

UNIVERSITY OF CAPE COAST

STUDENTS' EVALUATION OF THE BACHELOR OF EDUCATION
(ACCOUNTING) PROGRAMME IN THE UNIVERSITY OF CAPE COAST

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(ACCOUNTING) PROGRAMME IN THE UNIVERSITY OF CAPE COAST

BY

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fulfilment of the requirements for award of Master of Philosophy degree in
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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's SignatureDate

Name: Charles Omane-Adjekum

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's SignatureDate

Name: Dr. Kenneth Asamoah-Gyimah

Co-Supervisor's Signature Date

Name: Dr. Joseph Tufuor Kwarteng

ABSTRACT

The purpose of this study was to find out students' perceptions of the Bachelor of Education (Accounting) programme in the University of Cape Coast. The study adopted the descriptive survey design in which data were collected within the overarching framework of the Context Input Process Product evaluation model. A sample size of 350 respondents participated in the study. The multi-stage sampling technique, employing the stratified sampling technique, proportionate random sampling technique and simple random technique, was used in selecting the sample for the study. Descriptive statistics (means and standard deviation) were used to analyse all the research questions. The study found that the Bachelor of Education (Accounting) programme is satisfactory to the context rubric of the CIPP model. However, it was found that the programme is not satisfactory with respect to the input rubric of the CIPP model. It was also revealed that students were satisfied with the implementation of the B.Ed. (Accounting) programme. The study recommended that the programme designers should include courses that will expose students to the use of current accounting software used in Ghana such as Tally accounting and the Head of department should ensure that departmental library resources and facilities, current journals in Accounting for both student and lecturers use, and teaching and learning materials are adequately available and in right conditions.

KEY WORDS

B.Ed, Accounting

CIPP Model

Education

Evaluation

Programme

Students

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DEDICATION

To Mum and Dad, Mrs. Cecilia Gyepi-Garbrah and Gideon Gyepi-
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CHAPTER ONE

INTRODUCTION

Background to the Study

Evaluating student learning and academic programmes is speedily taking centre stage as the prime measure of higher education's effectiveness (Banta, Griffin, Flateby, & Kahn, 2009). In today's knowledge economy, higher education policymakers, employers, designated officials, tax payers, and parents have never been clearer in their demand that the graduates of colleges and universities in their respective countries should possess an increasingly specific set of discipline-specific competence as well as generic skills (e.g., communication, written, oral, tolerance, compassion) and dispositions (e.g., attitudes, beliefs, curiosity) at the completion of a bachelor's degree (Chan, Brown, & Ludlow, 2014). This demand has led to the recognition that commitment to teaching and learning should incorporate evaluation and documenting what and how much students are learning and also use such information to improve the educational experiences offered in the universities.

Accounting, like many other disciplines, ought to respond to the complex demands of the workplace and the knowledge age with innovations in accounting education and practice. Accounting has not merely been described as the "language of business or enterprise", but also the "informer of the supervisors" (Cheng, 2007, p. 581). It has become a significant device for people in diverse roles in the corporate environment to provide accurate information about financial resources, to report and regulate regular transactions, to analyse tax budgets, and to secure details regarding financial

transactions for shareholders, business managers, potential investors, and creditors (Cheng, 2007). Accounting then plays a vital function in business and is a significant function in any economy. To play this starring function effectively in business and the overall economy, the accounting function must centre on the quality of accounting education in universities.

Calls for the overhaul of accounting education have been loud and clear in the accounting literature (Adaboh, 2014). Out of these numerous calls, interested parties in the accounting profession have collaborated at a number of levels to come up with international standards that will guide accounting education. One of such impressive effort is the standards developed by the International Accounting Education Standards Board (IAESB) under the auspices of the International Federation of Accountants (IFAC) and its affiliate bodies and other interested business institutions. However, developing standards, even though positive, will not automatically ensure the quality of accounting education that proponents are requesting for, unless country affiliates and bodies of International Finance Corporation, accrediting organizations (state or private), and academic institutions commit resources and expertise to ensuring that such standards are implemented and evaluated. Information and findings from the evaluation of academic programmes, when correctly conducted and utilized, will support academic institutions and professional bodies in improving their offerings and training graduates who will be highly competitive in the job market (Adaboh, 2014).

As a result of the call for the improvement of student learning and the maintenance of standards in undergraduate education, quality assurance, assessment of learning outcomes, and programme evaluation have become

general undertakings in institutions of higher learning in the United States, Europe, and many other developed parts of the world. Whereas the literature indicates the increasing importance of assessment and evaluation of undergraduate programmes generally and also in accounting programmes in the above-mentioned parts of the world (Lusher, 2006), very little of such occurs in higher educational institutions in sub-Saharan Africa particularly in Ghana.

Despite the rising interest in the evaluation and assessment of undergraduate programmes, the relative absence or scarceness of information on accounting education and the performance of undergraduate programmes in sub-Saharan Africa (Aggestam, 2009; Johnson, 1996; World Bank & International Monetary Fund, 2004) prevents efforts at improving the quality of accounting education and overall student learning. Researchers and programme administrators have little information on the performance of university academic programmes to rely on in pursuing this agenda.

The Bachelor of Education (Accounting) is a first tier programme that trains learners to become teachers of accounting. In Ghana, accounting as a course is studied at the Senior High School and tertiary levels and the programme seeks to train the requisite manpower and qualified professionals to fill teaching vacancies in the Business Programmes of Senior High Schools. The programme purports to train learners in the latest accounting technological procedures, accountancy-based computer software, electronic methods of account, books balancing, among others. This is because accounting deals with items which are monetary in nature, a lot of diligence and caution is required in undertaking the duty of an accountant and for that

matter, learners are trained to pay attention to details, be attentive, and mathematically savvy, so they would be able to pass these traits on to those they would teach after they left school to go teach (UCC Prospectus, 2014).

Accordingly, the University of Cape Coast introduced the Bachelor of Education (Accounting) programme in 2012/2013 academic year to achieve, among others, the following aims and objectives: to equip students with professional skills in the field of teaching and education; to train students in understanding accounting principles, and methods for institutional management and administration. Again, it is the aim of the programme to produce an open minded professional with understanding in basic education policy, to train students who are motivated to practice professionalism and high ethical standards in the field of education and accounting (UCC Prospectus, 2014).

The Bachelor of Education (Accounting) programme apart from training students to take up jobs as teachers of accountancy in schools, also equips graduates to competently take up jobs as accountants, auditors and financial analysts (UCC Prospectus, 2014). The in-depth nature of the Bachelor of Education (Accounting) programme also makes it promising for learners to easily veer into other career areas such as taxation, financial analysis with stockbrokers, among others. Due to their training in the programme, graduates from the programme might be the preferred choice when consultancy firms in particular go hunting for professionals to manage their operations. This is as a result of the education component of the programme which enables the students to gain greater competence, confidence

and experience in the art of teaching and thereby strengthen their professional practice.

It is to be noted that, over the years, accounting education, which often attracts very large number of students, has been functioning as part of social sciences programme and this has often posed some challenges pertaining, particularly, to human and material resource allocation. This is evident in the growing number of students seeking admission to the programme since its introduction (For example, the number of students admitted in 2012/2013 academic year was 97. By 2013/2014 academic year the number had risen to 186, in 2014/2015 academic year it was 181 and for 2015/2016, the number of students was 200). To address these challenges, the University considered it most appropriate to separate accounting education from the mainstream social sciences education. This was to ensure that accounting education receives due attention, and also recognised as a distinct programme. Despite the growth noted above and the support from the University, there has been an absence of formal independent evaluations of the programme.

Statement of the Problem

There is the increasing recognition by all stakeholders (teachers, students, employers, programme designers, governments, and society) in higher education of the need and utility of evaluating programmes within universities and colleges in order to position such institutions for the challenges of the 21st century. Demands for greater accountability, global competition, and concern for standards have all fuelled this collective interest in evaluation. There are demands for pedagogic innovations that will improve student learning (Dantonio & Beisenherz, 2001; Nilson, 2010; Svinicki, 2004)

in school. If any success can be attained in addressing the challenge of improving the quality of products from tertiary education, then colleges and universities have need for reliable data (Daoud, Gabriner, Mery, & Wolfe, 1999, as cited in Swan, 2009). Such data can be obtained partly through an effective process of evaluation that allows for the examination of clear indicators of programmatic and institutional success.

Although the official approval of the B.Ed. (Accounting) programme in the University of Cape Coast is by the Academic Board, (the body that is responsible for all academic activities of the university), who provides recognition and authorization for the programme, might have not conducted a formal independent evaluation of the programme offered at the University of Cape Coast. Again, even though externally, the National Accreditation Board has the duty to periodically assess tertiary institution and their programme, their assessment might offer little evidence of the overall performance of the programme. Therefore, this research intends to help reduce this gap by identifying the programme's strengths and weaknesses as perceived by the students, and to suggest ways of improving the programme. The evidence from the study would contribute to upgrading the challenges of scarceness of research literature on accounting education and the absence of a persistent evaluation culture in Ghana precisely and in sub-Saharan Africa more generally.

Purpose of the Study

The thrust of this study was to find out the perception of Accounting students in the Bachelor of Education (Accounting) programme in the University of Cape Coast on the effectiveness of the programme. The study

explored the perceptions of Accounting students towards the Accounting programme in terms of context, teaching and learning resources and implementation.

Research Questions

The research questions for this study were informed and framed by the first three components of the CIPP Evaluation Model: Context, Input and Process (Stufflebeam & Shinkfield, 2007). This research was underpinned by the following research questions:

1. How satisfactory is the Bachelor of Education (Accounting) programme to the “Context” rubric of the CIPP model?
2. How does the Bachelor of Education (Accounting) programme satisfy the “Input” rubric of the CIPP model?
3. In what manner does the Bachelor of Education (Accounting) programme satisfy the “Process” rubric of the CIPP model?

Significance of the Study

Evaluation is an inherent part of any process to gauge the strengths, weaknesses and effectiveness of any programme. The significance of this study lies in the contribution the results may make in understanding better the status of this Bachelor of Education (Accounting) programme and also in providing research evidence that would contribute to solving the problem of the relative lack of research literature on the evaluation of educational programmes in tertiary education in sub-Saharan Africa and Ghana in particular.

The study is a formative evaluation that would help provide information to stakeholders to improve or modify the new Bachelor of

Education (Accounting) programme. Its findings would bring to light the existing students' perception regarding the teaching and learning of the Bachelor of Education (Accounting) programme.

Lastly, by focusing on the necessary alignment that ought to exist among programme objectives, programme delivery, and outcomes, the recommendations that would emerge from the study may offer information to the stakeholders of the programme including the academic board, Department of Arts and Social Sciences Education and lecturers, which would support them in improving the programme.

Delimitations

This study focused on the perception of Accounting students on the effectiveness of the Bachelor of Education (Accounting) programme. The CIPP evaluation model developed by Stufflebeam (2003) formed the theoretical basis for this study. The study concentrated on the first three components of the CIPP model. Thus, it focused on the Context, Input and Process components. The product component was excluded because the B.Ed. Accounting programme is yet to complete its full course: students are yet to complete on the programme. The study population was made up of all Bachelor of Education (Accounting) students in the University of Cape Coast. The study also adopted the descriptive survey design which captured only the perceptions of the study respondents.

Limitations

The study was not free from limitations that might have affected the validity of the results. The use of questionnaires to collect data had the possibility of not gaining all the needed information. This is due to the fact

that the respondents might be forgetful or not thinking within the full context of the situation or they might think that they would not benefit from responding perhaps even be penalized by giving their real opinions. Also, reactive effect may have occurred in that students might feel compelled to answer in what they regard as socially or contextually acceptable in the academic environment. Again, students may leave out or fail to recall important information regarding the programme.

Second, since the questionnaire was self-rating with reference to a standard scale (4-point Likert scale), there was the possibility that students ticked the items without reading it wholly to understand in order to give a fair view about the programme, thereby the information they provided may not be completely accurate. A third limitation is about the absence of an external evaluator. Involvement of an external evaluator in the study might be much better so as to enhance the credibility and objectivity of the evaluation.

Lastly, the study did not evaluate the perception of other stakeholders such as lecturers, administrative staff and designers of the programme. This might be a skewed evaluation not emphasising the totality of the stakeholders involved. In order to mitigate these limitations, the purpose of the study was explained to the respondents, confidentiality was communicated to them and were encouraged to read critically before providing responses.

Definitions of Terms

For the purpose of clarity in this study, the following terms are defined as used in the study:

Programme: An ongoing collection of related educational activities that result from the implementation of a course of study in order to attain a set of goals,

objectives, or expected outcomes.

Programme evaluation: The systematic collection of information about the characteristics, activities, and outcomes of programmes to improve programme effectiveness, make judgments about the programme, or inform decisions about future programming, and/or increase understanding (Patton, 2008).

Programme objectives: The planned purposes of the programme being evaluated.

Accounting education: University-level teaching of accounting programmes aimed at training students to become accounting professionals (Albrecht & Sack, 2000; Lusher, 2006).

Participants: The students who are enrolled in the program being evaluated.

International Federation of Accountants (IFAC): This is a body set up to serve the public interest, strengthen the worldwide accountancy profession, and contribute to the development of strong international economies by establishing and promoting adherence to high-quality professional standards, furthering the international convergence of such standards, and speaking out on public interest issues where the profession's expertise is most relevant (International Federation of Accountants, 2010).

International Accounting Education Standards Board (IAESB): A body set up to function as an independent standard-setting body under the auspices of IFAC.

Institute of Chartered Accountants (Ghana): This is the sole body charged with the regulation of the accountancy profession in Ghana.

Stakeholders: The individuals or groups who have an interest in the

programme and a participant in the programme being evaluated.

Performance: A composite variable that combines the programme context, inputs, process, and product into a single evaluation indicator.

Effectiveness: The direct and actual effects of the programme being evaluated on the students.

Outcomes: The results or consequences of the programme on learners or programme participants.

Context, Input, Process and Product (CIPP): The Context Input Product Process Evaluation Model (CIPP), “is an all-inclusive framework designed for conducting formative and summative evaluations of programmes, projects, staffs, products, organizations, and evaluation systems” (Stufflebeam & Shinkfield, 2007, p. 325).

Organisation of the Study

The study is composed of five chapters. Chapter One covered the introduction of the study that centred on the background of the study, statement of the problem, purpose of the study, research questions, delimitations of the study, limitations of the study and definition of terms. Chapter Two presented the review of related literature on the concept of evaluation with some models of programme evaluation, highlighting the conceptual review as well as related empirical studies on the research questions raised. Details of the method used in the investigation were presented in Chapter Three. This included the research design, population, sample and sampling procedure, data collection instrument, data collection procedures and data processing and analysis. The fourth chapter presented the results of the data analysis. It again discussed the findings to answer the

questions raised in Chapter One. The final chapter, Chapter Five, summarized the study and drew conclusions. Based on the conclusions arrived at, recommendations were made to help resolve problems identified.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents review of related literature on issues of programme evaluation considered relevant in addressing the perception of Accounting students towards the effectiveness of the Bachelor of Education (Accounting) programme offered in the University of Cape Coast. The review was done under the following headings:

- i. Theoretical Framework: The CIPP Evaluation Model
- ii. Other Approaches to Evaluation
- iii. Conceptual Review
- iv. Empirical Review

Theoretical Framework: The CIPP Evaluation Model

The Context Input Product Process Evaluation Model (CIPP), according to Stufflebeam and Shinkfield (2007), “is an all-inclusive framework designed for conducting formative and summative evaluations of programmes, projects, staffs, products, organizations, and evaluation systems” (p. 325). It is an improvement and accountability model that has its roots in the 1960s when it was developed to improve teaching and learning in inner-city school districts. Its present-day use has gone away from pre-college education to include wide-ranging areas such as community and economic development, international development, government, and university education. The CIPP model is premised on an operational definition of evaluation which perceives it as “the process of delineating, obtaining, reporting, and applying descriptive and judgmental facts about some object’s merit, worth, significance, and

probity in order to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena” (Stufflebeam & Shinkfield, 2007, p. 326). The exceptionality of Stufflebeam’s model is in the fact that not only does it describe the procedures that educational facilities and administrators can adopt to effectively select, implement, and evaluate the outcomes of a proposed method or procedure, but it grants access to administrators with tools to evaluate their level of achievement or success at each stage of the process.

Components of CIPP

The central concepts of this model are signified by the acronym CIPP. This stands for the context, inputs, processes, and product of an entity. Stufflebeam and Shinkfield have illustrated these in a figure (see Figure 1). Stufflebeam and Shinkfield (2007) also delivered a summary of the various components of the CIPP model.

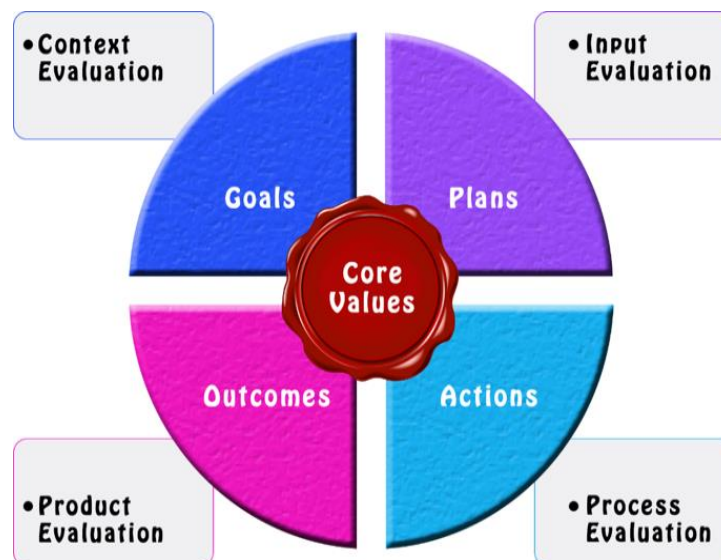


Figure 1: Components of the CIPP evaluation model and associated relationships with programmes. Adapted from *Evaluation Theory, Models, and Applications* (p. 333), by D. L. Stufflebeam and A. J. Shinkfield, 2007, San Francisco, CA: Jossey-Bass.

Stufflebeam (1971a) describes evaluation according to the CIPP model as a “process of delineating, obtaining and providing valuable information for judging decision alternatives” (p. 267). In other words, CIPP is based on providing information for decisions (Stufflebeam, 1971b). Moreover, Boulmetis and Dutwin (2005) named the CIPP model as the best decision-making model. Stufflebeam’s evaluation framework is intended to serve the informational needs of decision makers and administrators. The four components of his model are as follows:

Context Evaluation: This is to provide information for planning decision-making. This involves determining the actual condition and isolating “unmet needs” as well as opportunities that could be utilised. Decision making at this stage helps in defining objectives for a curriculum programme. This evaluation in its simplest description looks at the situation in which the programme operates and the effect of the situation on the programme. Thus, it assesses needs and environment within which a given programme takes place (Ornstein and Hunkins, 1998).

Input Evaluation: This aspect of evaluation provides information about alternative strategies for dealing with needs identified as well as available resources. It provides information and determine how to utilize resources to meet programme goals. It is at this stage that an evaluator may point out the best alternative strategy for dealing with the needs (Stufflebeam cited in Tunç, 2010). This also shows that the resources with which the programme is run are also looked into as well as the best strategies or methods to use to cater for the needs investigated. It simply looks at what goes into the programme. In an educational setup, this evaluation for instance looks at the available resources

or Teaching and Learning Material(s) used for the implementation of the programme.

Process Evaluation: Information at this stage helps to implement the curriculum or educational programme. The key purpose is to provide feedback about the needed modification if the implemented is inadequate (Stufflebeam cited in Tunç, 2010). Here, the evaluator tries to find out about how well the plan is being implemented, what problems/obstacles are hindering its smooth implementation, what revision or changes can be made for successful implementation. Consequently, this type of evaluation deals with looking into the procedures through which the programme is being implemented.

Product Evaluation: The main function of the product evaluation is “to measure, interpret, and judge the attainment of a programme” (Stufflebeam and Shinkfield as cited Tunç, 2010, p. 27). Product evaluation, therefore, should determine the extent to which identified needs were met, as well as identify the broad effects of the programme. The evaluation should document both intended and unintended effects and negative as well as positive outcomes (Gredler, 1996). This stage of evaluation process is concerned with the extent to which the programme realised its intended purposes and what could be done with the programme after it has run its full course. This is an evaluation that is meant to examine the level with which the programme has met its intended outcomes.

An analysis of Stufflebeam’s approach shows that this study incorporated the various rubrics of the CIPP evaluation model since this study finds out the extent to which the Bachelor of Education (Accounting)

programme has attained its aims and also focus on the students of this very programme being evaluated.

Values and fundamental principles of CIPP

Stufflebeam and Shinkfield (2007) give details that the CIPP model is strongly oriented in the direction of “service and the principles of free society” (p. 330). This in principle means the necessity of evaluators and clients identifying and involving stakeholders or rightful beneficiaries in the complex process of identifying the goals and purposes of evaluation.

According to Stufflebeam and Shinkfield (2007), there are four key principles pilot the CIPP evaluation model. These are:

1. Involving and serving stakeholders: CIPP evaluations must be grounded in the key principles of equity and fairness. Central to this principle is the imperative that permits those who are the intended users or those who are supposed to be affected by any such evaluation to confidently contribute to the process. The concept of stakeholders is thus very important.
2. Improvement orientation: A basic principle of evaluation is not to prove but improve. In agreement with this principle, evaluation ultimately must stimulate, aid, and strengthen the programmes or enterprises that are evaluated. Information emanating from evaluation becomes a tool for improvement or enhancement.
3. Objectivist orientation: On the word of Stufflebeam and Shinkfield (2007), the theory of knowledge that undergirds the CIPP model is objectivist. It is put into action by the principle that “moral good is objective and independent of personal or merely human feelings” (p.

331). Ethical considerations are as a result paramount in CIPP-directed evaluations.

4. Standards and meta-evaluation: The CIPP model calls for adherence to professionally defined practices that meet the standards of utility, feasibility, propriety, and accuracy. Evaluators are required to conduct their individual formative and formative meta-evaluation.

Summary of the CIPP model

The context evaluation stage of the CIPP Model creates the big picture of where in cooperation the programme and evaluation fit (Mertens & Wilson, 2012). This stage assists in decision-making connected to planning, and enables the evaluator to identify the needs, assets, and resources of a community in order to provide programming that will be valuable (Fitzpatrick, Sanders & Worthen, 2011; Mertens & Wilson, 2012). Context evaluation as well identifies the political climate that could influence the success of the programme (Mertens & Wilson, 2012). To realise this, the evaluator brings together and assesses background information, and interviews programme leaders and stakeholders. Key stakeholders in the evaluation are identified. Furthermore, programme goals are assessed, and data reporting on the programme environment is collected. Data collection for evaluation can use numerous formats. These consist of both formative and summative measures, such as environmental analysis of existing documents, programme profiling, case study interviews, and stakeholder interviews (Mertens, & Wilson, 2012). During the course of this process, continual dialogue with the client to provide updates is important.

To complement context evaluation, input evaluation can be completed. In this stage, information is collected on the subject of the mission, goals, and plan of the programme. Its purpose is to assess the programme's strategy, merit and work plan against research, the responsiveness of the programme to client needs, and alternative strategies offered in related programmes (Mertens & Wilson, 2012). The intent of this stage is to choose an appropriate strategy to implement to resolve the programme problem (Fitzpatrick et al., 2011).

In addition to context evaluation and input evaluation, going over programme quality is a key element to CIPP. Process evaluation investigates the quality of the programme's implementation. At this point, programme activities are monitored, documented and assessed by the evaluator (Fitzpatrick et al., 2011; Mertens & Wilson, 2012). Primary objectives of this stage are to make available feedback relating to the extent to which intended activities are carried out, guide staff on how to modify and improve the programme plan, and assess the degree to which participants can perform their roles (Stufflebeam, 2003).

The concluding component to CIPP, product evaluation, assesses the positive as well as the negative effects the programme had on its target audience (Mertens & Wilson, 2012), assessing the intended as well as the unintended outcomes (Stufflebeam, 2003). Both short-term and long-term outcomes are judged. In the course of this stage, judgments of stakeholders and relevant experts are analysed, viewing outcomes that influence the group, subgroups, and individual. Applying a combination of methodological techniques guarantee all outcomes are noted and assist in verifying evaluation findings (Mertens & Wilson, 2012; Stufflebeam, 2003). Nevo (1983) observes

that the CIPP model put forward that an evaluation programme focuses on four variables: its goals (the merits of its goals), its design (the quality of its plans), its process of implementation (the extent to which the plans are being carried out), and its outcomes (the worth of its outcomes).

Other Approaches to Curriculum Evaluation

Various approaches undergird the successful evaluation of curriculum. This section contains a critical examination of the approaches to curriculum evaluation, their underlying assumptions and the suitability or otherwise of each approach to the Ghanaian setting. The approaches discussed in this section include goal-oriented, responsive, countenance, participant-oriented, goal-free, decision-oriented and illuminative approaches.

Goal-oriented approach to curriculum evaluation

Stecher and Davis' (1987) advocate this approach of evaluation known as "Goal-Oriented Approach". The goal-oriented approach of evaluation simply involves identifying, clarifying and stating the purpose of an educational activity and then assessing the extent to which the purposes have been or are being achieved. This approach therefore uses programme-specific goals and objectives as criteria for determining success. According to Worthen and Sanders (1987), information gained from a goal-oriented evaluation could be used to reformulate the purposes of the activity, the activity itself or the assessment procedures and devices used to determine the achievement of the purposes.

The goal-oriented approach makes it necessary for programme developers to clarify the relationships between specific activities or services that are offered and particular results or outcomes that are expected to be

achieved. This requires paying attention to logical steps to show the desired outcomes. It moreover involves the use of the most accurate statistical analysis to show the relationship between the programme and its intended products.

To the goal-oriented evaluator, the generalisability of conclusions is not as important as the relationship between the programme and its intended outcomes. It is worthy to note that Stecher and Davis' (1987) theory was developed from Tyler's (1949) theory which examined curriculum evaluation along the following steps; establishing broad goals and objectives, classifying the goals and objectives, defining objectives in behavioural terms, finding situations in which achievement of objectives can be shown, developing or selecting measurement techniques, collecting performance data and comparing data with behaviourally stated objectives. In this way, discrepancies between performance and aims then form the basis for making modification to correct deficiencies or reformulating the aims to make them more achievable. The greatest strength of the goal-oriented approach of curriculum evaluation is its simplicity, which makes it easy to understand, easy to follow, easy to implement, and produces information that educators generally agree is relevant to their mission (Worthen & Sanders, 1987).

It also has considerable face validity because holding a programme accountable for what its designers say it will accomplish is obviously a legitimate exercise (Worthen & Sanders, 1987). Again, it helps to clearly delineate logical relationships between aims/objectives and activities and thereby emphasises elements that are important to the attainment of programme aims. Furthermore, the goal-oriented approach has led to a great

deal of improvements in the techniques for measuring educational outcomes (Adentwi, 2005).

However, it has gained quite a number of criticisms. For example, Scriven (1969) has criticised it on the grounds that it does not deal with occurrence of unplanned or unintended events. A reaction to this is that, in evaluation, the evaluator normally focuses on what he/she sets out to do. Although unintended or unplanned events may occur, it is the evaluator's own prerogative to consider them provided they seem important to him or her. Taba (1962) on her part points out that curriculum evaluation is a very complex activity that entails evaluation of not only learning outcomes but also many other things about the curriculum and instructional process.

According to Taba (1962), everything about education should be evaluated. To her, the extent to which aims have been or are being achieved can be evaluated. The content and the learning experiences, organizational procedures employed to implement the curriculum, the equipment and materials, the quality of implementers and the relative importance of subjects can all be evaluated. A critical analysis of Taba's view reveals that curriculum is an important aspect of the whole educational programme so its evaluation in a separate context is not an error in any way. The evaluation of an entire educational programme can be done in aspects so that they would be put together if possible for the necessary reforms to be made.

Finally, Hirst (1968), Stenhouse (1976) and others have pointed out that stating objectives behaviourally does not make much sense therefore it would be quite difficult to evaluate learning outcomes by using the goal-oriented approach. My analysis of this is that if one important aim of

education is to bring a change in behaviour, then stating objectives in behavioural sense is not far from right. It is on these bases that this study is modelled in line with this approach.

Responsive approach to curriculum evaluation

The responsive approach to curriculum evaluation is advocated by Stake (1972) who sees that evaluation should deal more directly with programme activities than with programme intents. Curriculum evaluation to Stake (1972) should also respond to audience requirements for information and the different value of perspectives that are present in reporting the success of the programme. Responsive evaluation operates on the basis that the most authentic evaluation is one that is based on the diverse perspectives of all people who have a stake in the programme being implemented.

Stake (1972) emphasizes the presentation of reports to portray the programme in a way that communicates to its audience more naturally and effectively than the traditional research report. This is why Guba and Lincoln (1981) see responsive evaluation as truly a continuous and interactive process. Guba and Lincoln (1981) on their part provide useful indicators that are used to define responsive evaluation which are:

1. **Claims:** assertion that a stakeholder may introduce that which are favourable to the evaluand.
2. **Concerns:** assertions that a stakeholder may introduce that which are unfavourable to the evaluand.
3. **Issues:** state of affairs about which reasonable persons may disagree.

All these imply that natural communication rather than formal communication is what is needed in order to address the above indicators in evaluation.

Responsive evaluation has certain important features in that the people who operate the programme being evaluated should pay attention to key issues. The evaluator here should first be conversant with the features of the programme by observing its activities, interviewing those who have stake in the programme and examining relevant documents.

It is important to note that responsive evaluation does not place emphasis on quantitative research method such as testing of students or the use of other structured instruments and statistical procedures for successful attainment of objectives. People are rather used as informants than as subjects here. On the contrary, more emphasis is placed on qualitative methods of gathering data, which include the use of observation, unstructured interviews and other participant oriented approaches of data collection which reflect the viewpoints of diverse groups. Participants are questioned not so much to see how they have changed but to indicate the changes they see (Stake, 1991).

Responsive evaluation is different from other evaluation approaches because of its purpose and approach. As discussed earlier, responsive evaluation does not impose single judgement on the evaluand, it rather seeks to portray several perspectives or interpretations on the evaluand thereby providing clients with several interpretations and solutions.

One advantage of this approach is that it is highly sensitive to the multiple points of view of various individuals and groups. However, its major disadvantage is that it is very difficult to take multiple points of views of all stakeholders into consideration.

Countenance approach to curriculum evaluation

Stake (1967) comes out with a more holistic and pragmatic approach to curriculum evaluation termed the countenance evaluation. In Stake's view, the two major activities of formal evaluation are description and judgement. To Stake (1967), these are the two separate but complementary 'countenances' of a programme being evaluated. As Stake situates it, an educational programme must be 'fully described and fully judged' (Stake, 1967, p. 525).

Within the countenance evaluation, data are collected and organized into three categories:

1. **Antecedents:** conditions existing before teaching and learning, which may affect the outcomes. These existing conditions may include the physical facilities, materials available, school systems and environmental factors. Influences such as teacher attitude and years of teaching experience also fall under antecedents. Student factors such as student attitudes, achievement level, student interest and attendance are all conditions that affect outcomes.
2. **Transactions:** This involves the various interactions between learner and teacher, learner and learner, learner and curriculum materials as well as learner and administration that transpire as part of the learning process.
3. **Outcomes:** It is the results obtained after the learning process or implementation. Outcomes here are not merely student centred. They also look at the impact of the learning process on teachers, learners, administrators, counsellors and other stakeholders as well. Outcomes include both immediate and long-term results namely in the area of

cognitive competence, affective and psychomotor skills of the individual.

These three categories are compared to the two different conditions which are desired conditions called 'intents' and conditions relating to implementation of the curriculum in the field observed in the scope of the goals, objectives, methods and results called 'observations'.

In order to determine the nature of the relationship between/among the different types of data, Stake (1967) introduces two other concepts being contingency and congruence. Contingency deals with the vertical relationship among the antecedents, transactions and outcomes while congruence deals with the horizontal relationship between the intents (goals/objectives) and observation. In conclusion, this evaluation is aimed at description and judgement based on the relationship between the existing conditions, interactions between stakeholders and the impacts of these interactions.

Participant-oriented approach to curriculum evaluation

Stake's (1972) views on responsive evaluation and his creation of the countenance evaluation approach have provided the basis for the development and evolution of the participant-oriented evaluation. Robert Stake espouses that the countenance evaluation is particularly important in the understanding of the participant-oriented evaluation. Participant-oriented approach to curriculum evaluation focuses primarily on the needs, interests and values of those participating in the programme (Stake, 1972). This approach emphasizes the fact that evaluations are done for particular participants whose values vary and must be addressed in fair and systematic way if justice is to be met and the participants are to have sufficient interest in using the evaluation results. This

really means evaluation has become increasingly attentive to the needs and interests of wider and more diverse groups of people associated with the curriculum or the educational programme being evaluated. According to Stake, participant-oriented approach has certain important characteristics:

1. The evaluation is dependent on inductive reasoning. It is done in a discovery manner.
2. The evaluation uses data from multiple sources. Both qualitative and quantitative data are collected. This is done to ensure vivid description of stakeholders' needs. However, participant-oriented evaluation tends to rely more on qualitative data.
3. The evaluation does not follow a standard plan. Evaluation records multiple points-of-views or perspectives.

In response to the development of participant-oriented, evaluation brought the evolution of goal-oriented, goal-free, decision-focused and other approaches. These approaches encourage all evaluation efforts to attend to the interests and values of the participants (Patton, 1982).

Guba and Lincoln (1981) contribute to the participant-oriented evaluation by defining the role of evaluation as responses to an audience's requirements for information that take into account the various audience members' values. Patton (1982) on his part identifies that participants-oriented evaluation will ensure stakeholders to be more likely active if their values and perspectives are taken into consideration. Fitzpatrick, Sanders and Worthen (2004) believe that all proponents of this evaluation see the participants as key to the evaluation.

There are several advantages to using the participant-oriented evaluations. New insights and useable theories can be found through the use of this process that might be uncovered using different methods. This approach is also extremely flexible to the point that flexibility is one of its defining characteristics. Participant-oriented evaluation can also empower stakeholders that may otherwise be powerless.

On the other hand, there are disadvantages to participants-oriented evaluation. Because of the detailed and exhaustive nature of this approach to evaluation, it is generally very labour-intensive making it time-consuming and expensive. It relies heavily on the evaluator and stakeholders' observations and perspectives, and is therefore, very subjective.

Participant-oriented evaluation is particularly used to evaluate new and existing instructional programmes at all levels. It can also be used to evaluate instructional materials as well as professional development.

Goal-free approach to curriculum evaluation

This evaluation aims at determining the actual effects of the programme. In goal-free evaluation, both intended and unintended goals/objectives are considered without only referring to the stated goals or objectives. Scriven (1972) who proposed this approach argues that attention to stated programme goals makes evaluation necessarily restrictive in that it narrows the range of potential outcomes that can be investigated by an evaluator. To move away from this restrictive nature, the goal-free evaluator concentrates on what a programme actually does rather than what it is supposed to do.

Stecher (1991) points out that goal-free evaluation is a philosophical principle for guiding the evaluation process. Stecher (1991) further argues that goal-free is not a fully appreciated evaluation approach with formal definitions, specifications of structural relationships, framework for data collection and reporting and operating procedures. What this means is that goal-free evaluation is based on the professional competence of the evaluator. One possible disadvantage of the goal-free evaluation is that the evaluator may not focus on the objectives or the goals of the programme but may set his own goals to replace that of the programme developed.

Illuminative approach to curriculum evaluation

In responding to the need for another alternative approach to curriculum evaluation, Parlett and Hamilton (1987) advocate a new approach to educational evaluation, which they termed 'illuminative evaluation'. The aim of this evaluation is to bring to light, problems, issues and significant programme features particularly when an innovatory programme in education is implemented. This approach to curriculum evaluation is concerned with description and interpretation not measurement and prediction. It does not aim to proffer prescriptions, recommendations or judgements as such. It rather provides information and comments that can serve to promote discussions among those concerned with decisions concerning the system studied (Parlett, 1981).

Illuminative evaluation is defined as a form of 'naturalistic enquiry' (Patton, 1997). Parlett and Hamilton (1987) highlight that illuminative evaluation may come in diverse forms without one method used exclusively as different methods combine to throw brighter light on the investigation. This

implies that this approach uses different methods to collect data from wider range of participants in order to get various perspective views needed. Illuminative evaluation with its emphasis on understanding may facilitate the comprehensive nature of the data and confirm otherwise tentative findings (Sloan & Watson, 2001). It emerged as an alternative approach in response to the perceived limitations of more traditional evaluation methods, which focused on measurement and prediction. Illuminative evaluation emphasizes understanding the complex inter-relationships between content, structure and context by providing a rich description of components integral to the intervention being investigated. In the words of Parlett and Hamilton (1987), this approach is useful for exploring processes over time and issues that are complex and where disentangling complexities provide clue as to important relationships that shape processes and outcomes of educational programmes. The major assumptions that underline this approach as espoused by Parlett (1981) are:

1. A system cannot be understood if viewed in isolation from its wider contexts, similarly an innovation is not examined in isolation but the school context of the 'learning milieu', which is, the environment within which the school operates.
2. The individual biography of settings being examined need to be discovered.
3. There is no one absolute and agreed upon reality that has an objective truth. This means that the researcher needs to consult from a wider position of what is called 'neutral outsiders' (Deligianni, 2007)

4. Attention to what is done in practice is crucial since there can be no reliance on what people say.

One of the strengths of this approach is in the researcher's ability to take into account the educational programme's wider social care and organizational context within which the training was delivered. It also enables the researcher to avoid passing judgement regarding the training but sharpens discussions, disentangles complexities and illuminates the significant (Slaon & Watson, 2001). Its additional strength is the empowerment of all participants through interpretation of shared findings. This contributes to awareness, as to what is going on externally and self-awareness as to what is going on in the inner world of the participants, which can result into their own decision making and acceptance of the need to change internally as individuals which will finally bring about change into the educational environment (Deligianni, 2007). The major weakness of this approach to curriculum evaluation is that it gives the investigator a lot of work in terms of methods for data collection and its interpretation.

Decision-oriented approach to curriculum evaluation

This approach to curriculum evaluation concerns itself with providing information to aid decision making in respect of curriculum planning, design and implementation. The assumption underlying this approach is the belief that evaluation is worthwhile only if its result affects future actions (Lewy, 1977). In this regard, it is the opinion of proponents of this evaluation approach that evaluation information should be gathered and presented in such a way that it will aid curriculum designers and implementers to make better decisions. Evaluation activities are, therefore, supposed to be planned to

coincide with the various phases of curriculum planning and implementation where there are needs for information to improve decision-making (Stufflebeam, 1971).

Again, evaluation processes are required to be flexible enough to tally with the needed changes and adjustment in curriculum planning and implementation. The evaluator must in this case understand the curriculum development and implementation cycle and be prepared to provide different kinds of information that is key to specific decision points during the various stages.

One important feature of this theory is that the evaluator's role is not only to assist the decision maker in selecting among various alternatives approaches for dealing with a situation. He/she is also supposed to draw attention to alternatives even if the decision maker himself/herself does not perceive them. Indeed, the decision maker is always the audience to whom the decision-focused evaluation is directed and decision-maker's concerns, informational needs and criteria for effectiveness, guide the direction of an evaluation under this approach (Alkin, 1970). The proponents of this theory include Stufflebeam (1971) and Alkin (1969).

The greatest advantage associated with the decision-focused theory is perhaps the fact that it helps to focus on evaluation study by paying attention to specific informational needs of the curriculum planning and implementation process. This helps to prevent blind gathering of information that is not directly relevant to the key issues or questions being dealt with. The decision-focused approach helps to evaluate the curriculum at its formative stage as well as its summative stage so that needed adjustments are made at various

decision stages for improvement. Because it emphasises information for decision-making, this approach is also the most popular or most preferred approach for most school boards, administrators and other curriculum implementers (Alkin, 1969). By attending directly to the information needs of the people supposed to use the evaluation, this approach attempts to address one of the biggest criticisms of evaluation in the 1950s: that it did not provide useful information. Furthermore, the capacity for the decision-focused approaches to provide feedback to decision makers at various stages in curriculum planning and implementation makes it instrumental in ensuring that the curriculum is not left to proceed unaffected by updated knowledge about the needs, resources, new developments in education, the relatives of day-to-day operations, or the consequences of providing education in a given way (Worthen & Sanders, 1987).

One serious weakness of the decision-focused approach according to Stecher and Davis (1987) is that many important decisions are not made at a specific point in time, but occur through a gradual process of accretion. Again, many decisions are not based on data but rely on the subjective impressions, feelings and personnel needs of programme planners and implementers. In addition, according to House (1980), the decision-focused approach appears to take away the posture of the evaluator as a judge of the programme design and implementation and rather seems to place him at the service of programme manager for furthering his purposes thereby making evaluation potentially unfair and undemocratic. House (1980) takes this view because of the fact that under decision-focused approach evaluators are not supposed to make final

decision about programmes but are only supposed to show decision makers various alternative approaches for dealing with an issue.

Cronbach (1980) has however noted that one important role of the evaluator is to illuminate, not to dictate the decision. Thus, helping clients to understand the complexity of issues, not to give simple answers to narrow questions, is a legitimate role of evaluation. Another shortcoming of decision-focused evaluation is that it can be very costly and complex where priorities are not carefully set and followed.

Conceptual Review

This aspect of literature covers meaning of programme evaluation. It also explains the purpose and types of programme evaluation.

Programme Evaluation

Various definitions for evaluation have been proffered as the modern field has grown in depth, breadth, and sophistication. Demarteau (2002) has observed that all evaluation should be framed by three key components. He explains evaluation as “the process of information collection; the value judgment that is the product of this process; and finally the use of the value judgment in the decision making leading to action” (p.457). Weiss (1998) sees evaluation as the “systematic assessment of the operation and/or the outcomes of a programme or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the programme or policy” (p. 4). This is in reference to the fact that one of the major aims of evaluation is to facilitate programme improvement.

Nevo (1983) outlined some of the key elements and the main thrust of these definitions. He begins with the earliest definitions such as Tyler’s (1950)

that see evaluation as the process of determining to what extent educational objectives are being realized, and continues his discussion by citing Alkin (1969); Cronbach (1963); and Stufflebeam (1971), who see evaluation as providing information for decision making. Nevo (1983) further cites multiple sources (Eisner, 1979; Glass, 1969; House, 1980; Scriven, 1967; and Stufflebeam, 1974) to show newer definitions and understandings of evaluation as the assessment of worth or merit, and other authorities (Guba & Lincoln, 1981; and Stake, 1967), who conceptualize evaluation as an activity comprised of both description and judgment. The judgmental stance that these latter definitions seem to take, Nevo (1983) rightly asserts, has the potential of creating considerable anxiety among potential evaluatees and raises resistance among opponents of evaluation.

Patton, as cited in Hall and Hall (2004), states that evaluation includes, “any effort to increase human effectiveness through systematic data-based enquiry...when one examines and judge’s accomplishments and effectiveness, one is engaged in evaluation” (p. 27). Thus, evaluation is something that people do every day in their own personal choices and decision-making in the sense of gathering information and making judgments and decisions about certain courses of action.

Scriven (1991) also defines evaluation as “the process of determining the merit, worth and value of things and evaluations are the products of that process” (p. 1). Evaluation is used in the narrowest sense to mean only systematic and objective evaluation. Stufflebeam and Shinkfield (2007) have observed that the complex nature of the field and the vast array of approaches and activities that constitute evaluation make it challenging in coming to

conclusions on any one definition. Nevertheless, there are key elements and criteria that have become worthy of consideration when assessing programmes and these are sought for in any useful definition.

The Joint Committee on Standards for Educational Evaluation (1994) states that “evaluation is the systematic assessment of the worth or merit of an object” (p. 3). Whereas this definition rightly mentions key elements such as systematic and worth or merit, it omits others such as probity, feasibility, safety, significance, and equity. Stufflebeam and Shinkfield (2007), in attempting to outline the main tasks in any programme evaluation and the type of information that ought to be collected in the process, operationally define evaluation as “the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object’s merit, worth, probity, feasibility, safety, significance, and equity” (p. 16).

What seems clear and agreeable to me are the positions taken by Guba and Lincoln (1989) and Stufflebeam and Shinkfield (2007), that there is no right way to define evaluation and that whatever definition one adopts depends on the preferred model or approach of the evaluator. However, for the purpose of this study, evaluation is seen as the systematic collection of information about the characteristics, activities, and outcomes of programmes to improve programme effectiveness, make judgments about the programme, or inform decisions about future programming, and/or increase understanding (Patton, 2008).

Purpose of Programme Evaluation

Curriculum evaluation has a variety of purposes. Generally, most educators agree that evaluation can serve either a formative purpose such as

improving and developing a programme or summative purpose, for example, deciding whether a programme should be continued, terminated, expanded or adopted. In most cases, summative evaluation is used to certify or grade students on the completion of a course and for placement and promotion in the school system.

Hall and Hall (2004) explained that summative evaluation offers a judgment on a programme at the end of a period and is concerned with the impact and effectiveness of a programme. McCaslin (1990) also asserted that the concept of summative evaluation is an assessment conducted at the end of a course or programme to provide evidence of its worth or merit. It has been affirmed by DeRoche (1987) that summative evaluation is the typical end of yearly assessment used to determine the effects of a programme, project or procedure, which to him leads to one of these three decisions (a) to continue it; (b) to change it; (c) to cancel it.

According to Hall and Hall (2004), formative evaluation applies to programme that may be improved through timely feedback. Thus, formative evaluation positively uses interim feedback from the evaluation to redirect and improve the programme, and refining the processes of programme delivery. DeRoche (1987) explains formative evaluation as the evaluation that gathers and uses information during the process of doing something. In the direction of DeRoche, formative evaluation is ongoing, requiring continual feedback for decision-making and change along the way.

Baker as cited in Anderson (1995) points out that the two important factors that influence the usefulness of formative evaluation are (a) control and (b) timing. He is of the view that if suggestions for improvement are to be

implemented, then, it is important that a formative study collect data on variables over which administrators have some control. He finally concludes that information that reaches administrators too late for use in improving a programme is patently useless.

Worthen and Sanders (1987) on their part emphasize that the timing of the use of evaluation information and the purpose for which they are employed determines whether they play formative or summative role. In this sense, the timing in the use of evaluation data is crucial in determining whether it is formative or summative.

Marsden and Oakley (1995) also assert that evaluation activities should be relevant, timely, and accurate, and should produce information and data required to understand the progress of a programme. There are many who are of the view that evaluation should be perceived as a means for understanding rather than judgment, and that it may not be appropriate to judge the quality of a programme just by one single criterion.

Eisner as cited in Abosi and Brookman-Amissah (1992) identifies five functions of curriculum evaluation, and all the functions appeared to be very important. They are; to diagnose, revise the curricula, compare, anticipate educational needs, and determine if objectives have been achieved. Cronbach cited in Stenhouse (1987) also list three purposes of curriculum evaluation, which are course improvement, decision about individuals and administrative regulation.

Chelimsky and Shadish as cited in Hall and Hall (2004) also argued that all these different purposes of curriculum evaluation fall into three general perspectives, which include evaluation for accountability, evaluation for

development and evaluation for knowledge. Chelimsky and Shadish explain that evaluation for accountability refers to the provision of information to decision makers, who are usually external to the organization, such as government sponsors, funding bodies or private donors. Accountability is about whether there is clear evidence that the programme or policy has caused any discernible effects in the outcomes. The accountability perspective sees organizations as complex systems. These organizations are there to help achieve stated goals with the need for a control system to manage the transformation of inputs (raw materials and labour) to outputs (products and goals). Thus, evaluation is then a part of a rational system of control of a process, which is designed to have an effect on output-programme delivery.

Posavac and Carey as cited in Hall and Hall (2004), attest to the fact that evaluation for accountability is:

The rational process of assessing need; measuring the implementation of programmes to meet those needs; evaluating the achievement of carefully formed goals and objectives, and comparing the degree of achievement and the costs involved with those of similar programmes serve to improve the use of human and material resources in an organization (p. 100).

Evaluation for development on the other hand stresses that the process of programme delivery should be the key focus of evaluation. Chelimsky and Shadish further state that programmes are delivered not through an abstract enumeration of inputs and outputs but through human interactions. The development perspective therefore stresses process rather than outcome.

Evaluation for knowledge according to them is about generating understanding and explanation of problem. Thus, evaluation for knowledge seeks to unravel complex interactions of causality, to explore the issues underlying social problems and to examine the appropriateness of programme provision in dealing with these problems.

Programme evaluation entails the entirety of school life. Thus, all aspects of the programme, from the designing stage to its implementation in schools and its products should be constantly checked to ensure that learners who experience it fit into the society. As made known by Taba (1962), the curriculum should prepare young people to participate as productive members of the community. She also states that the ultimate aim of education is to effect changes in the behaviour of learners and these changes are referred to as educational objectives of the society.

Formative versus Summative Evaluation

Formative evaluation

Formative evaluation is a systematic and empirical process, although rarely a scientific one. The term formative evaluation was introduced in 1967 by Michael Scriven and originally referred to outcome evaluation of an intermediate stage in the development of the teaching instrument (Flagg, 1990). The term has developed and expanded over the years. Scriven later reflected on the formative role of evaluation when he wrote that evaluation feedback stays within the development loop and serves to improve the product (Scriven, 1973).

The current definition of formative evaluation is “a judgment of the strengths and weaknesses of instruction in its developing stages, for purposes

of revising the instruction to improve its effectiveness and appeal” (Tessmer, 1993, p. 11). Formative evaluation is part of the instructional design process, and can be a “cost-saving measure to economically 'debug' instruction and increase client satisfaction (Tessmer, 1993, p. 13). Tessmer also cites Nathenson and Henderson’s study (1980) which showed that “over the last 30 years, a number of empirical studies have shown that formatively evaluating instructional materials has resulted in revised instruction that produces statistically significant increases in student performance over the original, unevaluated versions of the instruction” (p. 13). This is the case even when materials are reviewed only once. Although the primary goals of most formative evaluations are quality control (Braden, 1992) and to improve instructional effectiveness (Stevens, Lawrenz, & Sharp 1997) as cited in Ogle (2002), there can be additional reasons for conducting a formative evaluation. “One reason is political: by involving instructors, administrators, or learners in the evaluation process they obtain ownership in the product and with their ownership comes a greater chance for their acceptance and use of the final product” (Tessmer, 1993, p. 20).

The formative evaluation process also gives the evaluator the opportunity to evaluate the evaluation instruments, as well as the instruction. Learners can pin down confusing questions and tasks, as well as point out problems on an attitude survey. “If any section of the instrument does not yield data useful for pinpointing strengths and weaknesses and for revising instruction, then it should also be revised or eliminated” (Dick, Carey & Carey, 2001, p. 311).

Summative evaluation

On the other hand, Ornstein (1995) identified summative evaluation as social in character and has traditionally been inclined in education. It is the terminal assessment or one-time evaluation conducted at the end of an instructional activity to determine learning outcomes. It is directed towards the end product of a programme. Summative evaluation can be conducted internally by the class teacher or externally by an examining body. Its main purpose is for grading and certification at the end of a course or a programme and it may, therefore, yield information on effectiveness or appropriateness or otherwise of a programme of instruction at the end of the programme. Thus, Matiru, Mwangi & Schlette (1995) affirm that summative evaluation comes too late to provide information for improvement. But the findings are, rather, useful in planning similar courses and gives teachers and departmental heads feedback on their performances. It is observed that some students have already graduated and might not have benefitted fully, yet the recommendations will suggest remedy for amendment which will be beneficial in later years.

According to Scriven (1967), evaluation has two distinctive roles: formative and summative. Scriven defined formative evaluation as "designing and using evaluation to improve the evaluand" and summative evaluation as "designing and using evaluation to judge merit" (mentioned in Shadish, Cook, & Leviton, 1991, p. 73). Others such as Popham (1988) and Hopkins (1989) share the view that evaluation plays two different roles. For example, Popham (1988) defined formative evaluation as "appraisals of quality focused on instructional programmes that are still capable of being modified," and

summative evaluation as "appraisals of quality focused on complete instructional programmes" (pp. 13-14).

Other evaluators, such as Chen (1997) and Patton (1996), hold a different view about the roles of evaluation. For example, Chen (1997) did not see any clear distinction between the two roles. He argued that viewing evaluation as having two different roles would "lead to problems in classifying relevant evaluation activities" (p. 123). Patton (1996) questioned the two roles in light of changes that took place in evaluation since Scriven's initial conception of these roles. Patton pointed out that over the years; evaluation had expanded to include the functions of developing programmes and empowering participants. Scriven did not recognize these two functions.

Although different scholars in the area of programme evaluation hold different views about the roles of evaluation, the fact remains that the two distinctive roles proposed by Scriven (1967) allow evaluators to distinguish what form of evaluation they are conducting and, thereby, provide a focus for the evaluation.

Empirical Review

This part reviews earlier studies concerning the topic under study. The extents to which educational programmes, processes and products are yielding the desired results have caught the interest of all stakeholders (teachers, students, employers, programme designers, governments, and society) in higher education of the need and utility of conducting evaluations within universities and colleges in order to position such institutions for the challenges of the 21st century. Accordingly, there is the need to introduce programmes, which will be in line with the changing needs and demands of

society. It is expected that the introduction of any innovation into an educational system should be accompanied with concrete steps to ensure that the resources (both human and material) are consistent with the objectives and evaluation of the implementation (Harlen, 1977).

Studies conducted by Maxwell (1996), Abudu (2003), Morrison (2005), King (2008), Birjandi & Nosratinia (2009), Obate-Yab & Reston (n.d), Yeboah (2011), Lorenzo and Lorenzo (2013), Hanchell (2014), Azhar (2015), Omotunde (2015), Bazrafshan, Haghdoost, Rezaei, and Beigzadeh (2015), Akpur, Alci and Karatas (2016), and Neyazi, Arab, Farzianpour, & Mahmoudi (2016) were reviewed. It is separated into the various rubrics of the CIPP model of evaluation.

Studies on context evaluation

Omotunde (2015) conducted a study on Evaluation of the Postgraduate Programme of Babcock University using CIPP Model. The study aimed at evaluating the postgraduate programme in Babcock University using the CIPP model based on the general objective of the programme. Research conducted during the evaluation of the programme followed a mixed research methodology in which data were collected through a CIPP survey, structured interview and personal observation. The population of this study were the postgraduate students and the postgraduate officials (Dean, Sub-Dean and Secretary).

The finding under the Context evaluation according to the dean of the postgraduate school, he stated that “Babcock University seeks to entrench its long standing reputation for real world grasp of issues and fundamentals of life in the area of postgraduate education”. He goes on to say that, the programme

has attracted various students including a former minister of the federal republic of Nigeria, directors of business empires and corporate executives from across Nigeria and Africa. The Babcock University offers numerous Masters, Doctoral and postgraduate diploma programmes that conform to the requirements of the labour market and as such, bear direct impact. The philosophy of the postgraduate school is based on emphasis on harmonious development of the academic, physical-social and spiritual potential of students. In this, its value must be judged by the contribution it makes directly through its wide range of scholars towards the fulfilment of the mission of the university and instilling in humanity nobility of character and stability of purpose needed in our society.

In addition, the interview with 50 students when asked, “Do you think the postgraduate study in Babcock University is different in its core and educative value?” revealed that majority of them, that is, 35(70%), agreed that of present, the school programme is still in conformity with the stated values and objective of the programme and 15(30%) disagreed. This shows that they are in support of the orientation of the postgraduate school.

In another study, the CIPP model was used as a framework to evaluate the Bsc. Applied Physics programme of the University of San Carlos (USC). Obate-Yap and Reston (n.d) conducted this study on Evaluation for Undergraduate Programmes: The Case of the BSc. Applied Physics in the University of San Carlos. To them Context refers to the relevance of the programme on alumni’s employment; Input refers to the quality of students and the teaching faculty, Process on the programme delivery in terms of teaching learning methods used, and product on the post-graduation success of

the alumni and the graduation rate. This study employed both quantitative and qualitative methods for data collection and analysis. Data were collected from multiple sources through survey, questionnaires and interviews, documents and class observations. Survey respondents included 75 students and 59 alumni, 6 employers, and 8 teaching faculty. The results for context indicated that the programme was relevant to the alumni's present career; highly relevant to the alumni working in the manufacturing industry, teaching, and enrolled in graduate programmes while moderately relevant to the majority who were employed in Business Process Outsourcing (BPO) industry, software industry and in a retail business company.

King (2008) undertook an evaluation of a character education programme at an elementary school. The drive of this study was to evaluate a character education programme (implemented through the Second Step programme strategy) at a South-eastern county elementary school because there had been an increasing rate of office discipline referrals, and the school's leadership team sought ways to deal with the issue. Quantitative and qualitative data were gathered from various sources. The researcher used Stufflebeam's (2003) context, input, process, product model to guide the study. The results indicated that disruptive behaviour increased as the students moved to higher-grade levels and qualitative data collected from the former principal indicated the issues that initially established a need for a character education programme were a result of poor behaviour and excessive office referrals, which could be attributed to low socioeconomic status and poor parenting. The study also revealed that the principal and some teachers felt the programme was forced on them. As a result, some of the teachers may not

have accepted the programme because they were not given a choice in the selection of the character education programme.

Using the CIPP model to evaluate school system's efforts to create a "grow your own" principal preparation programme, Morrison (2005) gathered data from 99 programme participants and 12 original members of the design team from the school system's Aspiring Leaders Programme. The research design for this study employed both qualitative and quantitative methodologies. Descriptive and inferential statistics were employed. The study was a formative evaluation of one school system's effort to develop and implement a "grow your own" principal preparation programme to address principal candidate quality and quantity. The purpose of the study was to determine the extent to which this system's efforts to design and implement a programme that supplements university preparation have succeeded in meeting programme goals (product), efficient use of system resources (input), and appropriate selection of programme activities (process). The context in which this programme was developed was also examined and to determine what can be learned from these efforts that might be beneficial to this system as it attempts to improve the programme, and what can be learned that might prove useful to other systems coping with the need to address principal shortages.

Through the lens of Stufflebeam's CIPP Model, Hanchell (2014) conducted a study on a programme evaluation of a Christian College Baccalaureate Programme. The purpose of this evaluation was to determine the effectiveness of the undergraduate programme at a Christian college. Interviews of students and faculty members, surveys, review of the

institution's website, and analysis of institutional documents and data were used as a means to reveal satisfaction in the baccalaureate programme. The findings for context indicated that there is a lack of familiarity of the mission statement on behalf of the student body. Also, it appeared from the results that the student body understands that one of the primary goals of the baccalaureate programme is to create leaders. Again, 50% of the students (n=3) stated leadership as a skill to be exhibited upon graduating, this means that there is a match between the objective of the institution and the expectation of the students in their abilities to perform in the area of leadership as graduates of this college.

Using CIPP model to investigate the effectiveness of the Business Management Curriculum of the Senior High Schools in Ghana, specifically Kumasi Metropolis, so that the programme's weakness may be understood and possible recommendations for its improvements in the light of the present day needs of the students, Yeboah (2011) adopted the cross-sectional survey method, and the questionnaire was the instrument used for data collection. The sample size for the study was 381; 351 students and 30 teachers as respondents. It was found from the study that several reasons or factors affect the status of the Business Management Curriculum at the SHS level. From the study, it was deduced that some of the reasons that underlie students' preference in selecting business as a course of study are nature of the course (interest), job opportunities in the subject, good mathematics background, and ease of subject matter. It was realised from study that majority of students agreed that the course develops their attitudes positively towards the management profession and equips them with knowledge and skills of dealing

with problems in the community in which they will be working in. Again, majority of the students indicated that the course produces competent students who can handle or manage scarce resources of the society.

Review of work done by Birjandi and Nosratinia (2009) on the topic ‘the qualitative programme evaluation of the postgraduate English translation major in Iran’. The purpose of their study was to evaluate the M.A. English Translation programme. A total of 233 subjects participated in this study, including 44 M.A. English Translation heads of departments, instructors from both State and Azad Universities, experts in different fields of English translation, heads of translation offices, heads of publication companies; and 189 M.A. students at the English Translation Departments of nine universities in Iran including four State Universities: Allameh Tabatabai, Shahid Beheshty, Tarbiat Moallem and Isfahan Universities and five branches of Islamic Azad University (IAU) offering the postgraduate translation programme, namely: Central-Tehran, South-Tehran, Bandar Abbas, Fars, and Tehran Science and Research Branch. Three different instruments were used for the study, namely, observation, interview and questionnaire.

The qualitative research design proposed by Maxwell (1996) was used for this research study. Maxwell presents a qualitative research design that he calls an “Interactive Model” which does not begin from a fixed starting point or proceed through a determination sequence of steps and reflects the importance of interconnection and interaction among the different design components. It was concluded based on the results that the instructors and students expressed similar views on the most important language skills, language needs and tasks of M.A. English Translation students and also, the

majority of the instructors and students believe that the mentioned language skills, language needs and tasks enjoy high importance. Also, the instructors and students did not consider all the language skills to be evenly significant. They believed that the most to the least important skills were: reading, writing, listening and speaking.

Another study was done by Akpur et al. (2016). The purpose of their study was to evaluate the instruction programme of preparatory classes at Yıldız Technical University using CIPP model. A total of 54 teachers and 753 university students attending preparatory classes in the Academic Year of 2014-2015 formed the study group. The quantitative research model was utilized. The research was based on a questionnaire applied to teachers and students. It was observed that the students, together with the teachers, were not content with the improvement of their language skills. The students also had apprehensions about balancing of skills in the curriculum. As opposed to the students' responses, the teachers were discontented with the level of difficulty in terms of duration. The content of the course book makes both the teachers and the students gratified. It was suggested that a comprehensive needs analysis should be done for students as well as teachers so as to determine the objectives of the curriculum. This can pave way for taking the students' individual interests into consideration. It was recommended that, over the course of designing the curriculum, all the stakeholders should participate in setting goals, learning experiences, learning methods and assessment criteria.

Using CIPP model, Bazrafshan et al. (2015) conducted a study to synthesize and develop a framework to evaluate the quality of the Health Services Management (HSM) programme at Kerman University of Medical

Sciences, following a mixed-method sequential explanatory approach in which data were collected through the CIPP evaluation framework and semi-structured interviews. Their study involved total participants of 10 faculty members, 64 students and 90 alumni. With regard to programme goals and objectives, 8 respondents (8%) pointed out that the objectives were met at the end of the programme. However, majority of respondents (74%) stated that the programme goals and objectives were not clearly defined. Generally, 57.6% of respondents were dissatisfied with the programme goals and objectives. It indicated dissatisfaction of respondents regarding HSM programme goals and objectives.

In terms of the curriculum content, most students and academics (59.5%) reported that the curriculum contained outdated information. However, 33% of respondents were undecided about whether the curriculum content followed the programme goals or not. The main barrier identified for achieving the programme goals and objectives was the imbalance between the community needs and the programme goals. It was suggested that the programme planners conduct regular needs assessments and focus groups to update the programme goals and match them with community needs and expectations. Curriculum content is outdated and it does not place an equal emphasis on theory and practice. It was recommended that, there should be iterative revisiting of topics throughout the course.

Neyazi et al. (2016) conducted a study to find out weaknesses of undergraduate programmes in terms of personnel and financial, organizational management and facilities in view of faculty and library staff, and determining factors that may facilitate programme quality-improvement using the CIPP

model. The study used a descriptive analytical survey method and the population consisted of three subgroups including department heads (n = 10), faculty members (n = 61), and library staff (n = 10) with total population of 81 people. The study made use of three separate researcher-made questionnaires inspired from the CIPP model. The data were then analysed using descriptive and inferential statistics. In context area, goals, management and organization factor were evaluated. Fifty percent of department heads and of faculty members (n = 34, 55.7%) believed that these factors had relatively desirable situation.

Studies on input evaluation

Human resource is critical to the success of any organization and most especially in the university and at the postgraduate level, which are very much in need of erudite scholars with intellectual input and capacity to advance the scope of knowledge. An interview conducted by Omotunde (2015) with the Sub Dean of the postgraduate school revealed that Babcock postgraduate School projected the challenge of manpower that can affect the positioning of the graduate school in achieving its goals and to measure up with its counterparts around the world in gaining competitive advantage over other universities. Babcock University employed renowned and impactful scholars in their various disciplines of study. This had enabled them to have a handful of competent lecturers who have the strength to teach and supervise postgraduate students both at the PhD, Masters and Diploma levels. The Dean of postgraduate school of Babcock University further stated that the university employed both associate lecturers and full time lecturers that are capable to

push and deliver the right kind of education and research skills envisioned by the university.

As well, he revealed that as at 2014, the Babcock University had a record of 27 professors and 39 PhD holders who share in the vision of the postgraduate school, totalling 66 qualified academicians. Not only did the school focus on lecturers but also on experts in the area of administration to manage the affairs of the postgraduate school. In terms of physical infrastructure, that can help push the mission of Babcock postgraduate school, the university has measured up to the standard. The Dean further indicated that the university has the latest teaching infrastructure that can meet up with its other counterpart in the world such as the electronic star board for teaching that enhances telecommunication, video-conferencing, power point presentation and online teaching. Furthermore, the school boost of projectors and internet facilities available to all postgraduate students in a conducive lecture room. To add to the above, an interview conducted among students revealed that majority of them, 31 (62%), agreed that the Babcock University has invested a lot in providing infrastructures that enable effective studying, but most of them signify the need for more lecturers to enable speedy completion of programme especially for thesis supervising.

Concerning the curriculum of Babcock postgraduate school, it is believed to be a reflection of the Adventist educational belief which centres and puts emphasis on developing academic, physical, psycho-social and spiritual potential of students. According to the Dean of postgraduate School, the postgraduate school educational curriculum is built in such a way that it can match the standard of both international and local institutions of learning.

Responses to an interview with the Sub Dean further re-establish the focus of the curriculum to be centred on training highly skilled manpower to achieve excellence in teaching, research programmes and service delivery which will equip students with creative skills and requisite knowledge to enrich global intellectual input.

The core idea of a Postgraduate school is to enrich quality intellectual capital and to discover new and innovative ideas that can move and advance education and strengthen the ability of active learning through modern teaching methods and research techniques in an environment that actively seeks the mental, moral and spiritual development of this scholar and in making this possible, the university have positioned the students by exposing them to various research orientated course work to help expand their knowledge about how research is been done around the world. In an interview conducted by Omotunde (2015), the Vice Dean of the postgraduate school informed him that the university has invested so much in the area of advancing research study among the registered postgraduate students by employing experienced hands both within the university and outside the university to teach and help impact into the students' way of conducting research. Also, in other ways, the school has supported postgraduate students in their conduct of research through its library services.

The interview revealed that the library has an enviable stock of current books and journals; it has not less than five library service centres with all "reference" materials and journals in all fields located in the central library. In addition, Babcock University has in excess of 55,000 volumes of books and 220 titles of hard journals in different fields. The university also subscribed to

electronic journals. There are also free e-journals which can provide students with effective internet and intranet systems. Other graduate research support facilities on campus are science and language laboratories, studios, Ellen G. White SDA research centre, etc. Entirely these are to promote original and independent research. However, majority of the graduate students interviewed, 29 (58%), agreed to the fact that they are taught sufficiently on how to conduct research and most especially independent study, but they are not adequately informed on the source of sorting for research material that could enhance their research output. They believe that if the postgraduate school could enlighten them on how and by what means to get research materials that could be helpful in their respective chosen area of study, it will promote more research outputs.

Azhar (2015) conducted a study on *Assessing Students' Learning Achievement: An Evaluation*. The research aimed to evaluate the use of alternative assessment, components of testing, and supplementary assessment by 127 lecturers (purposive sampling) of state and private universities in Pekanbaru, Indonesia. The CIPP Evaluation Model focusing on input and process served as a research design; and two sets of questionnaires served as data collection. The input factor contained knowledge on alternative assessment and components of testing. The research findings showed that the input factor was at a high level. However, there was no significant difference on factors of input and process viewed from teaching experience except project assessment in terms of academic qualification. The implication of this research was that by having higher knowledge on alternative assessment and components of testing, the lecturers were encouraged to attend peer-teaching

activities either in a similar or different academic qualification so they can share ideas.

On Input the findings by Obate-Yap and Reston (n.d) showed that the programme attracted students with potential for pursuing career in science. They have an average Intelligence Quotient (IQ) and above average English Proficiency Test (EPT) score. Majority of the students are government scholars. In terms of faculty, they are academically qualified in both teaching Physics content and research.

The study of King (2008) also revealed that Second Step was the only character education programme the district considered to address the disruptive behaviour and office referrals. The programme was chosen because it provided direct instruction in character education skills and was recognized nationally and internationally as an effective character education programme.

Hanchell (2014) findings on input revealed that the institution under evaluation should enhance its ability to operate within the framework of high impact practices by increasing involvement in the service-learning component of the curriculum, enhancing research between students to faculty partnerships and establishing a field experience component in the undergraduate programme. It was recommended to the institution the need to display its complete course sequence on the website and corresponding course descriptions with the prerequisite course listed and administer a faculty-created mandatory Bible knowledge test to all graduating seniors.

Using CIPP model, Lorenzo and Lorenzo (2013) conducted a study on bridging the digital divide among public high school teachers. The purpose of this study was to evaluate the iSchools Project implementation in the public

high schools in the Province of Tarlac, Philippines. The respondents of this study were the teachers and principals of the recipient schools under the adopt-a-school programme of Tarlac College of Agriculture (TCA). Survey questionnaires supplemented with interview and observation were used as instruments in gathering data. The data gathered were interpreted using means, weighted means, and verbal description. Their study revealed that schools project in Tarlac, Philippines have a very satisfactory performance in terms of project administration. They did well in managing the project and other related activities. The TCA, as co-administrator with its pool of experts, performed well in implementing the project in the public high school level. The study again revealed that iSchools project components are very satisfactory. The iSchools project components were acceptable to the recipient public high schools; the training activities are implemented well; and the supports from local educational stakeholders are attained. The study recommended that project monitoring to recipient public high schools be done regularly to keep track of the progress of the project and also assist the schools in any problems related to the project.

With input, findings from Birjandi and Nosratinia (2009), revealed that, majority of instructors and students believe that “there is not a right balance between theory and practice in this programme. Students complain that” the courses presented in curricula are mostly theoretical and very little attention is paid to practical courses." Again, the majority of instructors and students believe that there should be more practical application of theories and that the two-credit units as “Translation Workshop” and “Reviewing and Criticizing Translated texts” (as the only practical courses in this programme)

are less than adequate.

Furthermore, there was no consensus among the participants regarding the programme's overall aim. The majority (55.3%) of instructors believed that the programme's aim is to educate "translators", moderate (24.8%) believed it intends to educate "experts in translation", and a few (19.9 %) believed the programme's aim is to train "qualified instructors to teach translation courses in universities." On the other hand, most of the students (96.4%) thought that the M.A. English Translation Programme would help them with their professional development as translators. But now most of the students feel disappointed that the greater part of the courses is allotted to the theoretical issues than practical translation.

So, regarding the correspondence between the objectives of the programme and the implemented curriculum in the M.A. English Translation departments, the answer was "Partially", which means that the first objective of this programme, that is, to train expert translators in the field of Human and Social Sciences, to a great extent is ignored. It was also discovered that, the programme does not have a quite positive impact on the students. The main reason is that the majority of students and graduates who are working in this field complain that there is a wide gap between what they have studied in M.A. programme and what they actually encounter in the real work situations. The main reason for this inefficiency is that the course distribution contains lots of theoretical courses for familiarizing the trainees with different theories and models of translation. So, during the period of their study, the students have very little opportunities to put their acquired knowledge into practice.

As for the results of the input factor, the study by Akpur et al. (2016) showed that, the items about audio-visual materials of the curriculum were rated the lowest. Especially, the teachers drew attention that the lack of audio-visual materials is an important matter that has to be dealt with. On the other hand, in-class activities that are performed in classes were considered beneficial by the two sides. It was advised that the four skills of the language should be emphasized in the curriculum in such a way that there could be a balance among them. To do this, in-class activities and group-work exercises be arranged applying the principles of project-assisted learning to contribute to focusing on all the skills. It was also recommended that diversity of the audio visual materials should be increased and the utilizing of them should be encouraged.

Findings of the input rubric from the study by Bazrafshan et al. (2015) showed that, most respondents (n = 48) reported that the classes were well equipped and learning resources were well prepared (n = 41). It was suggested that the curriculum should be revised and updated regularly and also, it should be integrated between theoretical and practical lessons. Again, Students should be introduced to applied lessons alongside the theoretical lessons from the beginning of the programme and the faculty members should be involved in curriculum development.

In this area, Neyazi et al. (2016) evaluated three factors. Fifty percent of department head, 40% of library staff, and 75.4% of faculty members stated that research and educational spaces and equipment/facility and spaces are in undesirable condition. Sixty percent of library staff believed that human resource is in desirable situation and 52.5% of faculty members specified that

students are in relatively desirable situation.

Studies on process evaluation

According to Omotunde (2015), in order to implement the goals and objectives of the postgraduate school, the programme strictly monitored and oversaw the programme and the monitoring mechanisms put in place such as the grading system that promotes transparency in scoring and grading of students' result. For example, the Masters programme scoring pattern is as follows: attendance, 5%; quizzes, 10%; assignment, 10%; mid- semester examinations, 15%; final examination 60%; making a total of 100%; while for the PhD programme, the scoring pattern is: seminar presentation, 50%; examination, 30%; attendance, 5%; quizzes, 5%; and mid semester examination, 10%. This grading system was really supported by respective students who were interviewed. Most of them, 39 (78%), declared that they can easily evaluate their performance before the release of the final result, but the remaining students interviewed did not agree with the grading pattern. They believed that at the PhD level, they should not be subjected to written exams or test, but be exposed to much of seminar and research work and presentation to enhance their research skills because of its importance in their study.

Also, there is a monitoring guide put in place by the postgraduate school and attendance is compulsory. The study showed that attendance in Babcock postgraduate school is as important as the lectures, test, and seminar students are exposed to. In an interview with the Dean of the postgraduate school, he stated that student attendance as the strength to success in Babcock University. Every student ought to meet a minimum of 70% attendance before

he/she would be able to sit and write any exams. The attendance is regularly taken by a representative of the postgraduate school (Omotunde, 2015). The postgraduate school regularly monitored the teaching progress of the lecturer in the course taught and conducted an assessment of every lecture done by the students. The purpose of this according to the postgraduate Secretary is to improve the performance of lecturers.

According to Omotunde (2015), the postgraduate school monitors the academic performance of students by checking their performance via their grade. The postgraduate school implemented a policy that if a student failed a course twice, his studentship would be withdrawn from the course and if for a Master's programme he/she was not able to complete within the period of 2 years, his/her studentship would be withdrawn. The postgraduate secretary said that was put in place to show the zero tolerance they have for failure. Most of the students interviewed agreed with the school, but thought that their research study delayed their timeliness in finishing their programme when due, which have been encouraged by their respective supervisors.

Azhar (2015) conducted a study on Assessing Students' Learning Achievement: An Evaluation. The research aimed to evaluate the use of alternative assessment, components of testing, and supplementary assessment by 127 lecturers (purposive sampling) of state and private universities in Pekanbaru, Indonesia. The CIPP Evaluation Model focusing on input and process served as a research design; and two sets of questionnaires served as data collection. The process factor was concerned with the frequency of implementation and supplementary assessment. The research findings showed that the factor of process was at a moderate level. The aspects included written

assessment, performance, self/peer, portfolio, rubric, validity, reliability, table of specification, test sources, and item analysis were at a moderate level; project, product, diligence, kinship, request, honesty, and try-out were at a low level; but attitude, reference, domain, participation, and attendance were at a high level. However, there was no significant difference on factors of input and process viewed from teaching experience except project assessment in terms of academic qualification. The implication of this research was that by having higher knowledge on alternative assessment and components of testing, the lecturers were encouraged to increase the frequency of the implementation of testing components and elaborate the factors of supplementary assessment.

The study of Obate-Yap and Reston (n.d) revealed that the delivery of Physics contents was prominently the traditional lecture format and paper-and-pencil tests for assessment of learning. The tests were primarily in multiple choice formats and content-wise; they were focused on problem solving. Open ended tests or essay tests and projects contributed in the assessment but only to a limited extent. The findings also showed that feedbacks from students revealed the need to improve assessment methods.

According to King (2008), the process evaluation revealed that the Second Step programme was implemented as originally intended. The perceptual qualitative data collected from the former principal interview and the teacher surveys indicated that the components of empathy, impulse control, and anger management were taught as originally intended. The study also revealed that the former principal and 4 of the 7 teachers thought the counsellor was responsible for overseeing the programme. The remaining 3 teachers thought it was the principal. It brought to light from the qualitative

data from the former principal interview and the teacher surveys on implementation of the processes (support systems) that prior to programme implementation, the teachers participated in summer training. However, they did not have ongoing training. Again, 4 of the 7 teachers felt they were not involved in implementation.

The work of Abudu (2003) on the in-in-out programme of Teacher Education in Ghana which was to uncover the effects of the programme on mentees. The study revealed that, there are differences in the middle of the actual implementation of the programme in the classroom situation, and the standard that has been set in the policy document guiding the implementation of the programme. Abudu states that material alternatives were lacking in most Colleges and also established that all implementers should accord a very high level of importance to the objectives and activities of the programme. The descriptive research design was used and the forty-one (41) Colleges of Education in the country were grouped into four zones. Questionnaire, interview guide, and observation were the instruments used, and four categories comprising principals, tutors, mentees and mentors constituted the sample for the study. The study adapted the Context, Input, Process and Product (CIPP) model for evaluation.

On process, findings from Hanchell (2014) revealed that the faculty communicated three key skills/attributes that students should be able to do upon completion of the programme. That is, verbalize or communicate the Gospel, to write about the Gospel and to research and provide service to the community. It is recommended that the school infuse the curriculum for more opportunities for research and action learning projects centred on serving their

local community. Again, the study revealed that faculty members believe that “understanding of biblical studies/ministry” is the second most prevalent area or skill that the students must be able to function, but the students referenced “leadership” as the second most important object of the undergraduate programme. This difference in priority between the faculty member and student could leave student feeling ill-equipped upon graduation because their focus is to become an effective leader, whereas the focus of the faculty member is to ensure a theological understanding of the Bible. It was recommended that the institution create a presidential leadership team comprising two faculty members and two students to discuss ideas, issues, and concerns.

On process, findings from Lorenzo & Lorenzo (2013), revealed that, the iSchools project delivery system is very satisfactory. The iSchools packaged provided to the recipient public high schools in Tarlac, Philippines are utilized in accordance with its purpose of building ICT literacy and interest of public school teachers to integrate ICT in education and improve the teaching and learning process. Again, it was found out that, the iSchools project is effective in attaining its objectives of building ICT literacy and interest to the teachers of recipient public high schools in Tarlac, Philippines.

Though, the delivery system was very satisfactory, the iSchools encountered some problems. The problems encountered were classified into hardware, software and internet connectivity problems. With hardware, there were Uninterrupted Power Supply failure, not functional workstations, not functional air-condition and weak router signal. While in software problem, the most common was the frequent bagged down of operating system. And in

internet connectivity, the problems were: no available internet connection provider in the area, slow internet connection, and fluctuating internet connection. Also, the problems encountered by the recipient schools in the utilization of the iSchools laboratory were: difficulty on the use of edubuntu, insufficient number of computer units, limited access to laboratory and no available laboratory personnel and final, the problems encountered on maintenance and sustainability of the iSchools laboratory were: no technical support from the supplier, no available ink for the printer in the market, and no replacement of defective parts and units.

The study recommended that a more durable, quality and cost efficient ICT equipment be provided to lessen the problems of recipient schools on repair and maintenance and electricity bills. Stable and fast internet connection should be provided to all recipient schools before the conduct of all capability building for teachers. Also, ICT integration training be provided to the teachers of recipient public high schools to equip them with skills in integrating ICT in their lessons and the principal or school head of the recipient schools should monitor and encourage all the teachers to utilize the iSchools laboratory and not only for computer education subject.

Findings from Birjandi and Nosratinia (2009) on process revealed that the instructors and students expressed similar views on the students' command over language skills and components. The majority of the instructors (73.4%) and students (65.1%) believed that the admitted students' command over the language skills and components are poor and very poor.

Analysing the findings of process factor from the study of Akpur et al. (2016), it was realized that the teachers were not contented with

supplementary exercises done in the classes, homework about the newly learned topics, and students' participation in the class. However, their responses about pair work activities and the number of formative tests were positive. Nevertheless, the students did not agree with the idea that curriculum's activities enabled students to use their language skills. The students however expressed that the number of tests were sufficient. Moreover, both sides agreed on revision done when necessary. It was recommended that Knowledge of English needed in real-life situations and required fields of study should be the focal point of the curriculum and this has to be considered in the process of design.

Regarding the process, the work of Bazrafshan et al. (2015) showed that most respondents (n = 41) reported that students were actively involved in classroom activities. The majority of respondents (n = 43) pointed out that the instructors implemented appropriate teaching strategies. Almost all respondents (78.3%) agreed that the instructors were cooperative and interested in involving students in research activities. Nevertheless, 58.1% of respondents stated that the instructors did not use problem-based subjects in class. It seems that teaching-learning activities are well organized and students are well involved in different activities. However, new teaching methods were recommended to improve the current status. It was suggested that the current teaching-learning activities are satisfying but shifting to new teaching strategies (working in groups, problem based learning, learning in small groups) may result in the improvement of the current satisfaction and quality of the programme and it could be seen that teachers are enthusiastic towards research responsibilities to make students competent in research.

In this area, Neyazi et al. (2016) also assessed three factors. Seventy percent of department head were of the view that educational courses and programmes, learning, and teaching process were in desirable situation and 52.5% of faculty members pronounced that this factor was in relatively desirable situation. Seventy percent of department head believed that administration and financial were in undesirable condition and 40% of department head stated that programme evaluation was in desirable condition, but 45% of faculty members specified that this factor was in relatively desirable situation.

In each of these studies, the evaluators made recommendations based on their findings for the improvement of the programmes. Stufflebeam (1983) suggested including recommendations based on the findings of the evaluation in an evaluation report in order to assist the decision makers or administrators with subsequent decisions about the programme. In doing so, he visibly defined the role of the evaluation and the role of the decision-maker as different; the evaluators were not the decision-makers.

Chapter Summary

This chapter has presented a brief review of the literature relevant to this study. Programme evaluation in higher education is of immense primary value and does inform the decision-making process in several ways. Evaluation information, when gathered in a systematic and organized manner, can inform the improvement of a given programme, provide information regarding new programmes, and also provide information regarding programme outcomes. The literature review identified that evaluation of academic programmes in higher education in most parts of Africa is nascent.

The review also highlighted the global calls for improvement, especially of undergraduate teaching and learning. As the calls become louder for improving the quality of teaching and learning in higher education and thus the ability of college graduates to respond adequately to the demands of the complex world of work, Africa cannot refuse to hear. By evaluating academic programmes and services in higher education while at the same time dealing with the numerous challenges, providers in Africa can narrow the quality gap between their institutions and institutions elsewhere. This, in addition to seeking more innovative ways of managing her limited resources and delivering her academic programmes and services, will ensure that the continent does not remain peripheral to the global knowledge agenda.

The content of education should always be consistent with the changing needs and demands of the society. The introduction of any innovation into an educational system requires evaluation from time-to-time. Most programme evaluators view programme evaluation as the collection and provision of evidence on the basis of which decisions could be made about the worthiness of a programme.

However, they may have different views about how evaluation of a programme should be conducted. This results in the formulation of various programme evaluation approaches. The various approaches reviewed showed that there are several ways of evaluating a programme. The versatility of the CIPP evaluation model was also highlighted in the review as the evaluation model of choice. It is one model that has been used extensively in education and other sectors and it is well known for its versatility in defining the procedures that educational programmes and administrators can adopt to

effectively select, implement, and evaluate outcomes. The CIPP model is seen as one that can be used proactively to help improve a programme as well as to judge its worth. Moreover, the CIPP model aims to help decision-makers make improvements in programmes (Boulmetis & Dutwin, 2005).

CHAPTER THREE

RESEARCH METHODS

Introduction

The methodology describes the methods used for the study. It describes the research design, population, sample and sampling procedure. It deals with the instruments for data collection and subsequent administration of instruments. It also describes how the data will be gathered and analysed.

Research Design

Research design refers to the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure (Babbie, 2002). This study adopted a descriptive survey approach. This design refers to a set of methods and procedures that describe variables as they are. It involves gathering data that describe events and then organizes, tabulates, depicts, and describes data. Descriptive studies portray the variables by answering who, what and how (Babbie, 2002). The descriptive survey provides opportunities for researchers to gain valuable insight into the existing state of a phenomenon.

According to Ary, Jacobs, Razavieh and Sorenson (2006), descriptive research studies are designed to obtain information which concerns the current status of occurrence. The use of descriptive research will enable the researcher bring to light the status of the Bachelor of Education (Accounting) programme in the University of Cape Coast. In addition, it can be used with greater assurance with regard to particular questions of special interest or value to the researcher. As well, detailed follow up questions can be asked and items that

are unclear can be clarified using descriptive design (Cohen, Manion & Morrison, 2007).

Notwithstanding the benefits associated with descriptive survey, Creswell (2003) contends that mistakes and inadequacies of survey research in education appear at many points from the way problems are initially chosen and defined through selection of population and sample to items construction and analysis of resulting data. Accordingly, Gall, Gall and Borg (2007) postulate that descriptive statistical analysis limits generalization to the particular group of people observed and that no conclusions are extended beyond this group. Descriptive research surveys for that reason focus on ascertaining the status of a defined population in relation to certain variables. Cohen, et al. (2007) are of the view that there is the difficulty of ensuring that the questions to be answered by respondents when using the descriptive survey results can vary greatly depending on the exact wording of questions or statements. An additional disadvantage of the descriptive survey is that it may produce untrustworthy result because they may delve into private, personal, and emotional matters that respondents may not be completely truthful about. In spite of these disadvantages, the descriptive survey design is considered the most appropriate for carrying out the study on the evaluation of the Bachelor of Education (Accounting) of the University of Cape Coast. This is because the effect of the programme on students depends on how a group (respondents) perceived it.

This study reflected on the descriptions of survey research as espoused by the notable scholars above. All the Bachelor of Education (Accounting) programme students in the Department of Arts and Social Sciences Education

were requested to respond to the instruments. Their responses to items were tabulated, summarized and analysed in order to make generalization about the phenomena to the entire population of Bachelor of Education (Accounting) students.

Population

The study population comprises the entire groups of individuals, objects, items, cases, articles or things with common attributes or characteristics existing in space at a particular point in time (Baker, 1999; Majumdar, 2005). The population of the study comprised Bachelor of Education (Accounting) students within the Department of Arts and Social Sciences Education, University of Cape Coast. The population for this study were the Bachelor of Education (Accounting) programme students from level 100 to level 400 totalling 664 students. The justification for this population was their relatedness or significance to the problem identified. Thus, at the time of the study, these Bachelor of Education (Accounting) students had completed some aspects of the programme. The distribution of the population is presented in Table 1.

Table 1 - *Population Distribution of B.Ed. (Accounting) Students*

Level	Male N (%)	Female N (%)	Total
100	142 (71)	58 (29)	200
200	142 (78)	39 (22)	181
300	129 (69)	57 (31)	186
400	70 (72)	27 (28)	97
Total	483 (290)	181 (110)	664

Source: SRMIS (2015)

Sample and Sampling Procedures

A sample size of 350 students was used. This number was taken in line with the guideline provided by Krejcie and Morgan (1970). According to Krejcie and Morgan, a population of 664 should use a sample size of 242. Cohen, Manion and Morrison (2004) also affirmed that “there is no clear cut answer, for the correct sample size depends on the purpose of the study and the nature of the population under scrutiny” (p. 93). The justification of the sample size stated above is vivid in what was written by Krejcie and Morgan (as cited in Cohen et al., 2004). However, I increased it from 242 to 350 in order to increase the return rate during data collection.

The multi-stage sampling technique was used in selecting the sample size from each level. First, the stratified sampling technique was used to select students based on their levels. The proportionate sampling technique was then used to select the sample size from each stratum. Therefore, 106 respondents were selected from Level 100, 95 from Level 200, 98 from Level 300 and 51 from Level 400. Next, the number of male and female was determined in each level. The stratified proportionate technique was again used. Thirty-one (31) female students were selected from Level 100 and 75 male students from the same level. Again, 21 female students and 74 male students were selected from Level 200. In Level 300, 30 female students and 68 male students were selected. Last, in Level 400, 14 female students and 37 male students were selected.

Finally, the simple random technique, specifically, the lottery method was used to select the sample unit in each stratum. This was done by obtaining the class list in each level from the Students Records Unit of the University of

Cape Coast. The male and female students in each class were separated. The names of the male in the Level 100 were written on a piece of paper and placed in a basket. After, they were picked and put back into the basket. If a name was picked for the second time, it wasn't recorded. The process continued till the sample size for the male in Level 100 was reached. The same process was carried out for the female in Level 100 and then for the remaining Levels (200, 300, 400) in terms of the male and female. The distribution of the sample size is represented in Table 2.

Table 2 - *Distribution of Sample Size*

Level	Male N (%)	Female N (%)	Total
100	75 (71)	31 (29)	106
200	74 (78)	21 (22)	95
300	68 (69)	30 (31)	98
400	37 (72)	14 (28)	51
Total	254 (290)	96 (110)	350

Source: Field survey, 2016.

Data Collection Instrument

A quantitative method of data collection was employed. Mainly questionnaire was used to survey the students selected in the study. This method was selected for a number of reasons including: (a) they are good for measuring attitudes and eliciting other content from respondents; (b) they are inexpensive to administer; (c) they can provide information about the respondents' internal meanings and ways of thinking; (d) they are quick to

administer and turnaround; (e) they can be administered to groups; (f) the perceived anonymity by respondents is likely to be high and thus encourage open and frank participation; (g) they are also generally considered to provide high measurement validity (that is high reliability and validity) where they are well constructed and validated; (h) closed-ended items can provide exact information needed by a researcher; (i) also closed-ended items can be easily analysed; and (j) they are generally regarded as useful for exploration purposes as well as confirmatory purposes. However, there were some drawbacks of using the questionnaire as I noted. These included: (a) they needed to be kept short and this brevity may militate against the gaining of all the needed information; (b) reactive effects may occur in that respondents may feel compelled to answer in what they regard as socially or contextually acceptable ways; (c) responses may be selective and not complete; (d) respondents may leave out or fail to recall important information; (e) open-ended items may reflect differences in written or verbal ability and thus, obscure matters of interest and importance; and (f) data analysis for open-ended items may be very time consuming. On balance, I considered that questionnaires were most likely to best serve my research purposes in relation to the students given the large number of participants, the detailed matters to be covered, the time available to do it and the detailed analysis which would be required thereafter.

The questionnaire with some items on background characteristics of students and some other items related to B.Ed. Accounting students' concerns about the programme were administered to gather data on the issue. The items seeking demographic information consisted of two closed ended items which

reflected students' gender and level. The other part of the questionnaire comprised 51 closed ended items on which students were asked to indicate the extent to which they agreed or disagreed to some views about the B.Ed. Accounting programme. The questionnaire was in four sections; Section A captured the background information of the students (items 1-2), Section B captured how satisfactory the B.Ed. (Accounting) programme is to the Context rubric of the CIPP model (items 3-17), Section C captured how the B.Ed. (Accounting) programme satisfies the Input rubric of the CIPP model (items 18-34), and Section D captured the manner in which the B.Ed. (Accounting) programme satisfies the Process rubric of the CIPP model (items 35-53). These were measured on a 4-point Likert scale as "Strongly Disagree = 1" "Disagree = 2", "Agree = 3", and "Strongly Agree = 4".

Pilot Testing

According to Connelly (2008), extant literature recommends that a pilot study sample should be 10% of the sample projected for the larger parent study. Generally, 10–20% of the main sample size is a reasonable number for conducting a pilot study (Baker, 1994). Prior to the principal study, a pilot study was conducted with 40 students from Bachelor of Education (Social Sciences) majoring in accounting. This process was to help refine the questionnaire, enhance its legibility, and minimize the chances of misinterpretation.

Reliability

Reliability refers to a measure of the degree to which research instruments yield consistent results (Mugenda & Mugenda, 2003). In this study, reliability was ascertained by pre-testing the questionnaire with a

selected sample of students from a different programme to avert biasness. The reliability test was done on three factors of the instrument. The table of reliability coefficients displays that the figure was well within the 0.70 to 0.95 preferred alpha value (DeVellis, 2003 as cited in Adaboh, 2014; see Table 3).

Table 3 - *Reliability Coefficient for the Three Factors*

Factors	Number of items	Cronbach's Alpha
Context	15(questions 3-17)	.700
Input	17(questions 18-34)	.844
Process	19(questions 35-53)	.612
Combined factors	51(questions 3-53)	.825

Source: Field survey, 2016.

Validity

The accuracy of data collected largely depended on the data collection instrument in terms of validity. Validity as noted by Robinson (2002) is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study. Validity was ascertained by having all the objective questions included in the questionnaire. The test of validity of the instrument based on the responses of 40 students selected from B.Ed. (Social Sciences) accounting major (Level 100 - Level 400) yielded a reliability coefficient of 0.825.

Data Collection Procedures

The questionnaire was administered personally after the purpose of the study had been explained. I obtained a letter of introduction from the Department of Arts and Social Sciences Education to complete the

questionnaire in the four groups. A week before the data collection, the introductory letter was sent to the lecturers whose classes would be used to seek their permission. On the day in which the questionnaires were administered, I explained the items on the questionnaires to the respondents and assured them of their confidentiality. I distributed the questionnaires to the students in their classes. The students were asked to complete their questionnaire and return them after 15mins. Upon receipt, each completed questionnaire was quickly reviewed for completeness. When missing data were found, the students were contacted and asked to provide them. Providing the questionnaires directly to the students, collecting them directly, and quickly following up missing responses helped to ensure a high response rate.

Data Processing and Analysis

In analysing the data collected from respondents using the questionnaires, I coded the data and processed it with the Statistical Product for Social Sciences (SPSS) version 23. After the data entry, I reviewed each data file three times before any analysis was conducted. In addressing the research questions, descriptive statistics including frequencies, percentages, means and standard deviations were computed. Descriptive statistics were also used to describe demographic characteristics of the participants and their responses. The results are presented according to the three dimensions on which the respondents' perceptions are evaluated. The three dimensions are context, inputs, and process. The questionnaire items were scored on the following 4-point Likert scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly agree. The summary of data analysis techniques is represented in Table 4.

Table 4 - *Summary of Data Analysis Techniques*

Research Question	Data Analysis Techniques
How satisfactory is the Bachelor of Education (Accounting) programme to the “Context” rubric of the CIPP model?	Mean and Standard Deviation
How does the Bachelor of Education (Accounting) programme satisfy the “Input” rubric of the CIPP model?	Mean and Standard Deviation
In what manner does the Bachelor of Education (Accounting) programme satisfy the “Process” rubric of the CIPP model?	Mean and Standard Deviation

Source: Author’s construct

Chapter Summary

This chapter provided an overview of the research methodology for this study. The purpose of this descriptive survey design and the rationale for choosing this design were restated, and the research questions and objectives were reiterated. A description of the research design, the population and sampling procedures were also highlighted. The instrumentation process ranged from the generation of the initial questionnaire items, expert and content validation of the items, piloting, and the establishment of reliability for the instruments. In all, 350 B.Ed. (Accounting) students participated in the study. Additionally, data sources, data collection, and a plan for descriptive analysis to answer the research questions were described. The findings from the data collected are presented in Chapter Four.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter deals with the results and the discussion of the data collected in order to determine the perception of Accounting students on the effectiveness of the Bachelor of Education (Accounting) programme. The results from the data gathered are presented and discussed in relation to the three research questions that were formulated for the study. As well, background characteristics of respondents are presented. All the research questions were answered using mean and standard deviation. The range was from 1.0 to 4.0 with a standard mean of 2.5. Scores below 2.5 were considered below the standard mean (respondents disagreed with the statement provided) while scores above 2.5 were considered above the standard mean (respondents agreed with the statement provided).

Background Characteristics

The demographic information that was elicited from the respondents pertained to gender and class standing/level of students. Results on the distribution of gender and class are presented in Table 5.

Table 5 - *Background Characteristics of Participants*

Variable	Sub-scale	n	%
Gender	Male	253	72.5
	Female	96	27.5
Level	100	106	30.4
	200	95	27.2
	300	97	27.8
	400	51	14.6

Source: Field survey, 2016.

A total of 349 respondents participated in the study. The results show that the majority (n = 106, 30.4%) of the respondents were first year students, followed by the second year students (n = 95, 27.2%), third year students (n = 97, 27.8%), and the final year students were the least respondents (n = 51, 14.6%).

The results in Table 5 also shows that the majority, (n = 253, 72.5%) of the respondents were male students while (n = 96, 27.5%) were female students. The dominance of the male students in educational institutions is not an unusual phenomenon in the Ghanaian context. This is probably due to the previous emphasis placed on male child education than that of the female child. Hence, it is seen that more male students graduate from such institutions occupying various positions in the world of work than that of the female students. It can be then deduced that the findings of this study would be highly influenced by the male students.

Evaluation of the Context of B.Ed. Accounting

As part of the study, the CIPP model requires that the context of the programme is evaluated. In line with this, the study sought to evaluate the context of the B.Ed. accounting programme. This was the subject of Research Question 1 which was posed as,

How satisfactory is the B.Ed. (Accounting) programme satisfy the “context” rubric of the CIPP model?

The data gathered in this direction was analysed and the associated results shown in Table 6.

Table 6 - *The B.Ed. (Accounting) programme satisfying the “context” rubric of the CIPP model*

Survey items	Mean	SD
The courses offered in the B.Ed. (Accounting) meet the requirements of the International Federation of Accountants (IFAC).	3.11	.545
The courses offered in the B.Ed. (Accounting) meet the requirements of the Institute of Chartered Accountants-Ghana.	3.21	.594
The objectives of the B.Ed. (Accounting) are aligned with the mission of the University.	3.30	.510
A set of written objectives for each course in the B.Ed. (Accounting) are provided to me.	3.06	.789
The objectives of each course in the programme are clearly stated.	3.20	.693
The courses offered in the B.Ed. (Accounting) are in line with the goals and objectives of the programme as stated in the prospectus.	3.16	.648
The course provides sufficient exposure to students of accounting software currently in use in Ghana (e.g. Tally accounting, etc.).	1.94	.879
There is sufficient exposure of students to current accounting standards.	3.02	.699
The work experience component of the Programme provide me with sufficient exposure to the world of work.	2.81	.770

Table 6 (Continued)

Ethical issues in accounting as a course are clearly taught in the Programme.	2.92	.697
Ethical issues are identified and highlighted in the other courses taught under the B.Ed. (Accounting) programme.	2.88	.639
The courses in the B.Ed. (Accounting) challenged me to do my best.	3.27	.671
The pedagogical skills used for presentation of courses under the B.Ed. (Accounting) programme promote the development of communication skills.	2.91	.772
The Programme promotes the development of communication skills through improved writing skills.	2.72	.737
The general education components of the programme are relevant to the academic growth of students.	3.29	.529
Mean of means/Average standard deviation	2.987	0.678

Source: Field survey, 2016.

From Table 6, the majority (mean = 3.11) of the respondents agreed that the courses offered in the B.Ed. (Accounting) programme meet the requirements of the International Federation of Accountants (IFAC). This implies that the courses offered to the students are of standard and in effect, it can be deduced that they are being prepared for the international world. The degree of homogeneity in the responses given is very high (standard deviation = .545). The respondents further indicated that the courses offered meet the requirements of the Institute of Chartered Accountant Ghana (ICA) (mean = 3.21, standard deviation = .594). This shows that the B.Ed. (Accounting)

programme does not only give student theoretical knowledge but practical knowledge as well in order to meet the requirements of the job market. The Institute of Chartered Accountant Ghana provides professional skills to students in Accounting as well as workers to practice accounting at a high level of professionalism in the country. This is probably why students of the B.Ed. (Accounting) programme obtain exemptions for the courses they read at the University when they enrol on the ICA programmes because the courses in the area are of standard and are being accredited by the National Accreditation Board, the statutory body that authorizes institutions to run tertiary programme.

The programme meeting the mission of the University will help to determine the effectiveness of the programme and the performance of the University. It is interesting to find out that the B.Ed. (Accounting) programme is aligned to the mission of the University (mean = 3.3, standard deviation = .51). This is because the B.Ed. (Accounting) programme would not be allowed to run if it does not align with the mission of the University which contradicts Hanchell's (2014) study, in that study, the finding for context showed that there is lack of familiarity of the mission statement of the University.

An important issue about the programme is that students are made to know the objectives for each course that they are expected to achieve at the end of going through the programme. Majority (mean = 3.06, standard deviation = .789) of the students indicated that a set of written objectives for each course in the B.Ed. (Accounting) programme are provided to them. These objective the students believe, are clearly stated (mean = 3.20, standard deviation = .693). These objectives will guide students as to exactly how to go

about their learning process. By implication, students should know the resources they need to employ under the programme in order to facilitate effective learning. This will help students to perform well on the programme as they are given direction under the programme. This finding about objectives is confirmed when students indicated that the courses offered in the B.Ed. (Accounting) programme are in line with the goals and objectives of the programme as stated in the prospectus (mean = 3.16, standard deviation = .648).

However, students were of the view that the B.Ed. (Accounting) programme does not provide them with sufficient exposure to the use of accounting software currently used in Ghana such as Tally accounting (mean = 1.94, standard deviation = .879). The practice of Accounting is made easier by the use of technological tools in this modern world. One of such tools is the tally accounting software which makes easy recording of transactions. Students therefore need adequate knowledge in the use of this software and practices to effectively work in the Accounting profession after school.

Accounting operates on standards which guide the preparation and publication of final accounts for all listed companies, governments' business enterprises, banks, insurance companies, security brokers, pension funds and public utilities. Knowledge of these standards is very essential to ensure accepted ways of preparing accounts, presentation, auditing, recognition and measurement of financial assets and liabilities as well as complying with the other standards from International Financial Reporting Standards (IFRS). The majority (mean = 3.02, standard deviation = .699) of the students agreed that they are sufficiently being exposed to current accounting standards. This

shows that there is a link between the B.Ed. (Accounting) programme and what is actually practiced on the job market.

Students were also of the view that the work experience component of the B.Ed. (Accounting) programme provides them with sufficient exposure to the world of work (mean = 2.81). This finding corroborates earlier findings that the programme is well connected to the practice of accounting in the country. There was high level of congruence on the responses the students provided (standard deviation = .77). Students' knowledge of this might be as a result of the compulsory industry internship, on-campus and off- campus teaching practices they are made to go through under the programme.

The practice of accounting does not only follow standards but also strict ethical principles that are being adopted. This is true for almost all professions. Students' knowledge in ethical standards in the practice of accounting is very much needed. The majority (mean = 2.92, standard deviation = .697) of the students were of the view that ethical issues in accounting as a course are clearly taught in the programme. Students also indicated that ethical issues are identified and highlighted in the other courses taught under the B.Ed. (Accounting) programme (mean = 2.88, standard deviation = .639). Students are not left in the vacuum when ethical standards in accounting are concern but are being disposed to these ethical issues to adequately equip them for the global market place.

Under the B.Ed. (Accounting) programme, students are well challenged to put in their best effort in order to succeed in the corporate world. The majority (mean = 3.27, standard deviation = .671) of the students attested to this fate. This is because the corporate world is full of competition.

Practices keep changing and new laws or standards in the accounting field keep affecting practice. This has made it very necessary to challenge students from the tertiary level so that they can cope with pressing demands within the dynamic environment in which business organizations operate. Students' communication skills are further enhanced by the pedagogical approach used for the presentation of courses under the B.Ed. (Accounting) programme (mean = 2.91, standard deviation = .772). The majority (mean 2.72, standard deviation = .737) of the students agreed that the development of their communication skills are improved through writing skills offered under the B.Ed. (Accounting) programme. It seems the B.Ed. (Accounting) programme is being implemented as it should be and serving the purpose for which it was developed in terms of the context rubric of the CIPP model. The majority (mean = 3.29, standard deviation = .529) of the respondents agreed that the general education components of the programme are relevant to their academic growth of students.

The mean of means (2.987) indicates the general satisfaction the B.Ed. (Accounting) programme provides in terms of satisfying the context rubric of the CIPP model and the average standard deviation (0.678) also indicates the overall homogeneity in the responses of the respondents.

This finding in the area of contextual evaluation is in line with that of Omotunde (2015) who found out that the programme at Babcock University was still in conformity with the laid down values and objective of the programme. On the contrary, King (2008) found out that the principal and some teachers felt the programme was forced on them. As a result, some of the teachers may not have accepted the programme because they were not given a

choice in the selection of the character education programme. Hanchell's (2014) findings for context indicated that there is a lack of familiarity of the mission statement on behalf of the student body. Also, it appeared from the results that the student body understands that one of the primary goals of the baccalaureate programme is to create leaders. The findings of Akpur et al. (2016) disagree with these findings as they observed that the students, together with the teachers, were not content with the improvement of their language skills. The students also had apprehensions about balancing of skills in the curriculum. As opposed to the students' responses, the teachers were dissatisfied with the level of difficulty in terms of duration. Additionally, Bazrafshan et al. (2015) found out that the quality of the Health Services Management (HSM) programme at Kerman University of Medical Sciences was not clearly defined in terms of programme goals and objectives.

On the other hand, the findings agree with the findings of Yeboah (2011), who found out that majority of students agreed that the course develops their attitudes positively towards the management profession and equips them with knowledge and skills of dealing with problems in the community in which they will be working in. Again, the majority of the students indicated that the course produces competent students who can handle or manage scarce resources of the society. It can, therefore, be concluded that the B.Ed. (Accounting) programme satisfies the context rubric of the CIPP model. Respondents were highly homogeneous in their responses which clearly show that they were on the same pedestal in their responses that the context rubric is adequately satisfied.

Evaluation of the Input of B.Ed. Accounting

As part of the study, the CIPP model requires that the input of the programme of evaluation is evaluated. In accordance with this, the study sought to evaluate the input of the B.Ed. accounting programme. This was the subject of Research Question 2 which was posed as,

How does the B.Ed. (Accounting) programme satisfy the “Input” rubric of the CIPP model?

The data gathered in this direction was analysed and the associated results presented in Table 7.

Table 7 - *The B.Ed. (Accounting) Programme Satisfying the “Input” Rubric of the CIPP model*

Survey items	Mean	SD
Relevant course books are available at the library.	2.58	.846
The relevant course books at the library are current/up to date.	2.12	.815
Current professional journals in Accounting are available at the library.	2.35	.783
There is online access to journals and books at the library.	2.71	.798
Teaching materials are available in sufficient quantities for instruction (e.g. textbooks, supplies, photocopy materials, etc.)	2.84	.791
The quality of the teaching materials is of a high standard.	2.69	.739

Table 7 (Continued)

The teaching and learning facilities have technologies comparable to what students will find in the workplace.	2.39	.782
The classrooms facilitate instruction (i.e. not overcrowded, comfortable seating, etc.)	1.97	.879
The teaching and learning facilities in the lecture rooms are up-to-date.	2.49	.801
The library reading area is adequate.	2.76	.819
The library operating hours are appropriate.	2.97	.750
The library resources can be accessed on-line.	2.62	.816
The library has up-to-date journals in my course area.	2.28	.813
The computers in the library are adequate for student research.	2.02	.827
The computer laboratory has up-to-date computers	2.40	.837
The computers are readily available for student use.	2.40	.833
The Programme administrative staff demonstrate concern for the academic well-being of students	2.67	.801
Mean of means/Average standard deviation	2.49	0.81

Source: Field survey, 2016.

The data in Table 7 shows that the majority (mean = 2.58, standard deviation = .846) of the respondents indicated that relevant books for B.Ed. (Accounting programme) are available at the library. Courses without available books will make it difficult for students to easily find information and appreciate the course. It is therefore good to find out that books are

available for the B.Ed. (Accounting) programme in the various libraries at the university. However, the majority (mean = 2.12, standard deviation = .815) of the respondents affirmed that the relevant course books at the library are not up to date. By implication students would not be in the position to be aligned with current knowledge, issues and fact relating to the accounting programme and the corporate world as a whole.

Access to current professional journals in accounting becomes necessary if students are to be in tune with the current knowledge in the programme. Interestingly, the majority (mean = 2.35, standard deviation = .783) of the students were of the view that current professional journals in accounting are not available at the library. This is really going to retard students learning since access to good journals in the field of accounting is difficult to come by in the library. The few journals available in the library according to the respondents were not up-to-date (mean = 2.28, standard deviation = .813). The last resort for access to journals for learning would be online resources. Students indicated that they obtain online access to journals and books at the library (mean = 2.71, standard deviation = .798). These findings show that the library has stocks of materials online rather than in print for students. Most educational institutions operate technologically and electronically which is a good indication for this 21st century teaching and learning. This argument is supported by the fact that most of the library resources can be accessed online (mean = 2.62, standard deviation = .816).

Students further indicated that the computers in the library are not adequate for research purposes (mean = 2.02, standard deviation = .827). By implication pressure would be mounted on the few ones available and that

could even damage them. Universities need adequate facilities if they are to be competitive in providing quality tertiary education to students and the business world. They further lamented that the few ones that are even available are not readily accessible (mean = 2.40, standard deviation = .833) and not up-to-date (mean = 2.40, standard deviation = .837). This is not strange because, it is believed that the African setting is bedevilled with lack of culture of maintenance.

Students again indicated that the library reading area is adequate for learning (mean = 2.76, standard deviation = .819). Learning is normally enhanced when students feel comfortable. Adequacy of space in the library will motivate students to use the library frequently as far as their learning is concerned. Students also consented that the library operating hours are appropriate (mean = 2.97, standard deviation = .750). By implication students get more time to study at the library and in their convenience.

The majority (mean = 2.84, standard deviation = .791) of the respondents again agreed that teaching and learning materials are available in sufficient quantities for instruction. Teaching and learning materials seem to play a significant role in teaching since it helps to facilitate teaching and learning. Students are able to effortlessly comprehend lessons when appropriate teaching and learning materials are used. Adding to the above finding, students were of the view that these teaching materials are of high standard (mean = 2.69, standard deviation = .739). This is good as it will have a positive on impact teaching and learning. The only problem is that these teaching and learning facilities do not really match what students find in the workplaces (mean = 2.39, standard deviation = .782). This earlier finding is

corroborated by the fact that the teaching and learning facilities in the lecture rooms are not up-to-date (mean = 2.49, standard deviation = .801).

Aside the use of teaching and learning materials used in the classroom, the nature of the lecture theatre will provide some comfort for students learning. Students however indicated that the lecture theatre does not facilitate instruction. They were of the view that the class size is so large and the seats are quite uncomfortable (mean = 1.97, standard deviation = .879). Accounting as a course is full of computations and students need adequate space to feel relaxed, comfortable, and fully participate in lessons. A large class is likely to put much stress on those who sit behind the class. In the western world, lecture theatres are often seen to contain fewer students which make teaching and learning effective. Even if the student population is large, there is the need for breaking students in smaller classes handled by various demonstrators and instructors who are competent enough. The easy spread of communicable diseases should send signals to management to adopt a small and manageable class at a particular point in time. Quality education should be sought instead of quantity or mass production of graduates lacking requisite skills. Despite these challenges, programme administrative staff demonstrates concern for the academic well-being of students (mean = 2.67, standard deviation = .801) and are ready to help student progress in their studies.

The mean of means (2.49) and average standard deviation (0.81) imply a general dissatisfaction of the input rubric of the B.Ed. (Accounting) programme. It can be concluded that the input rubric of the B.Ed. (Accounting) programme is not satisfactory. This finding contradicts that of Omotunde (2015). Omotunde (2015) pointed that the university has measured

up to the standard and has provided physical infrastructure that can help push the mission of the university. The study also indicted that the university has the state-of-the-art teaching infrastructure (electronic star board for teaching, engaging in video-conferencing and online teaching) that can meet up with its other counterpart in the world and also the University has invested a great deal in providing infrastructures that can enable effective studying. The findings corroborate with Akpur et al. (2016) who discovered that the items about audio-visual materials of the curriculum were rated the lowest. It again contradicts that of Azhar (2015) which showed that the input factor of the programme under evaluation was of a higher quality.

The findings disagreed with Lorenzo and Lorenzo (2013) whose study revealed that schools project in Tarlac, Philippines, have a very satisfactory performance in terms of project administration. They did well in managing the project and other related activities. The TCA, as co-administrator with its pool of experts, performed well in implementing the project in the public high school level. The study again revealed that iSchools project components are very satisfactory. The iSchools project components were acceptable to the recipient public high schools; the training activities are implemented well; and the supports from local educational stakeholders are attained. Management needs to reengineer the inputs needed for teaching and learning of B.Ed. (Accounting) programme. Those that need to be updated should be updated and those that need to be changed should be changed to ensure that quality inputs are available for transforming students.

Evaluation of the Process of B.Ed. Accounting

As part of the study the CIPP model necessitates that the process of the programme of evaluation is evaluated. In accordance with this, the study sought to evaluate the process of the B.Ed. accounting programme. This was the subject of Research Question 3 which was posed as,

In what manner does the B.Ed. (Accounting) programme satisfy the “Process” rubric of the CIPP model?

The data gathered in this direction was analysed and the associated results presented in Table 8.

Table 8 - *The B.Ed. (Accounting) Programme Satisfying the “Process” Rubric of the CIPP Model*

Survey items	Mean	SD
The amount of instruction given by lecturers in my courses is adequate to enable me progress through the curriculum.	2.91	.694
The lecturers in the Programme have adequate on-the-field professional experience	3.09	.668
The lecturers in the Programme promote the development of higher order thinking skills in their teaching.	3.14	.625
The lecturers in the Programme encourage teamwork in the classroom.	3.17	.657
The lecturers in the Programme use a variety of teaching methods to facilitate student learning.	3.06	.704
For all the various courses, instruction is in line with the objectives of the course.	3.09	.634

Table 8 (Continued)

The lecturers in the Programme are willing to offer extra help to facilitate my learning.	2.97	.725
The lecturers in the Programme encourage the free expressions of opinions in class.	3.28	.608
The lecturers in the Programme employ information technology in their teaching.	2.53	.815
Lecturers' teaching are continually evaluated by students.	2.88	.743
The grading / assessment standards are clearly communicated to me at the beginning of each course.	3.15	.720
Where appropriate assignments are graded according to well defined rubrics.	2.99	.650
The Programme lecturers use a wide variety of classroom assessment techniques.	2.94	.720
I am given immediate feedback after taking assignments.	2.62	.831
Assessments are used by the programme lecturers to help me learn better.	3.06	.671
The assignments reflect the material covered during instruction.	3.06	.656
Progress in my courses is continuously monitored by the department.	2.64	.810
My assignments are fairly graded by the lecturers.	2.97	.721
I am satisfied with the Programme assessment/grading methods.	2.90	.785
Mean of means/Average standard deviation	2.97	0.71

Source: Field survey, 2016.

The teaching and learning that goes on in the B.Ed. (Accounting) programme shows how satisfactory students will perceive the programme to be. From Table 9, the majority (mean = 2.91, standard deviation = .694) of the B.Ed. Accounting students were of the view that lecturers give adequate instruction to enable them progress smoothly through the curriculum and to develop adequate on the field professional experience. The target of learning is a worthwhile change in students that is made possible through good and adequate instruction. Students are therefore likely to be excited for the kind of instructions they receive. Instructions given are not just limited to the acquisition of lower order knowledge but high order knowledge as well. Students asserted to this argument by indicating that lecturers in the B.Ed. (Accounting programme) promote the development of higher order thinking skills in their teaching (mean = 3.14, standard deviation = .625). The problems faced by business organizations are numerous and come in complex nature requiring critical minds to be able to deal with such problems. Hence, it is of outmost relevance if lecturers assist students to operate in this level of knowledge. Most often than not, collective problem solving is seen as a key requirement in most business organizations. Hence, it is argued that any tertiary education that does not support collaborative work is sterile.

However, it is great to find out that lecturers in the B.Ed. (Accounting) programme encourage teamwork in the classroom (mean = 3.17, standard deviation = .657). This will, to a large extent, develop students' social problem solving skills, their ability to work in groups, and have great sense of accomplishment when they accomplish a goal they could not have accomplished if they had worked by themselves. Also, teamwork creates

outcomes that make better use of resources and produce richer ideas. There is higher efficiency since teams combine the efforts of individuals, they can accomplish more than an individual working alone and inclusion of more thoughtful ideas from colleagues, each individual who works on a problem or set of tasks may bring on board diverse information and experience to bear, which can result in answers and approaches an individual would not have identified working alone.

The majority of the students affirmed that the instructional pedagogy of lecturers is dynamic which facilitates teaching and learning (mean = 3.06, standard deviation = .704). Lecturers employ variety of teaching methods in addressing students' individual needs under the B.Ed. (Accounting) programme. Students normally come to the class with different abilities and experiences and require unique pedagogical strategies that appeal to their learning styles. Hence, lecturers' use of different pedagogical strategies is in the right direction in helping to impact teaching and learning positively. In addition, lecturers do not only use the traditional methods of teaching to impact learning but also employ information communication technology in their teaching (mean = 2.53, standard deviation = .815). Technology has come to impact teaching and learning, therefore, lecturers' knowledge and use of technology would positively influence students on the role of technology in the teaching and learning encounter and students would be motivated to develop interest for the use of it. In addition, the teaching offered by the lecturers in the B.Ed. (Accounting) programme is in line with objectives of the courses read under the programme (mean = 3.09, standard deviation = .634).

This will help to ensure that students are trained for the purpose for which the programme was developed.

The majority (mean = 2.97, standard deviation .725) of the students were of the view that lecturers in the programme offer extra assistance to facilitate their learning. Lecturers also encourage free expression of opinions in class (mean = 3.28, standard deviation = .608). These results show that the full development of the students is the core interest of lecturers in the teaching and learning process. Studies have shown that students develop better when they are allowed to fully operate without hindrances under guided experts. The user of a product is able to tell how beneficial a particular product is as well as its flaws. In like manner, when students are given the opportunities to assess lecturers, it will bring to bare their strengths as well as their shortcomings. It is believed this will help boost student-lecturer relationship (mean = 2.88, standard deviation = .743).

The majority (mean = 3.15, standard deviation = .720) of the students were also of the view that assessment standards are clearly communicated to them at the very beginning of each course in the B.Ed. (Accounting) programme. This is expected to give clear directions to students in their learning. Focused learning is likely to lead to expected outcomes and to relief students from time wastages. They further indicated that not only do they get to know the standards put in place but also appropriate assignments are given and graded according to well defined rubrics (mean = 2.99, standard deviation = .650) and that the assignments reflect the material covered during instruction (mean = 3.06, standard deviation = .656). The motivation of students is likely to be improved on the programme depending on how well assessment

procedures are carried out and this would help to reduce doubts about the programme. In solidifying the stands of the students, they further indicated that lecturers use variety of classroom assessment techniques in assessing them (mean = 2.94, standard deviation = .720). This clearly communicates that authentic assessment are employed by these lecturers. Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting students' learning, achievement, motivation and attitudes on instructional relevant activities. Students further indicated that assignments that are given to them are fairly graded by the lecturers (mean = 2.97, standard deviation = .721).

The majority (mean = 2.62, standard deviation = .831) of the students affirmed that they are given immediate feedback after taking assignments. Immediate Feedback is meant to assist students to take urgent corrective measures where necessary in their learning before they proceed in their learning. Such feedback is meant to put students right on track and also keep them motivated on their task. It seems to communicate serious business to students. By this, students are able to learn better (mean = 3.06, standard deviation = .671). Students again affirmed that progress in their courses is continuously monitored by the department (mean = 2.64, standard deviation = .810). This shows that students learning on the programme are not taken to chance by the department. By implication, the department sought to producing best graduates for the corporate world. Due to this, students have shown a great satisfaction for the B.Ed. (Accounting) programme (mean, 2.90, standard deviation = .785).

The mean of means (2.97) and the average standard deviation (0.71) imply a general satisfaction for the process rubric of the B.Ed. (Accounting) programme. The finding here is in line with Omotunde (2015), which showed that students' academic performance is being monitored by the school and also the performance of lecturers is monitored and improved through the regular monitoring of the teaching progress of the lecturer in the course taught and conducted assessment of every lecturer by the students. The study of Azhar (2015) also showed that the process factor was at a moderate level. However, study of Abudu (2003) revealed that there are differences in the middle of the actual implementation of the programme in the classroom situation, and the standard that has been set in the policy document guiding the implementation of the programme. Abudu states that material alternatives were lacking in most Colleges and also established that all implementers should accord a very high level of importance to the objectives and activities of the programme.

This finding resonates with the findings of Bazrafshan et al. (2015) which revealed that most respondents (n = 41) reported that students were actively involved in classroom activities. In the same angle, the findings of Lorenzo & Lorenzo (2013) revealed that the iSchools project delivery system was very satisfactory. Again, it was found out that the iSchools project was effective in attaining its objectives of building ICT literacy and interest to the teachers of recipient public high schools in Tarlac, Philippines. The majority (n = 43) of the respondents pointed out that the instructors implemented appropriate teaching strategies. Again, the majority (78.3%) of the respondents agreed that the instructors were cooperative and interested in involving students in research activities. This shows that the respondents' enquiry skills

were being developed. This is seen to be in the right direction since postgraduate work is all about research work and presentations. Hence, the enquiry skills provided to them at the undergraduate level would be useful and would help them to undertake such research activities when they finally get to the postgraduate level. It can, therefore, be concluded that the process rubric of the B.Ed. (Accounting) programme is satisfactory. However, the satisfactory nature of the process rubric is not a guarantee that current practices should be adhered to without further improvement.

Chapter Summary

The study evaluated Accounting students' perceptions towards the Bachelor of Education (Accounting) programme effectiveness. In order to address the problem under investigation the satisfaction of the students was assessed. The students' satisfaction towards the programme effectiveness was determined based on the context, input and process dimensions. The mean of means and average standard deviations for each of the three performance dimensions, Input ($M = 2.49$, $SD = 0.81$), Process ($M = 2.97$, $SD = 0.71$) and Context ($M = 2.987$, $SD = 0.678$), indicated an overall moderate satisfaction to strong satisfaction in the perceptions of students about the programme' effectiveness. The overall mean of means and standard deviation of their perception ($M = 2.82$, $SD = 0.732$) which is a composite of the three dimensions, also indicate a high satisfaction in terms of the programme' effectiveness. The associated research questions that queried specific elements of the first three CIPP dimensions such as the alignment of programme mission and objectives with professional standards, the adequacy of resources committed to the programme and the conduct of teaching and learning all

indicated agreement among the four respondent groups about the effectiveness of the programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This is the last chapter of the study. It summarises the study highlighting the methodologies adopted in collecting and analysing data so as to come out with the main findings. Based on the main findings, conclusions are reached to permit the provision of appropriate recommendations necessary to address the research questions formulated.

Summary of the Study

The thrust of this descriptive survey study was to find out students' perceptions of the Bachelor of Education (Accounting) programme effectiveness in the University of Cape Coast. Three research questions were formulated based on the first three components of the CIPP Evaluation Model: Context, Input and Process (Stufflebeam & Shinkfield, 2007). The following research questions guided the study:

1. How satisfactory is the Bachelor of Education (Accounting) programme to the "Context" rubric of the CIPP model?
2. How does the Bachelor of Education (Accounting) programme satisfy the "Input" rubric of the CIPP model?
3. In what manner does the Bachelor of Education (Accounting) programme satisfy the "Process" rubric of the CIPP model?

The study used the descriptive research design. The rationale for the choice of this design is provided by Ary, Jacobs, Razavieh and Sorenson (2006). To them, descriptive research studies are designed to obtain information which concerns the current status of phenomenon. The population

for this study were the Bachelor of Education (Accounting) programme students from Level 100 to Level 400 totalling 664 students. The sample size for the study was 350. The multi-stage sampling technique was used to select respondents at three levels. At level one, the stratified sampling technique was used to select sample size of respondents in each group. At level two, proportionate sampling technique was used to select a proportion of male and female students. Finally, the simple random technique was used to select the specific students for the study. The questionnaire was used to collect relevant data from the respondents.

Valid data was collected from 349 respondents representing a return rate of 99.7% which was good for the study taking into account the recommended sample size. Prior to the actual data collection, a pilot study was conducted with 40 students from Bachelor of Education (Social Sciences) majoring in accounting to refine the questionnaire, enhance its legibility, and also minimize any chances of misinterpretation. Descriptive statistics such as frequency and percentages were used to analyse the demographic results whilst mean and standard deviation were used to analyse the research questions.

Summary of Key Findings

The following key findings were obtained after a thorough discussion of the results:

1. The respondents' answers to the context questions revealed that the Bachelor of Education Accounting programme was satisfactory to the context rubric of the CIPP model.
2. It was found that the B.Ed. Accounting programme was not

satisfactory with respect to the input rubric of the CIPP model. This is a possible indication that when it comes to the perceptions of the respondents on the adequacy of the resources committed to the programme, the students did not fully agree that they were adequate. The quality and adequacy of teaching materials was poor. Some of the classrooms and lecture theatres were very warm and unclean.

3. It was found that the process rubric of the programme was satisfactory. This was because the students were satisfied with the implementation of the Bachelor of Education Accounting programme.

Conclusions

In the first place students' express positive perceptions towards the programme context, including philosophy, mission, goals, and objectives. This shows that the programme is achieving its intent and as well meeting the needs of the students. This is expected to drive the interest of the students in studying the programme.

Finding indicating that the input rubric was unsatisfactory implies that resources needed to fully implement the programme are inadequate. This shows that there is bound to be pressure on the few available material resources such as libraries, ICT centres, lecture theatres among others. In terms of the human resources such as the programme implementers (lecturers) are bound to develop high work stress with its attendant health problems.

Even though the current implementation is satisfactory, it is not certain that it will remain so into the unforeseeable future. It is believed that curriculum support (materials and administration support) is crucial to effective programme implementation. Hence, such inputs are needed in the

right quantum to effectively drive implementation. The inadequacy of the input is therefore likely to affect the process rubric if nothing is done to address such abnormalities.

Recommendations

From the findings of this study, the following recommendations were provided:

1. The programme designers should include courses that will expose students to the use of current accounting software used in Ghana such as Tally accounting. This will therefore enable students to practice the use of the software and effectively work with the accounting profession after school.
2. Recommendations are made to the following units:
 - i. The head of department should ensure that the following resources are available and in the right conditions: departmental library resources and facilities, current journals in Accounting for example: Accounting Education, Association of Accountancy Bodies in West Africa Journal, Journal for Accountancy, International Journal of Business and Social Science, Journal for Accounting Education, and many more for both students' and lecturers' use, and teaching and learning materials.
 - ii. The Estate Section of the University should ensure that the fans in the lecture theatres are functioning with all lecture facilities, such as projectors among others, intact.
 - iii. The human resource division should ensure that lecturers, administrators as well as cleaning support staff are adequately employed to ease implementation.

3. The programme lecturers should sustain the current practices being undertaken in implementing the programme.

Suggestions for Further Research

In this study, the CIPP model was used to evaluate the B.Ed. Accounting programme. The first three dimensions of the CIPP model provided to be useful for conducting the present evaluation study. With regard to the B. Ed. Accounting programme further work is needed. In this light, the following suggestions for further studies were provided:

1. Given that this current study is a formative evaluation of the B.Ed. Accounting programme to assess the status of the programme, the need exists for summative evaluation to assess the impact of the programme after it has ran it full course.
2. To obtain a richer understanding of the effectiveness of the programme, it is suggested to other researchers and programme designers to conduct a follow-up qualitative study.
3. A more comprehensive evaluation should be conducted a year after this study addressing all the four components of the CIPP model.
4. Other programmes run in the University should be evaluated to achieve a holistic view in terms of the effectiveness of the University in meeting the needs of students as well as providing quality tertiary education.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF ARTS & SOCIAL SCIENCES EDUCATION

Telephone: +233-3321-35411/+233-3321-32480/3 Ext. (268)
Direct: +233-3321-35411
Telegrams & Cables: University, Cape Coast



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: **DASSE/ ED/PCT/14/000#**

Date: 8th February, 2016

Your Ref: _____

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Charles Omane-Adjekum** is a graduate student of the Department of Arts and Social Sciences Education of the University of Cape Coast, Ghana.

He requires some information from your institution for the purpose of writing a thesis as a requirement for the pursuit of M. Phil Degree Programme. His topic is **“An Evaluation of the Bachelor of Education (Accounting) programme in the University of Cape Coast: A survey of the Department of Arts and Social Sciences Education.**

I would be grateful if you would kindly allow him to collect the information from your institution. Kindly give the necessary assistance that Mr. Charles Omane-Adjekum requires from you.

I will appreciate any help that you may be able to give.

A handwritten signature in black ink, appearing to read 'Kofi Tsivanyo Yiboe'.

PROF. KOFI TSIVANYO YIBOE
HEAD OF DEPARTMENT

DEPARTMENT OF ARTS AND
SOCIAL SCIENCES EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA

APPENDIX B
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
QUESTIONNAIRE ON STUDENTS' EVALUATION OF B.ED.
(ACCOUNTING) PROGRAMME IN THE UNIVERSITY OF CAPE
COAST

This questionnaire is being used to solicit data on the B.Ed. (Accounting) programme in the University of Cape Coast. The study is being conducted in partial fulfilment of the requirement for Master of Philosophy Degree in Curriculum Studies and Teaching. I therefore seek your maximum co-operation and you are fully assured that all the responses that you provide would be handled with absolute confidentiality and would not reveal your identity. Thank you for your co-operation.

Please respond by ticking [] where applicable.

SECTION A
Background Characteristics

1. Gender

Male []

Female []

2. Level

100 []

200 []

300 []

400 []

SECTION B

Context Evaluation (Nature of Bachelor of Education (Accounting) Programme).

The following statements relate to the nature of Bachelor of Education (Accounting) Programme. Please indicate the extent to which you agree to each of the following statements by ticking [] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **A** = Agree and **SA** = Strongly Agree.

Survey items				
How satisfactory is the B.Ed. (Accounting) programme to the “context” rubric of the CIPP model.	SD	D	A	SA
3. The courses offered in the B.Ed. (Accounting) meet the requirements of the International Federation of Accountants (IFAC).				
4. The courses offered in the B.Ed. (Accounting) meet the requirements of the Institute of Chartered Accountants-Ghana.				
5. The objectives of the B.Ed. (Accounting) are aligned with the mission of the University.				
6. A set of written objectives for each course in the B.Ed. (Accounting) are provided to me				
7. The objectives of each course in the programme are clearly stated.				
8. The courses offered in the B.Ed. (Accounting) are in line with the goals and objectives of the programme as stated in the prospectus.				
9. The course provides sufficient exposure of students to accounting software currently in use in Ghana (e.g. Tally accounting, etc.).				
10. There is sufficient exposure of students to current accounting standards.				
11. The work experience component of the Programme provide me with sufficient exposure to the world of				

work.				
12. Ethical issues in accounting as a course are clearly taught in the Programme.				
13. Ethical issues are identified and highlighted in the other courses taught under the B.Ed. (Accounting) programme.				
14. The courses in the B.Ed. (Accounting) challenged me to do my best.				
15. The pedagogical skills used for presentation of courses under the B.Ed. (Accounting) programme promote the development of communication skills.				
16. The Programme promotes the development of communication skills through improved writing skills.				
17. The general education components of the programme are relevant to the academic growth of students.				

SECTION C

Input Evaluation (Knowledge on the teaching and learning resources used in B.Ed. (Accounting) programme)

The following statements relate to the teaching and learning resources used in B.Ed. (Accounting) programme. These statements sought to find out how the quality and quantity of human and material resources meet the needs of students and the programme? Or Is the programme reasonably resourced? Please indicate the extent to which you agree to each of the following statements by ticking [✓] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **A** = Agree and **SA** = Strongly Agree.

How does the B.Ed. (Accounting) programme satisfy the “Input” rubric of the CIPP model.	SD	D	A	SA
18. Relevant course books are available at the library.				
19. The relevant course books at the library are current/up-to-date.				
20. Current professional journals in Accounting are available at the library.				
21. There is online access to journals and books at the library.				
22. Teaching materials are available in sufficient quantities for instruction (e.g. textbooks, supplies, photocopy materials, etc.)				
23. The quality of the teaching materials is of a high standard.				
24. The teaching and learning facilities have technologies comparable to what students will find in the workplace.				
25. The classrooms facilitate instruction (i.e. not overcrowded, comfortable seating, etc.)				
26. The teaching and learning facilities in the classrooms are up-to-date.				
27. The library reading area is adequate.				
28. The library operating hours are appropriate.				
29. The library resources can be accessed on-line.				
30. The library has up-to-date journals in my course area.				
31. The computers in the library are adequate for student research.				
32. The computer laboratory has up-to-date computers.				
33. The computers are readily available for student use				
34. The Programme administrative staff demonstrate concern for the academic well-being of students				

SECTION D

Process Evaluation (Implementation of Strategies)

The following statements relate to the strategies used by Lecturers in the implementation of the B.Ed. (Accounting) programme. These statements sought to find out the extent to which the programme components are being implemented as planned? Please indicate the extent to which you agree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; **SD** = Strongly Disagree, **D** = Disagree, **A** = Agree and **SA** = Strongly Agree.

In what manner does the B.Ed. (Accounting) programme satisfy the “Process” rubric of the CIPP model.	SD	D	A	SA
35. The amount of instruction given by lecturers in my courses is adequate to enable me progress through the curriculum.				
36. The lecturers in the Programme have adequate on-the-field professional experience.				
37. The lecturers in the Programme promote the development of higher order thinking skills in their teaching.				
38. The lecturers in the Programme encourage teamwork in the classroom				
39. The lecturers in the Programme use a variety of teaching methods to facilitate student learning.				
40. For all the various courses, instruction is in line with the objectives of the course.				
41. The lecturers in the Programme are willing to offer extra help to facilitate my learning.				
42. The lecturers in the Programme encourage the free expressions of opinions in class.				
43. The lecturers in the Programme employ information technology in their teaching.				

44. Lecturers' teaching are continually evaluated by students.				
45. The grading / assessment standards are clearly communicated to me at the beginning of each course.				
46. Where appropriate assignments are graded according to well defined rubrics.				
47. The Programme lecturers use a wide variety of classroom assessment techniques.				
48. I am given immediate feedback after taking assignments.				
49. Assessments are used by the programme lecturers to help me learn better.				
50. The assignments reflect the material covered during instruction.				
51. Progress in my courses is continuously monitored by the department.				
52. My assignments are fairly graded by the lecturers.				
53. I am satisfied with the Programme assessment / grading methods.				