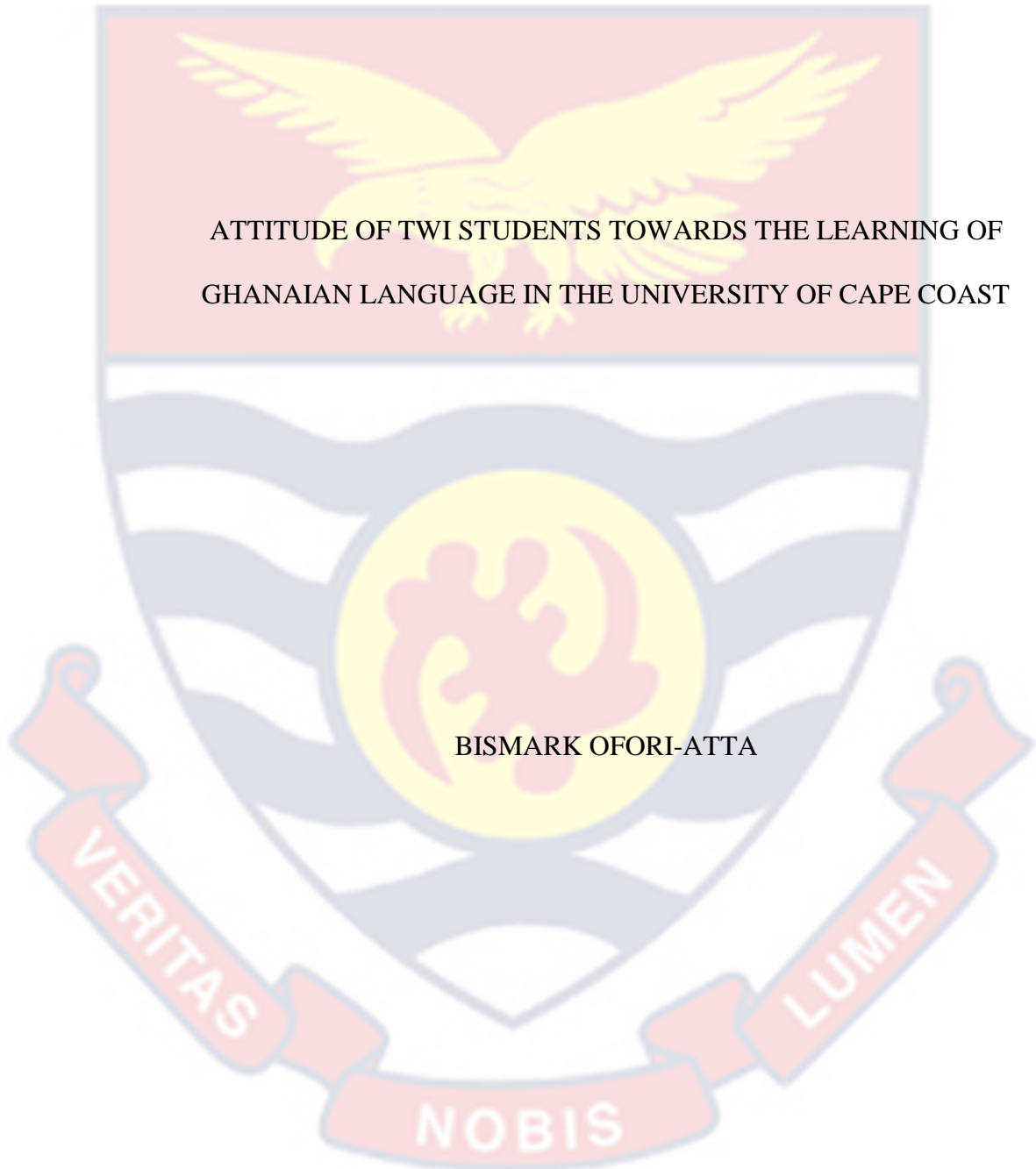


UNIVERSITY OF CAPE COAST



ATTITUDE OF TWI STUDENTS TOWARDS THE LEARNING OF
GHANAIAN LANGUAGE IN THE UNIVERSITY OF CAPE COAST

BISMARCK OFORI-ATTA

2023

UNIVERSITY OF CAPE COAST



ATTITUDE OF TWI STUDENTS TOWARDS THE LEARNING OF
GHANAIAN LANGUAGE IN THE UNIVERSITY OF CAPE COAST

BY

BISMARCK OFORI-ATTA

Thesis submitted to the Department of Arts Education of the Faculty of
Humanities and Social Sciences Education, University of Cape Coast, in partial
fulfilment of the requirements for the award of Master of Philosophy in Arts
Education (Ghanaian Language)

MARCH 2023

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

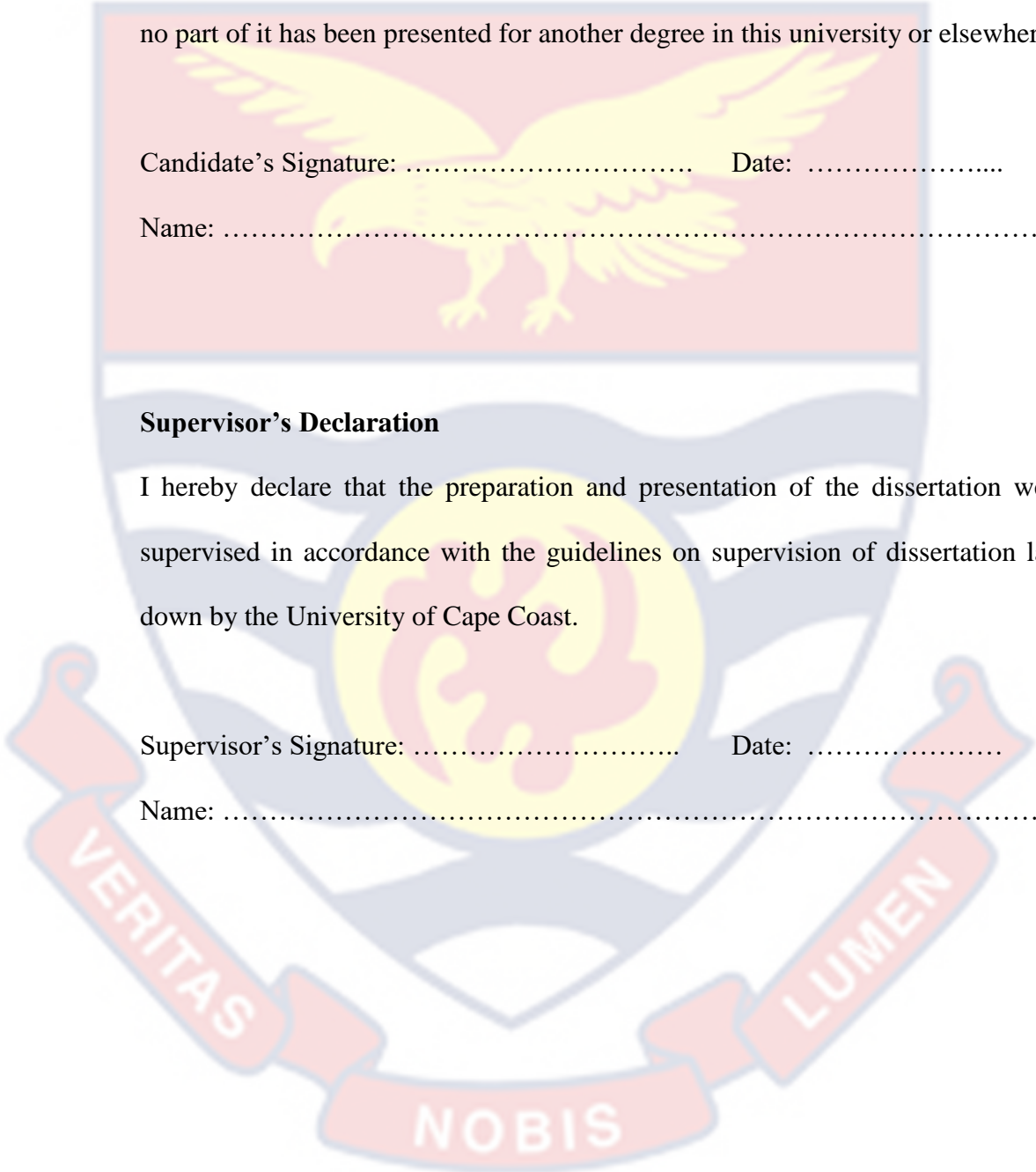
Name:

Supervisor's Declaration

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

Supervisor's Signature: Date:

Name:



ABSTRACT

The study examined the attitude of Twi students towards learning Ghanaian language in the University of Cape Coast. The study employed a quantitative approach, employing a descriptive cross-sectional survey involving 240 Twi students from levels 200, 300, and 400, selected through multi-stage sampling. Both Bachelor of Arts and Bachelor of Arts (Education) students were included, with data collected using a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The study employed descriptive statistics (mean and standard deviation) and inferential statistics (independent t-test) for the analysis. Pre-entry attitudes of Twi students were negative, with no significant difference found between male and female students or between Bachelor of Arts and Bachelor of Arts (Education) students. The students' current attitudes toward studying Twi were favourable, with no statistically significant differences found based on gender or programme. The study found high motivation among Twi students on both integrative and instrumental levels, with no significant gender or programme-based differences in motivation. Twi students encountered challenges despite high motivation levels, including insufficient learning materials and a lack of organized excursions. The government, Ghana Education Service, Twi language lecturers and the general public were encouraged to collaborate and promote the benefits of learning Twi beyond academic assessment while addressing negative attitudes toward Ghanaian language learning.

KEY WORDS

Attitude

Motivation

Ghanaian language



ACKNOWLEDGEMENTS

I want to express my sincerest gratitude to my supervisor, Prof. Emmanuel Amo Ofori of the Department of Ghanaian Languages and Linguistics, for allowing me access to his knowledge while writing my thesis. He freely shared his knowledge and time. I also want to thank him for all his time thinking, reading, encouraging, and, most importantly, being patient during the process.

Additionally, I would like to express my deep appreciation to Dr Eric Mensah for his consistent encouragement, insightful feedback and invaluable assistance throughout this project. I am profoundly grateful to Mr Ernest Nyamekye for his contributions and support; his dedication and commitment have been indispensable.

To my parents, Mr Jones Ofori Atta and Mrs Naomi Adusei, I am eternally indebted for all the love and guidance you have shown me throughout my education. For their support and words of wisdom, my friends, notably Andrews Obeng Pewodee, Dickson Kafui Doe, and Eric Akuamoah Boateng, deserve my gratitude. Finally, I equally appreciate the respondents for their time and objective responses.

DEDICATION

To my father, Mr Jones Ofori Atta and Mrs Naomi Adusei, my mother and the entire Ofori-Atta family



TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
KEY WORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
LIST OF TABLES	xi
LIST OF FIGURE	xii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	8
Purpose of the Study	9
Research Questions	10
Significance of the Study	11
Delimitation of the Study	14
Limitations of the Study	15
Organisation of the Rest of the Study	15
Chapter Summary	16
CHAPTER TWO: LITERATURE REVIEW	
Theoretical Review	17
Gardner's Socio-Educational Model	17
Components of the Socio-Educational Model	20
Orientation	22

Motivation	25
Self-Determination Theory	27
Strong points of Gardner's Socio-Educational Model	30
Critiques against Gardner's Socio-Educational Model	32
Conceptual Review	34
The Language Policy of Education in Ghana	34
Concept of Attitude	39
Concept of Language Attitudes	46
<i>Motivation</i>	51
Integrative and Instrumental Motivations	52
Intrinsic and Extrinsic Motivations	55
Empirical Review	58
Pre-Entry Attitude of Students Towards Learning Language	58
Attitude of Students Towards the Learning of Indigenous Languages	59
Literature on the reasons for the study of a language	64
Challenges Students Face in Learning a Language	67
Attitude of Male and Female Students Towards Languages	70
Attitude of Students of Different Programmes of Study Towards Languages	73
Chapter Summary	79
CHAPTER THREE: RESEARCH METHODS	
Overview	81
Research Approach	81
Research Design	82

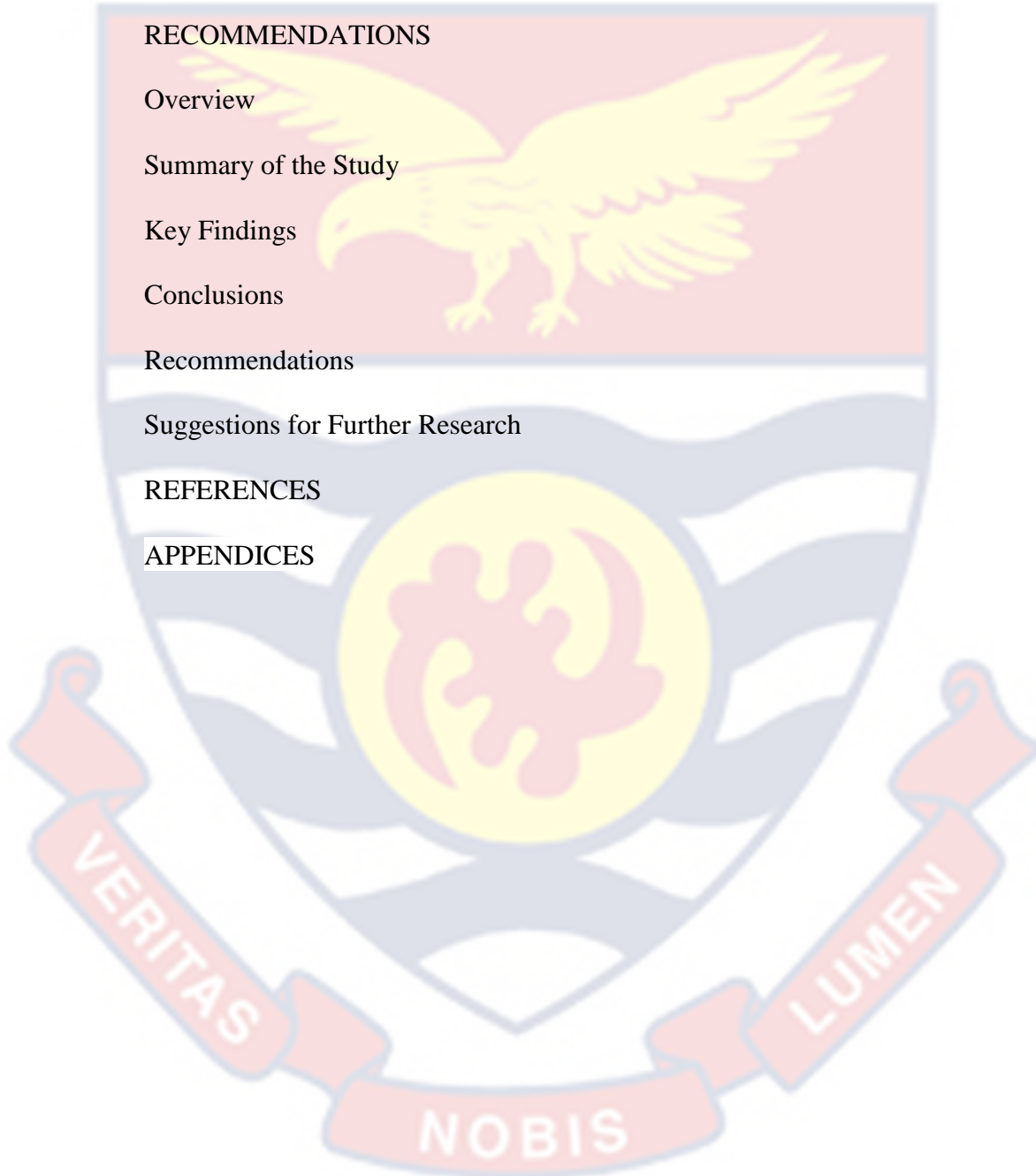
Population	83
Sample and Sampling Procedure	84
Data Collection Instrument	85
Validity and Reliability of Instrument	87
Data Collection Procedures	88
Chapter Summary	90
CHAPTER FOUR: RESULTS AND DISCUSSION	
Overview	92
Demographic Characteristics of the Respondents	92
Main Results and Discussions	94
Differences in the Pre-Entry Attitudes of Students Towards the Study of Twi Based on Gender	99
Difference in Pre-Entry Attitude of Students Towards Learning Twi Based on Programme of Study	100
Twi Students' Current Attitude Towards the Learning of Ghanaian Language	101
Difference in Current Attitude of Students Towards Learning Twi Based on Gender	107
Difference in Current Attitude of Students Towards Learning Twi Based on Programme of Study	109
Twi Students' Motivation for Learning Ghanaian Language	111
Difference in Motivation to Learn Ghanaian Language Based on Gender	115
Difference in Motivation to Learn Ghanaian Language Based on Programme of Study	117

Challenges Twi Students Face in Learning Ghanaian Language	119
Chapter Summary	122

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS

Overview	123
Summary of the Study	123
Key Findings	125
Conclusions	126
Recommendations	130
Suggestions for Further Research	133
REFERENCES	135
APPENDICES	154



LIST OF TABLES

Table	Page
1. Sample Size Distribution	85
2. Summary of Data Analysis	90
3. Gender of Respondents	93
4. Twi Students' Pre-Entry Attitudes Towards the Learning of Ghanaian Language	95
5. Differences in the Pre-Entry Attitudes of Students Towards the Study of Twi Based on Gender	99
6. Difference in Pre-Entry Attitude of Students Towards Learning Twi Based on Programme of Study	101
7. Current Attitudes of Twi Students Towards the Learning of Ghanaian Language	102
8. Difference in Current Attitude of Students Towards Learning Twi Based on Gender	108
9. Difference in Current Attitude of Students Towards Learning Ghanaian Language Based on Programme of Study	109
10. Twi Students' Motivation for Learning Ghanaian Language	111
11. Difference in Motivation to Learn Twi Based on Gender	115
12. Difference in Motivation to Learn Ghanaian Language Based on Programme of Study	117
13. Challenges Faced by Twi Students in Learning Ghanaian Language	119

LIST OF FIGURE

Figure		Page
1	Gardner's Socio-educational model (1985)	18



CHAPTER ONE

INTRODUCTION

Background to the Study

Language plays an essential part in human life (Crystal, 2019). Language is widely acknowledged as a social platform for human interaction and communication. Not only is it the primary means of interhuman communication, but without it, education cannot function (Wolff, 2006). According to Hall (1983), language is a refuge where the souls of its speakers are preserved. This means that language is a means through which people interact and communicate. Since every language is equally complex and can represent any thought, they are all equal (Lyons, 1981). The importance of language in every culture cannot be overstated. According to Awoniyi (1982), language is a medium that permits people to pass on knowledge and education through generations and generations. Language is essential to preserve and transmit a people's cultural heritage from one progeniture to another. It provides a forum for people to express their ideas, knowledge, and feelings.

Many people believe that language cannot exist without culture and vice versa. It follows that culture and language are closely related. The native tongue of a people group expresses that group's culture, attitudes, morals, and values. Language paints a picture of a person's culture, personality, and cultural group because language is the foundation of culture and humanity. As a result, a person's language is a compilation of the values held by society. Via this language, s(he) analyzes and comprehends the values and issues held by society.

In educational theory and practice, the presumption that a child must adapt to their society's way of life and culture makes eliminating a child's first language challenging, potentially leading to detrimental ramifications.

Since it aids in a person's connection to their ancestry and cultural background, the indigenous language of that person cannot be ignored in the educational process. The indigenous language subsequently impacts the child's manner of thinking and lifestyle. The native tongue is preferable to a foreign language in instructing a child in conceptual formation (MacKenzie, 2009). The child uses the indigenous language to interpret their environment; hence, a Ghanaian must be fluent in the language to appreciate their culture. The spiritual and historical foundations of the speech group are lost when a person loses their mother tongue, which results in an intellectual deficit and emotional distress (Asamoah, 2002).

Numerous definitions of the word "attitude" exist. Bartram (2010) defines attitude as a person's mental and neural state of readiness that is arranged according to knowledge and affects how a person reacts to all situations and challenges. This explanation of "attitude" is defined from the mentalist perspective. Additionally, attitude is a state of readiness that dictates how one responds to something depending on previous encounters and a person's behaviour toward a particular item (Navarro-Villarroel, 2011). This implies that attitudes can be viewed from the mentalist's standpoint as a state of mind. Fishbein and Ajzen (2000) define attitude from a behaviourist perspective as a learner's propensity to respond positively or negatively to a particular item

regularly. By interacting with one's environment, one might develop an attitude. Since attitudes are dynamic and constantly adjust to sociocultural settings, they are not static (Wamalwa, 2013). According to Gok and Silay (2010), the mental concept of attitude reflects feelings toward a thing, whether such feelings are favourable or unfavourable. Predispositions to act in a particular way (behavioural element), feelings (affective element), and thoughts (cognitive aspect) are three ways to attitude. This means that one may be assumed to act based on what one knows, believes, or experiences emotionally.

In language studies, attitude cannot be disregarded. How students approach their studies dramatically influences whether or not they succeed. The general performance in studying a language is influenced by an individual's attitude toward that language, whether positive or negative. When learning a language, a person with a positive outlook finds it fascinating and rewarding. As the student views learning the language as merely an obligation to be satisfied to receive a bachelor's degree, the student will likely develop a negative attitude about the language (Owu-Ewie & Edu-Buandoh, 2014).

In a multilingual culture, there is always a preference for a particular language or languages. This indicates that in a multilingual culture, language attitudes are primarily manifested. According to Sanusi (2018), language attitude is used in sociolinguistics to refer to how individuals perceive their native language or the language(s) of others. This means that attitudes about languages might be positive or negative depending on several things, such as how simple or challenging it is to learn, how important the language is, how elegant it is, how

well-off a person is, and so forth. How individuals feel about language speakers can also indicate their feelings about a language.

The definition of language attitude can be seen from several angles. Coronel-Molina (2009) summarizes the many definitions of language attitudes by stating that attitudes include both beliefs and feelings, that they ought to impact action presumably, and that there are several subjects about which individuals have language attitudes. These topics include a person's language, one's language spoken by foreigners, foreign languages, and official language policies. Various languages are classified as elegant, expressive, vulgar, musical, polite, impolite, agreeable, or unpleasing by people (Holmes, 2008). This categorization affected the user's perception of the language since it reflected their identity and the social groups they belonged. Because of this, people's opinions of other languages might be favourable or unfavourable, depending on how the community classifies and identifies them (languages).

Language attitudes are crucial when learning and acquiring a second language (Owu-Ewie & Edu-Buandoh, 2014). Several languages are spoken in Ghana. The number of indigenous languages spoken in the nation is a topic of ongoing debate among linguists. For example, according to Owu-Ewie (2009), Ghana has between 40 and 83 spoken languages. According to Owusu-Ansah and Torto (2013), between 50 and 80 indigenous languages are spoken in Ghana. Unsurprisingly, the Bureau of Ghana Languages and the government support eleven (11) languages. These languages are Twi, Fante, Nzema, Ewe, Ga,

Dangme, Dagbani, Dagaare, Gonja, Kasem, and Gurunne. These are the Ghanaian languages that are taught in schools.

The relationship between language attitudes and education is crucial, as education is acknowledged as a significant influence in shaping language attitudes and affecting the processes of maintenance and shift (Baker, 1992). This is notable in countries that do not have an official language policy, as the education system determines and implements language use nationwide. The education system is the primary context in which negative attitudes towards indigenous African language sentiment are most evident (Adegbija, 1994). This is true because most African nations lack clear language policies outside the classroom.

A language's socioeconomic standing and the degree to which it relates to it determine whether people have a positive or negative attitude toward it (Omoniyi, 2014). However, some socio-historical and cultural circumstances, most notably more than a century of British administration (1821–1957), have impacted language attitudes in Ghana. Due to this, English has come to be recognized as the nation's only and most revered official language. The number of fields in which native languages are used has significantly decreased, given how frequently English is used, damaging native languages (Guerini, 2008).

English is studied in school because it is the language of formal education. Today, fully partaking in social, economic, and political activities would be impossible without English in urban and rural areas (Owusu-Ansah & Torto, 2013). As a prestigious language, English is now a prerequisite for recruitment in the civil service or the economy's public sector. The capacity of a student to pass

English determines whether they will advance academically from senior high school to tertiary institutions or any other higher level of education. Since English has gained prominence, local languages have suffered and are seen as the only language worth investing in or being literate in (Guerini, 2008). Due to this, learning the Ghanaian language is not encouraged in terms of education or language usage. There is a widespread belief that the Ghanaian language cannot be used in formal, institutional, or official contexts.

In Ghana's educational system, teachers, lecturers, and even professors who teach indigenous languages often face disrespect and are regarded as "second-rate" by colleagues. This behaviour invariably has an impact on students (Guerini, 2008). Some parents are upset to hear that their children are studying their native tongues at school (Andoh-Kumi, 1997). Most Ghanaian parents believe that learning and mastering the English language is essential for success and should be the objective of education. Thus, English maintains its dominance as the only language that can be used in the local educational system.

Students who study a Ghanaian language as part of their programme of study tend to be dismissed as underachievers who opt for easier courses to achieve good grades. This perception stems from the belief that Ghanaian languages are not significant fields of study. Some Ghanaians think learning one's native language should be done at home, not in school. There is a widespread misconception that studying a Ghanaian language is merely about learning to speak it. However, it is crucial to recognize that learning a language involves more than just speaking. Many Ghanaians can speak their native language but

cannot write or engage in academic discussions with the language(Owu-Ewie & Edu-Buandoh, 2014).

One tertiary institution that allows students to read Ghanaian Languages is the University of Cape Coast. This is made possible with the assistance of the Department of Ghanaian Languages and Linguistics. The institution provides programmes in Ghanaian languages, including Akan (Twi and Fante), Ga and Ewe. Given that there are more than 50 Ghanaian languages, it is clear that the institution only provides programmes in a small number of these languages (Kropp Dakubu, 1996).

A person's attitude influences how they perceive and interpret the world. One could argue that since attitudes are based on prior experiences, they are established toward regional languages, situations involving language learning, and people who speak foreign languages (Allport, 1935). This suggests that students of the University of Cape Coast who read the Ghanaian language (Twi) may have specific interactions with the language that affect their perceptions of it, whether favourable or unfavourable.

Twi students' attitudes significantly impact their performance; attitude is a crucial component of learning any language, but it is mainly learned in an indigenous language. In the opinion of Kwoffie (2001), English offers advantages over Ghanaian languages in terms of communication, utility, integration and education. Again, Twumasi (2021) claims that the attitudes of level 100 students of the University of Cape studying Ghanaian language are positive. However, it was noted that the attitudes of non-Ghanaian language students were much more

favourable than Ghanaian language students. This study is distinct from Twumasi (2021) because it extends the investigation beyond level 100 to include students at levels 200, 300 and 400; it targets explicitly Twi students, allowing for a more focused analysis of the attitudes within this subgroup; and by focusing on a single Ghanaian language, Twi, it offers a more in-depth exploration of attitudes towards a specific language rather than a broader category. In light of this, it is crucial to examine the attitudes of Twi students towards learning Ghanaian language in the University of Cape Coast.

Statement of the Problem

In the 2019/2020 academic year, while serving as a Twi teaching assistant at the University of Cape Coast, I noticed a lack of enthusiasm among students towards studying Ghanaian languages. This prompted me to conduct a pilot study to ascertain how students felt about being admitted to the University of Cape Coast to read Twi. Twenty (20) Twi students participated in the pilot study. It was discovered that 16 were dissatisfied with their admission to the university to read Twi and would have chosen another programme if given the opportunity. They believed that learning Twi played no role in modernization and had no significant impact on improving their lives. Aside from that, they were mocked by family and friends who saw no relevance in reading Twi at university, which was very disheartening and discouraged them from learning Twi. Some of these students also complained about how difficult it is to write in Twi.

On the other hand, four of these students were excited to read Twi at university because it was their preferred programme and a subject in which they

excelled in senior high school. Some of these students, particularly those studying Communication Studies, saw Twi as beneficial to their career development. The only career options the students were aware of for reading Twi were teaching and journalism.

Intriguingly, Twi students have different opinions about Ghanaian language as a programme. The predominantly negative attitude expressed by the majority (16) of students who took part in the pilot study is consistent with the findings of Guerini (2008) and Owu-Ewie and Edu-Buandoh (2014). Are these opinions maintained throughout their study or modified during their study? Therefore, investigating Twi students' pre-entry and post-entry attitudes toward the study of Ghanaian language at the University of Cape Coast is necessary.

Purpose of the Study

The purpose of the study was to examine the attitudes of Twi students towards learning Ghanaian language in the University of Cape Coast. The specific objectives of the study were:

1. Examine Twi students' pre-entry attitudes towards learning Ghanaian language in the University of Cape Coast.
2. Determine whether a statistically significant difference exists in students' pre-entry attitudes towards learning Ghanaian language based on gender.
3. Determine whether there is a statistically significant difference in students' pre-entry toward learning Ghanaian language based on programme of study.

4. Examine Twi students' current attitude towards learning Ghanaian language in the University of Cape Coast.
5. Determine whether a statistically significant difference exists in students' attitudes towards learning Ghanaian language based on gender.
6. Determine whether there is a statistically significant difference in students' current attitudes towards learning Ghanaian language based on programme of study.
7. Find out the motivation of Twi students towards learning Ghanaian language in the University of Cape Coast.
8. Determine whether a statistically significant difference exists in students' motivation for learning Ghanaian language based on gender.
9. Determine whether there is a statistically significant difference in students' motivation for learning Ghanaian language based on programme of study.
10. Investigate Twi students' challenges in learning Ghanaian language in the University of Cape Coast.

Research Questions

The following research questions guided the study:

1. What are Twi students' pre-entry attitudes towards learning Ghanaian language in the University of Cape Coast?
2. Is there a statistically significant difference in students' pre-entry attitudes towards learning Ghanaian language based on gender?

3. Is there a statistically significant difference in students' pre-entry attitudes towards learning Ghanaian language based on programme of study?
4. What are Twi students' current attitudes towards learning Ghanaian language in the University of Cape Coast?
5. Is there a statistically significant difference in students' current attitude towards learning Ghanaian language based on gender?
6. Is there a statistically significant difference in students' current attitude towards learning Ghanaian language based on programme of study?
7. What are Twi students' motivations for learning Ghanaian language in the University of Cape Coast?
8. Is there a statistically significant difference in students' motivation for learning Ghanaian language based on gender?
9. Is there a statistically significant difference in students' motivation for learning Ghanaian language based on programme of study?
10. What challenges do Twi students face in learning Ghanaian language in the University of Cape Coast?

Significance of the Study

This study is helpful in the following ways:

a. Practical Significance

The research findings can benefit Ghanaian language lecturers by helping them understand students' attitudes toward Ghanaian languages, particularly Twi. This understanding can allow lecturers to identify what motivates students to learn Twi, enabling the development of strategies to enhance these motivations,

ignite students' passion for learning Twi, and encourage them to excel in mastering the language. Insight into students' attitudes and motivations regarding Twi can enable lecturers to tailor their teaching methods better to suit the needs and preferences of their students. This may involve incorporating interactive activities, utilizing technology, or integrating culturally relevant teaching materials.

Students who perceive Twi as valuable and enjoyable are likely invested time and effort into mastering the language. Therefore, understanding and addressing factors influencing student attitudes can promote language proficiency. For example, when suppose students express concerns about the relevance of Twi in their future careers, educators can highlight the practical benefits of bilingualism, such as improved communication skills, cultural competency, and job opportunities in fields like translation, tourism, and community development. By emphasizing the real-world applications of Twi proficiency, educators can motivate students to engage actively in their language studies and strive for linguistic excellence.

The study uncovers students' specific challenges when learning the Ghanaian language. This insight can enable the university, the Ghanaian Languages and Linguistics department, and the Arts Education department to develop a concrete action plan to address and resolve these challenges.

Additionally, the findings of this research can inform initiatives aimed at promoting the value and importance of Ghanaian languages within the university community and beyond. The university will foster a greater sense of cultural pride

and identity among students by highlighting the significance of Twi and other Indigenous languages. This, in turn, will lead to increased participation in language-related events, greater appreciation for Ghanaian cultural heritage, and a stronger sense of community cohesion.

b. Policy Significance

Understanding the attitudes of Twi students towards learning Ghanaian language can provide insights for national language policies and initiatives aimed at promoting the preservation and revitalization of indigenous languages. By identifying the factors influencing students' willingness to learn Twi, policymakers can create targeted interventions to cultivate a deeper appreciation for Ghanaian languages within the education system.

The study aims to assist the government, school administrators, students, parents, and the general populace in transforming their attitudes toward studying Ghanaian languages at the university and all levels of schooling and general study of local languages. Consequently, educational stakeholders can execute programmes to enhance awareness and proficiency in Ghanaian languages. Comprehensive local language programmes will henceforth encompass all national schooling levels. This can grant increased attention to Ghanaian languages, facilitating their elevation to a status akin to prominence already enjoyed by the English language in the nation.

The study aims to assist the government, schools, parents, and the public in reorienting their perspectives on the teaching and learning Ghanaian languages at universities and all school levels. This can lead educational authorities to

prioritize initiatives that foster awareness and proficiency in Ghanaian languages. Comprehensive local language programmes can be integrated into all national educational tiers. As a result, Ghanaian languages can receive increased attention, elevating their significance to a level akin to English in the country.

c. Theoretical Significance

The socio-educational model explores how social and cultural elements impact language learning policies and practices, revealing the intricate connections between these factors in language education settings. Examining this interplay helps educators and policymakers better understand how language acquisition is influenced by diverse social and cultural contexts, enabling them to design more effective and inclusive learning strategies.

The self-determination theory offers insights into the motivations behind students' attitudes and behaviours in language learning. It broadens our understanding of the psychological processes during language acquisition, enhancing our knowledge of how individuals engage with language learning tasks and activities.

Delimitation of the Study

The research is concentrated on Ghanaian language (Twi) students' attitudes towards learning Ghanaian language at the University of Cape Coast. Although some students read Ewe and Ga at this university, this study is limited to students who read Twi (Asante and Akuapem). It is impossible to extrapolate the results to all Ghanaian universities. Instead of focusing only on the University of Cape Coast, the current study might have been better served by examining all

universities in Ghana. The University of Cape Coast offers a Ghanaian language programme, making it possible to collect the necessary data. In addition, the proximity issue played a role in the university's selection. Nevertheless, the study's findings might prompt further in-depth research.

Limitations of the Study

One limitation of this study was the generalizability of its findings. Since the research was conducted only among Twi students at the University of Cape Coast, the results cannot be generalized to represent the attitudes of all Twi students in Ghana. Data collection was carried out using questionnaires, which, due to the descriptive survey design of the study, raised the possibility of respondents providing untruthful answers. Additionally, using a closed-ended questionnaire with predefined answers limited the opportunity for students to freely express their opinions on the topic, potentially influencing their responses. However, the researcher provided an exhaustive list of relevant response options to mitigate this issue.

Organisation of the rest of the Study

The study is organized into five chapters. The literature review is presented in chapter two. The research methodology includes research design, population, sampling and sampling procedure, instruments and data collection, and data analysis, presented in chapter three. Chapter four looks at the findings and discusses the study's findings. The fifth and final chapter presents the summary, findings and suggestions for further research.

Chapter Summary

This chapter examined the study's introduction, precisely the study's background, problem statement, purpose, research questions, and significance. Additionally, it documented the delimitation and limitations of the study and how the remaining portions of the study were structured. The following chapter will review the research literature.



CHAPTER TWO

LITERATURE REVIEW

Overview

The study aimed to analyse Twi students' attitudes towards learning Ghanaian language in the University of Cape Coast. The literature that is relevant to the study is reviewed in this chapter. The review of related literature was divided into three categories: theoretical review, conceptual review, and empirical review.

Theoretical Review

There are many motivational theories for learning a language. Some of these include the self-determination theory, acculturation model, attribution theory, Krashen's monitor model, Gardner's socio-educational model, goal theory, and Vygotsky's socio-cultural theory. The current study was built on Gardner's socio-educational model and self-determination theory.

Gardner's Socio-Educational Model

Gardner and Symthe's socio-educational model explains how personality traits like intelligence, linguistic aptitude, anxiety, and motivation influence one's ability to learn a second language (Gardner, 1985). Lambert introduced this concept in the 1960s and early 1970s, adding a component from Carroll's 1962 model. The model considers four variables: social milieu (the individual's culture and environment), individual differences (intelligence, language aptitude, motivation, and anxiety), language acquisition contexts (formal and informal settings), and linguistic and non-linguistic outcomes (vocabulary knowledge,

grammar, fluency, pronunciation, linguistic community's cultural values). Gardner (1985) describes how these variables interact dynamically, suggesting that individual differences can influence responses to language learning and achievement. These interactions might also affect how individual traits support language learning. The following figure illustrates Gardner's socio-educational model:

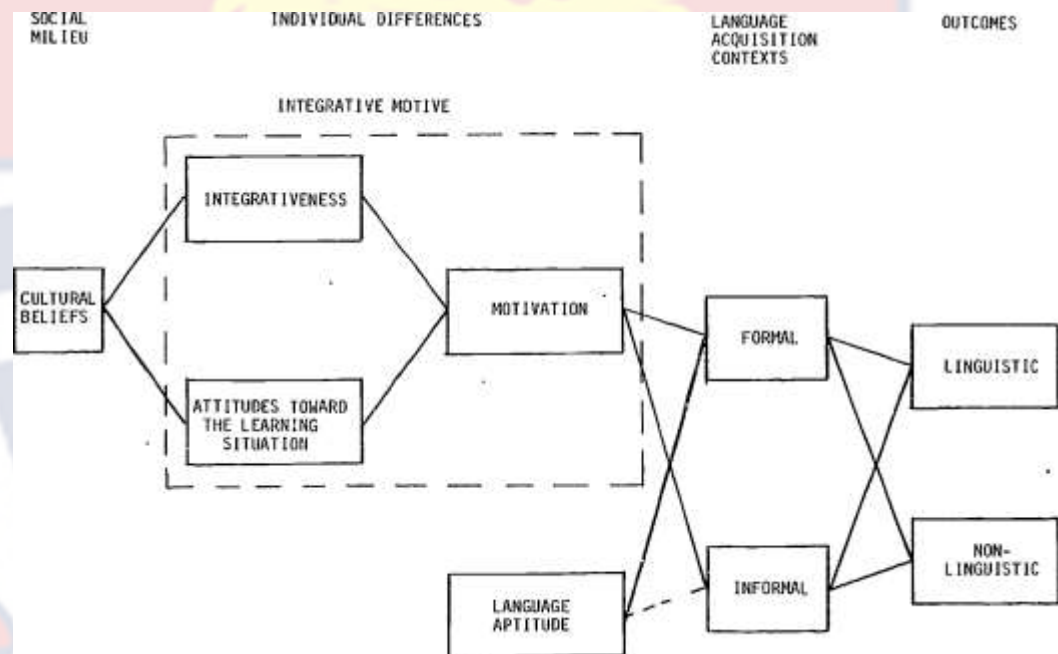


Figure 1: Gardner's Socio-educational model (1985)

The model's proponents contend that individual differences are influenced by a social milieu (environment, age, and experience-based factors), which interact with formal and informal language acquisition contexts, affecting both linguistic and non-linguistic outcomes (the student's responses to the lesson). According to Gardner and MacIntyre (1993), this model strongly emphasises the significance of the activities that take place in educational settings. Teachers, the materials used for instruction, the curriculum, and various other factors can each

impact what students learn and their response to the educational experience. The model additionally asserts that students' achievement levels (linguistic outcomes) influence their attitudes (non-linguistic outcomes) and that combining these outcomes will impact individual differences such as motivation and attitude towards language learning. These four factors impact how well a person learns a second language.

According to Semmar (2007), the first factor is the social/cultural milieu, which encompasses the broader societal context in which learning occurs, including whether it occurs in a monolingual/monocultural or multilingual/multicultural environment. This context shapes learners' perceptions of different ethnic and linguistic groups. The second element, individual differences, can be categorized into attitudes toward the learning situation, integrativeness, and motivation. These individual factors play a crucial role in how learners engage with the language learning process, influencing their interest, commitment, and success in acquiring the language.

Ellis (2008) states that Gardner discovered a few factors that play a role in how individuals are distinct from one another. According to Gardner and MacIntyre (1992, cited in MacIntyre, 2002), the sociocultural environment affects cognitive and affective traits, which can be considered individual differences. A person's intelligence, linguistic aptitude, and approach to language learning are examples of cognitive traits. Attitude, motivation, language anxiety and self-confidence are a person's affective traits. The learning outcome, which, according

to Ellis (2008), could be linguistic or non-linguistic, would vary depending on the learning environment and whether it is structured or unstructured.

In this model, non-linguistic outcomes are essential because they encompass the attitudes, values, and beliefs that students have formed due to their educational experience. These results consequently impact the learner's identity. Scholars like Williams and Burden (1997) share this opinion as they believe that language is a crucial component of a person's identity and a way to communicate their identity to others. Thus, learning a language involves more than just picking up linguistic concepts; it also involves changing one's perspective of oneself.

Individual differences, a key element of Gardner's (1985) socio-educational model, play a vital role in this study. Assessing a student's attitude towards Twi involves examining their integrativeness, attitudes towards the learning situation, and motivation. These individual differences significantly impact how students perceive and engage with the Twi language. The variation in these characteristics influences whether students hold favourable or unfavourable attitudes towards learning Twi. This means that the combination of a student's integrativeness, view of the learning situation and motivation collectively shape their overall attitude towards the language.

Components of the Socio-Educational Model

Integrative Motive

Gardner (1985) introduced the concept of the integrative motive within individual differences, which consists of two main components: attitude towards the learning situation and integrativeness. Gardner (2005) noted that various

factors could impact students' feelings about their classroom experience, such as physical environment, resource quality and availability, course content, and the instructor's expertise and enthusiasm (p. 10). These elements collectively form students' attitudes toward the learning situation. For example, these attitudes might focus on the instructor, the subject matter, classmates, available resources, or extracurricular activities related to the course. In the educational context, any opinion on aspects of the learning environment is considered an attitude toward the learning situations. People show either positive or negative attitudes, and the socio-educational model highlights these variations in attitude toward learning. Their learning environment influences a student's motivation. Therefore, a Twi lecturer who is engaging, knowledgeable, and well-prepared will foster higher motivation than one who lacks these qualities.

Integrativeness, the second element of the integrative motive within individual differences, highlights a learner's involvement with the linguistic community. According to Cook (2008), integrativeness is defined by the learner's relationships with the target culture (p. 223). Integrative learners value communicative competence with the language group, show a genuine interest in other cultures and their languages, and have a positive attitude towards the language group being learned (Gardner, 2005, p.10). When students approach language learning with an integrative mindset, they feel a sense of belonging to the other language community. Integrativeness signifies an openness to discussing the characteristics of another cultural group rather than a desire to become part of that society. As stated by Gardner (2005):

“Individuals for whom their ethnolinguistic heritage is a major part of their sense of identity would be low in integrativeness; those for whom their ethnicity is not a major component and who are interested in other cultural communities would be higher in integrativeness.”

Integrativeness refers to a person's willingness to be honest, which enhances their motivation to learn a language. This quality involves a readiness to identify with the other linguistic group, boosting efforts to acquire the language. There are three levels: the first is one's attitude toward the people who speak the target language, where a positive attitude fosters openness and a negative one discourages it. The second level, integrative orientation, involves a desire to learn the language for socializing and forming relationships with the other community. The third metric is an interest in foreign languages in general, where some individuals may be open to all groups without a specific interest in the target language speakers (Masgoret & Gardner, 2003).

Orientation

In Gardner's socio-educational theory, orientation is yet another essential idea. The term “orientation” describes why a person learns a second language. Gardner (2001) argues that orientations are merely categorizations of reasons that can be provided for studying a language (p. 16). By inference, every action has a motivation, and as a result, Twi students have reasons for choosing to study the language. It is considered that there are still other motivations for Twi students to learn the language aside from it being a requirement for receiving a Bachelor's

degree. There are two types of orientations: integrative and instrumental orientations.

A person is considered to have an integrative orientation if they are interested in learning a language to communicate with and maybe identify with native speakers. The learner's interest in and respect for the language's speaking community and culture motivates them to pick up the language. The language is learned with enthusiasm by the students. For students with this inclination, learning Twi increases their understanding of the Akan people's culture, ethics, and values. Integrative orientation is crucial for helping students gain some level of language proficiency in a new environment when they move to a new community where the target language is used in all communications. Participating in and carrying out social obligations to the community becomes necessary. This is seen in the case of a non-Akan student who moves to a Twi community and must acquire Twi to participate in school activities and converse with community members.

In contrast, instrumental orientation is the willingness to study a language for its usefulness instead of identifying with the community of language speakers who speak the other language (Gardner, 2001). The goal of language learning driven by instrumental orientation is more practical, such as meeting educational requirements to graduate from high school or university, seeking employment, requesting a salary increment based on language proficiency, reading specialized materials, doing translation work, or gaining prestige. Gardner employed the instrumental orientation in his 1985 attitude/motivation test battery "without

authentic theoretical justification," according to Dörnyei (2005), who argues that this means it is not a part of Gardner's basic notion (p.70). In second language acquisition, instrumental orientation is typically seen when there is little to no assimilation of the learner into society using the target language or even when it is desired in some circumstances. These attitudes suggest openness to the target language, language-speaking communities, and cultures related to integrativeness (Gardner, 2005).

Although integrative and instrumental orientations are essential for language proficiency, research has shown that learning a foreign language with an integrative orientation is more likely to be successful in the long run (Ellis, 1997; Crooks & Schmidt, 1991). Gardner and Lambert argue that, in a classroom setting, integrative orientation is more crucial than instrumental orientation (Ellis, 1997). Additionally, other studies have highlighted the significance of instrumental orientation in language learning. Recent studies have revealed that students with a practical purpose in learning a foreign language are more engaged and likely to succeed. According to Burke (2004), elements of integrative orientation are linked to increased motivated effort and improved language proficiency when learning a second language. The likelihood of an instrumental orientation was associated with outcomes like job search and social standing.

Many studies (Gardner, 1985; Gardner & Lambert, 1972) have demonstrated that motivation enhances language acquisition proficiency. Competency is challenging when integrative and instrumental orientations are not adequately balanced with the willingness to learn a language. Integrative and

instrumental orientations are highly correlated, according to Gardner, Symthe, and Lalonde (1984), because integratively oriented students in their study of Twi may learn about the practical advantages of learning Twi and vice versa. Similar claims were made by Spolsky (1989), who stated that learning a language has numerous practical benefits and that the importance of these benefits will determine how much time and money the language learner needs to devote to language learning (p. 160).

Motivation

Positive learning results necessitate effortful behaviour; therefore, motivation is the force that propels behaviour. Motivation is the component that most reliably predicts behaviour that leads to language learning and usage (Masgoret & Gardner, 2003). Gardner (1985) described motivation as “the combination of effort, a desire to achieve the aim of language acquisition, and positive attitudes about language learning” (p. 10); it is measured in terms of three factors according to Gardner (2010): intensity of motivation (indicating the learner is making an effort to master the language); attitudes toward language learning (conveying an optimistic assessment of language study), and the willingness to learn the language (it demonstrates an emotional interest in learning). That being said, for a Twi student to be considered motivated, all three components of an objective—the desire to accomplish the objective, positive attitudes, and effort—must be present. According to Gardner (2010), the tripartite evaluation offers a decent estimate of motivation even though none of the three aforementioned variables alone could provide an appropriate assessment.

Ushida (2005) asserts that a person's drive to learn a language is directly correlated with the level of effort put into the process, as measured by their level of desire and satisfaction with the results. A person passionate about learning a new language is eager to do so, is prepared to put in the time and effort required, and will persevere until they achieve fluency (Gardner, 1985, as cited in Ushida, 2005). Ushida continued by stating that the socio-educational model emphasizes motivation in three ways. First, the connection between language attitudes and proficiency is influenced by motivation. Second, language anxiety is causally tied to motivation. Additionally, motivation actively contributes to the informal learning environment, exhibiting the eagerness of motivated students to engage in informal L2 learning environments (Ushida, 2005).

The Ghanaian language will be easier to learn in class for students with higher aptitude levels than those with lower aptitude levels. Similarly, motivated Twi students will perform better than uninspired Twi students because they will work harder, be more persistent, be more tuned in, love the process more, be more goal-driven, and want to learn the subject. Due to the possibility that some Twi students with high ability also have great or weak motivation, the variables should be largely independent.

The model relates motivation and aptitude to both formal and informal linguistic environments. Teaching Twi in a classroom is an example of a formal context. At the same time, any other situation in which Twi is used or encountered is an example of an informal context: listening to the radio, watching movies, etc. It is presumed that a Twi student can learn Twi in a classroom setting and is

motivated to do so. However, in an informal language setting, the student's desire to learn Twi will be more significant than their aptitude because it decides whether they engage in language learning in such settings. The model predicts that both environments produce linguistic and non-linguistic outcomes. It shows that a student's ability is unaffected by their cultural background or the educational environment in which they are educated; however, these factors affect their motivation.

Again, the capacity to learn a language successfully is contingent upon one's level of motivation, which is influenced by several attitudinal factors, including relationships with members of a specific group of people and the learner's linguistic and cognitive capabilities. It is also probable that learners' ideas and attitudes that act as the foundational pillars of their motivation will be influenced by the environment in which language learning occurs.

Self-Determination Theory

Self-determination theory, developed by Ryan and Deci (2007), is a framework for understanding human motivation and well-being, with significant relevance to language education. The theory differentiates between autonomous motivation, which comes from personal interest or value, and controlled motivation, which is driven by external pressures or rewards. According to Self-determination theory, autonomous motivation is more sustainable and effective, as it does not rely on external influences. In the context of studying Twi, self-determination theory helps to explore how students' attitudes towards learning Ghanaian language are influenced by the type of motivation they experience.

Encouraging autonomous motivation can help students develop a genuine interest in learning Twi, supporting the broader goal of preserving Ghanaian languages in education.

Self-determination theory of human motivation and well-being has applications in many fields, including language education (Ryan & Deci, 2007). Explaining the mechanisms and causes of sustained motivation and action is a precise aim of the theory. This theory argues that autonomous motivation is superior to other forms of motivation because it can exist independently of rewards and punishments. Controlled motivation is of lower quality because it is less resilient and weaker without external input and assistance. Self-determination theory contends that the quality of motivation is more crucial than its quantity, contrary to other theories that contend motivation is considerable of a quantitative type (example, the Expectancy-Value Theory, Loh, 2019; the L2 Motivational Self System, Dörnyei & Ryan, 2015). Thus, increasing high-quality autonomous motivation is the main objective of language learning.

Self-determination theory divides motivation into intrinsic, extrinsic, and amotivation (the absence of any motivation to learn). However, only intrinsic and extrinsic motivations are considered in this study. The motivation that comes from within, or intrinsic motivation, drives people to take action in pursuit of their fulfilment. Innately driven students decide to study a language on their initiative because they find it intriguing, practical, or enjoyable. Self-determination theory views intrinsic motivation as pervasive and crucial in all human behaviour, even

though it is not the only source of drive or willpower (Ryan & Deci, 2000). This makes it the most highly self-determined form of motivation.

Alternatively, extrinsic motivation is the desire to do something to achieve a goal (Deci & Ryan, 2000). The elements outside the activity, such as money and promotions, control extrinsic motivation rather than the pleasure of engaging in language learning. As postulated by the theory, if you use extrinsic motivation to manage someone's behaviour, you will likely decrease their intrinsic motivation. However, according to the theory, it is feasible to influence someone who is extrinsically motivated to behave in a way that is more driven by their intrinsic motivations. Internalization is the term used to describe this process (Ryan & Deci, 1985).

Niemiec and Ryan (2009) claim that “the internalization of extrinsic motivation is essential for students’ self-initiation and maintained volition for educational activities that are not inherently interesting or enjoyable” (p. 138). Depending on the level of internalization engaged in the activity, Deci and Ryan (1985) suggest four extrinsic motivation regulations: integrated, identified, introjected and external. Integrated regulation is, by definition, the most self-sufficient type of regulation, whereas external regulation is the least.

Self-determination theory presupposes three fundamental psychological requirements: relatedness, competence, and autonomy. One's need for relatedness is satisfied when one feels a sense of belonging in a group, is respected and cared for by those in that group, and can contribute to the development of the group. Also, having the confidence to accomplish goals and exhibit one's potential is

called the need for competence (Ryan & Deci, 2002). The urge to exert control over their behaviour and take responsibility for unfavourable outcomes is how people express their need for autonomy (Deci & Ryan, 1985). When students voluntarily invest time and effort in their education, for instance, they are autonomous. According to how well our needs are met, the self-determination theory provides several motivational styles and levels of regulation to illustrate how we can be motivated. Therefore, the more the student's basic psychological requirements of autonomy, competence, and relatedness are met, the more intrinsically driven their behaviour will be.

Strong points of Gardner's Socio-Educational Model

In Gardner's socio-educational model, the Attitude/Motivation Test Battery (AMTB) plays a vital role. This test helps measure the model's components and allows researchers to conduct empirical tests to check if the model works as expected (Gardner, 2006). Gardner (2010) recognized that different models use different ideas and measurements, which can be confusing. So, it is crucial to understand exactly how each model measures things to know if they are reliable. To clarify things, Gardner (2010) also ensured that everyone uses the same concept definitions. This helps keep things consistent and makes the research more reliable.

The socio-educational model, as highlighted by Gardner (2010) and supported by scholars like Ellis (2008) and McIntyre, MacMaster and Baker (2001) and Baker (1992), is praised for its dynamic nature. It acknowledges how language achievement can affect individual differences and vice versa. For

instance, when someone succeeds in language learning, it can affect their individual differences, like motivation or attitudes. At the same time, these individual differences can also influence how well someone learns a language.

Baker (1992) described the model as cyclical because learning outcomes are fed back into the model, creating a continuous loop of influence. This dynamic and cyclical aspect makes the model realistic and reflective of learning.

In other words, students' attitudes and motivations are shaped by their experiences in both formal and informal learning settings, which affects their commitment to their studies in these environments. This model is seen as realistic because it recognizes the genuine way learning works and acknowledges the diversity in how people learn languages. Gardner (2010) has also responded to critics who see individual differences as fixed traits by explaining that these differences can change over time. Traits, like personality traits, tend to stay the same, but variables like attitudes and motivations can shift based on different situations or experiences.

Gardner's socio-educational model acknowledges the importance of cultural factors in language learning. It recognizes that learners' cultural background can impact their attitudes, motivations, and language acquisition processes (Gardner, 2010). By considering cultural influences, the model provides a comprehensive understanding of language learning dynamics, making it more applicable to students from different backgrounds. For instance, a student from a multilingual culture is more likely to have a positive attitude towards learning new languages than someone from a monolingual background.

Gardner (2010) responded to concerns about his socio-educational model being limited to specific situations, like Canada, where many speak multiple languages. Some thought his research could not apply to other places, especially in teaching English as a Foreign Language (EFL). However, Gardner (2006) suggests that the model works for first- and second-language learning. Some studies tested his model with EFL students, but not all agreed with Gardner. These differences show limits to how well the model fits in different situations. Still, Gardner (2006) showed that when researchers use the same methods, they get consistent results, making his model reliable.

Critiques against Gardner's Socio-Educational Model

Dörnyei (2005) suggests that Gardner's socio-educational model, a critical framework for motivation in language learning for over three decades, has not evolved much. He argues that despite the Attitude/Motivation Test Battery (AMTB) being a well-regarded assessment tool, Gardner's theory of motivation remained hugely unchanged. Dörnyei believes that the field of motivation research has stagnated since the cognitive revolution in psychology, and Gardner's model has not kept up with these changes. In response, Gardner (2010) acknowledges the shifts in psychology but defends his model's relevance, stating that although it does not align with cognitive terms, its research findings remain valuable. However, some critics feel that Gardner's reply does not address Dörnyei's concerns.

Once again, Gardner is criticized for placing too much importance on integrativeness in predicting language achievement and excessively focusing on

learners' positive attitudes and beliefs. While these aspects are acknowledged as helpful, Taie and Afshari (2015) argue that Gardner's model overlooks individuals who dislike the target language and culture but still manage to learn it.

Gu (2009) also highlights the model's failure to address the complex relationship between Anglophone and Francophone communities in Canada and how changing power dynamics impact second language acquisition. Gu emphasizes that attitudes towards the L2 community are crucial social factors neglected by Gardner's theory, prioritising the individual over societal influence. According to Gu, any theory disregarding societal influences is incomplete, as social dynamics inherently influence language acquisition.

In other words, Kumaravadivelu (2006) introduced the concept of "language as ideology", which Gardner's theory overlooks. According to Kumaravadivelu, language can be seen in three ways: as a system, a discourse and an ideology. The third perspective, "language as ideology", explores how powerful social and political influences influence language use. This aspect is crucial, yet Gardner's socio-educational model does not address it.

Justification for the Use of the Socio-Educational Model

Gardner's socio-educational model has had a significant impact despite its imperfections. Despite facing criticisms, the model has endured and continues to be influential. Taie and Afshari (2015) note that even Dörnyei, a critic, has acknowledged the pioneering work of Gardner and his colleagues and has been influenced by their ideas. The model focuses on the diversity present in second language learning, with its core consisting of four interconnected factors: social

milieu, individual differences, language acquisition contexts, and language outcomes. These elements help shape a learner's attitude towards a language. It is worth noting that the self-determination theory, as proposed by Ryan and Deci (2007), complements Gardner's socio-educational model, offering additional insights into the motivational aspects of language learning.

Conceptual Review

The conceptual review constituted the language policy of education in Ghana, the concept of attitude, components of attitude, language attitudes, and motivation (integrative and instruments/intrinsic and extrinsic).

The Language Policy of Education in Ghana

Since communication is how people convey their thoughts, feelings, ideas, and information, it is a crucial instrument in society. The most effective and efficient means of human communication is through voice and writing, even though non-verbal cues like body language and signs are also used. The development and success of the family, neighbourhood, society, and country depend on language. Verbal communication is the correct method for passing culture to the next generation. Classroom education, which seems to be the medium for instruction and information transfer to future generations, is seriously jeopardized without speech and writing. This demonstrates how crucial language is in education; Ghana is no exception.

Agbedor (1994) asserts that formal education in Ghana began with fifteenth-century castle schools established by European settlers, including the Danes, Portuguese, Dutch, and British. These schools, located in Christianborg,

Elmina, and Cape Coast Castles, primarily educated the children of wealthy African merchants, influential leaders, and the mixed-race children of Europeans. The native Ghanaians were not the intended beneficiaries of this formal education system. The language of instruction varied depending on the European group in power, with Portuguese, Dutch, Danes, or English being used accordingly (Ansah, 2014). From 1529 and 1925, missionaries arrived and used various languages for their missions. The Basel and Breman missions prioritized teaching in the mother tongue, while the Wesleyan mission implemented an English-only curriculum (Agbedor, 1994). This led to the widespread use of Ghanaian languages in classrooms. When the British took control of the education system in 1925, they found it challenging to move away from mother-tongue education (Bamgbose, 2000).

Under Sir Gordon Guggisberg's rule (1919–1927), the first official language-in-education policy was introduced in 1925, emphasizing education in both the mother tongue and English for lower elementary students. According to the 12th principle of Guggisberg's Sixteen Principles of Education, Ghanaian languages were used for instruction in lower primary, with English being introduced as a subject, then becoming the medium of instruction from primary four onward (McWilliam and Kwamena-Poh, 1975). Critics argued that this policy was intended to provide Ghanaians with a substandard education by using local languages. In response to the criticism, the 1951 Accelerated Development Plan initially shifted to using the mother tongue only in the primary one.

However, the Bernard Committee recommended reverting to a three-year mother tongue policy, despite some advocating for English-only instruction.

Over the years, Ghana's language policy has undergone some alterations.

Initially, the post-independence government favoured exclusive English instruction. However, the shortage of English-proficient teachers prompted calls for a return to mother tongue instruction, albeit briefly during the 1966 military regime. Subsequent shifts occurred under civilian rule, expanding mother tongue education and introducing the learning of a second Ghanaian language (Akan, Ewe, Ga and Nzema) alongside English, with later additions like French during the military regimes to foster regional ties. In 1974, a minor adjustment to Ghana's language policy introduced indigenous languages like Akan (Twi and Fante), Nzema, Ga, Ga-Adange, Ewe, Gonja, Kasem, Dagbani, and Dagaare into a three-year mother tongue programme, which remained unchanged until 2002.

The New Patriotic Party (NPP), during their 2002 administration, adjusted the long-lasting language policy in education, making it mandatory for Ghanaian languages to be studied through Senior Secondary (Senior High) School but with English remaining the sole medium of instruction. This change was prompted by concerns of some teachers abusing the previous policy, which discouraged the use of English during primary 1 to 3, potentially affecting students' proficiency in the language. The government emphasized the importance of early English language exposure to enhance students' competitiveness in the global economy, especially considering the multilingual environment in urban classrooms (Opoku-Amankwa, 2009).

The government's recent policy change elicited a mixed response, with some parents endorsing it to address concerns about their children's academic struggles, especially in English, and the financial burden of private tutoring. Conversely, critics, such as the Ghana English Studies Association (GESA), argued that the mother tongue policy was not responsible for students' English proficiency issues, advocating for its continuation, citing social adaptability and cognitive development benefits. Additionally, educators from the University of Ghana criticized the decision, highlighting the importance of mother tongue education for connecting students to their lessons and emphasizing its role in intellectual and cultural development, as noted by Amua-Sekyi (2005) and Kraft (2003). Notably, while these critics oppose an English-only policy, they often enrolled their children in schools where English is prioritized, thereby ensuring their educational advantage.

In 2007, the New Patriotic Party amended the 2002 language policy, reintroducing mother-tongue instruction for the first three years of schooling. This meant that from pre-kindergarten to lower primary, education primarily occurred in a Ghanaian language, transitioning to English as the main medium of instruction from primary four onwards. The 2007 policy was seen positively by urban Ghanaians, as it addressed issues with previous policies, especially by considering kindergarteners for the first time. It aimed to allow students to learn in their native languages whenever possible (Ansah, 2014).

Ghana's language policies aimed to cater to the diverse linguistic needs of its multilingual population, intending to prepare students for effective

communication within their local communities and globally. However, despite emphasizing the benefits of mother-tongue education, implementing bilingual education has proven challenging due to the complexity of determining a child's primary language in a country with over 80 languages. This difficulty in selecting representative indigenous languages can disadvantage children whose mother tongues are not included, potentially leading to discrimination against minority language backgrounds. Consequently, the policy's assumption that the most spoken language in a region serves as the locality's language overlooks individual linguistic diversity and may result in inadequate understanding for some students (Ansah, 2014).

Ghana's educational language policy precedes Ghanaian languages, yet their status pales compared to English. Despite Ghanaian languages being used as the primary instructional medium from Kindergarten to Primary 3 and then transitioned to a subject from Primary 4 to tertiary levels, some schools neglect this practice, favouring English, French and sometimes Chinese. Since English, French, and Chinese are seen as languages of prestige and high social status at this time, nearly all educational levels prioritise them. While considerable time and money are committed to studying these languages, little effort is given to studying Ghanaian languages.

Additionally, officials in our educational institutions largely neglect the learning and use of Ghanaian languages, failing to provide the necessary logistical and human support due to the negative perceptions of these languages. Knowing that students may occasionally face the consequences of using their native tongue

in class is depressing. There are signs in various schools, such as “*Speak English Only*”, “*Speaking Ghanaian Language is Prohibited*”, and “*Do Not Speak Vernacular*” (Owu-Ewie & Edu-Buandoh, 2014) and all these are an indication of how prestigious the English language is as compared to the local languages. All of these behaviours influence the students' attitudes toward studying Ghanaian languages. Therefore, the primary reason for the unfavourable attitude toward learning Ghanaian languages may be that the relevance of studying Ghanaian languages has been overlooked in Ghana's language policy.

Concept of Attitude

According to Jaspal (2009), language is a crucial indicator of social identity, a means of identification, and a tool for communication. This suggests that people are united or segregated into different groups through language. The attitudes of language speakers and non-speakers influence language usage and language preference. According to Crawford, Pablo, and Lengeling (2016), a person's attitude toward a language will determine how much importance they place on it and, thus, how much both native speakers and non-native speakers will utilize it. This demonstrates that language attitudes are a component that determines language preference, and language preference reveals the speaker's attitude toward a language. The usage of the language will be encouraged if there is a positive attitude toward it, and vice versa.

All do not agree upon the definition of the word "attitude". There are semantic debates and variances over the generality and specificity of the term "attitude" due to each school of thought's definition of the term through its own

set of lenses (McKenzie, 2010). Attitude, as defined by Allport (1935), is "a mental or neurological state of readiness organized by experience and affecting a person's reaction to all things and circumstances to which he or she is related" (as cited in Baker, 1992). Attitude is a brief assessment of an idea or object. This means that attitude is a hypothetical construct that may be inferred from observable behaviours even though it cannot be seen directly. Hypothetically, the latent construct attitude can be employed when describing or predicting human behaviour or differences in how different people and groups react to the same thing or situation.

Researchers in psychology and education, particularly in language learning, examine a range of definitions of attitude that incorporate various meanings from varied situations and viewpoints (Alhmali, 2007). Montano and Kasprzyk (2008) assert that:

“The individual’s beliefs determine attitude about outcomes or attributes of performing the behaviour (behavioural beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person with strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude toward the behaviour. Conversely, a person with strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude”.

Therefore, a Twi student who firmly believes that learning Twi would lead to positively appraised results will have a good attitude toward learning Twi. In

contrast, a Twi student who firmly believes that studying Twi will lead to negatively rated results will have a negative attitude.

Fishbein and Ajzen (1975) defined attitude as a learned propensity to respond positively or negatively to a specific thing regularly. Ajzen (1988) added that attitude is the inclination to react positively or negatively to a thing, individual, group, or occasion. Language is the subject of reference in this situation. Allport (1935) stated that attitude is "ordered by experience," while Fishbein and Ajzen (1975) stated that attitude is learned through early socialization. Thus, how they respond to their immediate surroundings determines a person's attitude.

According to Inal, Evin, and Saracaloglu (2003), our behaviour toward learning is determined by our attitude, which expresses how we feel. As a result, behaviour and attitude are linked because the latter significantly affects the former. Thus, attitude is crucial since it influences how a learner behaves when learning a language. Academics frequently stress the importance of attitude in language learning. As an illustration, Inal, Evin, and Saracaloglu (2003) claim that comprehending student attitudes is crucial for both the learner and the academic programme.

Both positive and negative attitudes toward a language are possible. The ability to communicate with people who are native speakers of the language you are learning or its practical benefits inspires learners to study more, which increases the likelihood that the process will be successful. This is why having a positive attitude toward learning is beneficial (Noels et al., 2003). Alternatively,

negative attitudes can hinder or delay language acquisition because they appear when students lack motivation and interest or have issues with the teacher. Even if they negatively impact students, negative attitudes can also have a constructive impact. This might occur if a Twi student desires to learn the language or if Twi students battle against such unfavourable sentiments by persevering and working hard. The desire to succeed academically or linguistically may change unfavourable attitudes into favourable ones (Lennartsson, 2008).

Components of Attitude

Researchers have used the behaviourist and mentalist theories as frameworks for studying linguistic attitudes (McKenzie, 2010). Both theories contend that socialization over time shapes attitude. Studies based on the behaviourist viewpoint contend that all human behaviours are behavioural units and that an individual's behaviour may be inferred from how they react to social events. According to the behaviourist, an attitude is a discrete unit of behaviour that can be ascertained by observing how one reacts in a given social setting. This indicates that it is unnecessary to ask responders to reflect on their attitudes; simply observing a person's outward behaviour will suffice. It also implies that the ability to forecast attitude solely by outward behaviour is sufficient. As demonstrated, behaviour can be seen as having a negative attitude about Twi if someone exhibits hate for Twi. In this case, attitude is perceived as having a direct influence on behaviour, and behaviour, in turn, reflects attitude (Perloff, 2003).

Contrarily, overt behaviour cannot be trusted to anticipate behaviour accurately. According to Baker (1992), it may be done consciously or

unconsciously to hide inner attitudes. McKenzie (2010) argues that growing evidence suggests that an attitude originates in a person's mind and is almost impossible to identify or determine explicitly. The prevailing assumption that attitudes directly influence behaviour has wholly discredited the behaviourist view of attitudes. However, this is not a reason to disregard it entirely (Perloff, 2003).

Therefore, this study supports the mentalist approach to examine Twi students' attitudes toward learning the Ghanaian language. The rationale for adopting the mentalist viewpoint is that most research on language attitudes is based on this paradigm. (Baker, 1992; Gao & Zhou, 2000; Payne, Downing & Fleming, 2000). It is crucial to note that despite the mentalist viewpoint being widely accepted by language attitude researchers, it poses significant research challenges because internal mental states are impossible to investigate directly and must instead be inferred from behaviour or self-reported data, which are generally regarded as having doubtful validity (Fasold, 1984). Despite this, the mentalist approach primarily uses two ways to investigate language attitudes. They are the matched guise approach and the questionnaire/interview. This study used a questionnaire to gather information about students' attitudes toward learning Ghanaian language.

According to the mentalist perspective, attitude is an intangible mental quality that can only be assessed introspectively (McKenzie, 2010). The theory proposes a three-part model of attitude formation: cognitive, emotional, and

conative. The hypothesis states that attitude comprises three parts: one's thinking, emotional response, and propensity to act.

The affective component of attitude encompasses the emotional reactions toward the attitudinal object, which can be expressed verbally or non-verbally. Verbal affective responses can convey various emotions, from awe and disgust to rage. Verbal reactions are more uncomplicated to analyse than non-verbal ones since they manifest feelings toward the attitudinal object. This category of responses comprises body reactions that are simple to identify, including but not limited to a frown, smirk, or smile. It can be challenging to determine if a response indicates a positive or negative attitude since some biological changes, such as pupil dilation and heart rate variations, are difficult to recognize (McKenzie, 2010). However, an attitude has a significant emotional component (McKenzie, 2010; Perloff, 2003). In the context of this research, emotional reactions to Twi may encompass appreciating its literary creations and forming sentimental ties to both the Akan culture and the language due to ancestral connections.

Second, the behavioural disposition of an attitude refers to how someone behaves in a specific way. It is suggested that attitudes are determined by planned behaviour, wherein individuals logically consider the pros and cons of a particular course of action before making decisions. For example, the reverence accorded to the language can be seen in the passionate manner in which a Twi student learns the language. Learning Twi has advantages that affect the learner's behaviour in real life.

Finally, the cognitive component considers how strongly a person feels about a language. The tripartite paradigm's cognitive part relates to how much people value, need, and think they need to learn a language. According to the cognitive component, attitude includes beliefs or cognitions about a specific language. The real benefit of the mentalist theory of attitude is that it "recognizes the complexity of humans and strives to explain why a person may possess ambivalent attitudes" (McKenzie, 2010, p. 24).

According to Eren (2012), a learner's attitude toward learning a second language and additional social and psychological characteristics affect their success. According to Youssef (2012), a student's aptitude, approach, and attitude determine how successfully they learn a language. Along with linguistic and cognitive flexibility, students' views and opinions toward the target language also affect their capacity to acquire a second language. Additionally, he asserted that students' perceptions of the target language, its speakers, and their society and culture could affect their feelings about learning the language and how likely they are to do so.

According to Reid (2003), "attitudes are crucial to us because they cannot be distinguished from research" (p. 33). Language proficiency is thought to be significantly influenced by attitude. Language learning success depends on the learner's attitude towards the language and their academic prowess. Samson (2012) argues that language education professionals, academics, and students should acknowledge how students' positive attitudes and motivation promote language learning. As a result, if a student lacks the motivation and focuses on

learning the target language to communicate with others, the student will adopt a pessimistic outlook and not be inspired and empowered to study the language.

Concept of Language Attitudes

Language and cultural norms and values separate individuals from other groups of people. Language is a vehicle via which a group's culture is passed on. Language is how a group expresses their identity and cultural pride (Mukhuba, 2005). The Zulus of South Africa are known to be incredibly proud of their culture and language, and they are reported to have a favourable attitude toward their language, in contrast to how they feel about other South African languages. Once a community is proud of its culture, it will inevitably adopt a favourable view of its language. A language's speakers' opinions are reflected in how people view that language.

The study of language attitudes is inextricably linked to a socio-political and socioeconomic framework in which the world's various languages are accorded different values and meanings. Language learners' success is significantly influenced by the prominence of the language they are learning and by its native speakers. It has been argued by Dörnyei (2009) that a student's attitude plays a significant role in deciding how successful and knowledgeable they are in their academic endeavours. Ellis (1994) argues that language learners exhibit diverse attitudes towards various aspects, including the target language itself, native speakers of the target language, the culture associated with the target language, its social and practical utility, and the value of acquiring language skills

within one's cultural context. Language preference and parental perspectives on language acquisition also demonstrate considerable variability among learners.

Attitudes on a wide range of topics, including the target language, native speakers of the target language, the culture of the target language, the social and practical application of the target language value (such as acquiring skills as part of one's own culture), as well as language preference and parental views on language learning—are highly variable.

According to Sanusi (2018), language attitude refers to people's attitudes toward their language or the language(s) of others. Kadodo, Mavies, and Cordial (2012) contend that attitudes can occasionally be neutral, positive, or both. This presupposes students' attitudes impact their language learning experience and proficiency levels. It is the attitudes of the learner toward the language that is most important for its successful acquisition. The inference is that Twi students who approach a language positively will work hard to learn it. Students intrinsically motivated to learn Twi will invest the time and effort needed to become fluent in the language. Conversely, students with a negative attitude about the target language may feel that studying it is useless and, hence, have less motivation.

There are two perspectives on language learning: positive and negative (Ito & Cacioppo, 2007). These favourable and unfavourable attitudes are thus classified as positive or negative (Chaer & Augustine, 2010, p. 15). Twi students who see the language as something they need or like may display a positive attitude, as opposed to a negative attitude by those who see the language as

something they do not need or like. These attitudes might substantially impact how successfully or unsuccessfully they can learn Twi. Twi students' academic performance may be improved for students with a positive attitude against those with a negative attitude.

Aziakpono and Bekker (2010) describe language attitudes as the tendency to have a favourable or unfavourable response to a particular language. They contend that cognition, affective, and conative elements constitute language attitudes. A person's views, assumptions, understanding of a particular language, and knowledge of how to use it in particular settings are all part of the cognitive component. Conative refers to specific behavioural patterns or activities related to the language and linguistic options inside a given context. In contrast, affective refers to feelings toward a language and an associated group (Aziakpono & Bekker, 2010). However, according to Aziakpono and Bekker (2010), the cognitive and affective components may vary. Following language's symbolic and instrumental functions, two categories of language attitudes can be identified: integrative and instrumental. Integrative attitudes are connected to a person's identification with a particular group, whereas instrumental attitudes are linked to beliefs about a particular language's significance and practical value.

A language's status, determined by how its users feel about it, the size and dispersion of the user community, and institutional backing, are the three factors that impact a language's ethnolinguistic vitality (Holmes, 2013). Language attitudes and language preferences are intimately intertwined, as Holmes (2013) explains:

“People generally do not hold opinions about languages in a vacuum. They develop attitudes towards languages that indicate their views about those who speak the languages and the contexts and functions with which they are associated. When people listen to accents or languages they have never heard, their assessments are random. There is no pattern to them. In other words, there is no universal consensus about which languages sound most beautiful and which most ugly, despite people’s beliefs that some languages are inherently more beautiful than others” (p. 401).

Regarding using the mother tongue as the primary language of instruction, Ejieh (2004) looked into the opinions of 160 future teachers from an education college in a Yoruba-speaking region of Nigeria. The study's findings revealed that 84.21 per cent of respondents oppose teaching in their native tongue. The respondents claimed several causes for the opposition to using the mother tongue. The primary justification given by respondents is that they think mother tongue education has a negative impact on how well children acquire the English language. Similarly, Khejeri's (2014) study found that English is valued more highly than the mother tongue among the forty primary school teachers surveyed in Hamis District, Western Kenya. Data analysis of the responses showed that only 2% of people favoured students using their mother tongue in the classroom. This demonstrates unequivocally that English is strongly preferred over the mother tongue and that the use of English is discounted in comparison.

Furthermore, the respondents stated there are more drawbacks to speaking one's mother tongue in education than benefits.

How students approach learning a language can be positive and negative.

Learning a language can be facilitated by having a positive attitude. According to Faroq and Shah (2008), the unique determinants for students' involvement and performance in language acquisition are their attitude toward and interest in the language. Additionally, a positive attitude aids in overcoming challenges, building confidence, and maintaining plenty of tenacity, as Meng (2010) stated. Still, a negative attitude depresses individuals, fills their hearts with complaints limits, and even strangles their potential. Positive attitudes allow language learners to achieve more effectively than negative attitudes. In light of its significance for language learning and instruction, the concept of a learner's attitude is crucial.

Guerini (2008) claims that most native Akan speakers are against using the Akan language as a medium of instruction in schools nationwide. Some people consider proficiency in English to be one of the most critical skills a school should instil in its students. In contrast, others dismiss the language as unsuitable for use in more academic or professional contexts. This demonstrates that Owusu-Ansah and Torto (2013) claim that English is necessary for full participation in the social, economic, and political life of emerging urban societies is correct. Those who think Twi is not worthy of being linked to political, social, or economic prestige will be unmotivated to learn the language, and those who think it is worthwhile will be motivated to learn the language.

In the subject of language learning, Baker (1992) emphasized the significance of undertaking attitudinal research. According to him, “language restoration, preservation, decay, or death appear to be strongly influenced by one's attitude toward language” (p. 9). According to De Bot, Lowie, and Verspoor (2005), language teachers, researchers, and students should realize that students' high enthusiasm and good attitudes help them learn languages. As a result, if a student lacks interest in studying a language, they will have a negative attitude about it, discouraging them from continuing to learn the language with enthusiasm.

Motivation

Not only is motivation a crucial aspect of human life, but it is also a crucial element of language acquisition. The word "motivation" does not have a single accepted definition. Effort, desire or will (cognition), and task enjoyment are all components of Gardner's (2010) definition of motivation as a type of core mental engine of energy (affect). Even the most gifted language students fail to reach their goals without adequate motivation, so motivation is crucial to success. Language learning motivation is defined by Ellis (1994) as the "need or desire" of the learner to study a new language (p. 715). The two most significant determinants of motivation in second language learning, according to Lightbrown and Spada (2001), are learners' communication needs and attitudes towards the target language speakers. They reasoned that students would be inspired to learn a second language if they genuinely need to communicate in it or if they set and work toward concrete, individualized goals and aspirations.

The essential elements of motivation include excitement, interest, keenness, and enthusiasm for learning (Crump, 1995). Cook (2000) asserts that not all learners acquire languages similarly. He once more states that three main factors, age, personality, and motivation, impact the language learning process, with motivation having the most significant impact. The levels and motivational philosophies of every person are unique. In other words, different people have different forms of motivation. Brew and Burgess (2005) contend that learners must be motivated to attain their objectives. The thought of learning a language motivates language learners to reach proficiency. Since motivation is necessary for language acquisition, motivated Twi students are more likely to succeed in learning and mastering the language than non-motivated students (Cook, 2000).

Integrative and Instrumental Motivations

Gardner (1985) divided the learner's motivations for language learning into two categories: integrative motivation and instrumental motivation. Both motivations affect a learner's ability to succeed in language classes. Learning a language to interact with its native speakers is an example of integrative motivation. Students learn the language to participate in or be a part of the linguistic community. Saville-Troike (2006) describes that integrative motivation for language learning stems from a yearning to participate fully in the culture of the target language's speakers. This inspiration stems from the learner's intrinsic interest in the language, their desire to meet and mingle with native speakers, and their openness to participating in and using the language in their local community. However, it frequently has emotional or affective components.

Masgoret and Gardner (2003) suggest that integratively motivated learners exhibit receptiveness to learning from different language groups and maintain favourable attitudes during learning. Additionally, integratively motivated learners demonstrate persistence in their studies, especially when encountering difficulties or complex tasks. This perseverance stems from aligning personal values with academic aspirations, elucidating why integratively motivated students invest more significant effort and attain remarkable proficiency in language acquisition (Wang, 2008).

Integrative motivation is a fundamental component of language learners' language learning beliefs, according to Cziér and Dörnyei (2005), who studied Hungarian youngsters in their early teens. Integrative motivation is the secret to students' success in their language learning activities, which is associated with improved proficiency outcomes in the target language (Hernandez, 2006). The learner's gender is a crucial consideration when figuring out sources of integrative motivation in particular and sources of motivation for language learning generally. Mori and Gobel (2006) found that female students learning English in Japan had higher levels of integrative motivation. Williams, Burden, and Lanvers (2002) also found that female German and French students were more intrinsically motivated than male students.

According to Garden (1983), instrumental motivation is learning for perceived utility. These language learners study a foreign language for practical purposes rather than to become socially involved in the target language community (Gardner, 2010). When Twi learners study the language, they keep in

mind the language's usefulness or significance. In addition to other things, these instrumental goals may include improving one's social status or sense of worth, locating better career opportunities, furthering education, meeting academic requirements, or translating (Saville, 2006).

The Twi student anticipates the various benefits that come with studying Twi. The instrumental motive strongly emphasises purely practical usefulness in language learning. It may be said that learners motivated by instrumental factors want to learn Twi to achieve non-interpersonal goals such as external rewards like approval, personal fulfilment, status, or power. According to Vaezi (2008), students see learning the English language as their primary tool for becoming more capable in a globalized community. This only suggests that they are learning English out of a necessity to satisfy the demands of possible employers.

Gardner (1985) asserts that integrative motivation outperforms instrumental motivation because it considers attitudes and actions essential to language acquisition. While Dornyei (2001) may have made it seem that integrative and instrumental motivation are opposites, this is untrue. Both of them have a beneficial relationship and aid in language learning. Additionally, Waner (2008) states that successful language learning requires integrative and instrumental motivations. According to Ellis (1994), who compared these two motivational approaches, integrative motivation is the most effective. He continued that integrative motivation is superior and better structured. Students lacking integrative or instrumental motivation find learning and comprehending a

language in a classroom challenging. They also frequently find it challenging to pick up a language (Cook, 2000).

Intrinsic and Extrinsic Motivations

The Self-Determination Theory, proposed by Ryan and Deci (2000), is yet another framework for categorizing different types of motivation. The Self-Determination Theory is a framework that Ryan and Deci (2000) developed to classify the various motivational styles regarding the underlying reasons, goals, and purposes that motivate action or result. According to this theory, intrinsic and extrinsic motivation are the main distinctions. When someone is eager and interested in learning a language because they believe it will be appealing and enjoyable, this is known as intrinsic motivation. Twi students with intrinsic motivation choose to study the language because of the natural pleasure or sense of success that comes from doing so. This means they are not influenced by external incentives or penalties for their efforts (Bucceri, 2010). Intrinsic motivation, as defined by Santrock (2004), is “the motivation to act that arises from within in response to an internal drive, such as a desire or a feeling” (p. 418). For instance, people might study Twi because they appreciate or like it.

In contrast, extrinsic motivation is the tendency to engage in an activity for some external reward or benefit. This could be because students want to get a good grade or avoid getting a bad one for other reasons (Vansteenkiste, Lens & Deci, 2006). This indicates that a Twi extrinsically motivated student may pick up a language without interest, all in the name of reaping the benefits of the expected reward or avoiding the consequences. Furthermore, according to Sclaro (2010),

extrinsic motivation pushes a learner to study a language to receive monetary compensation or meet social obligations rather than just for fun. According to Harmer (2007), extrinsic motivation can be triggered by a wide range of external factors, such as the need to perform well on an exam, the prospect of financial gain, or the hope of future travel. Additionally, this type of motivation comes from outside sources and exerts external pressures on a person through rewards, social pressure, and punishment.

Intrinsic motivation is divided into three categories by Vallerand (1997): the want to learn (intrinsic motivation to knowledge), the desire to achieve (intrinsic motivation to accomplishment), and the need to be stimulated (intrinsic motivation to stimulation). The drive to engage in an activity to learn new things and acquire knowledge is known as intrinsic knowledge. When we discuss instances when a student acts out of joy and satisfaction from working toward goals, we are referring to what is known as intrinsic motivation for achievement. Motivation based on the emotions evoked while partaking in interesting and exciting activities is related to intrinsic motivation to experience stimulation. Based on the emotions sparked by performing enjoyable and exciting work, stimulation is related to motivation.

Extrinsic motivation also has a significant impact on language learning. According to Deci and Ryan (1985), even unmotivated students can become so over time. Deci and Ryan (2002) divided extrinsic motivation into four stages in the context of education. The first type of extrinsic motivation is external regulation; it requires the learner to act in a certain way to reap the rewards or

avert penalties. In other words, extrinsic motivation is a collection of actions motivated by impersonal factors like costs or interests (Noels, Pelletier & Vallerand, 2003; p. 62). Introjected regulation is a circumstance in which people force themselves to act because they are under pressure (Noels et al., 2003). This type of motivation drives a person if doing the activity will prevent them from experiencing negative emotions such as guilt or embarrassment. As the third type of extrinsic motivation, identity regulation compels individuals to act contrary to their preferences to maintain a sense of self. As the pinnacle of extrinsic motivation, integrated regulation is the state of optimal motivation, rules that are internalized to the fullest extent possible. When one practices integrated regulation, particular values and needs are considered (Ryan & Deci, 2000, p.37).

Noels (2001) examined the connection between students' motivation and how they perceived their teachers' communication styles. The findings indicated that the behaviour of the teachers influences students' generalized emotions of autonomy and competence. In other words, the student's perception of how much control their teacher exerted on them and their intrinsic drive decreased proportionally to each other (Noels, 2001). In contrast, students' beliefs in their Spanish learning abilities grew directly proportional to the degree to which they perceived their teacher to be invested in their development as learners and readily available to offer insightful praise and encouragement (Noels, 2001). Additionally, it was discovered that intrinsic motivation and identified regulation were highly connected with the integrative orientation. This, however, does not imply that intrinsic and integrative orientations are the same (Noels, 2001).

It should be emphasized that the integrative-instrumental distinction and the intrinsic-extrinsic distinction are related but not the same, according to Carreira (2005). People speaking more than one language is relatively frequent in today's society. People pick up languages for various reasons depending on their circumstances, such as their environment and job requirements. According to Reimann (2001), the motivation for language learning and the methods used to achieve those goals will vary depending on the individual. Though each motivation type has its place, enhancing language skills necessitates a combination of intrinsic, extrinsic, instrumental, and integrative factors.

Empirical Review

This section reviews empirical studies about how Twi students feel about learning the Ghanaian language, why they study it, and the problems they face. It also examines how male and female students and students in different programmes feel about learning the Ghanaian language.

Pre-Entry Attitude of Students Towards Learning Language

Attitude shifts toward English study among Malaysian university students were studied by Choy and Troudi (2006). The study examined how students' attitudes toward English learning changed between secondary school (where Malay was taught) and college (where English was the language of instruction). One hundred students participated in the study. Students' weekly journals and interviews with students were used to compile the data. The results showed mixed positive and negative sentiments among secondary school students regarding their English education.

Bhaskar and Soundiraraj (2013) conducted research to see if and how students' perspectives on English language study shifted between high school and college. The respondents included 52 first-year Tami medium-stream Mechanical Engineering students. A structured questionnaire and an informal interview were used to gauge participants' attitudes. The study showed that participants' views on studying English as a second language in higher education shifted significantly.

Attitude of Students Towards the Learning of Indigenous Languages

The prevalence of prejudice against indigenous languages is a topic that has been the subject of numerous academic investigations. According to several of these reports, students look down on learning an indigenous language. However, other research has found that students welcome learning an indigenous language.

Studies on the attitudes that students in Ghana have toward the languages they study have been carried out in the context of Ghana. For example, Akele-Twumasi (2021) looked into students' attitudes at the University of Cape Coast regarding studying Ghanaian languages. The motivations behind the study of Ghanaian languages at the university level were the subject of this research. The researcher used a quantitative approach and distributed 100 questionnaires to two groups: 50 students studying the Ghanaian language and 50 non-Twi students. Student interest in studying Ghanaian languages at the institution was higher among non-Twi students than Twi students. The results also revealed that, for Twi students and those who did not study the language, the motivation to do so was primarily pragmatic rather than integrative.

At the College of Education, Akuamah, Gyampoh, and Amoah (2022) looked into student teachers' attitudes toward studying Akan, a local language of Ghana. St. Joseph's College of Education, Abetifi Presbyterian College, and Fosu College of Education were the three carefully selected institutions. Two hundred twelve (212) students participated in the study, with 111 females and 101 males. Most respondents generally hold a favourable view of Akan as their college major. Most student teachers did not appear disturbed by the negative connotations associated with majoring in Akan, which may have resulted from their lack of concern with the general stigmatization of learning the Akan language. Last but not least, the respondents' perspectives differed, although a slim majority said they would permit their loved ones to learn Akan.

Owu-Ewie and Edu-Buandoh (2014) examined how SHS students studying L1 deal with Ghanaians' negative attitudes towards studying L1 in the SHS. The study also examined how to alter students' unfavourable attitudes toward studying L1 in SHS. The survey's findings indicate that the general public, instructors, school administrators, parents, and students of other languages all have unfavourable opinions toward studying Ghanaian languages at the SHS. The words they use, their actions, and how they act all betray these feelings. According to the research, a concerted effort is needed to change people's minds about the value of learning indigenous languages in Ghana. Some potential solutions to this problem include spreading the word about the benefits of learning the language, providing access to learning materials, and making it a mandatory subject in secondary schools.

Not only in Ghana but also internationally, there have been studies on the attitude of students toward languages. Mbatha, Mandende, Rwodzi, and Makgato (2021) aimed to comprehend how isiZulu students felt about studying Sepedi as a second language for communication. The study employed the mixed-methods approach. The study's conclusions showed that students who speak isiZulu as their first language have conflicting opinions about studying Sepedi as a second language in higher education. Respondents and participants from the chosen samples reaffirmed their agreement that learning Sepedi as a second language is crucial since it may lead to more employment options for graduates in the business sector. Additionally, the responders and participants had an optimistic outlook and a knowledge that picking up Sepedi as a second language may potentially help them become multilingual.

Similarly, Kenya, Kevogo, Kitonga, and Adika (2015) investigated the Kiswahili language attitudes and Kiswahili language use patterns of secondary school students of Somali ancestry in a multilingual society. Students in secondary education in Garissa Town, Garissa County, Kenya, were specifically targeted. Surveys were distributed to collect information from the field. A hundred people participated in this survey. A semi-structured questionnaire was used to gather data to learn about respondents' opinions towards Kiswahili. Results show that Kiswahili is well-liked by secondary school students in Garissa. Almost exclusively spoken at home is Somali. English is primarily spoken in classrooms, although Kiswahili is used for intercultural and interethnic communication.

To ascertain whether the switch to English affected students' attitude development toward Kiswahili, Wamalwa, Adika, Kevogo, and Mtwara (2013) looked into students' attitudes regarding Kiswahili. Three hundred forty (340) students from six chosen schools in Mtwara Urban and Mtwara Rural areas made up the sample for this survey. The findings demonstrate that Kiswahili is still highly regarded among secondary school students in Tanzania and that most Tanzanian students have positive sentiments regarding the language. In all required fields, Kiswahili continues to be the language of choice.

Again, Shipibo speakers' perspectives on language were studied by Sánchez, Mayer, Camacho, and Alzza (2018) in the Cantagallo district of Lima, a Spanish-dominated urban context. The Shipibo language is one of the Panoan languages spoken by natives of the Amazon. Two groups of 30 were interviewed in 2002 and 2017 using questionnaires asking their thoughts on Spanish and Shipibo. When asked to complete the questionnaire, some people did so multiple times while others only did so once. The responses were examined through quantitative and qualitative lenses. A study finding indicated that although participants identified significantly with Shipibo-Konibo in 2002 and 2017, there was a language shift toward Spanish. Another conclusion was that while opinions of Spanish were largely positive in 2002, they started to change in 2017, along with opinions of the perception of prejudice towards the Shipibo-Konibo.

However, some studies indicate that students have unfavourable attitudes toward indigenous languages. For instance, the opinions of Zimbabweans concerning using native African languages as a language of instruction in schools,

colleges, and institutions were investigated by Magwa (2015). One thousand (1000) people were surveyed using questionnaires, observations, document analysis, and interviews. The obtained data were processed both qualitatively and quantitatively. The study found that while English remained the most prestigious language, native languages had a relatively low reputation. Furthermore, because English was a language that conferred authority and status, most participants requested that it be used as the medium of teaching in elementary, secondary, and tertiary education.

Also, Schlettwein (2015) investigated students' attitudes at the Universities of Stellenbosch and the Western Cape, focusing on the languages of English, Afrikaans, and Xhosa. An in-depth examination of these data revealed that the respondents had the most favourable attitudes toward English, followed by Afrikaans. The indigenous languages received the least favourable opinions from the participants, although none of the eleven official languages of South Africa received a majority of negative votes. The data also shows that individuals' native tongues are preferred in informal settings, while English is preferred in formal sectors.

In a similar study, Ejieh (2004) examined how student teachers felt about teaching in their mother tongue. A questionnaire given to 106 students in an education college in Nigeria was used to collect the data. The results showed that most college-level education majors opposed teaching in the mother tongue, regardless of whether or not the study of the local language was required for their

degree programmes. That is because they do not understand how crucial it is to use one's mother tongue in the classroom.

Literature on the reasons for the study of a language

Sarfo (2012) examined Ghanaian university students' needs and attitudes regarding English. In addition, he investigated several factors that influence learners' decisions to major in English. He used statistically accurate representations from two Ghanaian universities: Legon and Cape Coast. Findings showed that students' motivations for learning English were more instrumental than integrative, but they expected English to become integrative. Students placed a premium on reasons that provided 'access,' 'utility,' 'economic force,' and social mobility/advancement' for learning English; the top four were related to business and education.

Nyamekye and Baffour-Koduah (2021) examined the motivations behind students' decisions to study Ghanaian languages at the University of Cape Coast. They used a descriptive survey approach with a sample of 144 students. The study found that both integrative and instrumental elements drive students. It was discovered, nonetheless, that integrative rather than instrumental elements inspired students more. Additionally, male and female students had no distinction in interest in learning the Ghanaian languages. Students who thought they were taking Ghanaian language because the school made them as part of their Bachelor of Arts (Education) programme were found to be less enthusiastic about their studies than their colleagues who had concluded that they were studying the language because they genuinely wanted to. Contrary to popular belief, students

found that they were not taking the language as a means to an end (that is, a quick way to acquire good results) but rather because they wanted to become more immersed in Ghanaian culture.

Anokye (2022) used Accra Senior High School as a case study to research the motivation and attitudes toward learning English in senior high schools. The results indicated that instrumental motivation rather than integrative drive is more effective at motivating pupils to study English. Most students said they were required to study English for academic reasons. The majority also said that learning English simplifies communication with others who speak English and get well-paying employment. Second, the way the students felt about learning English was positive. The study found that students' English skills improved as they became more interested in and committed to learning the language. Additionally, there was a highly significant positive correlation between ESL students' motivation levels and their attitudes toward the language. Evidence like this suggested that students' feelings about learning English were linked to motivation.

At Rhodes University in South Africa, Aziakpono and Bekker (2010) researched the ideas of isiXhosa-speaking students and uncovered their opinions on numerous language learning and teaching challenges. The relevant data were acquired through interviews and a survey questionnaire (individual and focus group). Based chiefly on instrumental considerations, the results indicated that respondents had a generally favourable view towards English as a language of instruction. The use of isiXhosa alongside English was seen favourably. The stated purposes for using isiXhosa in this context were integrative and

instrumental. However, although most respondents support bilingual arrangements, few thought thoroughly implementing a bilingual policy would be feasible, mainly due to Rhodes University's multilingual environment.

Bani-Khaled (2014) looked at 250 female students' attitudes and perceptions of the importance of English. These were the University of Jordan students pursuing a BA in Applied English degree. He gathered his information from fifty in-depth interviews with students and one hundred fifty written self-reports submitted as college-level compositions during the first semester of the 2013-2014 academic year. According to the results, several integrative and instrumental factors, including the job market, individual growth, cultural engagement, social status, travel, media, technology, and educational experience, may influence the broad perspectives of these students.

Malaysian pre-university students' desire for language study was explored by Muftah and Rafik-Galea in 2013. The study's conclusions painted a picture that demonstrated that Malaysian pre-university students are highly driven to learn English, have a favourable attitude toward doing so, and are motivated more by practical reasons. Additionally, the study demonstrated that learners are more driven to acquire a language when they have specific goals rather than broad ones. The study's qualitative and quantitative findings show that students place a premium on instrumental and integrative orientations, such as preparing for a future career, studying abroad, expanding their social circle, and learning English to navigate the internet better.

Chalak and Kassaian (2010) analyzed the views of Iranian undergraduates on learning English. The focus was on the students' intrinsic motivation and perspectives on the target language and its culture. At Islamic Azad University, Khorasgan Branch in Isfahan, Iran, 108 English translation majors were polled using the AMTB (Attitude, Motivation Test Battery). Several factors were analyzed, including participants' interest in learning English, parental support, motivational intensity, attitudes toward English learning, and attitudes toward English speakers. According to the findings, the students were both instrumentally and integratively motivated. They have positive impressions of the community members with whom they use the language.

Challenges Students Face in Learning a Language

Difficulties of some kind accompany every social contact. Learning a language is no exception. Researchers have identified some issues that students face when learning a language.

Gyasi, Sam, and Amponsah (2002) investigated the challenges of Akan grammar instruction in Aburaman's secondary institutions. The study sample included four hundred and twenty (420) students and eight (8) teachers. Teachers' and students' questionnaires comprised two sets of tools. The teachers claim that there are some difficulties in teaching Akan grammar. A few of these were the lack of Akan textbooks and other educational materials, teachers' weak pedagogical knowledge, and the inconsistency of Akan Grammar instructors. For instructors, it was suggested that in-service training, reliable housing, and

instructional materials be made available. The desire to speak Akan should also be fostered among students.

Dogbey, Dorwu, and Arthur (2003) investigated problems with Ghanaian language education at Imam Khomeini Junior High School in the Cape Coast Metropolis. This study aimed to investigate Ghanaian language education's challenges and propose viable solutions. Scheduled interviews and observation were used as data-gathering tools. Inappropriate teaching and learning resources, ineffective teaching strategies, students' and teachers' negative attitudes, and students' failure to master the subject matter were the issues that were discovered. It was suggested that Ghanaian language teachers should possess professional training. Once again, a sufficient supply of high-quality educational resources is essential for an effective educational system. It was also suggested that the government maintain a consistent policy regarding Ghanaian language education and that sufficient time is allocated to this end.

Dhillon and Wanjiru (2013) examined the challenges of ESL instruction in Kenya. Elementary schools in a Kenyan city served as the study's research sites. Questionnaires and semi-structured interviews were used to gather information. The findings showed that EFL students face obstacles, including a lack of a solid linguistic foundation, making picking up the language challenging. None of the students' native tongues were English. Teachers of English as a foreign language were urged to create a welcoming classroom environment in the study.

Fatiloru (2015) study in Nigeria aimed to identify and investigate potential approaches to addressing issues in ESL instruction. The study found that ESL

students face many problems. Some of these problems included excessive class sizes. Students have limited English proficiency, inadequate language policies, uninspiring classroom settings, and a scarcity of ESL teachers and instructors.

The report suggests that society and educators should encourage students to acquire strong English skills. The government was urged to facilitate increased use of technology in the classroom, mainly to improve English language instruction, focusing on teaching pronunciation.

Kizildağ (2009) investigated Turkish primary school teachers' difficulties in imparting the English language to their young charges. There are three main challenges that English language educators in public elementary schools have mentioned. A semi-structured interview was utilized to gather data from 20 Turkish teachers. Institutional, educational, and socioeconomic categories were used to rank these. Poor planning led to an ineffective curriculum, which caused institutional issues; inadequate resources and facilities caused issues in the classroom. The parents' socioeconomic status impacted their understanding of the value of studying a foreign language. Additionally, she argued that overcrowded classrooms, a demanding workload, and a shortage of resources like computers, projectors, and video/CDs were detrimental to ELT teachers.

In three institutes of education in Oyo State, Nigeria, Kolawale (2015) looked at the challenges associated with French teaching and learning. Due to the few French students enrolled at the institutions, 40 participants were included in the study. According to the research's findings, there are several issues, including the government's disregard for the language, unfavourable entrance criteria, the

unemployment of French graduates, a lack of motivation, parental attitudes, and a lack of infrastructure. As a recommendation, the government was urged to encourage French teachers and students nationwide by adopting a more positive attitude towards studying French.

Elibariki (2017) examined elementary school students' difficulties when learning English as a second language. The research used a cross-sectional survey using a mixed method technique. Students had trouble picking up the language because of factors such as large class sizes, insufficient teaching materials, an emphasis on the mother tongue, and the low qualifications of the teachers responsible for their instruction. The findings also indicated that students were given insufficient time to practice their English and that teachers were not engaging students in classroom activities that would improve their knowledge and proficiency in the language.

Attitude of Male and Female Students Towards Languages

Since gender issues are so problematic, they have risen to the forefront of public attention. Because of this, many studies have focused on comparing male and female students specifically to see if there are any differences related to gender. Several studies have compared male and female students' perspectives on language learning to determine if there are statistically significant differences. Some studies have found that male and female students approach languages differently, while others have found no such difference. As a result, it is imperative to learn whether there are any distinctions in gender-based attitudes about languages among the University of Cape Coast Twi students.

Akram and Ghanai analyzed (2013) gender differences in English learning motivation and attitude. The study included 150 12th-grade students from Pakistan. The questionnaire used was modified from one created by Gardner (1985). The study found no significant gender gap in motivation to study English.

Bagheri and Andi (2015) examined medical students' English language skills and attitudes. The study also analyzed the effect of gender on medical students' attitudes toward the importance of learning English. The 155 medical students at Sari's Mazandaran University of Medical Sciences took the Oxford Placement Test and an adopted attitude questionnaire. The findings suggested a modestly positive relationship between medical students' attitudes toward studying English and fundamental English skills. There was no difference between male ($M = 104.44$, $SD = 5.71$) and female ($M = 103.14$, $SD = 6.62$) students' attitudes toward studying English. The study found that male and female students had nearly identical attitudes.

Similarly to the two studies above, Malekmahmudi and Malekmahmudi (2018) investigated the attitudes of Iranian students toward studying the English language, specifically the impact of gender and the subject of study. Thirty-three students were selected from the humanities and medical sciences departments at Mazandaran University and Golestan University of Medical Sciences and given a questionnaire to evaluate their perspectives. The findings revealed no statistically significant attitude differences between genders.

Conversely, Eshghinejad (2016) examined the attitudes of male and female EFL students at Kashan University toward studying the English language

with a focus on behavioural, cognitive, and emotional factors. A sample of 30 students answered the items on the questionnaire. The data analysis showed that most participants were enthusiastic about the opportunity to improve their English skills. However, a statistically significant difference was found between the attitudes of male and female students ($M = 26.18$, $SD = 3.41$) and ($M = 40.34$, $SD = 7.40$), respectively. The study found that females generally had better attitudes than men.

The attitudes of Kurdish university students learning English as a foreign language were examined by Zebaria, Ali Allob, and Mohammadzadeh (2018). One hundred and sixty randomly selected second-year English as a Foreign Language (EFL) students from the Department of English Language were given a survey. The results showed that Kurdish EFL students had positive attitudes toward English studies across all three dimensions of attitude (cognitive, affective, and behavioural). Male participants had a significantly lower average attitude (37.83 , $SD = 4.88$) than female participants ($M = 40.12$, $SD = 4.5$). This indicates that females had a more favourable attitude toward learning English than males.

Genc and Aydin (2017) examined Turkish university students' perspectives on and motivation for learning English as a second language and the correlation between these factors and gender, parental involvement, programme of study, and academic performance. The quantitative research paradigm was used (a questionnaire) in this investigation. The results showed that most participants had a favourable outlook towards learning English. However, there

was a statistically significant difference in the attitudes of male and female students ($M = 3.55$, $SD = 0.64$ and $M = 3.80$, $SD = 0.54$, respectively).

In northern Nigeria, where few girls are enrolled in school, Wayar (2017) looked into the gender-based attitudes of students about English. A survey research method was used. Consequently, a random sample of four secondary schools was used. Data was gathered via a questionnaire, and descriptive statistics were applied. The study found that although all students were highly motivated and had positive attitudes toward learning English. Gender was a significant factor in SLA, with female ($M = 53.4$) learners developing more positive attitudes toward the language than males ($M = 46.6$).

Attitude of Students of Different Programmes of Study Towards Languages

Comparing student attitudes toward learning across various study programmes has proven crucial in determining the best group learning strategies. Many studies have been done in recent years that compare the differences in perspectives between different groups about different languages.

Abidin, Pour-Mohammadi, and Alzwari (2012) examined how Libyan high school students felt about learning English. Also explored was whether or not there were any differences in students' attitudes towards the English language across variables like gender, the field of study, and year in school. One hundred eighty students completed the basic, life, and social sciences questionnaires. The respondents' negative attitudes towards learning English were evident across all three dimensions: cognitive, behavioural and emotional. The mean scores for basic science, life science, and social science students were 2.46, 2.64, and 2.75,

respectively. Again, one-way ANOVA analysis demonstrated a significant difference in the respondents' attitudes about English based on their area of specialization ($F = 3.52, p = 0.032 < 0.05$).

Ming, Ling, and Jaafar (2011) investigated the motivation and attitudes of secondary school students in Malaysia about studying English. A questionnaire was used to collect data. The study found that college students in the arts and sciences have an optimistic outlook on their English learning experiences. The average grade in the arts was 2.58, while the average in the sciences was 2.89. Statistical analysis using one-way ANOVA showed a significant gap between the attitudes of science and art students, with the former having a significantly higher mean score.

Unlike the previous studies, Orfan (2020) studied Afghan students' cognitive, affective, and behavioural attitudes about learning English. It also examined how students differed in gender, age, native language, field of study, internet access, and experience with ELCs. A total of 210 students from Takhar University were randomly selected to complete the questionnaire. According to the findings, students had optimistic perspectives on their English studies. Again, the p-value (0.247) greater than 0.05 indicates no significant difference according to the One-way ANOVA test (0.05). This led researchers to conclude that there was no discernible distinction in how students from different disciplines felt about English language instruction.

Once again, Abu-Snoubar (2017) looked at how students at Al-Balqa Applied University felt about studying abroad in the United Kingdom and how

they felt about learning English. The gender and academic discipline of the students were also considered in the analysis. Out of the total sample size of 176, there were 68 males and 108 females. Sixty-seven respondents were studying in the faculty of natural sciences, while 109 were studying in the humanities faculty. The findings revealed that the respondents had positive views on the importance of learning English. There was no statistically significant difference in EFL students' attitudes toward studying English at Al-Balqa Applied University based on their major.

Also, Nduwimana (2019) looked into how Burundian university students studying pure science felt about learning English. It also looked at if there were any statistically significant differences in students' attitudes toward their respective fields of study. A survey research design was used since the investigation utilized a quantitative methodology. The students' responses indicated a positive outlook on learning English. Statistics students averaged 3.97, physicists 3.68, chemists 3.87, and biologists 3.81. Again, the one-way ANOVA showed no significant difference in English learning motivation between Math, Physics, Chemistry, and Biology majors ($F = 1.03, p = .38 > .05$).

Motivation of Males and Females Towards Language Learning

The motivation to learn English among Saudi university students was studied by Daif-Allah and Aljumah (2020). The participants' drive was studied via descriptive and correlative methods. The information was gathered with the help of a questionnaire. The findings demonstrated that college students strongly desired to improve their English skills. Male computer science students were

found to be less motivated to learn English ($M = 187.63$) than their female counterparts ($M = 213.00$). Female students were shown to be more motivated than male students to enhance their English skills.

At the Institute of English Language and Literature, University of Sindh, Pakistan, Niaz, Memon, and Umrani (2018), they examined the motivational differences between male and female English language learners. Data from 103 respondents were gathered via a questionnaire (51 males and 52 females). Gender differences were analyzed using an independent t-test. The findings revealed that male students ($M = 3.03$, $SD = .414$) and female students ($M = 3.06$, $SD = .396$) did not differ significantly.

Khong, Hassan, and Ramli (2017) investigated students' motivation and gender disparities in learning Spanish. Student motivation was assessed using a self-report questionnaire. Spanish was a compulsory course, and there were 448 participants in all. The results demonstrated the students' strong motivation for studying Spanish. The participants' motivation to study Spanish was discovered to be both integrative and instrumental. Male and female students' motivation levels did not differ statistically significantly ($M = 4.16$ and $M = 4.33$, respectively). Male and female students both expressed a strong desire to learn Spanish.

Al-Khasawneh and Al-Omari (2015) examined the motivational orientations of gifted students attending schools in Jordan. A questionnaire consisting of 20 questions modified from Gardner's (1985) Attitude Motivation Test Battery was utilized for data collection (AMTB). The independent t-test was used to investigate whether or not there were differences in motivation levels

based on gender. The students' higher test scores, which were reported as a direct result of their strong motivation to study the English language, provided evidence that the investigation's findings supported this hypothesis. The mean score of female students was higher ($M = 4.09$) than male students ($M = 4.06$). As a result, one could conclude that the students' motivation levels to study the English language differed significantly between the sexes. However, there were no gender differences that could be considered statistically significant because the level of significance, which was 353, was higher than 05.

Rahman, Jalaluddin, Mohd Kasim, and Darmi (2021) conducted a study investigating why Aliya madrasah students in Bangladesh wanted to learn English. The study also investigated whether or not the students' gender played a role in the degree to which they were motivated to study English as a second language. Three hundred individuals from six different Aliya madrasahs were randomly selected to collect the information. The results indicated that the students studying English exhibited a significantly higher instrumental motivation than integrative motivation overall. This was in contrast to the students who exhibited integrative motivation. It was also found that the gender of the student influences their level of motivation differently than other students. The mean score for males was 4.25, the mean for females was 4.19, and the standard deviation was 0.37. On the other hand, the independent t-test showed no statistically significant difference between the levels of motivation exhibited by male and female students ($t(298) = 1.36, p = .175$).

Motivation of Students of Different Programmes of Study Towards Language Learning

Daif-Allah and Aljumah (2020) examined the varying levels of motivation among Saudi university students to become proficient in English language skills. Approaches based on description and correlation were utilized to investigate the participants' motivation. A questionnaire was utilized to collect the data. The results showed that students displayed a significant amount of motivation to improve their English language skills. Again, a significant difference was discovered between students majoring in microbiology, mathematics, physics, and computer science. The findings showed that students majoring in microbiology were more motivated than those majoring in mathematics, physics, and computer science.

Altun (2017) investigated whether or not the reasons that students wanted to learn English as a Foreign Language (EFL) varied depending on their majors. The study's 170 participants were students at a Foundation University in Istanbul, Turkey. These students majored in one of five fields: aviation technology, psychological and counselling guidance, architecture, civil engineering, and nursing. A questionnaire consisting of 20 questions was given to the participants, and they had to answer all of them to determine whether or not their motivation for learning English was integrative or instrumental. The research revealed that the integrative motivation of students to learn English as a foreign language was consistent across all fields.

Nevertheless, the instrumental motivations they possessed varied. Students enrolled in the aviation technology programme exhibited significantly higher levels of instrumental motivation. This was in contrast to students enrolled in the nursing and psychological and counselling guidance programmes.

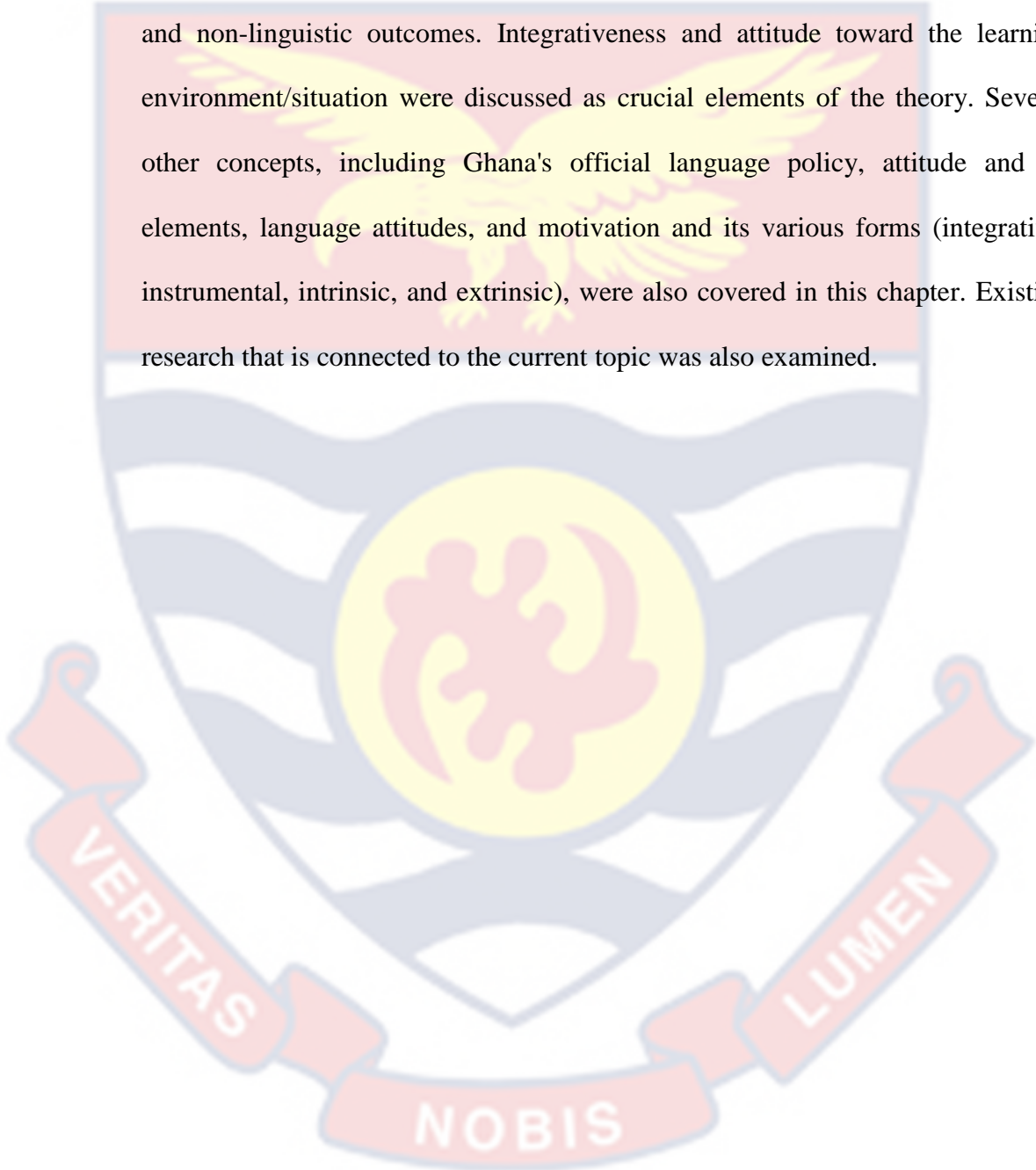
Relationship Between Reviewed Studies and the Present Study

The studies examined how students felt about learning languages, how they were motivated, and what difficulties they encountered. Both Ghana and global perspectives were taken into account. The focus of this study differs from other studies in that other works have examined students' attitudes toward learning Ghanaian language in senior high school (Owu-Ewie & Edu-Buandoh, 2014) and other settings. In contrast, this study aims to ascertain the attitude of Ghanaian language (Twi) students about learning the language at the University of Cape Coast, that is, students' pre-entry and current attitudes towards learning Ghanaian language (Twi). Although Akele Twumasi (2021) investigated the attitudes of students towards the study of Ghanaian languages in the University of Cape Coast, the population was limited to 50 Twi students (level 100) and 50 non-Twi students (Social Sciences, level 100). However, the study considered both Bachelor of Arts and Bachelor of Arts (Education) students studying Twi at the University of Cape Coast (level 200-400). Twumasi (2021) examined Ghanaian languages, while this study concentrates explicitly on Twi.

Chapter Summary

This chapter reviewed the theory underlying this study, many study concepts, and empirical studies related to the current study. The study's guiding

theory, Gardner's socio-educational theory, was examined. The theory includes four essential elements that aid in comprehending the attitude of Twi students: the social milieu, individual differences, language learning situations, and linguistic and non-linguistic outcomes. Integrativeness and attitude toward the learning environment/situation were discussed as crucial elements of the theory. Several other concepts, including Ghana's official language policy, attitude and its elements, language attitudes, and motivation and its various forms (integrative, instrumental, intrinsic, and extrinsic), were also covered in this chapter. Existing research that is connected to the current topic was also examined.



CHAPTER THREE

RESEARCH METHODS

Overview

The study aimed to investigate Twi students' attitudes toward learning Ghanaian language in the University of Cape Coast. The procedures and methods used to carry out the study are covered in this chapter, along with information on how the data was acquired. It includes the research approach, research design, population, sample size and sampling technique, research instrument, data collection procedures, and data analysis.

Research Approach

Concerning this study, a quantitative approach enabled the researcher to embrace a positivist philosophical assumption that fosters carefully controlled designs and statistical analysis that yields empirical observations and measures. Positivism is the study of social phenomena using the guiding principles of the scientific sciences. The positivist paradigm asserts that events can be studied through empirical research and logical analysis to provide explanations. When our theories accurately predict outcomes that align with the data collected through sensory observation, the scientific community considers the theory valid (Kaboub, 2008). According to Giddens (2009), the positivist paradigm is a research framework predicated on direct observation. As a result, theoretical claims such as constructing causal, law-like generalizations may be used to justify this paradigm.

According to Cresswell (2014), the quantitative approach to research is underpinned by the suppositions of testing ideas deductively. It also tends to defend research against bias, can adjust for various explanations, and allows for generalization and reproducibility of the research. In quantitative research, the topic is chosen, research questions are asked, and data that can be quantified from respondents are accessed and collected. Also, these data are analysed using statistics, and the study is carried out objectively. This research approach was chosen because the researcher wanted to understand more about the phenomena of Twi students' attitudes toward learning the language in the University of Cape Coast.

Research Design

The study collected and subsequently analysed data to examine the attitudes of Twi students towards learning Ghanaian language in the University of Cape Coast. This invariably involves discovering students' attitudes towards the learning of Ghanaian language. The study employed a cross-sectional survey. Examining a population sample influenced the decision to use this research design. According to Creswell (2014), cross-sectional survey designs provide numerical or quantitative representations of that population's patterns, attitudes, or opinions.

Additionally, according to Chalmers (2004) and Ponterotto (2005), cross-sectional survey designs enable researchers to look for explanations for specific features of social occurrences, including the respondents' opinions and attitudes. Cross-sectional survey designs help gather factual data on attitudes and

preferences, assumptions and projections, viewpoints, behaviours, and experiences (Dillman, Smyth & Christian, 2014). According to Kothari (2004), the purpose of descriptive research surveys is to make precise predictions or narrate facts and characteristics about a particular person, group, or circumstance. A descriptive survey design aims to watch, write down, and document a phenomenon as it is.

Descriptive design, however, cannot assist researchers in determining a causal link between a variable. Cresswell (2018) also pointed out that descriptive design is self-reported information that only reflects people's thoughts instead of actions. According to Gall, Gall, and Borg (2007), descriptive research prevents generalization beyond the specific set of individuals examined. For this reason, the fundamental goal of descriptive surveys is to determine how a particular group feels about specific characteristics. Cohen, Manion, and Morrison (2007) opine that it can be challenging to ensure respondents are asked the right questions when employing descriptive survey findings because the specific phrasing of the questions or statements can significantly impact the results. When responding to specific questions, there is a potential that at least some participants will give inaccurate or incomplete information, omit crucial details, or lack knowledge of the issue.

Population

The population was made up of all level 200, 300 and 400 Bachelor of Arts and Bachelor of Education (Arts) students who major in Twi (Asante and Akuapem) in the University of Cape Coast made up the population. The

researcher felt that the first-year students lacked significant academic experience in studying Ghanaian language at the university, which was the justification for their exclusion. According to the Registration Officer at the Department of Ghanaian Languages and Linguistics, the population of Twi students was 348, both Bachelor of Arts and Bachelor of Education (Arts) students.

Sample and Sampling Procedure

The sample size for this study was 240 students. Following Krejcie and Morgan (1970) table for selecting sample size, this number was chosen. The table showed that a sample size of 181 accurately represents a population of 348. Cohen, Manion, and Morrison (2003) assert that a study's objectives and the characteristics of the population under investigation should determine the suitable sample size. They also stated that there is no simple solution to this problem. The justification for the sample size presented above, in Krejcie and Morgan's opinion, is convincing (as cited in Cohen et al., 2003). However, I added 59 to 181 to make 240 to boost external validity and ensure the questionnaire's return rate does not alter how representative the sample is of the population.

The sample size for each programme was chosen using the stratified sampling method. First, the Twi students were divided into two strata based on their programmes: Bachelor of Arts and Bachelor of Arts (Education). The Bachelor of Arts stratum included 113 respondents, while the Bachelor of Arts (Education) stratum had 127 respondents, as detailed in Table 1.

Table 1: Sample Size Distribution

Programme of Study	Sample Size	Male (%)	Female (%)
Bachelor of Arts	113	47 (42%)	66 (58%)
Bachelor of Education (Arts)	127	40 (31%)	87 (69%)

Source: Fieldwork, 2023

The final approach to gathering responses for the study was a simple random sampling method, precisely the lottery method. Three days before data collection, the Registration Officer at the Department of Ghanaian Languages and Linguistics provided the class list of the selected courses read by the respondents. These chosen courses were Akan Written Literature of the Ghanaian Language (GHL210A), Introduction to Customs and Institutions (Akan) (GHL320A), and Advanced Cultural Studies (Akan) (GHL412A). These courses were chosen because they were core courses for Twi students. The study split the students into groups according to their programme of study. Each student was assigned a number, and with the help of three MPhil colleagues, these numbers were written on a piece of paper. The identification numbers of Bachelor of Arts students were placed in a basket, and students took turns drawing their numbers until a sample of 113 was obtained. The exact process was followed for Bachelor of Arts (Education) students until 127 respondents were obtained.

Data Collection Instrument

The questionnaire was used to examine the attitudes of Twi students towards learning Ghanaian language in the University of Cape Coast. According

to Deng (2010), a questionnaire is created and disseminated to collect answers to particular questions. It is a systematic collection of queries about a sample from whom data is required.

A questionnaire was used because it gives respondents a higher guarantee of confidentiality and anonymity (Sarantakos, 2005). Kothari (2004) posits that the questionnaire is suitable for quantitative work and gives participants enough time to provide in-depth feedback. Kothari reiterated that using large samples can make the outcome more credible and reliable. The questionnaire was used to gather data because it suits literate respondents. Again, the questionnaire was utilized since it was less expensive and saves time and money.

The questionnaire had closed-ended items. Cohen, Manion, and Morrison (2003) assert that closed-ended questionnaires are simple to create, quick to code and do not unreasonably discriminate against respondents based on their level of articulacy. The questionnaire was divided into parts B through E under the research questions that served as the overall direction of the study. Section A consisted of three (3) items to collect demographic information from the respondents. Nine (9) items comprised Section B, which sought to learn more about the students' pre-attitudes toward the Ghanaian language. Fourteen (14) items in Section C examined students' current attitude toward learning Ghanaian language. Again, section D had thirteen (13) items that investigated the motivation of Twi students to learn Ghanaian language. Finally, section E consisted of six (6) items that considered the challenges Twi students face in learning Ghanaian language. The questionnaire's items were categorized into five

response options: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree, using a 5-point Likert scale. These options were assigned scores of 5, 4, 3, 2, and 1, respectively. This was the key for sections B to E.

Validity and Reliability of Instrument

The questionnaire was given to my supervisor for review to help determine the content validity of the items. The supervisor's comments resulted in some changes to the questionnaire before pre-testing. The questionnaire was piloted using Ghanaian language (Fante) students at the same institution. These students share traits with the survey respondents. The pilot study had twenty (20) participants, or 10% of the total sample size. This was corroborated by Baker (1994), who claimed that a pilot test should consider a sample size of between 10 and 20 per cent of the actual frame. Following the data collection and entry into the Statistical Package for Service Solution (SPSS), the reliability coefficient was determined using Cronbach's Alpha.

A reliability coefficient of seven (7) or higher, according to Fraenkel and Wallen (2000), is considered to be satisfactory. According to Abington-Cooper (2005), an instrument with a good reliability coefficient can be assessed to gather relevant data supporting this assertion. As a result of the instrument obtaining an overall Alpha value of .853 (48 items), deemed acceptable and dependable for obtaining essential data for the study, the instrument was found to be effective. There were no new or deleted questions from the survey.

The main sub-scales were the pre-entry attitudes of Twi students towards the learning of Ghanaian language, the current attitude of Twi students towards

the learning of Ghanaian language, reasons why Twi students study Ghanaian language and challenges Twi students face in learning Ghanaian language. The sub-sections B, C, D, and E each had a Cronbach Alpha value of .783, .829, .856, and .945, respectively. The instrument's reliability was re-evaluated using Cronbach's Alpha once the data had been collected. The instrument's reliability coefficient was .853 (with 48 items).

Data Collection Procedures

With the introductory letter obtained from the Head of the Department of Arts Education of the University of Cape Coast, permission was sought from the lecturers whose classes were used for data collection. The purpose was explained to the respondents; participation was entirely up to them, so they could opt-out anytime. Respondents were prohibited from including their names or index numbers on the questionnaires to maintain confidentiality and anonymity. The questionnaire was distributed through face-to-face interaction. This method allowed the researcher to personally explain the meaning of each item to respondents, ensuring accurate responses to the questionnaire.

The researcher received help from three colleagues who are also MPhil students in administering the questionnaire. The questionnaires were presented to respondents for fifteen minutes, during which time the researcher and his colleagues collected the completed forms. Five additional minutes were granted to respondents whose questionnaires had not yet been completed. The researcher could respond to any question from the respondents that needed further clarification while the data was being collected. An overall return rate of 100%

was achieved with the collection of 240 questionnaires. Table 2 provides specifics regarding the questionnaires' response rate.

Data Processing and Analysis

Data from the field was analysed by coding close-ended items on the questionnaire. Serial numbers were given to the questionnaires before they were imputed into the Statistical Product for Service Solutions (SPSS) software for easy tracking of problems. The positive statements of the Likert scale were coded as Strongly Disagree (SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4 and Strongly Agree (SA) = 5, while the negative statements were coded in the reverse order: Strongly Disagree (SD) = 5, Disagree (D) = 4, Uncertain (U) = 3, Agree (A) = 2 and Strongly Agree (SA) = 1. The data analysis was directed by the research questions that guided the study. The responses were analysed using both descriptive and inferential statistics. Descriptive statistics, including mean and standard deviation, were used to analyse research questions one, four, seven and ten. Inferential statistics, specifically an independent t-test, was used to analyse the differences between students' pre-entry and current attitudes and motivations.

An overview of the analysis performed for each research question is shown in Table 2.

Table 2: Summary of Data Analysis

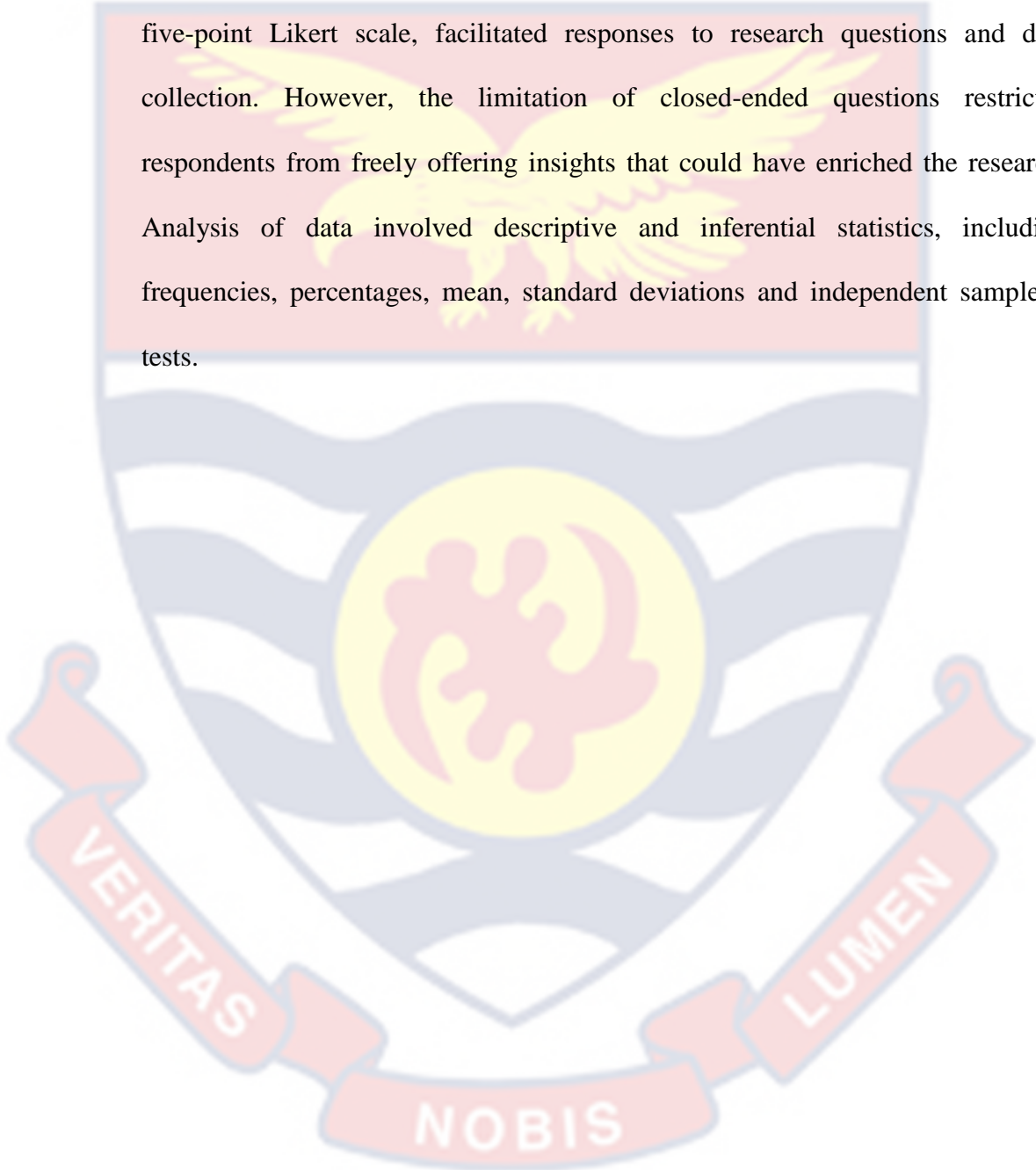
Research Questions	Data Analysis Techniques
What are Twi students' pre-entry attitudes toward learning the Ghanaian language?	Mean and Standard Deviation
Is there a statistically significant difference in students' pre-entry attitudes towards learning Ghanaian language based on gender?	Independent sample t-test
Is there a statistically significant difference in students' pre-entry attitudes towards learning Ghanaian language based on programme of study?	Independent sample t-test
What are the current attitudes of Twi students toward learning Ghanaian language?	Mean and Standard Deviation
Is there a statistically significant difference in students' current attitudes towards learning Ghanaian language based on gender?	Independent sample t-test
Is there a statistically significant difference in students' current attitudes towards learning Ghanaian language based on programme of study?	Independent sample t-test
What is the motivation of Twi students towards learning Ghanaian language?	Mean and Standard Deviation
Is there a statistically significant difference in students' motivation towards learning Ghanaian language based on gender?	Independent sample t-test
Is there a statistically significant difference in students' motivation towards learning Ghanaian language based on programme of study?	Independent sample t-test
What are the challenges Twi students face in learning Ghanaian language?	Mean and Standard Deviation

Source: Author's construct

Chapter Summary

A cross-sectional descriptive survey was used to examine Twi students' attitudes toward learning Ghanaian language. This study was grounded in the positivist paradigm. The study encompasses 348 Twi students. A stratified

sampling technique, combined with a simple random sampling technique, was used to select the sample for the study. A sample size of 20 students for the pilot study and 240 for the actual study was utilized. The questionnaire, employing a five-point Likert scale, facilitated responses to research questions and data collection. However, the limitation of closed-ended questions restricted respondents from freely offering insights that could have enriched the research. Analysis of data involved descriptive and inferential statistics, including frequencies, percentages, mean, standard deviations and independent sample t-tests.



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter summarizes the findings from questionnaire surveys conducted at the University of Cape Coast to gauge Twi students' attitudes toward studying the Ghanaian language. This chapter is divided into two parts. An overview of the respondents' demographic information is provided first, followed by a discussion of the results. To answer the research questions, the second half of the chapter discusses the results. The topics are broken down into subheadings that correspond to different research questions. Therefore, the second section considers the pre-entry attitudes of Twi students, the current attitudes of Twi students, the motivation for learning Ghanaian language, and the challenges Twi students face. For ease of interpretation, the results have been displayed in tables.

Demographic Characteristics of the Respondents

This part presents the various demographic characteristics of the students, including gender, age, and programme of study. These demographic characteristics were considered vital since they will help us better understand the respondents who participated in the study. Table 3 displays the findings from the respondents' characteristics.

Table 3: Gender of Respondents

Variable	Sub-scale	Frequency	%
Gender	Male	87	36
	female	153	64
Age	Below 20	18	8
	21-24	177	74
	25 and above	45	19
Programme of Study	Bachelor of Arts	110	46
	Bachelor of Arts (Education)	129	54

Source: Field Survey, 2023

Table 3 shows that most respondents were females ($n = 153$, 64%), whereas 87 (36%) were males. This makes it evident that the study's respondents were unequally distributed by gender. The prevalent belief that females are fluent in languages can be used to explain the comparatively high proportion of females. Noack (2016) supports this by asserting that more women than men are discovered to be learning languages globally. Again, most students ($n = 177$, or 74%) were between the ages of 21 and 24, followed by those 25 or older ($n = 45$, or 19%). Very few ($n = 18$, 8%) students were under 20. The Table shows that the majority ($n = 128$, 54%) of students read Bachelor of Arts (Education) and 110 (46%) of the students read Bachelor of Arts.

Main Results and Discussions

This section presents the results and discussion in light of the research questions proposed to guide the study. It comprised data from the questionnaire.

The results for each research question are tabulated, and subsequent discussions are provided.

Research Question One: What are the pre-entry attitudes of Twi students towards learning Ghanaian language at the University of Cape Coast?

This research question's main goal was to determine whether or not Twi students held positive or negative pre-entry attitudes towards learning Ghanaian language in the University of Cape Coast. For this research question, positive statements (items 6 and 10) were coded on a Likert scale as Strongly Disagree (SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4, and Strongly Agree (SA) = 5. Conversely, negative statements (items 4, 5, 7, 8, 9, 11, and 12) were reverse coded: Strongly Disagree (SD) = 5, Disagree (D) = 4, Uncertain (U) = 3, Agree (A) = 2, and Strongly Agree (SA) = 1. Table 4 provides a summary of the findings.

Table 4: Twi Students' Pre-Entry Attitudes Towards the Learning of Ghanaian Language

Statement	Mean	SD
4. I thought Twi was not relevant to my academic progression	3.98	1.36
5. I considered Twi to be a course for academically weak students	4.27	1.23
6. I was happy to have been offered Twi at the university	3.75	1.38
7. I have not been interested in learning Twi	4.14	1.17
8. Twi is too easy to be a university course	4.20	1.14
9. One is supposed to learn Twi at home	3.31	1.51
10. Twi could aid in a person's total development.	3.78	1.27
11. Learning Twi could not get me employed	4.23	1.24
12. Learning Twi would make me inferior to my peers	4.33	1.20
Means of Means /Average Standard Deviation	4.00	1.28

Source: Field Survey, 2023

The results from the data gathered on students' pre-entry attitudes toward learning the Ghanaian language are shown in Table 4. The results clearly show that most students ($M = 3.98$, $SD = 1.36$) believed Twi was unimportant to their academic development. Students prioritize courses related to their future careers and global competitiveness. Additionally, the dominance of English in educational and professional settings may lead students to undervalue the importance of learning Twi. Again, some students ($M = 4.27$, $SD = 1.23$) agreed that Twi is a subject for underachievers. This is probably because they associate

Twi with lower academic or career prospects than other courses. Also, the emphasis on English and other subjects in the education system might reinforce this perception. Cultural attitudes and societal biases against local languages could also contribute to this view. This affirms the claims made by Owu-Ewie and Edu-Buandoh (2014) that students who choose to study Ghanaian language are often stereotyped as lazy and, therefore, opt for less challenging courses.

Results from Table 4 show that most students ($M = 3.75$, $SD = 1.38$) were happy to have been offered Twi at the university. It is assumed that because the students are proficient in speaking Twi, they tend to admire the language. Again, learning Twi at the university might give them an appreciation of their cultural heritage. The opportunity to study a familiar language can also provide a sense of comfort and confidence in their academic journey. The majority of students ($M = 4.14$, $SD = 1.17$) believed they had little interest in learning Twi, even though they were pleased that Twi was offered at the university. This lack of interest could stem from the perception that Twi is less useful for their future careers or personal interests than other subjects. Additionally, they may prioritize courses that align closely with their academic or professional goals, relegating Twi to a lower priority.

Most ($M = 4.20$, $SD = 1.13$) of the students agreed that Twi is too easy to be a university course. They may perceive Twi as a language they know well from childhood, assuming it requires less effort. The absence of rigorous academic standards or specialized career pathways associated with Twi could contribute to this perception. Furthermore, societal stereotypes and a lack of

appreciation for indigenous languages might lead students to underestimate the complexity and value of studying Twi at the university level.

Another view is that one should study their native language at home rather than in school. Since Twi is a native language, the respondents were questioned whether it is accurate that it should be learned at home. The results revealed that most students ($M = 3.31$, $SD = 1.51$) were neutral with the assertion that learning Twi should be done at home. Additionally, this contradicts Owu-Ewie and Edu-Buandoh (2014), who assert that some Ghanaians believe that one should learn their native tongue at home rather than in school. Many Ghanaians believe studying the Ghanaian language entails only learning to speak it.

The majority of students ($M = 3.78$, $SD = 1.27$) agreed that Twi contributes to a person's overall growth. Learning Twi is thought to introduce students to the Akans' linguistic, historical, and cultural heritage. Students gain an understanding of the ethical principles that guide people in their day-to-day activities, which not only helps them develop their capacity for critical thinking and problem-solving but also shapes their belief systems, values, and behaviour.

Getting a job has always been one thing that drives students to learn. Some people think that studying Twi at the university wastes time because it is useless in the job market. So, students were asked if they thought learning Twi would not help them acquire a job. The results indicated that most students ($M = 4.23$, $SD = 1.24$) concurred with this assertion. This may be because the students perceive proficiency in Twi as less valuable in the job market than skills in other languages or subjects. Again, they may not see many job opportunities requiring Twi

proficiency, leading them to prioritize other areas of study. Furthermore, societal perceptions and pressures might prioritize English and other globally recognized languages over local languages like Twi regarding job prospects, influencing students' perceptions.

Last but not least, it is presumable that peers, family, and colleagues despise students of indigenous languages. As a result, they become reticent around individuals after they reveal that they are studying their native languages at university. The majority of students ($M = 4.33$, $SD = 1.20$) agreed with the claim that studying Twi would make them feel inferior to their colleagues. Perhaps this is because they perceive proficiency in Twi as less prestigious than mastery of other languages like English. Additionally, societal stereotypes may suggest that prioritizing Twi over more globally recognized languages could limit their opportunities. Furthermore, peer pressure and cultural attitudes might discourage students from embracing Twi as a valuable skill, leading to feelings of inferiority.

In summary, the mean of means ($M = 4.00$) and the average standard deviation (1.28) indicate Twi students had a negative pre-entry attitude towards learning Ghanaian language. This demonstrates that students generally did not view Twi as valuable for their academic journey. Possible reasons for this negativity could include cultural biases, perceptions of Twi as inferior or irrelevant in academic or employment contexts, and societal pressure to prioritize other languages over Twi. This is corroborated by Owu-Ewie and Edu-Buandoh (2014), who claimed that parents, school authorities, other language teachers,

students, and the general public hold unfavourable attitudes towards studying Ghanaian languages in Senior High Schools. These negative attitudes manifest in their statements, actions, and behaviours. Consequently, these negative attitudes have adversely impacted enrolment rates in Ghanaian language courses and dampened the morale of students and teachers involved in teaching and learning these languages.

Differences in the Pre-Entry Attitudes of Students Towards the Study of Twi Based on Gender

Is there a statistically significant difference between the pre-entry attitudes of male and female Twi students towards learning Ghanaian language? The dependent variable was the mean of the students' pre-entry attitudes toward learning Twi. Gender was comprised of male and female Twi students and was the independent variable. The collected data was examined using the independent sample t-test with a significance level 0.05 to address this. The findings on the pre-entry attitudes of male and female Twi students regarding studying Ghanaian language are shown in Table 5.

Table 5: Differences in the Pre-Entry Attitudes of Students Towards the Study of Twi Based on Gender

Gender	M	SD	<i>T</i>	<i>Df</i>	<i>P</i>
Male	4.05	0.63	.936	238	.350
Female	4.00	0.70			

P > .05

Source: Field Survey, 2023

Table 5 shows that there is no significant difference between the pre-entry attitudes of males toward the learning of Twi ($M = 4.05$, $SD = 0.63$) and the pre-entry attitudes of females toward the learning of Twi ($M = 4.00$, $SD = 0.70$); $t(936) = 238$, $p = .350$. This suggests there was no statistically significant difference between the mean score of 4.05 obtained by male students who study Twi and the mean score of 4.00 obtained by female students who study Twi. In light of this, it can be concluded that both genders' pre-entry attitudes regarding learning Twi were negative.

Difference in Pre-Entry Attitude of Students Towards Learning Twi Based on Programme of Study

Is there a statistically significant difference in the pre-entry attitudes of Bachelor of Arts and Bachelor of Arts (Education) students towards learning Ghanaian language? The dependent variable was the mean of students' pre-entry attitudes toward learning the Ghanaian language. The independent variable was the programme of study, which comprised Bachelor of Arts and Bachelor of Arts (Education students). This was addressed by employing the independent sample t-test with a significance level 0.05 to examine the acquired data. Table 7 presents the differences in pre-entry attitudes toward learning Ghanaian language between students of Bachelor of Arts and Bachelor of Arts (Education).

Table 6: Difference in Pre-Entry Attitude of Students Towards Learning Twi Based on Programme of Study

Programme of Study	M	SD	<i>t</i>	<i>df</i>	<i>p</i>
Bachelor of Arts	3.95	0.69	-1.03	238	.305

Bachelor of Arts (Education)	4.04	0.67			
------------------------------	------	------	--	--	--

$P > .05$

Source: Field Survey, 2023

The pre-entry attitudes of Bachelor of Arts students ($M = 3.95$, $SD = 0.69$) are not statistically significantly different from Bachelor of Arts (Education) students towards learning Twi ($M = 4.04$, $SD = 0.67$); $t (.534) = 238$, $p = .305$. Therefore, Bachelor of Arts students (3.95) and Bachelor of Arts (Education) students (4.04) did not differ significantly from one another. The pre-entry attitudes of Bachelor of Arts and Bachelor of Arts (Education) students toward learning Twi are similarly negative.

Twi Students' Current Attitude Towards the Learning of Ghanaian Language

Research question two: What are the current attitudes of Twi students towards learning Ghanaian language at the University of Cape Coast?

This research question was primarily motivated by the need to determine whether or not Twi students currently have a positive or negative attitude toward learning Ghanaian language. For this research question, positive statements (items 13, 14, 15, 16, 17, 18 and 19) were coded on a Likert scale as Strongly Disagree

(SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4, and Strongly Agree (SA) = 5. Conversely, negative statements (items 20, 21, 22, 23, 24, 25 and 26) were reverse coded: Strongly Disagree (SD) = 5, Disagree (D) = 4, Uncertain (U) = 3, Agree (A) = 2, and Strongly Agree (SA) = 1. Table 8 displays an overview of the findings.

Table 7: Current Attitudes of Twi Students Towards the Learning of Ghanaian Language

Statement	Mean	SD
13. I like learning Twi	4.04	1.13
14. I talk to my friends in Twi	4.07	1.02
15. I invest much time in learning Twi	3.55	1.30
16. I am proud to be a Twi student	4.12	1.11
17. Twi will be needed at my workplace	4.13	1.04
18. Studying Twi will make me more knowledgeable about the Akan culture	4.37	1.00
19. Studying Twi will help me achieve my academic goals	4.11	1.00
20. I feel shy telling people I study Twi	4.03	1.32
21. I would not have studied Twi if it was not a compulsory course	3.74	1.45
22. I cannot study abroad if I study Twi	4.06	1.25
23. Twi is not a prestigious language	4.30	1.13
24. Twi is not a language that promotes social advancement and growth.	4.31	1.15
25. Twi is a difficult course	3.19	1.43
26. Twi is not useful	4.38	1.17
Mean of Means /Average Standard Deviation	4.03	1.18

Source: Fieldwork, 2023

Overwhelmingly, the majority of students ($M = 4.04$, $SD = 1.13$) expressed the opinion that they enjoy learning Twi. The fact that the students did well academically in Twi could cause this. It is typical for students to enjoy the class in which they perform well academically. Although it is possible that this is not the only factor, it is likely that the students also respect the Twi lecturers for their expertise in the field and their knowledge of effective teaching methods. Most students ($M = 4.07$, $SD = 1.02$) also said they speak to their friends in Twi. Since Twi is one of Ghana's most widely spoken languages, it is unsurprising that students use it in everyday conversation. Twi is the most effective language for communication because, as is also conceivable, the friends of these Twi students are fluent speakers of Twi.

Perhaps an individual's value for an activity is determined by the amount of time they devote to it. Therefore, most students ($M = 3.55$, $SD = 1.30$) concurred that they devote much time to learning Twi. This may be because they have realized the value of learning Twi for their career advancement, academic success, and overall quality of life. Since learning Twi has been prioritized by students, it is understandable that most students ($M = 4.12$, $SD = 1.11$) feel proud to be Twi students. This may be because Twi connects them to their cultural heritage and identity, fostering a sense of belonging and pride in their linguistic roots. Also, mastering Twi could provide them with valuable communication skills for interacting with their local communities and enriching their cultural experience.

The majority of the students ($M = 4.13$, $SD = 1.04$) agreed that Twi would be required at their place of employment. Twi is one of Ghana's most extensively spoken languages; therefore, it is safe to assume that every Ghanaian can speak it, making it a valuable tool in the employment market. Additionally, societal norms may emphasize the importance of being bilingual, with Twi being a commonly spoken language in Ghana. Students might also anticipate career paths that involve working closely with communities where Twi is the primary language, such as education or social work. Again, most students ($M = 4.37$, $SD = 1.00$) concurred that learning Twi will increase their awareness of Akan culture. This might be due to the intrinsic connection between language and culture, where learning the language facilitates understanding cultural nuances and traditions. Also, exposure to cultural elements through language instruction, such as literature and folklore, likely enhances students' cultural awareness. Finally, societal emphasis on preserving and celebrating cultural heritage might motivate students to view learning Twi as a gateway to cultural appreciation.

Every student chooses to read a specific programme at the university for a specific reason. Twi students emphasized how crucial it was for them to succeed academically. The importance of learning Twi is demonstrated by the fact that the majority of students ($M = 4.11$, $SD = 1.00$) believed that learning Twi would aid them in achieving their academic objectives. This belief may stem from recognising Twi's cultural significance and practical utility in Ghanaian society. Furthermore, awareness of the increasing importance of multilingualism in a

globalized world could contribute to students valuing the acquisition of Twi skills alongside their academic pursuits.

Once more, most students ($M = 4.03$, $SD = 1.32$) acknowledged feeling embarrassed to inform others that they are studying Twi at the university. The embarrassment could arise from the societal stigma associated with studying local languages, leading students to feel that studying Twi may be perceived as less prestigious. Students might fear judgment or ridicule from peers or others who prioritize studying widely recognized languages like English, French, Chinese, etc. Additionally, the lack of recognition for studying Twi within academic or professional spheres could contribute to feelings of embarrassment among students. Again, the majority of students ($M = 3.74$, $SD = 1.46$) concurred that if Twi had not been a required course, they would not have taken it.

Again, because Twi is not associated with prestige compared to English, many people believe Twi students cannot pursue higher education overseas. The majority of students ($M = 4.06$, $SD = 1.25$) agreed that taking Twi would prevent them from studying abroad. The notion that Twi lacks compared to English may lead people to believe that Twi students are less likely to pursue higher education abroad. This belief could arise from societal biases favouring English proficiency over indigenous languages. Again, limited exposure to successful cases of Twi students of Twi students studying abroad might reinforce the misconception that studying Twi hinders opportunities or international education.

Additionally, Twi's reputation appears to be in doubt because it is not acknowledged as a world language. Therefore, when asked if they thought Twi is

not a prestigious language, most students ($M = 4.30$, $SD = 1.13$) acknowledged that Twi is not a prestigious language. Since students do not consider Twi a prestigious language, most ($M = 4.31$, $SD = 1.15$) agreed that Twi does not encourage social mobility or advancement. According to Table 6, students did not agree nor disagree with the statement that Twi is a difficult subject (3.19 , $SD = 1.43$). The students' neutral stance towards whether Twi is difficult could be due to varying prior exposure levels or familiarity with the language. Students may perceive Twi differently based on their individual learning experiences, leading to a lack of consensus on its difficulty.

Additionally, the vast majority of students ($M = 4.38$, $SD = 1.17$) concurred that Twi is not useful. This could be because Twi lacks practical application beyond the classroom, limited exposure to situations where Twi is beneficial, and a societal emphasis on other languages, such as English, French, Chinese, Spanish etc., perceived as advantageous for academic and career success.

As a result, it can be concluded that students generally had a favourable current attitude towards learning Twi, as evidenced by the mean of means (4.03) and the average standard deviation (1.18) of the data. As a result, students' attitudes toward learning the Twi have changed. Previously, students' attitudes toward studying Twi were negative. The shift in students' attitude towards learning Twi from negative to positive could be attributed to the fact that there could have been increased emphasis on the cultural significance of Twi, helping students appreciate its value and relevance in their daily lives. Again, it is

probable that an increased awareness of the practical importance of Twi might have motivated students to take the language more seriously.

This finding has solid literary support because so many researchers (Akele-Twumasi, 2021; Akuamah, Gyampoh & Amoah, 2022; Sánchez, Mayer, Camacho, & Alzza, 2018; Wamalwa, Adika, Kevogo & Mtwara, 2013; Kevogo, Kitonga & Adika, 2015; Mbatha, Mandende, Rwodzi & Makgato, 2021) provide evidence to support that students' attitude regarding Indigenous languages are favourable. The students' positive attitudes toward learning indigenous languages show they are conscious of the benefits of learning their local languages and prioritise it in higher education institutions. Students are not bothered by the stigma attached to learning their native tongues.

However, research by Magwa (2015), Schlettwein (2015), Ejieh (2004), Owu-Ewie and Edu-Buandoh (2014), and others have indicated that students have a poor attitude toward indigenous languages. The vast amount of evidence presented in this study suggests that students have a favourable current attitude towards learning Twi, contrary to what appears to have been established in the literature, which implies that Indigenous languages are not valued, primarily when used as a language of instruction.

Difference in Current Attitude of Students Towards Learning Twi Based on Gender

Is there a statistically significant difference between male and female students' current attitudes toward learning Twi? The mean of the students' replies to questions concerning how they now felt about learning the Twi served as the

dependent variable. Gender, which included both males and females, was the independent variable. To deal with this, the researcher used the independent sample t-test at the 0.05 significance level to analyze the collected data.

Differences in current attitudes toward learning the Ghanaian language among male and female students are presented in Table 8.

Table 8: Difference in Current Attitude of Students Towards Learning Twi Based on Gender

Gender	M	SD	<i>T</i>	<i>df</i>	<i>p</i>
Male	4.05	0.65	.505	238	.614
Female	4.01	0.70			

$P > .05$

Source: Fieldwork, 2023

Table 8 indicates that there is no statistically significant difference in the current attitudes towards learning Twi between male ($M = 4.05$, $SD = 0.65$) and female students ($M = 4.01$, $SD = 0.07$); $t (.505) = 238$, $p = .614$. This shows no significant difference between the mean values of male (4.05) and female students (4.01). Therefore, it is safe to say that both sexes have a favourable current attitude toward studying Twi. This demonstrates a shift in students' attitudes about learning Twi, as before university education, they held unfavourable attitudes about the language.

The results are consistent with those of Malekmahmudi and Malekmahmudi (2018), Akram and Ghani (2013), and Bagheri and Andi (2015), who found no discernible difference between male and female students' attitudes toward language learning. This shows that both sexes find the study of the Twi

important, as evidenced by their favourable attitudes toward the language despite their difficulties while learning it. The results are in contrast to those of Eshghinejad (2016), Zebaria, Ali-Allob, and Mohammadzadehc (2018), Wayar (2017), and Genc and Aydin (2017), who discovered a significant difference between the attitudes of male and female students, with female students displaying a higher positive attitude than their male counterparts.

Difference in Current Attitude of Students Towards Learning Twi Based on Programme of Study

Is there a significant difference between the current attitudes of Bachelor of Arts and Bachelor of Arts (Education) students towards studying Twi? The dependent variable was the mean of the responses given by the students regarding their current attitudes regarding the study of Twi. As the independent variable, the programme of study, which comprised both the Bachelor of Arts and the Bachelor of Arts (Education), was considered. The data collected was subjected to an independent sample t-test at the 0.05 significance level to address this. Table 10 shows the results of the findings on the current attitudes of Bachelor of Arts and Bachelor of Arts (Education) students towards learning Ghanaian language.

Table 9: Difference in Current Attitude of Students Towards Learning Ghanaian Language Based on Programme of Study

Programme of Study	M	SD	<i>t</i>	<i>df</i>	<i>p</i>
Bachelor of Arts	4.00	0.62	-.846	238	.398
Bachelor of Arts (Education)	4.10	0.73			

$P > .05$

Source: Fieldwork, 2023

According to the findings in Table 9, there is no statistically significant difference in the current attitudes of Bachelor of Arts students toward learning Twi ($M = 4.00$, $SD = 0.62$) and the current attitude of Bachelor of Arts (Education) students towards the learning of Twi ($M = 4.10$, $SD = 0.73$); $t(-.846) = 238$, $p = .398$. Consequently, the 4.00 mean score for Bachelor of Arts students is not significantly different from the mean score of 4.10 for Bachelor of Arts (Education). One may say that students pursuing a Bachelor of Arts or Bachelor of Arts (Education) have a positive attitude towards learning Twi.

The literature supports the findings with Abu-Snoubar (2017), Nduwimana (2019), and Orfan (2020) all concluding that there was no statistically significant difference between students' attitudes and their respective programmes of study. The results, however, are at odds with those of Abidin, Pour-Mohammadi, and Alzwari (2012) and Ming, Ling, and Jaafar (2011), who discovered a substantial difference in students' attitudes concerning their study programme. They contend that the nature of these fields and the curriculum's content may impact the disparities in views toward the field of study. For instance, Pour-Mohammadi and Alzwari (2012) argue that social sciences students may study literature, languages, and social sciences. In contrast, those in the basic sciences tend to concentrate on fields like mathematics, physics, biology, and chemistry. Consequently, it can be said that an individual's area of specialization can affect one's attitude toward subjects in general and the English language in particular.

Twi Students' Motivation for Learning Ghanaian Language

Research Question Three: What are the motivations of Twi students for learning Twi in the University of Cape Coast?

Examining why students choose to study Twi was the primary focus of this research question. For this research question, all items were coded on a Likert scale as Strongly Disagree (SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4, and Strongly Agree (SA) = 5. A summary of the results is in Table 11.

Table 10: Twi Students' Motivation for Learning Ghanaian Language

Statement	Mean	SD
27. I will be praised by my family	3.50	1.33
28. I want to be proficient in Twi	4.05	1.07
29. I can speak and communicate in Twi fluently	4.23	1.02
30. I like the speakers of the language	4.15	1.04
31. Learning Twi will develop me as a person	4.11	1.02
32. Twi is a university requirement	3.69	1.30
33. I want to get grade "A" in all Twi courses	4.43	.95
34. Learning Twi is needed for my career	4.22	1.00
35. Learning Twi will enable me to enrol in a master's programme	4.04	1.13
36. Learning Twi will help me get a job	4.20	.97
37. Learning Twi will enable me to teach foreign nationals Twi	4.24	.98
38. Learning Twi will help me further my education	4.07	1.07
39. Twi is an important language in Ghana	4.48	.81
Mean of Means /Average Standard Deviation	4.11	1.05

Source: Twumasi (2023)

Most students ($M = 3.50$, $SD = 1.33$) believed their families would be proud of them for learning Twi. This may be conceivable because Twi is a significant part of the cultural heritage and identity of many Ghanaian families, and being proficient in it can be seen as a way of preserving and honouring their cultural roots. Again, learning Twi enhance communication within the family, especially with older members who might be more fluent in the language. This seems to be an opposing view in the literature. The study of the Ghanaian language is discouraged by parents who make disparaging comments and display hostile behaviour about the study of the language (Owu-Ewie and Edu-Buandoh, 2014). According to them, some parents dislike it when their children study Fante because They think the children are already using it in everyday conversations and that they can speak it fluently. This is why they supply resources for other subjects while ignoring Fante.

Again, not only did the students believe that their families would be proud of them for learning Twi at the university, but the majority of the students ($M = 4.05$, $SD = 1.07$) also concurred that they wanted to be proficient in Twi, which is to say that they had mastered the Twi writing techniques. Additionally, meeting individuals who cannot communicate successfully in their mother tongue is unsurprising. However, most students ($M = 4.23$, $SD = 1.02$) said they were driven to learn Twi because They hoped to improve their oral and written communication skills.

Once more, Table 10 showed that the majority of students ($M = 4.15$, $SD = 1.04$) appreciated Twi language speakers. Aside from that learning, learning

Twi provides insights into the Akan people's linguistic, historical, and cultural heritage, helping individuals understand their norms and values. This cultural exposure contributes to intellectual and emotional growth. As a result, it is not surprising that most students ($M = 4.11$, $SD = 1.02$) believed that studying Twi would help them grow as individuals.

Furthermore, the majority of students ($M = 3.69$, $SD = 1.31$) said they study Twi because it is a requirement for all Twi students at the university. This is not unexpected because taking Twi courses at the University of Cape Coast is required as long as one is a student of the Ghanaian language (Twi). The majority of students ($M = 4.43$, $SD = 0.95$) cited the desire to get an "A" in every Twi course as a motivation for learning the Ghanaian language. This may be because academic success is significant and closely associated with the desired outcomes we value. Students who do well in school and pursue higher levels of education have a better chance of finding employment and advancing in their chosen fields.

Once more, the majority of students ($M = 4.21$, $SD = 1.00$) believed that studying Twi is essential for their jobs. This is likely because proficiency in Twi can enhance communication with a significant portion of the local population, making them more effective and marketable in various professional fields. Again, many employers in Ghana and surrounding regions value cultural competence and language skills, viewing them as assets that improve customer relations and workplace cohesion. Additionally, the vast majority of respondents ($M = 4.04$, $SD = 1.13$) concurred that learning Twi will make it possible for them to enrol in a master's programme. This could be due to a desire to advance their knowledge in

fields associated with their professional specializations or to prepare for doctoral-level graduate studies.

The majority of students ($M = 4.20$, $SD = .97$) also said that learning Twi will make it easier for them to find employment. This is presumably because learning Twi increases their competitiveness and job market insight. In other words, they are now qualified to begin a new job in a subject of their choice since they know cutting-edge techniques and technology. Learning other people's languages is a passion shared by many foreigners. To tutor someone in a specific language, you must be fluent in that language yourself. The majority of students ($M = 4.24$, $SD = .98$) concurred that one of the motivations for studying Twi is to gain the ability to teach it to individuals from other countries. Additionally, it was shown that the majority of students ($M = 4.07$, $SD = 1.07$) wished to continue their studies after completing their bachelor's degree. Lastly, the students agreed that Twi is a significant language in Ghana ($M = 4.48$, $SD = .81$).

The mean of means of 4.11 and the average standard deviation of 1.05 indicate that Twi students are highly motivated to learn Twi. This indicates that the students were inspired to study Twi for both integrative and practical benefits. This result supports the claims made by Nyamekye and Baffour-Koduah (2021), Bani-Khaled (2014), and Chalak and Kassaian (2010) that students who are studying a language recognize its value or necessity. They believe learning a language is crucial and should be learned for both integrative and practical purposes. However, some studies (Sarfo, 2012; Anokye, 2022; Aziakpono & Bekker, 2010; Muftah & Rafik-Galea, 2013; Hong & Ganapathy, 2017) reached

the opposite conclusion, suggesting that students are more motivated by instrumental reasons than by integrative ones when it comes to learning a language. These studies suggest that the practical benefits of learning a language are more compelling to students than the prospect of joining the speech community or making friends among native speakers. These benefits include securing a promotion, the prestige of learning the language, meeting academic requirements, finding better employment and business opportunities, etc.

Difference in Motivation to Learn Ghanaian Language Based on Gender

Is there a statistically significant difference in motivation between male and female Twi students? Mean responses to questions about students' motivation in learning Ghanaian were used to determine the dependent variable. The participants' gender, both male and female, served as the independent variable. The gathered data were analyzed using the independent sample t-test at the 0.05 significance level. Table 14 displays the results of the study comparing the motivations of male and female students to study the Ghanaian language.

Table 11: Difference in Motivation to Learn Twi Based on Gender

Gender	M	SD	<i>T</i>	<i>Df</i>	<i>P</i>
Male	4.19	0.70	1.365	238	.173
Female	4.06	0.71			

Source: Fieldwork, 2023

According to Table 11, the findings indicate that there is no statistically significant difference between the motivation of male students toward the learning of Ghanaian language ($M = 4.19$, $SD = 0.70$) and the motivation of female

students towards the learning of Ghanaian language ($M = 4.06$, $SD = 0.71$), $t(1.365) = 238$, $p = .173$. This demonstrates that the mean values of the male students (4.19) and the female students (4.06) did not differ. So, it may be concluded that both genders were highly motivated to study Twi.

Instrumental motivation for learning Twi can be attributed to its practical purposes, such as academic success and employment opportunities, for male ($M = 4.22$) and female ($M = 4.08$) students. They appear to view Twi as a tool for achieving their goals and gaining advantages. This result is similar to other studies such as Niaz, Memon, and Umrani (2018), Khong, Hassan, and Ramli (2017), Al-Khasawneh and Al-Omari (2015), and Rahman, Jalaluddin, Mohd Kasim and Darmi (2021). These studies found no statistically significant difference between male and female motivation for learning a language. Studies show that both male and female students are motivated to learn a language, and their motivations are integrative and instrumental. Students who are instrumentally motivated to learn Twi do so to fulfil specific goals, such as finding employment, enrolling in school, or excelling in a particular subject.

Again, the high levels of integrative motivation for learning Twi demonstrated by male ($M = 4.15$) and female ($M = 4.04$) students could be attributed to their desire to communicate and integrate within the speaking community. People use Twi as their primary means of communication. Those who strongly desire to integrate learning Twi into their lives are likelier to use Twi in everyday situations, such as communicating with friends and family. However, Daif-Allah and Aljumah (2020) prove otherwise as they revealed that

there was a significant statistical difference between the motivation of male ($M = 187.63$, $SD = 31.78$) and female (213.00 , $SD = 16.15$) students towards the learning of a language. The study's findings indicate that female computer science majors were more inclined to enhance their English proficiency than their male counterparts. The disparity in English language learning between female and male pupils may be attributed to the differential effort exerted by each gender.

Difference in Motivation to Learn Ghanaian Language Based on Programme of Study

Is there a statistically significant difference between Bachelor of Arts students and Bachelor of Arts (Education) Twi students' motivation for learning Ghanaian language? Mean responses to questions about students' motivation in learning Ghanaian were used to determine the dependent variable. The programme of study, both Bachelor of Arts and Bachelor of Arts (Education), served as the independent variable. The gathered data were analyzed using the independent sample t-test at the 0.05 significance level. Table 15 displays the study results comparing the motivations of Bachelor of Arts and Bachelor of Arts (Education) students to study the Ghanaian language.

Table 12: Difference in Motivation to Learn Ghanaian Language Based on Programme of Study

Programme of Study	M	SD	<i>T</i>	<i>df</i>	<i>p</i>
Bachelor of Arts	4.03	0.70	-1.454	238	.147
Bachelor of Arts (Education)	4.17	0.71			

Source: Fieldwork, 2023

According to Table 12, the findings indicate that there is no statistically significant difference between the existing motivation of Bachelor of Arts students towards the learning Twi ($M = 4.03$, $SD = 0.70$) and the motivation of Bachelor of Arts (Education) students towards the learning Twi ($M = 4.17$, $SD = 0.71$), $t(-1.454) = 238$, $p = .147$. This demonstrates that the mean values of Bachelor of Arts students (4.03) and Bachelor of Arts (Education) students (4.17) did not differ from one another. So, it may be concluded that students of both programmes of study were motivated to study Ghanaian language.

However, this finding contradicts Daif-Allah and Aljumah (2020) and Altun (2017), who found a statistically significant difference in the motivation of students of different programmes. Daif-Allah and Aljumah (2020) revealed that the significant difference in the motivation of microbiology, mathematics, physics, and computer students was closely related to the difference in their academic background. Also, Altun (2017) posits that professional and academic factors contributed to the variance in students' instrumental motivation. Because English played a significant role in helping them find jobs in their industry, students in aviation technology programmes showed the highest instrumental motivation. Therefore, students in this sector were motivated to learn English sufficiently to comprehend technical words and obtain employment in aviation technology.

Challenges Twi Students Face in Learning Ghanaian Language

Research Question Four: What are the challenges Twi students face in learning Ghanaian language in the University of Cape Coast?

This question sought to investigate Twi students' challenges when learning the language. For this research question, all items were coded on a Likert scale as Strongly Disagree (SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4, and Strongly Agree (SA) = 5). Table 16 provides a summary of the findings.

Table 13: Challenges Faced by Twi Students in Learning Ghanaian Language

Statement	Mean	SD
40. Inadequate learning materials	3.80	1.31
41. Difficulty in reading Twi	2.96	1.40
42. Difficulty in writing Twi	3.15	1.42
43. Large class size	3.20	1.40
44. Excursions are not organized for students	4.13	1.19
45. Inability to master subject content	3.07	1.47
46. The negative attitude of non-Twi students	3.50	1.45
47. Poor foundation in Twi at the early stages of education	3.54	1.45
48. Inadequate time for teaching Twi	3.06	1.51

Source: Twumasi (2021)

Insufficient learning resources were cited by the majority of students ($M = 3.80$, $SD = 1.31$) as a significant barrier to studying the Ghanaian language. The scarcity of books in the Departments of Arts Education and Ghanaian Languages and Linguistics libraries may cause this. The appropriate learning resources for

the university's Twi courses are insufficient. Once more, Table 14 shows that students disagree that reading Twi was challenging for them ($M = 2.96$, $SD = 1.40$). This could result from their familiarity with the language, as Twi may be their native or commonly spoken language. Also, some students may possess higher levels of reading proficiency in Twi, leading them to perceive reading as less challenging. Again, students were uncertain whether difficulty in writing Twi hindered learning Ghanaian language ($M = 3.15$, $SD = 1.42$). Large class sizes appear to have been a problem for teaching and learning throughout history, particularly in language classes. However, the findings showed that students were undecided on whether or not learning the Ghanaian language was hampered by high-class sizes ($M = 3.20$, $SD = 1.40$).

According to most students ($M = 4.13$, $SD = 1.19$) in the survey, excursions are not organised for students. Excursions allow students to engage in innovative activities and take in sights unavailable during the school day. More profound knowledge of the subject is achieved due to personal involvement and the generation of memories. The students acknowledged that they do not have this experience because they are not privileged to be exposed to it. The students were also unsure of their ability to master the numerous Twi-related courses taught to them ($M = 3.07$, $SD = 1.47$).

Once more, it appears that the typical Ghanaian has a distaste for studying Ghanaian language. This prompted the researcher to ask the students if the unfavourable attitudes of non-Twi students were hindering their ability to acquire Twi. According to the findings ($M = 3.50$, $SD = 1.45$), Twi students were indeed

impacted by the unfavourable attitudes of non-Twi students. This is corroborated by Owu-Ewie and Edu-Buandoh (2014), who states that other students often say demoralizing and soul-draining things to individuals who study the Ghanaian language. As an interviewee reported in their study, *“Because we study Fante, some of our classmates and some teachers say we do not know anything and therefore do not respect us. They say we are roaming in the school for nothing, that we did not come to study anything and sometimes say we should go home and sleep. Sometimes, they may say this jokingly, but it affects our morale to study Fante.”* This is a clear picture of how the students of Ghanaian language are affected by the negative attitude of non-Twi students.

In addition, the majority of students ($M = 3.54$, $SD = 1.45$) agreed that their inadequate Twi foundation throughout the early years of education had hampered their ability to study Twi. This may be because they could not master the language's writing techniques. It is also likely that they struggled to learn the materials given to them in their early school years or had difficulty reading Twi. Again, regarding the claim that there was insufficient time to teach Twi, the students showed no preference ($M = 3.06$, $SD = 1.51$).

Four of the listed challenges are regarded as challenges by the students primarily because they have mean scores higher than the midpoint of the Likert scale (which is 3.0 in this case). This indicates that, on average, the respondents agreed or strongly agreed that these factors were challenges they faced: insufficient learning materials, excursions not being organized for students, the

negative attitude of non-Twi students, and the poor foundation in Twi at the early stages of education.

Chapter Summary

This chapter analysed the results of the study according to the research questions. The study found that students had a negative pre-entry attitude toward learning Twi. Statistically speaking, there was no difference in pre-entry attitudes of males and females. Once again, no statistically significant difference between Bachelor of Arts and Bachelor of Arts (Education) students regarding their pre-entry attitudes could be found. In addition, it was found that Twi students currently hold a favourable attitude toward learning the language. In addition, it was discovered that there was not a statistically significant difference between the current attitudes held by males and females regarding the learning of Twi. Again, it was shown that the current attitudes of Bachelor of Arts and Bachelor of Arts (Education) students toward the study of Twi were not statistically different. In addition, Twi students exhibited signs of motivation to study the language. The survey also discovered that students faced difficulties when learning Twi despite these motivations. The challenges were insufficient learning materials, unorganised excursions for students, negative attitude of non-Twi students, and poor foundation in Twi at the early stages of education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter serves as the last one in the study. It provides an overview of the study and outlines the procedures for collecting data and conducting analysis to produce the main conclusions. These findings and interpretations are offered as a response to the research questions that were posed concerning the attitudes held by Twi students regarding the study of Ghanaian language. Conclusions are drawn using the most important findings as a basis, and these conclusions can be used to assist in developing appropriate recommendations and ideas for further research.

Summary of the Study

This study examined Twi students' attitudes toward learning the Ghanaian language. The following sets of research questions were developed to address the specific objectives of the study:

1. What are Twi students' pre-entry attitudes towards learning Ghanaian language in the University of Cape Coast?
2. Is there a statistically significant difference in students' pre-entry attitudes towards learning Ghanaian language based on gender?
3. Is there a statistically significant difference in students' pre-entry attitudes towards learning Ghanaian language based on programme of study?
4. What are Twi students' current attitudes towards learning Ghanaian language in the University of Cape Coast?

5. Is there a statistically significant difference in students' current attitude towards learning Ghanaian language based on gender?
6. Is there a statistically significant difference in students' current attitude towards learning Ghanaian language based on programme of study?
7. What are Twi students' motivations for learning Ghanaian language in the University of Cape Coast?
8. Is there a statistically significant difference in students' motivation for learning Ghanaian language based on gender?
9. Is there a statistically significant difference in students' motivation for learning Ghanaian language based on programme of study?
10. What challenges do Twi students face in learning Ghanaian language in the University of Cape Coast?

The study used a descriptive cross-sectional survey design to collect data to address the specified research questions. The sample size for each programme, Bachelor of Arts and Bachelor of Arts (Education), was chosen using the stratified sampling method. Finally, the respondents were selected for the study through a simple random technique. With a 100% return rate, data from 240 respondents were gathered. Data analysis techniques included both descriptive and inferential statistics. In particular, frequencies and percentages were utilized for descriptive statistics to analyse the demographics of the respondents. In contrast, the mean and standard deviation were utilized for research questions 1, 4, 7 and 10. Independent sample t-tests were used for inferential statistics to

compare students' pre-entry and post-entry attitudes and motivations for learning Ghanaian language (Research questions 2, 3, 5, 6, 8, and 9).

Key Findings

The following are the key findings that emerged from the study:

1. Twi students had a negative pre-entry attitude toward learning Twi.
2. No statistically significant difference existed between male and female students' pre-entry attitudes toward learning Twi.
3. The pre-entry attitudes of Bachelor of Arts and Bachelor of Arts (Education) students regarding learning Twi did not differ statistically significantly.
4. Twi students currently have a favourable attitude toward studying the language. This finding contradicts the widespread belief that parents, teachers, and students have a negative attitude toward learning Ghanaian languages, as Owu-Ewie and Edu-Buandoh (2014) stipulated.
5. No statistically significant difference existed between male and female students' current attitudes toward learning Twi.
6. There was no statistically significant difference between the current attitudes of Bachelor of Arts and Bachelor of Arts (Education) students towards learning Twi.
7. Twi students are motivated to learn the language for integrative and instrumental reasons.
8. Male and female students of Twi showed no significant difference in their motivation to learn the language.

9. There was no statistically significant difference between the motivations of Bachelor of Arts and Bachelor of Arts (Education) students towards learning Twi.

10. Twi students encountered problems in learning the language. Poor foundation in Twi at the early stages of education, insufficient learning materials, negative attitudes of non-Twi students, and lack of excursions were the challenges faced when learning the Ghanaian language.

Conclusions

The following conclusions could be drawn from the findings of the study. Firstly, it can be concluded that Twi students generally hold a negative pre-entry attitude towards learning the language. This finding that Twi students had a negative pre-entry attitude towards learning Twi suggests several significant implications. This indicates potential challenges in fostering motivation and engagement among students, as a negative attitude can hinder their willingness to actively participate in lessons and absorb the material. This attitude might stem from preconceived notions about the value or difficulty of the language, which could affect their overall academic performance and progress in mastering Twi. Additionally, such an attitude might reflect broader societal perceptions that undervalue indigenous languages, leading to a preference for foreign languages and cultures, which could, in turn, erode students' connection to their cultural identity. This disconnect might not only impact their linguistic competence but also their appreciation of the cultural heritage associated with the language.

In addition, the study found no statistically significant difference in pre-entry attitudes between male and female students, as well as Bachelor of Arts and Bachelor of Arts (Education) students, underscoring the universality of negative attitudes towards Twi. This suggests that negative attitudes towards learning Twi are widespread and not influenced by gender or programme of study. This implies that the reluctance to engage with Twi as a language may stem from broader cultural or societal factors rather than individual differences in gender roles or academic focus. It reflects a potential undervaluing of indigenous languages within the educational system and possibly within the society at large, where English or other foreign languages may be prioritised. The universality of this negative attitude could hinder efforts to promote and preserve Twi as a key cultural and linguistic asset. Additionally, it points to the need for an examination of the underlying causes of these attitudes, as they could influence language learning policies and the broader educational curriculum in ways that might further marginalise Twi and other local languages.

Secondly, it can be concluded that there has been a shift in students' attitudes toward learning Twi, as the results indicate that students currently have positive attitudes toward the language. The positive shift suggests a growing recognition of the cultural and social value of the language among students, which could lead to a resurgence in the use and preservation of Twi in both academic and everyday settings. This shift may also indicate an acceptance of indigenous languages as important for identity and heritage, challenging the dominance of foreign languages in education. Furthermore, the positive attitudes could enhance

the effectiveness of Twi language instruction, as students who value the language are likely to be more engaged and motivated to excel in their studies. This could lead to higher proficiency levels. Again, the findings may have broader implications for language policy a curriculum development, potentially encouraging educational authorities to allocate more resources and support for Twi language programmes.

Furthermore, the study revealed no statistically significant difference in the current attitudes towards learning Twi between male and female students, nor between Bachelor of Arts and Bachelor of Arts (Education) students. This suggests that the positive shift in attitudes towards Twi is consistent across genders and programmes of study. This uniformity suggests that gender and programme of study do not influence students' attitudes towards Twi, which may indicate that the growing recognition of the language's cultural, academic and possibly economic value is widespread. This could also reflect the effectiveness of current educational strategies and societal influences that have fostered collective appreciation for indigenous languages. This finding may indicate a strong foundation for future policy development aimed at further integrating Twi into educational curricula, as it reveals a readiness among students to engage with the language, regardless of their background or academic pursuits.

Also, it can be concluded that Twi students were motivated to study the language integratively and instrumentally. This implies a multifaceted approach to language learning among these students. Integrative motivation suggests that students are driven by a desire to connect with the cultural and social aspects of

the Twi-speaking community, indicating an interest in cultural integration, identity formation, and a sense of belonging. This motivation often leads to a more sustained engagement with the language, as students seek to immerse themselves in the language to better understand and participate in the cultural practices and social networks of the Twi-speaking population. On the other hand, instrumental motivation reflects the practical and utilitarian aspects of learning Twi, where students are driven by benefits such as academic success, career opportunities, or social mobility. This type of motivation highlights the perceived value of Twi as a tool for achieving specific goals, whether they are related to education, employment, or social status. The coexistence of these two forms of motivation suggests that the students recognize the dual importance of Twi as both a cultural asset and a practical skill, leading to a more comprehensive approach to language acquisition.

Notably, the findings reveal no statistically significant difference in motivation between male and female students and between Bachelor of Arts and Bachelor of Arts (Education) students. This suggests that regardless of gender or programme of study, Twi students demonstrate comparable motivations for learning the language. This uniform motivation implies that both integrative and instrumental motivations are equally effective across different demographics, indicating that the factors driving students to learn Twi are broadly shared and not influenced by gender or programme of study. It highlights the potential for consistent educational strategies and curriculum designs, as the same motivational approaches may be equally applicable to diverse student groups. Also, this finding

suggests that efforts to enhance Twi language education can be universally targeted without the need to tailor interventions based on gender or programme of study, leading to more streamlined and potentially cost-effective educational planning.

Finally, it can be concluded that Twi students encountered several challenges in their study of the language. The students highlighted various challenges, including insufficient learning materials, the absence of organized excursions, negative attitudes from non-Ghanaian language students and a poor foundation in Twi at the early stages of education. Insufficient learning materials suggest a gap in resources necessary for effective language learning. The lack of organised excursions indicates a missed opportunity for immersive learning experiences that could enhance practical language use and cultural appreciation. Negative attitudes from non-Ghanaian language students point to an issue of cultural and linguistic bias, which could undermine the motivation and confidence of Twi students. Again, a poor foundation in Twi at the early stages of education underscores a systemic issue in curriculum development and teacher preparedness, which may hinder students' ability to build a strong linguistic base for advanced proficiency. Collectively, these factors could contribute to a diminished overall proficiency in Twi.

Recommendations

Based on the study's primary findings and the conclusions that were drawn, the following recommendations have been made:

1. To address the negative pre-entry attitude of Twi students towards learning Twi, it is recommended that the university implements a comprehensive orientation programme for new students that highlights the cultural and academic significance of learning Twi. This programme should include testimonials from alumni who have benefitted from studying the language, interactive sessions that showcase the beauty and richness of Twi culture, and opportunities for students to engage in conversations with Twi scholars and professionals who can demonstrate the practical applications of the language in various career paths. Again, incorporating Twi into broader cultural events on campus could help shift perceptions by making the learning experience more relatable and engaging. These efforts would help to create a positive and welcoming environment that encourages students to appreciate and embrace the study of Twi from the onset of their university journey.
2. Given the positive shift in students' attitudes towards learning Twi, it is recommended to enhance the learning experience by integrating interactive and culturally immersive activities into the curriculum. Establishing regular workshops and cultural exchange programmes that involve native Twi speakers, community leaders, and cultural practitioners can deepen students' understanding and appreciation of Twi culture. Additionally, promoting collaboration between the Twi department and local businesses or organisations can offer practical language use scenarios, such as internships or community service, where students can

apply their language skills in real-world settings. This approach not only reinforces the relevance of Twi in various professional contexts but also strengthens students' connection to their cultural heritage, thereby sustaining and enhancing their positive attitudes towards the language.

3. To address the multifaceted motivations of Twi students, it is recommended that the language learning programme be designed to cater to both integrative and instrumental needs. The curriculum should incorporate cultural immersion activities, such as cultural festivals, interactions with Twi-speaking communities, and projects that explore Twi traditions and values, to satisfy integrative motivations and deepen students' cultural engagements. Simultaneously, practical elements such as workshops on how Twi can enhance career prospects, academic success, and social mobility should be integrated, addressing instrumental motivations and demonstrating the real-world value of the language. By balancing cultural enrichment with practical applications, the programme can create a more engaging and effective learning experience, ensuring that students are motivated and equipped to both connect with the Twi culture and leverage the language for their personal and professional goals.
4. To address the challenges Twi students, face in learning the language, a multifaceted approach is needed. First, the university should invest in developing and providing learning materials, including textbooks, multimedia resources etc. tailored to different proficiency levels. Second,

organising regular excursions and cultural activities would offer students immersive experiences that enhance both their practical language skills and cultural understanding. To counteract negative attitudes from non-Ghanaian language students, the university could implement cultural sensitivity workshops and promote an inclusive environment that values all languages and cultures. Finally, strengthening the foundation in Twi at the early stages of education through curriculum reforms and teacher training can address systemic issues, ensuring that students build a solid base for advanced proficiency. By addressing these areas, the university can improve Twi students' proficiency and overall learning experience.

Suggestions for Further Research

The study examined the attitude of Twi students towards learning Ghanaian language in the University of Cape Coast. The study was purely quantitative. The following areas are suggested for further study to extend the literature in this area further.

1. A study should be conducted on the same topic on Fante, Ewe, and Ga students in the same university so that the findings could be generalized to the university.
2. A study should be conducted on Twi students' attitudes towards learning Ghanaian language: a survey of selected universities.
3. A study should be conducted on the attitude of students towards learning Ghanaian language where the population are non-Twi students.

4. A study should be conducted on the attitudes of Twi students towards learning Ghanaian language using a mixed-method approach.



REFERENCES

- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, 8(2), 119.
- Abington-Cooper, M. (2005). *An evaluation of the LSU Agricultural Centre's agricultural leadership development programme, 1988-2004*. Louisiana State University and Agricultural & Mechanical College.
- Abu-Snoubar, T. K. (2017). An evaluation of EFL students' attitudes toward English language learning in terms of several variables. *International Journal of English Language Teaching*, 5(6), 18-34.
- Adegbija, E., (1994). *Language attitudes in Sub-Saharan Africa: A sociolinguistic overview*. Cleveland: Multilingual Matters.
- Agbedor, P. K., (1994). *Language planning for national development: The case of Ghana* (Unpublished PhD Thesis). University of Victoria, British Columbia, Canada.
- Agyeman, A. A. (2011). *Assessment of pedagogical and content competencies among senior high school teachers of Twi language in the Kwabre East district of Ashanti region, Ghana*. Doctoral dissertation. University of Cape Coast, Cape Coast, Ghana.
- Ajzen, I. (1988). *Attitudes, personality, and behaviour*. Chicago, IL: Dorsey Press
- Ajzen, I., & Fishbein, M. (2000). Attitudes and the attitude-behaviour relation: Reasoned and automatic processes. *European Review of Social Psychology*, 11(1), 1-33.

- Akele Twumasi, R. (2021). Attitudes of Students towards the Study of Ghanaian Languages in University of Cape Coast. *International Journal of Research in English Education*, 6(2), 71-88.
- Akram, M., & Ghani, M. (2013). Gender and language learning motivation. *Academic Research International*, 4(2), 536.
- Al Samadani, H. A., & Ibnian, S. (2015). The relationship between Saudi EFL students' attitudes towards learning English and their academic achievement. *International Journal of Education and Social Science*, 2(1), 92-102.
- Alhmali, R. (2007). *Student attitudes in the context of the curriculum in Libyan education in middle and high schools*. Doctoral dissertation. University of Glasgow, Glasgow, Scotland.
- Aliaga, M., & Gunderson, B. (2002). *Interactive statistics*. Virginia, America: Pearson Education.
- Al-Khasawneh, F. M., & Al-Omari, M. A. (2015). Motivations towards learning English: The case of Jordanian gifted students. *International Journal of Education*, 7(2), 306-321.
- Allport, G. W. (1935). Attitudes. In Murchison C. (Ed.), *Handbook of social psychology*. Worcester, MA: Clark University Press
- Altun, S. (2017). Do the students from different majors differ in motivation type towards learning English as a foreign language. *International Journal of Language Academy*, 5(5), 67-77.

- Amissah, P., Andoh-Kumi, K., Asare-Amoah, S., Awedoba, A., Mensah, F., Wilmot, E., & Miske, S. (2001). IEQ2/Ghana Final report: The implementation of Ghana's school language policy. *America Institute for Research*.
- Amua-Sekyi, E. T. (2005). English as a second language in Ghana and English Language teaching: Problems and prospects.
- Andoh-Kumi, K. (1997). *Language Education Policies in Ghana*. Accra: Crigle Publications.
- Anokye, B. (2022). Attitudes and Motivation towards English Language learning in Senior High Schools: A case study of Accra Senior High School, Ghana. *Journal of English Language Teaching and Applied Linguistics*, 4(2), 86-94.
- Ansah, G. N. (2014). Re-examining the fluctuations in language-in-education policies in post-independence Ghana. *Multilingual education*, 4(1), 1-15.
- Asamoah, J. K. (2002). *Language teaching in Ghana*. Kumasi: CITA Press.
- Awoniyi, T. A. (1982). *The teaching of African languages*. London: Hodder and Stoughton.
- Aziakpono, P., & Bekker, I. (2010). The attitudes of isiXhosa-speaking students toward language of learning and teaching issues at Rhodes University, South Africa: General trends. *Southern African Linguistics and Applied Language Studies*, 28(1), 39-60.
- Bagheri, M., & Andi, T. (2015). The relationship between medical students' attitude towards English language learning and their English language proficiency. *ICT & Innovations in Education—International Electronic Journal*, 3(1), 7-19.
- Baker, C. (1992). *Attitudes and Language*. Clevedon: Multilingual Matters

- Bamgbose, A., (1991). *Language and the Nation: The language question in Sub-Saharan Africa*. Edinburgh: Edinburgh University Press for the International African Institute.
- Bani-Khaled, T. A. A. (2014). Attitudes towards standard Arabic: A case study of Jordanian undergraduate students of English. *International Journal of Linguistics*, 6(4), 154.
- Bartram, B (2010). *Attitudes to Language, Insights from Comparative Education*. London: Continuum.
- Bhaskar, C. V., & Soundiraraj, S. (2013). A Study on Change in the Attitude of Students towards English Language Learning. *English language teaching*, 6(5), 111-116.
- Brewer, E. W., & Burgess, D. N. (2005). Professor's role in motivating students to attend class. *Journal of Industrial Teacher Education*, 42(3), 23-47
- Busse, V. (2017). Plurilingualism in Europe: Exploring attitudes toward English and other European languages among adolescents in Bulgaria, Germany, the Netherlands, and Spain. *The Modern Language Journal*, 101(3), 566-582.
- Carreira, J. M. (2005). New framework of intrinsic/extrinsic an integrative/instrumental motivation in second language acquisition. *The Keiai Journal of International Studies*, 16 (2), 39-64.
- Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online Journal Of Language Studies*, 10(2).
- Chalmers, S. C. (2004). *No excuses: Lessons from 21 high-performing, high-poverty schools*. Washington, D. C.: The Heritage Foundation.

- Choy, S. C., & Troudi, S. (2006). An investigation into the changes in perceptions of and attitudes towards learning English in a Malaysian college. *International Journal of Teaching and Learning in Higher Education*, 18(2), 120-130.
- Cohen, L., Manion, I., & Morrison, K. (2003). *Research methods in education*. London: Routledge.
- Cook, V. (2000). *Second language learning and language teaching*. Beijing: Foreign Language Teaching and Research Press and Edward Arnold (Publishers) Ltd.
- Cook, V. (2008). *Second language learning and language teaching*. London: Hodder Education
- Coronel-Molina, S. M. (2009). *Definitions and critical literature review of language attitude, language choice and language shift: Samples of language attitude surveys*.
- Crawford, T., Mora Pablo, I., & Lengeling, M. M. (2016). Struggling authorial identity of second language university academic writers in Mexico. *Profile Issues in Teachers Professional Development*, 18(1), 115-127.
- Cresswell, J. W. (2014). *A concise introduction to mixed methods research*. London: SAGE publications.
- Crookes, G., & Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41 (4), 469-512.
- Crystal, D., (1997). *English as a Global Language*. Cambridge: Cambridge University Press

- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *Modern Language Journal*, 89(1), 19-36.
- Daif-Allah, A. S., & Aljumah, F. H. (2020). Differences in Motivation to Learning English among Saudi University Students. *English Language Teaching*, 13(2), 63-74.
- De Bot, K., Lowie, W., Verspoor, M., & Verspoor, M. H. (2005). *Second language acquisition: An advanced resource book*. London: Routledge.
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19(2), 109-134.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11 (4), 227–268.
- Deng, P. (2010). The internationalization of Chinese firms: A critical view and future research. *International Journal of Management Reviews*, 14 (4), 408-427
- Dhillon, J., & Wanjiru, J. (2013). Challenges and strategies for teachers and learners of English as a second language: The case of an urban primary school in Kenya. *International Journal of English Linguistics*, 3(2), 14-24.
- Dillman, T., Symth, H., & Christian, R. (2014). The impact of EFL testing on EFL education in Korea. *Language Testing*, 25(1), 39-62
- Dogbey, G. A., Dorwu, A. K. D., & Arthur, P. (2003). *Some problems associated with teaching and learning of Ghanaian languages: A case study two JSS in Cape Coast*. Unpublished project work. University of Cape Coast, Cape Coast, Ghana.

- Dörnyei, Z. (2001). New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics*, 21, 43-59.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. New Jersey: Mahwah.
- Dörnyei, Z. (2009). *The L2 motivational self-system*. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*. Bristol, UK: Multilingual Matters
- Ejeh, M. U. (2004). Attitudes of student teachers towards teaching in mother tongue in Nigerian primary schools: *Implications for Planning*. *Language, Culture and Curriculum*, 17 (91), 73-81.
- Elibariki, M. (2017). *Challenges facing primary school pupils in learning English as a foreign language: A Case of Primary Schools in Itigi District Council*. Doctoral dissertation. The Open University of Tanzania, Dar es Salaam, Tanzania.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1997). *SLA Research and Language teaching*. Oxford: Oxford University Press.
- Ellis, R. (2008). *The Study of second language acquisition* (2nd ed.). Oxford: Oxford University Press.
- Eren, O. (2012). Students' Attitudes towards Using Social Networking in Foreign Language Classes: A Facebook Example. *International Journal of Business and Social Science*, 3(20), 288-294.
- Eshghinejad, S. (2016). EFL students' attitudes toward learning English language: The case study of Kashan University students. *Cogent Education*, 3(1), 1236434.
- Fasold, R. (1984). *The Sociolinguistics of Society*. Oxford: Basil Blackwell.

- Fatiloru, O. F. (2015). Tackling the challenges of teaching English language as second language (ESL) in Nigeria. *IOSR Journal of Research & Method in Education*, 5(2), 26-30.
- Finegan, E. (1999). *Language: Its structure and use* (3rd ed.). New York: Harcourt Brace.
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behaviour: An introduction to theory and research*. Reading, MA: Addison-Wesley.
- Fraenkel, J., & Wallen, N. (2000). *How to design and evaluate research in education* (4th ed.). New York: McGraw-Hill, Inc.
- Gall, M. D., Gall, J. P., Borg, W. R., & Mendel, P. C. (2007). *A guide for preparing a thesis or dissertation proposal in education, for Gall, Gall, and Borg' Educational research: an introduction and applying Educational Research*. London: Pearson Education.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. London: Edward Arnold.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language learning*. Honolulu, HI: University of Hawaii Press.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. Lausanne: Peter Lang.
- Gardner, R. C., & Lambert. W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13(4), 266-272.
- Gardner, R. C., & MacIntyre, P. D. (1992). A student's contribution to second language learning. Part I: Cognitive variables. *Language Teaching*, 25, 211-220

- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43(2), 157-194.
- Gardner, R. C., & Smythe, P. C. (1975). *Second language acquisition: A social psychological approach*. (Research Bulletin No. 332). University of Western Ontario.
- Gardner, R. C., Lalonde, R. N., & Pierson, R. (1983). The socio-educational model of second language acquisition: An investigation using Lisrel causal modelling, *Journal of Language and Social Psychology*, 2(1), 1-15.
- Gardner, R. C., Smythe, P. C., & Lalonde, R. N. (1984). *The nature and replicability of factors in second language acquisition*. (Research Bulletin No. 605). London, Ontario, Canada: The University of Western Ontario.
- Genc, Z. S., & Aydin, F. (2017). An Analysis of Learners' Motivation and Attitudes toward Learning English Language at Tertiary Level in Turkish EFL Context. *English Language Teaching*, 10(4), 35-44.
- Giddens, J. (2009). 25 years of Giddens in accounting research: achievements, limitations and the future. *Accounting, Organizations and Society*, 36 (8), 494-513.
- Gok, T. S., & Silay, I. (2010). The effects Problem Solving Strategies on Students' Achievement. *Attitude and Motivation*, 4(1), 8.
- Guerini, F. (2007). Multilingualism and language attitudes in Ghana: A preliminary survey. *Ethnorema*, 4(4), 1 - 27
- Gyasi, B., Sam, H. D. J. & Amponsah, W. K. (2002). *Problem of teaching and learning of Akan Grammar in SHS in Ghana: A case study Aburaman SHS in the Central Region*. Unpublished project work. University of Cape Coast, Cape Coast, Ghana.

- Hall, R. A. J. (1983). *Leave your language alone*. Ithaca, New York: Cornell University Press.
- Hernandez, T. A. (2008). Integrative motivation as a predictor of achievement in the foreign language classroom. *Applied Language Learning*, 18, 1-15.
- Holmes, J. (2008). *Introduction to sociolinguistics*. London: Longman
- Holmes, J. (2013). *An introduction to sociolinguistics* (4th ed.). New York: Pearson
- Inal, S., Evin, İ. & Saracaloğlu, A. S. (2003). The Relation between Students' Attitudes Toward Foreign Language and Foreign Language Achievement. Paper presented at Approaches to the Study of Language and Literature, First International Conference Dokuz Eylül University Buca Faculty of Education, İzmir, Turkey. Retrieved from <http://dergiler.ankara.edu.tr/dergiler/27/754/9618.pdf>
- Ito, T. A. & Cacioppo, J. T. (2007). Attitudes as Mental and Neural States of Readiness: Using Physiological Measures to Study Implicit Attitudes.
- Jaspal, R. (2009). Language and social identity: A psychosocial approach. *Psych-Talk*, 64, 17-20
- Javid, C. Z., Al-Asmari, A. R. & Farooq, U. (2012). Saudi undergraduates' motivational orientations towards English language learning along gender and university major lines: A comparative study. *European Journal of Social Sciences*, 27(2), 283-300.
- Kaboub, F. (2008). Positivist paradigm. *Encyclopaedia of counselling*, 2(2), 343.
- Kadodo, W., Mavies, K., Timothy, B., & Cordial, B. (2012). The influence of teachers and students language attitudes towards the use of shona as a medium of instruction in secondary schools. *International Journal of English and Literature*, 3(2), 32-39

- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Çankaya University Journal of Arts and Sciences*, 1(7), 73-87.
- Kevogo, A. U., Kitonga, N. N., & Adika, S. K. (2015). Multilingualism and language use patterns: Students attitude towards Kiswahili in Garissa Town, Kenya.
- Khejari, M. (2014). Teachers' Attitudes towards the Use of Mother Tongue as a Language Instruction in Lower Primary Schools in Hamisi District, Kenya. *International Journal of Humanities and Social Sciences* 4 (1).
- Khong, H. K., Hassan, N. H., & Ramli, N. (2017). Motivation and gender differences in learning Spanish as a foreign language in a Malaysian technical university. *Malaysian Journal of Learning and Instruction*, 14(2), 59-83.
- Kizildag, A. (2009). Teaching English in Turkey: Dialogues with teachers about the challenges in public primary schools. *International Electronic Journal of Elementary Education*, 1(3), 188-201.
- Kolawole, O. J. (2015). Problems facing the teaching and learning of French language in colleges of education in Oyo state. *Asia Pacific Journal of Multidisciplinary Research*, 3(2), 120-127.
- Kothari, C. R. (2004). *Research methodology: Method and Techniques*. London: New Age International.
- Kraft, R.J., (2003). *Primary Education in Ghana: A Report to USAID*. Accra: USAID/Ghana Ministry of Education.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.

- Kropp Dakubu, M. E. (1996). *Language and community*. Accra: Ghana Universities Press.
- Kwofie, R. J., (2001). *A pilot study of language attitudes among University of Cape Coast students*. Unpublished long essay. University of Cape Coast, Cape Coast, Ghana.
- Lightbrown, P. M. & Spada N. (2001). *Factors affecting second language learning*. In: Candlin, C.N. & Mercer, N. (Eds.), *English language teaching in its social context*. London: Routledge.
- Liu, M. (2007). *Chinese Students' Motivation to Learn English at The Tertiary Level*. Retrieved from: http://www.asian-efl-journal.com/March_07_ml.php
- Lyons, J. (1981). *Language and linguistic: An introduction*. United Kingdom: Cambridge University Press.
- MacIntyre, P. D. (2002). Motivation, anxiety and emotion in second language acquisition. *Individual Differences and Instructed Language Learning*, 2, 45-68.
- Magwa, W. (2015). Attitudes towards the use of indigenous African languages as languages of instruction in education: A case of Zimbabwe. *Journal of Educational Policy and Entrepreneurial Research*, 2(1), 1-16.
- Malekmahmudi, M. K., & Malekmahmudi, S. K. M. (2018). Attitude of Iranian students towards learning the English language. *Journal of Clinical and Basic Research*, 2(2), 35-39.
- Mamlawa, E. W., Adika, S. K., & Kevogo, A. U. (2013). Multilingualism and language attitudes: Students' perceptions towards Kiswahili in Mtwara region of Tanzania. *Research on Humanities and Social Sciences*, 3(12), 53-65

- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. In Z. Dörnyei (Ed.), *Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications*. Malden: Blackwell Publishing.
- Mbatha, G. N., Mandende, I. P., Rwodzi, C., & Makgato, M. M. (2021). Exploring the attitudes of isiZulu first language students towards learning Sepedi as an additional language at university level. *South African Journal of African Languages*, 41(2), 179-186.
- McKenzie, R. M. (2010). *The Social Psychology of English as a Global Language*. Dordrecht: Springer
- McWilliam, H. O. A., & Kwamena-Poh, M. A., (1975). *The development of education in Ghana: An outline*. London: Longman.
- Ming, T. S., Ling, T. S., & Jaafar, N. M. (2011). Attitudes and motivation of Malaysian secondary students towards learning English as a second language: A case study. *3L, Language, Linguistics, Literature*, 17(1).
- Montano, D. E. & Kasprzyk, D. (2008). Theory of reasoned action, theory of planned behaviour, and the integrated behavioural model. In K. Glanz, B. Rimer & K. Viswanath (Eds.), *Health behaviour and health education: Theory, research, and practice*. (pp.67-96) San Francisco, CA: Jossey-Bass
- Mori, S., & Gobel, P. (2006). Motivation and gender in the Japanese EFL classroom. *System*, 34(2), 194-210.
- Muftah, M., & Rafik-Galea, S. (2013). Language Learning Motivation among Malaysian Pre-University Students. *English Language Teaching*, 6(3), 92-103.

- Mukhuba, T. T. (2005). Bilingualism, language attitudes, language policy and language planning: A sociolinguistic perspective. *Journal of Language and Learning*, 3(2), 268-278.
- Navarro-Villarroel, C. (2011). *Young students' attitude towards language*. An unpublished PhD thesis. Iowa State University, Ames, United States.
- Nduwimana, A. (2019). Pure sciences students' attitudes towards learning English: the case of university of Burundi. *International Journal of Research in English Education*, 4(2), 1-13.
- Niaz, S., Memon, N., & Umrani, S. (2018). Gender differences in motivation level for learning English as an L2. *International Research Journal of Arts & Humanities (IRJAH)*, 46.
- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, 7(2), 133-144.
- Noels, K. A. (2001). New orientations in language learning motivation: Towards a model of intrinsic, extrinsic, and integrative orientations and motivation. *Motivation and Second Language Acquisition*, 23, 43-68.
- Noels, K. A., Pelletier, L.G., Clément, R., & Vallerand, R.J. (2003). Why are you learning a second language? Motivation orientation and self-determination theory. *Language Learning*, 50, 57-8
- Nyamekye, E., & Baffour-Koduah, D. (2021). Students' Motivation for Learning Ghanaian Languages in the University. *International Journal of Applied Linguistics and Translation*, 7(2), 43-52.

- Omoniyi, T. (2014). Indigenous language capital and development. *International Journal of the Sociology of Language*, 2014(225), 7-28.
- Opoku-Amankwa, K. (2009). English-only language-in-education policy in multilingual classrooms in Ghana. *Language, Culture and Curriculum*, 22(2), 121-135.
- Orfan, S. N. (2020). Afghan undergraduate students' attitudes towards learning English. *Cogent Arts & Humanities*, 7(1), 1723831.
- Owu-Ewie, C. (2006). The language policy of education in Ghana: A critical look at the English-only language policy of education. In *Selected proceedings of the 35th annual conference on African linguistics* (pp. 76-85). Somerville, MA: Cascadilla Proceedings Project.
- Owu-Ewie, C. (2009). The language policy of education in Ghana and Linguistic Human Rights. *Languages and Linguistics*, 24, 53-68.
- Owu-Ewie, C., & Edu-Buandoh, D. F. (2014). Living with negative attitudes towards the study of L1 in Ghanaian Senior High Schools (SHS). *Ghana Journal of Linguistics*, 3(2), 1-25.
- Owusu-Ansah, L. K., & Torto, R. T. (2013). Communication of language attitudes: An exploration of the Ghanaian situation. *The International Journal of Language Learning and Applied Linguistics World*, 2(1), 65-75.
- Perloff, R. (2003). *The dynamics of persuasion* (2nd ed.). London: Lawrence Erlbaum.
- Ponterotto, L. K. (2005). *Instructional supervision: Teachers' and administrators' perception of instructional supervision in the Nkwanta District of Ghana*. Unpublished master's thesis. University of Cape Coast, Cape Coast, Ghana.

- Quaicoe, K., Adams, F. H., Bersah, V. A., & Baah, K. A. (2015). Sociological Variables Perceived in the Study of Ghanaian Languages in Central and Western Regional Colleges of Education in Ghana. *Journal of Education and Practice*, 6(33), 162-168.
- Rahman, A. R. M. M., Jalaluddin, I., Mohd Kasim, Z., & Darmi, R. (2021). Aliya madrasah students' motivation for learning English in Bangladesh. *Journal of Language and Linguistic Studies*, 17(1), 70-84.
- Richards, J. C., J. Platt and H. Platt (1992). *Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68.
- Ryan, R. M., & Deci, E. L. (2002). Overview of self-determination theory: An organismic dialectical perspective. *Handbook of self-determination research*, 2, 3-33.
- Ryan, R. M., & Deci, E. L. (2007). Active human nature: Self-determination theory and the promotion and maintenance of sport, exercise, and health. In M.S. Hagger & N.L.D. Chatzisarantis (Eds.), *Intrinsic motivation and self-determination in exercise and sport* (pp. 1-19). Human Kinetics Europe Ltd.
- Sánchez, L., Mayer, E., Camacho, J., & Alza, C. R. (2018). Linguistic attitudes toward Shipibo in Cantagallo: Reshaping indigenous language and identity in an urban setting. *International Journal of Bilingualism*, 22(4), 466-487.
- Santrock, J. W. (2004). *Educational psychology*. McGraw-Hill.

- Sanusi, I. O. (2019). The Negative Attitude of Banning Indigenous Nigerian Languages from English Language Classroom: A Linguistic Misconception. *Journal of Applied Linguistics and Language Research*, 5(6), 129-138.
- Sarantakos, S. (2005). *Social research* (3rd ed.) Melbourne: MacMillan Education.
- Sarfo, E. (2012). Ghanaian university students' attitude towards English. *International Review of Social Sciences and Humanities*. 4(1): 86-99.
- Sarfo, E., (2012). Ghanaian university students' attitudes towards English. *International Review of Social Sciences and Humanities*, 4 (1). 86-99.
- Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- Schlettwein, S. (2015). *Multilingual students' attitudes towards their own and other languages at the University of Stellenbosch and the University of the Western Cape*. Doctoral dissertation. Stellenbosch University, Stellenbosch, South Africa.
- Semmar, Y. (2005). *An exploratory study of motivational variables in a foreign language learning context*. Capella University.
- Soleimani, H., & Hanafi, S. (2013). Iranian medical students' attitudes towards English language learning. *International Research Journal of Applied and Basic Sciences*, 4(12), 3816-3823.
- Spolsky, B. (1989). Communicative competence, language proficiency, and beyond. *Applied Linguistics*, 10(2), 138-156.
- Ushida, E. (2005). The role of students' attitudes and motivation in second language learning in online language courses. *CALICO journal*, 49-78.

- Vaezi, Z. (2008). Language learning motivation among Iranian undergraduate students. *World Applied Sciences Journal*, 375(1), 54-61.
- Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In *Advances in Experimental Social Psychology* (29), 271-360.
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational psychologist*, 41(1), 19-31.
- Wamalwa, E. W., Adika, S. K., Kevogo, A. U., & Mtwara, S. M. (2013). Multilingualism and language attitudes: students' perceptions towards Kiswahili in Mtwara region of Tanzania. *Research on Humanities and Social Sciences*, 12(3), 53 - 61
- Wayar, B. (2017). Gender based attitudes of students towards English Language in Northern Nigeria. *International Journal of Innovative Language, Literature & Art Studies*, 5(3), 7-17.
- Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge university press.
- Williams, M., Burden, R., & Lanvers, U. (2002). 'French is the Language of Love and Stuff': student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal*, 28(4), 503-528.
- Wolff, H. E. (2006). The language factor in discourse on development and education in Africa. *Language planning for Development in Africa*, 1-22.
- Zebaria, I. A. H., Ali Allob, H., & Mohammadzadehc, B. (2018). The role of personality characteristics in forming EFL university students' attitudes towards learning

English as a foreign language: A case study. *Modern Journal of Language Teaching Methods (MJLTM)*, 8(6), 343-351.



APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TWI STUDENTS

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF ARTS EDUCATION

Dear Respondent,

The study seeks to analyse the attitude of Twi students towards the learning of Ghanaian language in the University of Cape Coast. It would be appreciated if you could honestly answer all the items on the questionnaire. You are assured of complete confidentiality and anonymity of all information provided.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Please respond to each of the following items by ticking (✓) the appropriate response box

1. Gender

Male Female

2. Age

Below 20 yrs 21-24 yrs 25 and above

3. Programme of Study

Bachelor of Arts

Bachelor of Arts (Education) []

SECTION B: PRIOR ATTITUDES OF TWI STUDENTS TOWARDS THE LEARNING OF GHANAIAN LANGUAGE AT THE UNIVERSITY OF CAPE COAST.

Please indicate the extent of your agreement or disagreement with the statement by ticking [] **Strongly Disagree (SD)**, **Disagree (D)**, **Uncertain (U)**, **Agree (A)**, and **Strongly Agree (SA)**. Pick just one choice to represent your viewpoint.

	Statements	SD	D	U	A	SA
4.	I thought Twi was not relevant to my academic progression					
5.	I considered Twi to be a course for academically weak students					
6.	I was happy to have offered Twi at the university					
7.	I have not been interested in learning Twi					
8.	Twi is too easy to be a university course					
9.	One is supposed to learn Twi at home					
10.	Twi could aid in a person's total development.					
11.	Learning Twi could not get me employed					
12.	Learning Twi would make me inferior among my peers					

**SECTION C: CURRENT ATTITUDES OF TWI STUDENTS TOWARDS
THE LEARNING OF GHANAIAN LANGUAGE IN THE UNIVERSITY
OF CAPE COAST**

Please indicate the extent of your agreement or disagreement with the statement by ticking [] **Strongly Disagree (SD)**, **Disagree (D)**, **Uncertain (U)**, **Agree (A)**, and **Strongly Agree (SA)**. Pick just one choice to represent your viewpoint.

	Statements	SD	D	U	A	SA
13.	I like learning Twi					
14.	I talk to my friends in Twi					
15.	I invest much time in learning Twi					
16.	I am proud to be a Twi student					
17.	Twi will be needed at my work place					
18.	Studying Twi will make me more knowledgeable in Akan culture					
19.	Studying Twi will help me achieve my academic goals					
20..	I feel shy to tell people I study Twi					
21.	I would not have studied Twi if it was not a compulsory course					
22.	I cannot study abroad if I study Twi					
23.	Twi is not a prestigious language					
24.	Twi is not a language that promotes social advancement and growth.					

25.	Twi is a difficult course					
26.	Twi is not useful					

SECTION D: REASONS WHY TWI STUDENTS STUDY GHANAIAN LANGUAGE IN THE UNIVERSITY OF CAPE COAST

Please indicate the extent of your agreement or disagreement with the statement by ticking [] **Strongly Disagree (SD)**, **Disagree (D)**, **Uncertain (U)**, **Agree (A)**, and **Strongly Agree (SA)**. Pick just one choice to represent your viewpoint.

	Statements	SD	D	U	A	SA
27.	I will be praised by my family					
28.	I want to be proficient in Twi					
29.	I can speak and communicate in Twi fluently					
30.	I like the speakers of the language					
31.	Learning Twi will develop me as a person					
32.	Twi is a university requirement					
33.	I want to get grade "A" in all Twi courses					
34.	Learning Twi is needed for my career					
35.	Learning Twi will enable me enrol on a master programme					
36.	Learning Twi will help me get a job					

37.	Learning Twi will enable me teach foreign nationals Twi					
38.	Learning Twi will help me further my education					
39.	Twi is an important language in Ghana					

SECTION E: CHALLENGES TWI STUDENTS FACE IN LEARNING GHANAIAN LANGUAGE IN THE UNIVERSITY OF CAPE COAST.

Please indicate the extent of your agreement or disagreement with the statement by ticking [] **Strongly Disagree (SD)**, **Disagree (D)**, **Uncertain (U)**, **Agree (A)**, and **Strongly Agree (SA)**. Pick just one choice to represent your viewpoint.

	Statements	SD	D	U	A	SA
40.	Insufficient learning materials					
41.	Difficulty in reading Twi					
42.	Difficulty in writing Twi					
43.	Large class size					
44.	Excursions are not organized for students					
45.	Inability to master subject content					
46.	Negative attitude of non-Twi students					
47.	Poor foundation in Twi at the early stages of education					
48.	Inadequate time for teaching Twi					

APPENDIX B

INTRODUCTORY LETTER



UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 055000143 / 050078309
E-MAIL: irb@ucc.edu.gh
OUR REF: IRB/CA/VoL1/0171
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0011497



26TH MAY 2023

Mr Bismark Ofori-Atta
Department of Arts Education
University of Cape Coast

Dear Mr Ofori-Atta,
ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/180)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on **The Attitude of Ghanaian Language Students Towards the Learning of Ghanaian Language in the University of Cape Coast**. This approval is valid from **26th May 2023 to 25th May 2024**. You may apply for an extension of ethical approval if the study lasts for more than 12 months.

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

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

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

Yours faithfully,

Kofi E. Amuquandoh
Ag. Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST