UNIVERSITY OF CAPE COAST

AN EVALUATION OF THE IMPLEMENTATION OF THE GHANAIAN

LANGUAGE AND CULTURE CURRICULUM IN SENIOR HIGH
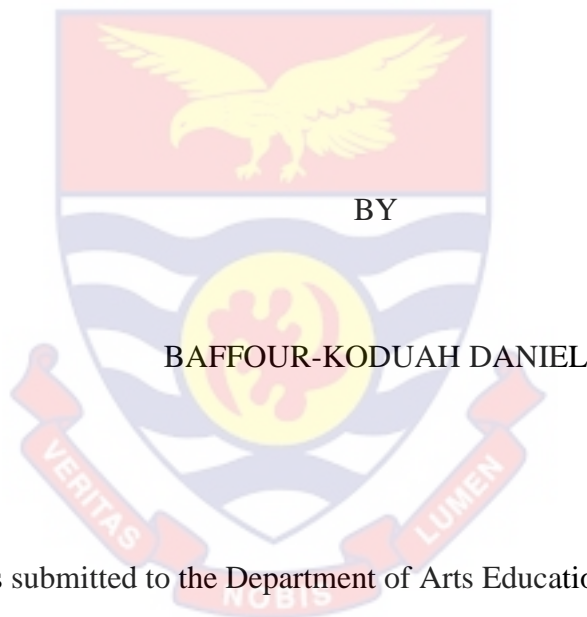
SCHOOLS IN THE KUMASI METROPOLIS

DANIEL BAFFOUR-KODUAH

2025

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AN EVALUATION OF THE IMPLEMENTATION OF THE GHANAIAN

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SCHOOLS IN THE KUMASI METROPOLIS

BY

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Humanities and Social Sciences Education, College of Education Studies,
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Award of Master of Philosophy in Arts Education

FEBRUARY, 2025

DECLARATION

Candidate's Declaration

I declare that this thesis is my own original work and it has not been submitted

or presented in any other university or department for a degree

Signature: ………………………   Date: ……………………..

Name: Baffour-Koduah, Daniel

Supervisor's Declaration

I hereby declare that the preparation and presentation of this these was

supervised according to the guidelines laid by the University of Cape Coast for

thesis supervision

Signature: ……………………………   Date: ……………………

Name: Kofi Abrefa Busia (Ph.D)

ABSTRACT

Taking into consideration Ghanaian Language students' academic performance over the years, the study was purported to evaluate the implementation of the Ghanaian Language and Culture Curriculum in Senior High Schools in the Kumasi metropolis. The study was guided by four research objectives–context of the implementation of the Ghanaian Language and Culture Curriculum, input, process and perceived effectiveness of the GHLC. The study was deeply rooted into Stufflebeam's Context, Input, Process and Product model for curriculum evaluation. Through the lens of pragmatism, the study adopted the mixed methods research approach to evaluate the implementation of the curriculum. A multi-stage sampling framework which included census for 41 teachers, proportionate simple random sampling for 322 students and convenience sampling for observing 15 teachers in lessons was used. The findings of the study indicated that the objectives outlined in the curriculum are structured to equip students with language skills, even though the difficult of topics do not match the duration of the curriculum. The findings reflected the inadequacy of instructional materials in Ghanaian Language instruction while it also indicated discussion, lecture and questions and answers as the most used instructional strategies in teaching. Based on the findings, the study recommended for a curriculum that considers its time duration to match the difficulty of its contents. Again, it advocates for teachers to use more advanced methods of teaching and instructional resources considering language learning in 21st century.

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to the following people: Agnes Koduah, Isaac

Oduro Amaning and Georgina Akosuah Adoma

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CHAPTER ONE

INTRODUCTION

This chapter of the study introduces the background to the study, the statement of the problem, research objectives and research questions. It goes on to highlight the significance of the study, limitation and delimitations. The chapter concludes with organization for the study.

Background to the study

The goal of Ghanaian language education is to equip and enhance students' linguistic and performance competencies. Hence, students should be able to apply the mechanisms and elements of the Ghanaian language effectively in reading, listening, speaking, and writing. Again, the Ghanaian language education through its curriculum helps students to understand and appreciate the uniqueness of their cultural heritage, appreciate the social, economic and political problems in their dynamic societies and find solutions to them (NaCCA, 2018). Education is seen as the medium for these goals to be achieved. Hence, the need for quality education.

Quality education is arguably one of the most valuable legacies that a country can leave to its citizens. Nations such as Malaysia and Singapore have demonstrated that the growth of a nation is mostly hinged on the quality of education delivered to its citizens. UNESCO, the main organization for the United Nations Decade of Education for Sustainable Development (DESD), has reaffirmed the critical role that education can play in attaining the Millennium Development Goals (MDGs) (Down, 2011). Dina (2020) reiterate that education is strongly guided by the application of curriculum, such that the curriculum continues as the path that guides the goals of education to reach

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its' intended purpose. Therefore, the better the curriculum in the educational system, the better the quality of education in the country. Nonetheless, for the educational benefits of the aforementioned to be realized in a nation, the role of the curriculum cannot be underestimated.

Curriculum is one of the most essential components of education. It establishes goals and objectives, provides suitable technique for topics, and incorporates learning aids to make teaching and learning more enjoyable and effective. Given its multifaceted nature, it has been subjected to different conceptualizations. From a broader perspective, curriculum is projected as the totality of experience (Aspari, 2018). In other words, it includes every task, resources, and techniques, as well as knowledge, attitudes, and abilities that are specifically created to help certain student groups accomplish well-defined objectives. Moreover, curriculum serves as a means of creating opportunities for students (Mojkowski, 2000). This, therefore, implies that curriculum is the most essential aspect of education since it serves as a guide to achieving targeted educational goals, aims, and objectives. As regards the aforesaid, curriculum could be considered an element that affects the overall quality of education (Aspari, 2018; Muskin, 2015). It encompasses the information and abilities that students are expected to have in a particular subject. Hence, it is important to develop a curriculum that is tailored specifically to the needs of pupils to achieve success (Muskin, 2015). It is noteworthy, however, that educational objectives outlined in a curriculum would only be realized if the curriculum is effectively and successfully implemented.

Effective implementation of the curriculum plays an integral role in the realization of the set education objectives. It involves the practical application

of well-articulated and well-intentioned concepts that have been presented as theory. Implementation aims at bringing concepts or theories that are action-oriented into reality (Afangideh, 2009; Chaudhary, 2015; Mezieobi, 1993; Okebukola, 2004), to attain the objectives for which it was developed (Garba, 2004).

Mkandawire (2010) asserts that students' success is maximized when the curriculum is properly executed. The application of curriculum in the nations of the Organization for Economic Co-operation and Development (OECD) has proved to result in improvements in their educational systems. The successful implementation of a curriculum in several OECD nations, including Estonia, Finland, Japan, Norway, and Wales, has improved their educational systems. The initiative provides the skills and competencies that students will need to flourish in the twenty-first century (OECD, 2018). These nations have been able to reform their curriculum as a result of curriculum implementation, providing pupils with the information, skills, and competencies required for the future.

Successful curriculum implementation done in school systems across the globe has achieved their educational objectives strongly (OECD, 2018). The educational systems of countries such as the United States of America, Kenya, Rwanda, and others have all undergone modifications to assure the creation of highly sophisticated people who have the knowledge and skills required for the labour market in the twenty-first century (Waweru, 2018). This supports the claim made by Mkandawire (2010) that students benefit from existing opportunities at the greatest level when the curriculum is well implemented.

In contrast to the developed nations, where curriculum implementation seems to have benefited their educational systems, there are significant challenges with curriculum implementation in developing countries, as documented in the literature (Alshammari, 2013; Haruna, 2018; Wulandari, 2009; Yunita, 2008). Specifically, Haruna (2018) discovered that the majority of teachers lack a solid comprehension of the English curriculum, limiting their capacity to effectively teach the subject. A majority of teachers expressed the view that they had acquired no subject-specific training on the most recent curriculum. In the same study, he acknowledged that instructional resources are scarce in the same subject. Teachers need audio-visual resources to help in the teaching and learning of the English curriculum to ensure its appropriate implementation.

Again, Alshammari (2013) asserted that science teachers in Kuwait have a variety of issues, including a shortage of teaching resources, a high number of pupils in the classroom, and a short class period which affects the implementation of the science curriculum. Several factors contributed to these difficulties. Popular among these factors is that the Ministry of Education did not pilot test the new curriculum prior to implementing it in schools. Although, it is widely acknowledged that new curricula must always be tested in advance in order to identify errors and difficulties that must be ironed out before the courses are introduced (Salamah, 2008). The study also revealed that majority of teachers believed that the content could not be related to their students' culture and society. This is because it was developed in the United States for students who had very different cultural and social lives from Kuwaiti students, resulting in a difficult implementation process for both

teachers and students. As Dagher and BouJaude (2011) have stated, students' and teachers' cultural and social contexts must be taken into consideration while designing scientific curriculums.

In the same vein, Wulandari (2009) observed that the implementation of the English syllabus was hampered by a decrease in students' motivation to learn, a limited time allocation for completing the syllabus, teachers' inability to clearly explain the content in order to facilitate students' understanding, and a lack of necessary school facilities to aid in teaching and learning activities.

Furthermore, Yunita (2008) discovered that time constraints, a high degree of difficulty in the content, a lack of facilities, and a low level of students' motivation all contributed to the failure of the implementation of the English language curriculum. Teachers were unable to finish the whole curriculum due to the restricted time allotted to them by the administration. As a result, they resorted to selective teaching, in which they taught certain topics while leaving out others that they judged to be less significant.

In the African context, literature accounts for similar issues that have hampered curriculum implementation in many countries. In Kenya for instance, Ngugi (2012) lends weight to Okoth's revelation as he reports that regardless of students' having good attitude towards the learning of mathematics, the implementation of the curriculum was hindered by a lack of suitable teaching and learning materials. Iribe (2014) also presents a more realistic explanation of the difficulties associated with the implementation of the Integrated Business Studies Curriculum (IBSC). These included insufficient IBSC textbooks, a lack IBSC instructors, a lack of time set aside to teach IBSC, abstract and broad IBSC subjects, and difficult language in the

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IBSC textbooks among other things. Okoth (2016) reveals that there is lack of appropriate teacher professional development (TPD), content overload and complexity, unsuitable learner characteristics, inadequate integration instructions in course books, and insufficient pre-service training have all contributed to the failure of curriculum implementation.

Again, Brodie, Zaheera and Modau (2009), raise concern about the lack of effective implementation of the curriculum. According to these authors, the lack of effective implementation stems from the fact that teachers choose activities that needed higher-level cognitive demands during the stage of mathematics sessions, but the cognitive demands of the tasks declined throughout the implementation stage. Related to Brodie et al. (2009) is the study by Nwiyi and Uriah (2007) which also revealed that teachers in Nigerian secondary schools are insufficient and unskilled in the majority of situations, and as a result, the implementation of the curriculum becomes challenging since some teachers do not go through teachers' training institutes. They discovered that the majority of instructors choose the teaching profession as a last choice owing to a scarcity of employment opportunities, and that they are unable to provide excellent services, resulting in a stifling of curriculum implementation.

Apart from the issues discussed above, other issues viewed as the impediment to effective curriculum implementation has to do with lack of human and material resources as discovered by Mandukwini (2016) in non-fee-paying schools in the Eastern Cape.

As with issues concerning curriculum implementation in most African countries, scholars in the Ghanaian context have also raised similar concerns

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about the ineffective curriculum implementation in different fields of study, particularly at the Senior High School level. Prominent factors considered as barriers to the effective implementation of the curriculum in various disciplines are limited school time, inadequate teaching and learning resources, an overloaded syllabus, and students' involvement in a variety of co-curricular activities (Aboagye & Yawson, 2020; Kwarteng, 2018).

It is important to note that these scholars stress on that the challenges with curriculum implementation affects students' academic performance (Aboagye & Yawson, 2020; Alshammari, 2013; Haruna, 2018; Kwarteng, 2018; Wulandari, 2009; Yunita, 2008). That is to say, students' academic performance is determined by how the curriculum is being implemented in the classroom. Poor academic performance of students correlates with poor implementation of the curriculum and vice versa. Likening this to poor Twi students' academic performance in the WASSCE, it is deemed necessary to evaluate how the Ghanaian Language and Culture curriculum has been implemented over the years to contribute to students' academic performance. Against this backdrop, the study evaluates the implementation of the Ghanaian Language and Culture curriculum in senior high schools in the Kumasi Metropolis.

Statement of the problem

Successive examination reports of the West African Secondary School Certificate Examination (WASSCE) have shown that the academic performance of Twi students is not getting any better. The WAEC Chief Examiner's report on WASSCE from 2011 to date has been described as poor academic performance of students. Specifically, the May/June 2013 WASSCE

report on the Ghanaian language subject revealed that there was a decline in students' performance where a great number of students scored less than 50% of the total mark as compared to the previous year's performance in the subject. The reports have stated emphatically the weakness of Twi students such as poor orthography and inappropriate use of the language such that candidates were unable to use the language as it should be used. There was an indication in the report where candidates' misspelt words. For instance, words like 'boy' was spelt 'aberimaa' instead of 'abarimaa'.

Again, the issue of candidates' inability to use tenses, punctuations and language structure (phonology and syntax) were raised in the Chief Examiner's report from 2014 to 2018. Generally, there seems to be a significant improvement in students' academic performance in the Chief Examiner's report on Ghanaian language from 2019 to 2021 yet there are still flaws in students' performances in areas like orthography, language structure, spelling, punctuations, and tenses. The students' inability to pass in these areas account for their poor performances. In light of poor academic performances, extant studies have been conducted to unearth some factors that could have been possible causes. Nonetheless, available research in this respect seems to suggest that factors such as teacher competence plays a minimal role in Ghanaian language academic achievement in WASSCE. Similarly, the directorate of education in the metropolis also outlines similar flaws in students' performance as outlined in the chief examiner's report. There is a dearth of literature on the Ghanaian language and culture curriculum, however, Bassah (2020) revealed that Ghanaian language teachers are efficient in faithfully implementing the Ghanaian language curriculum and its cultural

aspects by setting achievable objectives and varying their instructional strategies. The review of the existing literature on the problem under review suggests that particular attention has only been paid to the teacher factor, leaving determinants of student learning and other factors unexplored. In this regard, a comprehensive study that seeks to explore other issues the implementation process of the Ghanaian Language and Culture curriculum. Against this backdrop, the current study seeks to give a comprehensive study of the evaluation of the implementation of the Ghanaian language and culture curriculum in Senior High Schools in the Kumasi Metropolis.

Purpose of the study

In line with the poor academic performance of Ghanaian language students in WASSCE, the purpose of this study is to evaluate the Ghanaian Language and Culture Curriculum in some selected schools in the Kumasi Metropolis in the Ashanti region of Ghana. The specific objectives of the study are to:

i. examine the contextual factors that affect the implementation of the Ghanaian Language and Culture Curriculum in Kumasi Metropolis.

ii. find out the resources that are incorporated to aid the implementation of the Ghanaian Language and Culture Curriculum in Kumasi Metropolis

iii. examine the instructional process adopted for the implementation of the Ghanaian Language and Culture Curriculum in Kumasi Metropolis

iv. examine the perceived effectiveness of the implementation of the Ghanaian Language and Culture Curriculum in Kumasi Metropolis

Research Questions

The following research questions were set to guide the study

i.   What are the contextual factors that affects the implementation of the Ghanaian Language and Culture Curriculum in Senior High Schools in Kumasi metropolis?

ii. What instructional resources are incorporated to facilitate the implementation of the Ghanaian Language and Culture Curriculum in Senior High Schools in Kumasi metropolis?

iii. What instructional process are adopted by Twi teachers in the implementation of the Ghanaian Language and Culture Curriculum in Senior High Schools in Kumasi metropolis?

iv. What is the perceived effectiveness of the implementation of the Ghanaian Language and Culture Curriculum in Senior High Schools in Kumasi metropolis?

Significance of the study

The study will be helpful to teachers, students, administrators, parents, GES and other stakeholders in education. For teachers, the study will provide insight to teachers of Twi on appropriate methods to use during teaching and learning to enable them to interpret the Ghanaian language curriculum to the understanding of the students. This will enable teachers of Twi to be insightful on the kind of instructional strategies that can bring out their intended motives for their students.

The study will also modify students' behavior in the sense that the study will enable students to identify their learning difficulties in the subject and see how important it is to excel in the subject. The findings of the study

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will prompt students to have a positive perception about the study of the subject.

Likewise, the study will provide insight to administrators to acknowledge the need to hire trained and qualified teachers who are knowledgeable enough to translate and interpret the objectives of the Ghanaian Language and Culture Curriculum to students effectively.

Furthermore, the study will enlighten policy makers and the Ghana Education Service (GES) on issues that do not help in the realization of the Ghanaian language curriculum and come out with policies that will help in its implementation.

Lastly, the study will help the Ghana Education Service (GES) organize in-service training for Twi teachers to make sure teachers have the requisite materials and knowledge to effectively implement the Ghanaian language and culture curriculum

Delimitation of the study

A major delimitation of the study is the conceptual framework adopted for the study. There are other models for curriculum evaluation; which includes the goal-free evaluation model, Tyler's objective-centred model, Hammond model, the management-oriented evaluation model and others but this study adopts the Context Input Process Product (CIPP) model for curriculum evaluation because of its comprehensiveness. The CIPP accounts for the evaluation of broader aspects of curriculum implementation as compared to the other models.

Again, the study will be delimited to only SHS schools in the Kumasi metropolis to find out the effectiveness of the Ghanaian language and culture

curriculum. The study will cover teachers and students of Twi at the selected schools in the metropolis. The study will not cover teachers and students from other areas of study hence the findings from this study cannot be generalized to other subject areas.

Limitation of the study

Given that the study covered few selected schools in the Kumasi metropolis, the findings from the study cannot be generalized to the whole country. Howbeit, the aforementioned reason will pave way for researchers to bring to literature what is happening in other regions and study areas.

Another limitation is the instruments for data collection. Teachers and students' consent will be sought in the process of collecting data. The researcher anticipates the Hawthorne effect in research during the data collection. That is, participants may manipulate their behaviors and responses to cover what is actually happening on ground which might affect the validity of research. To correct this invalidity, the research triangulated thus, the study used other methods of data collection to confirm consistencies in their behaviors.

Lastly, the researcher anticipated on using final year students of Twi as the respondents for the study. However, the data collection process clashed with the preparation of final year students and teacher of TWI for the WASSCE. For that reason, both parties were not observed.

Organization of the rest of the study

The rest of the study is organized in four chapters. Chapter Two dealt with the review of related literature. This covered the conceptual review, theoretical framework and empirical studies that were related to the study.

Chapter Three covered the research methods which comprises the research paradigm, research design, population, sample and sampling technique, research instrument, validity and reliability of instrument, data collection procedure and analysis. Chapter Four concentrated on the presentation and analysis of data while Chapter Five highlighted the summary of the study, key findings, conclusions, recommendations and areas for further study.

CHAPTER TWO

REVIEWED OF RELATED LITERATURE

Overview

This chapter deals with the review of related literature in curriculum evaluation. It provides the conceptual review, the theoretical framework and empirical review of the study. In reviewing literature for this study, the following topics were highlighted under conceptual review: curriculum, curriculum implementation, approaches to curriculum implementation, curriculum evaluation and curriculum evaluation models.

Conceptual Review

The Concept of Curriculum

The concept of curriculum has been in existence for many years; hence, it has attracted a lot of attention from many scholars. Literature accounts that, the term curriculum has been used to mean different things and to represent different ideas and concepts. According to Education Encyclopaedia (2009), the definitions of curriculum has been widely used by scholars who associate the term to everything that happens in the school setting, to scholars who limit its definitions to topics defined as instructional requirement of the educational system while some scholars limit the definitions of curriculum to specific subject areas in a school setting. Curriculum can be historically traced to the Latin word 'currere' which means 'a race course or a runway' which one follows to achieve a goal (Castle, 1999). Kelly (1983, p.10) asserted that "curriculum can be said to be all learning activities that are planned under the guidance of the school, to be

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carried out individually or in groups, inside or outside the school environment".

Bobbitt (1918) based his philosophy on curriculum as a social engineering arena where he opines that the scope of curriculum should cover the entire deeds and experiences that is gained within and out the school setting; whether they are unplanned or undirected and planned or directed. Hence, Bobbitt (1918) defines curriculum as the deeds and experiences which guides and directs children to be the adult society wants them to be. Similarly, Print (1993) defined curriculum as all the learning opportunities offered to students by the school and the experiences students go through once the curriculum has been implemented. This explains the planned and documented activities that are directed by the school authorities for learners to experience.

Also, Goodson (1994) describes curriculum as a multidimensional idea that is developed, negotiated and renegotiated across a wide range of domains and contexts. This means curriculum does not associated itself to one context because it can conceptualize itself in a variety of areas for their use. And so, it reflects how interactive and complex a curriculum can be; thus, its nature. In view of this, Litjens and Taguma (2010) assert that curriculum is a complex entity with multiple elements such as content, goals and pedagogies. Su (2012) describes curriculum as a channel where specified educational goals and objectives are attained. He opines that a curriculum is a guideline for desired learning outcomes.

Other scholars and educators have shed light and conceptualized curriculum from different views in various forms. Morris (1993) defines curriculum as the permanent subjects for areas of study like grammar, logic

and reading. It also includes learning outcomes planned by the school, knowledge's established in different areas of study and the experiences learners are introduced to under the guidance of the school. This postulates the idea that curriculum provides the learners with general skills and knowledge planned by the school to guide the paths of learners in their personal lives. Curriculum is viewed as those subjects that are relevant to the learner for living in the contemporary society (Cobbold et al, 2015). This confirms Beauchamp (1977) and Wood & Davis (1978) definition of the curriculum as the method of choosing areas of study or subjects. By this, the curriculum outlines a subject or an area of study. In this regard, a curriculum either specifies or dictates the subject and its goals while it leaves out the methods of teaching out of the spotlight. The definition of this curriculum centres on the course contents rather than instructional objectives. In the effort of simplifying this definition of the curriculum, Wood & Davies (1978, p.16) consider curriculum as a "totality of courses that constitute a course of study offered by an institution or followed by a student".

For some scholars and educators, curriculum is regarded as a plan, a path or guideline for effecting educational activities. Tom (1984) avers curriculum as a plan for teaching or instruction. This confirms Mojkowski's (2000) conceptualization of the curriculum as all activities, experiences, materials and methods, knowledge, values, attitudes and skills that are intentionally designed to achieve well-defined goals with a specific group of students. And so, the curriculum is carefully planned in such a way that it is directed towards learners' achievement in the future. In addition, Pratt (1994) canvasses curriculum as a plan for a long-term teaching and learning process

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with focus on the content and methods of instruction. Eisner (2002) acknowledges that curriculum refers to planned instruction with related intended objectives, acknowledging that much more may occur in the teaching and learning process in the classroom that is significant and relevant, even if it is unintentional. Similarly, for Wiles and Bondi (2007), curriculum remains the activities and occurrences – whether planned or unplanned, that happens in the classroom during the teaching and learning process.

Brady (1995) conceptualises curriculum as a document of a program that is written on a piece of paper. Barrow and Milburn (1990) explains that, formally documented programs produced by ministries, local authorities, boards and teams of education are all associated with the curriculum. Hence, synonymously, curriculum can be interchanged with syllabus. Curriculum is the interrelated set of plans and experiences that a student undertakes under the guidance of the school (Marsh & Willis, 2003; Richards, 2013). That is, the curriculum engulfs all the learning experiences learners go through under the guidance of the school, whether planned and directed or unplanned and undirected. By this, the curriculum presents the outline, techniques and schemes about course contents that are needed for reach an outcome for both teachers and students. Marsh (1997) posits that the plans and experiences are intertwined, such that, the combination of these two concepts bring the totality of learning activities to the learners. Su (2012) describes *plan* as all the planned and directed curricular activities that happen in the classroom, and *experiences* as the unplanned and undirected activities that mostly happen outside the classroom setting. In light of this, experiences can be described as the co–curricular activities that contributes to the learners' total personality.

Similarly, Kearney and Cook (1961, p.358) define curriculum as "all the experiences that a learner has under the guidance of the school". In the same vein, Barrow and Milburn (1990, p.85) explain curriculum as "all the experiences a child has in school".

Joseph, Bravmann, Windschitl, Mikel and Green (2000) regard curriculum as a series of interconnected variables that requires learners to pay attention to its belief systems, behaviors, values, language, artistic expressions, environment and norms that affects the senses of right and wrong. Chen (2007) asserts that curriculum is a cooperative process between students, teachers and the environment that project their social, cultural and political beliefs and values.

Zar (2015) categorises curriculum into two items, (i) the variety of courses from which students can select their field of study and (ii) a specific learning program. By this she opines that curriculum describes all of the teaching, learning, and assessment resources that are accessible for a certain course of study. Thus, curriculum is the institutionalized part of education. This therefore implies that the curriculum is the most essential aspect of education since it serves as a guide to achieving targeted educational goals, aims, and objectives. As regards the aforesaid, curriculum could be considered an element that affects the overall quality of education (Apsari, 2018; Muskin, 2015).

Based on the above definitions, curriculum can be said to be a course or program that guides an individual towards a specific knowledge, skills and attitudes. It itemizes the main teaching, learning, assessment methods and outlines an attestation of the learning materials that are needed to support the

effective delivery of the programme. Also, Curriculum as an important element of education, projects societal aims and goals included the programme which it intends to achieve; thus, the curriculum is determined by the aims and goals of society. in simple terms, through curriculum a society is able to outline what it wants to impact to its people through education as an institution.

The societal and educational objectives embedded in the curriculum are achieved through programmes and activities that are carefully planned and directed under the guidance of the school authority. To fully acknowledge whether the curriculum has achieved its intended goals and objectives, there is the need for the curriculum to be put into practice to understand its concepts and contents needed for fulfilling the intended aims and goals of the society and the nation as a whole. For the aforementioned goals to be achieved, there is the need for curriculum implementation. The next subtopic to be considered is curriculum implementation

Curriculum Implementation

Fullan (1991) asserts that "curriculum implementation is the process of putting a change into practice" (p. 378). Holding a similar perspective with other scholars that the three bases of education are imitation, implementation and institutionalisation (Berman, 1981), Fullan argues that implementation is unarguably the most important element such that implementation connotes the fulfilment of desired educational objectives. Effective implementation of the curriculum plays an integral role in the realisation of the set educational objectives by involving the practical application of well-articulated and well-intentioned concepts that have been presented as theory. Implementation aims

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at bringing concepts or theories that are action-oriented into practice/reality to attain the objectives for which it was developed (Mezieobi, 1993; Afangideh, 2009; Chaudhary, 2015).

Mezieobi (1993) theorized the term implementation to represent the means of putting a blueprint of plans, decisions, proposals or policy in action. That is, for Mezieobi (ibid), implementation has to do with moving ahead with already made plans religiously, as it should be administered. Mabale (2013) is of the view that curriculum implementation is an accomplishment of course content and processes that have been officially prepared to be executed. Similarly, Mulyasa (2009) and Chhem & Eng (2007) consider curriculum implementation as an administration of plans and innovations to impact knowledge, skills and concepts in daily classroom activities by involving students and teachers. This is done by utilising the curriculum to achieve its intended objectives and goals (Ogar & Opoh, 2015).

Zumwalt in Akwesi (2012) asserts that curriculum implementation means practically putting a theory into action such that its intended outcomes can be witnessed through the academic performances of learners within and outside the classroom setting. That is, to Zumwalt, if curricular contents, concepts and its instructional methods are delivered accordingly as it has been stipulated by the curriculum, then it means implementation has taken place. In the same vein, Garba (2004) explains that curriculum implementation is the process of outlining curricular objectives and putting them into actions to achieve the goals it was designed to obtained. Similarly, Okebukola (2004) also describes curriculum implementation as putting written curricular objectives into practice. Mkpa and Izuagba (2009) also hold the view that

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curriculum implementation involves an active participation of learners and teachers in educational activities that includes the provision of instructional resources for its administration at all required stages. Holding on to this, Ivowi (2009) shares a similar view that curriculum implementation is the process of construing curricular concepts and contents into an operating curriculum through a collaborative effort of teachers, students and the society. To Pal (2006), implementation means executing an authoritative decision. That is, carrying out an official task without questioning.

Additionally, Wiles and Bondi (2014) see curriculum implementation as the process of conveying instruction and assessment by utilising specified instructional materials outlined in the curriculum. To Wiles and Bondi (ibid), implementation of a curriculum deals with strictly following laid down plans and procedures of the curriculum in relation to teaching and learning of curricular contents and concepts. Thus, dwelling on these scholarly definitions, it could be observed that, their idea of curriculum implementation deals with executing planned ideas and innovations to achieve the goals and objectives it was intended for. In other words, curriculum implementation is the process of putting plans, ideas and proposals into action to achieve the goals it was meant for. That is putting into practice what seems like a written piece of ideas and plans on paper.

Chaudhary (2015) implies that the primary goal of curriculum implementation is to impart students with knowledge and skills. That is, when a curriculum is successfully implemented, students stand the chance of gaining specific skills and knowledge that was required of the curriculum. Mkandawire (2010) also asserts that curriculum implementation is important

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because it ensures that students take advantage of opportunities at the highest level of education. To this end, Badugela (2012) points out that through the implementation of curriculum, students are able to use the knowledge, experience and concepts the curriculum has impacted on them effectively. In accordance to this assertion, Muskin (2015) argues that curriculum implementation allows students to reconstruct their level of knowledge by adding new knowledge to pre-existing knowledge.

There are three approaches to curriculum implementation, and they include; the fidelity approach, mutual adaptation and enactment. As opined by Snyder, Bolin and Zumwalt (1992), the adoption of any of these approaches depends on the educational system practiced in the country. In support to this assertion, Cobbold (1999) comments that the three approaches rests on the different philosophical assumptions about curriculum change, curriculum knowledge, the role of the teacher and the society at large.

Approaches to curriculum implementation

This section of the chapter is designed to thoroughly discuss the three approaches to curriculum implementation. Snyder et al. (1992) established that there are three approaches to curriculum implementation: the fidelity curriculum implementation approach, mutual adaption and enactment. Zar (2015) explains that these curriculum implementation approaches are available for teachers to adopt as they take into mind the kind of implementation approach that is practiced in the educational institution. Zar (ibid) continues that the implementers of the fidelity approach are known as curriculum-transmitters because their primary goal is to relinquish the curricular contents and materials to the target group. On the other hand, Snyder et al. (1992)

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assert that the implementers of the adaptation approach are known as curriculum developers because they assume alterations in the curriculum. The enactors of the curriculum are however known as curriculum makers because they bring about significant changes to the curriculum. It is worthy to note that each of the approaches differ in processes and practices; hence, each has its own repercussions on the development of the teacher, student, school and curriculum (Craig, 2006; Schultz & Oyler, 2006).

Moreso, each of the approaches of curriculum implementation has different reverberation of teacher professional development due to its differences in tasks and opportunities (Schön, 1983; Munby, 1990; Parker, 1997; Eisner, 2002; Craig, 2006). Its implications on teacher professional development result to a direct impact on student learning and motivation as teachers are the implementers of the curriculum (Erickson & Shultz, 1992; Wells, 1999; King, 2002; Shawer, 2006).

The Fidelity Approach

The idea of the fidelity curriculum implementation approach is a verification of how well a programme or plan has been administered in accordance to its manual or dictates. Snyder et al. (1992) suggests curriculum implementation as a "course book, guide or manual to follow and its faithful implementation thereof" (p. 427). Scholars in the field of curriculum argue that there is no concurrences on what makes up on the fidelity approach to curriculum implementation. However, Cobbold (1999) sees the fidelity approach to curriculum implementation as the faithful administration of a new or innovated curriculum by teachers in accordance to the programme's mandates and rules.

To Lewy (1991), the implementation of a curriculum by the fidelity approach is the process of giving out instructions in ways in which it was designed to be delivered. The primary goal of implementing a programme with the fidelity approach lies on the expectation that it is required to bring about change. However, to evaluate the length to which the programme has been used corelates to how faithfully the programme was used in accordance to its mandates (Fullan & Pomfret, 1977; Dobson & Shaw, as cited in Ruiz-Primo, 2006). Dwelling on these scholarly contributions, regardless of scholars' argument of not knowing what constitutes the fidelity approach of curriculum implementation, it can be said simply to mean the point to which a programme, plan, proposal or ideas are adhered to in accordance to its design. That is, implementing a programme or plan with fidelity implies a delivery of the programme as it was stipulated and designed. As stated by Snyder et al. (1992), the primary goal of this approach is to "measure the degree to which a particular innovation is implemented as planned… [and to] … identify the factors which facilitate or hinder implementation as planned, assuming the desired outcome of curricular change is fidelity to the original plan".

According to Ruiz-Primo (2006) the approach is sometimes referred to as the 'Fidelity Perspective' due to its faithful nature of successful implementation of an innovation. Dane and Schneider (1998) refer to the fidelity approach as an 'integrity verification'. Similarly, other authors also see the approach as 'treatment integrity' (Dobson & Shaw, 1988; Gresham, 1989; Waltz, Addis, Koerner, & Jacobson, 1993). This is because the implementation of the programme should be as the intends of the researchers, authors or designers.

The effective implementation of the fidelity approach lies on whether or not the teachers have faithfully implemented the programme as it was planned in accordance to its mandate. For its effective implementation, Natriello, Zumwalt, Hansen & Frisch (1990) note that it is important for teachers to have a professional training to have the ability to outrun the task. In regard of this, Supovitz & May (2003) assert that the administrators of the programme must acquire the needed skills and knowledge in their respective subject areas. In accordance to this, Supovitz & May (ibid) assert that the document that enumerate and translates the content and concepts of the programme, syllabus, textbooks and other instructional resources must be made available (Eash, 1991).

An underlying assumption of the fidelity approach to curriculum implementation as outlined by Snyder et al. (1992) is that the pioneers of this theory presuppose that curriculum experts predominantly design curriculum knowledge outside the classroom for teachers to implement in the way they have decided to be appropriate. In a centralised system like Ghana where the curriculum is designed and disseminated among teachers in various educational institutions, this assumption then becomes practicable because the curriculum was designed outside the classroom. However, in decentralised nations like England, India, Nigeria among others where the responsibility falls on the teachers to design their own curriculum, this assumption of fidelity curriculum implementation cannot hold. Unlike the decentralised systems where the teacher has the opportunity to design the curriculum and equip them with instructional resources and materials that are familiar to him, teachers in

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the centralised system of education have to suffer and translate the curriculum with little or no instructional aids that are available for use.

Secondly, there is the assumption that curriculum change is a rational, systematic and linear process. That is, the more curriculum developers and implementers identify the factors that either facilitate or impede the smooth administration of the linear process, the better the administration and implementation of the process (Fullan, 1991; Dusenberg, Brannigan, Fako & Hansen, 2003). This implies that, for a smooth administration of the curriculum, there should a be a relationship between the developers and implementers of the curriculum that will enable teachers to faithfully interpret the curriculum to the satisfaction of the consumers. In situations where the implementers are unable to faithfully execute their responsibilities, there should be organised training, seminars and conferences to equip teachers with the needed requirements to enable them work within the mandates of the curriculum. As Cobbold (1999) projects, teachers' role is critical to the success of the successful implementation of the curriculum.

The final assumption of the fidelity approach is that teachers are passive recipients in relationship to the implementation of the curriculum. As opined by Marsh and Willis (2003, p. 241) "when the planned curriculum is exemplary and demonstrably effective, it will be readily and completely accepted by teachers". This implies that for curriculum implementation to be successful, it will be dependent on how faithfully the teacher will administer the curriculum because the developers of the curriculum have stated how it can be implemented to achieve its goals in the classroom setting.

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Regardless of these assumptions by scholars, Reschly and Gresham as cited in Ruiz-Primo (2006) note that there are some factors that may affect the faithfulness of administering a programme, plan or innovation. Oppong (2009) confirms that factors that may impede the faithfulness of a programme could be affiliated to the context within which the said programme is implemented.

Table 1 shows a synopsis of factors that can impede the degree of faithfulness of the fidelity curriculum implementation.

Table 1: Factors impeding the degree of fidelity implementation

DEGREE OF FIDELITY IMPLEMENTATION

Low fidelity	High fidelity
1. High complex	Low complex
2. Time consuming	Time efficient
3. Additional materials required	Self-contained materials
4. Perceived as ineffective	Perceived as effective
5. Low quality manuals	High quality manuals
6. Low quality training	High quality training
7. Infrequent supervision	Frequent supervision

Source: Extracted from Zar (2015)

Ruiz-Primo (2006) is of the view that, the higher the complexity of a programme or curriculum, the more time consuming it becomes but the lower the complexity of a programme, the less time consuming. That implies that, if a teacher should be handed a curriculum above his standards or a curriculum that is difficult to interpret and understand, it consumes more time on the side of the teacher and students as well because the teacher would lack the prerequisite knowledge and skills to be able to comprehend the curriculum and translate them to the students. However, if the curriculum has a low level of complexity, it will result to a high degree of fidelity in the sense that here the teacher has a lot of time to faithfully consume the curriculum to his

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understanding in order to interpret and translate them to the understanding of his students. In regard to this, Okrah (2002, p. 53) supports the assertion that "the degree of use of the fidelity approach to curriculum implementation depends basically on the documents that are being implemented." That is, if the curriculum designed has a low complexity level, it will result to a high degree of fidelity implementation. Nevertheless, if the curriculum has a high complexity level, it will require a lot time for teachers to understand the concepts and contents of the curriculum and their inability to comprehend the curriculum will result to them not faithfully administering the document as it has been stipulated by its mandates by the developers.

On the item of materials and resources, Ely (1990) explains that for an innovation to be successfully implemented, it needs to be equipped with resources like money, tools, materials, etc to aid in its implementation. That is, the availability of instructional resources and other means can aid in the successful implementation of the curriculum which results in a high-fidelity implementation. The opposite of it slows down the faithfulness of the implementation process. In lieu of this, Oppong (2009) reports that the absence of curricular materials and tools tends to lower the high-fidelity degree of a programme.

In the views of NRCLD (2006), if a programme contents and approaches are not in line with the beliefs of teachers in interpreting it, it becomes difficult for them to faithfully implement the curriculum. That is, for a curriculum to have a high-fidelity implementation degree to be considered effective, it has to be in line with the self-efficacy of teachers. Teachers need to believe in their capacity that they will be able to implement the curriculum

faithfully. In relation to this, Gresham (1989) notes that if the implementers of the curriculum perceive the document to effective, they act upon it with all faithfulness than a curriculum which is perceived to be ineffective.

Kwarteng (2009) explains that teachers' level of training and qualification can have an impact on how they adopt and use a programme in its desired way. That is, the high degree of implementation of a curriculum does not only depend on time, complexity and instructional materials alone but rather teacher qualification and professionalism as well. That is to say, a teacher with low level training and qualification tend to deliver the contents and concepts of curriculum according to his level of knowledge, hence, resulting to a lower fidelity implementation because the teacher cannot strictly follow the mandates of the curriculum. Nonetheless, a teacher with a high-level training and qualifications has the tendency of faithfully implementing the curriculum as it demands. Just as Ely (1990) points out, people with sufficient knowledge and skills possess the ability to faithfully implement an innovation.

On the item of supervision, it is in the view of Owusu (2012) that effective monitoring, supervision and assistance through coordinators can result to a high degree and quality of fidelity implementation of the curriculum. Moncher & Prinz as cited in Zar (2015) point out that frequent and regular supervision can increase the fidelity of the curriculum especially when feedbacks are provided. That is, if the developers of the curriculum constantly monitor the progress of the implementation of the curriculum by assessing it and providing constructive feedbacks, there is a high tendency that the curriculum will have a high degree of fidelity implementation.

Mutual Adaptation

As the name implies, mutual adaptation as an approach to curriculum implementation looks at the process where the developers and implementers of the curriculum alter contents and approaches in the curriculum to reflect and suit the ideas of the developers and implementers of the curriculum. To Snyder et al. (1992), mutual adaption involves an adjustment by developers and implementers of a curriculum in a course of study. Fullan (1991) is of the view that the idea of mutual adaption rests on the notion that the nature of curriculum implementation should not be pre-determined but should be decided and defined by the users of the curriculum in accordance with their situation and context. That is, in simple terms, the idea of mutual adaptation is to allow both the implementers and developers of the curriculum decide what to include and whatnot to include in the curriculum based on the context they may find themselves. And so, through conversations, teachers and developers are able to come out with what is needed for the development of the students, school and society. Zar (2015) asserts that mutual adaptation brings flexibility in curriculum change in the sense that teachers maintain an active role by making adjustments in the curriculum unlike the fidelity approach where teachers are only passive participators of the curriculum by just implementing it.

Bird (1986) proposes that "mutual adaptation has an agreeable political and social flavour; it grants a measure of deserved respect both to the proponents and to the adopters of an innovation and therefore lets them meet on equal terms" (p. 46). That is, mutual adaptation allows some form of arbitration and accommodation for developers and teachers to decide in their

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interests the best ways and approaches to implement the curriculum. Shawer (2003) notes that through mutual adaptation, teachers are able to decide the kinds of instructional materials and strategies that are needed for every topic, able to decide on the relevance of topics outlined in the curriculum and do away with irrelevant topics, able to rotate lessons plans to suit their abilities, able to adopt different instructional materials and strategies to acknowledge individual student differences in the classroom, and many more.

Berman & McLaughlin (1978) opine that people who maintain the culture of renovation allows for a programme to be modified to suit the needs of the situation. In that sense, Barnes (2005, p. 2) points out that "teachers acknowledge the existence of programmes, policy, directives, school regulations, and recommendations but in practice they often feign what needs to be done to comply with requirements". That is, in a situation where teachers' needs are ignored in the curriculum implementation processes, they tend to forgo all protocols and do what is expected of them to meet the required standards.

Barnes (2005) posit that for the curriculum to meet cultural heterogeneity, there is the need for modifications in the curriculum. To this end, Paris (1989) explains that "to teachers, the skills, talents and knowledge necessary to enact a curriculum were context specific" (p. 13). That is, for teachers to meet the objectives of the curriculum, there is the need to modify the curriculum in ways that suit the goals and objective of the context and society they may find themselves in. In lieu of this, Zar (2015) comments that the curriculum which is taught to the students come as a result of teachers'

beliefs and contextual/social issues put together to shape the development of students.

Okrah (2002) affirms that the researchers who are inclined in the theory of mutual adaptation are not intrigued in measuring the degree of faithfulness in its implementation as it was designed to, but they are interested in understanding how the programme can be modified in ways to suit a particular context. For instance, if a curriculum's concepts and contents conflicts with the moral and ethical values of a society, authors and developers who are oriented in the mutual adaption will be interested in finding out how teachers will be able to modify the curriculum to suit the local needs of the students and society.

By the assumption of the mutual adaptation, it is believed that the curriculum indwells in both the developer and the implementer (Fullan & Pomfret, 1977, Fullan, 1991, Snyder et al., 1992). That is, unlike the fidelity approach where curriculum change is linear with the teacher having little to no access in its production, the mutual adaption does not consider the teacher as just a recipient of the curriculum but involves them in the process. Here, teachers are considered to be knowledgeable and are involved in the process because they are the final implementers of the curriculum. Hence, if the curriculum can be effective, then it is important to modify the curriculum to their abilities in the process of administering the curriculum in the classroom.

However, Hall and Locks (1981) points out that the length to which the curriculum can be modified should clearly be clarified to the attention of the implementers. In other words, Hall and Locks (ibid) acknowledge that "how much and in what way teachers are free to vary the program should be

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determined by someone and communicated early in the in-service process" p. (408). That is, there should be a limit teachers can vary the curriculum to their use for the fear that if teachers are given total control to make modifications in the curriculum, they may distort the curriculum in ways that may not reflect the set educational objectives. In this regard, it is important that modifications are supervised by developers of the curriculum at the right stages of its implementation stages.

Curriculum Enactment

To Snyder et al. (1992), curriculum enactment is the "educational experiences jointly created by the teacher and students" (p. 428). Snyder et al. (ibid) explain that curricular knowledge does not result from the fidelity and adaptation approaches to curriculum implementation but by the experiences that have been made by the teachers and students in the classroom. That is, curriculum enactment result as a product of the experiences teachers and students share and make in the classroom as they implement the curriculum. And so, unlike the other approaches where the teacher and student become the recipient of the curriculum, they are seen as the creators of the curriculum in this regard through their shared experiences.

Shawer (2003) asserts that enactment can be represented as a form of developing a curriculum at the classroom level. Teachers as developers of curriculum in this approach are able to assess students' needs and through this intervention, they are able to respond to individual student differences by developing instructional materials and strategies that can be utilised to aid in the development of the students. In support of this assertion, Craig (2006) adds

that, through this intervention, that is, the enactment approach, teachers are able to devise and originate pedagogical strategies and technique for their use.

As described by Snyder et al. (1992), the experiences of the teacher and student form up the enactment approach of curriculum implementation. In this regard, instructional resources and pedagogies created outside the curriculum come as tool to aid teachers and students as they share experiences and implement the curriculum in their own ways. That is, instructional tools made available at the disposal of teachers and students are ways of aiding students in creating their own experiences. As Fullan & Pomfret (1977) put it, as creators of the curriculum, teachers and students now become responsible for creating an experience that best defines and develop the students into people they see fit.

Advocates under this approach are interested in finding out what teachers and student believe to be a curriculum. Hence, through their experiences with the environment and students, researchers and authors find interests in how teachers and students are able to use these experiences in creating a curriculum that identifies them in their situational context.

Paris (1989) describes teachers of this approach as explorers who seek for excellence through constant practice. That is, through this intervention, teachers who adopt this approach are involved in series of exercises as writing syllabus, producing new syllabus, making instructional tools to aid teaching and learning, etc. David & Macdonald (2001) put to it that, through this intervention, it is advantageous in the interests of teachers to promote what they belief should constitute a curriculum as they pay attention to situational context. This implies that, as teachers involve themselves in these educational

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exercises, they are able to project their opinions on critical issues regarding curriculum development and its implementation. In this regard, Martin (1993) in Handal & Herrington (2003) assert that integrating teachers' beliefs and opinions in curriculum development and implementation is a way of motivating teachers' passion and trust into adopting a particular curricular innovation. However, Handal & Herrington (ibid) affirm that, giving teachers power to use their experiences in developing a curriculum without supervision may lead to abuse of power.

Jackson (1992) explains that advocates of this curricular innovation have the assumptions that curriculum change is a developmental process for teachers and students on a personal level. That is, in the enactment curriculum implementation approach, the experiences shared between the teacher and students serve as guide in aiding the teacher develop curricular contents that are geared towards positive educational innovations. In lieu of this, Snyder et al. (1992) reaffirm that the role of the teacher is essential in this implementation process. That is, the role of the teacher in the enactment implementation cannot be underestimated, in that, the curriculum is built around the experiences of the teacher. Hence, if there is no involvement of the teacher and student as their experiences shape up what constitute the curriculum, then there is no curriculum at all.

The above approaches are detailed analysis of curriculum implementation approaches explaining how a programme can be implemented to satisfy the implementers and consumers of the programme. However, in a centralised educational system like Ghana where curricular contents and activities are designed and distributed by a curriculum making body, the idea

of curriculum implementation will always connote the fidelity approach of implementation, that is, faithfully administering the curriculum in accordance with the stipulated mandates of the curriculum. Hence, an evaluation of the implementation of the Ghanaian language and culture curriculum is defined in the corners of the fidelity curriculum implementation approach.

To this end, the societal and educational objectives embedded in the curriculum are achieved through programmes and activities that are carefully planned and directed under the guidance of the national authority. To fully acknowledge whether the curriculum has achieved its intended goals and objectives, there is the need for curriculum evaluation to ascertain whether or not the curriculum has been effectively implemented to bring the required learning outcomes as it has been planned and directed to do so. As opined by Tamakloe et al (1996) teaching and learning cannot be complete unless learning outcomes are measured or evaluated. Hence, the need for evaluation of the Ghanaian language and culture curriculum.

The concept of Evaluation

Evaluation, being universally accepted, is one of the basic components of curriculum and an integral part of teaching and learning (Agrawal, 2004). Evaluation has a very broad sense and it is not a new concept. Hence, it has attracted many scholarly definitions. Ball (2011) asserts that the emergence of the evaluation of educational curriculum and programmes came into use in the 1960s. Ulum (2016) explains program evaluation as the implementation of laid out and planned actions seeking information about the applications and results of the programme. According to Darussalam (2010), programme evaluation in the realms of education is explained as an analysis of a teaching

programme whether it is effective or not. Evaluation involves systematic investigation to assign value to an educational program (Vishnupriyan, 2017). To Vishnupriyan (ibid), evaluation means probing into a programme to find its worthiness.

Similarly, Wall (2014) elaborates on the concept of evaluation as a planned, arranged, carefully piled and purposeful of examination of information to project the productiveness of a curriculum and pointing out areas that requires change and development. That is, evaluation is a systematic procedure of gaining useful insight into a programme. Cronbach (1983) signals that the purpose of evaluation is "the collection and use of information to make decisions about an educational program" (p. 672). That is, for Cronbach (ibid), the idea of evaluation of a programme is to make informed decisions about the successfulness of the program, whether it has fulfilled its intended goals or not.

For Al-Jardani (2012) an evaluation of programme provides important information about the its worthiness, that is, whether to maintain it as it is, make adjustments where necessary, or put an end to the programme completely. In a similar sense, Taba (1962) explains evaluation as "a process which includes a careful gathering of evidence of the attainment of objectives, a forming of judgments on the basis of that evidence, and a weighing of that evidence in the light of the objectives" (p.130). This implies that the activities of evaluation are based on the probing into the objectives of a programme, assessing the objectives and drawing definitive conclusions on it. In addition, Tamakloe (1992) asserts that evaluation involves gathering information on all

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strands of a programme, that is: the environment it operates in, the effect it has on people, and the opinions of all other persons involved.

In light of the enlightenment on evaluation and curriculum, curriculum evaluation in sum can be said to be the systematic approach of gathering relevant information about an implementation of a curriculum to ascertain whether or not it has been able to fulfil its intended educational objectives and making decisions on whether to continue its implementation processes, make recommendations or reject it.

Curriculum Evaluation Models

There are a variety of models that underpins an evaluation of programmes. This section of the study critically examines a number of curriculum evaluation models and their underlying assumptions.

Objective-based Evaluation

The proponent of this evaluation model is Raph Tyler. According to Tyler (1949) "the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realised by the programme of curriculum and instruction" (p. 105-106). Simply put, the objective-based approach evaluation place emphasis on examining whether or not the goals of the curriculum are achieved. By that, measuring objectives are set from the onset of the evaluation to match the goals of the curriculum to determine the extent to its implementation. Cobbold (1999) expresses that, in objective-based evaluation, broad goals and objectives are instituted in behavioural terms to match students' behaviors against a yardstick. This implies that, in objective-based evaluation, the evaluator of the curriculum is interested in matching students' performance to

a certain standard or criterion. The yardstick could be a standardised test like MOCK, WASSCE, End of term examinations or the evaluator could generate a test on their own for students to perform. The results will then be compared to the measurable objectives and what was expected from students to ascertain whether or not they were able to meet the standard.

In a study where this approach is applicable to find out the extent of curriculum implementation, students are required to take a standardised test or exercise. The results are compared to the objectives of the curriculum to ascertain its success. If students' performance is in accordance with the objectives of the curriculum, then it implies students have been able to exhibit what is expected from them. In the case of inconsistencies in students' performance and curricular objectives, moderations are made to rectify the defects in the curriculum.

Objective-based evaluation has received a number of criticisms from scholars. Scriven (1967) argues that the emphasis on this evaluation approach on outcome and performance is dissatisfying in the sense that it does not detail the quality of the curriculum. That is, to Scriven (ibid), judging a curriculum primarily on objective does not outline its relevance. Students' performance cannot be entirely based on the objectives of the curriculum. Students' performance could be affected by a number of factors which are trivial in curriculum evaluation, hence, the focus on this approach on curricular outcomes and performance does not stand. Again, Eisner (1979) argues that, educational outcomes are not predictable. Hence, to evaluate an entire curriculum based on outcomes or what is expected of students is unsatisfactory. That is, there could be unintended moments the objective-

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based evaluation will not consider which may be equally important to the success of the curriculum. Hence, assessment of curriculum on outcomes could put away the unintended moments in curriculum implementation which may be critical in its evaluation.

Stenhouse (1975) reaffirms the unsatisfactory nature of the objective-based evaluation in the sense that the focus of this evaluation approach on outcomes and performance does not necessarily inform the evaluator the inconsistencies in the curriculum. In simple terms, the objective-based evaluation does not put forward areas in the curriculum which need development since the focus is entirely on the curricula objectives and ascertaining whether or not it meets the required outcomes and standards.

The Goal-Free Approach

Goal free is one of the instructional approaches to evaluation that focuses on the performance of students in a given context rather than measuring it to a predefined standard. Just as the name suggests, this kind of evaluation approach is unlike the traditional evaluation approaches that measure the performance of students by the programme's standard and objectives. Scriven (1972), the proponent of this model, argues that when attention is drawn to the standards (objectives) of the programme in its evaluation, it limits the range of potential outcomes. That is, for Scriven (ibid), evaluation of a programme should be devoid of its objectives and standards. In other words, in evaluating an educational programme, the focus of the evaluation should be on the performances of students in a given context rather than measuring it to a predetermined standard. Students may exhibit qualities and skills that were not captured in the objectives of the curriculum. In support

of the above, Cobbold (1999, p.45) expresses that the model "determines the merit of the programme by examining the actual effects of the programme, whether intended or not, without reference to its stated goals or objectives". Stecher (1991) stresses that the model is just a philosophical underpinning with no formal structures for evaluation processes hence, using this approach is solely dependent on the evaluator. That is, the evaluator through their expertise observes and assesses student's performances in real-life situations (tasks). The evaluator focuses on documenting and analysing the student's behaviors, actions, and outcomes, as well as the underlying processes and strategies used.

In as much as this model comes with benefits as it promotes a more comprehensive and holistic understanding of an individual's capabilities and potential, and it also encourages individuals to demonstrate their unique skills and strengths, rather than conforming to predefined goals, it has faced some criticisms. Cobbold (1999) reports that one of its greatest criticisms has to do with its subjectivity. That is, the goals of the curriculum can be easily replaced by the goals of the evaluator as the whole process lies heavily on the evaluator's judgment and interpretations. Additionally, the lack of specific criteria may make it difficult to compare and benchmark individuals' performance across different contexts or timeframes.

Decision – Oriented Evaluation

Decision-Oriented Evaluation (DOE) place emphasis on evaluation that is geared towards making timely, accurate decisions to inform curriculum planning, curriculum development, and curriculum implementation. Lewy (1977) discusses that the main assumption that underpins DOE is that

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evaluation is beneficial if the results intend to affect future decisions. As explained earlier, this implies that, the idea of DOE is to make informed decisions on educational activities. It focuses on the practical aspects of evaluation and places a strong emphasis on stakeholders' needs and interests. Thus, Stufflebeam (1971) explains that evaluation activities should then be scheduled to align with the multiple phases of curriculum planning and implementation to facilitate future actions.

Alkin (1969) outlines that the DOE is advantageous in that it emphasizes on information that are needed for curricula change and implementation. Hence, it does away with unnecessary information that are not relevant to the process and brings out the relevant information that are needed to make informed decisions on a curricula programme. Regardless of its benefits, House (1980) criticizes that DOE takes away the position of the evaluator as the judge of the evaluation process and gives him the role of just presenting different alternatives to stakeholders about a particular programme. Again, Stecher and Davis (1987) outline that another flaw with DOE is that decisions are not taken at a single time but it rather develops over time. For them, this may affect the smooth implementation of the curriculum when decisions keep changing over time.

Responsive Evaluation

The Responsive evaluation model was proposed by Stake (1972). Stake (ibid) explains that, "an educational evaluation is a responsive evaluation if it orients more directly in programme activities rather than programme intents" p. (114). This implies that in responsive evaluation, stakeholders are actively involved in the evaluation to gather information

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about their views on the implementation of a programme. Responsive evaluation model works on the foundation that the most authentic evaluation is established on the various viewpoints of individuals who has interest in the implementation of a programme. Stake (1972) reiterates that reports from the evaluation processes should be presented naturally and effectively to stakeholders rather than the traditional research report.

An essential feature of this approach to evaluation is that it places more emphasizes on sensitiveness of viewpoints of people involved due to its qualitative nature. That is, unlike quantitative nature which focuses on testing students, using structured instruments, and statistical tools to assess the effectiveness of a programme, the responsive evaluation aligns itself more to qualitative that seeks to understand the viewpoint of all other persons that are interested in the programme's implementation process. This allows the responsive evaluator to gain a widespread of relevant information from multiple people. However, its major defect is that it is not always possible to consider the perspectives of all persons involved in the evaluation process.

Illuminative Evaluation

Parlett and Hamilton (1988) are the advocates of this evaluation approach. Parlett and Hamilton (1988) explain illuminative evaluation as "intensive study of a programme as whole, its rationale and evolution, its operation, its achievements and difficulties" (p. 11). The evaluation's intent is to highlight the shortcomings, concerns, and significant aspects of the programme especially when an innovative educational programme is implemented. To simplify, illuminative evaluation examines and understand the underlying factors and processes that contribute to the success or failure of

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a program or project. It focuses on shedding light on the reasons behind certain outcomes and aims to provide insights into the program's inner workings. Parlett (1981) explains that the aim of this approach is not to measure and predict but rather describe and interpret. That is to say illuminative evaluation probes deeper into the context of the problem, the experiences of the participants, and the different variables that affect its performance. It aims to identify the underlying processes, connections, and trends that underly the observed outcomes.

Parlett (1991) illustrates illuminative evaluation in four folds. These are as follows: responsive, naturalistic, heuristic and interpretive. He describes that, illuminative evaluation becomes responsive when the study becomes useful and picks interest from educationalists and policy makers who may act on the report of the study to make informed decisions for the future. By naturalistic, Parlett (1991) explains that, relevant phenomena in the study should be observe in their 'natural' environment. That is, the naturalistic element of this evaluation approach does not pave way for manipulation in data whatsoever. The heuristic element of the illuminative evaluation has to do with its flexibility. That is, the illuminative evaluation is a new model of evaluation that keeps evolving and, in that regard, it paves way for new adjustments and updates according to its use in different contexts and the evaluator's requirements. Finally, according to Parlett (1991, p.441) the interpretive nature of the illuminative evaluation allows the evaluator to "sharpen discussion, disentangle complexities, isolate the significant from the trivial, and raise the level of sophistication of debate". This implies that the evaluator here is given the opportunity to engage stakeholders and all

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personnels in discussion, shape up perspectives and gather relevant information to make informed decisions.

Illuminative evaluation model was developed to draw attention away from traditional evaluation models which placed emphasis on measurement and prediction. In that sense, Sloan and Watson (2001) elucidate that the understanding focus of the illuminative evaluation may promote comprehensiveness of data and validate speculatory findings. With reference to Parlett and Hamilton (1988), illuminative evaluation helps expose the 'how' and 'why' underlying programme results through the use of tool including interviews, observations, and document analysis to provide useful information for programme development and decision-making. The aim of this approach is to present a more thorough understanding of a programme's strength, weaknesses, and potential growth areas, ultimately resulting in more knowledgeable and efficient interventions.

One of the strengths of this evaluation is that the illuminative evaluation offers a deeper knowledge of the project or programme being reviewed by going beyond the statistics at the surface level. It provides deep insights by revealing underlying mechanisms, connections, and environmental factors that influence results. Again, Sloan and Watson (2001) are of the view that, the illuminative evaluation allows the researcher sharpen discussions, and disentangles complexities rather than being judgmental in their report. Moreover, in the view of Deligianni (2007), illuminative evaluation offers a specific context in which the programme operates while it takes into account the characteristics, challenges, and uniqueness of the context in which the programme is being implemented to make informed decisions.

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A major weakness of this approach is that it is time consuming. Due to its qualitative nature where data collection methods like conducting interviews, focus group discussions, and observations are critical to data collection, it becomes tiring and time consuming to consider the views, perspectives, and experiences of all stakeholders involved. Again, illuminative evaluation could be subjected to biasness due to the fact that it is qualitative in nature. The views and perspective of participants may be subjective and bias in their submission to information required.

Formative and Summative Evaluation

To Scriven (1967), formative evaluation is the kind of assessment that is administered during the progression or implementation of a programme to provide feedback to the implementers as a form of guidance and strategies on how the programme should be implemented. In other words, formative evaluation is the kind of assessment that happens in instructional periods to guide teaching and learning strategies. Again, it can be said to be a monitoring assessment that ensures that teaching and learning processes are ongoing as planned. On the other hand, summative evaluation, to Scriven (1967), is the type of assessment that happens at the end of an educational programme or project that can be used to determine its continuity. Silver (2004) is of the view that summative evaluation sums up the whole instructional process as it describes its impact on the educational programme. This implies that, summative evaluation is use to determine whether an instructional programme needs to be dropped, make adjustments or continue as it is. Similarly, Alkin (1974) reaffirms that summative evaluation is used to determine whether an implemented curriculum needs continuity or not. In light of this, it can be said

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that the formative and summative evaluation models can be used to make modifications and adjustment for the betterment of an implemented curriculum.

It is acknowledged that there are no significant differences between formative and summative evaluations. That is, at the end of the day, they end up making modifications and adjustments in curriculum implementation. Scriven (1967) accepts that there are no logical or methodological differences that draws the line between the two models. However, Lewy (1991) suggests that the only thing that draws a thin distinction between the two models is time factor. That is, the timing the evaluation was requested and the people demanding it. In others words, what Lewy means is that, time is the only factor that makes the difference in the sense that, when assessment is required during the periods of instruction, then the assessment is gearing towards formative. However, if the assessment comes at the end of the instructional period to determine the worth and efficacy of the programme, then it ought to be a summative evaluation.

In that regard, Hopkins (1989) makes an implausible assertion of the distinction of the two models that formative and summative evaluation is just like a chef making a soup, the chef tastes the soup in the cooking process for formative evaluation while the guest takes the soup at the end of the cooking process as summative evaluation. That is, the chef in formative assessment has the chance to change cooking strategies and processes to make the food better by identifying areas in the cooking process that requires modifications. The summative process is left to guest to make comments on the food and decide whether or not to continue.

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In the classroom setting, an advantage of formative evaluation is to allow the teacher make modification in the teaching and learning process when the instructional period is not going on as expected. Again, Tamakloe (1997) is of the view that formative evaluation aims to offer pertinent or significant data that might be used in curriculum monitoring. It gives curriculum users with feedback along with teaching exercises or useful techniques. This implies that, in the instructional period where formative evaluation is done, the users of the curriculum (students and teachers) are able to identify the inconsistencies in the teaching and learning processes to change strategies that will be useful to the teaching and learning process. And so, as it monitors the instructional period, it provides useful techniques and strategies that may be of critical importance to the teaching and learning process.

Lastly, Adentwi (2005) is of the view that formative evaluation identifies inconsistencies early in the implementation process and take measures to correct the defects in time. That is, unlike summative evaluation that makes decisions at the end of the instructional process to ascertain whether the objectives of the curriculum were achieved or not, formative evaluation in the process of instructional process is able to identify the inconsistencies with the implementation process to make adjustment and modifications to put the programme back on track.

Countenance Evaluation

The countenance model of curriculum evaluation was proposed by Stake in 1967. In explanation to this model, Stake (1967) states "my attempt here is to present a conceptualization of evaluation that is oriented to the dynamic and complex nature of education, one that appropriately pays

attention to different practitioner purposes and judgments" (p. 2). That is, for Stake (ibid), the basis of every evaluation model should be built on the description and judgment of educational programmes. He continues that, for an educational programme to be fully understood, it should be described and judged as it is. In simple terms, to fully comprehend the implementation process of an educational programme, the evaluator ought to submit a report that fully describes the programme's implementation in its given context.

Data collection under this approach is classified under three categories: antecedents, transactions, and outcome.

    i.   Antecedent: this is explained as the conditions that may affect the outcome of an educational programme. In this regard, antecedents are mostly classified as physical materials, available materials, the school system, and the school environment. Stake (1967) believes that these are condition that could influence the outcome of an educational programme in the sense that the availability of resources can determine the point to which teachers put in effort to translate the programme to students. Again, if the school systems and the school environment are not conducive and favourable to the objectives of the curriculum, it will affect its implementation which may affect the programme's output too. Moreover, teachers and students' behaviours and attitudes also fall under the antecedent category of the countenance evaluation.

    ii. Transactions: this can be explained as the interactions between the teacher and the learner, interactions between learners, and learners and their environment. In other words, the transaction category can be said to the learning process phase of the programme implementation.

iii. Outcomes: this represents the results at the end of the programme's implementation or learning process. The outcomes are not just applicable to learners only. The outcome considers the impact the learning process has on students, teachers, the school system and the school environment.

In relation to these three categories, Stake (1967) makes some comparison between the three categories where he describes them as **intent** and **observation**. By intents, Stake (ibid) implies this to be the desired conditioning of the programme while conditioning that relates to the programme's implementation, scope of goals and aims are referred to as the observations.

Monitoring Evaluation

Shapiro (1996, p.3) explains that "monitoring is the systematic collection and analysis of information as a project progresses". This implies that monitoring evaluation is the kind of assessment that is done while a programme is still in its implementation phase. Similarly, Owen and Rogers (1999) affirm that this type of evaluation is best assessed when the programme is still in progress. In simple terms, monitoring evaluation can be explained as a systematic and continuous process used to track and assess the progress and effectiveness of a project, programme, or intervention. It involves collecting and analysing data to measure the extent to which the intended outcomes and objectives are being achieved.

Shapiro (1996) expresses that the goal of monitoring evaluation is to effectively improve the goals and objectives of an organisation or project. To this end, it can be said that monitoring evaluation assures accountability,

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draws lessons from past experiences, and make data-driven decisions for ongoing programmes, organisations, and projects.

Impact Evaluation

Impact evaluation is a kind of assessment that attempts to determine the long-term and larger impacts or influence of a project, programme, policy, or intervention. By paying attention on causation and aiming to understand if and to what degree the intervention has contributed to observable changes in outcomes or impacts, it goes beyond monitoring and assessment. Silver (2004) is of the view that impact evaluation measures the institutional modifications that may be related to a particular initiative or policy. In support to earlier assertions, statements from the World Bank (2004) reaffirms that, impact evaluation is association to long-terms goals and objectives – positive or not, which is caused by an activity or program. In simple, impact evaluation finds out if a programme or project has been able to make a significant difference in the environment it operates.

To fully understand the difference impact evaluation seeks to identify, it compares the outcomes of the evaluation – both intended and unintended outcomes to participants and non-participants of the evaluation process to ascertain its level of impact. In sum, this evaluation approach seeks to provide detailed analysis of information taken to which policy makers and programme developers can act upon to make informed decisions.

Upon a critical review of the numerous curriculum evaluation models, it appears generally that regardless of their many differences, there appears to be some similarities that are worth noting while some may be in complementary to others. For instance, the goal-free evaluation model is an

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extension of the goal-oriented evaluation model. That is, while the goal free is not bound by any measurable objectives in its processes, the goal-oriented looks at how best the objectives of the curriculum matches students' academic performance. Again, goal free is considered as an expansion of the goal-oriented in the sense that the goal free considers additional and unintended variables which may not be specified in the goal-oriented approach.

Decision-oriented curriculum evaluation model differs in focus as compared to goal free and goal-oriented evaluation models. That is, the focus of goal free and goal-oriented evaluation model stems from the curriculum while the focus of decision-oriented curriculum is on interest of stakeholders who in the end makes decisions on the curriculum. In other words, goal free evaluation model assesses a curriculum as it considers unintended variables while the goal-oriented evaluates a curriculum based on predetermined variables. In contrast, the decision-oriented approach focuses on assessing the criteria and decision-making procedures applied in a system or programme. It analyses the justification for decisions made, the variables taken into account, and the efficiency of the decision-making process. The goal of this evaluation model is to offer analysis and suggestions for enhancing the decision-making process and quality of decisions generally.

Again, the responsive and countenance model of evaluation place focus on view points of stakeholders in education. These approaches to evaluation seek to foster an atmosphere of cooperation and inclusion where stakeholders may share their opinions, insights, and criticism. It recognizes that different stakeholders have different viewpoints, requirements, and expectations and appreciates their involvement in determining the evaluations'

design, data gathering techniques, and results interpretation. The models hope that through integrating stakeholders, their opinions will be heard and taken into account while evaluating the programme or system. By including diverse points of view and encouraging openness and accountability, this strategy serves to strengthen the relevance, validity, and utility of the evaluation.

The responsive evaluation and illuminative evaluation both share certain fundamental beliefs. That is, the two approaches place a high priority on stakeholder engagement and stress the value of their opinions and experiences during the review process. They want to foster a cooperative friendly atmosphere where stakeholders may share their perspectives and have an impact on the evaluation. However, in comparison to the responsive evaluation, illuminative evaluation often has a wider reach. While valuing stakeholder viewpoints is a priority for both methodologies, illuminative evaluation extends beyond stakeholder engagement to examine larger social, cultural, and contextual aspects that affect the program or system under assessment. Illuminative evaluation aims to shed light on and comprehend the underlying dynamics, meanings, and functions of the programme or system. It strives to elucidate not just stakeholders' viewpoints but also the underlying beliefs, presumptions, power relationships, and social dynamics that mould the programme's experiences and outcomes.

Lastly, while the monitoring evaluation does assessment while the programme is in action, impact evaluation tends to look at the overall influence a curriculum has on the people involved.

In summary, from the review above, it appears generally that curriculum evaluation is a tedious work to execute as it comes with a lot of

activities. However, to fully understand the extent to which a curricula programme has been implemented, there is the need to evaluate its implementation. These evaluation models present a framework to which any evaluator can adopt to assess the implementation of a programme.

Theoretical Framework

The study is deeply rooted into the Context, Input, Process, Product (CIPP) framework of curriculum evaluation. The CIPP framework was propounded by Stufflebeam (2003). Thuarab-Nkhosi (2019) is of the view that the model analyses the needs, goals or strategies, responsiveness of the programme, size of the outputs, and effects of both planned and unanticipated outcomes simultaneously. Similarly, Karastas and Fer (2009) express that the CIPP model is a useful and simple model for assisting evaluators to construct important questions to ask during the assessment process. He goes on that each component of the CIPP model can generate a lot of questions that can be asked by the evaluators in the process. The CIPP model presents a theoretical framework that directs the assessment of a programme's overall quality and value (Stufflebeam, 2007; Stufflebeam, & Shinkfield, 2007; Stufflebeam & Coryn, 2014).

Aziz, Mahmood and Rehman (2018) assert that there are a variety of models and designs that have been used to evaluate programmes and projects of institutions however, the CIPP model is the most common used model in any evaluation process. The model was not used in this study just because it is the most common used however because of its understanding and comprehensiveness. For this reason, Ruhe and Boudreau (2012) opine that the use of the CIPP model in curriculum evaluation is predicated on the premise

that, by allowing practitioners to concentrate on specific simple programme elements, it contributes to better knowledge of the curriculum. As a result, the evaluator is given a precise emphasis on characteristics and areas to assess in the process of using the CIPP model for curriculum evaluation. For another reason, Vishnupriyan (2017) is of the view that the extensive use of the CIPP model can be attributed to its assessment on all areas of the process. That is, unlike other models which focus on a specific area of the curriculum, the CIPP model in its evaluation assess all areas of the curriculum. Similarly, Ebtesam and Foster (2019) confirm that the CIPP model is an enhanced model that caters for the inconsistencies in the traditional model of evaluation. That is to say, the CIPP model allows for a meticulous and structured review of educational and social activities. Therefore, in simpler terms, the frequent use of CIPP model in evaluation programmes can be mainly attributed to the comprehensiveness it gives to the evaluator in the process of evaluating the programme. Hence, the adoption of the CIPP model as a framework for this study. The components of the model are delineated below

Context Evaluation

The first component of the model is the context evaluation which recognises the goals, focus and aims of a curriculum within a specific context or environment. Karaduman, Kahraman & Gundogdu (2018) express that the objective of the context evaluation is to specify the environment, establish the required and absolute conditions connected with it, focus on unreachable or neglected needs, and define the rationale behind unmet requirements. For To (2017) context evaluation assesses the needs, assets, and resources through data collection, document examination and stakeholder interviews through

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qualitative analysis. That is, to fully understand the context evaluation of a curricula programme, the evaluator needs to identify the goals of the curriculum and how the environment helps in realising these goals. To put simply, the goal of context evaluation is to identify the needs, objectives and policies that support the vision and mission of the institution and factors which are related to the environment.

In this study, by contextual factors, the study conceptualises teachers and students' perception on the objectives of the curriculum towards the development of language skills. The results from this component of the model, as identified by scholars (Stufflebeam, 2007; Stufflebeam, & Shinkfield, 2007; Stufflebeam & Coryn, 2014) will be used to determine whether or not the goals of the GHLC should be modified.

Input Evaluation

The second component of the model is the input evaluation which deals with how available resources help in the implementation of a programme to reach its objectives. To (2017) points out that the assumption of input evaluation is to examine the programme's abilities and assets as well as the approaches and techniques that can be used to achieve the goals of the programme. That is, the approaches and techniques in realising the programme's objectives may include budgeting, planning, human and material resources, etc. Similarly, Frye and Hermmer (2012) is of the view that the focus of input evaluation is to assess program implementation techniques in order to find an optimal way that effectively satisfies the needs identified through context evaluation. Simply, the input evaluation can be said to be the

component of evaluation that ascertain the use of resources to meet the goals and needs identified in the context evaluation.

For the purpose of this study, input evaluation will be conceptualised as the resources and infrastructures that aids the implementation of the GHLC curriculum. By resources and infrastructures, the study will evaluate the availability of reading materials for students and teachers that enable them to translate the curriculum for students. Again, in the input evaluation, the study will look at the curriculum content thus, the topics. The curriculum content will be evaluated if it matches the needs and goals identified in the context evaluation. It also looks at how best teachers organize contents and other strategies to get the best out from the curricula program.

Process Evaluation

The third component of the CIPP model is the process evaluation which focuses the running of a programme and its teaching and learning processes. That is, the process evaluation assesses the input processes that are incorporated in the teaching and learning strategies to achieve its goals and objectives. Process evaluation in the field of education focusses on providing feedback to individuals who take charge of curricula activities (Aziz, Mahmood and Rahman, 2018; Warju, 2016). Similarly, in the view of other scholars, the focus of process evaluation is to "provide feedback about the fidelity of programme implementation to the expectations, compared with work plan to identify improvements or modifications if the implementation is inadequate, the costs of the implementation, and participants' judgments of the quality of effort" (Stufflebeam, 2007; Stufflebeam, & Shinkfield, 2007; Stufflebeam & Coryn, 2014). Guba and Stufflebeam (1970) assert that, this

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component of the process evaluation outlines the structuring decisions which should be consistent and adhered to by the implementers of the curriculum.

In this study, the process evaluation is conceptualised as the teaching and learning process and extra-curricular activities that are incorporated to aid the implementation of the GHLC curriculum. The process evaluation focuses on instructional strategies, student engagement in classroom instruction, instructional activities, teacher effectiveness among others. The process evaluation in study will assess the fidelity to which implementers of the GHLC accept their roles in making sure the curriculum is achieved. This will ascertain whether or not the implementers of the GHLC accept their responsibilities and perform their roles as it is expected of them.

Product Evaluation

The last component of the CIPP model of evaluation is the product evaluation. This is the type of evaluation that focuses on the measurement and interpretation of results. Finch and Crunktlton (1993) explain that the product evaluation is accompanied with information gathered from sources like students, teachers, employers, and supervisors. That is, in the assessment of the product evaluation, the component probes into finding out the adequacy of employers' performance and their preparation for job entries. In the same line of thought, Stufflebeam and Coryn (2014) posit that the component focuses on identifying and assessing the curriculum's intended, unintended, positive, negative, short-term, and long-term outcomes that aims at keeping the curriculum on track and establishing its effectiveness (Aziz, Mahmood, and Rahman, 2018). To simplify, the focus of product evaluation is to ascertain

whether the skills, knowledge, and learning abilities that students have acquire can be utilised to help society.

Guba and Stufflebeam (1970) is of the view that, the product evaluation is a decision-making stage to ascertain whether the implementation of the curriculum was important. That is, in this component, the objectives that were set to establish the effectiveness of the curriculum is weighed. This is to ascertain whether the implementation of the curriculum was effective or ineffective. At the end of this stage in the CIPP model, evaluators are left to decide whether to continue the implementation of the curriculum or make modifications to aid in its implementation.

In this study, the product evaluation focuses on the intended learning outcomes that students were supposed to achieve at the end of the instructional period. The information gathered with this component will determine the modification, continuation, or termination of the Ghanaian language and culture curriculum.

The CIPP approach is relevant to the current study because it is a wholistic and comprehensive model of evaluation that allows the researcher to study the history and tenets of a curriculum and evaluate its effectiveness as well. Unlike the other evaluation models which focus on an aspect in evaluation process, the CIPP model provides an opportunity for the researcher/evaluation to look at all aspects of the curriculum and its effectiveness to their implementation. As opined by Stufflebeam, the CIPP model does not focus on proving a point in a curricular programme, rather, it focuses on improving the implementation of the curriculum. As such, the

adoption of this approach is to provide information to aid the implementation

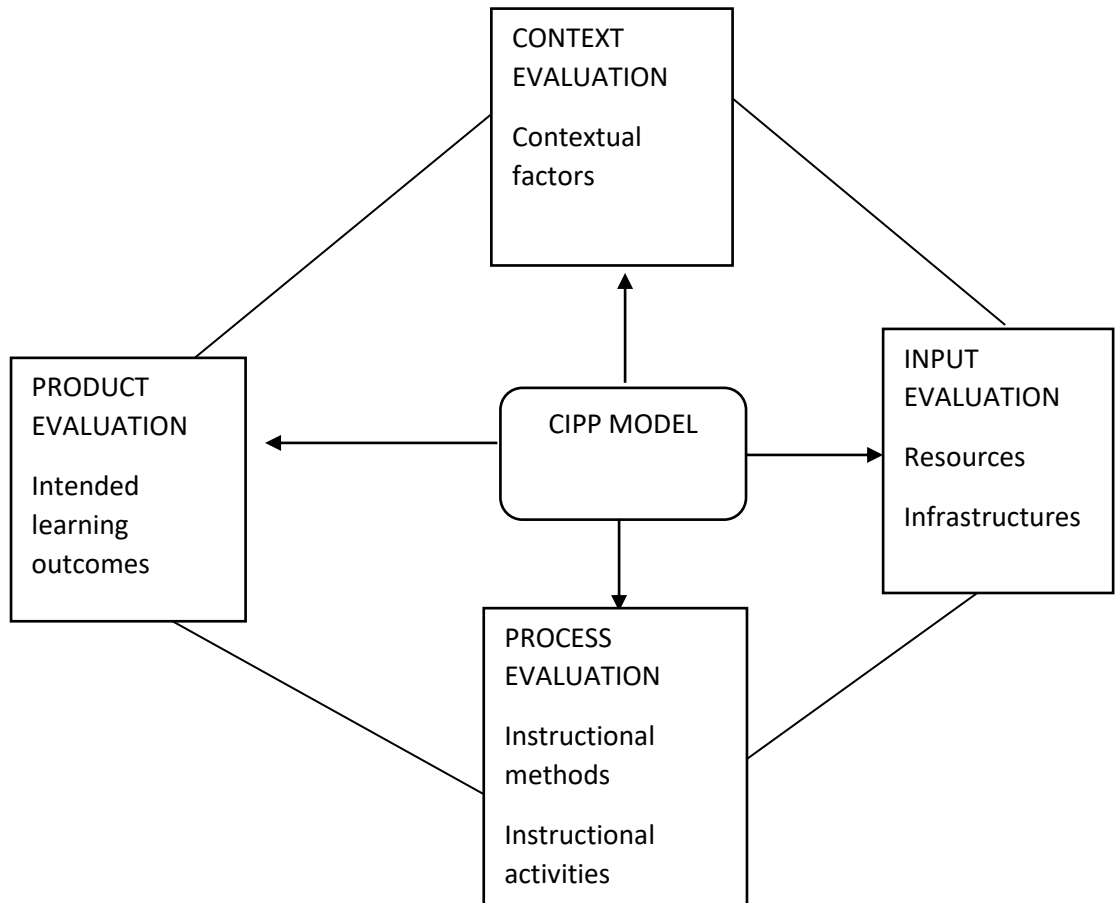of the Ghanaian language and culture curriculum.

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                    ┌─────────────────┐
                    │ CONTEXT         │
                    │ EVALUATION      │
                    │                 │
                    │ Contextual      │
                    │ factors         │
                    └─────────────────┘

┌─────────────────┐      ┌──────────────┐      ┌─────────────────┐
│ PRODUCT         │      │              │      │ INPUT           │
│ EVALUATION      │ ←──  │  CIPP MODEL  │ ──→  │ EVALUATION      │
│                 │      │              │      │                 │
│ Intended        │      └──────────────┘      │ Resources       │
│ learning        │                            │                 │
│ outcomes        │                            │ Infrastructures │
└─────────────────┘                            └─────────────────┘
                    ┌─────────────────┐
                    │ PROCESS         │
                    │ EVALUATION      │
                    │                 │
                    │ Instructional   │
                    │ methods         │
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                    │ Instructional   │
                    │ activities      │
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Figure 1: CIPP model for evaluating GHLC

Source: Adapted from Stufflebeam (2007)

Figure 1 above shows a theoretical framework of how the CIPP can be

utilised for evaluation program. There are four dimensions presented in the

framework above; context, input, process and product. Context refers to the

identification of needs of the environment which defines the goals, mission

and objectives which is expected to be achieved. The input evaluation

concerns itself with the resources, infrastructure, curriculum and content

which are in the learning process to achieve the goals and objectives of the

program. Process evaluation involves all the teaching and learning strategies

that are employed to achieve intended goals and objectives. It also includes the

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all the necessary processes for the implementation of different activities. Product evaluation concerns itself with the skills, values and attitudes that are needed to make an informed decision on whether or not the educational program has achieved its intended objectives.

Empirical Review

This section of the study reviews empirical studies from various disciplines that are related to the study. In a study of curriculum evaluation in French by Af'dah and Jaedun (2020) in Indonesia, the researchers adopted the quantitative research approach using teachers and students of French in five Senior High Schools (SHS) as respondents. The study focused on three components, that is, evaluating the planning of learning French, the implementation component and the component of results. The findings revealed that on the planning component, the quality of lesson plan preparation obtained a result of 88.9% indicating that teachers were effective in planning their French lessons but upon observation, the researchers observed that in reality the learning processes in the classroom do not follow the structural and procedural methods in the lesson plan. Again, on the component of implementation, a total score of 77 was obtained which was translated that teachers are able to implement the French curriculum. Lastly, the findings revealed that the questionnaires given to students obtained an average value of 86.38 and the teachers' questionnaire had 65.7 which is above 61; indicating that the results students obtain in their semester assessment are good. This implies that the teaching and learning in the classroom do not conform to the lesson plans prepared by teachers, however, the teaching process is quite effective yet need improvement.

Karimi, Monib and Nijat (2020) evaluated the secondary school English as Foreign Language (EFL) curriculum in Afghanistan. The study used 38 schools where 73 EFL teachers were used as participants. The study used four components that is, context, input, process and product in its evaluation. The study revealed that although teachers are in agreement of the four components there are some differences that was noted by the researchers in some items in the context, input, process and product components. The findings revealed that with regards to the context component, the content of the coursebook is not consistent with the objectives of the curriculum. Again, time allotted to the four language learning skills are not well balanced in the curriculum hence, the inappropriateness of the objectives of the curriculum. On the input component, the study revealed that the classwork and audio-visual materials do not attract the student's attention to language acquisition, however, the substantial difference in the process and product component was considered good enough to meet students' needs and provide them an appropriate language input. In conclusion, the study recommended for a curriculum reform to improve the implementation.

Memoona and Sumaira (2021) evaluated the English curriculum reform for undergraduate students in public sector universities across Pakistan. The study adopted the qualitative approach to research where it sought data through analysis of the curriculum document and the curriculum developer's interview. The findings of the study revealed that the goals of the curriculum addressed students' language needs which developed their reading, writing, vocabulary, grammar and communicative skills. However, the evaluation unveiled some deficiencies which include a lack of focus on listening and

speaking skills, teachers not involved in designing the curriculum and absence of in-service training for teachers. The study indicated that the implementation of the curriculum reform was effective however there can be better improvement if its deficiencies are promptly addressed.

The science curriculum for the Junior Secondary Schools (JSS) that were set up in Ghana between 1976 and 1981 was evaluated by Omari (1981). He looked on how six JSS science instructors structured their classes using a nonparticipant observation method. He came to the conclusion that the JSS science curriculum was not being implemented in accordance with the guidelines set forth by its developers. Lessons were controlled by the teachers who did not encourage the students to contribute to the creation of concepts. Moreover, no practical work was done. This implies that science teachers do not fidelity implement the curriculum as stipulated by the implementers of the curriculum.

Adejunmobi (1978) in Nigeria evaluated the high school History curriculum on its adoption of teaching methods. The study revealed that out of 81 SHS history teachers used in the study, 74% of the respondents indicated that they adopt the lecture method in their teaching, 37% indicated their adoption of the question-and-answer method where students spend most of the time answering questions thrown at them by the teachers while 21% of the respondents indicated they adopt the Group method which involves techniques like dramatization, debates and projects. This indicates that a majority of the teachers adopt the lecture method in their teaching where much concentration is not based on the students' needs. According to Adeyinka (1990), it appears that the external examination history syllabus limits the history teachers from

employing these techniques (debates, projects and dramatization) where much attention will be placed on students' needs. This is due to the fact that history teachers in these schools' top courses may not think it is profitable to regularly assign their students to work in groups while they seek to cover the school certificate history syllabus.

Karastas and Fer (2009) evaluated the English curriculum at Yildiz Technical University in Turkey. Using the CIPP as the theoretical framework, the study was composed of 35 teachers and 415 students as the respondents. The preliminary assumption from the implementation of the study was that both teachers and students were inclined to support the four elements of the model. However, the findings revealed that there were significant differences between the means of students and teachers with regards to their opinions on issues related to the four components of the model. This indicates that while teachers' expectations were higher, the students' perceptions from the four components of the curriculum were also higher.

Bashri, Prastiwi and Puspitawati (2020) evaluated the biology education in Surbaya State University in Indonesia. The study was observational in nature; thus, observations were made in biology education courses using the CIPP as a blueprint for the study. Data was collected through a variety of research instruments – focus group discussions, observations, interviews, etc. The findings from the study indicated that the biology education program was effective as it was run against the model. This indicates that content wise, the biology education programme is able to provide students with courses that are needed and effective. Again, by the findings, it can be deduced that there are enough resources, and also, the

instructional methods adopted to aid the implementation of the programme is effective, hence, students are able to come out with the needed learning outcomes. That is, per the programme's profile, the courses are able to produce graduate who are fit for job entry.

Cobbold (1999) evaluated the implementation of the social studies programme at Teacher Training Colleges (Colleges of Education) in Ghana. The study gave a historical background on the development of social studies in Ghana in conformity with Ghanaian traditional values. The study was backed by the Illumino Evaluation Process as the Conceptual Framework which aims at studying how a programme operates, how it is influenced by the situation in which it is applied and its advantages and disadvantages to teachers and learners. In as much as the model was able to evaluate the social studies programme, there were numerous evaluation models like the CIPP, objective-based models which could have perfectly evaluated the implementation of the social studies programme at college level. The findings of the study revealed that the professional and academic backgrounds of tutors were found to be unsupportive of the implementation of the programme. This implies that tutors were not professionally equipped to implement the programme. Again, the findings of the study indicated that the methods recommended for the teaching of the programme…………….. The study also indicated that the inadequacy of requisite instructional resources hindered the implementation of the programme.

Similarly, Oppong (2009) evaluated the teaching and learning of history in SHS in the Central Region of Ghana. The study focused on thematic areas like; the methods of teaching history, students learning styles, teaching

and learning materials, teachers' and students' perception of history and instruments for assessing the teaching of history. The study revealed that the frequent used teaching methods for history were question and answer, neglecting the other methods for teaching. This conforms to Cobbold's (1999) findings on the implementation of the social studies programme at the college level which reported on teachers' rare use of recommended methods to aid the programme's implementation. Again, the findings from the study indicated that there is inadequacy of instructional materials to aid the teaching and learning of history at the SHS level. This indicates that teachers are deficient in some methods in teaching history at the SHS however they are able to implement the curriculum to the best of their abilities.

Agormedah (2020) evaluated the quality of management education programme, looking at the perceptions of lecturers and students. The study was strongly rooted in the CIPP curriculum evaluation model. The study revealed that lecturers and students perceived a moderate level of the quality of the programme implementation in terms of learning environment, services, teaching, students' engagement and competencies acquisitions. The study indicated that the results of these findings come as a result of large class size, inadequate learning resources, high workload on lecturers and students, lack of practical delivery of lessons and unconducive learning environment. The findings from the study reflects on earlier researchers of curriculum evaluation by Oppong (2009) and Cobbold (1999) who talked about similar findings in their respective research. The study recommended that to curtail the aforementioned issues, it is prudent to provide quality instructional resources, conducive learning environment, reduction of large class size, reduction of

workload on lecturers and students. Again, looking at current trends, it is therefore necessary that the implementation of the management programme should equip students with 21st century job entry and employability skills.

Adobaw-Bansah (2015) evaluated the general aims of the senior high school English language curriculum from the perspectives of graduates of senior high schools. The study indicated that the general aims of the English language curriculum were partially achieved. That is, upon completion at the SHS level, graduates were able to identify that the aims of the curriculum which were stipulated to be completed by the end school programme were not fully achieved, thus; leaving other areas unexplored. However, regardless of the partially achieved objectives, graduates from the senior high schools were prepared for the job market and higher education. The study indicated that the teaching and learning of English language is more abstract than practical hence, there should be modifications to enhance the practical teaching of the English language curriculum to improve students' communicative competence.

Nugba (2020) evaluated the effectiveness of the Junior High School (JHS) education in the Central region of Ghana. The study was deeply rooted in the framework of the CIPP evaluation model. The study indicated that contextually, JHS in urban and rural areas have large class size than the required class size recommended by GES implying that education at rural and urban areas are affected by large class sizes. Again, on instructional resources, the study indicated that urban areas have more instructional resources than schools in rural areas implying that schools in urban areas stand a better chance of successful implementation than schools in rural areas. The evaluation of the JHS education in rural and urban areas in the Central region

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of Ghana makes the impression that, schools in urban areas, specifically private school, may have a better chance of implementation process than schools in rural areas.

Lastly, Eshun (2018) evaluated the Christian Religious Studies curriculum using a convergent study. Like previous studies, Eshun (2018) reiterates that the inadequacy of instructional resources hinders the smooth implementation of the programme. Moreover, the teaching periods at the later end of the day do not get students to involve in classroom activities. That is, due to the nature of the subject, students may not be involved in learning activities when classes are scheduled at the end of school period. Surprisingly, the study indicated in the findings that teachers of the subject may have forgotten the aims and goals of subject. For that reason, some teachers may tend to indoctrinate in the process of implementing the programme. To curtail the aforementioned issues identified in the curriculum implementation, the study recommends for a revisitation of the curriculum in terms of its goals and aims.

Chapter Summary

This chapter of the study reviewed concepts related to the study, dwelling much on the theoretical framework and empirical review. In reviewing literature, a lot of evaluation models were discussed. However, the study adopted the CIPP curriculum evaluation model dues to its comprehensibility. That is, the CIPP evaluation model caters for all aspect of the curriculum implementation process when other models may look at evaluation from a programme's goals, objectives, decision-oriented models among others. Curriculum evaluation studies were reviewed from all fields of education to provide insight on what has already been done.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with the processes with which data was collected and the discussion of procedures that followed in conducting the research. This chapter includes the research design, the target population, sample size and sampling technique, data collection procedures and data analysis procedure.

Research design

The pragmatist research paradigm was used for this study. The pragmatist paradigm defines a worldview of research that is based on research methods that best work in a particular situation thus accepting different kinds of methods to understand a given situation. Pragmatism acknowledges that there may be one or more realities that are susceptible to empirical inquiry (Creswell & Clark, 2011). Most researchers are inclining themselves to the pragmatist research paradigm due to its versatility just as Morgan (2014) puts it, pragmatists are free to believe in whatever they want as long as it helps fulfil their goals. This study will adopt the mixed-method approach to research. The adoption of mixed-methods allows the researcher to triangulate data to confirm results. This confirms Fielding (2012) three broad rationale for choosing the mixed methods approach thus; illustration, convergent validation and the development of analytic density and richness.

The convergent research design was used to evaluate the implementation of the Ghanaian language and culture curriculum in Senior High Schools in the Kumasi metropolis. The reason for choosing the

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convergent research design lies in the fact that the researcher wanted to collect both qualitative and quantitative data to confirm the consistency of a phenomenon. Again, based on the research objectives, the design is appropriate in the sense that it give the researcher the opportunity to gather first hand information about how Twi teachers incorporate instructional resources and processes in the teaching and learning of the subject. Creswell (2015) theorizes that in convergent research design, both quantitative and qualitative data are gathered and analyzed, and both set of analyses are then combined to cross-validate or compare the results. Creswell (2013) is of the view that the convergent research design provides a comprehensive analysis of the research problem. This implies that merging qualitative and quantitative gives a complete and thorough understanding of the problem to the researcher due to its subjectivity and objectivity nature.

A convergent research design was chosen because it has the advantage of eliminating the weakness associated with quantitative and qualitative research. For instance, qualitative research remedies quantitative research's shortcomings in comprehending the context or setting in which individuals behave. However, because of the tendency for the researcher to make biased judgements, quantitative research eliminates the shortcoming. Quantitative research does not account for this shortcoming. Therefore, by combining both types of research, the advantages of each method can compensate for the limitations of the other (Maxwell, 2016).

Despite its advantages, it appears some distortions are associated with the convergent research design. According to Tashakkori and Teddlie (2003), the research design may be extremely intricate to use due to its combination of

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qualitative and quantitative data collection and data analysis. Again, uncertainty may surround the ideal way to settle differences in how the results should be interpreted. Interpreting qualitative and quantitative data can sometimes be challenging or ambiguous. This implies that if the researcher is unable to come up with the ideal way to organize data collected, interpret and analyse them, it becomes difficult to adopt the research design. Lastly, Tashakkori and Teddlie (1998) are of the view that it requires much time and resources to implement the convergent research design because collecting qualitative and quantitative data simultaneously wastes time.

However, the following initiative was taken to correct the limitations associated with the research design. Research instruments associated with quantitative and qualitative data was pilot tested before they were used for the main data collection to clear any ambiguities that came up in the interpretation and analysis of the data collected.

Population

The study targeted all teachers and students of Twi in Senior High Schools (SHS) in the Kumasi metropolis. However, the accessible population for the study were Twi teachers and form two students of Twi in the Kumasi metropolis. The metropolis consists of twenty-four (24) SHS out of which eighteen (18) are public schools and 6 are private schools. The study used teachers and students of Twi from the public schools because a majority of these teachers are part-time teachers in the private schools. Teachers of Ghanaian language in the public schools in the metropolis sum up to eighty-six (86) and form two students of Ghanaian language in the metropolis sums up two thousand five hundred and twenty (2520). Form two students were

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used for this study because the researcher anticipated that form three during data collection may be unavailable to answer questionnaires as a result of them being prepared for their final examinations.

Sample and Sampling Technique

The sample frame for the study was made up of teachers and students of the Ghanaian language in seventeen (17) public SHS in the Kumasi metropolis. A total sample size of 421 was determined and used for the study. The sample size comprises 86 teachers of Ghanaian language while 335 students of Ghanaian language in 18 public SHS in the Kumasi metropolis was determined using Krejcie and Morgan's (1970) technique for determining sample size. According to Krejcie and Morgan's (1970) sample size table, a population of 2520 students gives a sample size of 335.

A multi-stage sampling technique comprising proportionate simple random sampling and census sampling was used to determine how participants will be selected. The proportionate simple random sampling was used to select 20% of form 2 students from the 17 public SHS in the metropolis. In doing this, the researcher kept in mind the sample size, the population and the number of form two students in each of the 18 public SHS in mind. The sample size was divided by the population multiplied by the number of students in each form 2 class;

Sample size – 335

Population – 2520

Table 2: Name of Schools

Name of School	Students
	N
ADASS	165
KASS	150
ASANTEMAN	155
KUMASI ACADEMY	175
KUMASI GIRLS	155
KUMASI HIGH	140
OWASS	140
OKESS	145
PREMPEH	155
SERWAA NYARKO	150
ST LOUIS	145
TI AHMADIYYA	140
GHANA ARMED FORCES	135
KNUST SENIOR HIGH	125
KUMASI SENIOR HIGH TECHNICAL	160
PENTECOST SHS	140
KUMASI WESLEY GIRLS	160
Total	322

The average number of form 2 students in each school is 145

$$\frac{335}{2520} \times 145 = 19$$

This implies that averagely, nineteen (19) form 2 students were selected from each of the 17 public SHS in the metropolis.

This yielded a student sample of 342 out of 2520 students for the study. The 20% proportion which was used in the study is a result of a guideline provided by Fink (2001) who suggested that "if the population is a few hundred, a 20% sample will do" (p.14). The census method will be used

to select all 86 teachers of Ghanaian language in the 18 public SHS due to their small number.

The respondents for students were selected using the systematic sampling technique. This method is a modified form of simple random sampling. It involves selecting subjects from a population list in a systematic rather than a random fashion (Cohen, Manion & Morrison, 2007). This technique was used to ensure fair representation of the population. This technique also ensured that every member of the sample is given an equal chance of being selected.

Data Collection Instrument

The researcher used questionnaires and an observation guide to obtain data from the respondents. The Questionnaires was used to collect quantitative data from both students and teachers. A questionnaire comprises of written statements or questions that have a direct relation with the study. According to Amedehe and Asamoah (2008), a questionnaire is a form which is designed and disseminated to collect answers to particular questions. It is a systematic collection of inquiries made to a population sampling from which data is sought. Similarly, Dornyei (2007) is of the view a questionnaire is a tool for acquiring data that requires respondents to submit written responses to statements or questions. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

The questionnaire had an introductory part which comprised the topic of the research and an assurance of confidentiality and anonymity to be attached to the responses of the respondents. The questionnaire was grouped

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into five (5) main sections. The first section concentrated on the demographics of the respondents. The last four sections were structured to suit the research questions that has been set for the study. Hence, each of the four sections collected data to answer the research questions set for the study. The questionnaire was closed-ended type. The questionnaire was developed using five-point Likert scale ranging from "Strongly Disagree, to Strongly Agree".

The observation guide, on the other hand was used to assess teaching-learning processes and teaching-learning resources that are employed and implemented by the teacher during the teaching Ghanaian language in the classroom. Basically, results obtained with this method of data collection was used to cross-validate responses that have given in the questionnaires. Teachers were conveniently selected based on the one that have a lesson during the data collection and were observed. A teacher was observed twice in a double period of eighty (80) minutes each. The observed teacher was rated on a scale indicating the extent to which he/she demonstrated the competencies outlined in the observation guide.

Documentary evidence was also collected from students' exercise and homework books and available books. Data collected with this instrument will help the researcher identify whether or not students can come out with the required learning outcomes.

Validity and Reliability of Instruments

A validity and reliability test were conducted on the research instrument. To make sure that the items are expressed and placed correctly, the instrument were given to academicians to go through and identify areas of errors which need immediate attention. The instruments were given to my

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supervisor who shaped how the instruments could capture the purpose of the study and how best they could be used to obtain results that can be analysed to bring out factual findings. The comments from my supervisor were put in effect to improve on the validity of the instrument. The instrument was pilot tested in the six (6) private SHS in the Kumasi metropolis because they share similar characteristics like the eighteen (18) SHS selected for the study. The comments from the pilot studies were used to improve the clarity of statement, grammatical and typographical error and interpretation of the instructions. The data gathered was analyzed and the Cronbach's alpha was used to determine the reliability co-efficient of the instrument.

Data Collection Procedure

For questionnaire administration, an introductory letter was obtained from the Department of Arts Education declaring the intent of the research. The researcher presented the letter of introduction to the heads of the schools selected for the study and sought permission to conduct the research. A meeting was held with the teachers and students of Twi separately to explain the purpose of the study and the questionnaire to them. The reason for the approach is to make sure that fitting responses are elicited from the respondents. The respondents were assured of confidentiality in order to inspire them to respond to the items without any suspicion. Questionnaires were then administered to teachers and students of Twi separately. They were allowed ample time to complete the questionnaires, after which they were collected the same day

For observation, data was gathered by observing the teachers in their teaching learning interactions. The main purpose of the observation guide was

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used to assess teaching learning processes and teaching learning resources that are employed and implemented by the teacher during the teaching Ghanaian language in the classroom. Basically, results that were obtained with this method of data collection was used to cross validate or corroborate responses that have given in the questionnaires. Teachers were conveniently selected based on the one that have a lesson during the data collection process and was observed. The teacher was observed twice in double period of eighty (80) minutes each. The observed teacher was rated on a scale indicating the extent to which he/she demonstrated the competencies outlined in the observation guide.

Data Processing and Analysis Procedure

Data obtained with the questionnaire were numbered for easy identification. The data was then coded and edited to make sure responses are suitable. The serially-numbered questionnaires were input into the Statistical Product for Service Solutions (SPSS) software for easy tracking of problems. The positive statements of the Likert scale was coded as (Strongly Disagree = 1, Disagree = 2, Universal = 3, Agree = 4 and Strongly Agree = 5). Descriptive statistics such as frequencies, percentages and means were used to summarize and determine the direction of responses.

For the qualitative data analysis, the field notes collected during the observation period underwent a comprehensive review to ensure an in-depth understanding of the content. This familiarization phase involved multiple readings of the notes to identify significant details and subtle nuances that emerged during the observed classroom sessions. Following this, a descriptive coding process was applied. Codes were assigned to specific activities,

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interactions, and behaviors observed in the classes, allowing for a structured categorization of the data. The coding emphasized identifying recurring patterns and notable events, such as teaching strategies, student engagement levels, classroom participation, and any challenges faced in instructional delivery.

As codes were refined and grouped, broader themes began to surface. These themes captured essential aspects of classroom dynamics, including the rapport between teachers and students, the level of student involvement, and the effectiveness of instructional methods. This thematic organization enabled a more comprehensive understanding of how various classroom factors interacted and contributed to the overall learning environment. By organizing the data into these relevant themes, the analysis provided a foundation for interpreting the observed patterns and understanding how they relate to the research questions. This structured approach allowed for an accurate representation of classroom practices and shed light on key elements of the instructional methods used, offering insights that are critical for addressing the study's objectives

Ethical Considerations

All through the study, the researcher maintained informed consent. That is to say, the researcher made sure that the respondents are responsible, mature, and competent to provide the necessary information. To participate in the study was voluntary. The participants were guided to thoroughly comprehend the nature of the study and were completely educated about all they need to know about the study.

The researcher made every effort to uphold the non-maleficence (do no harm) principle. Participants' identities were not revealed in any manner by the information they provided. The participants' anonymity was maintained. There was no sense of betrayal because the information shared in confidence were not made public and put the persons who shared it through hardship, fear, or disgrace. No misrepresentation was made by the researcher.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter of the study presents the results and discussion of the data collected. The purpose of the study was to evaluate the implementation of the Ghanaian Language and Culture Curriculum in Senior High Schools (SHS) in the Kumasi metropolis. In analysing the data, frequencies and percentages were used for the demographic characteristics of the respondents, while means and standard deviation was used for the main analysis of the research. Data was collected from teachers and students of Twi from the various SHS in the Kumasi metropolis. The demographic data of students and teachers were discussed separately; however, the responses of students and teachers to the research questions were analysed hand-in-hand to form a complete and robust understanding of the phenomenon identified.

Demographic Data of Respondents

Table 3: School Distribution Data for Students and Teachers

Name of School	Students N (%)	Teachers N (%)
ADASS	20 (6.2%)	2 (4.9%)
KASS	24 (7.4%)	3 (7.3%)
ASANTEMAN	21 (6.5%)	3 (7.3%)
KUMASI ACADEMY	21 (6.5%)	2 (4.9%)
KUMASI GIRLS	20 (6.2%)	2 (4.9%)
KUMASI HIGH	20 (6.2%)	3 (7.3%)
OWASS	19 (5.9%)	3 (7.3%)
OKESS	21 (6.5%)	3 (7.3%)
PREMPEH	19 (5.9%)	2 (4.9%)
SERWAA NYARKO	21 (6.5%)	3 (7.3%)
ST LOUIS	22 (6.8%)	2 (4.9%)
TI AHMADIYYA	21 (6.5%)	2 (4.9%)
GHANA ARMED FORCES	13 (4.0%)	2 (4.9%)
KNUST SENIOR HIGH	14 (4.3%)	2 (4.9%)
KUMASI SENIOR HIGH TECHNICAL	16 (5.0%)	2 (4.9%)
PENTECOST SHS	14 (4.3%)	2 (4.9%)
KUMASI WESLEY GIRLS	16 (5.0%)	3 (7.3%)
Total	322	41

Source: Field Data, 2023

Table 2 presents the school data distribution for students and teachers. In other words, table 1 gives an overview of the number of form two Twi students and teachers who responded to the questionnaires across the public SHS in the Kumasi metropolis. The data indicates that 17 senior high schools responded to the questionnaires, which is an indication that 17 public SHS allowed the researcher to engage students and teachers of Twi for data collection. From the students' side, the data indicates that Kumasi Anglican Senior High School (KASS) recorded the most form two students of Twi (24) representing a percentage of 7.4 responding to the questionnaire. This was followed by St. Louis SHS with 22 form two Twi students representing 6.8% of the total students. Asanteman SHS, Kumasi Academy, Osei Kyeretwie

SHS, Serwaa Nyarko SHS and T.I Ahmadiyya equally recorded 21 form two Twi students, representing a percentage of 6.5 responding to the questionnaires whereas Adventist SHS, Kumasi Girls, and Kumasi Academy had 20 (6.2%) form two Twi students responding to the questionnaires. From the data presented, Ghana Armed Forces SHS recorded the least number of form two students who responded to the questionnaire (n=13, 4.0%). On the other hand, the teachers' data indicate that KASS, Asanteman SHS, Kumasi High, Opoku Ware SHS, OKESS, Serwaa Nyarko and Kumasi Wesley Girls recorded the highest number of form two teachers of Twi responding to the questionnaires (n=3, 7.3%). The remaining schools equally had 2 form two Twi teachers, representing a percentage of 4.9 responding to the questionnaires. It is pertinent to note that the data presented above is not the actual number of form two Twi students in the public SHS, however it reflects the sample of the total population of students of Twi and all form two Twi teachers in the schools who participated in the study.

Table 4: Demographic Data of Students

Scale	Sub-scale	Frequency (N)	Percentage (%)
Gender	Male	127	39.3
	Female	196	60.7
Age	10-15	27	8.4
	16-20	213	65.9
	21-25	61	18.9
	26 and above	22	6.8

Source: Field Data, 2023

Table 3 presents the demographic data of form two Twi students who participated in the study. With respect to gender, the data records more female Twi students (196), representing 60.7% of the population, responding to the questionnaire whereas 127 male Twi students, representing 39.3% took part in

the study. This indicates the assumption of female students' preference for language-related programmes at the second-cycle institution. On the age difference, most of the students who participated in the study fall within the ages of 16-20 (213, 65.9%), indicating that most of the students are adolescents. 61 of the students fell within the ages of 21-25 while 27 of the students fell between the age range of 10-15. The data indicates that between the age range of 26 and above, only 22 students representing a percentage of 6.8 fell within the said range.

Table 5: Demographic Data of Teachers

Scale	Sub-scale	Frequency (N)	Percentage (%)
Gender	Male	15	36.6
	Female	26	63.4
Age	Below 20 years	0	0
	21-30	9	22.0
	31-40	8	19.5
	41-50	12	29.3
	51-60	12	29.3
	60 years and above	0	0
Academic Qualification	Diploma	5	12.2
	Bachelor Degree	20	48.8
	Masters' Degree	16	39.0
	Other	0	0
Teaching Experience	1-5	7	17.1
	6-10	7	17.1
	11-15	10	24.4
	16-20	17	41.5
	20 years and above	0	0

Source: Field Data, 2023

Table 3 presents the demographic data of form two Twi teachers who participated in the study. The table has the sub strands of gender, age, academic qualification and teaching experience. On the item of gender, the data indicates that out of the 41 teachers who participated in the study, 26 (63.4%) are females with the remainder (n=15,36.6%) as males. Respectively, 12 teachers, representing a percentage of 29.3 fell between the age range of 41-50 and 51-60. Nine (9) form two Twi teachers fell within the age of 21-30 while 8 teachers fell between the ages of 31-40. The data recorded no teacher below 20 years and above 60 years still in service. The data presentation of teachers on age indicates that averagely, most of the form two Twi teachers are still young. The data indicates that the academic qualification of most form two Twi teachers is a bachelor's degree (n=20, 48.8) with 16 (39%) indicating that they have a master's degree as their highest academic qualification whereas 5 teachers indicated to have had Diploma as their highest academic qualification. This projects that form two Twi teachers have the prerequisite skills and content knowledge, all things being equal, to translate the Ghanaian Language and Culture curriculum to the understanding level of students. However, their qualification will be equally assessed based on their ability to use a number of teaching strategies and instructional resources in their Ghanaian language instruction. Most of the teachers indicated that they have gathered enough teaching experience in the field of teaching as majority (n=17, 41.5%) fell within the age range of 16-20 for teaching experience. 10 teachers indicated that their teaching experience fell between the age range of 11-15. The age range of 1-5 and 6-10 equally had 7 teachers indicating their teaching experience with that. Literature on teachers' experience identify

teachers who have 5 years or less experience in teaching as novels or inexperienced (Fessler & Christansen, 1992; Steffy, 1989). Applying this to the study, it can be seen that the data, based on teaching experience, indicate that most of the Twi teachers who participated in the study are experienced teachers who over their years of teaching have gathered experience to express and translate the curriculum for students' understanding.

Presentation and Discussion of Main Results

This section of the study presents and discusses results based on the research questions that were set for the study. Four research questions, influenced by the theoretical framework, were set for the study. Each research question was discussed based on the data solicited from students and teachers of Twi. Descriptive statistics such as mean and standard deviation were used to analyse the responses from teachers and students. Table 4 and 5 presents the decision rule for means and standard deviation based on a five-point Likert scale. Particularly, this decision rule was used in the analysis of research questions 1 and 4.

Table 6: Decision Rule for Mean Values

Mean	Scale
4.51-5.00	Strongly Agree
3.51-4.50	Agree
2.51-3.50	Undecided
1.51-2.50	Disagree
1.0-1.50	Strongly Disagree

Source: Field Data, 2023

Table 7: Decision Rule for Standard Deviation Values

Standard Deviation Values	Interpretation
1 or greater than 1	Responses differ much from one another (Heterogeneous Responses)
Less than 1	Responses did not differ much from one another (Homogeneous Responses)

Source: Field Data, 2023

Research question one: What are the contextual factors that affect the implementation of the Ghanaian language and culture curriculum in Kumasi metropolis?

This research question sought to analyse the contextual factors of the Ghanaian Language and Culture (GHLC) curriculum implementation. In essence, the contextual factors looked at the perceptions of students and teachers about the general goals of the GHLC curriculum at the Senior High School level. In answering this research question, teachers and students were asked to respond to how the curriculum goals and objectives appropriately identifies the needs and interests of students. Responses ranged from 1- strongly disagree, 2-disagree, 3-undecided, 4- agree, 5- strongly agree.

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Table 8: Students' responses on the context evaluation of GHLC curriculum implementation

Statement	Mean	SD	Descriptor
The GHLC curriculum is appropriate for the improvement of my language skills	4.0960	.91574	Agree
The objectives of the GHLC curriculum meet my needs as a GHL student.	3.6037	1.07668	Agree
The objectives of the GHLC curriculum are appropriate for my preliminary knowledge of Twi	3.8019	.89741	Agree
The reading, writing, listening, and speaking skills are balanced well in the GHLC curriculum	3.9505	1.10224	Agree
The level of the difficulty of the topics in the GHLC curriculum complies with their duration	3.2105	1.05983	Undecided
The coursebook of the GHLC curriculum is appropriate and standard for my level	3.6563	.97620	Agree
The total duration of the GHLC curriculum is adequate	3.0650	1.31361	Undecided
The GHLC curriculum coursebook attracts my attention as a GHL student.	3.5759	1.28403	Agree
The content of the GHLC curriculum coursebook is consistent with the objectives of the curriculum.	3.2755	1.03431	Undecided
The content of the GHLC curriculum coursebook is comprehensible	3.4706	1.02526	Undecided

Source: Field Data, 2023

Average mean: 3.57

Mean of standard deviation: 1.068531

Table 9: Teachers' responses on the context evaluation of the GHLC curriculum implementation

Statement	Mean	SD	Descriptor
The GHLC curriculum is appropriate for the improvement of the students' language skills	4.0000	.89443	Agree
The objectives of the GHLC curriculum meet the needs of the students.	3.6098	1.02172	Agree
The objectives of the GHLC curriculum are appropriate for the students' preliminary knowledge of Twi	3.7805	.96209	Agree
The reading, writing, listening, and speaking skills are balanced well in the GHLC curriculum	3.8293	1.20213	Agree
The level of the difficulty of the topics in the GHLC curriculum complies with their duration	3.2927	1.00608	Undecided
The coursebook of the GHLC curriculum is appropriate for the students' level	3.3415	.72835	Undecided
The total duration of the GHLC curriculum is adequate	3.1463	1.15241	Undecided
The GHLC curriculum coursebook attracts the students' attention	3.2439	1.41033	Undecided
The content of the GHLC curriculum coursebook is consistent with the objectives of the curriculum.	3.1220	1.05345	Undecided
The content of the GHLC curriculum coursebook is comprehensible	3.2439	.94288	Undecided

Source: Field Data, 2023

Average mean: 2.74

Mean of standard deviation: 1.037387

Tables 7 and 8 present students and teachers' responses to the contextual factors of the Ghanaian Language and Culture curriculum implementation. An average mean of 3.57 was recorded for students'

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responses about the context of the curriculum implementation, which indicates that students are in agreement about the context implementation of the GHLC curriculum at the SHS level. A mean of SD of 1.068531 indicate that although students may agree about context implementation of the programme, their responses are spread around the mean. That means, not all the students may agree about the context implementation of the context programme of the curriculum. On the other hand, an average mean of 2.74 and an SD of 1.037387 was recorded for the responses of teachers. This indicate that, in totality, teachers are entirely undecided about the context implementation of the GHLC curriculum. However, the SD recorded indicate a heterogeneity in the responses of teachers, meaning that not all teachers are undecided about the context implementation. Some may agree to disagree.

The first item of the context evaluation – *The GHLC curriculum is appropriate for the improvement of my language skills,* recorded a mean of 4.0980 and 4.0 for students and teachers respectively. This indicates that students and teachers agree that the curriculum appropriately considers the improvement of students' language skills. That is to say, the curriculum considers how it can improve the four language skills of teachers. This finding is not in line with the findings of Harakas and Fer (2009) and Karimi et al (2020), who projected that the objectives of the English language curriculum was not appropriate for development of language skills. In the case of the Ghanaian language, the findings prove otherwise. Item 4 which looked at *the reading, writing, listening, and speaking skills are balanced well in the GHLC curriculum* recording a mean of 3.9505 (SD=1.10224) and 3.8293 (1.20213) for students and teachers respectively. The means recorded indicate that both

students and teachers agree that the four skills of language are well balanced in the curriculum. The agreement to this statement could be based on how these four aspects are taught in the classroom. That is, giving each aspect equal attention and not giving much prominence and attention to some aspects over others. The standard deviation however indicates that although there may be agreement, responses are spread around the mean indicating that some students and teachers may disagree with how these skills are balanced in the curriculum. Again, this finding is not in line with the findings of Karimi et al (2020) however, it is in line with the findings of Harakas and Fer (2009) and Sohail and Noreen (2020) about the balanced language skills in the English curriculum.

The data records a mean of 3.8019 and 3.7805 for students and teachers respectively on the appropriateness of the curriculum for students' preliminary knowledge of Twi. The means indicates an agreement to the objectives of the curriculum being appropriate for students' preliminary knowledge of Twi. This means that the GHLC curriculum reflects on students' existing knowledge of the subject. In that sense, the objectives of the curriculum align to students' level of knowledge and understanding of Twi, in order to come out with the required learning outcomes. Item 5, which looked at the *level of the difficulty of the topics in the GHLC curriculum complies with their duration,* a mean of 3.2015 and 3.2927 was recorded for students and teachers in that respective manner. The means indicate indecisiveness on the part of students and teachers whether the duration of instruction matches the difficulty of the topics outlined in the curriculum. This means that the challenging nature of the topics does not comply to its duration. That is to say,

challenging topics in the curriculum should require more time for students to fully comprehend and engage with the contents of the curriculum. In the case of this study, the results appear otherwise where respondents are indecisive about the duration and the difficulty of the topics.

Again, based on students and teachers' indecisiveness about the duration and difficulty of topics outlined in the curriculum, their response about whether the total duration of the GHLC curriculum is adequate records an indecisiveness about the statement (Students -3.0650, 1.31361; Teachers-3.1463, 1.15241). This means that students and teachers are not sure whether the total duration of the curriculum is adequate for the completion of the topics outlined in the curriculum. This may account for a situation where teachers rush to complete the topics and contents of the curriculum due to lack of time in its implementation. The situation could result in students not fully comprehending and engaging with the curriculum because teachers may be rushing to complete the curriculum on time. Regardless of the indecisiveness, it is safe to know, based on the SDs that not all teachers and students are indecisive about the duration of the curriculum, some responses may be in agreement.

On the item of whether *the curriculum coursebook is consistent with the objectives of the curriculum,* a mean of 3.2755 and 3.1220 were recorded for students and teachers respectively. This indicates the indecisiveness of teachers and students about the consistency of the coursebook in its connection with the objectives of the curriculum. It is surprising to know teachers' responses (m= 3.12) this item considering the fact that they are the implementers of the curriculum. However, their responses may be a reflection

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of the non-availability of instructional materials for Ghanaian language instruction. That is, because of the limited instructional materials, teachers may not know whether the coursebook reflect the objectives of the curriculum. The standard deviation indicates a heterogeneity of responses, that is, some responses may indicate that the available materials reflect the objectives of the curriculum. This is in line with the report of Karimi et al (2020) and Harakas and Fer (2009).

The items of *the content of the GHLC curriculum coursebooks attract students' attention and the comprehensibility of the coursebook* recorded a mean of 3.5759 and 3.4705 for students and 3.2439 for teachers. For the coursebook attracting students' attention, students' responses indicate an agreement whereas teachers' responses indicate indecisiveness. That is to say, students believe the coursebook for Twi is interesting enough to attract their attention to the subject. However, teachers, on the hand, are not sure whether the coursebook attracts students' attention to the subject. The responses of teachers may be attributed to the feedback they get from students during the teaching and learning of Twi. That is, teachers' indecisiveness may be that, because students do not engage much in the teaching and learning process, then it could be that the course material is not interesting enough to catch their attention. On the comprehensibility of the coursebook, the responses interestingly show indecisiveness on the part of students and teachers. The surprising turn of students' response to this statement indicate that although the coursebook attracts their attention, they may not fully comprehend everything in the coursebook. The SD for students (1.02526) appear that some students may understand and engage with the coursebook of the curriculum

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Research question two: What instructional resources are incorporated to facilitate the implementation of the Ghanaian language and culture curriculum in Kumasi metropolis?

This research question sought to solicit responses from students and teachers about the input implementation of the curriculum. Students and teachers were to indicate the instructional resources that were available for teachers to use in their instruction. This research question was structured in two sections. The first section was for students and teachers to indicate the resources that were available for instruction on a range of 1- available and adequate, 2-available but not adequate, 3- not available at all. The second section was for students and teachers to indicate the frequency of use of the available resources on a range of 1-not used, 2-ocassionally used, 3-often used, 4-very often. On the qualitative side, 15 teachers were observed in a double period of 80 minutes to ascertain the instructional resources that were used in Twi instruction.

Table 10: Students' responses on availability of instructional resources in GHL instruction

Instructional Resources	Available and adequate N (%)	Available but not adequate N (%)	Not available at all N (%)	Mean	SD
Ghanaian language syllabus	16 (5.0%)	157 (48.6%)	150 (46.4%)	2.3584	.58556
Ghanaian language textbooks	52 (16.1%)	221 (68.4%)	50 (15.5%)	1.9938	.56279
Teachers' guide	25 (7.7%)	25 (7.7%)	273 (84.5%)	2.7986	.73855
Audio materials/ resources, eg: CD players, radios	20 (6.2%)	21 (6.5%)	282 (87.3%)	2.8111	.52715
Visual materials/ resources, eg: Pictures, cardboards	12 (3.7%)	24 (7.4%)	287 (88.9%)	2.8514	.4483
Audio-visual materials/ resources, eg: Projectors, laptops, televisions	12 (3.7%)	8 (2.5%)	303 (93.8%)	2.9009	.40505

Source: Field Data, 2023

Average mean: 2.61

Mean of standard deviation: 0.64

Table 11: Teachers' responses on availability of instructional resources in GHL instruction

Instructional Resources	Available and adequate N (%)	Available but not adequate N (%)	Not available at all N (%)	Mean	SD
Ghanaian language syllabus	17 (41.5%)	24 (58.5%)	0 (0%)	1.5854	.49878
Ghanaian language textbooks	3 (7.3%)	33 (80.5%)	5 (12.2%)	2.0488	.44448
Teachers' guide	10 (24.4%)	16 (39.07%)	15 (36.6%)	2.1220	.78087
Audio resources, eg: CD players, radios	4 (9.8%)	2 (4.8%)	35 (85.4%)	2.7561	.62372
Visual resources, eg: Pictures, cardboards	4 (9.8%)	1 (2.4%)	36 (87.8%)	2.7805	.62187
Audio-visual resources, eg: Projectors, laptops, televisions	2 (4.9%)	2 (4.9%)	37 (90.2%)	2.8537	.47754

Source: Field Data, 2023

Average mean: 2.35

Mean of standard deviation: 0.57

Mean ranges: available and adequate (0.00 – 1.50); available but not adequate (1.60 – 2.50) and not available at all (2.60 – 3.50).

Table 9 and 10 present students and teachers' response about the input implementation of the Ghanaian Language and Culture curriculum. In this section, students and teachers were to indicate the instructional resources that were available for instruction in Twi at the various SHS in the Kumasi metropolis. An average mean of 2.61 and 2.35 was recorded for students and teachers respectively based on their responses. Students' mean of 2.61 is an indication that there are no instructional resources that are used by teachers in their instruction, however, teachers' mean of 2.35 is a direct opposite of students' responses which indicate that there are resources however, they are not adequate for Ghanaian language instruction. With the exception of the Ghanaian language syllabus and textbooks, which had means of 1.9938 and 2.3584, respectively, Table 9 of the students' responses shows that all other resources, except for the syllabus and textbooks, are not available for Ghanaian language instruction. However, teachers' responses to Table 10 show that, with the exception of audio, visual, and audio-visual materials, which received means of 2.75, 2.78, and 2.85, indicating that they are not available at all for instruction, the other resources for the Ghanaian language syllabus (m=1.58), Ghanaian language textbooks (m=2.04), and Teachers' guide (m=2.12) indicated availability and adequate and available but not adequate, respectively.

Outrightly, students' response of "not available at all" which is in contradiction to teachers' responses of "available but not adequate" means that students may not be aware of the resources they indicated as "not available at all". In other words, students are ignorant about the fact that there are resources for the teaching and learning of Ghanian Language. Through the

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observations, it was discovered that there are lamentably limited materials that were used as instructional materials for Ghanaian language instruction. It was observed in the 30 observations made that, the most available instructional materials for teaching are the syllabus, textbooks and teachers' guide. However, even among the available ones, they appear to be inadequate.

Scholars attribute this situation to the scarcity of Twi teachers and lack of trained teachers in the system (Owu-Ewie, 2006; Nyamekye et al. 2021). That is, for enough Ghanaian language textbooks and reading materials to be produced, there should be adequate scholars in the field who are ready and dedicated to write books for student consumption. However, it is quite the opposite because there are not enough trained teachers to take up this responsibility. And so, it was not surprising after all that majority of the students and teachers indicated that there is a lack of Ghanaian language materials for teaching. However, it should be noted that, student achievement can be partially aligned to the availability of resources in the subject area. That is, if students are to achieve greater heights in education, then there should be a provision of textbooks and readings books to comprehend and engage with the contents of the curriculum.

Again, another factor that can be attributed to lack of instructional resources is large class size. Per the observations, it was discovered that most classes in these public schools are filled with many students to the brim. It is appalling to the extent that students even share desks and chairs in the classroom. Due to this, it becomes difficult for many students to have access to the limited instructional materials that are used in the classroom. One book may be shared by 3 or 4 students in the classroom and the possibility of

students drifting away from lessons may be very high because they are not getting access to the books. This confirms with item 8 on the context evaluation questionnaire where teachers indicate their indecisiveness about whether the coursebook of the curriculum attracts the attention of the study. When students do not get access to textbooks and reading materials especially in literature lessons, they most likely drift away from the lesson and do their own things during lessons. The findings from this study conforms previous studies (Aboagye & Yawson, 2020; Harris & Muijs, 2002; Kwarteng, 2018; Oakes & Saunders, 2002; Oppong, 2009; SPRA, 2002; Rand, 2002) about the availability of instructional resources and materials for teachers in the teaching and learning process. These studies lamented on the inadequacy of teaching and learning materials for students and teachers as they highlighted on the relevance on these resources on the academic achievement of students. The inadequacy of textbooks and reading materials available to students limits the student's opportunity to learn and explore within and outside the classroom. By this, they solely rely on the teacher's input in the classroom and follows directly the teachers' instruction. This does not corelate with educational policy of the country which talks about constructivism and critical pedagogy in lessons (NaCCA, 2019).

The observation made further revelation to confirm the indication of "not available at all" of the instructional resources of audio materials, visual materials and audio-video materials. Given education in 21st century where much prominence is given to the use of audio, visual and audio-visual materials, it is prudent that instructional materials are utilised in Ghanaian Language instruction given the technicality in some areas of teaching.

However, it is disheartening to know that none of the 30 observations saw Twi teachers using any of the materials in the teaching and learning of Twi. Language researchers have indicated the benefits of integrating these materials in language teaching (Ahinda et al. 2014; Alaba, 2014; Costley, 2014; Uzunboylu & Ozdamli, 2011, Nyamekye et al. 2021). These scholars stress on the fact that the integration of audio, visual and audio-visual materials in language instruction enhance students' ability to develop language skills at a faster rate. For instance, if a Twi teacher uses an audio-visual material like laptops in lessons like Phonology to teach sounds, students stand a greater chance of developing their listening and speaking skills. Becker (2000) shares the view that, the use of these materials in language teaching ensures effective delivery of lessons hence, quality education. In spite of these many benefits, Twi teachers are not using them in lessons delivery mainly because they are not available at all for use.

The non-availability of audio, visual and audio-visual materials is a serious impediment to a subject like Ghanaian language because the availability of these materials can cater for the abstractness in the teaching and learning of the subject. As noted in the observation, many students appeared to not know certain lexical words in the language due to its extinction in the 21st century. A visual or audio-visual material could clear the doubts students may have and save them the stress of forcing to picture an item they have relatively no knowledge of in their minds when a simple visual aid could have done the job. The availability and use of such learning resources and materials can create a conducive environment for students as they are able to have a first-hand experience in lessons (Tamakloe et al., 2005).

Table 12: Students and Teachers' responses on the frequency of use of instructional resources in GHLC curriculum implementation

Resources		Not used N (%)	Occasionally used N (%)	Often used N (%)	Very often N (%)	Mean	SD
Ghanaian language syllabus	S	83 (25.7%)	100 (31.0%)	120 (37.2%)	20 (6.2%)	2.2384	.90657
	T	10 (24.4%)	17 (41.5%)	13 (31.7%)	1 (2.4%)	2.1220	.81225
Ghanaian language textbooks	S	34 (10.5%)	115 (35.6%)	147 (45.5%)	27 (8.4%)	2.5170	.7933
	T	2 (4.9%)	16 (39.0%)	20 (48.8%)	3 (7.3%)	2.5854	.70624
Teachers' guide	S	98 (30.3%)	123 (38.1%)	66 (20.4%)	36 (11.1%)	2.1238	.97012
	T	17 (41.5%)	11 (26.8%)	8 (19.5%)	5 (12.2%)	2.0244	1.06037
Audio materials/ resources, eg:	S	311 (96.3%)	8 (2.5%)	4 (1.2%)	0 (0%)	1.0495	.26846
CD players, radios	T	41 (100%)	0 (0%)	0 (0%)	0 (0%)	1.0000	.00000
Visual materials/ resources, eg:	S	303 (93.8%)	16 (5.0%)	4 (1.2%)	0 (0%)	1.0867	.39237
Pictures, cardboards	T	38 (92.7%)	3 (7.3%)	0 (0%)	0 (0%)	1.0732	.26365
Audio-visual materials/ resources, eg:	S	303 (93.8%)	12 (3.7%)	4 (1.2%)	0 (0%)	1.0991	.43464
Projectors, laptops, televisions	T	39 (95.1%)	2 (4.9%)	0 (0%)	0 (0%)	1.0488	.21808

Source: Field Data, 2023

Mean ranges: Not used (0.00 – 1.50); Occasionally used (1.60 – 2.50); Often used (2.60 – 3.50); and Very often (3.60 – 4.00).

Average mean for students: 1.68   Average mean for teachers: 1.64

Mean of standard deviation: 0.37   Mean of standard deviation: 0.51

Table 11 presents students' and teachers' responses on the frequent use of the instructional resources in the teaching and learning of Ghanaian Language. Teachers and students were asked to indicate on a range of 1- not used, 2-ocassionally used, 3-often used and 4-very often, the frequency of the instructional resources in teaching. In addition to this, observation was made on how the resources were actually used. Generally, an average mean of 1.68 and 1.64 was obtained for students and teachers' responses respectively. An average mean of 1.68 and 1.64 for students and teachers is an indication that the instructional materials were occasionally used in the teaching and learning process. With the exception of audio materials, visual materials and audio-visuals materials which obtained the mean ranges of 1.0 – 1.09 indicating that they were not used at all in instruction; the mean ranges of 2.1 – 2.5 for Ghanaian language syllabus, textbooks and teachers' guide indicate that they were either occasionally used or often used.

Per the data presented, the most used instructional material for teaching and learning was the Ghanaian language textbooks. However, per the observations, it was discovered that the use of the Ghanaian language textbooks was mostly used in lessons when the teacher was dictating notes for the students. That is, the teacher reads the textbook without explaining. As such, the teacher reads the textbook to the students giving them little or no chance of asking questions for clarification or whatsoever. Again, it was observed that, the teachers rarely ask students to read the textbooks and follow up with questions. Per the observations, the only times students have the liberty to read textbooks in class is literature lessons where the teacher assigns character roles to students. This enables the students to critique and ask

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questions for clarification and understanding. Aside literature lessons, teachers rarely allow students to read textbooks as the sole responsibility falls on them. It was observed in most cases that, the times teachers read text books to students without in-depth explanation resulted as a factor of inadequate time for the lessons. That is, reading for students without giving time for explanation was a procedure to beat time and wrap up the teaching process. Many teachers give the excuse of explaining the concepts to students in their next lessons which might not happen. And so, most students end up writing a lot of things in their notebooks without any proper explanation.

Another factor of this impediment can be attributed to the lack of instructional resources. That is, since the available materials are not enough for every student to have access to one, teachers are forced to read the textbooks to students leaving them with little or explanation. In the case where teaching and learning materials are adequate for students, teachers may allow students to read and ask questions on areas they may have doubt. The inadequacy of these instructional materials is a serious setback for students' academic achievement as it draws their attention away from what is going on in the classroom. Their inability to follow up with the teacher in dictating notes may result to them having the idea of copying notes from their friends later in the day. The external pressures in the school environment may set in a forgetful attitude where students procrastinate. This alone, is a huge setback for students' academic achievements.

Moreover, the questionnaires and the observations provide a clear indication of non-availability of instructional resources of audio materials, visual materials and audio-visual materials. As indicated earlier, it was

observed in all the 30 lessons that TV sets, radios, pictures, tapes, etc. are a rare instructional aid to find in a Ghanaian Language instruction in second cycle education in Kumasi metropolis. The findings are in support of (Agormedah, 2020; Cobbold, 1999; Oppong, 2009; Haruna, 2018; Iribe, 2014; Ngugi, 2012; Wulandari, 2009; Yunita, 2008) who reported similar findings of the lack of instructional aids in the teaching and learning of History, Mathematics, English, and Management. Likening this to Ghanaian language instruction, a similar problem persist. The non-availability of these instructional materials affects quality education because the non-availability of these materials promote abstract education rather than practical education

Research question three: What instructional processes are adopted by Twi teachers in the implementation of the Ghanaian Language and Culture curriculum in Kumasi metropolis?

This research question sought to gather data on the instructional methods that were adopted by Twi teachers in the teaching and learning of the subject. Students and teachers were asked to respond to a set of questions under the process evaluation to indicate the use of the instructional methods in instruction on a range of 1- never, 2- rarely, 3-occasionally, 4-regularly. The responses are presented in tables 12 and 13 for students and teachers respectively.

Table 13: Students' responses on teachers' use of instructional process in GHLC curriculum implementation

Instructional process	Never	Rarely	Occasionally	Regularly	Mean	SD
	N (%)	N (%)	N (%)	N (%)		
Discussion	24 (7.4%)	15 (4.6%)	38 (11.8%)	246 (76.2%)	3.5666	.88696
Role play/ Dramatization	175 (54.2%)	101 (31.3%)	40 (12.4%)	7 (2.2%)	1.6254	.78351
Lecture method	48 (14.9%)	8 (2.5%)	32 (9.9%)	235 (72.7%)	3.7647	1.9232
Questions and answers	21 (6.5%)	67 (20.7%)	130 (40.2%)	105 (32.5%)	2.9876	.89156
Activity method	83 (25.7%)	172 (53.3%)	56 (17.3%)	12 (3.5%)	1.9907	.76201
Discovery method	142 (44.0%)	134 (41.5%)	39 (12.1%)	8 (2.5%)	1.7307	.76728
Debate	164 (50.8%)	118 (36.5%)	38 (11.8%)	3 (0.9%)	1.6285	.72536
Brainstorming	115 (35.6%)	149 (46.1%)	51 (15.8%)	8 (2.5%)	1.8514	.76991
Outdooring activities	218 (67.5%)	86 (26.6%)	7 (2.2%)	12 (3.7%)	1.4211	.71527

Source: Field Data, 2023

Table 14: Teachers' response on the use of instructional processes in GHL instruction

Instructional process	Never	Rarely	Occasionally	Regularly	Mean	SD
	N (%)	N (%)	N (%)	N (%)		
Discussion	3 (7.3%)	2 (4.9%)	2 (4.9%)	34 (82.9%)	3.6341	.88758
Role play/ Dramatization	21 (51.2%)	11 (26.8%)	9 (22.0%)	0 (0%)	1.7073	.81375
Lecture method	5 (12.2%)	0 (0%)	5 (12.2%)	31 (75.6%)	3.5122	1.00304
Questions and answers	8 (4.9%)	11 (26.8%)	15 (36.6%)	13 (31.7%)	2.9512	.89306
Activity method	7 (17.1%)	24 (58.5%)	6 (14.6%)	4 (9.8%)	2.1707	.83374
Discovery method	15 (36.6%)	20 (48.8%)	5 (12.2%)	1 (2.4%)	1.8049	.74898
Debate	17 (41.5%)	18 (43.9%)	6 (14.6%)	0 (0%)	1.7317	.70797
Brainstorming	17 (41.5%)	16 (39.0%)	7 (17.1%)	1 (2.4%)	1.8049	.81300
Outdooring activities	35 (85.4%)	5 (12.2%)	1 (2.4%)	0 (0%)	1.1707	.44173

Source: Field Data, 2023

Mean ranges: Never (0.00 – 1.50); Rarely (1.60 – 2.50); Occasionally (2.60 – 3.50); and Regularly (3.60 – 4.00).

Tables 12 and 13 present students and teachers' responses on the frequency of use of instructional methods that are adopted by Twi teachers in Ghanaian Language instruction. From table 12, it is indicated by students that the most used instructional strategy by teachers is the lecture method which obtained a mean of 3.76 and a standard deviation of 1.92 indicating that some students may disagree with the results. It was closely followed by the discussion method which obtained a mean score of 3.56 with its SD indicating that the responses are closely related to the mean. Per the data, these are the two instructional methods that are regularly used by teachers in Ghanaian Language instruction. Questions and Answers obtained a mean score of 2.98 indicating that it was occasionally used in instruction. Role play, activity method, discovery method, debate, brainstorming and outdooring activities obtained a mean score range between 1.42 – 1.99 with outdooring activities recording the least mean score of 1.42. This is an indication that Ghanaian Language instruction rarely happens outside the classroom. That is, students are not given the chance to explore teaching and learning outside the classroom where they could understand the cultural aspect of the Language better and safeguard it. It is the goal of the GHLC curriculum to help students explore and appreciate their culture and others' by safeguarding it (NaCCA, 2019).

On the other hand, table 13 of teachers' response indicate that the most used instructional methods in Ghanaian Language instruction are discussion and lecture method which obtained a mean score of 3.63 and 3.51 respectively. It was closely followed by Q&A which obtained a mean of 2.95 indicating that it was occasionally used in instruction. The other instructional

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methods obtained a mean range of 1.17 – 2.17 indicating that while others were rarely used in instruction, outdooring activities (1.17) is never used in the teaching and learning of Ghanaian Language. This corroborates with the students' response about outdooring activities not used in teaching and learning.

To understand how these methods were actually used in the teaching and learning of Ghanaian Language, an observation was made on the frequent used instructional methods in Ghanaian Language instruction – Discussion method, Lecture method and Questions and Answers method. The observation established the fact that discussion, lecture and Q&A are indeed used by teachers in Ghanaian Language instruction. With reference to discussion, it was observed that the teachers promoted a friendly atmosphere for discussion. That is, students were encouraged to share their thoughts, ideas and opinions without fear. Again, it was observed that respect was given for opinions which led to constructive criticisms of students' response. By creating a friendly atmosphere, teachers and students gave listening ears to each submission whether wrong or right and this encouraged students to speak up in class due to the positive reinforcement. In the case where a student's submission is wrong to the topic under discussion, the teachers tactfully corrected those answers without making students feel bad about it. Kelly and Pohl (2018) posit that when students are negatively reinforced in the classroom, it dims their spirits and makes them uninterested in the classroom discussion, especially for students who have low self-esteem. Per the observation, Twi teachers must be commended for maintaining a conducive atmosphere for all students.

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In as much as teachers promoted a friendly atmosphere, it was observed that the discussion was not uniformed and only a section of the class was involved in the lessons. That is to say teachers failed to draw students' attention to the discussion. This is an indication that unequal learning opportunities was offered to students. That is, while others were given the opportunity to share their views and opinions, others were left unattended to as they appeared to be unbothered by whatever was going on in the lesson. This means that the section of students who are unattended to may disconnect from the learning process and eventually lose interest and motivation in learning the subject. Students not participating in classroom discussion could come as a result of teachers' inability to effectively implement the instructional method, the class size and the topic under discussion. From the lens of the researcher, this impediment can be attributed to the large class size and the teachers' inability to implement the instructional method. Regarding the large class size, a discussion method should see the teachers periodically putting the students into small groups where students' involvement is hundred percent assured. However, that was not the case in the lessons observed which saw a section of students left unattended to.

With regards to the lecture method, it was observed that the role of the teacher was to speak out entirely throughout the lessons giving students little to or opportunity of seeking for clarifications. It was observed in the lecture method lessons that teachers rarely provide aids to illustrate points raised. This means that teachers did not use any visual aids like diagrams, pictures or cardboards to explain the points they are trying to explain to students. This made the whole process abstract. As such, the lesson appeared to be passive

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where the role of students was just receiving information from the teachers. The situation of teachers not providing aids for explanations can be attributed to lack of instructional resources, especially visual aids, which could have enhanced the lesson using such method. Teachers can do better by incorporating visual aids like PowerPoint presentation, cardboards, pictures and diagrams in lessons. However, the problem boils down to the lack of materials to aid in such instruction. Again, it was observed that the teachers rarely presented the topics logically, sequentially and systematically by building on students' previous knowledge. Effective teaching is clearly and structurally presenting information in a clear manner where topics are linked logically and sequentially to students' previous knowledge (Harriss, 1998). This enables the student to grasp the content in a systematic manner. What was observed in Ghanaian Language lecture method lessons was far from this. The majority of teachers after inquiring where they left off in the previous lesson go ahead and introduce a new topic or continue from where they left off without linking the current lesson to the previous lessons. When such happens, students are given disordered information of contents with little comprehension. This leads to rote memorization/learning with no application whatsoever because the information given to them are not systematically and logically organized for comprehension. Regardless of Twi teachers' inability to effectively implement the lecture method, they must be commended for a loud and clear voice and speaking in simple Language. One way or the other, teachers speaking clearly and audibly may help students to understand the content, especially, when they are familiar with it.

Dwelling on Questions and Answers, it was observed that teachers were quite efficient in implementing it in the classroom. It was observed in lessons that teachers did not put many questions to students, however, questions were asked one after the other. This means that teachers asking one question at a time allowed students to have enough time to think over their answers before they voiced out their response. Again, it was observed that the teachers collected several responses to a question even when the first answer was right. This strategy by the teachers was to ensure that majority of the students are given the opportunity to voice their responses. In answering questions, teachers avoided 'yes' and 'no' response from students. This was to allow students express themselves and explain their reasons for wanting to choose a 'yes' or 'no' to a particular question. Moreover, it was observed that most questions were directed to students who appeared to be mostly quiet in lessons as a way of involving them and drawing their attentions back to the lessons. Regardless of the many positives, it was observed however that teachers rarely ask questions before calling out students' names. The habit was calling a student before a question was put to them. Dillion (2004) explains that one of the rules of questioning in teaching is avoiding calling students' name before questioning them. He explains that when a teacher suddenly calls a student name before asking them a question, it puts fear and tension on the student which in most cases blocks their cognitive ability to think through the question before voicing out an answer. The right practice however, should be the direct opposite where questions are asked before students are called to answer.

Aside discussion, lecture method and Q&A, it is disheartening to know that activity methods, outdooring activities, brainstorming, debate, and discovery methods which are stipulated in the GHLC curriculum for teaching are rarely used by Twi teachers. Given the many aspects of the GHLC curriculum, these methods are required for the effective implementation of the content, however based on the questionnaires and observation, it appears that those methods are rarely used, depriving students the opportunity to explore their own learning process based on the methods to know what could have worked best for them. It is evident that the use of these methods in teaching promote critical thinking and creativity among students (Tamakloe et al, 2005).

The results confirm previous studies of teachers' preference of discussion, lecture and questions and answers as instructional methods for teaching (Adejumobi, 1978; Germanon, 2007; Oppong, 2009; Ragland, 2007). Teachers preferring the use of discussion to the other methods could be that it is the best method that develops students' passion and zeal by limiting the tendency of producing passive learners. As noted by Myers (1986), discussion is used by most teachers because it promotes a conducive environment for active participation of students in lessons without hesitation. Teachers' use of lecture method in Ghanaian Language instruction seems excellent especially when teachers are using it to give students information that are not available to students (Rahman, 2020). However, its continuous use should be carefully implemented to help students feed on the required information.

Lastly, as indicated in the questionnaires and observations, Questions and Answers followed as the third most used strategy in teaching Ghanaian

Language and this can be attributed to the analytical and inquiring nature of the subject where teachers clear doubts of students with the method in the same way students use it to inquire information from teachers.

Research question four: What is the perceived effectiveness of the implementation of the Ghanaian Language and culture curriculum in Kumasi metropolis?

This research question sought to gather data on the perceived effectiveness of the implementation of the GHLC in Kumasi metropolis. In answering this research, data was collected from students and teachers of Twi in the various SHS in the metropolis. Respondents were to indicate their agreement and disagreement to statements by either ticking 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree. The results are presented in tables 14 and 15

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Table 15: Students' response on the perceived effectiveness of the implementation of the GHLC curriculum

Statements	Mean	SD	Descriptor
The GHLC curriculum meets my individual needs as a GHL student	3.3591	1.56271	Undecided
The GHLC curriculum meets my individual interests as a GHL student.	3.5728	2.30247	Undecided
The curriculum forms a basis for my future needs related with Ghanaian Language	3.3839	1.24411	Undecided
The curriculum motivates me to learn Ghanaian Language	3.6480	1.31405	Agree
The projects assigned according to the GHLC curriculum affects my Language skills positively.	3.4920	1.16909	Undecided
The GHLC curriculum increases my linguistic knowledge in Ghanaian Language	3.5573	1.20001	Agree
The curriculum helps me to acquire the habit of studying Ghanaian Language	3.4724	1.29742	Undecided
The GHLC curriculum gives me the opportunity to use my knowledge in classroom instruction	3.7260	1.17756	Agree
The improvement of my Ghanaian Language writing skills is satisfactory.	3.4632	1.04945	Undecided
The improvement of my Ghanaian Language reading skills is satisfactory	3.4003	1.08615	Undecided
The improvement of my Ghanaian Language speaking skills is satisfactory	3.4551	.92933	Undecided
The improvement of my Ghanaian Language listening skills is satisfactory	3.6025	1.01492	Agree
The knowledge of Ghanaian Language skills I have acquired at the end of the curriculum is satisfactory	3.6211	.93040	Agree

Source: Field Data, 2023

Average mean: 3.65

Mean of standard deviation: 1.25

Table 16: Teachers' response on the perceived effectiveness of the implementation of the GHLC curriculum

Statements	Mean	SD	Descriptor
The GHLC curriculum meets the students' individual needs	3.4659	1.21976	Undecided
The GHLC curriculum meets the students' individual interests.	3.4659	1.19909	Undecided
The curriculum forms a basis for the students' future needs related with Ghanaian Language	3.3927	1.38282	Undecided
The curriculum motivates the students to learn Ghanaian Language	3.5390	1.26587	Agree
The projects assigned according to the GHLC curriculum affect the students' Language skills positively.	3.4732	1.17026	Undecided
The GHLC curriculum increases the students' linguistic knowledge in Ghanaian Language	3.5122	1.26732	Agree
The curriculum helps the students to acquire the habit of studying Ghanaian Language	3.5902	1.13750	Agree
The GHLC curriculum gives the students the opportunity to use their knowledge	3.5951	1.07749	Agree
The students' improvement of Ghanaian Language writing skills is satisfactory.	3.3244	1.12889	Undecided
The students' improvement of Ghanaian Language reading skills is satisfactory	3.3171	1.10542	Undecided
The students' improvement of Ghanaian Language speaking skills is satisfactory	3.3659	.79863	Undecided
The students' improvement of Ghanaian Language listening skills is satisfactory	3.5878	1.02767	Agree
The knowledge of Ghanaian Language skills the students acquire at the end of the curriculum is satisfactory	3.5146	.99939	Agree

Source: Field Data, 2023
Average mean: 3.52   Mean of standard deviation: 1.13

Table 14 and 15 present students and teachers' responses about the perceived effectiveness of the implementation of the GHLC curriculum, hence the product evaluation of the curriculum. From the tables, an average mean of 3.65 and 3.52 were obtained for students and teachers respectively which

indicates that in totality, both teachers and students are in agreement about what they think the GHLC curriculum brings out in students. However, the mean of standard deviations obtained for students and teachers communicate that whereas some are in agreement of the entire evaluation process, others might think otherwise.

The item of *the GHLC curriculum gives me the opportunity to use my knowledge in classroom instruction* obtained the highest mean score of 3.72 and 3.59 for students and teachers respectively. This indicates that students and teachers agree the GHLC curriculum paves way for students to use their knowledge in lessons. This means the curriculum allows students to use knowledge they may have previously acquired in lessons as and when it is necessary. By this, the curriculum dwells on the practicality of knowledge in the classroom where students are able to apply knowledge rather than just rote memorization. This is in line with the findings of Karimi et al (2020) and Harakas and Fer (2009) who reported similar findings about the English curriculum in English as Foreign Language (EFL) classrooms. As a result of this, a mean of 3.55 and 3.59 for students and teachers respectively is an indication of the *curriculum helping students acquire the habit of studying Ghanaian Language*. Students and teachers agree that the curriculum providing an opportunity for students helps students develop the habit of studying Ghanaian Language with the intention that their ability to study the subject automatically paves way for the application of knowledge.

On the item of *the curriculum motivates me to learn Ghanaian Language,* a mean score of 3.64 and 3.53 was obtained for students and teachers respectively, indicating that all parties are in agreement that the

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curriculum encourages students to learn the subject. This means the curriculum is composed of elements that draw students' attention to acquire proficiency in the subject. Students and teachers believe the curriculum is equipped with methods and contents that are interesting and exciting to engage the student to learn the subject, thereby making the learning experience interesting for students and teachers. In line with that, students and teachers believe the knowledge of Ghanaian Language skills students acquire at the end of the curriculum is satisfactory, haven obtained a mean score of 3.62 and 3.51 for students and teachers respectively. This shows an indication of agreement of the curriculum building and developing the Language skills of students. To put differently, students and teachers' agreement means that the curriculum's goal of certifying that students acquire sufficient level of proficiency is attained by the end of the curriculum. In essence, the curriculum ensures the level of students' Language skills matches their learning outcomes and academic achievements as students. This corroborates with students' agreement that the curriculum meets their individual needs as Ghanaian Language students (m=3.57). Students' belief that the curriculum is able to satisfy their individual needs is the satisfaction they get from attaining the required level of language competence through the curriculum.

Regardless of the many benefits, a mean score of 3.38 and 3.39 for students and teachers respectively on the item of *the curriculum forms a basis for the students' future needs related with Ghanaian Language* indicate that students and teachers are not certain on whether or not the curriculum is equipped enough to provide students' future needs. In essence, this implies the curriculum may lack the bearing and productiveness of providing students

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with the skills and knowledge of language in the future where proficiency in the Language may be required. Again, it could mean that the curriculum does not relatively address the Language needs of students outside the classroom domain. In the same line of thought, there is indecisiveness on the part of students (m=3.49) and teachers (m=3.47) regarding whether *the projects assigned according to the GHLC curriculum affect the students' language skills positively.* This means that the projects assigned in the curriculum which are expected to improve the language skills of students are not achieving its intended objectives in that it is not contributing significantly to students' language skills. These findings conforms to the findings of Karimi et al (2021), Sohail and Noreen (2020) and Harakas and Fer (2009) who reported similar findings about the EFL curriculum for second language learners.

The least means recorded for teachers' response looked at whether the students' improvement of writing and reading skills are satisfactory which obtained a mean score of 3.32 and 3.31 respectively. With reference to students' response, a mean of 3.46 and 3.40 were obtained on the satisfactory item of writing and reading skills respectively. This indicates that students and teachers are indecisive whether the curriculum improves the writing and reading skills of students based on the projects assigned in the curriculum. This means that the projects assigned to the development and improvement of students' reading and writing skills may be failing to attain its intended purpose. The said setback may be attributed to a lot of factors where large class size plays a critical role (Aboagye & Yawson, 2020; Kwarteng, 2018). That is, it becomes tiring for teachers to assess students of large classes to ascertain whether or not each individual is able to develop and improve their

writing skills through class exercises on writing techniques. In the case of reading, it becomes difficult for teachers to give equal chance to every student in a large class size to read as a way of improving their reading skills. However, regardless of the many difficulties, it is prudent that teachers improvise to find strategies that can help students develop and improve their writing and reading skills

Chapter Summary

This chapter of the study presented the results and discussion of the study. The purpose of the study was to evaluate the implementation of the Ghanaian Language and Culture curriculum in Senior High Schools in the Kumasi metropolis. Teachers and students were engaged in questionnaires and classroom observations. The first research question was to find out the contextual factors about the implementation of the GHLC curriculum. The findings of the study revealed that students showed positive agreement about the context evaluation of the curriculum. That is, students and teachers believe the objectives outlined in the curriculum are structured to equip students with language skills as the objectives are appropriate with students' preliminary knowledge of Twi and agreeing to the fact that the language skills are well balanced in the curriculum. However, the findings make a shocking revelation about the duration and difficulty of topics not correlating which raises concerns about whether the entire duration of the curriculum is appropriate for the completion of its content.

The second research objective was to assess the availability of instructional resources for Ghanaian Language instruction and its use in Ghanaian Language instruction. The findings of the study indicated that the

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available instructional materials used in teaching are the Ghanaian Language syllabus, textbooks and teacher guides; with the textbooks standing out as the most used material in teaching and learning. However, with regards to using the materials in the classroom, it was observed that majority of the students had limited access to these textbooks. As a result, students are likely to drift away from lessons. Its use revealed that teachers are mostly in rush reading these materials to students, giving students limited opportunities to seek clarification.

The third research objective was to explore the instructional strategies that were adopted by teachers in teaching and its frequency of use. The findings of the study indicated that out of the many instructional strategies stipulated in the curriculum, teaching, discussion, lecture and questions and answers emerged as the most used strategy in teaching. With regards to its actual use, the observations revealed that teachers create friendly environment for discussion; however, only a section of the students are involved in the discussion leaving the others unattended to. The study implied that this could emerge as a result of large class size. With reference to lecture method, it was revealed that teachers rarely used visual materials to aid the illustration of points. On the other hand, it was observed that teachers mostly call out students' names before questioning them which creates tension and fear among students.

The last research question was to assess the perceived effectiveness of the implementation of the GHLC curriculum. The findings of the study indicated that both students and teachers believe the curriculum has a lot to offer. Students and teachers indicated that the curriculum motivates students to

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learn; implying that the methods and contents of the curriculum are interesting and exciting to engage students. However, it was revealed that the improvement of students' writing and reading skills are not satisfactory; indicating that the projects assigned in the curriculum may not be operating according to its intended objectives. This setback was attributed to the large class size in second cycle education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Overview of the study

The current study sought to evaluate the implementation of the Ghanaian Language and Culture (GHLC) curriculum in Senior High Schools (SHS) in the Kumasi metropolis. To achieve this, the convergence mixed methods research design was adopted to evaluate how the GHLC was implemented in SHS in the Kumasi metropolis. Seventeen (17) public SHS within the metropolis were used for study. A multi-stage sampling frame comprising of proportionate simple random sampling was used to select form two Twi students and the census sampling was used to select all form 2 Twi teachers. The study was guided by the following research questions;

i. What are the contextual factors that affect the implementation of the Ghanaian Language and Culture curriculum in the Kumasi metropolis?

ii. What instructional resources are incorporated to facilitate the implementation of the Ghanaian Language and Culture curriculum in the Kumasi metropolis?

iii. What instructional processes are adopted by Twi teachers in the implementation of the Ghanaian Language and Culture curriculum in the Kumasi metropolis?

iv. What is the perceived effectiveness of the implementation of the Ghanaian Language and Culture curriculum in the Kumasi metropolis?

In answering these research questions, students and teachers answered the questionnaires that were developed for the study. Again, classroom observations were made for research questions 2 and 3 to ascertain

instructional resources and processes adopted by teachers in the teaching and learning of Twi; and the frequency of use of the resources and instructional processes. Descriptive statistics including frequencies, means and standard deviations were used in the analysis while the observation data was discussed in accordance with the research questions that utilised them.

Summary of Key Findings

Based on the first research question, the study found out that whereas teachers are indecisive about the context evaluation of the curriculum, students are in total agreement on the context evaluation of the curriculum such that students agree that the objectives of the curriculum are appropriate for students' preliminary knowledge of Twi. That is, the curriculum is designed to introduce new concepts to students while taking into account their prior knowledge. Again, the findings revealed that the curriculum coursebook attracts the attention of the study indicating the contents of the course are structured logically and sequentially to draw the attention of students to the subject. However, the findings revealed that in as much as the language skills are aligned equally in the curriculum which attract students' attention, the difficulty of the topics do not correlate with its duration which raises concerns about total duration of the curriculum as students and teachers express their indecisiveness on whether the contents can be completed or not.

On the second research question, it was found out that Ghanaian Language syllabus, Ghanaian Language textbooks and teachers' guide are the only available instructional resources for teaching and learning. In terms of its usage, the study found out that Ghanaian Language textbooks are the most used materials by teachers in teaching and learning. Through the observations,

it was revealed that the use of the textbooks was somewhat inappropriate in that many students do not have access to textbooks. Again, it was observed in most cases that the only times teachers read to students was when they were dictating notes. In light of modern education where audio, visual and audio-visual aids are relevant in language learning, it was disheartening to see none of these aids in language teaching and learning, considering its many benefits.

The study revealed through the third research question that of all the many instructional processes stipulated in the curriculum, an indication through the questionnaires and observation revealed that discussion method, lecture method and questions and answers method are the most used instructional processes in the teaching and learning of Twi. The observations discovered that with regards to the most used instructional process, teachers are able to create friendly atmosphere for students to contribute to the topic without hesitation or fear, however, it is not all the class that participate actively in the discussion. This was a similar setback for the lecture method and Q&A methods as well. The situation could be associated with large class size and teachers' inability which limits them in fully implementing such methods in the classroom.

Lastly, based on the last research question which sought to evaluate the perceived effectiveness of the implementation of the Ghanaian Language and Culture curriculum, the study revealed an agreement between students and teachers about the product evaluation of the curriculum. The results showed that students have formed the habit of studying the topic thoroughly aware that they would be able to use what they have learned in class because they feel that the curriculum gives them an opportunity to apply their knowledge in the

classroom. Students are unsure, therefore, whether the curriculum will satisfy their demands in Ghanaian language in the future. This might be because the projects aren't well matched to the growth and development of the students' language proficiency.

Conclusions

Based on the findings the study concludes that students' failure in Ghanaian Language in the WASSCE can be attributed to the fact that the contents in the curriculum do not match the duration of the students are confident in the alignment of the curriculum's objectives with their preliminary knowledge of Twi, viewing it as appropriately structured to introduce new concepts while building on their prior knowledge. Teachers, however, remain uncertain about the contextual suitability of the curriculum, especially concerning the correlation between topic difficulty and allotted duration. The logical and sequential organization of the curriculum engages students, yet the misalignment between topic difficulty and instructional time suggests that revisions are needed to ensure the curriculum's objectives can be fully met within the time constraints. This may involve re-evaluating content load, pace, and time allocation for a more feasible curriculum duration.

Based on the findings the study concludes that students' failure in Ghanaian Language in the WASSCE can be attributed to the fact that the contents in the curriculum do not match the duration of the curriculum to build students' competences of the language. That is, although the logical and sequential organization of the curriculum engages students, yet the misalignment between topic difficulty and instructional time suggests that revisions are needed to ensure the curriculum's objectives can be fully met

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within the time constraints. This may involve re-evaluating content load, pace, and time allocation for a more feasible curriculum duration.

The study concludes that Ghanaian language instructional resources are limited to Ghanaian Language textbooks which significantly constrains effective teaching and learning. The high reliance on textbooks, despite students' limited access, points to a pressing need for increased resource provision, including sufficient textbooks for all students. Additionally, the absence of advanced media (audio, visual, and audiovisual aids) limits the quality of language instruction, particularly given the benefits of multimodal aids in language acquisition.

Moreso, the study concludes that Ghanaian language instructional processes are limited to discussion, lecture, and Q&A methods. The overreliance on these methods greatly limits students' knowledge in the subject when other instructional methods can enhance creativity and critical thinking skills among students. The conclusion goes on to suggest that, due to this overreliance, students' performance will be affected because there will be no creativity in their application of knowledge as they are stuck to rote learning and memorization.

Lastly, the study concludes that although teachers and students perceive the curriculum to be effective there is an uncertainty that at the current rate of the curriculum's implementation, students' development in the language areas of writing, speaking and reading will be unsatisfactory. To enhance students' skills, active learning strategies should be employed in the implementation of the curriculum.

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Recommendations

Based on the findings, the study proposes the following recommendations

1. It is recommended that the Ministry of Education through National Councill for Curriculum and Assessment (NaCCA) and the Ghana Education Service (GES) develops a curriculum that is tailored to the academic standards of students and teachers taking into consideration the difficulty of topics and its duration. On the other hand, it is proposed that the MoE set a general Ghanaian Language extra-curricular activity to enable teachers complete the curriculum in time to avoid the rush that comes with the urge of completing topics in time.

2. Considering the limited resources in the subject, it is recommended that the MoE provides the needed instructional resources that are needed for instruction. Specifically, the study recommends the use of audio, visual and audio-visual materials in the teaching and learning of Twi to promote enhancement and easy comprehension for students

3. Teachers should engage students in practical lessons which will engage students to move outside their comfort zones and explore the teaching and learning through their environments. Teachers must blend traditional and modern instructional processes that are aimed at developing the critical thinking and creative skills of students

4. It is also recommended that teachers employ more sophisticated methods and projects that will promote and improve students' language skills. Specifically, teachers should be interested in giving out test that will promote the speaking, writing, listening and reading skills of students.

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Suggestion for further studies

The focus of this study was to evaluate the implementation of the Ghanaian Language and Culture curriculum in Senior High Schools within the Kumasi metropolis using the Context Input Process Product (CIPP) approach as a theoretical framework for the study. A similar study could be replicated using a decision-oriented, goal-free or responsive model to explore stakeholders' opinions about the implementation of the GHLC curriculum. Again, the researcher used a mixed methods approach for the study, a different study could use a qualitative approach to explore students and teachers' opinion the Ghanaian Language curriculum.

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APPENDIX A

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF ARTS AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF ARTS EDUCATION
QUESTIONNAIRE FOR TEACHERS

I am an M. Phil student at the Department of Arts Education, University of Cape Coast. I am researching on the topic: *An evaluation of the implementation of the Ghanaian Language and Culture Curriculum in Senior High Schools in the Kumasi Metropolis.* The research seeks to evaluate how the Ghanaian Language and Culture curriculum is implemented at the SHS level given students' academic performance. You will be contributing importantly to the improvement of the implementation of the curriculum by partaking in this research. Your honesty in this exercise will greatly influence policy making. Your name shall not be required and any information given will be treated confidentially.

SECTION A
DEMOGRAPHIC INFORMATION

Instruction: please, tick [√] the appropriate box [ ] or column; or write in the blank spaces where possible.

1. Name of School……………………………………………………

2. Gender   Male [ ]   Female [ ]

3. Age

   Below 20 years [ ]   21 – 30 years [ ]
   31 – 40 years [ ]   41 – 50 years [ ]
   51 – 60 years   [ ] 60 years and above [ ]

4. Academic qualification

   Diploma [ ]   Bachelor Degree [ ]

   Master's Degree [ ]   Other [ ]

   (Specify)……………………………………………

5. Teaching experience

   1-5 years [ ]   11-15 years   [ ]
   6-10 years [ ]   16-20 years   [ ]
   20 years and above [ ]

SECTION B

CONTEXT EVALUATION

On a Likertz scale of 1-5, tick the statement to which you agree or disagree about the context evaluation of the Ghanaian Language and Culture (GHLC) curriculum implementation. **1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree**

	Context Evaluation	*Scale*
6.	The GHLC curriculum is appropriate for the improvement of the students' language skills	1☐ 2☐ 3☐ 4☐ 5☐
7.	The objectives of the GHLC curriculum meet the needs of the students.	1☐ 2☐ 3☐ 4☐ 5☐
8.	The objectives of the GHLC curriculum are appropriate for the students' preliminary knowledge of Twi	1☐ 2☐ 3☐ 4☐ 5☐
9.	The reading, writing, listening, and speaking skills are balanced well in the GHLC curriculum	1☐ 2☐ 3☐ 4☐ 5☐
10.	The level of the difficulty of the topics in the GHLC curriculum complies with their duration	1☐ 2☐ 3☐ 4☐ 5☐
11.	The coursebook of the GHLC curriculum is appropriate for the students' level	1☐ 2☐ 3☐ 4☐ 5☐
12.	The total duration of the GHLC curriculum is adequate	1☐ 2☐ 3☐ 4☐ 5☐
13.	The GHLC curriculum coursebook attracts the students' attention	1☐ 2☐ 3☐ 4☐ 5☐
14.	The content of the GHLC curriculum coursebook is consistent with the objectives of the curriculum.	1☐ 2☐ 3☐ 4☐ 5☐
15.	The content of the GHLC curriculum coursebook is comprehensible	1☐ 2☐ 3☐ 4☐ 5☐

SECTION C

INPUT EVALUATION

Please, tick [√] the appropriate column to indicate the teaching-learning resources available to aid the implementation of the Ghanaian Language and Culture curriculum in your school. Please provide your response by either ticking [√] **1= available and adequate, 2= available but not adequate, 3= not available at all.**

	Input Evaluation	*Scale*		
16.	Ghanaian language syllabus	1 ☐	2 ☐	3 ☐
17.	Ghanaian language textbooks	1 ☐	2 ☐	3 ☐
18.	Teachers' guide	1 ☐	2 ☐	3 ☐
19.	Audio materials/ resources, eg: CD players, radios	1 ☐	2 ☐	3 ☐
20.	Visual materials/ resources, eg: Pictures, cardboards	1 ☐	2 ☐	3 ☐
21.	Audio-visual materials/ resources, eg: Projectors, laptops, televisions	1 ☐	2 ☐	3 ☐

Please indicate how often you incorporate the use of these resources in the teaching and learning of Ghanaian language in your school. Indicate this by ticking [√] **1= not used, 2= occasionally used, 3= often use, 4= very often**

		Scale
22.	Ghanaian language syllabus	1☐ 2☐ 3☐ 4☐
23.	Ghanaian language textbooks	1☐ 2☐ 3☐ 4☐
24.	Teachers' guide	1☐ 2☐ 3☐ 4☐
25.	Audio materials/ resources eg: radio, CD players	1☐ 2☐ 3☐ 4☐
26.	Visual materials/ resources eg: pictures, cardboards	1☐ 2☐ 3☐ 4☐
27.	Audio-visual materials/ resources eg: televisions, laptops, projects	1☐ 2☐ 3☐ 4☐

SECTION D

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PROCESS EVALUATION

Kindly indicate how often you use each of the following teaching methods/strategies in your Ghanaian language instruction. Provide your answer by ticking either **1= never, 2= rarely, 3= occasionally, 4= regularly**

	Process Evaluation	*Scale*
28.	Discussion	1☐ 2☐ 3☐ 4☐
29.	Role play/ Dramatization	1☐ 2☐ 3☐ 4☐
30.	Lecture method	1☐ 2☐ 3☐ 4☐
31.	Questions and answers	1☐ 2☐ 3☐ 4☐
32.	Activity method	1☐ 2☐ 3☐ 4☐
33.	Discovery method	1☐ 2☐ 3☐ 4☐
34.	Debate	1☐ 2☐ 3☐ 4☐
35.	Brainstorming	1☐ 2☐ 3☐ 4☐
36.	Outdooring activities	1☐ 2☐ 3☐ 4☐

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SECTION E

PRODUCT EVALUATION

On a likertz scale of 1-5, kindly indicate on each statement to which you agree or disagree about your perceptions on the product evaluation of the Ghanaian Language and Culture curriculum. Please indicate your response by either ticking [√] **1= strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree**

	Product Evaluation	*Scale*
37.	The GHLC curriculum meets the students' individual needs	1▢ 2▢ 3▢ 4▢ 5▢
38.	The GHLC curriculum meets the students' individual interests.	1▢ 2▢ 3▢ 4▢ 5▢
39.	The curriculum forms a basis for the students' future needs related with Ghanaian language	1▢ 2▢ 3▢ 4▢ 5▢
40.	The curriculum motivates the students to learn Ghanaian language	1▢ 2▢ 3▢ 4▢ 5▢
41.	The projects assigned according to the GHLC curriculum affect the students' language skills positively.	1▢ 2▢ 3▢ 4▢ 5▢
42.	The GHLC curriculum increases the students' linguistic knowledge in Ghanaian language	1▢ 2▢ 3▢ 4▢ 5▢
43.	The curriculum helps the students to acquire the habit of studying Ghanaian language	1▢ 2▢ 3▢ 4▢ 5▢
44.	The GHLC curriculum gives the students the opportunity to use their knowledge	1▢ 2▢ 3▢ 4▢ 5▢
45.	The students' improvement of Ghanaian language writing skills is satisfactory.	1▢ 2▢ 3▢ 4▢ 5▢
46.	The students' improvement of Ghanaian language reading skills is satisfactory	1▢ 2▢ 3▢ 4▢ 5▢
47.	The students' improvement of Ghanaian language speaking skills is satisfactory	1▢ 2▢ 3▢ 4▢ 5▢
48.	The students' improvement of Ghanaian language listening skills is satisfactory	1▢ 2▢ 3▢ 4▢ 5▢
49.	The knowledge of Ghanaian language skills the students acquire at the end of the curriculum is satisfactory	1▢ 2▢ 3▢ 4▢ 5▢
50.	The Ghanaian language skills the students acquire at the end of the curriculum are satisfactory	1▢ 2▢ 3▢ 4▢ 5▢

APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF ARTS AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF ARTS EDUCATION

QUESTIONNAIRES FOR STUDENTS

Dear respondent,

I am conducting research on: *An evaluation of the implementation of the Ghanaian Language and Culture curriculum in Senior High Schools in the Kumasi metropolis.* You will be contributing immensely to the improvement of the teaching and learning of Ghanaian language as a subject at the SHS level by honestly responding to the statements below. Please note that you name shall not be taken and your response shall be treated with confidentiality.

SECTION A

BIO-DATA OF STUDENTS

Instruction: please tick [√] the appropriate box of column; or write in the blank spaces where possible.

1. Name of School…………………………………………………

2. Gender

    Male [ ]   Female [ ]

3. Age

    10 – 15 years [ ]   16 – 20 years

    [ ] 21 – 25 years   [ ] 26 and above [ ]

4. Class …………………………………………………………..

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SECTION B

CONTEXT EVALUATION

On a Likertz scale of 1-5, tick the statement to which you agree or disagree about the context evaluation of the Ghanaian Language and Culture (GHLC) curriculum implementation. **1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree**

	Context Evaluation	*Scale*
5.	The GHLC curriculum is appropriate for the improvement of my language skills	1☐ 2☐ 3☐ 4☐ 5☐
6.	The objectives of the GHLC curriculum meet my needs as a GHL student.	1☐ 2☐ 3☐ 4☐ 5☐
7.	The objectives of the GHLC curriculum are appropriate for my preliminary knowledge of Twi	1☐ 2☐ 3☐ 4☐ 5☐
8.	The reading, writing, listening, and speaking skills are balanced well in the GHLC curriculum	1☐ 2☐ 3☐ 4☐ 5☐
9.	The level of the difficulty of the topics in the GHLC curriculum complies with their duration	1☐ 2☐ 3☐ 4☐ 5☐
10.	The coursebook of the GHLC curriculum is appropriate and standard for my level	1☐ 2☐ 3☐ 4☐ 5☐
11.	The total duration of the GHLC curriculum is adequate	1☐ 2☐ 3☐ 4☐ 5☐
12.	The GHLC curriculum coursebook attracts my attention as a GHL student.	1☐ 2☐ 3☐ 4☐ 5☐
13.	The content of the GHLC curriculum coursebook is consistent with the objectives of the curriculum.	1☐ 2☐ 3☐ 4☐ 5☐
14.	The content of the GHLC curriculum coursebook is comprehensible	1☐ 2☐ 3☐ 4☐ 5☐

SECTION C

INPUT EVALUATION

Please, tick [√] the appropriate column to indicate the teaching-learning resources available that aids your teacher in the implementation of the Ghanaian Language and Culture curriculum in your school. Please provide your response by either ticking [√] **1= available and adequate, 2= available but not adequate, 3= not available at all.**

	Input Evaluation	*Scale*		
15.	Ghanaian language syllabus	1 ☐	2 ☐	3 ☐
16.	Ghanaian language textbooks	1 ☐	2 ☐	3 ☐
17.	Teachers' guide	1 ☐	2 ☐	3 ☐
18.	Audio materials/ resources, eg: CD players, radios	1 ☐	2 ☐	3 ☐
19.	Visual materials/ resources, eg: Pictures, cardboards	1 ☐	2 ☐	3 ☐
20.	Audio-visual materials/ resources, eg: Projectors, laptops, televisions	1 ☐	2 ☐	3 ☐

Please indicate how often your teacher incorporate the use of these resources in the teaching and learning of Ghanaian language in your school. Indicate this by ticking [√] **1= not used, 2= occasionally used, 3= often use, 4= very often**

		Scale			
21.	Ghanaian language syllabus	1 ☐	2 ☐	3 ☐	4 ☐
22.	Ghanaian language textbooks	1 ☐	2 ☐	3 ☐	4 ☐
23.	Teachers' guide	1 ☐	2 ☐	3 ☐	4 ☐
24.	Audio materials/ resources eg: radio, CD players	1 ☐	2 ☐	3 ☐	4 ☐
25.	Visual materials/ resources eg: pictures, cardboards	1 ☐	2 ☐	3 ☐	4 ☐
26.	Audio-visual materials/ resources eg: televisions, laptops, projects	1 ☐	2 ☐	3 ☐	4 ☐

SECTION D

PROCESS EVALUATION

Kindly indicate how often your teacher uses each of the following teaching methods/strategies in their Ghanaian language instruction. Provide your answer by ticking either **1= never, 2= rarely, 3= occasionally, 4= regularly**

	Process Evaluation	*Scale*
27.	Discussion	1☐ 2☐ 3☐ 4☐
28.	Role play/ Dramatization	1☐ 2☐ 3☐ 4☐
29.	Lecture method	1☐ 2☐ 3☐ 4☐
30.	Questions and answers	1☐ 2☐ 3☐ 4☐
31.	Activity method	1☐ 2☐ 3☐ 4☐
32.	Discovery method	1☐ 2☐ 3☐ 4☐
33.	Debate	1☐ 2☐ 3☐ 4☐
34.	Brainstorming	1☐ 2☐ 3☐ 4☐
35.	Outdooring activities	1☐ 2☐ 3☐ 4☐

SECTION E

PRODUCT EVALUATION

On a likertz scale of 1-5, kindly indicate on each statement to which you agree or disagree about your perceptions on the product evaluation of the Ghanaian Language and Culture curriculum. Please indicate your response by either ticking [√] **1= strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree**

	Product Evaluation	*Scale*
36.	The GHLC curriculum meets my individual needs as a GHL student	1☐ 2☐ 3☐ 4☐ 5☐
37.	The GHLC curriculum meets my individual interests as a GHL student.	1☐ 2☐ 3☐ 4☐ 5☐
38.	The curriculum forms a basis for my future needs related with Ghanaian language	1☐ 2☐ 3☐ 4☐ 5☐
39.	The curriculum motivates me to learn Ghanaian language	1☐ 2☐ 3☐ 4☐ 5☐
40.	The projects assigned according to the GHLC curriculum affects my language skills positively.	1☐ 2☐ 3☐ 4☐ 5☐
41.	The GHLC curriculum increases my linguistic knowledge in Ghanaian language	1☐ 2☐ 3☐ 4☐ 5☐
42.	The curriculum helps me to acquire the habit of studying Ghanaian language	1☐ 2☐ 3☐ 4☐ 5☐
43.	The GHLC curriculum gives me the opportunity to use my knowledge in classroom instruction	1☐ 2☐ 3☐ 4☐ 5☐
44.	The improvement of my Ghanaian language writing skills is satisfactory.	1☐ 2☐ 3☐ 4☐ 5☐
45.	The improvement of my Ghanaian language reading skills is satisfactory	1☐ 2☐ 3☐ 4☐ 5☐
46.	The improvement of my Ghanaian language speaking skills is satisfactory	1☐ 2☐ 3☐ 4☐ 5☐
47.	The improvement of my Ghanaian language listening skills is satisfactory	1☐ 2☐ 3☐ 4☐ 5☐
48.	The knowledge of Ghanaian language skills I have acquired at the end of the curriculum is satisfactory	1☐ 2☐ 3☐ 4☐ 5☐