the evaluation of the first component of the Ghanaian languages programme based on the CIPP model. By this model, quantitative data were gathered on the context rubric of the Ghanaian languages programme. The data were gathered on a five-point Likert-type scale from students, graduates and lecturers. Table 10 presents the descriptive results.

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Table 10: Students', Graduates' and Lecturers' Levels of Satisfaction with the Context Component of the Ghanaian Language Programme

Statement	Students M	Students SD	Graduates M	Graduates SD	Lecturers M	Lecturers SD
I am provided with a set of written objectives for each course in the programme	4.21	.89	4.40	.51	4.50	.53
The objectives of each course in the programme are clearly stated.	4.28	.86	4.47	.83	4.63	.52
The Programme objectives are in line with the mission of the Department.	4.36	.81	4.33	.72	4.75	.46
The courses offered in the programme are aligned with the programme's goals and objectives.	4.30	.82	4.13	1.06	4.75	.46
The courses in the Programme challenge me to do my best academically.	4.10	.93	4.47	.64	4.38	.52
The programme meets the requirements of the job market (eg. Schools, media houses etc).	4.32	.83	4.47	.83	4.50	.53
The programme encourages the development of a culture of continuous and lifelong learning.	4.22	.93	4.33	.49	4.38	.52
The general education components of the programme are relevant to the academic growth of students.	4.22	.89	4.13	.64	4.38	.74
The general education components of the programme are relevant to the social growth of students.	4.07	.98	4.27	.80	4.25	.71
Average Mean/Average Standard Deviation	4.23	.88	4.33	.73	4.50	.56

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*); 4.5-5.00 (*Very High*).
Source: Fieldwork (2020)

Generally, corroborated evidence was gathered from the students ($M = 4.23$, $SD = .88$), graduates ($M = 4.33$, $SD = .73$) and lecturers ($M = 4.50$, $SD = .56$) about their satisfaction with the context component of the Ghanaian languages

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programme. They were all highly satisfied with the context rubric; this is the rubric that focuses on the aims and objectives of a programme and analyses them to see whether the courses taught are relevant to the aims, and also whether the aims and objectives are suitable or not.

A careful observation of the mean results shows that the context indicators were all above the mean value of 3.50 (high satisfaction) for all the respondents. For the students, the highest mean (M = 4.36) related to their satisfaction that the programme objectives are in line with the mission of the department. This indicator recorded the lowest dispersion estimate (SD = .81) among all the indicators that measure the context rubric of students' satisfaction with the programme. This means that there was a high congruity in the students' responses that the programme objectives are in harmony with the departments' mission. Even the lowest mean value (M = 4.07) for the students' responses on this rubric remained in the high satisfaction cut off point; by this response, the students specified that the general education components of the programme were relevant to their social growth.

The graduates did not differ in their satisfaction with the context rubric from that of the students. The only differences were the indicators that were significant to their high satisfaction. To the graduate students, the objectives of each course on the programme were clearly stated (M = 4.47, SD = .83); the courses challenged them to academically do their best (M = 4.47, SD = .64); and that the programme met the job requirements in the labour market (M = 4.47, SD = .83). Among these three indicators, high congruity can be observed on the indicator: "the courses in the programme challenge me to do my best academically" (SD = .64). When all the

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graduates' responses on the context rubric are compared, the lowest dispersion (SD = .49) can be seen on the indicator: "the programme encourages the development of a culture of continuous and lifelong learning". One could visualise at this point the significance of the Ghanaian languages programme. All these indicators directed their satisfaction with the context rubric of the programme.

The implementers of the programme (lecturers) had similar opinions. They stressed that the programme objectives were in line with the mission of the department (M = 4.75, SD = .46). Also, they stressed the alignment of the courses offered on the programme to that of the programme's goals and objectives (M = 4.75, SD = .46). All the dispersion estimates on the lecturers' responses on the context rubric were quite close indicating that to a higher extent they were of the same view.

In summary, the study found that the students, the graduates and the lecturers were all satisfied with the context rubric of the Ghanaian languages programme offered in the UCC. By this, they saw that the programme addressed the need of society and the learners themselves.

Qualitative results

In all, five students and five graduates provided their perspectives about the programme based on the context, input, process and product dimensions of the CIPP model. The pseudonyms of the students are Nino (male), Mino (male), Pino (female), Qino (female) and Rino (female). The pseudonyms of the graduates are Paya (male), Qaya (male), Saya (male), Raya (female), and Taya (female).

Perspectives of Students, Graduates and Head of Department about the Context Rubric

The students and the graduates shared their views about the context rubric of the programme. Their views were thematised under the awareness of the Ghanaian languages programme before admission, motivation for the programme, knowledge of programme aims and objectives, knowledge of programme prospects, and expectations on the programme.

Awareness of the Ghanaian languages programme

The views of both the students and the graduates did not markedly differ in terms of how they got to know about the existence of the Ghanaian languages programme. The sources of their knowledge were through past students of the programme (predecessors), senior high school teachers and the University's admission brochures.

Predecessors as advertisers of the Ghanaian languages programme

During the interview, both the students and the graduates indicated that they got to know of the programme from students who had already completed the programme at the University. In their own words, they indicated,

I got to know of the programme through a past student. Someone who did a Ghanaian language major and English minor. We attended the same SHS but he was my senior so when he came from vacation and I asked him the programme he was reading then he said B.Ed. (Arts) Ghanaian language and English. …. (Nino).

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In fact, I got to know from some friends who had already studied Ghanaian language at UCC. So, I knew from some friends. (Qaya).

These past students played a key role in informing their friends and senior high mates about the existence of the Ghanaian languages programme.

Senior high school and junior high school teachers as advertisers of the Ghanaian languages programme

As some of the students were assisted by their predecessors, others got to know about the programme from their teachers both at the junior high and senior high schools. This is what Mino, Rino and Taya had to say:

Oh, right from JHS I knew. I knew from one of my Fante teachers in JHS. (Mino).

Oh, I am a Ghanaian language student from SHS so I knew about it from SHS. (Rino).

Actually, I got to know when I was in the senior high school. When we were about to complete SHS and I was looking for courses I could do in the university, I asked my Ghanaian language teacher whom I was very close with and she told me about it. (Taya).

The junior and senior high school teachers played their guidance and counselling roles in helping their students to know the various programmes in the universities. They added to the key players who assisted in popularising the Ghanaian languages programme.

University's admission brochures as advertisers of the Ghanaian languages programme

A normal route that the university uses to advertise its programmes is the brochures they provide to applicants who buy application forms to read various programmes in the university. This normal route was the only means some of the students got to know about the programmes; this was not different for some of the students for the Ghanaian languages programme. In their own words as they independently echoed,

Okay, I actually got to know of it when I was applying for admission. When we were going through the brochure, that is me and my senior sister, then we found it. (Qino).

Actually, I only heard about the programme when I was buying forms to enter into the university. I never heard it anywhere. (Paya).

...it was when I was applying for admission then I saw it. (Pino).

They did not use the Daily Graphic newspaper and the university website that the university uses. These channels were indicated by the HoD as avenues to know the programmes run by the university.

Students' motivation for enrolling on the Ghanaian languages programme

The students and the graduates indicated several motivating factors for reading the programme. Their passion for the programme dominated the several reasons to read it. Other reasons are their good performances on the Ghanaian languages programme at the senior high level and their quest to gain admission into the university. Yet, other students had no choice but to read the programme.

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Students' passion influenced enrolment

Among all the factors which motivated the students to enrol on the Ghanaian languages programme, their passion stood tall. They showed interest in the programme and to others not just the love of reading but the love of becoming scholars in the languages. When they were asked: "what motivated you to enrol on the programme"? One said,

> *let me say a lot of factors but prominent among them was that I had an interest in languages and I love to read a lot and I was good in Fante when I was in SHS so I felt it was a language I could do to the best of my ability….* (Nino)

Others were that,

> *Well, I love the Ghanaian language. Naturally, I love the Ghanaian language. I want to know it more and learn it more. That is why I am continuing with it…. I know some of my colleagues are doing Ghanaian language just because they get good grades but I personally, it wasn't because of grades but I just love the language.* (Pino).
>
> *Well, I love the language and it is my dream to become a scholar in the Ghanaian languages. So, I decided to continue with it to the highest level.* (Rino).
>
> *Okay, I found out that most people are not interested in the language but I had an interest and I still have the interest to even pursue it to the PhD level. So, I got the interest since senior high school …. So, I wasn't under the influence of anybody. It was self-motivation.* (Saya).

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Some of the students were intrinsically motivated to read the programme. Also, they alleged that others were motivated by the grades they obtained on the programme.

Students' good performance in the Ghanaian languages at the senior high level influenced enrolment

Students' motivation to enrol on the Ghanaian languages programme resulted from the good grades they obtained at the senior high level. They saw themselves to have the capability to perform on the programme in the university should they continue with it.

> *Personally, I found Ghanaian languages to be one of the courses which were easy to learn, and I was performing well in school. ... from the SHS ... I was very good so I decided to continue with it.* (Mino)

> *Ok, when I was in SHS, I was performing very well in the Ghanaian language so I felt if I do it I can perform well and get first-class so that I could get a scholarship.* (Taya).

It is obvious at this point that past successes on the programme influenced their decision to enrol on the programme.

Obtaining admission to the university influenced enrolment

Interestingly, for want of admission into the university others had to read the programme. They saw it as the only opportunity to enter the university. As one of them intimated,

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actually, it was not Ghanaian language that I wanted to do but my sister

told me since I did it in the SHS, I should take it so that I can get admission

if not they may not give me admission. So, I chose it. (Qino).

Notably, the decision to enrol on the programme was not based on interest or

passion but on the opportunity to be a university student.

No other choice than to read the programme

For other students, they had the programme hung on their necks with no

opportunity to flee. As he emphatically stated,

actually, I never had the motivation to pursue Ghanaian languages but I

had no other choice per the programme I did in SHS. I had to enrol on the

programme because it was one of my major courses and per the

permutations, in UCC only Ghanaian language and religion were my major

areas. (Paya).

The only opportunity was to read the course or suffer for rejecting it.

Students' future ambition influenced enrolment

It is common knowledge that the prospects a programme seeks to offer will

make people read it or not. But other extremities also come to play. The ambition

of one of the students to be part of Ghana's most beautiful influenced this student

to enrol on their programme. This is a beauty contest programme organised for

Ghanaian women to display their beauty and knowledge of the cultures in Ghanaian

society. One of the prominent features of the programme is the usage of Ghanaian

languages. To be part of such a programme, she was like,

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It is clear at this point that the only opportunity to know the programme's aims and objectives is when one enrols on the programme.

Weak Knowledge about Ghanaian languages programme's prospects

The interviewees did not know most of the prospects of the programme before their enrolment. The one they knew before the programme was to be a Ghanaian language teacher and translator. The commonest prospect was to become a teacher to almost all of them.

> *Oh, for the benefits, I think the familiar one I knew was the teaching and I used to watch Adom TV and I could see they had Twi translators so maybe there is the possibility that I can enter into it.* (Nino).
>
> *Hmm! What I know is you can teach the Ghanaian language and maybe work in local media houses.* (Pino).
>
> *Oh yes! You can become a Ghanaian language teacher or lecturer or work in the local FM stations or even UTV. You can also work in the court as an interpreter. Actually, before my enrolment, I knew of only becoming a Ghanaian language teacher but the rest I got to know after I had enrolled.* (Rino).
>
> *The first thing is that you could teach to become literate in your own language so that you could teach others. Then the next one is to be literate to maybe do the translation. So, translation, teaching and a lot of things that you do at church some of the works too involve Ghanaian language.* (Qaya).

At the point of admission, the only prospect the students were aware of was to become a teacher. However, they got to know of other prospects when they enrolled on the programme. This implies that some of the students might have not decided to enrol on the programme due to their lack of knowledge about the opportunities the programme seeks to offer them. The advertisement of the university never captured them. The HoD confirmed that:

> *what we usually give in the advertisement is the duration and probably the requirement and fees. So, we don't really give the prospects because the prospects are many. Probably the reasons we want them to pursue the programme are many. Though we could summarise them we don't usually add that in our advertisement but it is in our course description.* (HoD).

By providing the prospects on the course description, it means the target was for those who had enrolled and not those who were yet to enrol. Even those who had enrolled might have difficulty in identifying the prospects on the course descriptions. As noted,

> *...actually, it may be a challenge but some may be able to and others may not but what we usually do is to only give the duration, fees and requirements.* (HoD).

Students' expectations of the programme

The students had some expectations they wanted from the Ghanaian languages programme. They wanted to learn new things, learn how to read and write the languages, obtain practical knowledge about Ghanaian culture as well as learn how to translate the Ghanaian languages into other languages, specifically,

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the English language. Interestingly, others had no expectations. The themes next provide details of the results.

Learn new things

The students were interested to learn new things on the programme. This was to set the programme apart in the minds of outsiders who had some misconceptions about learning the Ghanaian languages programme and to challenge that the Ghanaian languages learnt at the university is different from the one learned at the senior high schools.

> *Ermm, I had so many expectations. I was of the view that the Ghanaian language I did in SHS will be different from what is done in tertiary. I don't know how to put it but there were expectations like to learn new things and to meet new people.* (Nino).

Learn how to read and write the language

Almost all the students showed interest in learning how to read and write the Ghanaian languages. These two quotes are quite profound:

> *... I am expecting to become very good at reading and writing the language so that I can write my own poems and other stuff in the language especially Ewe.* (Rino).

> *Ok, I am expecting to become very good at the writing of the language and also be able to write a Ghanaian language book for basic school students.* (Taya).

These students would expect a lot from the programme to be able to actualise their dreams.

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Obtain practical knowledge about Ghanaian culture

Other students were also of the view that they wanted to obtain practical knowledge about Ghanaian culture. They were not only interested in just the written and spoken aspects of the language but other aspects as well such as dance and poem. This is what she had to say,

> *I thought for Ghanaian language they will allow us do some practical things like they will teach us culture and other things so we have to know some practical things about culture. I thought like we were going to be taught how to dance, poem recitals and stuff.* (Pino).

Others had no expectation

Some students allowed the comments of others about the programme to ruin them. They saw nothing good to come out of the programme and hence did not have any expectations of the programme.

> *Well, I wasn't expecting anything good from the Ghanaian language because I thought it was a deficit to me so I was always wondering what I would get from this course. And per the orientation and pieces of advice, I had from people who were not into the Ghanaian languages, I never thought the Ghanaian language would be a better programme for me.* (Paya).

Research Question Two: What are stakeholders' levels of satisfaction with the input component of the Ghanaian languages programme?

Quantitative results

The second research question focused on the evaluation of the second component of the Ghanaian languages programme. Quantitative data was gathered on the input rubric of the Ghanaian languages programme. The data was gathered on a five-point Likert-type scale from students, graduates and lecturers. Table 11 presents the descriptive results.

Table 11: Students', Graduates' and lecturers' Levels of Satisfaction of the Input Component of the Ghanaian Language Programme

Statement	Students		Graduates		Lecturers	
	M	SD	M	SD	M	SD
The department has a library.	4.29	1.04	4.20	1.15	4.38	.52
Relevant course books are available at the department's library.	3.55	1.20	3.27	1.22	2.63	.92
The relevant course books at the department's library are current.	3.28	1.12	3.13	1.60	2.50	.93
Current professional journals (eg. Research Journal in African Languages) are available at the department's library.	3.33	1.05	3.13	1.60	2.25	.71
There is online access to journals at the department's library	3.10	1.23	3.67	1.18	2.75	.89
There is online access to books at the department's library.	3.22	1.27	3.67	1.18	3.25	1.04
The library's reading area has adequate capacity to accommodate many students.	3.73	1.05	2.53	1.36	3.38	.92
The library's operating hours are appropriate.	3.13	1.16	3.40	1.12	2.25	.71
The library resources can be accessed online.	3.38	1.23	3.53	1.36	2.50	1.20
There are relevant course books at the University's main library.	3.28	1.13	2.93	1.22	2.38	.92
The main library has up-to-date journals in my course area.	3.06	1.27	3.33	1.35	3.38	.74

The computers in the library are adequate for student research.	3.13	1.33	3.40	1.30	3.25	1.16
The computer laboratory has up-to-date computers.	3.11	1.38	3.27	1.33	3.38	1.19
The computers are readily available for student use.	3.20	1.28	3.27	1.33	3.50	.93
Teaching materials are made available in sufficient quantities for instruction (e.g. textbooks, hand-outs, supplies, photocopy materials, etc.).	3.53	1.27	3.67	1.18	4.00	.53
Course materials are easy to use and understand.	3.79	1.12	3.53	1.19	3.25	1.16
The teaching materials are of high quality.	3.64	1.18	3.00	1.25	3.38	.92
The teaching and learning facilities have technologies comparable to what students will find in the workplace.	3.52	1.23	3.60	1.35	3.63	1.19
The classrooms facilitate instruction (i.e. not overcrowded, comfortable seating, etc.).	3.73	1.20	2.87	1.25	3.00	1.07
The teaching and learning facilities in the classrooms are up-to-date.	3.56	1.15	3.33	1.68	2.50	1.20
Audio-visual aids are available in the classrooms.	3.00	1.31	4.00	1.25	3.38	1.30
There are sufficient qualified teaching staff for the programme.	4.01	1.22	3.67	.98	3.38	.92
Average Mean/Average Standard Deviation	3.44	1.20	3.38	1.29	3.10	.96

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*); 4.5-5.00 (*Very High*).
Source: Fieldwork (2020)

The respondents' views on the input rubric (concerned with availability and utilisation of resources) of the Ghanaian languages programme are quite diverse as respondents expressed varied opinions. Even though the grand mean generally communicates that the respondents had a moderate level of satisfaction about the input rubric, it is not as absolute as compared with the context rubric. For the students and the graduates, the grand dispersion estimates ($SD = 1.20$; $SD = 1.29$ respectively) markedly show high heterogeneity in their responses. Even the

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implementers of the programme were quite heterogeneous in their responses (SD = .96). These responses observed in the results could have been as a result of the nature of the item and the import it created to the perceptual organisation of the respondents in decoding a particular interpretation of the statement.

For instance, when the respondents were asked if the department had a library, the respondents generally responded in affirmation (Students: M = 3.44, SD = 1.20; Graduates: M = 3.38, SD = 1.29; Lecturers: M = 3.10, SD = .96). The interpretation of the means alone as respondents' moderate satisfaction about the input rubric is quite deceptive. This is because a poor consensus was reached by the respondents with regards to their satisfaction about the input component; the dispersion estimates (Students: SD = 1.04; Graduates: SD = 1.15; Lecturers: SD = .52) give credence to this observation. It could be that some rated the availability of the library alone, whilst others rated the availability of the library and its stocks. This further implies that as some of the respondents indicated high satisfaction, others indicated moderate satisfaction, and yet others had low satisfaction. The cumulative effect is the high dispersion estimates observed in their responses.

Another instance is when they were asked if relevant course books were available at the department's library, the responses again differed among the respondents. The students were highly satisfied (M = 3.55) about it, the graduates (M = 3.27) and the lecturers (M = 2.63) were moderately satisfied. The dispersions estimates were high for the students (SD = 1.20) and the graduates (SD = 1.22), but relatively low for the lecturers (SD = .92).

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A further interesting observation is made in the responses of the respondents to the sufficient availability of teaching materials for instruction. All the respondents, by this quantitative evidence, were highly satisfied (Students: $M =$ 3.53; Graduates: $M = 3.67$; Lecturers: $M = 4.00$). By this, the expectation was to see the dispersion estimates homogeneous in nature, but the reverse is true. The dispersion estimate (.53) for the lecturers was quite low but in contrast with that of the students.

In summary, the respondents indicated moderate satisfaction with the input rubric of the Ghanaian languages programme. However, this finding was incomprehensible due to the high dispersion estimates associated with their responses. This gave relevance to the qualitative evidence in the study to explain some of these incongruities in their responses to appropriately direct policy decisions.

Qualitative results

Perspectives of Students, Graduates and Head of Department about the

Input Rubric

Both students and graduates' views on the input rubric of the Ghanaian languages programme was poor. They saw the programme to lack resources, and that the few available ones were not fit for teaching and learning. The following themes provide evidence of the issues.

Inadequate resources

Both the students and the graduates complained bitterly about the resources in the Ghanaian languages department which supported the teaching and learning

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of the programme. Even though they were quite comfortable with the human resources, they saw the available ones together with the material resources as woefully inadequate. The complaints of these students were quite intense.

> *As for resources, it is not enough. Sometimes you will go and look for a book but you wouldn't get it. As for the main library, you will even not find any Ghanaian language books there. But at the Amissah Arthur language resource centre, you only find just one book, "Akan Kasadwini", written by Prof. Agyekum. So, if you need any proper information you have to search online for it in English and later translate. The lecturers too they are cool but me am expecting the Ghanaian language to be at a different level. I don't know but they should add certain things to motivate us. Sometimes you the individual reading the course even feel down* (Pino).

> *As for resources dee not not not* (typifying the severity of the problem). *When you go to the main library you will not even find a single Ghanaian language book. Even the language centre koraa* [in particular] *you don't see Ghanaian language books there. The only books I have seen were Opanin Agyekum's book "Akan Kasadwini" and some old reading books* (Qino).

> *As for resources, it is not enough at all, especially with the books. When you go to the main library, you will not find any Ghanaian language books there. Even at the language library, you only find English and French books in abundance but only a few books in the Ghanaian languages. The few ones you find too are very old and I don't know* (Rino).

Oh naa [no], from my experience, it [department] does not have enough resources. Even the human resources are very few…. Even those ones the lecturers brought them …. We only write what the lecturers come to say. (Mino).

Evidence gathered from the students did not show a good picture of the resources for the implementation of the Ghanaian languages programme. The few ones that they indicated were available were also not in a good state. The next theme provides details.

Limited material resources are archaic and irrelevant

The limited material resources as indicated by the students directed the investigator in finding out the conditions of the available ones. Evidence from the students shows that the few available ones were archaic and irrelevant for the programme.

I will say they are not available and the available ones are also not current and I don't see their relevance in the application in class. The only resources available were the books and they were not just archaic but archaic enough to not be used in teaching Ghanaian languages. So, for resources, they are not available and the available ones are archaic. (Paya). *They are very archaic. Can you imagine, we are still using a drama book called "Twer Nyame" that was written in 1948 or so. And this book we used it in SHS too so just imagine. They are very old and they have suffered* (laughs). *(*Qino).

Errmmm from my point of view I think the human resource was somehow okay but the material resources were not enough koraa. (Taya).

The HoD confirmed that the resources, that is, both human and materials were inadequate. In his own words, he said,

yea, we have lecturers, that is, human resources. The only thing is that they have gone on retirement so we have to replace them. ... Their offices are not really adequate because some are paired in their offices and some of the computers are also not working. For the Ghanaian languages, we don't have enough books that we can easily refer our students to. (HoD).

The situation made some of the students use English resources to appreciate the learning of the Ghanaian languages. As was indicated,

I read English so I usually use English resources to support the Ghanaian language courses. In terms of materials like literature books, they have but they are not enough. In fact, it is quite limited. (Nino).

This seems to have affected the appropriate learning of the terminologies in the Ghanaian languages.

We actually have that problem and that is why we have terminology problems as well because if people had written in the Ghanaian languages and used these terminologies in their books, they would have been available for our students and even ourselves as lecturers. But each time they need to look for such, we will have to be alternating and other things so for books no, they are not there. (HoD)

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Despite the fact that all the three stakeholders were moderately satisfied with the input component of the programme in the quantitative strand, the moderate satisfaction indicates that the full implementation of the programme could not be supported by the inputs. Evidence from the qualitative side clarifies the moderate satisfaction by revealing that the inputs were inadequate and the available ones were mostly archaic and irrelevant.

Research Question Three: What are stakeholders' levels of satisfaction with the process component of the Ghanaian languages programme?

Quantitative results

The third research question focused on the evaluation of the process component of the Ghanaian languages programme. Quantitative data were gathered on this rubric of the Ghanaian languages programme. The data were gathered on a five-point Likert-type scale from students, graduates and lecturers. Table 12 presents the descriptive results.

Table 12: Students', Graduates' and lecturers' Levels of Satisfaction of the Process Component of the Ghanaian Language Programme

	Students		Graduates		Lecturers	
Statement	M	SD	M	SD	M	SD
The amount of instruction given by lecturers in my courses is adequate to enable me to progress through the curriculum.	4.14	1.00	4.07	1.16	4.88	.35
Lecturers are regular and punctual to class.	4.14	1.05	3.87	1.06	4.88	.35
The lecturers in the programme promote the development of higher-order thinking skills in their teaching.	4.14	.95	4.13	.99	4.88	.35
The lecturers in the programme facilitate cooperative learning in the classroom.	4.26	.89	3.93	1.10	4.75	.46

The lecturers in the programme use a variety of teaching methods to facilitate students' learning.	4.03	1.06	3.73	1.22	4.75	.46
The lecturers in the programme are abreast with current trends in the field.	4.10	1.00	3.53	1.25	4.63	.52
For all the various courses, instruction is in line with the objectives of the course.	4.08	.88	3.67	1.18	4.75	.46
The lecturers in the programme are willing to offer extra help to facilitate my learning.	4.14	.98	3.47	1.30	4.75	.46
The lecturers in the programme encourage the free expression of opinions in class.	4.24	1.01	4.00	1.07	4.38	1.06
The lecturers in the programme employ information technology in their teaching in the classroom.	3.72	1.18	3.33	1.23	3.63	.92
The lecturers in the programme employ information technology in their communication with students outside the classroom (eg. Emails, WhatsApp, etc).	3.93	1.03	3.13	1.36	4.38	.74
Lecturers' teachings are periodically evaluated by students.	3.96	.99	3.73	1.10	4.63	.52
There is sufficient exposure of students to linguistic software currently in use (e.g. Spectogram, Pratt, etc.).	3.12	1.37	3.47	1.51	3.25	1.04
Students are given enough practical exposure in the course which prepares them for the world of work.	3.69	1.24	2.73	1.53	3.50	1.31
Teaching assistants provide enough support for the programme (through teaching, managing tutorials, etc.).	3.78	1.08	4.00	1.13	4.13	.35
The results of students' evaluation of lecturers reflect in lecturers' teaching.	3.90	1.01	3.73	1.39	4.25	.46
The grading/assessment standards are clearly communicated to me at the beginning of each course.	4.15	.93	3.87	.92	4.38	.52
Assignments are graded according to well-defined rubrics.	3.99	.90	4.07	1.03	4.38	.52
The lecturers always discuss assessment procedures with students.	4.05	1.00	3.93	.96	4.63	.52
The lecturers use a wide variety of classroom assessment techniques.	3.94	1.02	3.60	1.06	4.25	.46

I am given immediate feedback following the marking of assignments.	4.08	.93	3.93	.88	4.50	.53
Feedback on assignments is discussed with me by the lecturers or TAs.	3.98	1.04	3.33	1.40	4.63	.52
Assessments are used by the lecturers to help me learn better.	4.24	.81	3.27	1.58	4.75	.46
Assignments reflect the material covered during instruction.	4.17	.91	3.67	1.40	4.38	.52
Progress in my courses is continuously monitored by lecturers.	3.88	1.09	3.80	1.37	4.50	.53
I am satisfied with the programme assessment/grading methods.	3.90	1.08	3.73	1.39	4.50	.53
Average Mean/Average Standard Deviation	3.99	1.02	3.68	1.21	4.43	.57

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*); 4.5-5.00 (*Very High*).

Source: Fieldwork (2020)

All the three respondents were highly satisfied (Students: $M = 3.99$, SD =1.02; Graduate: $M = 3.68$, $SD = 1.21$; Lecturers: $M = 4.43$, $SD = .57$) with the process component of the programme. A careful study of the mean scores indicates that students gave their high level of satisfaction ($M = 4.26$) to the way lecturers facilitated cooperative learning in the classroom. This means that the lecturers appreciated and made use of peer tutoring to enhance students' learning. Again, the students had similar views that assessments were used by the programme lecturers to help them learn better as indicated by the dispersion estimate ($SD = .81$).

The graduates' responses were not different from that of the students. However, they ranked the indicator that looked at how the lecturers promoted the development of higher-order thinking skills in their teaching high ($M = 4.13$). Comparably, the lowest level of dispersion ($SD = .88$) was on the item that states, "I am given immediat0e feedback following the marking of assignments" ($M =$

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3.93). This implies that lecturers were very prompt with their marking of students' assignments and they made sure students got to know of what they did in the assignments to help them correct their mistakes. This is supported by the graduates' satisfaction with the programme assessment/grading methods ($M = 3.73$, $SD = 1.39$).

The lecturers, on the other hand, ranked themselves very high in terms of the number of instructions they give ($M = 4.88$, $SD = .35$), their punctuality to class ($M = 4.88$, $SD = .35$) and the promotion of higher-order thinking skills in their teachings ($M = 4.88$, $SD = .35$). Their levels of dispersion were also very low in terms of these three indicators as compared to the rest.

In conclusion, the evidence shows that the programme implementation went well in the view of the students, the graduates and the lecturers. Hence, they were all highly satisfied with the process component of the Ghanaian language programme.

Qualitative results

Perspectives of Students, Graduates and Head of Department about the Process Rubric

The process rubric focused on students' satisfaction with how they were engaged in the classroom. Similarly, to the context and input, both the students and graduates' views were gathered. The following themes present the evidence that was gathered from the students and the graduates.

Lecture method as major pedagogy

The evidence from the interview revealed that the Ghanaian languages lecturers used lecture and discussion methods and sometimes presentations. However, the students noted that the lecture method dominated classroom interactions than any other method of instruction. Their words are captured:

Oh well, I think they are delivered using the usual lecture method. But one thing I commend them is their time. Most of them take their time in teaching to make sure you understand. Sometimes they also add presentations and assignments but the lecture method is used most. (Nino).

This one it is a very difficult one because we had individual people handling different courses. Ermm some of them we had the lecture method. Mostly lecture method, mmm what else? Yea, mostly lecture method and sometimes discussions. (Qaya).

It was solely the lecture method and sometimes discussions. (Mino).

As some of the students appreciated the lecture method, others did not and saw it as uninteresting pedagogy. Their words suggested that they needed something more than the lecture method. As it was intimated by one of them,

Oh, normal lecture method. They come and stand in class and talk and sometimes presentations. Even that it is not eyi biaa [it is not something unique]. (Pino).

The lecture method even though seen as one of the effective methods of instruction, was hardly appreciated by the students. They expected more varied pedagogies.

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Lectures were theoretical in nature

The dominant use of the lecture methods seems to have created a lecture that was theoretical in nature. This made the students see the lectures as boring and impractical. The responses of the students better clarify the situation:

Mmm, it was cool but me my problem is there are some things we need to know the practical aspect. They should let us act some of the things we do like 'bragor', marriage rites, etc. In Level 200, we did one on dirges and that was cool. When we practicalize we become familiar with it. (Pino).

Not at all. Sometimes it is even boring. They don't make us practice what we are learning so everything is theory theory. Me (chuckles) aah maybe we will take it like that. (Qino).

The theoretical nature of lectures was attributed to the absence of some basic facilities, especially, the language laboratory at the department. In response to how lectures were delivered, one student indicated,

Oh, not that bad but I think sometimes they should give us the exposure to practice what they have taught us especially with literature. I also think because they don't take us to the labs and other things they make learning difficult especially phonology because it is only taught in abstract. (Rino).

Poor content coverage

The course coverage did not satisfy the students. The reason was that lecturers were not able to cover course contents; this made the students feel deficient in knowledge about Ghanaian culture. One student saw the course content

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to be the same as that which they went through at the Senior high level, to the extent that other students who did not read the course were better than them.

> *For instance, as for the reading and amambra (culture) they are the same thing we did in SHS and for this people who are not even Ghanaian language students know. Do you know I have a friend in medical school who helps me with my culture assignments so it is like he knows a lot of things I even don't know as a Ghanaian language student? So, there are a lot of things they need to teach us so that we can become unique from the others who didn't read the Ghanaian language.* (Pino).

Assessment based on presentations, assignments and exams

Concerning the nature of the assessment, the students stated that assessment techniques adopted on the programme were mainly presentations, assignments and examinations. When they were asked about their awareness of the nature of assessment tools employed on the programme, answers given were that,

> *Yea, I think what I am aware of are presentations, quizzes, assignments and end of semester exams.* (Nino).

> *Yea! Quizzes, assignments and then examination.* (Mino).

In relating the assessment tasks on the programme to specific areas of the course, the students did not see the relevance of some of the assessment tasks. This was when they were asked if they were satisfied with the kinds of assessments given to them on the programme. As intimately indicated,

> *The assessment tools I will say they were not appropriate enough because just a dimension of assessment was done. Only the cognitive aspect was*

tested but some aspects that were practical were not tested. For example, if you want me to do let say some area like literature (poetry), we just memorise what is there. They don't allow us to compose our own poems so we just memorise only what is there. In this case, what is the creativity in this? How do you develop students' creativity? So, these are the kinds of assessments they did. (Paya)

In a quite bitter mood, one student stated that,

the assessment tools, again assignment. I had a bitter experience with the assessment tools but this maybe wouldn't be the right time to talk about it because some of the lecturers didn't make me feel happy doing the Ghanaian language as a matter of fact but the assessment tools were assignment and quizzes, yea. (Qaya).

It can be gauged from Paya's responses that they also did not like some class behaviours of some lecturers.

Well, just like the issue with resources, lectures were not delivered, from my point of view, rigorously. I will give them 50% because they are not available and they don't get time explaining things to our understanding. They rely too much on presentation and TAs. Some issues too are very technical which needs the lecturer to teach for the students to understand. So, the instructional delivery was not up to the standard I expected. Paya.

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Research Question Four: What are stakeholders' levels of satisfaction with the product component of the Ghanaian languages programme?

Quantitative results

The fourth research question focused on the evaluation of the product component of the Ghanaian languages programme. Quantitative data were gathered on the product rubric of the Ghanaian languages programme. The data were gathered on a five-point Likert-type scale from students, graduates and lecturers. Table 13 presents the descriptive results.

Table 13: Students', Graduates' and Lecturers' Levels of Satisfaction of the Product Component of the Ghanaian Language Programme

Statement	Students M	Students SD	Graduates M	Graduates SD	Lecturers M	Lecturers SD
The programme has improved my communication skills in the L1.	4.20	.99	4.07	.80	4.00	.53
My writing and reading skills have improved as a result of going through the programme.	4.06	1.06	3.93	.96	4.00	.76
I am learning as much as I expected in the programme.	4.04	.97	4.07	1.03	4.38	.52
The practical experiences are providing me with expertise in specialized skills (eg. Translation skills)	3.96	.97	3.87	.92	4.25	.46
The programme provides the foundation necessary for further studies.	4.05	.98	3.93	1.03	4.25	.46
The programme is adequately preparing me to be at par with Ghanaian languages students in sister universities.	4.09	.97	3.80	1.37	4.25	.46
I have confidence the programme is adequately preparing me for the workplace (eg. Media firms, publishing firms, courts, schools, etc)	4.18	.86	3.60	1.40	4.25	.46

I am being equipped to serve my community better as a result of the programme.	4.19	.91	4.07	.80	4.25	.46
Average Mean/Average Standard Deviation	4.10	.96	3.92	1.04	4.20	.52

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*); 4.5-5.00 (*Very High*).
Source: Fieldwork (2020)

The results show that all the respondents were highly satisfied (Students: M = 4.10, SD = .96; Graduates: M = 3.92, SD = 1.04; Lecturers: M = 4.20, SD = .52) about the product rubric of the Ghanaian languages programme. Comparably, the graduate students had the lowest mean value (M = 3.92); this creates the impression that they desire more from the product rubric or possibly a gap between what the programme provides and what is required from the labour market. This could be explained by the high dispersion estimate (SD = 1.04) from the graduate students. By this dispersion estimate, all the graduate students were not closely alike in terms of the high satisfaction projected by the mean estimate (M = 3.92). The means of the students (M = 4.10) and the lecturers (M = 4.20) were almost the same, but the lecturers (SD = .52) were quite homogeneous in their responses than the students (SD = .96).

An observation of the specific item means shows that there were little differences in the respondents' high satisfaction. For example, when they were asked, "the programme has improved my communication skills in the L1", the mean of the students (M = 4.20), the graduate students (M = 4.07) and the lecturers (M = 4.00) were almost similar, implying high satisfaction for all of them. Again, to the statement, "I am being equipped to serve my community better as a result of

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the programme", the means were approximately similar, meaning high satisfaction for the students ($M = 4.10$), the graduate students ($M = 3.92$) and the lecturers ($M = 4.20$); this is quite an infinitesimal mean difference.

Again, all the respondents indicated high satisfaction about the practical experiences they obtained from the programme to develop their field expertise (e.g., skills in translation) (Students: $M = 3.96$, $SD = .97$; Graduates: $M = 3.87$, $SD = .92$; Lecturers: $M = 4.25$, $SD = .46$). The means were not markedly dissimilar. The aforementioned observations are seen for almost all the items that measured the respondents' level of satisfaction for the product rubric of the Ghanaian languages programme. All the mean values fell within the high satisfaction cut-offs. It is the dispersion estimates that seem to show some differences in the respondents' responses. This is to suggest that the respondents were all not of the same opinion, that is, high satisfaction opinion about the product rubric of the programme.

Generally, the evidence shows that the students, the graduates and the lecturers were highly satisfied with the product rubric of the programme. This means that the programme provided essential knowledge and skills to the students to address societal problems.

Qualitative results

Perspectives of Students, Graduates and Head of Department about the Product Rubric

The respondents' views about the product component covered some basic skills they had acquired. They believed that their reading and writing abilities had

improved. Some were of the view that they could translate better than before. These views are captured under the respective theme.

Improved reading, writing and translation abilities

Some appreciated the need to learn the Ghanaian languages due to changes in their earlier misconception about the programme. For example, in the case of Nino: "*A lot. It's like the notion I had about the language prior to my enrolment is a bit different now*". They saw that it was just not the normal language they spoke as part of their daily endeavours, but they learnt worthy virtues and skills for human living. Almost all of the students and graduates saw that they had improved in skills in the areas of reading, writing and translating.

> .... *Now I am well equipped. I can read and write the Ghanaian language. People bring their works to me to translate for them.* (Raya).

> ... *For my life, Ghanaian language has really shaped me. The values they teach us like when you see an elderly person greet, etc. has really shaped my life. It has shaped my behaviour and thinking. My public speaking has also improved. My reading and writing has also improved.* (Pino).

> *The impact is I am able to translate from English to Fante. My reading and writing have somehow improved.* (Mino).

Even though some students' reading and writing aspects of the Ghanaian language had improved, they still did not see any other impact from the programme.

> *Nothing much. Apart from being able to translate small small and also being able to read and write, me I don't see any much influence because of the way maybe the course is taught.* (Qino).

Oh, I think I can now read and write the language. Properly. Also, I understand most of the cultural things we do and morally I am good to go. (Rino).

Errrm! I don't regret doing it. I am able to read well now in Ghanaian language. I am able to help others and teach others as well so I think these are the things. (Qaya).

Somehow because at least now I can translate, read and write properly and also the marks I get are good so am satisfied. (Qino).

The writing aspect has been met but the literature aspect that was going to help me to be able to write the book for the basic schools has not been met. This is because the literature was only all about reading and reading. They never made us or gave us the chance to practice composing our own poems, stories and others in the language. (Taya).

It can be concluded that the students and the graduates were satisfied with the skills they had acquired in reading, and writing of the Ghanaian languages, and their ability to translate it to other languages. However, the literature aspect of the Ghanaian languages did not give them some practical skills they expected and needed.

Hypothesis One: There is no statistically significant difference among stakeholders' (students, graduates and lecturers) satisfaction of the context, input, process and product components of the Ghanaian languages programme.

The first hypothesis examined differences in respondents' satisfaction of the context, input, process and product components of the Ghanaian languages programme. This was to determine the component that was highly effective. Hence, the repeated-measures ANOVA was used to analyse the data. Table 14 presents the results.

Table 14: Repeated Measures ANOVA Tests of Differences in Respondents' Satisfaction among the CIPP Components of the Ghanaian Languages Programme

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
CIPP	Sphericity Assumed	65.762	3	21.921	78.918	.000	.325
	Greenhouse-Geisser	65.762	2.490	26.414	78.918	.000	.325
	Huynh-Feldt	65.762	2.531	25.982	78.918	.000	.325
	Lower-bound	65.762	1.000	65.762	78.918	.000	.325
Error (CIPP)	Sphericity Assumed	136.661	492	.278			
	Greenhouse-Geisser	136.661	408.303	.335			
	Huynh-Feldt	136.661	415.094	.329			
	Lower-bound	136.661	164.000	.833			

Source: Fieldwork (2020)

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The Mauchly's test indicated that the sphericity assumption had been violated, $\chi2$ (5) = 51.198, $p < .001$. Field (2009) indicated that the Huynh-Feldt statistic should be used to test the hypothesis if its epsilon estimate is greater than .75. The observed epsilon estimate for Huynh-Feldt was .844. Therefore, using the Huynh-Feldt statistic, the results show that there is a statistically significant difference among the respondents' satisfaction of the context, input, process and product components of the Ghanaian languages programme, F (2.53, 415.09) = 78.918, $p < .001$, partial eta squared = .325. The effect observed is large with reference to Cohen (1988). A follow-up Bonferroni pairwise comparison was conducted and the results are presented in Table 15.

Table 15: Bonferroni Pairwise Comparison among Respondents' Satisfaction of CIPP Components of the Ghanaian Languages Programme

(I) CIPP	(J) CIPP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	.845*	.059	.000	.688	1.002
	3	.269*	.045	.000	.150	.389
	4	.185*	.059	.013	.026	.344
2	1	-.845*	.059	.000	-1.002	-.688
	3	-.576*	.058	.000	-.731	-.421
	4	-.660*	.073	.000	-.855	-.465
3	1	-.269*	.045	.000	-.389	-.150
	2	.576*	.058	.000	.421	.731
	4	-.084	.050	.562	-.218	.049
4	1	-.185*	.059	.013	-.344	-.026
	2	.660*	.073	.000	.465	.855
	3	.084	.050	.562	-.049	.218

Source: Fieldwork (2020)

The Bonferroni pairwise comparison revealed significant differences in the respondents' satisfaction among the CIPP components of the programme. The

mean score ($M = 4.27$) of the context component was the highest among all the components. The input component generated the least satisfaction (3.43) for the respondents. Therefore, in ranking the level of respondents' satisfaction with the Ghanaians languages programme, the context component was ranked first. The process and product components were equally ranked. The input component was the least ranked factor.

Hypothesis Two: There are no statistically significant differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme based on gender.

The second hypothesis examined if respondents' satisfaction of the Ghanaian languages programme is sensitive to their gender. This was examined through independent samples t-test. The results are presented in Table 16.

Table 16: Independent Samples T-test Results of Respondents' Satisfaction of the Ghanaian Languages Programme Based on Gender

	Gender	*M*	*SD*	*t*	*df*	Sig
Context	Male	4.27	.56	.242	164	.809
	Female	4.24	.65			
Input	Male	3.42	.75	-.108	164	.914
	Female	3.43	.79			
Process	Male	3.95	.73	-.563	164	.574
	Female	4.02	.68			
Product	Male	4.06	.81	-.396	163	.692
	Female	4.11	.75			

Source: Fieldwork (2020)

The assumption of Levene's test of equal variances in respondents' satisfaction of the context, F= .465, $p = .496$; input, F= .301, $p = .584$; process, F=

.559, p = .456, and product, F= .357, p = .551, satisfaction was met. The independent samples t-test results show that there are no significant differences in the male and female respondents' (students, graduates and lecturers) satisfaction of the context, $t(164)$ = .242, p = .809; input, $t(164)$ = -.108, p = .914; process, $t(164)$ = -.563, p = .574; and product $t(163)$ = -.396, p = .692, components of the Ghanaian languages programme. Therefore, the null hypothesis was not rejected. This means that the respondents' satisfaction of the programme is not sensitive to their gender.

Hypothesis Three: There are no statistically significant differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme based on respondent type.

The final hypothesis examined if all respondents (students, graduates and lecturers) were equally satisfied with the Ghanaian languages programme. This was to determine the effectiveness of the programme from all the respondents. One-way ANOVA was used to analyse the data and the results are presented in Table 17.

Table 17: ANOVA Results of Respondents' Satisfaction of the Ghanaian Languages Programme Based on Respondent Type

		Mean	SD	df	F	Sig
Context	Student	4.23	.64	2, 163	.867	.422
	Graduate	4.33	.36			
	Lecturers	4.50	.46			
Input	Student	3.44	.77	2, 163	.687	.504
	Graduate	3.45	.80			
	Lecturers	3.11	.61			
Process	Student	3.99	.68	2, 163	3.336	.038
	Graduate	3.69	.89			
	Lecturers	4.47	.37			
Product	Student	4.10	.78	2, 162	.463	.630
	Graduate	3.92	.80			
	Lecturers	4.20	.47			

Source: Fieldwork (2020)

The preliminary homogeneity test for context, $F(2, 163) = 1.347$, $p = .263$; input, $F(2, 163) = 1.317$, $p = .271$; process, , $F(2, 163) = 2.376$, $p = .096$; and product, $F(2, 162) = .715$, $p = .491$, dimensions show that equal variances are assumed. The ANOVA results show non-significant differences in respondents' satisfaction of the context component, $F(2, 163) = .867$, $p = .422$; input component, $F(2, 163) = .687$, $p = .504$; and product component, $F(2, 162) = .463$, $p = .630$, of the Ghanaian languages programme. Therefore, the null hypotheses were not rejected. However, significant differences are found in respondents' satisfaction of the process component of the Ghanaian languages programme, $F(2, 163) = 3.336$, $p = .038$. Therefore, the null hypothesis was rejected. The Tukey HSD post hoc test was conducted to identify where the differences lie. Table 18 presents the results.

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Table 18: Tukey HSD Multiple Comparison of the Difference in Respondents' Satisfaction of the Process Rubric of the Ghanaian Language Programme

(I) Type of Respondents	(J) Type of Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Student	Graduate	.29939	.18711	.249	-.1432	.7420
	Lecturers	-.47827	.25048	.139	-1.0707	.1142
Graduate	Student	-.29939	.18711	.249	-.7420	.1432
	Lecturers	-.77765*	.30183	.029	-1.4916	-.0637
Lecturers	Student	.47827	.25048	.139	-.1142	1.0707
	Graduate	.77765*	.30183	.029	.0637	1.4916

Source: Fieldwork (2020)

The difference can be seen between the mean scores of the lecturers (4.47) and the graduates (3.69). This means that the lecturers were more satisfied with the process component of the Ghanaian language programme than the graduate students.

Other Results: Suggestions to improve the programme

The students provided several measures that they believed when adopted would help in improving enrolment on the programme and also make the programme attractive. These measures covered issues such as advertisement of the Ghanaian languages programme, acquisition of more resources and the making of

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the programme attractive, making of teaching and assessment practical, and introduction of new courses onto the programme.

Advertise the programme

To draw more prospective students to the programme, the respondents believed that the programme should be advertised by spelling out its relevance, prospects, and demystifying misconceptions held by senior high students and the public. These ensuing quotes provide adequate support.

> *I will say that they should broadcast the need to enrol on the Ghanaian language programme. Because when we learn the English language, we only accept the culture of others and lack in our own culture so I suggest they announce or broadcast the programme.* (Mino).

> *Also, there needs to be motivation. This is because already there are a lot of misconceptions about the programme out there so if they don't motivate, people won't come. I think there should be orientation. Even if it is not formal, every lecturer after teaching can expose students to some of the benefits of pursuing the programme.* (Paya).

> *... I think they should also talk to people about the language and what you can do afterwards.* (Rino).

Acquire more resources and make programme attractive

Teaching-learning resources are an important component of any curriculum implementation. They act as the supporting curriculum and hence their availability facilitates implementation. In this regard, the respondents believe that there should be adequate resources for the implementation of the Ghanaian languages

programme. In addition, the programme should be made attractive to outsiders to see its relevance by spelling out the prospects as stated:

Hmmm! I think they need to make the programme look more attractive and also, they should get a lot of materials to help learning. Again, I think most of the lecturers are old so they actually look tired when they come to the class so they should also get young vibrant ones to support. (Qino).

They should make it attractive. They should look for the opportunities you will get after taking the programme and let students know. Sometimes those in Level 200 and Level 100 will come and ask me what they can do but I don't know what to tell them. So, they should make it interesting and let us know the prospects. (Pino).

Hmm! Well, I think the programme should be made more attractive and people should also be made to know the importance of doing the course or programme. Again, more resources should be purchased. I think that is all I can say for now. (Taya).

... the issue of instructional resources, modern technology should be incorporated into the programme. For example, the language lab is a major issue. I remember when we were conducting one research, we were asked to get a "Zoom recorder" – it is a device used to gather acoustic data. We went to the department and the department did not have it. A whole language department with expects, none of them could provide. This means that they are teaching phonology theoretically. This implies that anything the students learn in phonology is abstract. So, I think they should get the

lab and modern technologies so that when students see this equipment it will boost their morale. When you go to other departments, they have some of these resources so when Ghanaian language also does, it will make you feel like yes, I am now learning something. So, I believe these are some issues they can consider. (Paya).

Make teaching and assessment practical

The theoretical nature in which courses were taught and assessment conducted did not meet the expectations of the respondents. For the acquisition of the right knowledge and skills, they recommended practical lectures. Therefore,

... lecturers should be a bit practical in their teaching to make it lively for people not to drop the language as they are moving to the higher levels. (Rino).

I think with the assessment, students should be assessed practically because the more you practice you become familiar with certain words and it enriches your language. So, I think it should be practical than the quizzes, though those ones are also good. I don't know, but if people see you they should see some differences in you. I don't know how they are going to do it. (Pino).

... I believe that instructional processes should be revised. They should engage students in more applications. (Paya).

Introduce new courses

The students highlighting their difficulties in ensuring subject-verb agreement in the Ghanaian languages reckoned that as there are courses to address

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the concord issue in the English language, a similar thing should be done for the Ghanaian languages. Hence,

> *I think they should also introduce new courses onto the programme. For instance, in UCC there is a course called communication skills where students are assessed based on their concord but there is no course like that in Ghanaian language and this is a very serious issue because concord is very fundamental and paramount in one's discourse. Students' concord in Ghanaian language is very poor so they can bring in something like that to address that.* (Paya).

These are recommendations put forward to make the programme attractive and significant among the numerous programmes in the university. Their feasibility should be examined for possible implementation.

Discussion of findings

The study identified that the Ghanaian languages programme did not meet the expectation of stakeholders. This was attributed to poor competency levels of students and graduates as well as lapses in SHS teachers' content knowledge in the area of orthography and grammar in the Akan language (Agyemang, 2011; Gyasi, Sam & Amponsah, 2002). The study observed that students' enrolment in Ghanaian languages programme continuously declined from 2015 to 2019 (Field data, 2020). This projected a possible decline in experts to teach the Ghanaian languages in schools, decline in the number of experts to work in various media houses, among others. It was, therefore, important to evaluate the programme to identify the proximate factors limiting the effectiveness of the programme.

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The CIPP model was employed to evaluate the context, input, process and product components of the programme to provide insights about the programme. Both quantitative and qualitative evidence were gathered from students, graduates and lecturers for a comprehensive analysis of the problem. The following sub-themes present the discussion of the findings of the study.

Research Question One: What are stakeholders' levels of satisfaction with the context component of the Ghanaian languages programme?

The quantitative evidence indicated that the students, graduates and lecturers were all highly satisfied with the context component of the programme. The programme was developed to address the needs of the learners and that of society. The courses read on the programme were aligned to the programme goals. A similar observation was made by Adaboh (2014), Al-Freihat and Weshah (2018) and Erdogan and Mede (2021). It was found in their respective studies that the courses read on the programme were in line with the programme goals and objectives and their respondents were satisfied with the context component of the programmes. With this, it was, therefore, expected that enrolment on the Ghanaian languages programme should not have been a problem. However, the qualitative evidence highlighted lapses in the programme that might have contributed to the decline in students' enrolment. It was found that the few students who read the Ghanaian languages as a major on the programme did so because of their passion for the programme.   These students developed a passion for the programme right from the senior high level and decided to pursue the programme at higher levels of education. For some of the students, their motivation was triggered by their good

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performance on the programme. For some of these few students who enrolled, it was just for them to obtain admission to the university and not because they wanted to read the programme. The danger identified was that the students who were not intrinsically motivated were not extrinsically motivated to read the programme; this might have come from some practices adopted by the university, and the department that runs the programme.

The programme was not well advertised to create awareness, its prospects were not communicated to students, and the misconceptions students had about the programme were not demystified. For the advertisement, the channels identified were found to be narrowed through university brochures, past students, and senior high teachers. The qualitative evidence showed that most of the students out of the few who read the programme got to know the programme through the university brochures obtained during the purchase of application forms. This means that students were never aware of the programme before the purchase. It must be highlighted at this point that part of the students who read the programme merely did so for admission. By inference, they went through the brochures to see the programme that will make them enter the university. Further projecting the issue, those who had good and better grades might have already thought of the programme they wanted to read and applied for the same without paying attention to others that might have been beneficial to them. It is argued that preliminary decisions are likely to be made before the purchase of the application forms which comes with the brochures. Hence, preliminary decisions might influence the selection of the programme.

The students and past students who were going or had gone through the programme respectively realised the importance of the programme during and after the completion of the programme. This implies that they never saw the relevance of the programme but their passion and desire to obtain admission made them read it. Certainly, some senior high students might not seek admission because they will not want to compromise their future because of admission to be part of the university. This implies that such students would not come to read the Ghanaian languages programme. The opposite aspect of the issue is that it is only the friends of the past students who will be informed about the Ghanaian languages programme. Hence, the few past students imply that few students will be made aware of the existence of the programme.

Even though it was refreshing senior high school teachers assisted in telling their students about the existence of the programme, the danger is that they might not fully communicate the essential aspects of the programme than the university itself. However, lecturers and the department did not advertise the programme at the senior high schools. This might have prevented most students from getting enrolled into the Ghanaian languages programme and the university 'perished' from having many students enrolled on the programme.

Again, the prospects of the Ghanaian languages programme were not known to most of the students. They did not have a clear idea as to what they could become in the future for reading the programme. The prospect they knew at the point of entry was to become a Ghanaian language teacher. It is also common knowledge that people dislike the teaching job due to its poor recognition and

reward. Hence, this might keep them from enrolling on the programme. Furthermore, it was evident in the interview with the HoD that the programme advertisements do not communicate the prospects of the programme. It only indicates the duration, fees and requirements.

The qualitative evidence discovered that most of the students held a wrong conception of the Ghanaian languages programme. Some students had the mindset that the Ghanaian language programme would not take them anywhere. Others thought they would not get anything from it. Yet, others thought it is a local language and no need to be an expert in it. The focus of the advertisement is also restricted to duration, requirements and fees. Certainly, these misconceptions held by students about the Ghanaian languages programme would prevent them from reading it as a programme of study.

In summary, the study found that the context rubric of the Ghanaian languages programme was highly satisfactory. However, the low appeal of the programme to students was due to limited awareness, ill knowledge of the programme's prospects, and students' misconceptions. Even though literature (Adaboh, 2014; Al-Freihat & Weshah, 2018; Yu-Chih, & Yun-Pi, 2019; Chen, 2009; Phattharayuttawat, et al., 2009; Erdogan & Mede, 2021; Kuzu et al., 2021; Yastibas & Erdal, 2020; Ozdoruk, 2016; To, 2017) show that most programmes have well-stated mission, goals and objectives, the problem is that they do not communicate such mission, goals and objectives to their students and prospective students. For example, Birjandi and Nasratinia (2009) found that students did not have accurate information about the programme they read. In another case,

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Hanchell (2014) found that students were not familiar with the programme's mission. Students, therefore, failed to understand exactly what the programmes they read sought to achieve (Ali & Celik, 2020; Hanchell, 2014). This seems to demotivate students to read their various programmes of study as it has been found in the current study.

In the current study, the students were demotivated because they did not know the objectives of the Ghanaian languages programme and its prospects. They, therefore, lacked the boldness to communicate the programme to others and persuade them to read it as found in the qualitative strand of the study. Hence, the programme constantly experienced declining enrolment in each academic year. Peculiar to this current study is the misconceptions students had about the Ghanaian languages programme. They saw the Ghanaian languages as part of them and so did not see the relevance to learning them. Other students made a mockery of their friends who read the Ghanaian languages programme for wasting their precious time. Again, other students saw the Ghanaian languages as non-official in business communications and international relations, hence their mockery.

Aside these reasons noted from the study, the continuous marginal decline in enrolment could also be attributed to the proliferation of competitors in the offering of the same or similar programmes. Currently, there are a number of public and private universities offering undergraduate Ghanaian languages programmes in Ghana. This has brought a kind of competition among the institutions in their quest for student numbers. Such institutions are thus expected to market their programmes in a way as to attract students.

In conclusion, the context rubric of a programme can be effective, yet students' enrolment on the programme could be low. This is because programme managers and implementers might not provide adequate information about the programme and what it seeks to achieve.

Research Question Two: What are stakeholders' levels of satisfaction with the input component of the Ghanaian languages programme?

The quantitative strand found that the students, graduates and lecturers were all moderately satisfied with the input component of the programme. Their moderate satisfaction communicates that the inputs could not fully support the implementation of the Ghanaian languages programme. This finding was clarified by the qualitative strand. Evidence from the qualitative strand shows that the inputs were inadequate, and available ones were archaic and irrelevant.

Resources such as language lab, and Ghanaian language books were limited. By implication, practical study of the language is likely to be difficult. The limited Ghanaian language books compelled the students to use English language books for their studies. They had to translate knowledge from the English language to the Ghanaian language. One will wonder whether they are studying the Ghanaian language or the English language. They might miss critical knowledge in the Ghanaian languages by the possible approach to learning they had to adapt due to the challenge.

Sadly, the few materials (books) they had were archaic and not relevant. According to the respondents, some of the books were written as far back as 1948; a similar observation was made by Alhamid (2017) in Saudi Arabia for the English

language books. In Turkey, it was found that content did not match programme objectives (Kuzu et al., 2021). The time difference is 73 years from 1948 to the time (2021) the study was conducted. This time (2021) and 21st century has seen rapid changes in knowledge and practices. These changes seem to have affected every device of life including cultural practices, social activities, economic activities, commercial activities, community development, among others. The possible implication of these archaic and irrelevant books is that functional education might not be achieved in the implementation of the Ghanaian languages courses and subsequently, the programme.

The shortage of resources for the implementation of various programmes of study is well entrenched in the literature (Lakew & Musa, 2019; Adaboh, 2014; Firharmawan, 2015; Aliakbari & Ghoreyshi, 2013; Ali & Celik, 2020; Erdogan & Mede, 2021; Tunç, 2010). To the extent that some schools were found to lack qualified lecturers (e.g., Regmi, 2008; Alhamid, 2017), others were found to use irrelevant course books (e.g., Yastibas & Erdal, 2020). Concerning the language programmes, studies (e.g., Firharmawan, 2015) found that some tertiary institutions did not have language laboratory, yet their students were expected to appreciate the scientific study of the language such as manner and places of articulation of sounds, provision of technical tools to get the best samples of pronunciations of sounds. It must be noted that these resources serve as the supported curriculum. Hence, their absence means no support given to the implementation of programmes.

The current study found that the Ghanaian languages programme had inadequate lecturers, few and archaic books and no language laboratory. Students

are not expected to be motivated and highly satisfied with the programme. Hence, the moderate satisfaction displayed by them about the input rubric of the Ghanaian languages programme. The input limited the implementation of the programme and the realization of its objectives.

Research Question Three: What are stakeholders' levels of satisfaction with the process component of the Ghanaian languages programme?

The inadequate materials affected the teaching of the Ghanaian languages programme as evident in the quantitative and the qualitative findings. The quantitative findings showed that the respondents' satisfaction with the implementation of the programme did not get to its peak. This was a result of pedagogies adopted by the lecturers, the theoretical nature of lectures, and poor content coverage during lectures.

As evident in the qualitative results, the lecturers adopted mainly the lecture method for instructing their lessons. This has been a problem empirically identified among some lecturers (Aliakbari & Ghoreyshi, 2013; Firharmawan, 2015; Alhamid, 2017; Lakew & Musa, 2019). This approach to teaching makes students inactive in the class and does not develop creativity and lifelong learning among learners.

Again, the lecturers did not practically engage the students in the teaching and learning of the Ghanaian languages. This approach to teaching was not consistent in the literature as most lecturers have been found to use varied and interactive methods (Adaboh, 2014; Hanchell, 2014; Ozdoruk, 2016; Nugraha et al., 2017; To, 2017; Al-Freihat & Weshah, 2018; Yu-Chih, & Yun-Pi, 2019;

Yastibas & Erdal, 2020; Erdogan & Mede, 2021; Kuzu et al., 2021; Pujiastuti, 2021). The possible explanation is that the current study did not find enough resources for the teaching of the Ghanaian languages programme as compared to extant studies. This prevented the lecturers from engaging students in identifying themes in books, literary devices employed, finding out plot and writing styles and characterization in literature. They never visited the language lab. This theoretical nature of lessons might have limited their skill development in translating, composing their poems, and coming out with scholarly writings.

To add to this theoretical teaching challenge was the poor content coverage the students experienced during lectures. Content is made up of knowledge, skills, attitudes and values for dealing with personal and societal issues. The poor content coverage resulted from frequent absenteeism from lectures. Hence, its poor coverage communicates limitations in learners' knowledge, skills, attitudes and values. By this, learners are not likely to value the reading of the Ghanaian languages programme. Hence, the problem of declining enrollment.

In conclusion, the students and the graduates were satisfied with the process component of the Ghanaian languages programme. However, this satisfaction was affected by the frequent use of non-interactive methods and the poor coverage of course contents. This had a negative implication on the full development of learners' knowledge and skills.

Research Question Four: What are stakeholders' levels of satisfaction with the product component of the Ghanaian languages programme?

The quantitative evidence showed that the students, graduates and lecturers were all highly satisfied with the product component of the programme. This was not the highest peak of their satisfaction. Despite all the challenges they faced with the context, input and process components, they were able to learn and develop some skills. The qualitative strand elucidates this assertion through the learners' own confession that the programme improved their reading, writing and translation abilities with a limitation placed on them in the literature aspect of the language. To the extent that they believed it was going to limit their ability to write literature books for schools.

It must be emphasized that the limited Ghanaian languages books and the use of English language books to study Ghanaian languages negatively affected their learning of the terminologies in the Ghanaian languages; this was confirmed by the HoD. A similar observation is made in literature where the learners' had difficulty in communicating well in the English language (Birjandi & Nasratinia, 2009; Firharmawan, 2015; Lakew & Musa, 2019). In some cases, the speaking and listening skills of students were not well developed (Tunç, 2010; Bayram & Canaran, 2019; Ali & Celik, 2020; Erdogan & Mede, 2021).

In studies (e.g., Chen, 2009; Phattharayuttawat et al., 2009; Adaboh, 2014; Ozdoruk, 2016; Nugraha et al., 2017; To, 2017; Yu-Chih, & Yun-Pi, 2019; Erdogan & Mede, 2021; Kuzu et al., 2021; Pujiastuti et al., 2021) that noted that the context was good, inputs adequate, the process mostly interactive, their students

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demonstrated job-related skills such as critical thinking, problem-solving and reasoning skills, communication skills, leadership skills, receptive and productive skills, transferable skills, translation skills, and vocabulary skills. The Ghanaian languages students' inability to fully develop other skills apart from reading, writing and translating lowered their general satisfaction.

In conclusion, the Ghanaian languages students' limited skills might negatively affect their full usefulness in the world of work. Even though they could execute job-related tasks, this might come with some difficulties.

Differences in Respondents' Satisfaction among the CIPP Components of the Ghanaian Languages Programme (Hypothesis One)

The study found that the context component was the highest-ranked CIPP component. The least ranked CIPP component was the input. This means that the respondents perceived the context component of the programme as effective and satisfactory to them than the input, process and product components. They perceived the process and product components to yield the same level of satisfaction. In other jurisdictions, there was no difference in respondents' perceived level of satisfaction among the components (Adaboh, 2014).

In Adaboh's study, the context, the process and the product components were all effective. Even though they had inadequate inputs, the available ones were good to support teaching. This could explain the students' indifference with their satisfaction with all the components. In the current study, the inputs were woefully inadequate to the extent that English language books were used to approximate learning of the Ghanaian languages, hence its lowest rank. The process component

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did not fully adopt interactive methods and practical assessment strategies which seem to have limited the skills of the students and graduates. Hence, the two components provided the same level of satisfaction to the respondents.

Other literature (e.g., Al-Freihat & Weshah, 2018) found significant differences in the components, where the context and product were ranked the highest and the input and process were ranked the least by the students. This is partially confirmed by the study where the context was the only component ranked highest. The observation so far made is that educational institutions seem to pay attention to the context component more than the inputs, process and products. Even though some have a few challenges with the context component, it appears better than the other components.

Respondents' Satisfaction of the Ghanaian Languages Programme Based on Gender (Hypothesis Two)

The study found that the satisfaction of the respondents about the Ghanaian languages programme was not sensitive to their gender. This finding is highly rooted in the literature (Tunc, 2010; Mohamed, 2016). Tunc and Mohamed both did not find significant differences in the satisfaction of students with the context, input, process and product components of the English language programme they evaluated. This shows that irrespective of the programme being evaluated, gender does not make a difference in students' satisfaction with the programme.

These students were never given preferential treatment. They all had equal access to the inputs available in the school, and experienced the same interactions with their teachers. Hence, the overall effectiveness of the Ghanaian languages

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programme is validated based on the homogeneity in the responses and satisfaction of both genders.

Respondents' Satisfaction of the Ghanaian Languages Programme Based on Respondent type (Hypothesis Three)

The study found that lecturers' level of satisfaction with the process component of the Ghanaian languages programme was higher than the graduates. For the context, input and product components, no significant difference was found in the respondents' level of satisfaction based on respondent type. Once again, this finding concurs with the findings of Akpur et al. (2016) and Erdogan and Mede (2021). Erdogan and Mede (2021) evaluated the English preparatory programme through the students and Akpur et al. (2016) evaluated the English language programme, also through the students. The current study, in addition to the previous studies, surveyed the graduate. It is these graduates that did not have the same level of satisfaction with the programme when compared with the lecturers. Hence, as far as students are concerned, the current study shares the findings of Akpur et al. (2016) and Erdogan and Mede (2021).

For the graduates, the relatively low level of satisfaction might have been contributed by their current job experience. Perhaps, they had obtained challenges on tasks that they believed they were not well trained to undertake. Hence, it can be observed that the difference was found in the process component of the programme.

The current finding is not in harmony with that of the findings of Bayram and Canaran (2019) and Pujiastuti (2021). Concerning Bayram and Canaran (2019)

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finding, the teachers ranked the effectiveness of the programme higher than the students. With that of the findings of Pujiastuti (2021), the teachers ranked the context, process and product higher than the students, however, the students ranked the input component higher than the teachers. The teachers might have rated themselves higher since they belong to the institution and are involved in the teaching of the programme. The students are the main consumers of the product of the university and its programmes, and hence they are believed to be in a good position to tell the effectiveness of the Ghanaian languages programme.

Chapter Summary

The chapter discussed the results of the study. The evaluation was carried out from the surveys and perspectives of students, graduates, lecturers and HoD. It was found that the students, graduates and lecturers were highly satisfied with the context, process and product components of the programme. However, they were moderately satisfied with the input component of the Ghanaian languages programme. This was because the inputs, especially materials, were woefully inadequate. Concerning the books, most of them were seen to be old and contents were irrelevant. Hence, students approximated the learning of the Ghanaian languages programme through the use of available English language books. Coupled with pedagogical challenges, the skills of the students were not fully developed. It was realised that the context component was ranked as the highest satisfactory component and the input component the lowest. The satisfaction of the students, graduates and lecturers about the components of the programme was not sensitive to their gender. However, it was sensitive to the respondent type, where

the lecturers were highly satisfied with the process component than the graduates.

The next chapter provides the summary, conclusions and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter summarises the study, emphasising the research methods used to gather and analyse data to arrive at the key findings in response to the research questions and hypotheses formulated on the evaluation of the undergraduate Ghanaian languages programme. Conclusions were drawn from the findings to provide relevant recommendations for policy development and to guide practice. The contributions of the study are also documented, as are suggestions for further research.

Summary of the Study

The study evaluated the undergraduate Ghanaian languages programme at the University of Cape Coast. It assessed students', graduates' and lecturers' levels of satisfaction of the context, input, process and product components of the Ghanaian languages programme. Based on this, the following research questions were formulated:

1. What are stakeholders' levels of satisfaction with the context components of the Ghanaian languages programme?

2. What are stakeholders' levels of satisfaction with the input components of the Ghanaian languages programme?

3. What are stakeholders' levels of satisfaction with the process components of the Ghanaian languages programme?

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4. What are stakeholders' levels of satisfaction with the product components of the Ghanaian languages programme?

Also, the following three hypotheses were formulated to help gain a deeper insight into these issues:

1. H_0: There is no statistically significant difference among stakeholders' (students, graduates and lecturers) satisfaction of the context, input, process and product components of the Ghanaian languages programme.

2. H_0: There are no statistically significant gender differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme.

3. H_0: There are no statistically significant differences in stakeholders' satisfaction of the context, input, process and product components of the Ghanaian languages programme based on respondent type.

Out of the several evaluation models, Stufflebeam's (1971) CIPP evaluation model was adapted for the study. This model provided the necessary steps to follow and things to look out for in the evaluation of the programme. It, therefore, assisted in explaining the stakeholders' level of satisfaction with the four components of the Ghanaian languages programme.

Pragmatism underpinned the study and the sequential explanatory design was used to investigate the problem. One hundred and forty-three students, 15 graduates and eight lecturers constituted the population of the study. The census method was used to involve the students and the lecturers. The snowball sampling technique was used to sample the graduates. In all, 166 respondents were included

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in the quantitative aspect of the study. However, 11 of them (five students, five graduates and the head of the department) participated in the follow-up interview for the qualitative phase.

The Programme Evaluation Questionnaire (PEQ) and the Follow-up Interview Guide (FIG) were used to collect both quantitative and qualitative data respectively on stakeholders' level of satisfaction of the context, input, process and product components of the Ghanaian languages programme. The PEQ was piloted on 45 undergraduate sandwich Ghanaian languages students at the Offinso College of Education. The instrument went through a series of validity and reliability tests to ensure that the best and quality data were obtained. Also, the qualitative data were tested for trustworthiness. All known ethical protocols were followed in this study.

The data analysis was done in two phases as directed by the study's design. Both descriptive (mean and standard deviation) and inferential (repeated measures ANOVA, independent samples t-test and One-way ANOVA) statistics were used to analyse the quantitative data for the research questions and the hypotheses. The qualitative analysis used thematic analysis to explain the quantitative findings.

Key Findings

Based on the analysis, the following findings were obtained:

1. The study found that the students, the graduates and the lecturers were all satisfied with the context rubric of the Ghanaian languages programme. By this, they saw that the programme addressed the need of society and the learners themselves. However, the low appeal of the programme to students

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was due to limited awareness, ill knowledge of the programme's prospects, and misconceptions students had about the programme.

2. The students, the graduates and the lecturers exhibited moderate satisfaction towards the input rubric of the Ghanaian languages programme. Resources such as lecturers, a language laboratory and Ghanaian language books were woefully inadequate. The few available books were archaic and irrelevant and most of the lecturers were on post-retirement contracts.

3. Available evidence shows that the programme implementation went well in the view of the students, the graduates and the lecturers. However, lecturers employed mainly the lecture method for instruction and they did not practically engage the students.

4. The evidence shows that the students, the graduates and the lecturers were highly satisfied with the product rubric of the programme. Students' reading, writing and translation abilities were improved. However, students could not use the right terminologies in their communication in the Ghanaian languages. They also lacked the ability to produce their own literature books as they expected.

5. The context component was ranked as the highest satisfactory component of the programme, whilst the input component was ranked the least satisfactory component.

6. Gender did not influence the satisfaction of the students, graduates and lecturers with the programme.

7. The students, the graduates and the lecturers had an equal level of satisfaction with the context, input and product components. However, the lecturers had a higher level of satisfaction with the process component than the graduates.

Conclusions

Generally, the study examined the strengths and weaknesses of the undergraduate Ghanaian languages programme offered at the University of Cape Coast. This was done by assessing stakeholders' levels of satisfaction with the various components of the programme. With regards to the context component, it was revealed that even though the programme had well-stated mission, goals and objectives, they were not communicated to their students and prospective students. This makes students unaware of what exactly the programme seeks to achieve and its prospects thereby demotivating them. This is supported by Ali and Celik (2020) and Hanchell (2014) when they found that students in their study did not have adequate information about the programmes they read and so they were demotivated to read such programmes. From the findings and the literature, it can be concluded that the context component of a programme can be effective yet students' enrolment on the programme could be low due to limited awareness, ill knowledge of its prospects and misconceptions held about it.

With reference to the input component, it was found that respondents were moderately satisfied. The investigator realized that the programme had inadequate lecturers (most of whom were on post-retirement contracts) and few archaic books and no language laboratory. A similar observation was made by Alhamid (2017) in

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Saudi Arabia for the English Language programme. It can be concluded from the findings and literature that inadequate human and material resources on a programme can have negative impacts on student learning and by extension, affect the successful implementation of the Ghanaian languages programme.

For the process component, it was realized that respondents' satisfaction did not get to its peak. This was due to the pedagogies adopted by the lecturers, absenteeism and poor content coverage. A similar situation was confirmed by Lakew and Musa (2019) and Alhamid (2017) where lecturers adopted mainly the lecture method for teaching. This approach prevented students from being active class participants and stifled their critical thinking, creativity and their culture of lifelong learning. Based on this, the investigator can conclude that the impracticability of lecturers in their teaching and their frequent absenteeism prevents the full development of learners' knowledge, skills, attitudes and values. By this, the Ghanaian languages programme is not likely to be valued by learners.

Finally, with regards to the product component, even though students showed some level of improvement in reading, writing and translation, these skills were not fully developed. They had limited knowledge in terms of the terminologies in the Ghanaian languages. This was similar to what Erdogan and Mede (2021) and Ali and Celik (2020) found in their studies where the learners had difficulty in communicating well in the English language and also developing fully their listening and speaking skills. It can be concluded from the findings and literature that when teaching and learning implementation does not go well, students and

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graduates suffer the consequence and the latter become unproductive at their workplaces.

Also, in terms of ranking the components, the input was the least ranked because it was seen to be woefully inadequate and might have contributed to the low development of potentials or skills in students. Again, it was realised by the investigator that gender did not have any influence on respondents' satisfaction with the Ghanaian languages programme. It can therefore be concluded that irrespective of the programme being evaluated, gender does not make a difference in students' satisfaction with the programme so the programme should continue giving equal opportunities to both males and females.

Generally, it can be concluded that the undergraduate Ghanaian languages programme offered in the University of Cape Coast is effective. However, there needs to be improvement in all the components of the programme especially the input and the process components to make the programme more effective and attractive to the public.

Recommendations

The following are some important actions suggested by the findings and conclusions of the study to decision-makers of the programme. These actions might address the low enrolment rate and attract more prospective students to the programme and make the programme highly effective should they be considered.

1. The Department of Ghanaian Languages and Linguistics need to intensify the advertisement of its programmes. The department needs to create more awareness of its Ghanaian languages programmes, communicate the

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prospects to demystify the misconceptions surrounding it. For instance, the department can liaise with the university's media houses (e.g. ATL FM and TV UCC) and use their avenues once every week to educate the general public about their programmes, prospects and requirements.

Also, the department can set up a publicity committee to visit most of the senior high schools in Ghana to discuss their available programmes with their prospects with the students, especially those in the final year to make them abreast of the programme.

2. The Ghanaian Languages and Linguistics Students' Association (GHLINSA) should engage students in the department in sensitisation programmes during their association's week celebrations and other appropriate times to erase the misconceptions students have about the programme. They can also use their activities to create awareness of the department and its programmes and their potentials. Renowned lecturers and/or resource persons can be invited to talk about the Ghanaian languages programme and its related issues and also motivate members.

3. It is recommended that the department should collaborate with the university and other donors to furnish the main library and the department's library with current Ghanaian languages books, current professional journals and establish a well-furnished language lab to help in the teaching of language especially with phonology and linguistics.

4. It is recommended that the department collaborates with the university to seek financial clearance from the government to recruit more lecturers onto the programme.

5. Lecturers should be encouraged to adapt their teaching approaches to match the needs of their students. They should offer additional practice and classroom activities, as well as adequate exercises for students to practice what they have learned. Furthermore, lecturers should make use of technology teaching aids, which can help students focus on the material and have a better comprehension of it.

6. Finally, since the programme also aims at training graduates to work as interpreters and translators, the departments offering Ghanaian languages in the University of Cape Coast, as elsewhere, should consider going into partnership agreements with industry (e.g. TV, radio and advertising stations, courts and embassies) to place their students for internship. This will enable the students to gain hands-on experiences to function more effectively in the job market after their graduation.

Contributions of the Study

This study has made significant contributions from different perspectives.

1. The study presents data in the Ghanaian context to demonstrate how programme evaluation can be effective using the CIPP model to improve curriculum reform through a careful examination of the instructional inputs, the products, teaching methodology and strong faculty in Ghanaian languages and culture.

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2. It is one of the few important studies that explored the evaluation of an academic programme, in this case the Ghanaian languages programme into details in a Ghanaian university. It provides deeper insights into the nature of the curriculum of the undergraduate programme and provides sound discussions on its shortcomings and what needs to be done to improve it.

3. The techniques and methods employed in the study can be adopted to regularly review academic programmes. It is hoped that the procedures and the conceptual framework used for the study and the involvement of internal stakeholders, in particular, will result in the development of evaluation capacity (Stufflebeam, 2001) in the Department of Ghanaian Languages and Linguistics and the Faculty of Arts, as well as the mainstreaming of programme evaluation throughout the entire University.

Suggestions for Further Research

Future studies should focus on the following areas:

1. The researcher believes that social desirability bias may have had an impact on the validity of the survey responses, as it is common with self-report surveys (Bauhoff, 2011; King & Bruner, 2000; Neeley & Cronley, 2004; Van de Mortel, 2008). It is advised that researchers who plan to use self-report scales in circumstances akin to those in which this evaluation study was conducted minimize this bias by using a social desirability (SD) scale, such as the Marlowe-Crowne Social Desirability Scale (MC-SDS), to manage the impact of social desirability responding (SDR) on the validity

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of their research. The reliability of the scale in the African environment has been proven by Vu, Tran, Pham, and Ahmed (2011).

2. Care must be taken when making any attempt to generalise the findings of this study to any other context because this study was programme and context specific. However, the instruments and the model employed in the study can be adopted or adapted by future researchers for any similar study. The study has also established the importance of programme evaluations and the need to make it part of a continuous package to improve teaching and learning in universities and other higher educational institutions in Sub-Saharan Africa, particularly in Ghana. Therefore, similar studies should be conducted in other departments in the University of Cape Coast and also in other institutions.

3. The Department of Ghanaian Languages and linguistics is a twin department that runs two separate programmes: linguistics and Ghanaian languages. However, the study only looked at the Ghanaian languages aspect. Future researchers can evaluate the other part of the programme to give a full picture of the performance of the department.

4. Future researchers should include observation as one of the methods to observe the teaching process. This might reveal a lot about what goes on in Ghanaian language classrooms.

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APPENDICES

APPENDIX A

Programme Evaluation Questionnaire for students (PEG-S)

Dear Student,

This questionnaire has been designed to solicit data on the B. A. Ghanaian Languages Programme in the University of Cape Coast for evaluation purposes. It is essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the Ghanaian Languages programme in the Department.

This is not a test and there are no right or wrong answers. Your opinion is the main consideration. Please express your view freely. Your identity and individual responses will be kept strictly confidential and the results of the questionnaire will be used for research purposes only. You also have the right to withdraw from this survey should you feel there is the need to do so. Thank you in advance for your participation and cooperation and I wish you a successful and happy semester.

SECTION A

Demographic Description

Please respond by ticking [√] where applicable.

1. Gender

   Male [   ]   Female [   ]

2. Age (in years)

   18 -20 [   ]   21 – 25 [   ]   26 – 30 [   ]

   Above 30 [   ]

3. Level

   200 [   ]   300 [   ]   400 [   ]

SECTION B

Context Evaluation

The Context component of the CIPP model deals with the aims and objectives and the general nature of the programme. Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A** = Agree and **SA** = Strongly Agree.

S/N		Scales				
	Survey items	**SD** **1**	**D** **2**	**U** **3**	**A** **4**	**SA** **5**
4	I am provided with a set of written objectives for each course in the programme					
5	The objectives of each course in the programme are clearly stated.					
6	The Programme objectives are in line with the mission of the Department.					
7	The courses offered in the programme are aligned with the programme's goals and objectives.					
8	The courses in the Programme challenge me to do my best academically.					
9	The programme meets the requirements of the job market (eg. Schools, media houses etc).					
10	The programme encourages the development of a culture of continuous and lifelong learning.					

| 11 | The general education components of the programme are relevant to the academic growth of students. | | | | | |
| 12 | The general education components of the programme are relevant to the social growth of students. | | | | | |

SECTION C

Input Evaluation

The Input component of the CIPP model relates to the resources used in the programme. These statements seek to find out how the quality and quantity of human and material resources meet the needs of students and the programme. In other words, is the programme reasonably resourced? Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A** = Agree and SA = Strongly Agree.

S/N	Survey items	Scales				
		SD 1	D 2	U 3	A 4	SA 5
13	The department has a library.					
14	Relevant course books are available at the department's library.					
15	The relevant course books at the department's library are current.					
16	Current professional journals (eg. Research Journal in African Languages) are available at the department's library.					
17	There is online access to journals at the department's library					

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18	There is online access to books at the department's library.					
19	The library's reading area has adequate capacity to accommodate many students.					
20	The library's operating hours are appropriate.					
21	The library resources can be accessed on-line.					
22	There are relevant course books at the University's main library.					
23	The main library has up-to-date journals in my course area.					
24	The computers in the library are adequate for student research.					
25	The computer laboratory has up-to-date computers.					
26	The computers are readily available for student use.					
27	Teaching materials are made available in sufficient quantities for instruction (e.g. textbooks, hand-outs, supplies, photocopy materials, etc.).					
28	Course materials are easy to use and understand.					
29	The teaching materials are of a high quality.					
30	The teaching and learning facilities have technologies comparable to what students will find in the workplace.					
31	The classrooms facilitate instruction (i.e. not overcrowded, comfortable seating, etc.).					

32	The teaching and learning facilities in the classrooms are up-to-date.					
33	Audio-visual aids are available in the classrooms.					
34	There are sufficient qualified teaching staff for the programme.					

SECTION D

Process Evaluation

The following statements relate to the strategies used in the implementation of the programme. The Process component of the CIPP model seeks to find out the extent to which the programme components are being implemented as planned. Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A** = Agree and **SA** = Strongly Agree.

S/N	Survey items	Scales				
		SD 1	D 2	U 3	A 4	SA 5
35	The amount of instruction given by lecturers in my courses is adequate to enable me progress through the curriculum.					
36	Lecturers are regular and punctual to class.					
37	The lecturers in the programme promote the development of higher order thinking skills in their teaching.					

38	The lecturers in the programme facilitate cooperative learning in the classroom.					
39	The lecturers in the programme use a variety of teaching methods to facilitate students' learning.					
40	The lecturers in the programme are abreast of current trends in the field.					
41	For all the various courses instruction is in line with the objectives of the course.					
42	The lecturers in the programme are willing to offer extra help to facilitate my learning.					
43	The lecturers in the programme encourage the free expression of opinions in class.					
44	The lecturers in the programme employ information technology in their teaching in the classroom.					
45	The lecturers in the programme employ information technology in their communication with students outside the classroom (eg. Emails, whatsapp, etc).					
46	Lecturers' teachings are periodically evaluated by students.					
47	There is sufficient exposure of students to linguistic software currently in use (e.g. Spectogram, Pratt, etc.).					

48	Students are given enough practical exposure in the course which prepares them for the world of work.					
49	Teaching assistants provide enough support for the programme (through teaching, managing tutorials, etc.).					
50	The results of students' evaluation of lecturers reflect in lecturers' teaching.					
51	The grading / assessment standards are clearly communicated to me at the beginning of each course.					
52	Assignments are graded according to well defined rubrics.					
53	The programme lecturers always discuss assessment procedures with students.					
54	The programme lecturers use a wide variety of classroom assessment techniques.					
55	I am given immediate feedback following the marking of assignments.					
56	Feedback on assignment is discussed with me by the lecturers or TAs.					
57	Assessments are used by the programme lecturers to help me learn better.					
58	Assignments reflect the material covered during instruction.					
59	Progress in my courses is continuously monitored by lecturers.					
60	I am satisfied with the programme assessment / grading methods.					

SECTION E

Product Evaluation

The following statements relate to the extent to which the programme's aims and objectives have been achieved. The Product component of the CIPP model seeks to find out the extent to which the programme components have been implemented and the impact it has made on the students. Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A**= Agree and **SA** = Strongly Agree.

S/N	Survey items	Scales				
		SD 1	D 2	U 3	A 4	SA 5
61	The programme has improved my communication skills in the L1.					
62	My writing and reading skills have improved as a result of going through the programme.					
63	I am learning as much as I expected in the programme.					
64	The practical experiences are providing me with expertise in specialized skills (eg. Translation skills)					
65	The programme provides the foundation necessary for further studies.					
66	The programme is adequately preparing me to be at par with Ghanaian languages students in sister universities.					
67	I have confidence the programme is adequately preparing me for the work place					

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	(eg. Media firms, publishing firms, courts, schools, etc)					
68	I am being equipped to serve my community better as a result of the programme.					

NB:

If you would like to participate in a short interview related to this study, please leave a mobile number or an email to be contacted to arrange for the interview at your convenience.

Phone number: ……………………………………………

Email: …………………………………………………..

THANK YOU VERY MUCH FOR YOUR COOPERATION
HAVE A NICE DAY

216
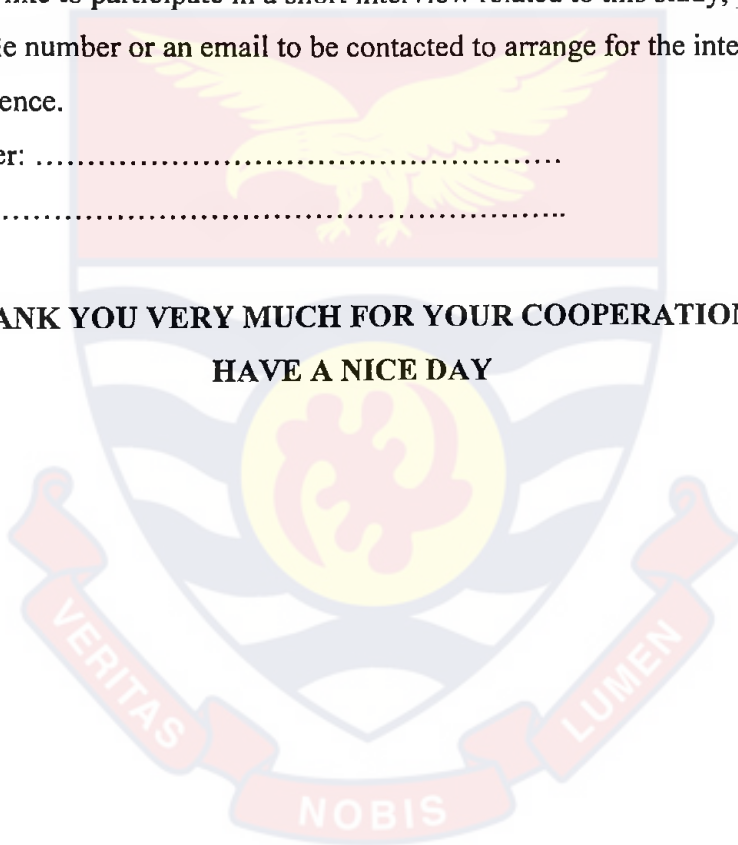
APPENDIX B

Programme Evaluation Questionnaire for graduates (PEQ-G)

Dear Respondent,

This questionnaire has been designed to solicit data on the B. A. Ghanaian Languages Programme in the University of Cape Coast for evaluation purposes. It is essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the Ghanaian Languages programme in the Department.

This is not a test and there are no right or wrong answers. Your opinion is the main consideration. Please express your view freely. Your identity and individual responses will be kept strictly confidential and the results of the questionnaire will be used for research purposes only. You also have the right to withdraw from this survey should you feel there is the need to do so. Thank you in advance for your participation and cooperation and I wish you a successful and happy semester.

SECTION A

Demographic Description

Please respond by ticking [√] where applicable.

1. Gender

   Male [   ]   Female [   ]

2. Age

   18 -20 [   ]   21 – 25 [   ]   26 – 30 [   ]

   Above 30 [   ]

3. Years after graduation

   1 – 5 [   ]   6 – 10 [   ]   11- 15 [   ]

   Above 15 [   ]

4. Employment Status

   Employed [   ]   Unemployed [   ]

SECTION B

Context Evaluation

S/N	Survey items	Scales				
		SD 1	D 2	U 3	A 4	SA 5
5	I was provided with a set of written objectives for each course in the programme					
6	The objectives of each course in the programme were clearly stated.					
7	The Programme objectives were in line with the mission of the Department.					
8	The courses offered in the programme were aligned with the programme's goals and objectives.					
9	The courses in the Programme challenged me to do my best.					
10	The programme met the requirements of the job market (eg. Schools, media houses etc).					
11	The programme encouraged the development of a culture of continuous and lifelong learning.					
12	The general education components of the programme were relevant to the academic growth of students.					
13	The general education components of the programme were relevant to the social growth of students.					

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SECTION C

Input Evaluation

The Input component of the CIPP model relates to the resources used in the programme. These statements seek to find out how the quality and quantity of human and material resources meet the needs of students and the programme. In other words, is the programme reasonably resourced? Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A** = Agree and **SA** = Strongly Agree.

S/N	Survey items	Scales				
		SD **1**	**D** **2**	**U** **3**	**A** **4**	**SA** **5**
14	The department had a library.					
15	Relevant course books were available at the department's library.					
16	The relevant course books at the department's library were current.					
17	Current professional journals (eg. Research Journal in African Languages) were available at the department's library.					
18	There was online access to journals at the department's library					
19	There was online access to books at the department's library.					
20	The library's reading area had adequate capacity to accommodate many students.					
21	The library's operating hours were appropriate.					

22	The library resources could be accessed on-line.					
23	There were relevant course books at the University's main library.					
24	The main library had up-to-date journals in my course area.					
25	The computers in the library were adequate for student research.					
26	The computer laboratory had up-to-date computers.					
27	The computers were readily available for student use.					
28	Teaching materials were made available in sufficient quantities for instruction (e.g. textbooks, hand-outs, supplies, photocopy materials, etc.).					
29	Course materials were easy to use and understand.					
30	The teaching materials were of a high quality.					
31	The teaching and learning facilities had technologies comparable to what students will find in the workplace.					
32	The classrooms facilitated instruction (i.e. not overcrowded, comfortable seating, etc.).					
33	The teaching and learning facilities in the classrooms were up-to-date.					
34	Audio-visual aids were available in the classrooms.					

| 35 | There were sufficient qualified teaching staff for the programme. | | | | | |

SECTION D

Process Evaluation

The following statements relate to the strategies used in the implementation of the programme. The Process component of the CIPP model seeks to find out the extent to which the programme components are being implemented as planned. Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A** = Agree and **SA** = Strongly Agree.

S/N	Survey items	Scales				
		SD 1	D 2	U 3	A 4	SA 5
36	The amount of instruction given by lecturers in my courses was adequate to enable me progress through the curriculum.					
37	Lecturers were regular and punctual to class.					
38	The lecturers in the programme promoted the development of higher order thinking skills in their teaching.					
39	The lecturers in the programme facilitated cooperative learning in the classroom.					
40	The lecturers in the programme used a variety of teaching methods to facilitate students' learning.					

41	The lecturers in the programme were abreast of current trends in the field.					
42	For all the various courses instruction was in line with the objectives of the course.					
43	The lecturers in the programme were willing to offer extra help to facilitate my learning.					
44	The lecturers in the programme encouraged the free expression of opinions in class.					
45	The lecturers in the programme employed information technology in their teaching in the classroom.					
46	The lecturers in the programme employed information technology in their communication with students outside the classroom (eg. Emails, whatsapp, etc).					
47	Lecturers' teachings were periodically evaluated by students.					
48	There was sufficient exposure of students to linguistic software currently in use (e.g. Spectogram, Pratt, etc.).					
49	Students were given enough practical exposure in the course which prepares them for the world of work.					
50	Teaching assistants provided enough support for the programme (through teaching, managing tutorials, etc.).					

51	The results of students' evaluation of lecturers reflected in the lecturers' teaching.					
52	The grading / assessment standards were clearly communicated to me at the beginning of each course.					
53	Assignments were graded according to well defined rubrics.					
54	The programme lecturers always discussed assessment procedures with students.					
55	The programme lecturers used a wide variety of classroom assessment techniques.					
56	I was given immediate feedback following the marking of assignments.					
57	Feedback on assignment was discussed with me by the lecturers or TAs.					
58	Assessments were used by the programme lecturers to help me learn better.					
59	Assignments reflected the material covered during instruction.					
60	Progress in my courses was continuously monitored by lecturers.					
61	I was satisfied with the programme assessment / grading methods.					

SECTION E

Product Evaluation

The following statements relate to the extent to which the programme's aims and objectives have been achieved. The Product component of the CIPP model seeks to find out the extent to which the programme components have been implemented and the impact it has made on the students. Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A**= Agree and **SA** = Strongly Agree.

S/N	Survey items	Scales				
		SD 1	D 2	U 3	A 4	SA 5
62	The programme has improved my communication skills in the L1.					
63	My writing and reading skills have improved as a result of going through the programme.					
64	I learned as much as I expected in the programme.					
65	The practical experiences provided me with expertise in specialized skills (eg. Translation skills)					
66	The programme provided the foundation necessary for further studies.					
67	The programme has adequately prepared me to be at par with Ghanaian languages students from sister universities.					
68	I have confidence the programme has adequately prepared me for the work					

|		place (eg. Media firms, publishing firms, courts, schools, etc)					
69		I have been equipped to serve my community better as a result of the programme.					

NB:

If you would like to participate in a short interview related to this study, please leave a mobile number or an email to be contacted to arrange for the interview at your convenience.

Phone number: ……………………………………………

Email: ……………………………………………………..

THANK YOU VERY MUCH FOR YOUR COOPERATION
HAVE A NICE DAY

225
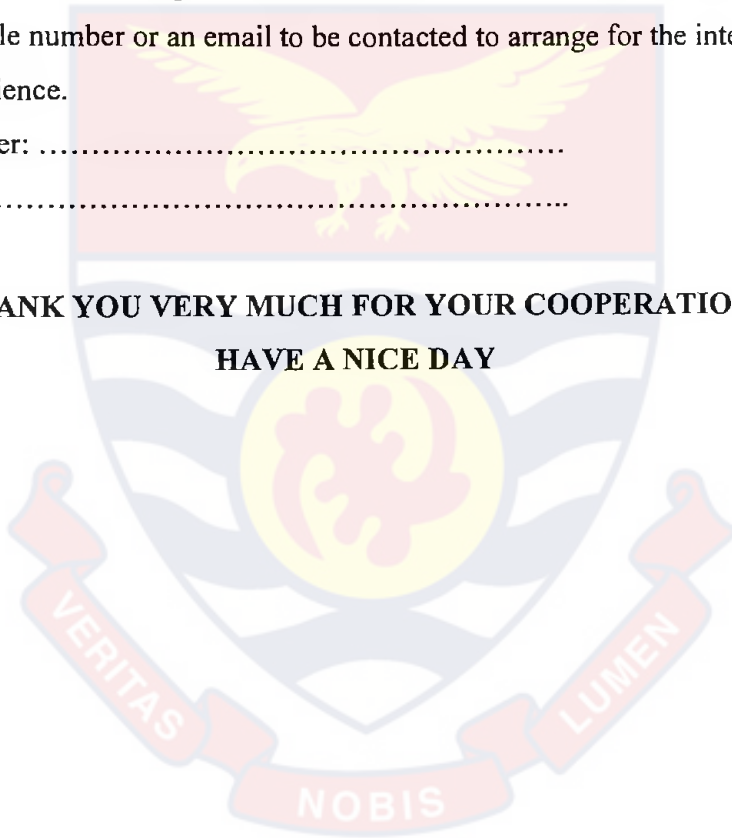
APPENDIX C

Programme Evaluation Questionnaire for lecturers (PEQ-L)

Dear Prof/Dr./Sir/ Madam,

This questionnaire has been designed to solicit data on the B. A. Ghanaian Languages Programme in the University of Cape Coast for evaluation purposes. The data to be collected through your responses will be of great value to the improvement of the Ghanaian Languages programme in the Department.

Your identity and individual responses will be kept strictly confidential and the results of the questionnaire will be used for research purposes only. Thank you in advance for your participation and cooperation and I wish you a happy day.

SECTION A

Demographic Description

1. **Gender**

   Male   [   ]

   Female   [   ]

2. **Age**

   25 -30 years   [   ]

   31 – 40 years   [   ]

   41 – 50 years   [   ]

   Above 50 years   [   ]

3. **Highest Qualification**

   First Degree   [   ]

   Masters   [   ]

   Doctorate   [   ]

4. **Professional Rank**

   Principal Research Assistant   [   ]

   Assistant Lecturer   [   ]

   Lecturer   [   ]

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Senior Lecturer   [   ]

Associate Professor   [   ]

Full Professor   [   ]

5. **Professional Experience**

1 – 5 years   [   ]

6 – 10 years   [   ]

Above 10 years   [   ]

6. **Teaching Status**

Full-time   [   ]

Part-time   [   ]

Contract   [   ]

SECTION B

Context Evaluation

The Context component of the CIPP model deals with the aims and objectives and the general nature of the programme. Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A** = Agree and **SA** = Strongly Agree.

S/N	Survey items	Scales				
		SA	A	U	D	SD
7	Students are provided with a set of written objectives for each course in the programme					
8	The objectives of each course in the programme are clearly stated.					
9	The Programme objectives are in line with the mission of the Department.					

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10	The courses offered in the programme are aligned with the programme's goals and objectives.					
11	The courses in the Programme challenge students to do their best academically.					
12	The programme meets the requirements of the job market (eg. Schools, media houses etc).					
13	The programme encourages the development of a culture of continuous and lifelong learning.					
14	The general education components of the programme are relevant to the academic growth of students.					
15	The general education components of the programme are relevant to the social growth of students.					

SECTION C

Input Evaluation

The Input component of the CIPP model relates to the resources used in the programme. These statements seek to find out how the quality and quantity of human and material resources meet the needs of students and the programme. In other words, is the programme reasonably resourced? Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree and SA = Strongly Agree.

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S/N	Survey items	Scales				
		SA	A	U	D	SD
16	The department has a library.					
17	Relevant course books are available at the department's library.					
18	The relevant course books at the department's library are current.					
19	Current professional journals (eg. Research Journal in African Languages) are available at the department's library.					
20	There is online access to journals at the department's library					
21	There is online access to books at the department's library.					
22	The library's reading area has adequate capacity to accommodate many students.					
23	The library's operating hours are appropriate.					
24	The library resources can be accessed on-line.					
25	There are relevant course books at the University's main library.					
26	The main library has up-to-date journals in my course area.					
27	The computers in the library are adequate for student research.					
28	The computer laboratory has up-to-date computers.					

29	The computers are readily available for student use.					
30	Teaching materials are made available in sufficient quantities for instruction (e.g. textbooks, hand-outs, supplies, photocopy materials, etc.).					
31	Course materials are easy to use and understand.					
32	The teaching materials are of a high quality.					
33	The teaching and learning facilities have technologies comparable to what students will find in the workplace.					
34	The classrooms facilitate instruction (i.e. not overcrowded, comfortable seating, etc.).					
35	The teaching and learning facilities in the classrooms are up-to-date.					
36	Audio-visual aids are available in the classrooms.					
37	There are sufficient qualified teaching staff for the programme.					

SECTION D

Process Evaluation

The following statements relate to the strategies used in the implementation of the programme. The Process component of the CIPP model seeks to find out the extent to which the programme components are being implemented as planned. Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the

following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A** = Agree and **SA** = Strongly Agree.

S/N	Survey items	Scales				
		SA	A	U	D	SD
38	The amount of instruction given in my courses is adequate to enable students' progress through the curriculum.					
39	I am regular and punctual to class.					
40	I promote the development of higher order thinking skills in my teaching.					
41	I facilitate cooperative learning in the classroom.					
42	I use a variety of teaching methods to facilitate student learning.					
43	I am abreast of current trends in the field.					
44	My course(s) instruction is in line with the objectives of the course(s).					
45	I am willing to offer extra help to facilitate student learning.					
46	I encourage the free expressions of opinions in class.					
47	I employ information technology in my teaching in the classroom.					
48	I employ information technology in my communication with students outside the classroom (E. g. Emails, WhatsApp, etc).					
49	Lecturers' teachings are periodically evaluated by students.					

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50	There is sufficient exposure of students to linguistic software currently in use (e.g. Spectogram, Pratt, etc.).					
51	I give enough practical exposure in the course which prepares them for the world of work.					
52	Teaching assistants provide enough support for the programme (through teaching, managing tutorials, etc.).					
53	The results of students' evaluation of lecturers reflect in lecturers' teaching.					
54	The grading / assessment standards are clearly communicated to students at the beginning of each course.					
55	Assignments are graded according to well defined rubrics.					
56	I always discuss assessment procedures with students.					
57	I use a wide variety of classroom assessment techniques.					
58	I give immediate feedback to my students following assignments.					
59	I or my TA discusses assignments feedback with students.					
60	I use assessments to help my students learn better.					
61	My assignments to students reflect the material covered during instruction.					
62	I continuously monitor the progress of the students in my class.					

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63	Students are satisfied with the programme assessment / grading methods.					

SECTION E

Product Evaluation

The following statements relate to the extent to which the programme's aims and objectives have been achieved. The Product component of the CIPP model seeks to find out the extent to which the programme components have been implemented and the impact it has made on the students. Please indicate the extent to which you agree or disagree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **U** = Uncertain, **A**= Agree and SA = Strongly Agree.

S/N	Survey items	Scales				
		SA	A	U	D	SD
64	The programme has improved the communication skills of students in the L1.					
65	The writing and reading skills of students have improved as a result of going through the programme.					
66	Students are learning as much as they expected in the programme.					
67	The practical experiences are providing students with expertise in specialized skills (eg. Translation skills).					
68	The programme provides the foundation necessary for further studies.					
69	The programme is adequately preparing students to be at par with Ghanaian languages students in sister universities.					

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70	I have confidence the programme is adequately preparing students for the work place (eg. Media firms, publishing firms, courts, schools, etc)					
71	Students are being equipped to serve their communities as a result of the programme.					

THANK YOU VERY MUCH FOR YOUR COOPERATION

HAVE A NICE DAY

APPENDIX D

Follow-up Interview Guide (FIG)

Preparatory Issues

Welcome Address

Introduction of moderator

Purpose for Discussion

Permission to Record

Estimated Duration for Discussion

CONTEXT

1. How did you get to know of the Ghanaian language programme?

2. What do you know about the programme? Your knowledge of it.

3. What motivated you to enroll on the Ghanaian language programme?

4. Do you know the prospects of the programme? If yes, tell me some of the prospects.

5. Do you communicate the prospects of the programme to other people?

6. What are/were your expectations brought on the programme?

7. If you are given the chance to drop this programme will you accept? If yes, why and if no, why?

8. Will you recommend this programme to other people? Why?

INPUT

9. Does the programme have enough resources (material and human)?

10. If yes, can you mention some of the available resources?

11. What are the conditions of such resources (are they quality or not? Are they current, etc)?

12. Which resources are lacking?

13. Does this affect the programme in anyway??

14. What are your recommendations with regards to resources?

PROCESS

15. How are lessons delivered? Mention some of the teaching methodologies and activities employed by the lecturers in teaching course in the programme.

16. Are you satisfied with how lessons are delivered? Why?

17. Are you aware of the assessment tools employed by the lecturers? if no why?

18. If yes, mention some of them and indicate if they were appropeiate.

19. What are your recommendations with regards to teaching and learning procedures?

PRODUCT

20. What has been the impact of the programme on your life?

21. Are you satisfied with the knowledge gained and performance? Specify

22. How has the programme influenced your output at your workplace? (for graduates)

23. Have your expectations been met? In what way?

Concluding Remarks

24. Kindly give your suggestions for improvement of the programme
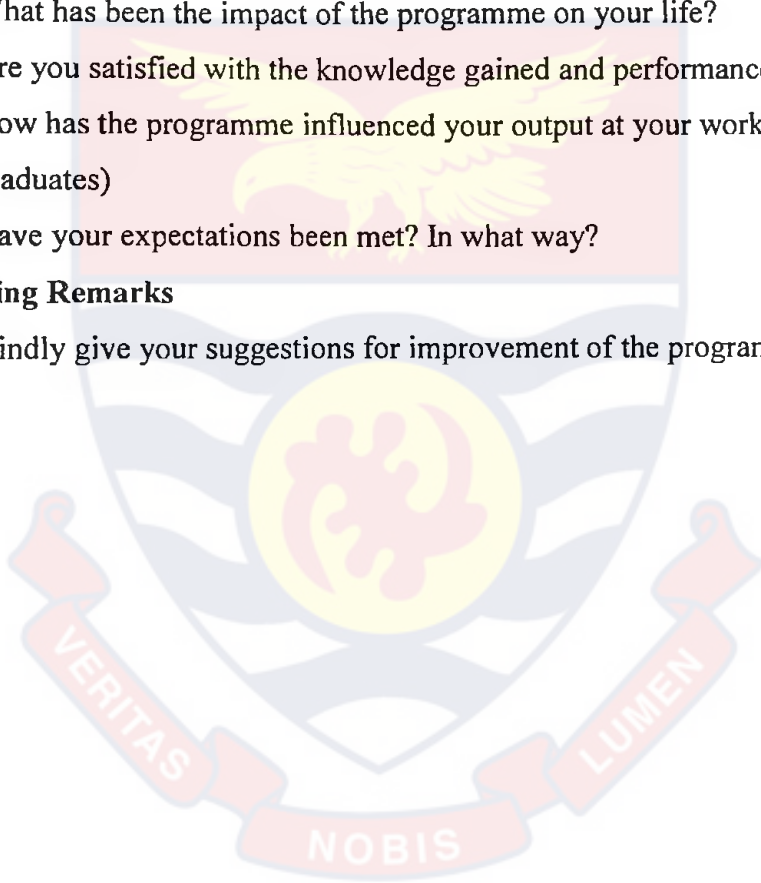
APPENDIX E

Ethical Clearance

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309 / 0244207814   C/O Directorate of Research, Innovation and Consultancy
E-MAIL: irb@ucc.edu.gh
OUR REF: UCCIRB/A/2016/815
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096   22ND SEPTEMBER, 2020

Mr. Jerome Nketsiah Jnr
Department of Business and Social Science Education
University of Cape Coast

Dear Mr. Nketsiah,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2020/67)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research protocol Evaluation of the Undergraduate Ghanaian Language Programme in the University of Cape Coast. This approval is valid from 22nd September, 2020 to 21st September, 2021. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator
ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

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APPENDIX F

Interview Transcript

Mod: Moderator

Participants: Nino; Mino; Pino; Qino; Rino; Paya; Qaya; Raya; Saya; Taya; Pino; Kino; Rino, and HoD

INTERVIEW QUESTIONS AND RESPONSES

Nino's Responses

Mod: How did you get to know of the Ghanaian languages undergraduate programme?

Nino: I got to know of the programme through a predecessor. Someone who did Ghanaian language major and English minor. We attended the same SHS but he was my senior so when he came from vacation and I asked him the programme he was doing then he said B.ED (ARTS) Ghanaian language and English. That was when I got to know of the programme.

Mod: What motivated you to enroll on the programme?

Nino: Let me say a lot of factors but prominent among them was I had interest in languages and I love to read a lot and I was good in Fante when I was in SHS so I felt it was a language I could do to the best of my ability. So that is what motivated me.

Mod: So are you aware of the aims and objectives of the Ghanaian language programme?

Nino: Ermm not really but I have seen something like they intend to make the centre one of the best department in temrs of teaching and learning. Yea, that is what I know.

Mod: So do you know of the prospects of the programme?

Nino: Ermm, I don't really know much but what I know is language is a means of communication and in Ghana here, I think the Akan language is one of the prominent local languages in Ghana so one having a background in that, there are job opportunities I can get.

Mod: Job opportunities like?

Nino: I can be a researcher if I decide to pursue further studies in the field. Apart from that I can enter into the field of journalism because of my background in the language. So I think these are a few I am aware of.

Mod: So did you know these benefits prior to your admission or you got to know when you enrolled on the programme?

Nino: Oh for the benefits I think the familiar one I knew was the taching and I used to watch Adom TV and I could see they had TWI translators so maybe there is the possibility that I can enter into it.

Mod: Do you also communicate the prospects of the programme to other people?

Nino: It depends (2X). That is when I am with my friends and there is an argument tagging the language as useless. You see people think the language is not necessary to be studied in the university so they say "Oh as for Fante even your mother can teach you at home". But they don't know that it goes beyond what we speak at home.

Mod: Did you know this before you joined the programme?

Nino: No! I only got to know when I enrolled on the programme. For instance, now I know even some of the Fante (like Takoradi Fante) we speak is not the appropriate type of Fante and we have different types of Fante. In fact, there are a lot of challenges out there.

Mod: So from what you are saying it appears you don't necessarily recommend the programme to people

Nino: Oh not necessarily. I do so when the need arises.

Mod: What were your expectations prior to your admission to the programme?

Nino: Ermm, I had so many expectations. I was of the view that the Ghanaian language I did in SHS will be different from what is done in tertiary. I don't know how to put it but there were expectations like to learn new things and to meet new people.

Mod: So if you are given the chance to drop this programme will you accept?

Nino: No I don't think so

Mod: Why?

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Nino: It has to do with passion and that is one thing I do have for the language. I don't think I will it for anything.

Mod: What passion are you talking about here? Can you explain further?

Nino: The issue is I like the language and that is where my abilities are. My marks in Ghanaian language are better than in other courses.

Mod: Will you recommend this programme to other people?

Nino: Sure, sure, I do. I did off campus and I recommended the programme to most of my students though most of them were like "Oh Ghanaian language too what am I using it for?" But It is a nice language and I think Ghanaian (pauses for a while) I don't know how to put it but I think one of the reasons why Africa is not moving forward has to do with our language. In Ghana, for instance, if we can have one local language, one local dialect that we can speak and be used by everybody, I think it will help. I also think the language needs more researchers so why not? I will recommend to people.

Mod: Does the programme have enough resources?

Nino: Ermm no! I don't think the programme has enough resources.

Mod: Do they have any at all?

Nino: Ermm yea! I think they have teaching and learning materials like literature books.

Mod: So what are the conditions of such limited resources?

Nino: I don't know but there are certain circumstances. I read English so I usually use English resources to support the Ghanaian language courses. In terms of for instance materials like literature books, they have but they are not enough. In fact, it is quite limited.

Mod: But aside that are they also relevant?

Nino: Yea! They are (2x). we read one in level 200 and I found one very interesting in terms of its relationship to real life experiences.

Mod: Apart from the real life issues were they also relevant to the programme?

Nino: Yea it is just that the texts we read were very old. They were more or less like books written in the 1950s, 1960s, etc. I really never read any book written in the 2000s.

Mod: So do you think these limitations in resources affect the programme in anyway?

Nino: Yes, yes it does.

Mod: In what ways?

Nino: In several ways

Mod: Such as

Nino: I am in love with the literature aspect so most of the time when I talk I try to relate it to literature. So in terms of literature the issues captured in the books, though they are good, are not contemporary issues. So you cannot relate much to issues happening now.

Mod: What are your recommendations with regards to the resources of the department?

Nino: I don't think we have a language lab so going forward the department should get one. And also, more current courses such as creative writing should be brought on board. I don't also see prizes given to Ghanaian language students so I think going forward they should do that to motivate students as other departments do.

Mod: How are lectures delivered?

Nino: Oh well, I think they are delivered using the usual lecture method. But one thing I commend them is their time. Most of them take their time in teaching to make sure you understand. Sometimes they also add presentations and assignments but the lecture method is used most.

Mod: Are you satisfied with how lectures are delivered?

Nino: Mmm, so far so good just that more lecturers should be employed so that they can have adequate time for learners.

Mod: Does that mean the number os lecturers are not adequate?

Nino: To me yes and the department needs more.

Mod: Are you aware of the assessment tools employed by the lecturers?

Nino: Yea, I think what I am aware of are presentations, quizzes, assignments and end of sem exams.

Mod: So your recommendations with regards to how teaching is conducted

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Nino: I think so far so good. I really don't have a problem just that at the beginning of the semester, most of them were not having tme to come for lectures.

Mod: What has been the impact of the programme on your life?

Nino: A lot. It's like the notion I had about the language prior to my enrolment is a bit different now.

Mod: What are some of them? Can we share?

Nino: Oh the normal notions that people have out there like "As for Twi everyone can teach it". But now when I got to know about the rudiments and stuff, I have seen it is not easy.

Mod: Are you satisfied with the knowledge gained?

Nino: Oh you know; no one gets satisfied. So far so good. We are still learning. It has helped me to see things clearer than how a layman will see it.

Mod: Have your expectations been met?

Nino: Not all of them but I think the knowledge is there. So far so good.

Mod: So which ones were not met?

Nino   The literary aspect. Being able to appreciate literature was not fully met.

Mod: So any recommendation for the programme?

Nino: I feel like there should be more education about the programme out there because there are a lot of misconceptions about it. So people think if you do Ghanaian language you have to attach education to it else there is nothing you can do wuth it. Also, the department should bring in more programmes. The programme is more concerned with classroom activities but they should focus on other extra curricula activities that can also create awareness for the programme. Programmes in Ghanaian languages can be organized to create awareness for the students.

Mod: Thank you very much my brother. Am most grateful.

Nino: You are welcome.

Mino's Responses

Mod: How did you get to know of the Ghanaian language programme?

Mino: Oh right from JHS

Mod: But did you know it was a programme done in the university?

Mino: Oh yea! I knew. I knew from one of my Fante teachers in JHS.

Mod: Oh ok! So what motivated you to enroll on the programme?

Mino: Personally (pauses) ok I found Ghanaian languages to be one of the courses I found it easy to learn and I was performing well in school. I found from the SHS that I was very good so I decided to continue with it.

Mod: So are you aware of any of the aims and objectives of the programme?

Mino: Oh yea!

Mod: Can you tell me some of them?

Mino: Ok! For the first one I know, you be a teacher and a translator or interpreter.

Mod: I think these are prospects instead. Anyway did you get to know this prior to your enrolment or you knew it after you enrolled?

Mino: Okay, before I enrolled, I didn't have that broad knowledge about it but it was after I enrolled that I got to know more.

Mod: Do you communicate the prospect of the programme to other people as well?

Mino: Oh yea(2x). I started teaching English and Ghanaian language when I completed SHS. So whenever I am teaching Ghanaian language I tell them some of the things that you can use Ghanaian language to do.

Mod: Okay! So what were your expectations prior to your admission to the programme?

Mino: I expected much though. I expected that pertaining to this translation and co. we will be going to the field especially in churches and forums where people who don't understand the English well, when that person is speaking the English we can translate or interpret for them.

Mod: So if you were given the chance to drop the Ghanaian language programme were you going to accept it?

Mino: Oh naa, naa. I wont drop Ghanaian language.

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Mod: So is it your major or minor?

Mino: It is my minor and my major is English.

Mod: Since you love the language so much why is it not your major?

Mino: Ermmm! Ok (laughs) I weighed how far the language does. You see English language is known worldwide and then the Fante is just among some few people so that is why.

Mod: Does the programme have enough human and material resources?

Mino: Oh naa! From my experience, it does not have enough resources. Even the human resources they are very few.

Mod: Do you have reading and library materials at all?

Mino: Naa, they are not available. I haven't actually seen any book compiled for our courses.

Mod: So it means there were none at all?

Mino: Oh I was seeing some one one bi. Even those ones the lecturers brought them, the students weren't given any material like a course book or something. We only write what the lecturers come to say.

Mod: Did these limited or lack of resources affect students' performance in anyway?

Mino: Oh it affects (2x) because aside what the lecturers says you don't get any other material to refer to so it gives us limited knowledge in what we are learning.

Mod: So what will be your recommendations with regards to resources?

Mino: I recommend that the lecturers who know the content of the course should come together and find books and resources for the course.

Mod: So how were lectures delivered?

Mino: It was solely the lecture method and sometimes discussions.

Mod: Were you satisfied with the way lectures were delivered?

Mino: Okay (stresses it) because I did the course in SHS, it doesn't affect me much but when I look at my other colleagues I can see they are fumbling with it because it was only one way method.

Mod: Are you aware of the assessment tools employed by the lecturers?

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Mino: Yea! Quizzes, assignment and then examination.

Mod: Do you think they were appropriate?

Mino: Oh yea! They were fairly appropriate.

Mod: What recommendations will you give with regards to how the programme is taught?

Mino: They should teach the course in a practical way so that we the students can grab the concept.

Mod: What has been the impact of the programme on your life and academic performance?

Mino: The impact is I am able to translate from English to Fante. My reading and writing has somehow improved.

Mod: Are you satisfied with the knowledge gained so far?

Mino: Ermmm, so far so good. I can say to some extent.

Mod: So have your expectations been met?

Mino: If I should rate it I will say 40%.

Mod: Aright! So any recommendation for the programme in general?

Mino: I will say that they should broadcast the need to enroll on the Ghanaian language. Because when we learn the English language, we only accept the culture of others and lack in our own culture so I suggest they announce or broadcast the programme.

Mod: Alright, I appreciate your effort and time

Mino: You are most welcome

Pino's Responses

Mod: How did you get to know of the Ghanaian language programme?

Pino: It was when I was applying for admission then I saw it. Me I didn't choose Ghanaian language oo. UCC gave it to me. Maybe because I did Ghanaian language in SHS and History, they gave me Ghanaian language, History and Philosophy.

Mod: What motivated you to keep on with the Ghanaian language?

Pino: Well, I love Ghanaian language. Naturally I love Ghanaian language. I want to know it more and learn it more. That is why I am continuing with it. You see, in level 300 you have to drop one or two courses. When I was in 200, I loved philosophy. I wasn't getting As in Ghanaian language. My grades were Bs and B+ but when I got to 300 I had some issues with my philosophy so I majored in History and minored Ghanaian language and dropped the philosophy. I know some of my colleagues are doing Ghanaian language just because they get good grades but I personally, it wasn't because of grades but I just love the language personally.

Mod: Are you aware of the aims and objects of the programme?

Pino: Me I cannot really remember but they have something written at the department but me I don't remember.

Mod: Do you know of the prospects of the programme?

Pino: Hmm! What I know is you can teach the Ghanaian language and maybe work in local media houses.

Mod: So did you know this before your enrolment or it was after you had enrolled?

Pino: Benefits deɛ, I think I knew it already but for the translation I didn't know you could do it for money because I see people from other departments and other places bringing their works for the lecturers and the TAs to translate for them and they pay.

Mod: Do you communicate the prospects of the language to others?

Pino: Oh yea! You tell them what you know but some people still are like the opportunities are not many.

Mod: What were your expectations prior to your admission?

Pino: I thought for Ghanaian language they will allow us for some practical things like they will teach us culture and other things so we have to know some practical things about culture. I thought like we were going to be taught how to dance, peom recitals and stuff. I was expecting them to borrow courses from communication studies so that by the time you complete the four years you know something about the media and you will not have to go to media school again but it was still like you read books and translation.

Mod: Will you recommend the programme to others?

Pino: For that you will do but people will not buy into the idea because they will tell you Ghanaian language cannot take you anywhere and they want something international. They will only tell you, you can go and teach or work in the local media houses. That is all.

Mod: Does the programme have enough material and human resources?

Pino: As for resources, it is not enough. Sometimes you will go and look for a bokk but you wouldn't get. As for the main library you will even not find any Ghanaian language book there. But at the Amissah Arthur language resource centre, you only find just one book, "Akan Kasadwini", written by Prof. Agyekum. So if you need any prper information you have to search online for it in English and later translate. The lecturers too they are cool but me am expecting Ghanaian language to be at a different level. I don't know byt they should add certain things to motivate us. Sometimes you the individual offering the course even feels down.

Mod: Do you think these limited resources affect students' performance?

Pino: Oh yea! Because you will be given an assignment and you need books to do it and you wouldn't get. You sometimes have to search online even that you wouldn't get much information you need and this affects our performance.

Mod: What will be your recommendations with regards to resources?

Pino: They know. A lot of people like Prof. Agyekum have written books and articles in Akan. They should bring some of them to the library so that when you are looking books to do your assignment you will be able to get some.

Even if we are supposed to buy koraa we will buy but the library should have copies of articles.

Mod: How were lectures delivered?

Pino: Oh normal lecture method. They come and stand in class and talk and sometimes presentations. Even that it is not eyi biaa.

Mod: So were you satisfied with the way lectures were delivered?

Pino: Mmm, it was cool but me my problem is there are some things we need to know the practical aspect. They should let us act some of the things we do like 'bragor', marriage rites etc. In level 200, we did one on dirges and that was cool. When we practicalise we become familiar with it. For instance, as for the reading and amambra they are the same thing we did in SHS and for this people who are not even Ghanaian language students know. Do you know I have a friend in medical school who helps me with my culture assignments so it like he knows a lot of things I even don't know as a Ghanaian language student. So there are a lot of things they need to teach us so that we can become unique from the others who didn't read Ghanaian language.

Mod: Are you aware of the assessment tools employed by the lecturers?

Pino: Abi it is assignments, quizzes and presentation.

Mod: What has been the impact of the programme on your life?

Pino: I don't know but for my life Ghanaian language has really shaped me. The values they teach us like when you see an elderly person gret, etc. has really shaped my life. It has shaped my behaviour and thinking. My public speaking has also improved. My reading and writing has also improved. I think reading has to do with practice.

Mod: So are you satisfied with the knowledge gained?

Pino: Oh it's okay but I want to learn more.

Mod: Have your expectations been met?

Pino: Some, like the reading and writing but ermm the practical aspect I am not satisfied.

Mod: Any recommendation for the programme in general?

Pino: I think with the assessment, students should be assess practically because the more you practice you become familiar with certain words and it enriches your language. So I think it should be practical than the quizzes though those ones are also good. I don't know but if people see you they should see some difference in you. I don't know how they are going to do it. They should make it attractive. They should look for the opportunities you will get after taking the programme and let students know. Sometimes those in level 200 and 100 will come and ask me what they can do but I don't know what to tell them. So they should make it interesting and let us know the prospects.

Mod: Thank you dear, am grateful
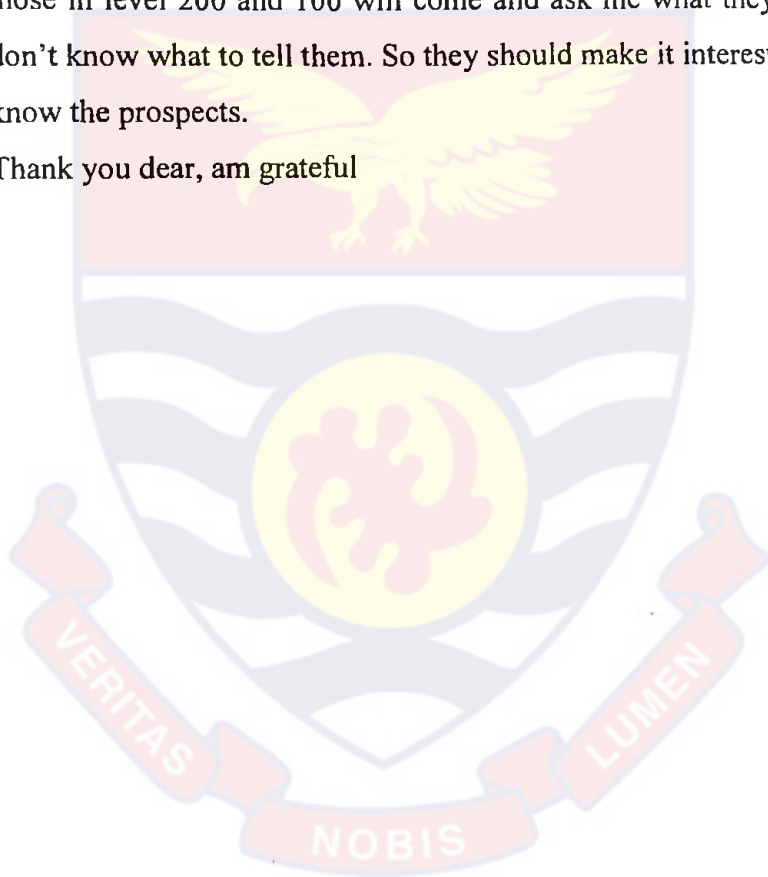
Qino's Responses

Mod: How did you get to know of the Ghanaian language undergraduate programme?

Qino: Okay, I actually got to know of it when I was applying for admission. When we were going through the brochure that is me and my senior sister, then we found it.

Mod: Are you aware of the aims and objectives of the programme?

Qino: Mmmm no! I don't know and we came too I don't think they have told us so I don't know what the programme seems to achieve.

Mod: What motivated you to enroll on the Ghanaian language programme?

Qino: Actually, it was not Ghanaian language that I wanted to do but my sister told me since I did it in the SHS I should take it so that I can get admission if not they may not give me admission so I chose it.

Mod: Do you know the prospects of the programme?

Qino: Prospects, prospects, I don't really understand what you mean.

Mod: Do you know some of the job opportunities you have or some of the things you can do after going through the programme?

Qino: Oh okay, what I know is I can become a Ghanaian language teacher that is if I want to be a teacher or I can also give news in Twi like what Efia Pokuaa and the others are doing on UTV.

Mod: Do you communicate the prospects of the programme to other people?

Qino: Honestly, I feel shy to tell my friends I am studying Ghanaian language when we meet because they will be like "Ah but Twi too do you go to school to study? What will you do with it?" So I tell them about my other courses.

Mod: What are those courses?

Qino: History and Religion

Mod: So what is your major and why did you choose that as a major?

Qino: Religion is my major and abi you know when you tell someone you are doing religion that one is guy.

Mod: (laughs) So if you are given the chance to drop this programme will you accept?

Qino: Oh naa I will not drop it

Mod: Why won't you drop it?

Qino: In fact though my interest was not actually in it I get good grades in Ghanaian language more than history koraa so I have decided to drop history. You see Ghanaian language the notes are not many and even if you don't study you will get something to write and pass and as in this university GPA matters I will do it to boost my GPA.

Mod: What were your expectations prior to your admission to the programme?

Qino: Actually I didn't have anything good in mind. Way back SHS our Ghanaian language madam will come and also do the same thing several time. Always literature so I thought Ghanaian language that was how it was going to be in the university too that is why I didn't want to choose the programme in the first place.

Mod: Will you recommend this programme to other people?

Qino: Hmm! Oh when the need arise and if the person also like. Actually people think Ghanaian language where will you take it to after your study so it makes it difficult recommending it to people.

Mod: Does the programme have enough human and material resources?

Qino: As for resources deε not not not. When you go to the main library you will not even find a single Ghanaian language book. Even the language centre koraa you don't see Ghanaian language books there. The only books I have seen were Opanin Agyekum's book "Akan Kasadwini" and some old reading book bi.

Mod: What are the conditions of such limited resources?

Qino: They are very archaic. Can you imagine, we are still using a drama book called "Twer Nyame" which was written in 1948 or so. And this book we used it in SHS too so just imagine. They are very old and they have suffered (laughs)

Mod: Does this affect the programme and students' performance in any way?

Qino: Oh yes it does. You don't get books to refer to when you are given assignents so if you don't get someone who can help you to do the work it

means you will get low marks. Sometimes too you have to go online and take the material in English and suffer to translate before you can use it. Some of the terms are even very difficult to translate so it makes learning difficult.

Mod: What are your recommendations with regards to the resources of the department?

Qino: I think they need to get more current books in the Ghanaian languages. If some are not there they can come together and write some that is why they are lecturers and the university pays them. Also I think we need a language laboratory where we can have equipment and maybe a projector so that when we are learning sounds we can go there and see how the sounds are produced in our eyes and it wouldn't be like theory nkoaa.

Mod: How were lectures delivered?

Qino: For me what I know is they only come and talk and sometimes give us notes and explain. The day they don't come to class they give the topic to us as assignment to do and submit and sometimes too their TAs will come and teach.

Mod: Are you satisfied with how lectures are delivered?

Qino: Not at all. Sometimes it is even boring. Don't don't make us practice what we are learning so everything is theory theory. Me (chuckles) aahh maybe we will take it like that.

Mod: Are you aware of the assessment tools employed by the lecturers?

Qino: I think quizzes, assignments and exams

Mod: What are your recommendations with regards to how teaching is conducted?

Qino: I think teaching should be more practical and fun. It should also be of a higher standard so that we will know we are in the university. Apart from the phonology and sometimes the linguistics of the Ghanaian language, the rest are the things we did in SHS and nothing new so it makes me feel like I know them already so am not compelled to learn but if they teach us

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something new and something higher of a university standard you will see that yea you are learning in a university so they should think about that.

Mod: What has been the impact of the programme on your life?

Qino: Nothing much. Apart from being able to translate small small and also being able to read and write me I don't see any much influence because of the way maybe the course is taught.

Mod: Are you satisfied with the knowledge gained and your academic performance?

Qino: Somehow because at least now I can translate, read and write properly and also the marks I get are good so am satisfied.

Mod: Have your expectations been met?

Qino: Which expectations?

Mod: The ones you had prior to your admission onto the programme

Qino: I think I told you I initially didn't have any interest in the course so I actually didn't have any expectation.

Mod: Any recommendation for the programme in general?

Qino: Hmmm! I think they need to make the programme look more attractive and also they should get a lot of materials to help learning. Again I think most of the lecturers are old so they actually look tired when they come to the class so they should also get young vibrant ones to support.

Mod: Okay thank you for your time

Qino: You are welcome

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Rino's Responses

Mod: How did you get to know of the Ghanaian language programme?

Rino: Oh I am a Ghanaian language student from SHS so I knew about it from SHS.

Mod: What motivated you to keep on with the Ghanaian language to the tertiary level?

Rino: Well, I love the language and it is my dream to become a scholar in the Ghanaian languages so I decided to continue with it to the highest level.

Mod: Why do you want to become a scholar in the Ghanaian languages while other popular subject areas are there?

Rino: Well it is true there are popular areas however I have realized that if I go into the Ghanaian languages I can rise up faster than going inot say English because a lot of people are there. Also, these days there are a lot of prospects for people who do Ghanaian languages just like the other subject areas.

Mod: Did you get to know of this your idea before enrolling unto the programme or after you enrolled?

Rino: Actually I got to know after I enrolled. Before enrolment I didn't had many information about the language.

Mod: Are you aware of the aims and objects of the programme?

Rino: Mmmm somehow. Maybe a little

Mod: Ok so say the little you know

Rino: I think the programme it is the aim of the programme to train people who will be very good to teach the Ghanaian languages. Yea that is what I know.

Mod: Do you know of the prospects of the programme?

Rino: Oh yes! You can become a Ghanaian language teacher or lecturer or work in the local FM stations or even UTV. You can also work in the court as an interpreter.

Mod: So did you know this before your enrolment or it was after you had enrolled?

Rino: Actually before my enrolment I know of only becoming a Ghanaian language teacher but the rest I got to know after I have enrolled.

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Mod: Do you communicate the prospects of the language to others?

Rino: Oh sure I do. The only challenge is that even if you do they still don't want to listen.

Mod: Why don't they want to listen?

Rino: Because they will tell you it will not take them anywhere. They don't know what they can do with the language apart from teaching.

Mod: What were your expectations prior to your admission?

Rino: Not much though but I was expecting to become very good in reading and writing the language so that I can write my own poems and other stuff in the language especially Ewe.

Mod: Will you recommend the programme to others?

Rino: Oh sure I will do it thousand times if I get the opportunity.

Mod: Does the programme have enough material and human resources?

Rino: As for resources, it is not enough at all especially with books. When you go to the main library you will not find any Ghanaian language book there. Even at the language library you only find English and French books in abundance but only few books in the Ghanaian languages. The little you find too are very old and I don't know.

Mod: Do you think these limited resources affect students' performance?

Rino: Oh yea! It affects us a lot because it becomes difficult doing your assignments and also our knowledge becomes limited. It also put a lot of burden on us because you will now have to go and search for the materials in English and translate into Ewe. Sometimes the terminologies to use are even a problem but I think if we get our own books things will be easy for us and we can also get first class some.

Mod: What will be your recommendations with regards to resources?

Rino: I think they need to get a lot of books in the various Ghanaian languages and also send some to the main library. They can also get a language laboratory furnished with ultramodern equipment.

Mod: How were lectures delivered?

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Rino: Errhh mostly the lecturers will come and teach. At times too they will give the topics to us as assignments or group discussion but they usually do the talking more often

Mod: So were you satisfied with the way lectures were delivered?

Rino: Oh not that bad but I think sometimes they should give us the exposure to practice what they have taught us especially with literature. I also think because they don't take us to the labs and other things they make learning difficult especially phonology because it is only taught in abstract

Mod: Are you aware of the assessment tools employed by the lecturers?

Rino: Is it not assignments, quizzes and end of semester exams?

Mod: Ok so what has been the impact on the programme on your life?

Rino: Oh I think I can now read and write the language. Properly. Also I understand most of the cultural things we do and morally I am good to go.

Mod: So are you satisfied with the knowledge gained?

Rino: Oh it's okay but I want to learn more.

Mod: Have your expectations been met?

Rino: I will say yes because I can read and write. But the only thing that has not been met is the literature how it is taught it makes it difficult to come out with our own poems and other literatures so that one has not been met yet.

Mod: Any recommendation for the programme in general?

Rino: Hmm! I think the department should try and get a lot of materials for the programme. Also lecturers should be a bit practical in their teaching to make it more lively for people not to drop the language as they are moving to the higher levels. What else? I think they should also talk to people about the language and what you can do afterwards. Yea.

Mod: Thank you dear, am grateful

Paya's Responses

Mod: How did you get to know of the Ghanaian language programme?

Paya: Actually I only heard about the programme when I was buying forms to enter into the university. I never heard it anywhere.

Mod: What motivated you to enroll on the programme?

Paya: Actually I never had the motivation to pursue Ghanaian languages but I had no other choice per the programme I did in SHS. I had to enroll on the programme because it was one of my major courses and per the permutations in UCC only Ghanaian language and religion were my major areas.

Mod: Were you aware of the aims and objectives of the programme?

Paya: Okay, I will say I wasn't aware of the aims and objectives but I had to find out myself so I will say now per the courses I have had and other readings and articles, I got to know the aims and objectives of the programme myself.

Mod: Does it mean when you enrolled you were not given the programme goals and aims?

Paya: Oh no, no! nobody told me about what the programme seeks to achieve and the opportunities in the programme.

Mod: So prior to your admission, did you know the prospects of the programme?

Paya: Oh no!

Mod: So it means you only got to know of the prospects afer your admission?

Paya: Yes, after I had enrolled on the programme and even that I found out myself.

Mod: So now that you know, do you communicate the prospects of the programme to other people?

Paya: Yes of course, I do that because from my perspective, people need orientation on the benefits and what they can do after pursuing the Ghanaian language programme. So I take that upon myself to advice the few people who are in doubt of pursuing the programme.

Mod: What were some of your expectations prior to your admission to the programme?

Paya: Well, I wasn't expecting anything good from Ghanaian anguage because I thought it was a deficit to me so I was always wondering that this course what am I going to get from it? And per the orientation and pieces of advice I had from people who were not into the Ghanaian languages, I never thought the Ghanaian language will be a better programme for me.

Mod: So as it stands now will you recommend the programme to other people?

Paya: Oh for that one I will say 100 percent. I will recommend it to people anytime I get the opportunity.

Mod: Why will you recommend it to others?

Paya: Because I have read a lot about the language and haven't gone through it for four years I have come to know of the benefits of he language with it numerous prospects.

Mod: Did the programme have enough resources?

Paya: The programme in UCC right? (pauses) If I am to rate it I will give 20% because they don't have resources at all.

Mod: So the little available what were their conditions?

Paya: I will say they are not available and the available ones are also not current and I don't see their relevance in the application in class. The only resources available were the books and they were not just archaic but archaic enough to be used in teaching Ghanaian languages. So for resources, they are not available and the available ones are archaic.

Mod: What about human resources? Were they enough?

Paya: (laughs) Not enough (2x) not enough at all.

Mod: So do you think these limited resources affect students' performance?

Paya: Yes, I will say it affects them in so many ways. One is their motivation to even continue pursuing the programme when they climb the academic ladder because there were not enough lecturers and you know the number of lecturers to some extent predicts the kind of motivation students will have so when the students go to class and few lecturers will come and sometimes they don't even come and you know students don't fully trust TAs and this programme relies so much on TAs.

Mod: Your recommendations with regards to resources?

Paya: You know, for language, from my perspective, let's talk of for instance linguistics and phonology. You know there are students being introduced to phonological issues, for example, tone or description of sounds. Students will be introduced that this is low, high or mid tone but they don't know the actual processes involved. They don't know why we say it is so. All these require the sound production so I think for resources, I recommend that they should maybe with the help of the faculty or university acquire more technological equipment that will help. Studying a language without a language lab is serious so I think they should get a language lab too. If nothing at all they should show a pictorial or videos of how the sounds are produced so that the students can understand. I will say everything is theoretical but it really needs to be practical.

Mod: How were lecturer delivered?

Paya: Well, just like the issue with resources, lectures were not delivered, from my point of view, rigorously. I will give them 50% because they are not available and they don't get time explaining things to our understanding. They rely too much on presentation and TAs. Some issues too are very technical which needs the lecturer to teach for the students to understand. So the instructional delivery was not up to the standard I expected.

Mod: Were you satisfied with how lectures were given?

Paya: Hmm! I will say satisfied a bit because they made me feel like I will have to find out on certain things by myself so most of the things I know now were from my own effort and I don't think the number of topics that need to be covered for someone to call himself as a language student, they were not covered. Only a few aspects were covered and the others were left for us to learn by myself. But what of someone who may not have motivation to learn? For that person I will say it wouldn't help because they may be tempted to feel relaxed. For example, the undergrats if you give them five topics and expect them to learn the rest on their own it will be a problem.

Mod: What were the assessment tools employed by the lecturers?

Paya: The assessment tools I will say they were not appropriate enough because just a dimension of assessment was done. Only the cognitive aspect was tested but some aspects that were practical were not tested. For example, if you want me to do let say some area like literature (poetry), we just memorise what is there. They don't allow us to compose our own poems so we just memorise only what is there. In this case what is the creativity in this? How do you develop students' creativity? So these are the kind of assessments they did.

Mod: What will be your recommendation with regards to teaching and learning?

Paya: I think more practice is very important because when they teach us theoretically, we memorise and then we give back what they gave us with no creativity. They don't even know that after teaching us the stylistic features in poems can we embed such features in our own poems? I believe they should do something more practical and embed more application in their teaching.

Mod: What has been the impact of the programme on your life?

Paya: I would say I took it upon myself to motivate myself so everything I am doing now is self-motivation but am sure there may be other students who didn't see any impact on their lives because they couldn't motivate themselves. Neither did they have such motivation from any lecturer because I don't think lecturers take it upon themselves to advice students about the need to pursue the course. From what you hear from other students ("it does not go well, it does not go well"), it means no impact has taken place. And I think it is because most of the lecturers are ols and they think they are done with teaching so they don't see the need to hustle and make the teaching rigorous so think they are tired. They don't motivate us. For me my morivation comes from myself. Don't forget the Ghanaian language students come to school with a whole lot of misconceptions from home so what they have to to id to motivate them.

Mod: What will be your recommendations for the programme in general?

Paya: I will say the lecturers should be quite serious with how they treat students. For instance, some students will not come to class and nothing is done to them. This will make them feel like, oh as for these people they are not strict so even if there is a clash on the timetable with another course, say English, the tendency that the student will go for the other course is very high because even if they don't come, nobody says anything to them. These are all things that demotivate students.

The second thing is I believe that instructional processes should be revised. They should engage students in more application. I think they should also introduce new courses on to the programme. For instance, in UCC there is a course called communication skills where students are assessed based on their concord but there is no course like that in Ghanaian language and this is a very serious issue because concord is very fundamental and paramount in one's discourse. Students' concord in Ghanaian language is very poor so they can bring in something like that to address that.

Also, there needs to be motivation. This is because already there are a lot of misconceptions about the programme out there so if they don't motivate people wont come. I think there should be orientation. Even if it is not formal, every lecturer after teaching can expose students to some of the benefits of pursuing the programme. And thus, the issue of instructional resources, modern technology should be incorporated into the programme. Example, the language lab is a major issue. I remember when we were conducting one research, we were asked to get a "Zoom recorder" – it is a device used to gather acoustic data. We went to the department and the department did not have. A whole language department with expects, none of them could provide. This means that they are teaching phonology theoretically. This implies that anything the student learns in phonology is abstract. So I think they should get the lab and moern technologies so that when students see these equipments, that will boost their morale. When you go to other departments, they have some of these resources so when

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Ghanaian language also does, it will make you feel like yes, I am now learning something. So I believe these are some issues they can consider.

Mod: Thank you very much boss

Paya: You are most welcome.

Qaya's Responses

Mod: How did you get to know of the Ghanaian language programme?

Qaya: Errh! Infact I know from some friends who had already studied Ghanaian language at UCC so I knew from some friends.

Mod: What motivated you to enroll on the programme?

Qaya: In fact at the training college some language tutors the way they taught, that motivated me to follow their footsteps.

Mod: So were you aware of any of the aims and objectives of the programme?

Qaya: I got some materials from is it the admission brochure. Yea, I read the admission brochure and I got a lot of information from it. I also spoke to people too. Somebody who was there already, about two people.

Mod: Ok but when you enrolled did the department take you through some of the aims and objectives?

Qaya: Errrm not sure.

Mod: So do you know some of the prospects of the programme?

Qaya: Yea

Mod: So what are some of the prospects?

Qaya: The first thing is that you could teach to become literate in your own language so that you could teach others. Then the next one is to be literate to maybe do translation. So translation, teaching and a lot of things that you do at church some of the works too involve Ghanaian language.

Mod: Ok so did you get to know of these prior to your enrolment or you got to know after your enrolment?

Qaya: I got to know before

Mod: Ok so do you also communicate some of these prospects to other people?

Qaya: Yes, I tell people about what I have learnt in Ghanaian language and what can happen.

Mod: So what were some of your expectations prior to your admission?

Qaya: Mmmm! Expectation? My expectation was to do very well, in fact, I had some friends who told me that it was very difficult to get an A or first class in doing a language course like that so I was also expecting, in fact I had in

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mind at first to get first class so when he told me that then I told myself if that was the case then I have to relax bit. That was not so my expectation was to get first class so by the time I realized the guy had deceived me because that guy was a third class I didn't know so he said things based on his perspective. So my expectation, in fact I expected to gain knowledge except that some of the courses sometimes I wasn't so much convinced based on the way those courses were handled.

Mod: So if you were given the chance to drop the Ghanaian language were you going to accept it?

Qaya: No, no (stresses it)

Mod: Why?

Qaya: I wasn't going to accept because that was the example that in fact you know that is our language and we need expect of the language so if people were not willing to do it I was burnt on doing it to become and expert of Ghanaian language. Let me even say that Ghanaian language was not part of my SHS courses but I was very good at it at the BECE level that I got an A oh 1 so when I finished I wanted to do it so I wrote Ghanaian language at NOVDEC and got a B so I was burnt on doing it because somebody who did not do it specifically at SHS I wrote NOVDEC and added to my courses to come and do it so that meant that I was burnt on doing it.

Mod: Ok you made mention that if people were not willing to do it you are willing. Do you think what are some of the reasons why people are not willing to enroll on the Ghanaian language programme?

Qaya: Usually people say that it is our local language so we know how to speak it so there is no need for you to be an expert in it. That is one of them and they think that it wouldn't take you anywhere. That is people's thinking but I know of high people who have different backgrounds, their literacy has taken them to high positions even at the international level and even in these days outside Ghana ermm Europe, people are looking for experts to teach Ghanaian language so it's based on a misconception that people have.

Mod: Does the programme have enough human and material resources?

Qaya: I am not sure. As of our time it was not that enough but I don't know of now.

Mod: Yes let's take it from the point of view of your time.

Qaya: Our time resources to teach (pauses) what kind of resources were there? In all the courses we had lecturers except that some of them showed certain attitudes, absenteeism, that was why I said my expectations were not met because the way I expected the courses to be handled some of them their attitude in fact didn't satisfy my expectations.

Mod: Since you have talked about attitude let us talk about how lectures were delivered.

Qaya: This one it is a very difficult one because we had individual people handling different courses. Ermm some of them we had the lecture method. Mostly lecture method mmm what else? Yea mostly lecture method and sometimes discussions.

Mod: So were you satisfied with the way lectures were delivered?

Qaya: Ah no! Especially some of the course in first and second year. I wasn't at all because the lecturer at some point he would come at some point he would come and the way he will talk, you will not even see the actual thing he is trying to teach. I don't want to mention specific names because if I mention maybe they will be

Mod: (Chips in) Please let's not mention names or course but make your claim general

Qaya: Yea some of them the way they taught I wasn't comfortable at all. I think two different cources were handled by one person and the way the course was taught I wasn't too convinced.

Mod: So were you aware of some of the assessment tools they employed?

Qaya: The assessment tools, again assignment. I had a bitter experience with the assessment tools but this maybe wouldn't be the right time to talk about it because some of the lecturers didn't make me feel happy doing the Ghanaian language as a matter of fact but the assessment tools were assignment and quizzes, yea

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Mod: And do you think they were appropriate?

Qaya: Yea, you know they were to some (pauses) yea they were because if you want to teach language, language is something we live it. You need to practicalise it so giving students assignments to write essays, when you do that you are encouraging writing development so I think that to some extent yea.

Mod: What recommendations will you give with regards to how the programme should be taught?

Qaya: For me, number 1, I think that those who intend to teach should be well developed because I remember even up to level is it 400 or 300 as I said some lecturers the way they were handling the courses I was doubting their academic courage because sometimes the things that we were expected to be taught or be exposed to some didn't as a matter of fact so I think that those who teach should be well (pauses) how do you call it? Which word should I use? Should be well grounded in the filled. And then secondly, people should be encouraged because sometimes the way some of the lecturers used to talk that was what I was saying I had a bitter experience if not we had taken the course already like some were going to drop it like me because at a point when you ask somebody to especially the assessment issues, you give us assessment, you don't expect people to write from the same point of view, especially at our level, so if students write, you need to judge them by merit not what you think you believe. So for me I think that motivation, motivating students to do it should be high. Yea these two what else? And then if we can get resources as we mentioned, some courses are very practical like phonetics and phonology of the Ghanaian language. You do phonetics and phonology of Ghanaian language we can at least look at some aspect of linguistics so that that one will also motivate people to use resources to study the language into details so I think that language lab will do

Mod: What has been the impact of the programme on your life or academic performance?

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Kaya: Errrm! I don't regret doing it. I am able to read well now in Ghanaian language. I am able to help others and teach others as well so I think these are the things.

Mod: So are you satisfied with the knowledge gained so far?

Kaya: Errm! Satisfaction? That is why I said I was a bit disappointed in the way things were handled at some points in the course so that meant that my satisfaction in terms of knowledge gained, of course not bad, but not to my expectation.

Mod: Finally, any recommendation for the programme in general?

Qaya: To improve it right?

Mod: Exactly, how to make it better.

Qaya: That is why I said how to make it better, the programme should be taken seriously especially by those handling it. The way people make noise about other languages, those that are not ours, people are proud doing it so if people can study other people's language like English, which is alien to us, if people be proud of studying French which is also alien to us, then why can't we also make ours proud? So I think that the department can make a lot of programmes and then a lot of research to motivate the young ones to also do it. As a matter of fact, in the training colleges when you are looking for experts you are not getting it so I think that people are needed at a higher level so I think we should motivate people very well.They should be talking to people, especially during first degree, the need to do masters in that area and then come back and do it, continue, that all goes back to the motivation am talking about so lets people know the prospects of the programme.

Mod: Thanks a lot

Raya's responses

Mod: How did you get to know of the Ghanaian language programme?

Raya: Ok so first when I got admission to UCC I was given Ghanaian language so basically it was a course I had to offer and it was quite interesting so I think I developed a positive feeling towards it.

Mod: Ok so which means you got to know of it when you were applying.

Raya: No not really. I actually had basic information from SHS, JHS and Primary school level.

Mod: Ok so you already knew it was a programme done at the university level.

Raya: Yes

Mod: So what motivated you to enroll on the programme?

Raya: Errrm ok so initially I wanted to involve myself in Ghana's most beautiful so it was actually my priority so learning the language in order to get to know more about the language and our culture and use it when entering into the Ghana's most beautiful contest.

Mod: Were you aware of any of the aims and objectives of the programme?

Raya: Okay I will say like it enriches the language because most of us although we have like the basic lessons but those lessons are not all that deep so when you enroll in the university and you take the Ghanaian language courses they break everything down for you. Like you get to know why B is equal to C and D is equal to E so it becomes more simpler.

Mod: Do you know of the prospects of the language?

Raya: Ernn yes

Mod: What are some of them?

Raya: One it promotes the Ghanaian culture and two it enriches the others who are willing to learn to actually fall in love with their own culture as well.

Mod: (Mod reframes the same question) What are some of the advantages or benefits you get when you enroll on the Ghanaian language programme?

Raya: Ok so when you enroll on the Ghanaian language programme we are sustaining the Ghanaian culture, it's still there so we are moving from one generation to another so it wouldn't die out. Two we get to know more of

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the language how the some of the names came about and other things so in-depth knowledge.

Mod: Advantages in terms of job opportunities

Raya: Ohh job opportunities, oh it has various job opportunities attached. I think with the linguist side, when you come to the Centre for National Culture (CNC) you will be able to use the language.

Mod: Mmmm do you know these opportunities you are talking about prior to your admission or after you had enrolled?

Raya: Oh I got to know after. Yes

Mod: Ok so do you also communicate the advantages of the programme to other people as well?

Raya: Oh yes I do, I do because I see a lot of children around and when you speak the Ghanaian language they are not able to reply just because in school they are told that if you speak the Ghanaian language you will pay one cedi or you pay fifty pesewas. So am like ah so if your children can't speak the language in the next 20 25 years to come who is going to speak the language?

Mod: What were some of the expectations you had prior to your admission?

Raya: Oh my expectations! Ok so with admission I don't know ooh I got all the courses oo but I was happy with all the courses I was given. I was just happy because I love them especially the Ghanaian language.

Mod: With the expectations am talking about I want to know what you were expecting to achieve after going through the programme.

Raya: Oh ok so I also wanted to major in the Ghanaian language was I was expecting the translatory part of the course to be more than the I don't know the vowels and the things they do in general, what do you call it? Because we spent like three semesters doing just vowels, I I don't know why but the translatory part I was trying on using it for linguist something.

Mod: So if you were given the chance to drop the programme were you going to accept?

Raya: I should drop it?

Mod: Like while you were in school if you were given the chance to drop it were you going to accept it?

Raya: Oh no, no. no

Mod: Really? Was it your major or minor?

Raya: It was my minor.

Mod: Then what happened that you made it your minor?

Raya: Ok, one I was already given theatre and I really loved it so I didn't change it so when I saw Ghanaian language and history, I thought I was going to do the three to my last semester but I only got to know I was going to drop two when I get to before I got to Level 300.

Mod: Did the programme have enough human and material resources?

Raya: Enough (pauses) Yes, a little.

Mod: Are you saying yes, they have enough or a little?

Raya: Not really

Mod: Ok let's break it down. Were the lecturers enough for the programme?

Raya: No!

Mod: And what about books, library resources, were they having?

Raya: Ok with books yes.

Mod: So what were the conditions of the books?

Raya: They were new. We had to buy them so they were new but some of the books we didn't use them but we bought them.

Mod: Am not talking about Theatre studies oo but Ghanaian language

Raya: Yes! Ghanaian language we bought books but we didn't use them.

Mod: But why did you have to buy? Was the department not having?

Raya: Ok the department was not having so the lecturers had so they had to make photocopies for us to buy.

Mod: It means they were not sufficient. Anyway, were they current?

Raya: Hmmmm yes

Mod: Did you ever go to the department library?

Raya: No! I didn't even know they had a library.

Mod: Well so with these limited resources, do you think they affected students' performance in any way?

Raya: Oh oh ok I think yes

Mod: How?

Raya: If you are told to get books to help as in writing something let say essay or something, me for instance sometime I had to resort to my sister's primary books to finish my work because there were information in them I needed. I didn't even know they had a library.

Mod: SO if you didn't know they had a library then how did you know they had materials?

Raya: If they didn't have the material how were they going to print the books for us? Or were they going to steal it?

Mod: No! Maybe the lecturer had a personal copy. That does not make it a property of the department.

Raya: So if the lecturer had it on his own how come when he was bringing to feed us the department didn't know about it? Is the lecturer operating on his own?

Mod: Maybe you don't get what I mean

Raya: Oh I get it. You are trying to say that maybe the lecturer didn't not take it from the library but it is his own copy. But what am also trying to say is since the lecturer is part of the department then whatever belongs to him also belongs to the department.

Mod: Anyway let's move on. How were lectures delivered?

Raya: Mmmmm, how were lectures delivered? Ok so sometimes practically sometimes too theoretically.

Mod: What were some of the approaches used? Was it through the lecture method, group work or whatever?

Raya: Oh oh, presentations, group work.

Mod: So were you satisfied with the way lectures were delivered?

Raya: Oh yes as for I was satisfied.

Mod: Were you aware of the assessment tools they employed? How were you people assessed?

Raya: No I don't know.

Mod: You don't know how they assessed you in class?

Raya: Errrn! We were assessed based on the presentations and quizzes.

Mod: Yes, these are the things I am asking you about.

Raya: Oh ok sorry sorry.

Mod: Do you think those assessment tools were appropriate?

Raya: Oh yes, they were.

Mod: What will be your recommendations with regards to teaching and learning? How the programme should be taught.

Raya: Errmmm! My recommendation. Ok I am thinking that because at Levels 100 and 200, I think 300 too they do the same, they put together the Twi and the Fante people together so the understanding is not there. It's like you get a Fante person trying to speak Twi and there are words in the Twi language the Fante person will not understand so it gets to mix the languages and then you confuse the students so am thinking they should find enough lecturers to teach the Fante, the Twi and the others separately.

Mod: Finally, what has been the impact of the programme on your life or academic performance?

Raya: Yes, I will be going for Ghana's most beautiful probably next year so I think I am well equipped now. Well equipped with the Ghanaian language so I am going to try my best and see.

Mod: You are well equipped as in what?

Raya: As in the writing and reading and other things.

Mod: So are you satisfied with the knowledge gained so far?

Raya: Oh yes am satisfied, am satisfied.

Mod: Ok so were your expectations met?

Raya: Oh yes they were met (3x). now I am well equipped. I can read and write the Ghanaian language. People bring their works to me to translate for them.

Mod: Oh ok so you are making money from it

Raya: Oh yes something small

Mod: Finally, what will be your recommendations for the programme in general?

Raya: Okay, so I think the books that are supposed to be given to the students to read and equip them for their research and other stuff should be provided at the office so that they will know the books that we are treating. They will know the books teachers are using to teach students. And also with the lecturers issue, enough human resources. That is all.
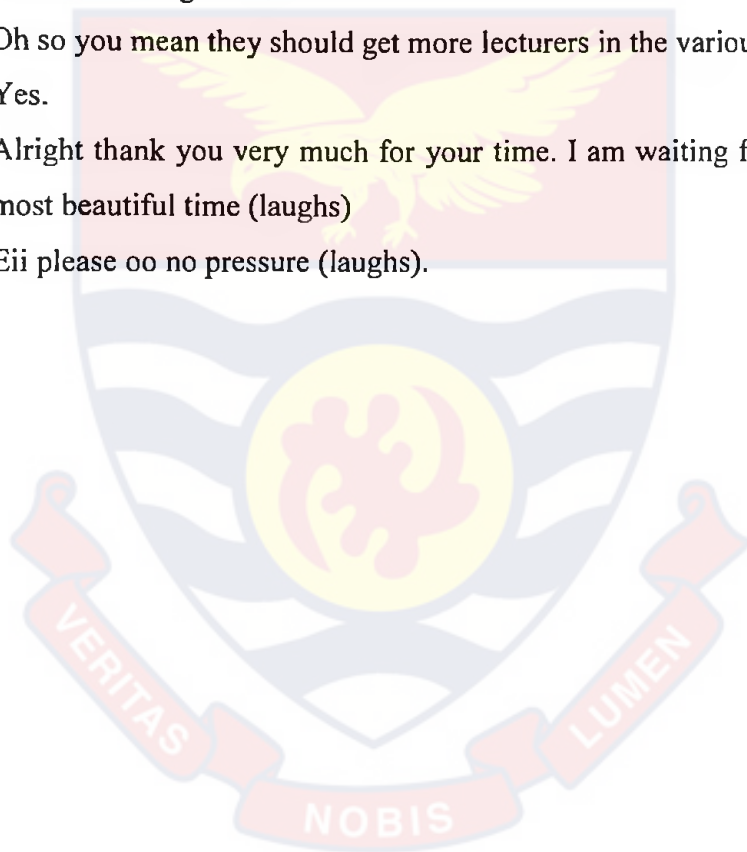
Mod: Enough human resource as in?

Raya: Like the lecturers, so if one person is teaching the Fante language the other will be teaching the Twi.

Mod: Oh so you mean they should get more lecturers in the various languages?

Raya: Yes.

Mod: Alright thank you very much for your time. I am waiting for the Ghana's most beautiful time (laughs)

Raya: Eii please oo no pressure (laughs).

Saya's Responses

Mod: How did you get to know of the Ghanaian language undergraduate programme?

Saya: Through the internet

Mod: How? Were you searching for information online and you came across it or what?

Saya: Yes, when I wanted to apply for admissions I went to the internet to search for it and I found out that UCC they are doing it and I found it.

Mod: So What motivated you to enroll on the programme?

Saya: Okay, I found out that most people are not interested in the language but I had interest and I still have the interest to even pursue it to the PhD level. So I got the interest since senior high school I had the interest there. So I wasn't under the influence of anybody. It was self-motivation.

Mod: So were you aware of the aims and objectives of the programme?

Saya: Not really, I haven't read it.

Mod: But when you enrolled didn't they tell you or give you some of the aims and objectives?

Saya: Actually they didn't but some of the lecturers you see them on the course outline. Yea I saw some of them.

Mod: So do you know some of the prospects on the programme?

Saya: Oh yea, I think ermm the media we have the job opportunities there and then academia from the basic level to the tertiary level that one too you can have some jobs over there. And even when you go to the courtrooms translation is there so these are some of them.

Mod: So did you know all these before enrolling or you got to know after your enrolment?

Saya: Actually before enrolment I only knew of the teaching but the rest I got to know after my enrolment.

Mod: So knowing these do you communicate the prospects of the programme to other people?

Saya: Oh yes, yes I communicate the prospects to other people about the benefits of the programme. Yea.

Mod: So while you were on the programme if you were given the chance to drop the programme would you have accepted it?

Saya: No, no

Mod: Why were you not going to accept?

Saya: Because as I have already indicated, I have the passion for the course so I don't think I would have drop it.

Mod: Does the programme have enough teaching and learning and human resources?

Saya: I think for the human resource it's okay but the other resources I think is inadequate.

Mod: Which ones specifically were inadequate? Are you talking about books, space for lectures or what?

Saya: Yes the books. Sometimes I think some of the books you won't find them. Some of the books are old so when you go there they are not there. Even the apps as at now we don't have them. They said they have some app that if you use to record it will do the transcription but we don't have. For the lecture rooms since we were not too many I think is okay.

Mod: Do these limited resources affect the programme and students' performance?

Saya: Yes I think it affects

Mod: How?

Saya: Because when you go there they are saying (pauses) sometimes they tell you to go for the books the materials but you go to the internet you don't get them, you go to the library you don't get them so how are you going to get materials to help you especially the research. For instance myself when I was doing the project work I even went to Otumfo's Manhyia before I got materials. You go here they will say they don't have it you go here they will say they don't have it so only one man is having it so it clearly shows. So without it it will be very difficult to do the analysis, yea.

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Mod: So what will be your recommendations for the resources?

Saya: For the resources I think the old ones, the little that we have we have to I think have a system where we can upload them and even scan and then even upload them so that whenever you want to have access you can go for them because now we cannot go and search and search for hard copies so if they can upload the materials. The Twi books they are not many, ahaa, so if they can upload the materials like the literature books and other books so that we can go and download them. If they can also stock the library with other materials that one too can help.

Mod: With regards to teaching and learning procedure how were lecturers delivered?

Saya: Okay, sometimes it was through presentations and sometimes too they just give some group assignment, we don't present but we just submit it and then others too the lecturers they will just lecture.

Mod: So were you satisfied with how lectures were delivered?

Saya: Yes I was satisfied but after all when they tell you to find the information that is where the problem is.

Mod: What were some of the assessment tools they used to assess students?

Saya: Assessment tools. Like what?

Mod: Like how were they assessing students' performance?

Saya: Oh after the presentation they will give you marks.

Mod: Okay so assessment was mainly through presentations?

Saya: Not only through presentations and then project work too they will mark and bring it

Mod: So if means quizzes and end of semester exams they were not used?

Saya   Oh they were used but the quiz only once a semester or so

Mod: What will be your recommendations with regards to teaching and learning?

Saya: Ermm! Sometimes I think some of the lecturers since they know the thing they don't really prepare before they come so when they come and they are teaching sometimes when you compare the scheme they have given and what they are teaching you will see that they don't tally.

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Mod: So what has been the impact of the programme on your lif?

Saya: The cultural aspect has built me because as we are doing the language the culture is also part of it so for example the moral aspect. So I know how to talk to people I know if you meet someone you have to greet and things. And then the communication too I will know the context I have to use certain words.

Mod: So are you satisfied with the knowledge gained so far?

Saya: Ermm, knowledge as at know I don't think I know everything.

Mod: Oh for that one definitely, but haven't gone through the programme for four years are you satisfied with the impact the programme has made on you?

Saya: Oh yes I am satisfied just as I have mentioned earlier.

Mod: Finally what will be your recommendation for the programme in general?

Saya: I think we undermine the programme so if the state or the government can put some measures in place so that it will motivate some of the people or Ghanaians to enroll on the programme because wherever you go it is done from the basic level to the tertiary level so the government should make sure they put the curriculum and materials in place. When you go to the basic and senior high schools we don't even have textbooks but the other courses or subjects they have so I think that one is very important. When you go to the basic and the senior high schools some of the teachers they don't know anything about Ghanaian language yet they are teaching it so you can imagine. I have so many examples. So I think there should be a motivation. And I think we have to also as language teachers go to the media and then talk to, especially those in academia, we have the linguistics association or whatever in Ghana. They can go to the media, yea radio stations and others and talk to people about the programme and make it attractive so if we have these association, why cant we do that because if you do that you will educate a lot of people and now they will know aaahhh so this is how it is. Meanwhile we don't have adequate teachers for the course but people are going to school of business and others so I think if they can go to the media and educate people about what it entails.

Mod: Okay, but what about the department? They are running the programme so what must they also do?

Saya: The department. One it is about motivation. Sometimes I see that they don't encourage the students. It is only few. If you come to pursue the course they think it is for your own good so but sometimes when you call somebody and you encourage the person it will help a lot. Also, as I said materials, yea they have to get materials there and those things that we are not familiar with, is it app or whatever, they can easily do that to help us. And sometimes too dissemination of information. If they don't disseminate information it doesn't help.

Mod: Alright, I thank you very much

Saya: You are welcome

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Taya's responses

Mod: How did you get to know of the Ghanaian languages programme?

Taya: Actually, I got to know when I was in the senior high school. When we were about to complete SHS and I was looking for courses I can do in the university, I asked my Ghanaian language teacher whom I was very close with the and she told me about it.

Mod: What motivated you to enroll on the programme?

Taya   Ok when I was in SHS I was performing very well in the Ghanaian language so I felt if I do it I can perform well and get first class so that I could get a scholarship.

Mod: Ok so are you aware of some of the aims and objectives of the programme?

Taya: Mmmm not that much but I think maybe so that we can use the language very well in our day to day activities

Mod: What are some of the prospects of the programme?

Taya: Prospects, prospects. I think maybe you can become a Ghanaian language teacher and also read Akan news.

Mod: So did you know of these prior to your admission or after your admission?

Taya: Oh I knew before I enrolled.

Mod: Alright! So do you communicate some of the prospects of the programme to other people as well?

Taya: Hmm! Sometimes I do oo but it is like people actually don't respect the language. They think it is our own language so there is no need to come to the university and learn your own language so it makes it even explaining things to them.

Mod: What were your expectation prior to your admission?

Taya: Ok I was expecting to become very good in the writing of the language and also be able to write a Ghanaian language book for basic school students.

Mod: So if you were given the chance to drop the Ghanaian language programme were you going to accept?

Taya: Oh naa, I wouldn't accept.

Mod: Why were you not going to accept?

Taya: Because it was a course I loved very much. My marks in the quizzes and assignments were very good and also even if you are not able to come to lectures the lecturers will not insult you or do anything to you unlike the other courses. So I was never going to stop.

Mod: So was it your major or minor?

Taya: Oh it was my minor.

Mod: What was your major?

Taya: English

Mod: Why was it your minor since you loved the language very much?

Taya: Inasmuch as I love the language English is known worldwide than the Ghanaian language and with the English I will get job to do faster than the Ghanaian language.

Mod: Does the programme have enough human and material resources?

Taya: Errmmm from my point of view I think the human resource was somehow okay but the material resources were not enough koraa.

Mod: What were the conditions of the available resources?

Taya: I think they were not sufficient and also very old books especially the literature books.

Mod: Did these limited resources affect students' performance in anyway?

Taya: Oh yea it affects paa. Just imagine you have been given an assignment and you go to the library you don't get any book to refer to do the work what will you do? It is either you have to use your own mind to write or give it to someone to do for you or if this happens our knowledge becomes very limited.

Mod: What will be your recommendation with regards to resources?

Taya: I think they will have to get enough books and current books that are in the Ghanaian language. Also they should try and talk to the authorities to also stock the main library with Ghanaian language books because it appears they are discriminating against the Ghanaian language.

Mod: How were lectures delivered?

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Taya: Oh the normal lecture method and sometimes presentations and assignments

Mod: Were you satisfied with the way lectures were delivered?

Taya: Mmmm actually I will say it was okay. It didn't affect me much because I already had a strong basics in the language so I could study certain things on my own.

Mod: Were you aware of the assessment tools employed by the lecturers?

Taya: Oh yea it was through quizzes, assignments and end of semester exams.

Mod: Do you think they were appropriate?

Taya: Well it went well with me so I will say yes.

Mod: What recommendations will you give with regards to how the programme should be taught?

Taya: I think lecturers should make the programme more practical. And also they should have to show some level of confidence in them that they know what they are teaching because sometimes some of them the way they teach there is no vim at all.

Mod: What has been the impact of the programme on your life?

Taya: Okay I think now I can read and write the language very well. Also I can do some translation as an intermediate and errmmm let me see (pauses) yea I think that is it

Mod: So are you satisfied with the knowledge gained?

Taya: Well not bad but you know human beings never finish learning so it is okay but I am willing to learn more.

Mod: Have your expectations been met?

Taya: Some of them. The writing aspect has been met but the literature aspect that was going to help me to be able to write the book for the basic schools has not been met. This is because the literature was only all about reading and reading they never made us or gave us the chance to practice composing our own poems, stories and others in the language.

Mod: Alright so any recommendation for the programme in general?

Taya: Hmm! Well I think the programme should be made more attractive and people should also be made to know the importance of doing the course or programme. Again more resources should be purchased. I think that is all I can say for now

Mod: Thanks for your time

HoD's responses

Mod: Does the department advertise its programme to the public?

HoD: Yes we do.

Mod: In what ways do you make your programmes known to the public?

HoD: We advertise our programmes in the Daily Graphic and also on the UCC website.

Mod: Do you make known the prospects of the programme?

HoD: What we usually give in the advertisement is the duration and probably the fees. So we don't really give the prospects because the prospects are many. Probably the reasons we want them to pursue the programme are many. Though we could summarise them we don't usually add that in our advertisement but it is in our course description.

Mod: But do you think these people coming afresh can fish out these prospects from the course description you are talking about?

HoD: Actually it may be a challenge but some may be able to and others may not but what we usually do is to only give the duration, fees and requirements.

Mod: Alright, so do you also make known the aims and objectives of the programme to prospective students and those who enroll?

HoD: As I have said earlier, the aims and objectives, prospects and what we want them to achieve at the end of the programme are all summarized in the course description so when they read they will see it.

Mod: Does the programme have enough available resources?

HoD: When you say availability of resources what do you mean by that?

Mod: Do you have enough human resource thus, lecturers and teaching and learning resources?

HoD: Yea, we have lecturers that is human resource. The only thing is that they have gone on retirement so we have to replace them. And for material resources, it could also be put into two. For example, are the offices enough for the lecturers and whether they are supplied with computers and other things? These are material resources. They are not really adequate because

some are paired in their offices and some of the computers are also not working.

Books could also be another type of material resources. For the Ghanaian languages, we don't have enough books that we can easily refer our students to. We actually have that problem and that is why we have terminology problems as well because if people had written in the Ghanaian languages and used these terminologies in their books, they would have been available for our students and even ourselves as lecturers. But each time they need to look for such, we will have to be alternating and other things so for books no, they are not there.

Mod: So don't you think they affect students' performance in anyway?

HoD: Yea, they do but the issue is they are not available

Mod: What is the department doing about this?

HoD: What am happy about is that CoDE has contracted us and we are writing modules for CoDE and they are based on the courses we are having in our department so somehow within a certain period, we should have some materials available for our students as well because we cannot write for CoDE and deny our students access to them. For example, we were not setting objective questions for or students but with CoDE it is compulsory so last semester, we also gave our students objective questions in the department.

Mod: Going back to the objectives and prospects, it appears people do not know the benefits of the programme and just summarizing them in the brochure or the university website, do you think it is going to help? What is the department doing or what does the department intend to do?

HoD: Yes, one other thing is that we even had a meeting to think about setting a committee who will go to the second cycle institutions to educate them about the availability of the programme, the prospects such as working in the media houses, working as a translator in the consulates, etc. So we want to educate them on that. In fact we know that people even advise them that we don't go to tertiary institutions to study our own languages but if they

know even (chips in) even the essence of doing first degree is to prepare your brain but it's the masters that matters and even those of us in the humanities, we are fortunate because you can choose from any area. But they don't know these things so we need to educate them so we intend doing that in the future.

Mod: Honestly I think when that is done it is going to help a lot.

HoD: We take things for granted. You see the MP from my village, he did not know that he could use mature exams to go to the university but when he got to know of it and then applied, wrote the exams, he passed and came. So these are things people need to know but in reality they do not know.

Mod: Thank you very much Dr. In case of anything, I will come back again.

HoD: You are most welcome.