UNIVERSITY OF CAPE COAST

FIDELITY APPROACH TO CURRICULUM IMPLEMENTATION

A CASE OF TRANSACTING THE CORE ENGLISH CURRICULUM

IN SENIOR SECONDARY SCHOOLS IN THE BRONG AHAFO

REGION OF GHANA

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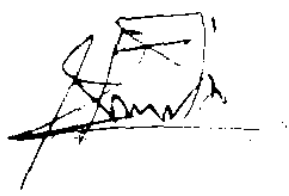OF PHILOSOPHY DEGREE IN EDUCATION

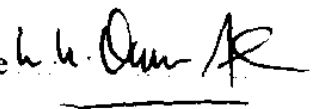OCTOBER, 2002

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.

ABRAHAM KWADWO OKRAH Signature .... Date 25/07/03

SUPERVISORS' DECLARATION

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

Prof. E. K. Tamakloe   Signature .... Date 25/7/2003

(Principal Supervisor)

Prof. L. K. Owusu-Ansah   Signature .... Date 25 July 03

(Co – Supervisor)

ABSTRACT

The purpose of the study is to find out the extent to which teachers faithfully commit themselves to the fidelity approach to curriculum implementation in transacting the Core English curriculum.

The main design used in the study was descriptive survey. The study covered all the seven public senior secondary schools in Sunyani District in the Brong Ahafo region of Ghana. The sample comprised 150 students and all the 31 teachers of English. The number of students selected from each school (SSS 3 students) was a proportion of the total number of students drawn for the study.

The researcher used a questionnaire as the main instrument for data collection. This main instrument was triangulated with a classroom observation.

The findings show that the teachers had the requisite qualification to have faithfully implemented the Core English programme with a high degree of fidelity. The findings, however, indicate that the teachers did not faithfully commit themselves to the fidelity approach to curriculum implementation in transacting the core English curriculum. The study therefore reveals a very minimal degree of teachers' commitment to the fidelity model in the implementation process.

Teachers' non-commitment to the fidelity model of implementation could be attributed to a number of factors. Among these factors are teachers' non-involvement in core English programmes that could enhance delivery and learning, lack of clarity about certain aspects of the curriculum and inavailability of curricular materials - teacher's manual - that could help transact the curriculum.

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My dream of accomplishing the study on schedule has become a reality as a result of interplay of spiritual, physical, mental and moral support from diverse angles.

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DEDICATION

This book is dedicated to my wife, Mrs. Martha Okrah; my children, Benedicta Nketia Okrah, Prince Albert Amoako Okrah, Edmund Amoako Okrah, and finally my late sister, Miss. Margaret Amma Kumah. Sister, may your soul rest in perfect peace.

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CHAPTER 1

INTRODUCTION

Background to the Study

The term "Curriculum" is historically traced to the Latin word "curere", which means "running course" or "race course" (Connelly and Lantz, 1991). At present, it is used as a metaphor to describe some notion of a course of events. Since there is no single course of event in the school, the word "curriculum" has taken on many meanings (Jackson, 1992). Sometimes it is narrowly defined to imply a subject of study and another time it is broadly described to include every aspect of an educational set up (Tamakloe, 1992).

In many instances, the word curriculum is used whenever education comes under discussion. Lewy (1991) admits that educational processes of any type cannot be fully described without referring to their curricular components. Lewy described educational process to imply dealing with specific curricular contents. These curricular contents, according to him, include items of information and knowledge, feelings, values and skills that help individuals to fulfil socially endorsed roles and tasks. The curricular contents that invariably constitute the educational process make the curriculum the heart and soul of the study of education (Huebner in Robison, 1966).

The relationship that exists between education and curriculum means in practical

1

sense that curriculum is as old as education. However, the term 'curriculum' as a field of study or as a scholarly inquiry is a twentieth century development (Lewy, 1991).

The scope of the curriculum was previously limited to relative weight of individual subjects in a school programme and the selection of topics to be included in the syllabus. Currently, however, the scope of curriculum theory has gradually expanded to include the process of curriculum development, curriculum implementation (which is the focus of this study) and curriculum evaluation.

Curriculum development deals with the selection and statement of objectives; selection and designing of learning activities; the organisation of the learning activities; and the evaluation of objectives (Tamakloe, 1992; Wheeler, 1967). The selection and organisation of objectives is usually based on a thorough assessment of needs, purposes and resource materials of the people for whom the curriculum is designed. The curriculum becomes a document or a programme after it has been completely designed. If it becomes a document then it reaches the stage of implementation.

Curriculum implementation is the process of putting a document or an instructional programme into practice (Fullan, 1991). The source of the design of the curriculum or document determines the kind of approach to its implementation. In a situation where an individual or a teacher designs his or her own curriculum, it is he or she who gives meaning to it. The teacher, in the implementation process, is not bound to faithfully implement it because he or she is the creator of the curriculum and can easily modify it.

An individual or a society may adapt a curriculum either because it is too expensive or time consuming to develop one. A curriculum may also be adapted when there is evidence of its successful implementation. When it becomes necessary to adapt a curriculum, the aims, content selection, content organisation, learning experiences and resource materials have to be modified. In view of such modification, the curriculum cannot be faithfully implemented to the letter because it has to be modified to suit the society for which the curriculum was adapted.

In a centralised educational system like that of Ghana, curriculum experts centrally plan the curriculum. They design it in the way they think best. The designers therefore expect the curriculum implementers to faithfully implement it the way it has been designed.

In the design of the curriculum, the goals and objectives, the content, the suggestions for teaching and learning activities are all clearly illustrated in the syllabus These components of the curriculum or syllabus constitute a model that must be implemented with a high degree of fidelity. The role of the teacher, who is the consumer of the curriculum, is to read the document and sometimes attend an in-service training programme in order to acquaint himself with the properties of the curriculum.

There is a general assumption that the more the teacher acquaints himself with the properties of the curriculum the more effective the implementation would be (Gross et al 1971; Hall and Louks, 1982; Snyder et al 1992). Many researchers hold the view that any professional teacher worth his salt should be able to read the document and implement it with a high degree of fidelity (Gross et al 1971, Snyder et al 1992) It is

also assumed that any document that is not faithfully implemented is not really implemented.

Curriculum implementers adopt what is termed as the fidelity approach to curriculum implementation when they implement it to the letter. The fidelity approach to curriculum implementation is therefore the determination of the degree of implementation of a programme in terms of the extent to which actual use corresponds faithfully to the kind of use intended by the designers (Fullan, 1991; Fullan and Pomfret, 1977).

The present study focuses on the transaction of the Core English curriculum within the framework of the fidelity approach. The Core English curriculum is centrally designed because in terms of curriculum design, Ghana operates a centralised educational system.

In the design of the curriculum for Core English, the aims and objectives, content, methods and suggested ways of transacting it are clearly illustrated in the syllabus. The syllabus is then handed over to the teacher after its properties have clearly been defined. Since Ghana operates a centralised educational system, the syllabus and other curricular materials like the textbooks bind the teacher. It is therefore assumed that the teacher will implement the curriculum with a high degree of fidelity. If the teacher implements it to the letter, then one will proudly say that the Core English curriculum is really implemented.

In the face of disappointing SSSCE results in Core English, however, the researcher is very uncertain if the transaction of the Core English curriculum is fidelity

oriented. The researcher is, therefore, interested in finding out the extent to which teachers of Core English faithfully implement the Core English curriculum.

Statement of the Problem

The implementation of the new educational reform in Ghana took off in 1987 The implementation began with the junior secondary school programme. The intensive implementation of the senior secondary school programme began in 1990 and the first batch of the SSS students graduated in 1993

The results of the SSSCE, particularly in English language, were really disappointing. The most discouraging results evoked adverse comments and criticism from the general public and from the media. The focus of the adverse comments was on the structure of education and the implementation of the reform programme.

Following the negative comments from the concerned citizens of the country and well-meaning educationalists, an Educational Reform Review Committee (ERRC) was inaugurated in July 1994. The aim of the committee was to help improve the quality of education.

Notwithstanding the work of the ERRC, there was still a downward trend in candidates' performance in Core English. The Chief Examiners' Report on SSSCE described the 1994 SSSCE results in Core English as "abysmally obtuse" (p 1) In 1995, the Chief Examiners' Report showed that the downward trend in candidates' performance in English continued. Today, the Chief Examiners' Report on the SSSCE results is not different from the previous ones. The report continues to describe candidates' performance in English language as abominable

The continued downward trend in the performance of candidates in the SSSCE in general and in English language in particular has become a public concern. In order to meet the aspirations of the general public, a 28 member committee was charged with the complete review and overhaul of the entire educational system (Opoku, 2002). The committee was asked to come out with plans, suggestions and recommendations to enable the government to act promptly to remedy the shortfalls in the educational system.

In the face of the continued disappointing SSSCE results, and the various attempts made by governments at different periods to review and overhaul the educational system, one becomes doubtful if the reform programmes were really implemented as designed. The programme, it is assumed, could have been really implemented if the implementation was fidelity oriented (Snyder et al. 1992).

The measurement of the degree of implementation of an instructional programme with fidelity orientation becomes necessary when there are signs of disappointing results of the reformed programme. The continued disappointing results of the SSSCE in Core English, therefore, serve as a necessary condition for the measurement of the degree to which teachers of Core English implement the Core English programme. The researcher is, therefore, interested in finding out whether teachers of Core English were implementing the Core English curriculum within the framework of the fidelity approach to curriculum implementation.

Purpose of the Study

The purpose of the study was to find out how Core English teachers in Sunyani District in the Brong Ahafo Region of Ghana were implementing the Core English

syllabus for Senior Secondary Schools.

The study is specifically to find out whether Core English teachers were implementing the curriculum with a high degree of fidelity. This specific purpose called for the analysis of Core English curricular materials in terms of aims and objectives, content, tasks and activities and the suggestions for teaching the syllabus.

Research Questions

The following research questions were designed to guide the research

1. What level of qualification have the teachers attained to enable them to effectively implement the Core English curriculum?

2. What specific curricular materials do the teachers have access to in the implementation of the curriculum for Core English?

3. To what extent do teachers use the available curricular materials?

4. To what extent is the teacher acquainted with the properties of the Core English curriculum?

5. To what extent do teachers participate in planned Core English programmes to enable them to improve their instructional delivery and learning?

6. What is the teacher's perception of the aims, content and tasks and activities of the Core English curriculum?

7. How many times per month does each content area receive treatment?

8. Which teaching strategies of the content areas do teachers frequently use during teaching, learning and testing procedures?

9. What are the reactions of teachers to the sequential arrangement of

topics and teaching and learning activities in the syllabus?

10. What teaching method do the teachers lay emphasis on in the teaching-learning situation?

11. To what extent do teachers follow the guidelines suggested in the syllabus in assessing the students?

12. To what extent do teachers use the evaluation exercises recommended in the syllabus in evaluating the lessons of each unit of instruction?

Significance of the Study

The problem under investigation is very important. It is important because it seeks to find out whether the implementation of the Core English programme is fidelity oriented in the face of the continued downward trend in candidates' performance in Core English.

The results of the study, it is hoped, would help inform policy makers about the trend of issues in the implementation process. It would therefore help redirect policies towards the implementation of the reformed programme

Furthermore, the results would help influence the implementation process. Based on the results, more attention would be given to the areas that are lagging behind

Finally, the findings of the study would contribute to the theory of fidelity approach to curriculum implementation since some of the findings might either agree or contradict the previous findings in the literature.

Delimitation

The study is confined to issues relating to Core English teachers' faithfulness to the suggested principles in the syllabus in the implementation of the Core English syllabus for Senior Secondary Schools (GES 1998).

The respondents of the study comprised all teachers of Core English in all the seven public senior secondary schools and one hundred and fifty students drawn from the selected schools in Sunyani District in the Brong Ahafo Region. The choice of Brong Ahafo Region was dictated by a general low performance of students in the region and the researcher's desire to contribute to the academic improvement in the region.

Operational Definition of Terms

The following words may not be familiar to readers. They are therefore defined to aid readers.

Fidelity Approach or Perspective

This term is used generally to refer to the faithfulness of teachers to a planned curriculum in implementing a programme. The term is specifically used in this study to refer to the commitment of teachers to the principles underlying the curriculum in transacting the Core English curriculum.

Fidelity Model of Implementation

This term is used to refer to the underlying principles of the Core English curriculum. It is the totality of the suggested principles of how to present the Core English curriculum (Snyder et al. 1992).

Core English

It is a subject that is required of all the students at the SSS level regardless of

ability, social status, or vocational plans (Smith et al. 1957).

Curriculum

It refers to all the experiences one has under the jurisdiction of a school (Lewy,

1991). In this study, it means an organizing document that covers the full range and

organization of subject matter and suggested ways of implementing it in the classroom

(Eash, 1991). The term curriculum is used interchangeably with syllabus.

Implementation

Lewy (1977) defines implementation as the "open use of a programme throughout

an entire school system" (p.22). In this study, implementation is used to refer to the

execution of the Core English curriculum or syllabus in accordance with the suggested

principles laid down by Ghana Education Service (GES).

Curriculum Transaction

It refers generally to the translation of a curriculum in a real classroom situation.

It refers specifically to the translation of the Core English curriculum in the real

classroom situation.

Senior Secondary School

It is the name of the second cycle institutions in Ghana. It is a 3-year post Junior

Secondary School course. The abbreviation S.S.S. is used extensively in this work.

Organisation of the Study

The study is organised into five chapters. Chapter one is the introduction. The issues discussed in this chapter include the background to the study, the statement of the problem, the purpose and significance of the study, delimitation and the operational definitions of terms as well as the organization of the study.

Chapter two focuses on the review of literature related and germane to the study. The views, findings and suggestions made by earlier researchers on the topic of the study were reviewed to support the points raised in the study.

Chapter three discusses the methods that were adopted in collecting and analysing data. In this chapter, the population, the sample and sampling procedure are described together with the instruments used to collect data.

Chapter four focuses on the analysis of data and discussion of findings of the study.

Chapter five dwells on the summary, conclusions and suggestions for the effective implementation of the programme.

CHAPTER 2

REVIEW OF RELATED LITERATURE

An Overview

Curriculum innovation is of vital importance in any educational system because of the dynamism of society. In a different period, the philosophy, values, objectives, among others, that are embedded in the curriculum and to be transmitted from generation to generation may no longer, with the passage of time, be cherished. This may call for a modification of one or more of the components of the content and structure of the educational system with the aim of sustaining socially valued behaviour.

The modified or reformed curriculum, which is considered as a plan, a programme or a finished product, is then placed in the hands of the classroom teacher for implementation. The level of the implementation depends on the teacher's commitment to the plan in the implementation process.

The classroom teacher, who is the consumer of the curriculum, therefore, determines, to a large extent, the degree to which the instructional programme is really implemented. It is therefore worth looking at the teacher's level of commitment to the underlying principles of the curriculum, otherwise known as the fidelity model of implementation.

The chapter starts with a discussion of the conceptual base of the study. It then examines the methods and findings of studies into curriculum implementation, and

concludes with an outline of the characteristics of the Core English curriculum at the Senior Secondary School level.

Conceptual Base of the Study

The present study falls within the theoretical framework of curriculum implementation. Implementation is the "open use of a programme throughout an entire school system" (Lewy, 1977, p. 22). Curriculum implementation, on the other hand, deals with a planned instructional programme (Tamakloe, 1992).

There are three degrees of curriculum implementation, namely fidelity, adaptation and enactment. These levels are also referred to as approaches or perspectives or programmed orientations (Snyder et al. 1992). These three levels constitute a continuum. The fidelity approach and curriculum enactment are at the extreme opposite ends. Mutual adaptation represents a mid-point on the line. These approaches have different underlying assumptions but they all relate to curriculum knowledge, curriculum change and the role of the teacher.

The Fidelity Perspective

The Fidelity Orientation, as the label implies, is concerned with the measurement of the degree to which a particular instructional programme is faithfully implemented as planned (Fullan and Pomfret, 1977; Fullan, 1991; Snyder et al. 1992). It is also interested in determining the factors that facilitate or inhibit the implementation process.

Researchers of the fidelity approach or programmed orientation view curriculum as "something concrete, something that can be pointed to, something that can be

evaluated to see if its goals have been accomplished" (Zumwalt, as quoted in Jackson, 1992, p. 427). This study therefore assumes that the Core English curriculum is a programme, concrete and can be pointed to, implemented and evaluated. Its degree of implementation can therefore be measured to find out if the implementers have faithfully followed it as planned.

The teachers who are the consumers of the curriculum can implement it to the letter under certain appropriate conditions. There must be clear and consensual goals. The teachers must have professional training (Stanley and Shores, 1957; Wilkins, 1974). The implementers must also attain the appropriate skills and knowledge in their subject areas (Gross et al, 1971). Furthermore, the documents that specify and interpret the content of the programme – the syllabus, the textbook, and the teacher's manual, among others – must be readily available (Baller, 1991; Eash, 1991; Hawes, 1979). Snyder et al. (1992) add that a clearly defined innovation makes those charged with implementing it know exactly what to do. The fidelity of the teacher to the curriculum implementation therefore depends mostly on those conditions.

In analysing the reality in the classroom, Berman (1981), Fullan and Pomfret (1977) and Hall and Loucks (1977) admit that minor variations might be tolerated, but caution that the emphasis should clearly be on ensuring that practice conforms to the developer's intentions. When practice conforms to the developer's intentions then the degree of implementation can be measured.

The measurement of the degree of implementation with the fidelity orientation becomes necessary when there are signs of disappointing results of innovative instructional programmes. It also becomes necessary because the mere adoption of an

innovation does not guarantee full implementation (Hall and Louks, 1978). Thus, the

measurement of the degree to which teachers of Core English implement the Core

English curriculum becomes necessary in the face of continuous disappointing Senior

Secondary School Certificate (SSSCE) results in Core English.

Assumptions under the Fidelity Perspective

The underlying assumptions of the fidelity approach to curriculum

implementation relate to curriculum knowledge, change and the role of the teacher.

The advocates of this theory assume that curriculum experts primarily create

curriculum knowledge outside the classroom for teachers to implement in the way the

experts have decided is best (Snyder et al. 1992). This assumption is practicable only in a

centralised educational system like that of Ghana's. In such a system, the curriculum is

centrally designed and distributed to teachers in the various institutions for

implementation. This assumption does not therefore hold in a decentralised educational

system like that of England's where the teacher has every right to design his own

curriculum and implement it.

The second assumption states that curriculum change is a rational, systematic and

linear process. The more the curriculum team and implementers identify the factors that

either facilitate or inhibit the smooth operation of the linear process, the better the

administration of the process (Fullan 1991, Gross et al. 1977, Hoyle and Bell 1972).

The final assumption under the fidelity approach relates to the role of the teacher

The role of the implementing teacher, the advocates assume, is one of a consumer who

should follow the directions and implement the curriculum as the experts have designed it

(Snyder et al. 1992). The degree of success of the implementation of the curriculum is therefore attributed to the degree of faithfulness or fidelity of the teacher to the way the curriculum was intended to be implemented.

Mutual Adaptation

The second approach to curriculum implementation found on the continuum is mutual adaptation. Mutual adaptation involves the modification of a course of study by both the developers and the implementers. It is defined as a process whereby adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom context (Fullan and Pomfret 1977, Snyder et al. 1992).

Mutual adaptation represents a mid-point of the implementation strategies. Its scope is not, however, clear because it has no clear cut boundary with the fidelity perspective and it merges with the curriculum enactment. It is therefore referred to sometimes as mutual adaptation with fidelity orientation and at another time as 'pure' mutual adaptation.

Researchers with mutual adaptation orientation are not interested in measuring the degree to which the innovation is implemented as planned, but they are interested in studying how the innovation is adapted to suit the situational context. These researchers view curriculum as something adapted and shaped by the situational context.

Assumptions under the Mutual Adaptation

The advocates of mutual adaptation assume that curriculum knowledge resides in the outside expert who develops the curriculum to be adapted by teachers to the

situational context (Fullan and Pomfret 1977, Fullan 1991, Snyder et al. 1992). It is also

assumed that a true believer of adaptation considers both the external source of

knowledge and that knowledge which resides in practitioners, as a group or as

individuals.

With regard to curriculum change, the advocates assume that change is a more

unpredictable, less linear process with a more active 'consumer' at the end of the process

(Snyder et al. 1992)

According to Fullan and Pomfret (1977), those true believers of mutual adaptation

view the role of the teacher as more central, because he needs to help create the

curriculum to suit the classroom context. The assumption under the mutual adaptation

with fidelity orientation is that the role of the teacher is to shape the curriculum to meet

the demands of local context

Curriculum Enactment

The third and the last approach to curriculum implementation at the extreme end

of the continuum is curriculum enactment. Curriculum enactment means, "The

educational experiences jointly created by student and teacher" (Snyder et al. 1992. p

418) Researchers with curriculum enactment orientation are interested in describing how

the curriculum is shaped as it is implemented They are also interested in describing how

the teacher and student in specific settings experience the curriculum. Teachers and

students are therefore creators of the curriculum rather than primary receivers of

curriculum knowledge (Fullan and Pomfret, 1977)

Since curriculum enactment does not allow for varying degrees of implementation, it is irrelevant to the discussion of the measurement of the degree of curriculum implementation. Its interest lies in the meaning that both the teacher and student give to it.

Assumptions under Curriculum Enactment

The underlying assumptions of curriculum enactment also relate to curriculum knowledge, curriculum change and the role of the teacher. The advocates of this approach assume that knowledge is an ongoing process and not a product or an event (Jackson, 1992).

The advocates assume that curriculum change is a personal developmental process for both the teacher and the student. The role of the teacher, the researchers assume, is to grow ever more competent in constructing positive educational experiences (Jackson, 1992). The teacher's role is viewed to be integral to the implementation process. It is both the teacher and student who give form to the curriculum in the classroom or else there will be no curriculum (Snyder et al. 1992).

The above three models of curriculum implementation are all concerned with the implementation of an instructional programme. Snyder et al. (1992) argue, however, that to speak of a curriculum being 'implemented' implies there is a plan to be carried out by teachers. Researchers therefore restrict the expression "curriculum implementation" to the context of fidelity orientation more than mutual adaptation and curriculum enactment

Since the Core English curriculum is a programme to be carried out by teachers, its implementation must be restricted to the context of fidelity orientation. The review of

previous studies on the degree of implementation of an instructional programme will therefore have direct bearing on the present study - the transaction of the Core English curriculum within the context of the fidelity approach to curriculum implementation - more than both mutual adaptation and curriculum enactment.

Studies under the Fidelity Perspective

The seemingly disappointing results of the implementation of instructional programmes in America and Britain in the 1970s became a critical concern for many researchers. The researchers established that those innovations that failed were those inadequately implemented (Gross et al. 1971). They attributed the inadequate implementation of the instructional programmes to the lack of curiosity about what happened to an innovation between the time it was designed and various people agreed to carry it out and the time the consequences became evident (Fullan and Pomfret 1977; Snyder et al. 1992).

The consequence of the concern raised by the earlier researchers brought about a variety of studies designed to ascertain the reality of the implementation of the instructional programmes before declaring them successful or otherwise. Snyder et al (1992) admit, however, that research on curriculum implementation is a relatively recent phenomenon because the term 'implementation' is not found in the early literature

One of the earliest and often cited studies was the one carried out by Gross, Giacquinta and Bernstein in 1971 in Cambire Elementary School in New York. The study was labelled catalystic role model and it demanded a radical redefinition of the role of the teacher (Snyder et al. 1992). The study was prompted by the several reports of failed

programmes designed to provide equal educational opportunities for disadvantaged students.

The researchers were interested in determining "the extent to which organizational members have changed their behaviour so that it is congruent with the behaviour patterns required by the innovation" (Gross et al. 1971, p. 16). The programme was then handed over to the staff after it was designed. There was no resistance on the part of the implementers.

Gross et al. (1971) adopted an approach, which was both quantitative and qualitative. They analysed the necessary documents to describe the new catalystic role model. The developers of the documents were also consulted. Based on these analyses an observation instrument was developed to include twelve indicators of teaching behaviour that should be present if the teachers were really implementing the innovation. The implementation took a period of five months. They observed that the degree of implementation varied from one teacher to another.

Their findings indicate that both quantity and quality of implementation were low as the staff was only paying lip service to the innovation. The researchers attributed the minimal degree of implementation to several factors among which are lack of clarity about the innovation, lack of skills and knowledge needed to conform to the new role model, lack of motivation and unavailability of required instructional materials.

Berman and McLaughlin (1976), Hall and Loucks (1976) and Arthur (1999) have carried out similar studies. Berman and McLaughlin carried out research on four federally funded programmes in California from 1973 to 1977, which were collectively named as The Grand Change Agent. The study focused on promoting change in the

practices of schools and variety of innovative practices that included classroom

organisation, reading programmes, bilingual and career development programmes. The

study was divided into two phases with Phase I (1973 – 1975) concentrating on a national

survey, and Phase II (1975 – 1977) focusing on the fate of the innovation as funds ran

out. The instruments used were questionnaires and interviews.

After the analysis of data gathered from respondents, it was generally concluded

that there was a failure of implementation and institutionalisation of innovations. Such a

failure was attributed to the fact that the programme sponsors did not adequately deal

with local political and organisational circumstances (McLaughlin, 1976). Specifically, it

was concluded that "successful implementation is characterized by a process of mutual

adaptation" (McLaughlin, 1976, p. 340). It was out of this study that the concept 'mutual

adaptation' emerged.

Hall and Loucks (1976) carry out a study that Fullan and Pomfret (1977) describe

as "the most sophisticated and explicit conceptualisation" (p. 335) of the fidelity

approach in determining the degree of implementation.

Hall and Loucks (1976) develop the concept of 'concerns' to describe individuals'

perceptions, feelings, motivations, frustrations and satisfaction in the course of the

implementation stages. The concerns ranged from stages zero to six (awareness,

information, personal, management, consequences, collaboration and refocusing

respectively).

The researchers developed a sample of a research instrument based on the stages

of concerns. Some open-ended questions requested individuals to write about their

concerns.

In order to determine the level of use (LoU) of each stage of concern, Hall and Loucks generated a list of eight levels of behaviour indicators. These eight levels of use ranged from level zero to level seven (Non-use, orientation, preparation, mechanical use, routine, refinement, integration and renewal respectively) In their analysis, they correlated a focused interview with direct observation.

Their findings indicate that it is only when teachers are using the innovation in a routine manner that one can confidently say that the innovation has been implemented The implication of their findings is that an instructional programme can really and essentially be implemented when the level of use is at the routine stage.

Arthur (1999) has carried out one of the latest studies on the measurement of the degree of the implementation of an instructional programme in the Ashanti Region of Ghana. Arthur wanted to ascertain the degree of the implementation of the Core English curriculum. The focus of Arthur's work was on the extent to which teachers use the Core English syllabus in planning their lessons, the extent of coverage of content areas and the extent of use of students' activities and methods of teaching The instruments the researcher used to gather data were questionnaires, which were supplemented with observation, thus, making the study both quantitative and qualitative

The findings of her study indicate that majority of the teachers did not always plan their lessons within the framework of the syllabus sent to the schools She also found that most content areas were not adequately taught. Arthur (1999) further concludes that written exercises were less frequently assigned by the majority of the Senior Secondary School Core English language teachers in most of the content areas, and finally the teaching – learning strategies suggesting high pupil activities were usually avoided

The various findings of the above studies need a critical evaluation. Gross et al. (1971), in the catalystic role model, measured the degree of implementation five months after the operation of the programme. It however, takes three to five years before one can determine teachers' level of use at the routine level and therefore the appropriate period for the measurement or evaluation of the degree of implementation (Hall and Loucks, 1982). The implementers also viewed the study as temporal since they were not certain whether they would be reappointed as teachers to Cambire Elementary School (Fullan and Pomfret 1977; Snyder et al. 1992). Teachers who implement a programme in such a situation may not have the boosted morale to execute the planned programme. It can therefore affect the degree of implementation.

In the measurement of the degree of implementation, the characteristics of the curriculum must be operationally defined. Berman (1981) and Fullan and Pomfret (1977) criticise Hall and Loucks (1976) for using weak measures of implementation, self-reports and instruments that were not based on operationally defined characteristics of the curriculum.

Arthur (1999) defines the characteristics of the syllabus to include the coverage of content areas, students' activities and methods of teaching. In her study, the characteristics of the syllabus were, however, not operationally defined because they were not clearly delineated. The principles in the syllabus that constitute the fidelity model of implementation upon which her findings could be based were lacking. Furthermore, she used certain behaviour indicators that were not based on the syllabus.

It is worth noting that teachers can be implementing an instructional programme by covering a greater amount of content areas and giving out activities to students as

expected but whether they are more faithful and committed to the principles underlying the fidelity model of implementation may still remain questionable. Many researchers have neglected research on this particular area and therefore needs a critical examination. This present study is therefore concerned with finding out teachers' commitment to the fidelity model in transacting the Core English curriculum.

The Characteristics of a Core Programme

The study of the characteristics of a core programme is of vital importance since the subject under study, 'the extent of teachers' commitment to the characteristics of the Core English programme', is itself a core programme. The measurement of the degree of teachers' commitment to the fidelity model of implementation of a core programme requires an in-depth knowledge and understanding of the programme itself and the essential features that characterize it.

Elbaz (1991) observes that teachers' participation in core programmes ensures that they become familiar with the essential features of the programmes and carry them out as planned. Teachers' non-participation in the development of core programmes results in many courses collecting dust (The Department of Superintendence, 1936)

Tyler (1991) admits that the present day usage of the term 'core programme' is very confusing. This confusion has been attributed to the continuing development of new divisions within subjects, the changing interests of students and the fact that a subject title does not define the things being taught (Tyler, 1991). The question that arises is. What is the composition of a core programme?

The actual composition of subjects varies. Some of the subjects are correlated or fused together based on their common themes and are taught by a single teacher An example of such subjects is Social Studies, which comprises history, geography, economics, civics and sociology

Core English is, however, one of the separate subject cores, like Mathematics, that requires individual teachers to handle them. The essential components of the core programmes at the secondary school level are English language, Mathematics, Science and Social Studies. Each has its own peculiar features

The essential features of the Core English language are the development of "understanding and skills in the use of language in speaking, in listening, in reading and in writing and for many purposes in which each age group can effectively utilize language" (Tyler, 1991. p. 176). The other aspect of language such as artistic work, appreciation of natural phenomenon or event that lends itself to the teaching of affective domain is literature. Both English language and literature are required of all students because they are believed to be essential for all members of the society regardless of ability, social status, or vocational plans (Smith et al 1957)

In a nutshell, the components of a core programme differ depending on the available daily living skills at a particular time. The Core English language, as a separate subject core has, however, its internal components as the skills, values and principles of speech, writing, listening and reading coupled with the appreciation of artistic work

<u>The Curriculum at the Senior Secondary School Level</u>

The definition of a curriculum varies but its importance in the study of education is overwhelming. Huebner, in Robison (1966), perceives the curriculum as the heart and soul of the study of education. The importance of the curriculum is very well experienced when it is defined in terms of intended learning experiences and in terms of means to achieving ends (Connelly and Lantz, 1991)

Curriculum as intended learning refers to the knowledge or content, skills, attitudes and behaviours that students are supposed to learn in school. The tasks, activities and methods are the means to achieve these intended learnings

With regard to what is to be learnt and how it should be learnt, one can deduce the definition of a curriculum It can therefore be defined as an organising document (syllabus) with intended outcomes that are to be achieved through a learner's tasks and activities

<u>Aims, Goals and Objectives of the Core English Curriculum at the SSS Level</u>

Curriculum in general is a plan for teaching and learning It comprises what is to be taught, how it should be taught and what is expected to achieve Teaching and learning are geared toward the achievement of intended goals These intended goals may either be ultimate, mediate or proximate (Wheeler, 1967)

According to Wheeler (1967), ultimate goals are general and remote in nature They are, according to him, statements of desirable acts, feelings, attitudes and knowledge integrated in a pattern and exhibited in appropriate situations

The major aims of teaching Core English are also general in nature. They are to reinforce language skills and competencies of the learners, improve their communicative competence, develop their creative potentials, and raise their level of proficiency and to prepare them to function effectively in the society (GES, 1998). These statements are too broad and therefore of little significance in the classroom.

The second level of goals comprises mediate goals, which Wheeler (1967) has described as the patterns of expected behaviour at the various stages of the educational cycle. These mediate goals are termed as general objectives in the Core English syllabus. The general objectives of comprehension, for example, are to develop the use of various skills and techniques for effective reading, acquire the skills both to answer comprehension questions and use the forms and know the various functions in any given situation. The general objectives of composition writing are the development of skills for writing and making use of these skills in writing a variety of topics. Those of spoken English are the articulation of various English sounds, knowledge of how to speak English accurately and the appropriateness of stress and intonation usage in reading and speech.

The general objectives of the literature component are the understanding and appreciation of the forms of oral and written literature, the use of literary works, and the development of love for creative writing (GES, 1998).

Both ultimate and mediate goals are very difficult to be translated into particular behavioural objectives. Wheeler (1967) admits this difficulty and suggests that ultimate goals should be stated first before deriving and setting up proximate goals so that specific behavioural objectives can be planned at the classroom level.

Each component of content under each subject matter in the syllabus has its mediate goals reduced further to specific objectives. These objectives lend themselves to planning at the classroom level. These are the learning outcomes that teachers expect their students to demonstrate after every unit of instruction. They are therefore termed as behavioural or operational objectives. An example of a behavioural objective of summary writing in the syllabus is "students will be able to identify topic sentences and write out paragraphs using only essential points" (GES, 1998, p. 51).

Thus, Core English has been described to comprise ultimate, mediate, and proximate goals and specific objectives. Ultimate and mediate goals cannot be planned at the classroom level unless they are reduced to proximate goals before lending themselves to classroom level planning for the specific objectives.

The Scope of Content of Core English Curriculum at the Senior Secondary School Level

Every subject of study in a school has its own curriculum or syllabus. The various structures of the subject show that boundaries between subjects are artificial. Social Studies, for example, has history, geography, economics, civics and sociology as its structures. These components show the scope of Social Studies.

The Core English curriculum at the senior secondary school level has two major structures or components: English language and literature – that form the boundaries, though fluid in nature, of the study of Core English.

The English language component of Core English comprises grammar/language, essay writing, comprehension, vocabulary development, summary and speech work. Each

component comprises its own teaching strategies that are classified into knowledge and understanding and the use of knowledge.

Knowledge is the ability to remember or recall material already learned and constitutes the lowest level of learning (GES, 1998). Understanding on the other hand is "the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic" (GES 1998, p.xiv). The ability to use knowledge, according to GES, includes the levels of application, analysis, synthesis and evaluation.

The teaching strategies under knowledge and understanding, referred together as receptive skills, are learnt through listening and reading. Those strategies under the use of knowledge (productive skills) are also learnt through speaking and writing.

The teaching strategies under grammar or language study that constitute the use of knowledge are dialogue and the construction of original sentence. The rest – conversation drills, pair drills, competition drills, substitution drills, transformation drills and blank-space filling – also constitute knowledge and understanding.

All the teaching strategies under essay writing – discussion, organizing unordered string sentence into lucid paragraphs, debating in preparation to argumentative essay and story-telling sessions in preparation to written work - are subsumed under the use of knowledge. Those under comprehension, - silent reading, oral reading, linking comprehension lesson with literature lesson and testing listening comprehension constitute knowledge and understanding.

With the exception of writing compositions on topics selected from specified disciplines constituting use of knowledge, the rest of the strategies under vocabulary development – making vocabulary with selected disciplines and encouraging students to

look up definition in dictionaries – fall under knowledge and understanding. Summary writing has all its teaching strategies – expressing themes in single sentences, paraphrasing paragraphs and reducing passages to a third of original length while retaining the mood – under use of knowledge except identifying themes of passages. Speech work has pronunciation drill through modelling or repetition, contrastive drill, and poetry recitals under knowledge and understanding while conversation, debating and acting plays fall under the use of knowledge.

The strategies of literature are the discussion of essential aspects emerging from the passage, role-playing of characters, dramatization of important scenes. These strategies constitute the use of knowledge. Its other teaching strategies – oral reading and the identification of literary devices – constitute knowledge and understanding.

Both English language and literature have common teaching strategies, which are concerned with the acquisition of receptive and productive skills. The application of these teaching strategies is to enable the learner to acquire the skills, facts, principles, concepts, techniques, devices, theories, rules, generalisations and knowledge that will enable him/her to become an active member in the society.

In all, this chapter has looked at the theoretical framework of the study, the literature of the fidelity perspective and the general view of the characteristics of the Core English curriculum at the Senior Secondary School level. It has given the outline of the findings of previous studies to support the present study. It has also illustrated the characteristics of the Core English curriculum, its aims and objectives and the scope of content.

CHAPTER 3

METHOD OF DATA COLLECTION

An Overview

This chapter outlines the methodology used in the study. The issues discussed in the chapter include the research design, population, sample and sampling procedure, the instruments used in data collection, administration of instruments and the procedure of data analysis.

Research Design

The researcher used the descriptive survey method for the collection and analysis of information in order to answer the research questions. The descriptive survey method comprises census and sample surveys. Whereas a census survey covers an entire population of interest, a sample survey studies only a portion of the entire population The purpose of using the descriptive sample survey was that the study focused on only a portion of the entire population. The census survey was not used because the study did not cover the entire population It was therefore not suitable for the study

Population

The target population consisted of all teachers of Core English across the ten regions in Ghana. All the Core English teachers were targeted because they were the

consumers of the Core English curriculum. Time constraint and inadequate resources, however, compelled the researcher to use a sampling frame.

The accessible population or sampling frame comprised all teachers of Core English and form three students of all the seven public Senior Secondary Schools in Sunyani District in the Brong Ahafo Region of Ghana. Once again time constraint could not permit the researcher to include the fifty-three other public secondary schools in the twelve other Districts in the Brong Ahafo Region.

It is, however, noteworthy that the number of senior secondary schools in Sunyani District formed 11.7 % of the total schools in all the thirteen Districts. This made the sampling frame more representative. All the Core English teachers were included in the survey population because they were the implementers of the Core English curriculum.

The curriculum exists because of the students. They are therefore co-implementers. Some of the students were therefore selected for the study. The selection of students was limited to only form three students because the entire population of the student body was very large. The study was also limited to the form three students because they had been involved in the implementation process for at least two and a half years. They could therefore provide relevant responses that related to the implementation of the Core English curriculum as against forms one and two students.

Sample and Sampling Procedure.

The sample size of the student population formed 13.8% of the total population of the SSS 3 students. This percentage was based on the general thinking of many researchers that the sample size to be selected for a study should be at least 10% of the

population (Ary et al. 1972). One hundred and fifty (150) SSS 3 students were therefore drawn for the study.

Students were drawn from each of the seven secondary schools. The high degree of disparity that existed among the various institutions was considered before selecting the students from each school. For instance, Sunyani Secondary and Twene Amanfo Secondary/Technical Schools, which were highly populated, were situated within Sunyani Township. Sunyani Secondary School was a boarding institution whereas Twene Amanfo Secondary/Technical was a day school. The five other schools situated in the surrounding towns or villages were day institutions except Sacred Heart Secondary School, which was both a boarding and a day school. The population of each school was a measure, to a large extent, of the available facilities and human and material resources.

In considering the existing disparity among the various institutions, a proportional stratified sampling procedure was employed in the selection of the students from each school. A proportion of 0.138 or 13.8% was used. This procedure was employed in order to make the sample more representative of the population.

Distribution and Selection of Students.

The distribution of students in the various institutions, the total number of SSS 3 students and the number of students selected for the study is presented in Table 1.

Table 1

The distribution of students and the number of SSS 3 students selected

Name of School	Total number of students	Total number of SSS 3 students	Total number of SSS 3 students selected
Sunyani Sec. School	1,568	455	63
Twene Amanfo Sec. Sch.	926	181	25
St. James Seminary Sec. Sch.	582	156	22
Sacred Heart Sec. School	461	71	10
Notre Dame Sec. School	452	99	14
Odumaseman Sec. School	430	65	9
Chiraa Secondary School	260	53	7
Total	4,679	1080	150

Distribution of Classes and the Selection of Students

In order to make every sample more representative the researcher considered the number of classes in each department of each school before selecting the students. A proportional stratified sampling procedure was then employed to select the students from each class. For example, a proportion of 0.206 or 20.6% was used to select the sixty-three students from the thirteen classes at Sunyani secondary school. Table 2 shows the distribution of classes in the various departments and the number of students selected for the study.

Table 2

The distribution of classes and the number of students drawn from each school

Name of School	Total number of classes	Total number of students selected
Sunyani Sec. School	13	63
Twene Amanfo Sec. Tech.	7	25
St. James Seminary Sec. Sch.	4	22
Sacred Heart Sec. School	5	10
Notre Dame Sec. School	4	14
Odumaseman Sec School	4	09
Chiraa Secondary School	4	07
Total	41	150

Selection of Core English Teachers

In the selection of the Core English teachers for the study several factors were considered. Primarily, teachers of Core English are the co-implementers of the curriculum. It was therefore important to include them in the study.

Secondly, the number of Core English teachers in all the seven institutions varied from one other. For example, the number of the Core English teachers at Odumaseman Secondary School was two whereas that of Sunyani Secondary School was eight. It was therefore important to include all the Core English teachers in the study.

In order to offer the Core English teachers in all the seven public senior secondary schools in Sunyani District equal and independent opportunity to be included in the study, all the 31 teachers of Core English were selected Table 3 shows the number of teachers selected for the study

Table 3

The distribution of teachers of core English in all the seven institutions

Name of School	Number of teachers of Core English
Sunyani Secondary School	8
Twene Amanfo Secondary/Technical School	6
St. James Seminary Secondary School	3
Sacred Heart Secondary School	3
Notre Dame Secondary School	6
Odumaseman Secondary School	2
Chiraa Secondary School	3
Total	31

Research Instrument

The most highly recommended research instruments for the measurement of the degree of use of the fidelity approach in the implementation of an instructional

programme are questionnaires, observation techniques, focused interviews and content analysis (Fullan and Pomfret, 1977).

The focus of the present study is to measure the degree to which teachers of Core English were transacting the core English curriculum within the framework of the fidelity approach. The instruments recommended by Fullan and Pomfret were therefore appropriate for the study.

The researcher used the questionnaire (Appendix III and IV), which was triangulated with the observation technique (Appendix V). The researcher found it more appropriate to use the questionnaire because it could cover a large number of respondents as well as subjects in scattered locations. The questionnaire could also guarantee confidentiality since it is generally a self-report and thereby elicit more truthful responses.

The questionnaire, as an instrument, has some inherent problems. For instance, some of the questions could be misinterpreted due to poor wording or differential meanings of terms. The respondents could also be giving only lip service to the implementation, which might be reflected on their responses to the questions. This might not give the true reflection of the degree of implementation.

Observation was also employed because it allows the description of teaching and learning behaviour as they occur naturally (McMillan, 1996). Fullan and Pomfret (1977) also describe it as the most vigorous technique in the measurement of the degree of implementation of an instructional programme like that of the Core English programme.

The researcher, however, paid critical attention to the potential limitations of the observational techniques. He did not allow his research questions to influence his

observation neither did he become biased since he did not have a predetermined idea of the study.

Structure of the Research Instrument

The researcher designed two sets of questionnaire to enable him to gather the necessary information from both teachers and students. The questionnaire was designed taking into consideration the twelve research questions. He had to elicit information from the two groups of respondents in order to provide answers to the research questions

The questionnaire for teachers (Appendix III) is divided into six sections. Section 'A' seeks to find out whether teachers had the requisite training to handle the subject. The items under this section include respondents' academic and professional qualifications, subjects of specialization and the number of years they have been in the teaching profession.

Section 'B' also seeks to find out the availability of the syllabus and the extent to which teachers of Core English were using it together with other Core English curricular materials.

Section 'C' contains items meant to obtain information on the extent to which teachers were acquainted with the aims, spirit and content of the Core English curriculum. These items were designed on a four-point scale ranging from 'very much' to 'not at all'. The other items under section 'C' have to do with teachers' involvement in Core English programmes such as in-service training, workshops on how to teach English and national curriculum planning that could enhance the implementation of the programme

Section 'D' also has items meant to elicit information on teachers' perception of the characteristics of the Core English curriculum. The items include the explicitness or otherwise of the goals and objectives, subject matter content, activities and materials of the Core English curriculum.

Section 'E' of the questionnaire for teachers seeks to find out the extent to which teachers treated topics and employed the suggested teaching-learning strategies under each subject matter area of the syllabus. The items under this section take four different forms. The first part seeks to find out the number of times a specific topic received treatment per month and it is designed on a five point scale ranging from 'Nil' to 'more than three times'.

The second part comprises some statements and it is designed on a five-point scale that ranges from 'strongly agree' to 'strongly disagree'. The third part is meant to elicit information on the degree of use of the teaching strategies and the items are based on a four-point scale, which range from 'very much' to 'not at all'. This section ends on the type of teaching method teachers were frequently using.

Section 'F', the last section of the questionnaire for teachers, contains items meant to elicit information on the extent to which teachers used the suggested guidelines in assessing or evaluating their students. The items are of two forms.

The first category of items outlines the guidelines for continuous assessment and the extent of their usage. They are graded on a five-point scale ranging from 'very often' to 'not used at all'.

The second category also outlines the evaluation exercises or guidelines and the extent of their use per unit of instruction. These items are graded on a four-point scale ranging from 'frequently used' to 'not used at all'.

The questionnaire for students (Appendix IV) is divided into four sections. Section 'A' seeks to find out the linguistic background information of the respondents. The items include the type of Ghanaian language they used to speak and whether English language was the only medium of instruction.

Section 'B' contains items meant to elicit information on students' perception of the extent to which Core English teachers were teaching according to the laid down principles of the Core English curriculum. The items in this section aim at finding out about the availability and extent of usage of the curricular materials.

Section 'C' contains items meant to elicit information on students' perception of the extent to which teachers were employing the recommended teaching strategies.

The items in section 'D' also seek to find out students' perception of the extent to which teachers were using the recommended guidelines on continuous assessment and evaluation in assessing and evaluating the students. The items are of two forms. The first part is based on the continuous assessment and it is graded ranging from 'very often', 'often', 'occasional', 'rarely used' to 'not used at all'. The second part is also based on the evaluation procedures and it is graded ranging from 'frequently used' to 'not used at all'.

Validity of Instrument

In the construction of the instrument, both face and content validity were considered. In considering the face validity the researcher based the instrument on the measurement of teachers' commitment to the fidelity model of implementation.

With regard to content validity, the researcher adequately and critically analysed the characteristics of the Core English curriculum and operationally defined them. A questionnaire was then designed based on the operationally defined properties of the curriculum. The items were then submitted to the Principal Supervisor and an expert in curriculum studies for vetting and approval.

The researcher pilot tested the instrument (Appendix VI and VII) in three senior secondary schools. The results of the questionnaire for teachers, using the Cronbach alpha, had the reliability coefficient of 0.62 and that of the students was 0.67. Only minor modifications were made in the questionnaire after the pilot study.

Data Collection Procedure

The procedure for the collection of data involved the administration of the questionnaire to both teachers and students and a classroom observation of three teachers from Sunyani, Chiraa and Twene Amanfo Secondary Schools.

Prior to the collection of data, the researcher introduced himself to the heads and staff of all the seven public institutions. He presented to them his own personal letter of introduction (Appendix I) and the photocopies of an introductory letter from the head of Department of Arts and Social Sciences Education (DASSE) (Appendix II). The introductory letters explained the purpose of the study and requested for cooperation.

This ultimately established rapport and collegiality between the researcher and the respondents.

The administration of the questionnaire for students varied from one school to another. The questionnaire distributed to students in the boarding schools was administered during the second break. The students sampled in each department were grouped in one classroom and with the help of the head of department the administration was very successful. The success of the administration led to a 100% return rate as the students completed the questionnaire on schedule.

The administration of the questionnaire in the various Day Schools took place during the first break. The heads of the various departments were readily available to cooperate in the administration. There was therefore a 100% return rate.

The questionnaire for teachers was not administered personally at the spot. It was distributed to them to complete within two weeks' time. The researcher had to go round at the end of the second week visiting the various schools in order to retrieve the completed questionnaire. With the exception of one teacher who was indisposed due to his involvement in a motor accident, the researcher was able to retrieve the entire questionnaire distributed to all the thirty teachers.

A classroom observation of three teachers of English language from three of the schools was also undertaken. Two of the schools – Sunyani and Twene Amanfo Secondary Schools - which were boarding and day schools respectively, were located within the township and therefore branded urban schools. The other school – Chiraa Secondary School - was a rural day school. The observation aimed at measuring the

fidelity of teachers to the teaching strategies and methods, the treatment of topics and the assessment procedures of the Core English syllabus (curriculum).

The three schools and the teachers were chosen through a simple random sampling. The teachers were asked to teach according to their normal classroom teaching. They were also assured that the publication of the results would be absolutely confidential.

The classroom observation and the administration of the questionnaire took a total period of five weeks. The observation began after the researcher had taken some few days to go to the various institutions to distribute the questionnaire to both teachers and students. The researcher took two weeks for the administration of the questionnaire and three weeks for the classroom observation. The whole data collection exercise began on 2nd March 2002 and ended on 5th April, the same year.

The observation guide was based on the operationally defined characteristics of the Core English syllabus. The researcher had to tick the type of teaching behaviour the teachers were demonstrating during the classroom teaching and learning. It took him a number of three weeks in order to determine the frequency of use of the indicators of teaching behaviour that should be present in order to determine whether the teachers were really implementing the syllabus. This allowed him to assess the degree of faithfulness of teachers to the use of those operationally defined properties of the syllabus. This ultimately showed the degree of use of the fidelity approach in the implementation process.

The three teachers who were observed agreed with the observer on two separate periods of 80 minutes per week for the classroom observation. One class from each

school was randomly selected for the observation. For each period of observation the researcher had to occupy the back seat only to record what was really demonstrated by the teachers. The rapport that the researcher created prior to the administration of the questionnaire helped to create an enabling environment for the teachers to interact freely and confidently with their students. The researcher was not also interrupting the class by asking questions or attempting to correct any mistake the students or teachers committed

Scoring of Items

The researcher used two major types of questions scaled items and Likert type items in the design of the questionnaire. The main reason for using the scaled and likert type items was that points could be assigned to the various responses and measures of central tendency, variability and correlation could be calculated (Ary et al 1972)

Most of the items in sections B, C, D, E and F of the questionnaire for teachers were scaled items that asked respondents to rate the intensity, frequency and degree of fidelity of teachers to the properties of the Core English curriculum

A scoring key was then prepared to help assign points to the responses Some of the items under section 'B' and 'F' for example, asked the extent of use of curricular materials and teaching methods These items were graded on a five-point scale ranging from 'very often' to 'not used at all'. A numerical value of one (1) was assigned to 'not used at all', 2 was assigned to 'rarely used', 3 to 'occasionally used', 4 to 'often' and 5 to 'very often'

On the extent of teachers' acquaintance with the aims, spirit and content of the Core English curriculum in section 'C', and the degree of use of the suggested teaching

strategies in section E, a four-point scale ranging from 'very much' to 'not at all' was used. A numerical value of one (1) was assigned to 'not at all', 2 to 'not much', 3 to 'much' and 4 to 'very much'.

The items under section 'C' eliciting information on teachers' involvement in Core English programmes and those items under section 'E' asking of the extent of treatment of the various components of the syllabus, a scale ranging from 'nil' to 'more than three times' was used. A numerical strength of one (1) was assigned to 'nil', 2 to 'once', 3 to 'twice', with 4 assigned to 'three times' and 5 to 'more than three times'.

The Likert type items asked respondents to select statements on a continuum from 'strongly agree' to 'strongly disagree'. Under section 'E', statements on teachers' perception of the Core English curriculum and the amount of time devoted to the treatment of topics were given. Their responses were graded on a five-point scale ranging from 'strongly agree' to strongly disagree'. A numerical value of one (1) was assigned to 'strongly disagree', 2 was assigned to 'disagree', 3 to 'neutral', 4 to 'agree' and 5 to 'strongly agree'.

Analysis of Items

A descriptive sample survey method was used in gathering data. It was therefore prudent for the researcher to use the same descriptive method in analysing the information. According to Ary et al. (1972), descriptive surveys do not typically require complex statistical analysis.

The responses of the respondents were tabulated and analysed in order to get the frequencies, percentages and means for the major variables in the study. This ultimately

helped the researcher to determine the level of use of the characteristics of the curriculum

in order to determine whether the transaction of the curriculum was fidelity oriented

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CHAPTER 4

RESULTS AND DISCUSSION

An Overview

The study aimed at finding out whether the transaction of the curriculum for Core English fell within the domain of the fidelity approach to curriculum implementation. It sought to find out teachers' commitment to the fidelity model of implementation during teaching and learning situations. The fear was that if teachers were not faithfully implementing the curriculum as planned they might retreat into improvisation.

The researcher used certain statistical procedures - scaled items and Likert type items - to gather data on the frequency of use of the properties of the curriculum. The gathering of the data focused on teachers' perception of and acquaintance with the aims, objectives and characteristics of the curriculum. It also centred on the extent of treatment of topics, the areas of content that were being used frequently and the extent of use of assessment procedures and evaluation exercises. The frequencies, percentages, and means of the data were obtained after the analysis of the respondents' responses. The basis of this chapter is therefore to outline the findings.

The chapter comprises two major parts. The first part looks at the characteristics of the implementers and their acquaintance with and perception of the aims, objectives and characteristics of the Core English curriculum. The second part focuses on the

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properties of the Core English curriculum. It looks at the degree to which the teachers were employing or treating the characteristics of the curriculum such as the content and the teaching and learning activities.

Academic Qualification of Teachers

In order to assess the academic qualification of the teachers the researcher used the research question one (1).

Research Question 1

What level of academic and professional qualifications have the teachers attained to enable them to implement the Core English programme?

The responses from the teachers to items 3 - 6 were used to answer the research question.

The frequencies and percentages of teachers' responses are presented in Table 4. The findings indicate that the teachers had the necessary academic qualification for the effective implementation of the Core English Curriculum.

The majority of the teachers, represented by 27 (90%) respondents, had attained their first degrees. Only 2 (6.7%) respondents were at the Diploma level with 1 (3.3%) at the second-degree level.

Table 4

The academic qualification of core English teachers

Qualification	No of Respondents	Percentage
Diploma	2	6 7
1ˢᵗ Degree	27	90 0
2ⁿᵈ Degree	1	3 3
Total	30	100 0

Professional Qualification

A professional teacher is an expert in the field for which he is trained His level of training may have a bearing on the work that he undertakes Wilkins (1974) states that teacher's degree of professional training determines his success or failure of putting a programme into operation

The frequencies and percentages of the data on Core English teachers' professional qualification are presented in Table 5 The findings indicate that the teachers had the professional qualification to effectively implement the programme as intended

The majority of the respondents represented by 26(86 7%) had professional qualification Only 4(13 3%) respondents were non-professional teachers

Table 5

Professional qualification of core English teachers

Professional Qualification	No of Respondents	Percentage
Professional	26	86.7
Non-professional	4	13.3
Total	30	100.0

Subject of Specialization

The researcher sought to find out whether the teachers of Core English read English language as a subject of specialization. It was to find out if they were well equipped with the general teaching skills of the subject.

The responses of the teachers in the form of frequencies and percentages are presented in Table 6. The results show that the Core English teachers had specialized in English Language. The majority of the teachers represented by 22(73.3%) respondents had specialized in English language. Those who specialized in French and Linguistics were 3(10.0%) each respectively. Only 2(6.7%) respondents specialized in a language other than English, French and Linguistics. It was therefore assumed that the teachers would be able to transact the curriculum within the fidelity approach to curriculum implementation.

Table 6

The subject area of specialization of the core English teachers

Subject	No. of respondents	Percentage
English	22	73.3
French	3	10.0
Linguistics	3	10.0
Other Language	2	6.7
Total	30	100.0

Teaching Experience

The number of years a teacher has been in the teaching profession invariably

shows his level of experience in handling the subject This could help him implement the

curriculum as designed. The teachers' responses to item 6 of the questionnaire were

analysed.

The frequencies and percentages on teachers' level of experience are presented in

Table 7. The findings indicate that the teachers had the necessary teaching experience to

commit themselves to the use of the fidelity model in the implementation process The

respondents who had been in the service for more than 15 years were 12(40.0%).

Between 7 and 10 years, 7(23.3%) respondents were in the teaching profession. Three

respondents each had been in the teaching service between one and two years and

between eleven and fourteen years respectively.

The majority of the teachers represented by 12(40.0%) respondents were in the

teaching profession before greater emphasis was laid on the implementation of the senior

secondary school programme in 1990. The other 18(60.0%) respondents, with only few exceptions, began their teaching experience after the intensive implementation of the senior secondary school programme, which started in 1990.

Table 7

Teaching experience of core English teachers

Number of years in the profession	Number of respondents	Percentage
1 - 2	3	10.0
3 - 6	5	16.7
7 - 10	7	23.3
11 - 14	3	10.0
More than 15	12	40.0
Total	30	100.0

Language of Instruction

The language policy describes English language as of crucial importance to students and all sectors of the population and therefore it should be used as the principal medium for teaching and learning (GES, 1998). In order to determine the continuous operation of this policy, students were asked to indicate the kind of language used during teaching and learning interaction.

The frequencies and percentages of their responses are presented in Table 8. The results indicate that students stand the chance of acquiring effective communication skills

in English since English language was being used as the medium of instruction The

majority of the respondents 148(98 7%) confirmed that English language was being used

as the medium of instruction. The other two respondents said that French and a Ghanaian

language were being used as the medium of instruction respectively

Table 8

Students' perception of the language teachers use as a medium of instruction

Language	No of respondents	Percentage
English	148	98 7
French	1	7
Ghanaian Language	1	7
Total	150	100 0

Availability of Curricular Materials

The degree of use of the fidelity approach to curriculum implementation depends

basically on the documents that are being implemented The variety of curricular

materials currently available, according to Eraut et al (1975) are the syllabus teacher's

manual supportive materials and the suggested patterns of use with little variations in

their usage

Research question 2 was used to assess the availability of these curricular

materials

Research Questions 2

What specific curricular materials do the teachers have access to in the

implementation of the Core English Curriculum?

The Syllabus

The respondents were asked to indicate if the syllabus was available. The

frequencies, percentages and means of the data are presented in Table 9. The result

indicates that the syllabus was readily available, a precondition for effective

implementation to take place. The majority of the respondents, represented by 28(93.3%),

said the syllabus was readily available. Only 3(6.7%) expressed that the syllabus was not

available.

Students' views were also sought on the availability of the syllabus. A Yes/No

response was given. As many as 135(90.0%) respondents said the syllabus was available

The information gathered from the academic sections of the various institutions,

however, revealed that the current syllabus was not readily available

The Textbook

The English textbook is used on the basis of its fidelity to the principles laid down

in the official syllabus (Baller, 1991). Its availability is therefore crucial.

Item 7 was used to assess the availability of the textbook. The frequencies,

percentages and means of the data are presented in Table 9. The results indicate that the

necessary materials -textbooks - were available for effective implementation to take

place. All the 30(100.0%) respondents confirmed its availability

The students who were the end users of the textbook had as many as 135 (90.0%) respondents confirming the availability of the textbook. A Yes/No response was used to assess the students' reaction. Only 13(8.7%) respondents said it was not available with 2(1.30%) saying they had no idea of its existence

A personal observation by the researcher validated the responses of the respondents. Almost all the students had access to the textbook

Teacher's Manual

McNeil (1991) simply defines teacher's manual as a tool for helping the teacher to present the curriculum. It can therefore play a pivotal role in the implementation process It was in the light of this that the researcher used item 7 to assess the availability of teacher's guide.

The frequencies, percentages and means of the data are presented in Table 9 The results show that the teacher's handbook was not readily available The majority of the respondents, 29 (96.7%), said it was not available, with only 1(3 35%) respondent saying it was available

With regard to any other materials, 18(60 0%) said there were none whereas 12(40.0%) respondents said other materials like pamphlets were being used

Once again students' views were sought on Yes/No basis to help validate the teachers' responses It was found that 92(61 3%) respondents had no idea about the teachers' manual Thirty eight (25 3%) respondents said it was available with 20 (13 3%) saying the teacher had no handbook

Table 9

The availability of curricular materials in the implementation process

Curricular Materials	Available (%)	Not available (%)	Mean
Syllabus	28 (93.3)	2 (6.7)	1.93
Textbook	30 (100.0)	0 (0.0)	2.00
Teacher's manual	1 (3.3)	29 (96.7)	1.03
Other Materials	12 (40.0)	18 (60.0)	1.40

The mean scores are rated as 1.00 - 1.50 Not available, 1.51 - 2.00 Available

The Extent of Use of the Available Curricular Materials

The syllabus, textbook and teacher's manual may all serve the same purpose: a means of helping the teacher transact the curriculum as it is intended to be implemented. Ghana Education Service (GES) (1998) recommends that the development of schemes of work and lesson plans for teaching the syllabus must be based on the curricular materials.

Research question 3 was used to assess the extent of use of the available curricular materials.

Research Question 3

To what extent do teachers use the available curricular materials?

Responses to items 7 and 8 for both students and teachers respectively, were used to answer the above research question.

The frequencies, percentages and means presented in Tables 10 and 11 for both teachers and students respectively illustrate the level of use of the available curricular

materials. The findings show that teachers were using both the syllabus and the textbook often but were not using the manual because it was not readily available. The finding is indicated by the average means falling between 2.60 and 3.50 for the syllabus and the textbook, and 1.00 and 1.50 for teacher's manual

These findings, however, indicate that the teachers were not using the syllabus at the routine level that Hall and Loucks (1976) identify to be the appropriate level of use of curricular materials

The responses indicate that 15 (50.0%) out of 30 (100.0%) teachers were often employing the syllabus in preparing their lesson plans. Those who were employing the syllabus very often in their lesson plans were 12 (40.0%) with only 3(10.0%) respondents who were not using the syllabus at all.

The researcher, in order to validate the alleged use of the syllabus. had access to some of the lesson notes prepared by the teachers. It was found that the teachers were not using the syllabus very often in preparing their lesson notes

Regarding the extent of use of the textbook. 15(50.0%) respondents admitted using it very often with 12(40.0%) respondents employing it often and 3(10.0%) who said they were using it less often. During the classroom observation it was realised that the teachers were using the textbook very often

The teacher's manual was not being used at all perhaps because it was not available. The majority of the respondents, 29(96.7%), indicated that the teacher's manual was not being used

The students' responses also indicate that the teachers were using the syllabus very often, thus 97(64.7%), and the textbook, indicated by 54(36.0%) The findings from the

students indicate a routine use of the syllabus, a situation that contradicts the teachers'

responses. The textbook was being used to the maximum but not at the routine level

Table 10

The extent to which teachers were using the curricular materials

Curricular Materials	Not used at all (%)	Less often (%)	Often (%)	Very Often (%)	Mean
Syllabus	3 (10.0)	0 (0.0)	15 (50.0)	12 (40.0)	3.20
Textbook	0 (0.0)	3 (10.0)	12 (40.0)	15 (50.0)	3.40
Teacher's manual	29 (96.7)	0 (0.0)	1 (3.3)	0 (0.0)	1.07

The mean scores are rated 1.00 – 1.50 Not used at all. 1.51 – 2.50 Less often. 2.51 – 3.50

Often; 3.51 – 4.00 Very often.

Table 11

Students' perception of the extent to which teachers use the curricular materials

Curricular Materials	Not used at all (%)	Less often (%)	Often (%)	Very Often (%)	Mean
Syllabus	4 (2.7)	14 (9.3)	35 (23.3)	97 (64.7)	3.50
Textbook	15 (10.0)	51 (34.0)	30 (20.0)	54 (36.0)	2.82
Teacher's manual	84 (56.0)	23 (15.3)	25 (16.7)	18 (12.0)	1.85

The mean scores are rated 1.00-1.50 Not at all. 1.51-2.50 Less often. 2.51-3.50 Often

3.51 - 4.00 Very often

Teachers' Acquaintance with the Characteristics of the Core English Curriculum

Hall and Loucks (1982) observe that teacher's commitment to the fidelity

orientation to curriculum implementation depends on teacher's acquaintance with the

operational characteristics of the programme prior to implementation   Research

question four was used to assess the teachers' acquaintance with the characteristics of the

Core English Curriculum.

Research Question 4

To what extent is the teacher acquainted with the properties of the Core English

Curriculum?

Responses to item 9 were used to answer the above research question

The frequencies, percentages and means of the data are presented in Table 12

The general findings indicate that the teachers were not very much acquainted with the

properties of the Core English Curriculum With the exception of the 'general aims'

which has its mean falling between the average means of 3 51 and 4 00 showing 'very

much acquainted', the rest of the characteristics of the syllabus have their means falling

between 2 51 and 3 50, which show 'much acquainted'

The only aspect of the characteristics that the teachers were very much familiar

with was therefore the general aims of teaching English in Ghana This could affect the

teachers' commitment to the use of the fidelity model of implementation because they

were not very much familiar with the properties of the syllabus They could therefore find

themselves "out of compliance" (Hall and Loucks, 1982 p 155)

Table 12

Teachers' level of acquaintance with the properties of the syllabus

The Curricular	Not used at all (%)	Less often (%)	Often (%)	Very Often (%)	Mean
General aims for teaching English	0 (0 0)	1 (3 3)	7 (23 3)	22 (73 3)	3 70
General objectives outlined in the syllabus	0 (0 0)	1 (3 3)	15 (50 0)	14 (46 7)	3 43
Specific objective	0 (0 0)	3 (10 0)	17 (56 7)	10 (33 3)	3 23
Scope of Content	0 (0 0)	1 (3 3)	14 (43 3)	16 (53 3)	3 50
Organisation of the syllabus	1 (3 3)	6 (20 0)	15 (50 0)	8 (26 7)	3 00
Suggestions for teaching the syllabus	2 (6 7)	4 (13 3)	18 (60 0)	6 (20 0)	2 93

The Mean scores are rated 1 00-1 50 Not at all 1-51-2 50 Not much 2 51-3 50 Much.

3 51-4 00 Very much

Teachers' Participation in Core English Programmes

Teachers' participation in Core English development ensures that programmes are carried out as intended (Elbaz, 1991)

Research question 5 was used to assess the teachers' level of involvement in Core English programmes that could facilitate delivery and learning

Research Question 5

To what extent do teachers participate in Core English programmes to enable them to improve their instructional delivery and learning?

Responses to item 10 were used to answer research question 5

The frequencies, percentages and means of the data are presented in Table 13 The results indicate that teachers' involvement in Core English programmes was very low For instance, none of the respondents, indicated by 30(100 0% o), ever participated in the Core English Curriculum development programmes The chances for improvement in the instructional programmes could therefore be much lesser

The majority of the respondents, 13(43 3% o), said they were involved in an in-service training twice with 11(36 7% o) respondents who never had the opportunity to involve themselves in any in-service training programme Only 1(3 3% o) respondent was involved in the training programme three times with 2(6 7% o) respondents participating in the in-service training more than three times

The majority of the respondents, 9(30 0% o) had never attended any workshop Those who had attended workshops on Core English programmes for more than three times were 5 (16 7% o) Eight (26 7% o) of the respondents had attended the workshops once, with 3 (10.0% o) respondents having it twice

The general findings indicate that the involvement of teachers in Core English programmes was very low. The wrong assumption held by curriculum designers that any teacher worth his salt should be able to read a document of a programme and implement it the way it is intended to be was still in operation (Gross et al. 1971; Snyder et al 1992)

Table 13

The level of teachers' involvement in core English programmes

Core English Programmes	Nil (%)	Once (%)	Twice (%)	Three times (%)	More than three times (%)	Mean
National curriculum planning in core English	30 (100 0)	0 (0 0)	0 (0 0)	0 (0 0)	0 (0 0)	1 00
In-service training in core English	11 (36 7)	13 (43 3)	3 (10 0)	1 (10 0)	2 (6 7)	2 00
Workshops on how to teach English	9 (30 0)	8 (26 7)	6 (20 0)	2 (6 7)	5 (16 7)	2 53

The mean scores are rated 1 00-1 50 Nil. 1 51-2 50 Once. 2 51-3 50 Twice. 3 51-4 50

Three times. 4 51-5 00 More than three times

Perception of Teachers about the Clarity of the Characteristics of the Syllabus

The teachers were assessed to find out their level of clarity about the characteristics of the syllabus Research question 6 was used to assess those respondents involved

Research Question 6

What is the teacher's perception of the aims content and activities of the Core

English curriculum?

The responses to item 11 of teachers' questionnaire were used to answer the above research question The frequencies percentages and means of the data are presented in Table 14 The findings indicate that the goals and objectives, subject matter content and the tasks and activities were not very explicit to the teachers

The means of the teachers' responses on the properties of the syllabus fall

between the mean range of 2.51 and 3.50, which indicate that the properties were only

explicit but not very explicit. This could make the teachers abandon those areas that were

not very explicit during the implementation process

The above finding confirms what Smylie (1991) observes that teachers more often

than not abandon certain aspects of the syllabus because they consider them to be

complex or abstract. It is also in the same wavelength with Gross, Giacquinta and

Bernstein's (1971) finding that lack of clarity about the properties of the 'catalystic role

model' was one of the five inhibiting factors to effective implementation

Table 14

Teachers' perception of the aims, content and activities of the syllabus

Properties of the syllabus	Not Explicit at all (%)	Not Explicit (%)	Explicit (%)	Very Explicit (%)	Mean
Goals and objectives	0 (0 0)	1 (3 3)	23 (76 7)	6 (20 0)	3 17
Subject matter content	0 (0 0)	4 (13 3)	21 (70 0)	5 (16 7)	3 03
Recommended task and activities	1 (3 3)	5 (16 7)	22 (73 3)	2 (6 7)	2 83
Sequencing of recommended tasks & activities	3 (10 0)	7 (23 3)	17 (56 7)	3 (10 0)	2 67
Instructional materials/ notes for the teacher	2 (6 7)	7 (23 3)	21 (70 0)	0 (0 0)	2 63

The mean scores are rated 1 00-1 50 Not Explicit at all. 1 51-2 50 Not explicit 2 51-3 50

Explicit 3 51-4 00 Very explicit

Degree of Treatment of Content

The syllabus recommends four (4) periods of 40 minutes each per week to be devoted to English language while the remaining two (2) periods should be used for "literature in English" (GES, 1998). The implication of this is that each of the ten content areas should receive treatment approximately twice per month (2-3 times / 92 minutes).

The researcher wanted to find out if the teachers were committed to the fidelity model of time allocation. Research question 7 was used to assess the degree of treatment of the content areas per month.

Research Question 7

How many times per month does each content area receive treatment?

Responses to items 9 and 12 of both students' and teachers' questionnaire respectively were used to answer the above research question. The responses in the form of frequencies, percentages and means are presented in Table 5. The general findings indicate a varying degree of the use of the fidelity model in the treatment of the content areas.

Five of the content areas – reading comprehension, oral, essay writing, prose and drama – have their total means falling between 2.5 and 3.5, showing that they were receiving treatment twice per month, a situation that shows teachers' commitment to the fidelity model of implementation. Three content areas – listening comprehension, summary and poetry – also have their total means falling between 1.5 and 2.50 which means that they were receiving treatment less than twice per month, a situation that fall

short of the fidelity approach. Grammar and vocabulary development were receiving

treatment three times per month, a situation that also falls short of the fidelity approach.

The implication of the variability of teachers' commitment to time allocation is

that they were not committed to the fidelity model of implementation in the transaction of

the Core English curriculum.

Table 15

The extent of treatment per month of the content areas of the syllabus

Content Areas	Nil (%)	Once (%)	Twice (%)	Three times (%)	More than three times (%)	Mean
Reading comprehension	0 (0.0)	3 (10.0)	16 (53.3)	7 (23.3)	4 (13.3)	3.40
Listening comprehension	6 (20.0)	9 (30.0)	11 (36.7)	2 (6.7)	2 (6.7)	2.50
Grammar/Lg. study	1 (3.3)	2 (6.7)	6 (20.0)	5 (16.7)	16 (53.3)	4.10
Vocab development	0 (0.0)	3 (10.0)	11 (36.7)	6 (20.0)	10 (33.3)	3.77
Spoken English (oral)	2 (6.7)	7 (23.3)	8 (26.7)	3 (10.0)	10 (33.3)	3.40
Essay writing	0 (0.0)	8 (26.7)	20 (66.7)	2 (6.7)	0 (0.0)	2.80
Summary	3 (10.0)	13 (43.3)	10 (33.3)	2 (6.7)	2 (6.7)	2.57
Prose	4 (13.3)	10 (33.3)	10 (33.3)	3 (10.0)	3 (10.0)	2.70
Drama	3 (10.0)	14 (46.7)	8 (26.7)	1 (3.3)	4 (13.3)	2.63
Poetry	7 (23.3)	10 (33.3)	10 (33.3)	2 (6.7)	1 (3.3)	2.33

The mean scores are rated 1.00-1.50 Nil; 1.51-2.50 Once; 2.51-3.50 Twice; 3.51-

4.50 Three times, 4.51-5.00 More than three times.

Students' Perception of Teachers' Treatment of Content

Students' views were sought to help validate the teachers responses on the number of times per month each content area received treatment. Item 9 of students' questionnaire was used to assess their views.

Their responses in terms of frequencies, percentages and means are presented in Table 16. The general finding is that teachers were not committed to the fidelity model of implementation. The results indicate that reading comprehension, vocabulary development, prose and drama were receiving treatment less than twice per month, a number that fell short of the required number of times and therefore teachers' non-commitment to the fidelity model.

Grammar, spoken English, essay writing, summary and poetry, according to the majority of the respondents, were receiving treatment more than three times a month. The treatment was more than the required number of times and therefore teachers' minimal degree of use of the fidelity approach.

There was a varying degree of use of the fidelity model. Whereas the majority of the respondents said most of the content areas were receiving treatment more than three times a month, others said some were receiving treatment three times per month. Both situations fell short of the use of the fidelity approach.

Table 16

Students' perception of the extent of treatment per month of the content areas of the syllabus

Content Areas	Nil (%)	Once (%)	Twice (%)	Three times (%)	More than three times (%)	Mean
Reading comprehension	44 (29 3)	28 (18 7)	34 (22 7)	19 (12 7)	25 (16 7)	2 69
Listening comprehension	52 (34 7)	31 (20 7)	27 (18 0)	20 (13 3)	20 (13 3)	2 50
Grammar/Lg study	13 (8 7)	20 (13 3)	26 (17 3)	24 (16 0)	67 (44 7)	3 75
Vocab development	36 (24 0)	32 (21 2)	28 (18 7)	21 (14 0)	33 (22 0)	2 88
Spoken English (oral)	16 (10 7)	18 (12 0)	14 (9 3)	13 (8 7)	89 (59 3)	3 94
Essay writing	11 (7 3)	32 (21 3)	27 (18 7)	37 (24 7)	43 (28 7)	3 46
Summary	21 (14 0)	23 (15 3)	33 (22 0)	29 (19 3)	44 (29 3)	3 35
Prose	28 (18 7)	41 (27 3)	20 (13 3)	21 (14 0)	40 (26 7)	3 03
Drama	44 (29 3)	31 (20 7)	19 (12 7)	15 (10 0)	41 (27 3)	2 85
Poetry	24 (16 8)	37 (24 7)	25 (16 7)	20 (13 3)	44 (29 3	3 15

The mean scores are rated 1 00-1 50 Nil. 1 51-2 50 Once 2 51-3 50 Twice 3 51-4 50

Three times. 4 51-5 00 More than three times

Degree of Use of the Prescribed Teaching Strategies

The underlying principle of the syllabus regarding teaching strategies states that a certain percentage weight should be reflected in teaching and learning situations

Research question 8 was used to assess the degree of use of the teaching strategies to help determine the extent of commitment of teachers to the fidelity model of implementation

Research Question 8

Which teaching strategies of the content areas do teachers frequently use during teaching, learning and testing processes?

Responses of both students and teachers to items 8 and 18 respectively were used to answer research question 8 above. The frequencies, percentages and means for teachers' data are presented in Tables 17, 18, 19, 20, 21and 22 respectively and those of students' are presented in Tables, 23, 24, 25, 26, 27 and 28 respectively

The results indicate that teachers were rather laying more emphasis on the receptive skills, which Ghana Education Service recommends to have received less emphasis. The means of all the teaching strategies from Tables 17 to 28 are rated 1 00 – 1.50 Not at all; 1.51 – 2.50 Not much; 2.51 – 3.50 Much; and 3.51 – 4.00 Very much. Most of the receptive skills (See Table 17) were receiving less emphasis, which is indicated by the means ranging between 2 17 and 2 50 The two productive skills – dialogue and construction of original sentences – have their average means of 2.60 and 3.03 respectively, which indicate much emphasis. Two productive skills under essay writing, (Table 18), have 2 37 and 2 43 respectively as their means. which show 'Not much' percentage weight. It is only 'discussion' and 'debating in preparation to argumentative essay' that have their means ranging between 2 51and 3 50 indicating 'Much' percentage weight All the receptive skills in Table 19 receive 'much' weight None of the productive skills in Table 20 was receiving 'very much' weight None of the productive skills from Tables 18 to 22 was receiving 'very much' percentage weight, a situation that shows teachers' non-commitment to the fidelity model of implementation

Table 17

The extent to which teachers were using the teaching strategies of grammar

Teaching strategies (grammar)	Not at all (%)	Not much (%)	Much (%)	Very Much (%)	Mean
Conversation drills	1 (3 3)	15 (50 0)	12 (40 0)	2 (6 7)	2 50
Dialogue	1 (3 3)	12 (40 0)	15 (50 0)	2 (6 7)	2 60
Pair drills	2 (6 7)	20 (66 7)	6 (20 0)	2 (6 7)	2 27
Competition drills	5 (16 7)	12 (40 0)	12 (40 0)	1 (3 3)	2 30
Substitution drills	4 (13 3)	13 (43 3)	12 (40 0)	1 (3 3)	2 33
Transformation drills	4 (13 3)	17 (56 7)	9 (30 0)	0 (0 0)	2 17
Blank-space filling	3 (10 0)	8 (26 7)	13 (43 3)	6 (20 0)	2 73
Construction of original sentence	1 (3 3)	6 (20 0)	14 (46 7)	9 (30 0)	3 03

Table 18

The extent to which teachers were using the teaching strategies of essay writing

Teaching strategies (Essay writing)	Not at all (%)	Not much (%)	Much (%)	Very Much(%)	Mean
Discussion	0 (0.0)	1 (3.3)	11 (36.7)	18 (60.0)	3.57
Organizing unordered Sentence intro paragraphs	4 (13.3)	14 (46.7)	9 (30 0)	3 (10.0)	2.37
Debating in preparation To argumentative essay	0 (0.0)	6 (20.0)	17 (56.7)	7 (23.3)	3.03
Story telling session in Preparation to written work	3 (10.0)	13 (43.3)	12 (40.0)	2 (6.7)	2.43

Table 19

<u>The extent to which teachers use the teaching strategies of comprehension and</u>

<u>vocabulary development</u>

Teaching strategies (comprehension & voc. development)	Not at all (%)	Not much (%)	Much (%)	Very Much (%)	Mean
Silent reading	2 (6 7)	6 (20 0)	11 (36 7)	11 (36 7)	3 03
Oral reading	0 (0 0)	8 (26 7)	8 (26 7)	14 (46 7)	3 20
Linking comprehension					
Lesson with literature	2 (6 7)	12 (40 0)	12 (40 0)	4 (13 3)	2 60
Testing listening					
Comprehension	3 (10 0)	9 (30 0)	10 (33 3)	8 (26 7)	2 77
Making Vocabs with					
Selected disciplines	1 (3 3)	9 (30 0)	12 (40 0)	8 (26 7)	2 90
Encourage students to					
look for definitions					
from dictionaries	1 (3 3)	3 (10 0)	13 (43 3)	13 (43 3)	3 27

Table 20

The extent to which teachers use the teaching strategies of summary writing

Teaching strategies (summary writing)	Not at all (%)	Not much (%)	Much (%)	Very Much (%)	Mean
Identifying themes of passages	0 (0 0)	1 (3 3)	15 (50 0)	14 (46 7)	3 43
Expressing themes in single Sentences	0 (0 0)	4 (13 3)	19 (63 3)	7 (23 3)	3 10
Paraphrasing Paragraphs or poems	1 (3 3)	12 (40 0)	14 (46 7)	3 (10 0)	2 63
Reduce passages to 3rd and retain the original mood	6 (20 0)	10 (33 3)	8 (26 7)	6 (20 0)	2 47

Table 21

The extent to which teachers use the teaching strategies of speech work

Teaching strategies (Speech Work)	Not at all (%)	Not much (%)	Much (%)	Very Much (%)	Mean
Pronunciation drill through					
Modelling or repetition	0 (0.0)	8 (26.7)	11 (36.7)	11 (36 7)	3.10
Contrastive drill	3 (10.0)	14 (46.7)	10 (33.3)	3 (10.0)	2.43
Poetry recitals	10 (3.3)	11 (36 7)	6 (20.0)	3 (10.0)	2 07
Conversation	1 (3.3)	13 (43.3)	11 (36.7)	5 (16.7)	2.67
Debating	1 (3.3)	7 (23.3)	17 (56.7)	5 (16.7)	2.87
Acting plays	16 (53.3)	13 (43.3)	0 (0.0)	1 (3.3)	1.53

Table 22

The extent to which teachers use the teaching strategies of literature

Teaching strategies (Literature)	Not at all (%)	Not much (%)	Much (%)	Very Much (%)	Mean
Oral reading	1 (3.3)	6 (20.0)	8 (26.7)	15 (50.0)	3.23
Discussing of essential Aspects					
emerging from the Passage	1 (3.3)	4 (13.3)	13 (43.3)	12 (40.0)	3.23
Role playing of characters	3 (10.0)	12 (40.0)	11 (36.7)	4 (13.3)	2.53
Dramatizing important Scenes	9 (30.0)	13 (43.3)	5 (16.7)	3 (10.0)	2.07
Identifying literacy Devices	1 (3.3)	1 (3.3)	11 (36.7)	17 (56.7)	3.47

The mean scores are rated 1.00-1.50 Not at all; 1.51-2.50 Not much; 2.51-3.50 Much;

3.51-4.00 Very much

Students' Perception of Teachers' use of Teaching Strategies

Similar findings were observed from the students' responses. It can be seen from Tables 23, 24, 25, 26, 27 and 28 that most of the receptive skills were rather receiving more weight. Likewise did the teachers fail to lay more emphasis on most of the productive skills. The means of the various teaching strategies in Tables 23, 24, 25, 26, 27 and 28 indicate that teachers were frequently using the receptive skills more than the productive skills.

Three teachers were also observed for three weeks in order to validate both teachers' and students' responses. The results indicate that teachers gave little attention to almost all the productive skills that should have received a very high percentage weight. They were, however, frequently using the receptive skills.

The general conclusion is that teachers were not committed to the fidelity model of implementation. There was therefore a minimal use of the fidelity approach. Thus, the receptive skills, which should have received less attention turned out to receive more attention. The productive skills too did not receive the needed attention.

Table 23

Students' perception of the extent to which teachers were using the teaching strategies of

Grammar

Teaching strategies (grammar)	Not at all (%)	Not much (%)	Much (%)	Very much (%)	Mean
Conversation drills	14 (9.3)	42 (28.0)	25 (16.7)	69 (46.0)	2.99
Dialogue	17 (11.3)	29 (19.3)	37 (24.7)	67 (44.7)	3.03
Pair drills	19 (12.7)	60 (40.0)	25 (16.7)	46 (30.7)	2.65
Competition drills	15 (10.0)	42 (28.0)	34 (22.7)	59 (39.3)	2.91
Substitution drills	25 (16.7)	43 (28.7)	37 (24.7)	45 (30.0)	2.68
Transformation drills	23 (15.3)	40 (26.7)	33 (22.0)	54 (36.0)	2.79
Blank-space filling	22 (14.7)	41 (27.3)	34 (22.7)	53 (35.3)	2.79
Construction of Original Sentence	14 (9.3)	38 (25.3)	38 (25.3)	61 (40.1)	2.96

Table 24

Students' perception of the extent to which teachers were using the teaching strategies of essay writing

Teaching strategies (essay writing)	Not at all (%)	Not much (%)	Much (%)	Very much (%)	Mean
Discussion	2 (1.3)	29 (19.3)	35 (23.3)	84 (56.0)	3.34
Organize unordered string sentence into lucid Para.	54 (36.0)	47 (31.3)	28 (18.7)	21 (14.0)	2.11
Debating in preparation to argumentative essay	33 (22.0)	44 (29.3)	40 (26.7)	33 (22.0)	2.49
Story-telling session in preparation to written work	88 (58.7)	35 (23.3)	16 (10.7)	11 (7.3)	1.67

Table 25

Students' perception of the extent to which teachers were using the teaching strategies of

comprehension and vocabulary development

Teaching strategies (comprehension& voc development)	Not at all (%)	Not much (%)	Much (%)	Very much (%)	Mean
Silent reading	29 (19 3)	34 (22 7)	22 (14 7)	65 (43 3)	2 82
Oral reading	13 (8 7)	26 (17 3)	30 (20 0)	81 (54 0)	3 19
Linking comprehension Lesson with literature	17 (11 3)	45 (30 0)	38 (25 3)	50 (33 3)	2 81
Testing listening comprehension	37 (24 7)	35 (23 3)	40 (26 7)	38 (25 3)	2 53
Making vocabs with selected disciplines	56 (37 3)	44 (29 3)	33 (22 0)	17 (11 3)	2 07
Encourage students to look up definitions in dictionaries	10 (6 7)	28 (18 7)	38 (25 3)	74 (49 3)	3 17
Writing composition from specified disciplines	37 (22 7)	45 (30 0)	30 (20 0)	41 (27 3)	2 52

Table 26

Students' perception of the extent to which teachers were using the teaching strategies of summary writing

Teaching strategies (summary writing)	Not at all (%)	Not much (%)	Much (%)	Very much (%)	Mean
Identifying themes of passages	9 (6.0)	26 (17.3)	32 (21.3)	83 (55.3)	3.26
Expressing themes in single sentences	23 (15.3)	42 (28.0)	35 (23.3)	50 (33.3)	2.75
Paraphrasing paragraphs	33 (22.0)	43 (28.7)	34 (22.7)	40 (26.7)	2.54
Reducing passages to a 3rd by retaining the mood	48 (32.0)	38 (25.3)	34 (22.7)	30 (20.0)	2.31

Table 27

Students' perception of the extent to which teachers were using the teaching strategies of speech work

Teaching strategies (Speech Work)	Not at all (%)	Not much (%)	Much (%)	Very much (%)	Mean
Pronun. drill through modeling	20 (13.3)	33 (22.0)	29 (19.3)	68 (45.3)	2.97
Contrastive drill	16 (10.7)	33 (22.0)	36 (24.0)	65 (43.3)	3.00
Poetry recitals	57 (38.0)	47 (31.3)	19 (12.7)	27 (18.0)	2.11
Conversation	66 (44.0)	35 (23.3)	25 (16.7)	24 (16.0)	2.05
Debating	52 (34.7)	48 (32.0)	25 (16.7)	25 (16.7)	2.15
Acting plays	129 (86.0)	16 (10.7)	5 (3.3)	0 (0.0)	1.17

Table 28

<u>Students' perception of the extent to which teachers were using the teaching strategies of</u>

<u>literature</u>

Teaching strategies (Literature)	Not at all (%)	Not much (%)	Much (%)	Very much (%)	Mean
Oral reading	13 (8.7)	22 (14.7)	21 (14.0)	94 (62.7)	3.31
Discussion of essential aspects emerging from the passage	8 (5.3)	30 (20.0)	35 (23.3)	77 (51.3)	3.21
Role playing of characters	44 (29.3)	21 (14.0)	17 (11.3)	68 (45.3)	2.73
Dramatizing important Scenes	103 (68.7)	21 (14.0)	15 (10.0)	11 (7.3)	1.56
Identification of literary devices	6 (4.0)	18 (12.0)	25 (16.7)	10 (100.0)	3.47

The mean scores are rated 1.00-1.50 Not at all; 1.51-2.50 Not much. 2.51-3.50 Much,

3.51-4.00 Very much

<u>Teachers' Reaction to the Sequential Arrangement of Topics and Teaching and Learning</u>

<u>Activities in the Syllabus</u>

The underlying assumption of the syllabus regarding the sequential arrangement

of topics and teaching and learning activities is that teachers are "expected to follow the

unit topics according to the linear order in which they have been presented" (GES, 1998, P.x).

The researcher used research question 9 to assess teachers' reaction to the above underlying assumption

Research Question 9

How do teachers react to the sequential arrangement of topics and teaching and learning activities in the syllabus?

On the sequential arrangement of topics, items 13-16 of teachers' questionnaire and 10-12 of students' questionnaire were used Item 17 of teachers' questionnaire was also used to assess the teaching and learning activities

The frequencies, percentages and means of both teachers' and students' responses are presented in Tables 29 and 30 respectively

On the sequential arrangement of topics, it was found, (See Table 29), that teachers gave very minimal degree of commitment to the fidelity model of implementation There was, however, a high degree of the use of fidelity approach in the re-ordering of activities The majority of the respondents, 12(40.0%), 18(60.0%) and 15(50.0), disagreed with the principle of the linear order of methodologies, systematic arrangement of topics in the syllabus and the textbook and the setting up of all the exercises under each unit taught to students respectively This contradicts the underlying assumption of the syllabus The teachers, however, agreed with the re-ordering of teaching and learning activities in the syllabus Their response is indicated by 17(56.7%) respondents.

Table 29

The extent to which teachers were following the linear order of topics and activities in the syllabus

Sequence of topics and activities	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean
Prescribed methodology	8 (26.7)	12 (40.0)	3 (10.0)	6 (20.0)	1 (3.3)	2.33
Systematic arrangement of topic in the syllabus	6 (20.0)	18 (60.0)	1 (3.3)	4 (13.3)	1 (3.3)	2.20
Systematic arrangement of topics in the textbook	5 (16.7)	18 (60.0)	2 (6.7)	4 (13.3)	1 (3.3)	2.27
Exercises under each topic	3 (10.0)	15 (50.0)	2 (6.7)	8 (26.7)	2 (6.7)	2.70
Re-ordering of activities	0 (0.0)	1 (3.3)	0 (0.0)	17 (56.7)	12 (40.0)	4.33

The mean scores are rated 1.00-1.50 Strongly disagree; 1.51-250 Disagree; 2.51-3.50 Neutral; 3.51-4.50 Agree; 4.51-5.00 Strongly Agree

Students' responses (Table 30) also indicate that the teachers were not committed to the fidelity model of implementation. They were rather neutral about teachers' commitment to the arrangement of topics. The means of their responses fall between 2.60 and 3.50, which indicate that they neither agreed nor disagreed with the statements about the teachers' reaction to the sequential arrangement of topics in the syllabus. The majority of the respondents, 41(27.3%), however, said the teachers were not following the topics in the linear order while 40 (26.7%) respondents said the teachers were not always using the textbook.

On a Yes/No item (Item 10), 104(69.3%) respondents said all the exercises under each topic taught were not being given out to them

Table 30

Students' perception of the extent to which teachers were following the linear order of topics and activities in the syllabus

Sequence of Topics and Activities	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean
Systematic arrangement of topics	41 (27.3)	27 (18.0)	19 (12.7)	34 (22.7)	29 (19.3)	2.89
Sometimes teachers do not use the textbook at all	35 (23.3)	37 (23.3)	12 (8.0)	40 (26.7)	26 (17.3)	2.90

The mean scores are 1.00-1.50 Strongly disagree (SD); 1.51-2.50 Disagree (D); 2.51-3.50 Neutral (N); 3.51-4.50 Agree (A); 4.51-5.00 Strongly agree (SA).

Teaching Methods

The teaching and learning activities in the syllabus are structured to ensure maximum student participation. It is recommended in the syllabus that teachers should "try to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning" (GES 1998, p. xii).

Research question 10 was used to assess teachers' use of teaching methods.

Research Question 10

What teaching methods do teachers lay emphasis on in the teaching-learning situation?

The researcher used item 19 of teacher's questionnaire to answer research question 10 above. The frequencies, percentages and means are presented in Table 31 The results indicate that teachers were committed to the use of the fidelity model of implementation

The majority of the respondents. 16(53.3° o), were using rote learning method less often while drill-oriented method was being used often indicated by 19(63.3° o) respondents. with 23(76.7° o) respondents using the participatory method very often The results from the observation of teaching and learning also confirmed teachers' use of participatory method more often than rote and drill methods

Table 31

The type of teaching method teachers were frequently using during teaching- learning situation

Teaching method	Not used at all (° o)	Less often(° o)	Often (° o)	Very often(° o)	Mean
Rote Learning Method	8 (26.7)	16 (53.3)	6 (20.0)	0 (0.0)	1.93
Drill-oriented method	2 (6.7)	5 (16.7)	19 (63.3)	4 (13.3)	2.83
Participatory method	0 (0.0)	0 (0.0)	7 (23.3)	23 (76.7)	3.77

The mean scores are rated 1.00-1.50 Not used at all. 1.51-2.50 Less often. 2.51-3.50 Often; 3.51-4.00 Very often

Teachers' use of Continuous Assessment

The underlying assumption regarding continuous assessment in the syllabus is that more emphasis of assessment should be laid on those productive skills, thus the use of knowledge, than the receptive skills (knowledge and understanding).

The researcher used research question 11 to assess teachers' use of continuous assessment.

Research Question 11

To what extent do teachers follow the guidelines suggested in the syllabus in assessing the students?

Item 22 of teachers' questionnaire was used to answer the above research question. The teachers' responses in the forms of frequencies, percentages and means are presented in Table 32.

The results indicate that practical work and investigative study were occasionally used. The responses of the respondents represent 13(43.3%) and 11(36.7%) respectively. With regard to class tests, it was found that 15(50.0%) respondents were using lexis and structures often with 12(40.0%) respondents also using summary writing often. Literature (themes identification) was often used but essay writing was occasionally used and which is indicated by 13(43.3%) and 12(40.0%) respectively.

There was a variability of assessment on homework. For example, essays and summaries were occasionally used whereas literature was used often. The criterion-referenced testing approach, which is highly recommended in the syllabus, was rather used less frequently than the norm-referenced testing approach.

Table 32

The extent to which teachers follow the guidelines for continuous assessment

Forms of Assessment	Not used at all (%)	Rarely used (%)	Occasional (%)	Often (%)	Very often (%)	Mean
Practical work	6 (20.0)	4 (13.3)	13 (43.3)	5 (6.7)	2 (6.7)	2.77
Investigative study	9 (30.0)	5 (16.7)	11 (36.7)	5 (16.7)	0 (0.0)	2.40
Listening comprehensive objective tests	0 (0.0)	9 (30.0)	6 (20.0)	11 (36.7)	4 (13.3)	3.33
Lexis and structures	0 (0.0)	2 (6.7)	8 (26.7)	15 (50.0)	5 (16.7)	3.77
Summary writing	2 (6.7)	2 (6.7)	10 (33.3)	12 (40.0)	4 (13.3)	3.47
Essay writing	0 (0.0)	2 (6.7)	12 (40.0)	11 (36.7)	5 (16.7)	3.63
Literature (theme identification)	1 (3.3)	1 (3.3)	5 (16.7)	13 (43.3)	10 (33.3)	4.00
Essay	0 (0.0)	2 (6.7)	13 (43.3)	10 (33.3)	5 (16.7)	3.60
Summaries	2 (6.7)	3 (10.0)	13 (43.3)	10 (33.3)	2 (6.7)	3.23
Literature	0 (0.0)	6 (20.0)	7 (23.3)	13 (43.3)	4 (13.3)	3.50
Criterion-referenced testing approach	4 (13.3)	6 (20.0)	11 (36.7)	5 (16.7)	4 (13.3)	2.97
Norm-referenced testing approach	1 (3.3)	2 (6.7)	7 (23.3)	9 (30.0)	11 (36.7)	3.90

The mean scores are rated 1.00 - 1.30 Not used at all, 1.51-2.50 Rarely used; 2.51-3.50

Occasional; 3.51 - 4.50 Often, 4.51 - 5.00 Very often

Students' Perception of Teachers' use of Continuous Assessment

Item 13 of students' questionnaire was used to help answer research question 11 above. Responses from students in the form of frequencies, percentages and means are presented in Table 33. The findings indicate a minimal degree of commitment to the fidelity model in the use of practical work and investigative study. Teachers were, however, committed to the fidelity model in the areas of class tests and homework.

With regard to terminal tests, it was found that teachers were rather committed to the fidelity approach in the use of criterion-referenced testing approach as recommended in the syllabus. This contradicted the findings from the teachers about the use of terminal tests.

Students' views generally indicate a high degree of teachers' commitment to the fidelity approach in assessment procedures.

Table 33

Students' perception of the extent to which teachers were faithfully following the guidelines for continuous assessment

Forms of Assessment	Not used at all(%)	Rarely used(%)	Occasional (%)	Often (%)	Very often(%)	Mean
Practical work	71 (47.3)	14 (9.3)	33 (22.0)	23 (15.3)	9 (6.0)	2.23
Investigative study	86 (57.3)	14 (9.3)	36 (24.0)	10 (6.7)	4 (2.7)	1.88
Listening comprehensive objective tests	38 (25.3)	15 (10.0)	26 (17.3)	35 (23.3)	36 (24.0)	3.11
Lexis and structures	31 (20.7)	22 (14.7)	27 (18.0)	37 (24.7)	33 (22.0)	3.13
Summary writing	18 (12.0)	10 (6.7)	16 (10.7)	46 (30.7)	60 (40.0)	3.80
Essay writing	8 (5.3)	7 (4.7)	34 (22.7)	47 (31.3)	54 (36.0)	3.88
Literature (theme identification)	6 (4.0)	7 (4.7)	23 (15.3)	49 (32.7)	65 (43.3)	4.07
Essay	31 (20.7)	11 (7.3)	29 (19.3)	33 (22.0)	46 (30.7)	3.35
Summaries	35 (23.3)	16 (10.7)	31 (20.7)	40 (26.7)	28 (18.7)	3.07
Literature	30 (20.0)	11 (7.3)	28 (18.7)	41 (27.3)	40 (26.7)	3.33
Criterion-referenced testing approach	28 (18.7)	15 (10.0)	24 (16.0)	37 (24.7)	46 (30.7)	3.39
Norm-referenced testing approach	40 (26.7)	21 (14.0)	19 (12.7)	32 (21.3)	38 (25.3)	3.05

The mean scores are rated 1.00 - 1.50 Not used at all; 1.51-2.50 Rarely used, 2.51-3.50

Occasional; 3.51 - 4.50 Often; 4.51 - 5.00 Very often

Teachers' Use of Evaluation Exercises

The assumption underlying the evaluation of exercises states that teachers should be able to evaluate each unit of instruction by using oral questions, quizzes. class assignment, essays, structured questions and project work (GES, 1998). The teacher was therefore expected to meet such requirement. Research question 12 was used to assess teachers' use of the evaluation exercises

Research Question 12

To what extent do teachers use the evaluation exercises recommended in the syllabus in evaluating the lessons of each unit of instruction?

The researcher used item 23 of the questionnaire for teachers to answer the above research question. The frequencies. percentages and means of the data are presented in Table 34. The findings indicate a variability of teachers' commitment to the fidelity model. A few of the respondents, 17(56 7%o). said similarly that they were using oral and structured questions frequently. The majority of them. 23(76 7%o). were using class assignment frequently

The teachers were. however, using quizzes, essays and project work occasionally There was therefore a minimal degree of commitment of teachers to the use of the fidelity approach.

The findings from the direct classroom observation also indicate that oral questions were frequently used in evaluating each unit of instruction The rest had a minimal degree of use except quizzes. which were used occasionally

Table 34

The extent to which teachers use the evaluation exercises in evaluating units of instruction

Evaluation exercises	Not used at all (%)	Rarely Used (%)	Occasion ally used (%)	Frequently Used (%)	Mean
Oral questions	3 (10.0)	3 (10.0)	7 (23 3)	17 (56 7)	3 27
Quizzes	2 (6.6)	4 (13.3)	14 (46 7)	10 (33.3)	3.20
Class Assignment	0 (0 0)	0 (0 0)	7 (23.3)	23 (76 7)	3 77
Essays	0 (0.0)	4 (13.3)	15 (50 0)	11 (36 7)	3 23
Structured Questions	0 (0 0)	1 (3 3)	12 (40 0)	17 (56 7)	3 53
Project work	7 (23 3)	6 (20 0)	16 (53 3)	1 (3 3)	2 37

The mean scores are rated 1.00-1 50 Not used at all. 1 51-2 50 Rarely used. 2 51 - 3 50 Occasionally used, 3 51-4 00 Frequently used

Students' Perception of Teachers' use of Evaluation Exercises

Item 14 of students' questionnaire was used to assess students' perception of teachers' use of evaluation exercises Their responses in the form of frequencies. percentages and means are presented in Table 35 It was found that teachers were committed to the use of oral questions and class assignment more than the rest of the evaluation exercises For example. 92(61 3%) respondents were using oral questions frequently Also 91(60 7%) respondents were using class assignment frequently

Whereas essay writing was receiving much attention. quizzes and project work. according to the majority of the respondents. 60 (40 0%) and 72 (48 0%), were not used at all. Structured questions were, however, used occasionally

Table 35

Students' perception of the extent to which teachers were using the evaluation exercises in evaluating units of instruction

Evaluation exercises	Not used at all (%)	Rarely Used (%)	Occasional used (%)	Frequently used (%)	Mean
Oral questions	16 (10 7)	14 (9 3)	28 (18 7)	92 (61 3)	3 31
Quizzes	60 (40 0)	18 (12 0)	47 (31 3)	25 (16 7)	2 25
Class Assignment	10 (6 7)	12 (8 0)	37 (24 7)	91 (60 7)	3 39
Essays	13 (8 7)	21 (14 0)	60 (40 0)	56 (37 3)	3 06
Structured Questions	28 (18 7)	28 (18 7)	52 (34 7)	42 (28 0	2 72
Project work	72 (48 0)	23 (15 3)	36 (24 0)	19 (12 7)	2 05

The mean scores are rated 1 00-1 50 Not used at all. 1 51-2 50 Rarely used. 2 51 - 3 50 Occasional, 3 51-4 00 Frequently used

Summary of the Findings

The study aimed at finding out the extent to which teachers were committed to the fidelity approach to curriculum implementation in transacting the Core English curriculum The following is the summary of the findings from the data analysis

1   It was found that teachers had obtained the necessary requisite academic and professional qualifications and experiences to effectively put the Core English programme into operation

2.   It was also found that the curricular materials such as the syllabus and the textbook were available However. the teachers were not using the syllabus at the

routine level suggested by Hall and Loucks (1976) The findings from the students on the use of the syllabus, however, contradicted with that of the teachers'. The textbook also showed maximum degree of use but not at the routine level

3. With regard to teachers' level of acquaintance with the properties of the curriculum it was observed that they were not very much acquainted with them They were, however very familiar with the general aims of teaching English and also the scope of content of English Language at the senior secondary school level

4 Further findings indicate that teachers' involvement in Core English programme like the in - service training in order to enhance delivery and learning was very minimal

5 It was also found that teachers lacked clarity about certain aspects of the Core English curriculum The goals and objectives. subject matter content and the tasks and activities were not very explicit

6 On the number of times of treatment of content areas per month, it was found that some of the content areas were receiving treatment less than twice per month whereas others were receiving attention more than twice per month Teachers were not committed to the maximum of twice per month and therefore a minimal degree of use of the fidelity model of implementation

7 The findings on the use of teaching strategies also indicate that teachers were not committed to the fidelity model of implementation The receptive skills rather

were receiving more emphasis than the productive skills. There was therefore a minimal degree of use of the fidelity approach.

8. The results on teachers' reaction to the sequential arrangement of the properities of the syllabus indicate a very minimal degree of teachers' commitment to the fidelity approach. The findings from students' data were contrary to those of the teachers'. There was, however, a high degree of commitment of teachers to the fidelity model of implementation regarding the re-ordering of tasks and activities.

9. There was an absolute commitment of teachers to the fidelity model of implementation on the use of teaching methods.

10. The findings on the use of continuous assessment also indicate a minimal degree of teachers' use of the fidelity approach, though there was variability in their use

11. Teachers were found to have committed themselves to the use of only a section of the evaluation exercises. There was therefore no high degree of commitment to the use of the fidelity model of implementation.

With the exception of the re-ordering of teaching and learning tasks and activities and the type of teaching method for which teachers were highly committed to the fidelity model of implementation, the rest of the properties of the syllabus received very minimal degree of teachers' commitment to the fidelity approach in the implementation process.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

An Overview

This final chapter presents the summary of the study, the conclusions deduced from it and the recommendations for consideration, application and implementation

Summary

The study focused on finding out the extent of Core English teachers' commitment to the Fidelity Approach in transacting the Core English programme

The specific aspects of the Core English curriculum that constituted the fidelity model of implementation were identified and defined These key areas included the characteristics of the implementers and their acquaintance with the properties of the curriculum, the intensity and frequency of treatment of content areas and the level of use of assessment and evaluation procedures

These four major areas were clearly defined and therefore served as yardsticks against which the teachers' approach to the implementation of the programme was measured

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Teacher Qualification

The study looked at the characteristics of the implementers to find out whether they had the requisite qualification to enable them to implement the programme. This area included the academic and professional qualifications of teachers, the subject area of specialization and teaching experience.

The study revealed that the majority of the teachers, (90.0%), had the requisite academic qualification for the effective use of the fidelity model of implementation. It also revealed a high degree of professional qualification, (86.7%), on the part of the teachers, and most of them, (73.3%), too had specialized in English language. It was also found that the majority of the teachers, (60.0%), began their teaching just after the implementation of the senior secondary school programme was given more attention in 1990.

The implication of the above findings was that teachers could easily adopt the fidelity approach in the implementation process.

Availability of Curricular Materials and their Usage

The study explored the variety of curricular materials currently available and the extent of their usage.

The majority of the teachers, (93.3%), said the most essential curricular materials – the syllabus and the textbook respectively – which could be available for effective implementation, were readily available. The majority of the teachers, (96.7%), however, said teachers' manual, another essential material, was not available. With the requisite qualification and the availability of curricular materials, the designers' assumption that

any professional teacher worth his salt should be able to read a document of a programme and implement it the way it is intended (Gross et al. 1971), appeared to be applicable.

The study, however, revealed a very minimal level of teachers' commitment to the content of the curricular materials in the implementation process. It was found that only few teachers, (40.0%), were using the syllabus very often in planning their lessons. Most of the teachers, (50.0%), were, however, using the textbook very often in the implementation process.

Teachers' Acquaintance with the Characteristics of the Core English Curriculum

The study also sought to find out teachers' level of acquaintance with the characteristics of the Core English curriculum. These properties included the scope of content, the general and specific objectives, the organization of the syllabus, and the suggestions for teaching the syllabus

The study revealed that the majority of the teachers, (indicated by the mean range of 2.93 and 3.43), were not very much acquainted with the general and specific objectives, organization of the syllabus and the suggestions for teaching the syllabus The majority of the teachers, (73 3% and 53 3%) respectively, were, however, very much acquainted with the general aims for teaching English and the scope of content of Core English.

The implication of these findings is that there could be a minimal use of the fidelity approach to curriculum implementation.

Teachers' Participation in Core English Programmes

The other area the study looked at was to find out teachers' involvement in Core English programmes that could help enhance delivery and learning.

It was revealed that none of the teachers, (100.0%), was ever involved in national curriculum planning in Core English. The study further revealed that only few of the teachers, (26.7%), were involved in an in-service training in Core English twice or more than twice. Most of them, (30.0%), too had never attended any workshop on how to teach English.

The above findings had great implications on the use of the fidelity approach. It meant that teachers were not well equipped with the properties and principles of the Core English curriculum and therefore they could not really commit themselves to the use of the fidelity model of implementation.

Clarity of the Properties of the Syllabus

The study looked at teachers' perception of the aims, content and activities of the Core English curriculum. The views of the teachers about the clarity of the characteristics of the syllabus were assessed.

It was found that the total means of their views ranged between 2.60 and 3.50, which indicate that the properties of the syllabus were not very explicit.

The implication of the above finding was that those properties, which were not very explicit, could easily be abandoned. This finding confirms Smylie's (1991) assertion that teachers usually abandon the aspects of the syllabus that they consider to be complex or abstract. It also agrees with Gross et al.'s (1971) findings that teachers' lack of clarity

about the innovation is an obstacle to implementation. The use of the fidelity approach could therefore be very minimal.

Degree of Treatment of Content

The study also assessed the degree of treatment of content areas by teachers against the suggested means of transacting them. This dealt with how much and how often the content areas were receiving treatment. Specifically, the study looked at the number of times each content area was receiving treatment per month.

The findings showed that the majority of the teachers, (indicated by the mean range of 2.60 and 3.50), were treating five out of the ten content areas twice per month. The other five content areas were receiving treatment either less or more than twice per month.

The implication is that teachers were not committed to time allocation. They were therefore not committed to the fidelity model of implementation. The fidelity approach was therefore minimally used. The findings from students' data showed a very minimal degree of the use of the fidelity approach.

Degree of Use of Teaching Strategies

The study further looked at the degree of use of the suggested teaching strategies. The teaching strategies were categorized into two; productive and receptive skills.

The findings showed that teachers were not committed to the use of the appropriate teaching strategies. Most of the teachers were frequently using the receptive

skills, which Ghana Education Service (GES) recommends to have received less frequently, than the productive skills.

The implication is that teachers were not committed to the use of the fidelity approach in the implementation process.

Teachers' Reaction to the Arrangement of the Syllabus

The study sought to find out the extent to which teachers were following the unit topics according to the linear order in which they were presented

It was revealed that the majority of the teachers, (60.0%), were not following the linear order of topics in the syllabus, neither were they following the systematic arrangement of topics in the textbook

With regard to the extent of use of exercises under each topic, most of the teachers, (50.0), were not giving them out to students as required by them The majority of them, (56.7%), however, agreed with the reordering of teaching and learning activities as underlined in the syllabus

The implication of the above findings is that the teachers were not highly committed to the fidelity model of implementation and therefore the programme was not really implemented.

Teaching Methods

The study looked at the type of teaching method teachers were using most frequently. The syllabus outlines three teaching methods - rote learning, drill-oriented method and participatory method

The study revealed that the teachers were committed to the use of the fidelity model of implementation. The majority of the teachers. (76.7%), were using the participatory method more frequently than the rote learning and drill-oriented methods. Since participatory method is highly recommended and used appropriately, the teachers were employing the fidelity approach in implementing the Core English curriculum.

Teachers' Use of Continuous Assessment

The study sought to elicit information from both teachers and students on the level of use of continuous assessment. This was to find out whether students were adequately assessed as recommended in the syllabus.

The findings from the study showed that the students were not being adequately assessed. Seven out of the twelve recommended assessment procedures had their average means ranging between 2.40 and 3.50, which indicate that most of the teachers were assessing the students occasionally. None of the teachers was assessing the students very often.

The implication is that the teachers were not committed to the use of the fidelity model of implementation and therefore the programme was not really implemented.

Teachers' use of Evaluation Exercises

The study looked at the type of evaluation procedures teachers were using in evaluating their students. The syllabus outlines oral questions. quizzes. class assignment. essays, structured questions and project work.

The study revealed that the majority of the teachers, (56.7%), were using both oral and structured questions frequently. Most of them, (76.7%), too were using class assignment frequently. The majority of the teachers (53.3%, 50.0% and 46.7%) were all using project work, essays and quizzes occasionally in evaluating the students.

The implication of the above findings is that the teachers were not adequately evaluating the students. This could not create an enabling environment to challenge the students to develop their own analytical skills.

Conclusion

An attempt has been made to find out if teachers were implementing the Core English curriculum within the framework of the fidelity approach to curriculum implementation. The following is the conclusion of the study.

The overall result deduced from the study indicates that teachers were not committed to the fidelity model of implementation in transacting the Core English programme. They were therefore not employing the fidelity approach to Core English curriculum implementation. This invariably shows that the programme was not really implemented.

The minimal commitment of teachers to the fidelity model of implementation could be attributed to a lot of factors. Among these factors are:

1. Lack of clarity about certain aspects of the syllabus;

2. Teachers' minimal involvement in Core English programmes that could enhance delivery and learning, and

3. Lack of the appropriate curricular materials such as teacher's manual

Teachers can use the fidelity approach to curriculum implementation only when there is clarity about all the aspects of the syllabus Their involvement in the Core English programmes can equip them with the necessary skills to enable them to ascertain the clarity about the aspects of the syllabus This will enhance delivery and learning It can further help them to grasp the underlying principles of the syllabus

The teacher's guide, described by McNeil (1991) as a tool for helping the teacher present the curriculum, must be readily available for use by the teachers The manual is like a textbook specifying and interpreting the content of the subject and structuring it in a way that is suitable for teaching and learning (Baller, 1991) The fact that the teachers were able to use the textbook frequently shows that if the teacher's handbooks were readily available, the Core English curriculum could operationally be presented as intended

Recommendations

In the light of the above findings, the following recommendations have been made:

1. The supervisory personnel in charge of the implementation of Ghana Education Service (GES) policies should put new measures in place in order to commit the implementing teacher to the fidelity model of implementation

2. The properties of the Core English curriculum and the role of the teacher must be redefined for clarity

3. Another area of concern is to involve most, if not all, of the teachers in the development of the Core English programmes Those who might be involved could

help organize in – service training and frequent workshops for those who did not get the opportunity to be involved.

4. Since teacher's manual is a tool that helps implement the curriculum as it was intended, it should be made available to the teacher. This can help the teacher adopt the fidelity model of implementation and implement the programme as it was designed.

Limitations of the Study

The study was limited to only one out of thirteen Districts in the Brong Ahafo Region of Ghana. It should have covered almost all the Districts to make it more generalisable.

Once again the study was limited to only public senior secondary schools. Seven schools out of sixty public schools in the Districts were used. A more comprehensive study should cover both public and private schools since they were all implementing the same curriculum. It should also include more of the schools to make the sample more representative.

The study did not cover students from all the three levels – forms one, two and three. It covered only form three. The sample could not be more representative.

The time the researcher used to gather data was very limited. This was to enable him to work within the academic calendar. The study really needs an ample time in order to make the results more authentic.

Areas for Further Research

The study looked at teachers' level of commitment to the fidelity model of implementation to determine the degree of implementation. It did not cover students' performance through tests or examinations. The question that needs a critical examination is: Does teacher's commitment to the fidelity model of implementation lead to high student or pupil achievement?

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APPENDICES

APPENDIX I

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
(DASSE) UNIVERSITY OF CAPE COAST CAPE COAST

28th FEBRUARY, 2002

THE HEADMASTER/HEADMISTRESS

....

....

SIR/MADAM,

FIDELITY APPROACH TO CURRICULUM IMPLEMENTATION: A CASE OF
TRANSACTING THE CORE ENGLISH CURRICULUM IN SENIOR
SECONDARY SCHOOLS IN SUNYANI DISTRICT IN THE BRONG AHAFO
REGION OF GHANA.

I am pursuing postgraduate studies in the Department of Arts and Social
Sciences Education (DASSE) of the University of Cape Coast. I am conducting a
research on the above subject in all the public Senior Secondary Schools in the Sunyani
District in the Brong Ahafo Region of Ghana. The purpose of this letter to you is to
solicit your co-operation in this exercise.

The aim of the study is to find out whether teachers of Core English employ the
suggested methods and principles laid down in the Core English curriculum or syllabus in
teaching the subject. This will help me assess the degree of implementation of the Core
English curriculum.

      The study requires all teachers of Core English and some selected form three students in your notable institution to complete some questionnaire whose items are based on teaching and learning in the classroom.

      The responses of both the teachers and students will be treated with confidentiality.

      Attached is a photocopy of a letter from the Head of Department of Arts and Social Sciences Education on the study as a requirement for the award of a second Degree in Curriculum Studies in the University. Your co-operation is therefore greatly appreciated.

Yours faithfully,

(ABRAHAM K. OKRAH)

UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA
FACULTY OF EDUCATION
Department of Arts & Social Sciences Education

r Ref.:

ur Ref.:

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

The holder of this letter Mr/Mrs/Miss. ABRAHAM KWADWO OKRAH.....

is a student at the University of Cape Coast. He/ She is required to carry

out a research study towards the fulfilment of the requirements for the

award of M. Phil Degree in Curriculum Studies in this University.

The research topic is : FIDELITY APPROACH TO CURRICULUM IMPLEMENTATION:

A CASE OF TRANSACTING THE CORE ENGLISH CURRICULUM IN SENIOR SECONDARY

SCHOOLS IN THE BRONG AHAFO REGION OF GHANA

I shall be grateful if you will offer him/her any help at your

disposal by way of giving him/her access to information/data.

By this letter, therefore, we have authorised the bearer to approach

you with the assurance that you will help in any way you can

Thank you.

(K.K. A. Anti)

HEAD OF DEPARTMENT

HEAD
DEPARTMENT OF ARTS &
SOCIAL SCIENCES EDUCATION
U. C. C.
CAPE COAST
GHANA

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire aims at gathering information on the implementation of the core

English curriculum. Please fill in the questionnaire as well as you can to enable me gather

such data. Any information you provide will be treated as confidential

SECTION A

BACKGROUND INFORMATION ABOUT RESPONDENTS

1.　　Name of school

2.　　Sex:　Male　　　[　　]

　　　　　　　Female　　[　　]

3.　　Academic Qualification

　　　Specialist　　　[　　]

　　　Diploma　　　　[　　]

　　　1ᵗ Degree　　　[　　]

　　　2ⁿᵈ Degree　　　[　　]

4.　　Professional Qualification

　　　Professional　　　[　　]

　　　Non-Professional　[　　]

5. Indicate your subject of specialization

   English   [   ]

   French   [   ]

   Linguistics   [   ]

   Ghanaian Language   [   ]

   Other subject (please specify) ....

6. Indicate the number of years you have been in the teaching profession

   1 - 2 years   [   ]

   3 - 6 years   [   ]

   7 - 10 years   [   ]

   11-14   [   ]

   More than 15 years   [   ]

SECTION B

THE EXTENT TO WHICH TEACHERS USE THE CORE ENGLISH

CURRICULAR MATERIALS

Introduction

7. Indicate the type of curricular materials available to you

Curricular materials	Available	Not Available
Syllabus		
Textbook		
Teacher's manual		

Other (please specify)...

8. Indicate the extent to which you use the following curricular materials in your lesson plan by ticking the appropriate column.

Curriculum materials	Very often	Often	Less often	Not used at all
i. Syllabus				
ii. Textbook				
iii. Teachers manual				

SECTION C

THE EXTENT TO WHICH TEACHERS ARE ACQUAINTED WITH THE

AIMS, SPIRIT AND CONTENT OF THE CORE ENGLISH CURRICULUM

Introduction

9. Indicate by ticking the appropriate column the extent to which you are acquainted with the following aspects of the Core English curriculum.

Aspects	Very Much	Much	Not Much	Not at all
i General aims for teaching English				
ii General objectives outlined in the Syllabus				
iii Specific objectives outlined in the syllabus				
iv Scope of content of English Language at the SSS level				
v Organisation of the syllabus				
vi Suggestions outlined (in the syllabus) for teaching the syllabus.				

10. Indicate by ticking the appropriate column the number of times you have been involved in the following programmes.

Programme	Nil	Once	Twice	Three times	More than three times
i. National curriculum planning in Core English					
ii In-service training (in Core English)					
iii. Workshops (on how to teach English)					

SECTION D

TEACHERS PERCEPTION OF THE PROPERTIES OF THE

CORE ENGLISH CURRICULUM

Introduction

11. Indicate by ticking the appropriate column your perception of the following characteristics of the Core English curriculum.

Characteristics of Core English Curriculum	Very Explicit	Explicit	Not Explicit	Not Explicit at all
i. Goals and objectives				
ii Subject matter content				
iii Recommended tasks and Activities for students				
iv Sequencing of recommended tasks and activities				
v. Instructional materials or notes recommended for teaching the syllabus				

	SA	A	N	D	SD
13. Teachers must religiously follow the suggested or prescribed methodology in teaching					
14. Teachers of Core English must follow systematically the arrangement of topics in the syllabus when teaching					
15. I strictly follow the topics in the textbooks when teaching.					
16. I always set all the exercises under each topic from the textbook that I teach to students					
17. Teachers can re-order the suggested teaching and learning activities in the syllabus but not to delete them outright					

18 Indicate the degree to which you use the following teaching strategies in teaching Core English

TEACHING STRATEGY - LANGUAGE STUDY	Very Much	Much	Not Much	Not at all
i. Conversation drills				
ii. Dialogue				
iii. Pair drills				
iv. Competition drills				
v. Substitution drills				
vi. Transformation drills				
vii. Blank-space filling				
viii. Construction of original sentences				

TEACHING STRATEGY - ESSAY WRITING	Very Much	Much	Not Much	Not at all
i. Discussion				
ii. Organization unordered string sentence into lucid paragraphs				
iii. Debating in preparation to argumentative essay				
iv. Story-telling sessions in preparation to written work				

TEACHING STRATEGY - COMPREHENSION	Very Much	Much	Not Much	Not at all
i. Silent reading				
ii. Oral reading				
iii. Linking comprehension lesson with literature lesson				

TEACHING STRATEGY - VOCABULARY DEVELOPMENT	Very Much	Much	Not Much	Not at all
i. Making vocabulary with selected disciplines				
ii. Encouraging students to look up definitions in dictionaries				
iii. Writing compositions on topics selected from specified disciplines				

TEACHING STRATEGY - SUMMARY WRITING	Very Much	Much	Not Much	Not at all
i. Identifying themes of passages				
ii. Expressing themes in single sentences				
iii. Paraphrasing paragraphs or poems				
iv. Reducing passages to a 3rd of original length while retaining the mood				

TEACHING STRATEGY - SPEECH WORK/SPOKEN ENGLISH	Very Much	Much	Not Much	Not at all
i. Pronunciation drill through modelling or repetition				
ii. Contrastive drill				
Iii. Poetry recitals				
Iv. Conversation				
v. Debating				
vi. Acting plays				

TEACHING STRATEGY - LITERATURE	Very Much	Much	Not Much	Not at all
i. Oral reading				
ii. Discussion of essential aspects emerging from the passage/poem				
iii. Role playing of characters				
iv. Dramatization of important scenes				
v. Identification of literary devices				

19. Indicate the extent to which you use the following teaching methods in a teaching-learning situation by ticking the appropriate column

Teaching Method	Very Often	Often	Less Often	Not used at all
i. Rote learning method				
ii. Drill-oriented method				
iii. Participatory method				

	SA	A	N	D	SD
20. I always follow strictly the six (6) periods of forty (40) minutes each per week as prescribed in the syllabus in teaching the Core English.					
21. The six (6) periods of forty (40) minutes each per week as recommended in the syllabus are enough to treat almost all the topics suggested in the syllabus.					

22. Indicate the extent to which you use the following guidelines for continuous assessment in assessing your students by ticking the appropriate column.

GUIDELINES FOR CONTINUOUS ASSESSMENT	Very Often	Often	Occasional	Rarely Used	Not Used at all
PROJECTS (reports)					
i. Practical work					
ii. Investigative study					

CLASS TESTS					
i. Listening comprehensive objective tests.					
ii. Lexis and structures					
iii. Summary writing					
iv. Essay writing					
v. Literature (eg. Themes identification)					
HOME WORK					
i. Essays					
ii. Summaries					
iii. Literature					
TERMINAL TESTS					
i. Criterion-referenced testing approach					
ii. Norm-referenced testing approach					

23. Indicate the extent to which you use the following evaluation exercise in evaluating the lessons of each unit of instruction by ticking the appropriate column.

Evaluation Exercises	Frequently Used	Occasionally Used	Rarely Used	Not Used at all
i. Oral questions				
ii. Quizzes				
iii. Class assignment				
iv. Essays				
v. Structured Questions				
vi. Project work				

APPENDIX IV

QUESTIONNAIRE FOR STUDENTS

This questionnaire aims at gathering information about the implementation of the core English curriculum in the senior secondary schools. Please fill in the questionnaire as well as you can to enable me gather such data. Any information you provide will be treated as confidential.

SECTION A

BACKGROUND INFORMATION ABOUT RESPONDENTS

1. Name of school...

2. Sex: Male   [   ]

           Female   [   ]

3. Form: ....

4. What Ghanaian Language do you speak?

   Akan (Twi)   [   ]

   Brong   [   ]

   Fante   [   ]

   Ewe   [   ]

   Other (please specify) ....

5. What language does your teacher use as a medium of instruction

   English   [   ]

   French   [   ]

   Ghanaian language   [   ]

   Other (please specify)   [   ]

SECTION B

STUDENTS' PERCEPTION OF THE EXTENT TO WHICH TEACHERS OF CORE ENGLISH TEACH STRICTLY ACCORDING TO THE CORE ENGLISH CURRICULUM

6. Do you think your English teacher has the following curricular materials?

Curricular materials	Yes	No	No Idea
i. Syllabus			
ii. English textbook			
iii. Teacher's manual			

7. How often do you think your English teacher uses the following curricular materials (if he has)?

Curricular materials	Very Often	Often	Less Often	Not used at all
i. Syllabus				
Ii. English Textbook				
iii. Teacher's manual				

SECTION C
STUDENTS' PERCEPTION OF THE EXTENT TO WHICH CORE ENGLISH TEACHERS EMPLOY THE RECOMMENDED TEACHING STRATEGIES

Introduction

8. Indicate by ticking the appropriate box the extent to which your English teacher uses the following teaching strategies in teaching.

TEACHING STRATEGY - LANGUAGE STUDY	Very Much	Much	Not Much	Not at all
i. Conversation drills				
ii. Dialogue				
iii. Pair drills				
iv. Competition drills				
v. Substitution drills				
vi. Transformation drills				
vii. Blank-space filling				
viii. Construction of original sentence				
TEACHING STRATEGY - ESSAY WRITING	Very Much	Much	Not Much	Not at all
i. Discussion				
ii. Organization unordered string sentence into lucid paragraphs				
iii. Debating in preparation to argumentative essay				
iv. Story-telling sessions in preparation to written work				
TEACHING STRATEGY - COMPREHENSION	Very Much	Much	Not Much	Not at all
i. Silent reading				
ii. Oral reading				
iii. Linking comprehension lesson with literature lesson				

TEACHING STRATEGY - VOCABULARY DEVELOPMENT	Very Much	Much	Not Much	Not at all
i. Making vocabulary with selected disciplines				
ii. Encouraging students to look up definitions in dictionaries				
iii. Writing compositions on topics selected from specified disciplines	Very Much	Much	Not Much	Not at all
TEACHING STRATEGY - SUMMARY WRITING				
i. Identifying themes of passages				
ii. Expressing themes in single sentences				
iii. Paraphrasing paragraphs or poems				
iv. Reducing passages to a 3rd of original length while retaining the mood	Very Much	Much	Not Much	Not at all
TEACHING STRATEGY - SPEECH WORK/SPOKEN ENGLISH				
i. Pronunciation drill through modelling or repetition				
ii. Contrastive drill				
iii. Poetry recitals				
iv. Conversation				
v. Debating				
vi. Acting plays				

TEACHING STRATEGY - LITERATURE	Very Much	Much	Not Much	Not at all
i. Oral reading				
ii. Discussion of essential aspects emerging from the passage/poem				
Iii. Role playing of characters				
Iv. Dramatization of important scenes				
v. Identification of literary devices				

9. Indicate the extent to which your English teacher treats the following aspects of the syllabus per month by ticking the appropriate box

Aspect	Nil	Once	Twice	Three Times	More than Three times
i. Comprehension					
ii. Listening comprehension					
iii. Grammar/Language study					
iv. Vocabulary Development					
v. Spoken English					
vi. Essay writing					
vii. Summary					
Viii. Literature - Prose					
- Drama					
- Poetry					

10. After teaching a topic from the textbook does your teacher set all the exercises

that follow the topic for you?   Yes   [   ]

No   [   ]

	SA	A	N	D	SD
11. My English teacher always follows the English textbook when teaching by treating one topic after the other					
12 My English teacher sometimes does not use the English textbook at all.					

SECTION D

STUDENTS' PERCEPTION OF THE EXTENT TO WHICH THEIR TEACHERS USE THE RECOMMENDED EVALUATION AND CONTINUOUS ASSESSMENT GUIDELINES IN EVALUATING AND ASSESSING THEM

13. Indicate by ticking the appropriate column the extent to which your English

teacher uses the following guidelines for continuous assessment in assessing you.

GUIDELINES FOR CONTINUOUS ASSESSMENT	Very Often	Often	Occasionally used	Rarely Used	Not Used at all
PROJECTS (reports)					
i. Practical work					
ii. Investigative study					
CLASS TESTS					
i. Listening comprehensive objective tests.					
ii. Lexis and structures					
iii. Summary writing					
iv. Essay writing					
v. Literature (eg. Themes identification)					

HOME WORK					
i. Essays					
ii. Summaries					
iii. Literature					
TERMINAL TESTS					
i. Criterion-referenced testing approach					
ii. Norm-referenced testing approach					

14. Indicate by ticking the appropriate column the extent to which your English teacher uses the following evaluation exercises to assess you after every unit of instruction or teaching

Evaluation Exercises	Frequently Used	Occasionally Used	Rarely Used	Not Used at all
i. Oral questions				
ii. Quizzes				
iii. Class assignment				
iv. Essays				
v. Structured Questions				
vi. Project work				

APPENDIX V

OBSERVATION GUIDE

Name of Teacher:..

Name of School: ....

No of Students: ....

Date: ....

The researcher will indicate the degree to which teachers treat topics, employ suggested teaching-learning strategies, use recommended teaching methods and evaluate each unit of instruction as recommended in the syllabus by ticking the appropriate column.

SECTION A

THE EXTENT TO WHICH TEACHERS USE THE FOLLOWING TEACHING METHODS SUGGESTED IN THE SYLLABUS

Teaching Method	Very Often	Often	Less Often	Not used at all
i. Rote learning method				
ii. Drill-oriented method				
Iii. Participatory method				

SECTION B

THE EXTENT TO WHICH TEACHERS TREAT THE FOLLOWING ASPECTS OF THE CORE ENGLISH SYLLABUS

Aspect	Nil	Once	Twice	Three times	More than Three times
i. Comprehension					
ii. Listening comprehension					
iii. Grammar/Language study					
iv. Vocabulary Development					
v. Spoken English					
vi. Essay writing					
vii. Summary					
viii Literature - Prose					
- Drama					
- Poetry					

SECTION C

THE EXTENT TO WHICH TEACHERS USE THE FOLLOWING SUGGESTED GUIDELINES IN EVALUATING EACH UNIT OF INSTRUCTION

Evaluation Exercises	Frequently Used	Occasional- ly Used	Rarely Used	Not Used at all
i. Oral questions				
ii. Quizzes				
iii. Class assignment				
iv. Essays				
v. Structured Questions				
vi. Project work				

SECTION D

THE EXTENT TO WHICH TEACHERS USE THE FOLLOWING

STRATEGIES IN TEACHING CORE ENGLISH

TEACHING STRATEGY - LANGUAGE STUDY	Very Much	Much	Not Much	Not at all
i. Conversation drills				
ii. Dialogue				
iii. Pair drills				
iv. Competition drills				
v. Substitution drills				
vi. Transformation drills				
vii. Blank-space filling				
viii. Construction of original sentences				
TEACHING STRATEGY - ESSAY WRITING	Very Much	Much	Not Much	Not at all
i. Discussion				
ii. Organization unordered string sentence into lucid paragraphs				
iii. Debating in preparation to argumentative essay				
iv. Story-telling sessions in preparation to written work				
TEACHING STRATEGY - COMPREHENSION	Very Much	Much	Not Much	Not at all
i. Silent reading				
ii. Oral reading				
iii. Linking comprehension lesson with literature lesson				

TEACHING STRATEGY - VOCABULARY DEVELOPMENT	Very Much	Much	Not Much	Not at all
i. Making vocabulary with selected disciplines				
ii. Encouraging students to look up definitions in dictionaries				
iii. Writing compositions on topics selected from specified disciplines				

TEACHING STRATEGY - SUMMARY WRITING	Very Much	Much	Not Much	Not at all
i. Identifying themes of passages				
ii. Expressing themes in single sentences				
iii. Paraphrasing paragraphs or poems				
iv. Reducing passages to a 3rd of original length while retaining the mood				

TEACHING STRATEGY - SPEECH WORK/SPOKEN ENGLISH	Very Much	Much	Not Much	Not at all
i. Pronunciation drill through modelling or repetition				
ii. Contrastive drill				
iii. Poetry recitals				
iv. Conversation				
v. Debating				
vi. Acting plays				

TEACHING STRATEGY - LITERATURE	Very Much	Much	Not Much	Not at all
i. Oral reading				
ii. Discussion of essential aspects emerging from the passage/poem				
iii. Role playing of characters				
iv. Dramatization of important scenes				
v. Identification of literary devices				

PILOT STUDY

RELIABILITY COEFFICIENT DETERMINATION

QUESTIONNAIRE FOR STUDENTS

(50 STUDENTS)

NAME OF CASES	NO OF ITEMS	ITEM MEANS	ALPHA	STANDARD ITEM ALPHA
MATERIAL & USAGE	8	2.5150	.5725	.5845
i. TEACHING STRATEGIES	10	2.9580	.8200	.8204
ii. TEACHING STRATEGIES	10	2.5440	.7524	.7450
iii. TEACHING STRATEGIES	10	2.5600	.6457	.6564
iv. TEACHING STRATEGIES	4	2.5000	.4000	.3787
TREATMENT OF CONTENT (USE, NON USE, EXERCISE	13	2.9646	.6619	.6406
EVALUATION OF STUDENTS	6	2.7567	.7571	.7627
ASSESSMENT OF STUDENTS	12	3.1300	.7299	.7364
TOTAL	73	21.9283	5.3395	5.3247

RELIABILITY COEFFICIENT: ALPHA => $\frac{5.3395}{}$ = 0.67

NO OF CASES $\cancel{8}$

STANDARDIZATION ITEM ALPHA: $\frac{5.3247}{8}$ = 0.67

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PILOT STUDY

RELIABILITY COEFFICIENT DETERMINATION

QUESTIONNAIRE FOR TEACHERS (15 TEACHERS)

NAME OF CASES	NO. OF ITEMS	ITEM MEANS	ALPHA	STANDARD ITEM ALPHA
1. MATERIAL & USAGE	4	2.3833	.3962	.5391
ACQUAINTANCE WITH AIMS (PARTICIPATION, IN-SERVICE, TIMES)	10	2.9200	.7269	.8006
1. PERCEPTION OF THE XTICS OF THE SYLLABUS	10	2.9933	.4498	.5589
4. TREATMENT OF TOPICS	10	3.2400	7737	.7143
5. METHODOLOGY	9	2.8593	.5201	.4705
6 i) TEACHING STRATEGIES	10	2.6400	.2479	.2501
ii) TEACHING STRATEGIES	10	3.0267	.8359	.8360
iii. TEACHING STRATEGIES	10	2.7067	.8878	.8893
iv TEACHING STRATEGIES	4	2.9333	.7865	.7905
7. TEACHING METHODS/PERIODS	5	3.0000	.7083	.7476
8. EVALUATION OF STUDENTS	6	3.3000	.4376	.4506
9. ASSESSSMENT OF STUDENTS	12	3.4278	.7341	.7315
TOTAL	104	35.4304	7.5048	7.7789

RELIABILITY COEFFICIENT: ALPHA $= \dfrac{7.5048}{12} = 0.62$

NO OF CASES

STANDARDIZED ITEM ALPHA: $\dfrac{7.7789}{12} = 0.65$