UNIVERSITY OF CAPE COAST

TEACHERS' SELF-EFFICACY BELIEFS AND GHANAIAN LANGUAGE CURRICULUM IMPLEMENTATION IN SENIOR HIGH SCHOOLS IN NORTH AND SOUTH DANYI DISTRICTS, VOLTA REGION

MARGARET GIFTY BASSAH

2020

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BY

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Thesis submitted to the Department of Arts Education of the Faculty of Humanities and Social Sciences Education, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Arts Education

SEPTEMBER 2020

DECLARATION

Candidate's Declaration

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

Candidate's Signature: ..... Date: .....

Name: Margaret Gifty Bassah

Supervisor's Declaration

I 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.

Supervisor's Signature: ..... .Date…….....

Name: Kofi Busia Abrefa (Ph.D)

ABSTRACT

Issues of teacher self-efficacy in implementing a curriculum have been a major concern in the field of education. The reason behind this is that the role of the teacher in implementing any curriculum cannot be overemphasized. It is, therefore, necessary to explore the self-efficacy belief of teachers in implementing a curriculum. This study aimed at exploring the perceived efficacy beliefs of teachers in implementing the Ghanaian language and Culture curriculum in the North and South Danyi District of the Volta region. To achieve this, the descriptive survey research design was adopted for the study. Data was collected through a questionnaire and analyzed with descriptive and inferential statistics. The study revealed that Ewe teachers exhibited a high sense of efficacy in implementing the Ghanaian language and Culture curriculum. It was further established in this study that the self-efficacy believes of the Ewe teachers predicted their fidelity in implementing the Ghanaian language and Culture curriculum. Nonetheless, there appear to be no significant differences between the self-efficacy believes of teachers based on gender. It has therefore been recommended in this study that the Ministry of Education through GES should continue to organize in-service training for Ewe teachers in the areas of Student Engagement, Instructional Strategies, and Classroom Management to enhance fidelity in curriculum implementation in schools. The study further recommended that the teacher should continue to share their own success stories and stakeholders of education should also appreciate, commend, and encourage on their work.

KEYWORDS

Classroom management

Ghanaian language and Culture curriculum

Ewe teachers

Student engagement

Instructional strategies

Fidelity approach

Self-efficacy beliefs

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DEDICATION

To God almighty, Francis, Eyram, Edem, Selasi, Etornam, and Comfort

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CHAPTER ONE

INTRODUCTION

1.0 Overview

The chapter introduces the background to the study, taking into consideration issues surrounding teacher self-efficacy in Ghana as well as at the international level. It also delves into the statement of the problem, research purpose and specific objectives, research questions/hypothesis, significance of the study, limitations, delimitations, and organization of the study.

1.1 Background to the Study

Education plays an important role in a nation's socio-economic growth. It is considered to be an important vehicle for the economy. Quality education ensures that the socio-economic priorities of the nation are accomplished. Therefore, the curriculum ensures the goals and aims of every nation are achieved (Marsh & Willis, 2007). The curriculum is a very broad concept which implies various things, depending on who uses the phrase. For this research, the word curriculum will be referred to as a written schedule that specifies what students are supposed to learn. It should be remembered, however, that the key purpose of the curriculum change, whether innovation or reform, is to ensure the successful execution of the significant changes envisaged.

Curriculum implementation involves the execution of educational objectives in the classroom (Oliva, 1992). In the development of the curriculum, implementation plays a vital role. The school curriculum will be reduced to only concepts and policies without successful implementation and the necessary improvements will not be enforced.

It is, however, important to note that, whichever form any curriculum change takes, that is, whether innovation or reform, the primary concern is to ensure that the major modifications intended are implemented effectively. Curriculum Implementation is "translating plans into action" (Oliva, 1992, p.26). It is the process of putting a change into practice. Fullan (1994) explains that implementation as a whole is a process over time by which people, events, and resources determine whether or not practice is altered when something new is attempted (Lewy, 1991). Curriculum implementation is the process of putting a document or an instructional program into practice (Fullan & Stiegelbauer, 1991). Implementation plays a critical role in the curriculum development process. It encourages the open use of the program, so as to effect the necessary changes intended by policymakers. Without successful implementation, the school curriculum will be resigned to just ideas and policies; and the desired changes will not be realized.

Every curriculum, like, Senior High School (SHS) Ghanaian Language and Culture curriculum, starts as a plan. It only becomes a reality when teachers put it into action. This suggests that careful planning and development are important, but they count for nothing unless teachers are aware of the product and have the competencies (knowledge and skills), confidence (efficacy), and right notion (perception) to implement the curriculum in their classrooms (Marsh, 1997; Leung, 2008). Teachers are considered to have a critical role in the actualization of the ideas in the new curriculum. Hence, no matter what the curriculum suggests, it is the teacher who makes the ultimate decisions about what is going on in the classroom (Marsh & Willis, 2007). This implies that

effective curriculum implementation relies on classroom instruction, teacher competencies, and beliefs (Mazze, 2013).

It is important to underscore that the changes teachers apply to their practices and adaptation to curriculum require that they have a high sense of efficacy belief (Smith, 1996). Perceived self-efficacy is concerned with judgments of how well one can execute courses of action required to accomplish a specific teaching task in a particular context (Bandura, 1982). Self-efficacy, the belief in one's abilities to accomplish desired outcomes, powerfully affects people's behaviour, motivation, and ultimately, their success or failure (Bandura, 1997). When applied to teaching, teacher efficacy is the teacher's assessment of his/her capability to organize and execute teaching and learning processes (Bandura, 1997).

Teacher self-efficacy determines the feelings, thinking, motivation, and behaviours of people (Bandura, 1994). Also, it affects how much effort will be spent and persisted by people in the face of obstacles and aversive situations. Self-efficacy beliefs are suggested to influence an individual's goals, effort, choice of activities, and persistence (Bandura, 1997). Empirical studies have shown that self-efficacy beliefs are positively associated with teachers in terms of their commitment to teaching (Coladarci, 1992), classroom planning and organization (Allinder, 1994; Dibapile, 2012), classroom management (Poulou, 2007; Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990) and job satisfaction (Caprara, Barbaranelli, Borgogni, & Steca, 2003). Teachers' self-efficacy has also been linked to educators' willingness to implement innovative strategies of teaching (Guskey, 1988; Czerniak & Chiarelott, 1990). Researchers have shown that teacher efficacy has positive effects on teacher

openness to new methods in teaching (student-centered teaching strategies), positive teacher behaviour (Ghaith &Yaghi, 1997), and student motivation (Midgley, Feldlaufer & Eccles, 1989).

In addition, teachers with a high level of efficacy provide more conducive learning environments that are planned and organized yet flexible in meeting students' needs (Allinder, 1994; Bandura, 1997; Milner, 2001). Teachers with high teaching self-efficacy belief, spend more time on academic activities, provide more guidance to overcome difficulties to students, and praise their academic accomplishments (Gibson & Dembo, 1984). Also, they are more willing to teach and maintain these teaching activities (Tschannen-Moran & Woolfolk-Hoy, 2001). If teachers perceive their instructional activities as successful, self-efficacy and expectations to be successful in future activities increase (Tschannen-Moran & Woolfolk Hoy, 2007). Highly efficacious teachers also maintain higher levels of student engagement and are more open to experimenting with new methods (Good & Brophy, 2003; Wertheim & Leyser, 2002).

Besides, teachers with higher levels of efficacy tend to apply management techniques to enhance student autonomy and reduce student control, and they are less critical of students when they make mistakes (Ashton & Webb, 1986; Ross, 1998). Highly efficacious teachers are also more willing to support and cope with students' emotional and behavioural difficulties (Poulou & Norwich, 2002). Fullan (1994) argued in his research that when teachers have a greater sense of efficacy, it leads them to act and persist in the effort required to bring about successful curriculum implementation. Therefore, a greater sense of teacher efficacy might yield a greater degree of curriculum

implementation (Snyder et al., 1992). Teacher efficacy has been linked to the quality of instruction, use of innovative teaching methods, teacher effectiveness and appears to influence curriculum implementation and students' achievement (Tschannen-Moran & Woolfolk-Hoy, 2001; Wolters & Daugherty, 2007).

In Ghana, Ewe is one of the approved languages used as a medium of instruction in schools from kindergarten to lower primary three (Basic 3), then it becomes a subject from upper primary school level (from Basic 4) to all higher levels. The nature of Ewe in the Senior High School (SHS) calls for a minimum deviation from the standard procedures that are established to guide practice. Students must develop the required skills and habit of mastering speaking and writing principles and standards and conform to the common conventions that guide the practice of Ewe. At SHS (SHS), students would have been introduced to basic language skills such as listening, speaking, reading, and writing. These skills must be improved considerably to give students confidence as they communicate in the language. Another issue worthy of note at the SHS level is that students will begin to study some essential rules of language use. However, there are huge concerns among stakeholders about students' academic performance in Ewe in SHS.

For example, in 2011, the Chief examiner revealed that the overall performance in Oral and Written Literature papers was barely average and fell below expectation. The performance of the majority of candidates in this paper was generally of no good standard. Candidates exhibited a lack of knowledge of the contents of selected texts for the paper. Their spellings and expressions were very bad. A good number of these candidates did not have any idea about the demands of the phonology and syntax questions. Their poor performance

was evidence of a lack of tuition and preparation for the examination. The report recommended that there was a need for candidates to do a lot of reading in the Ewe language, to improve their comprehension and reading skills. Candidates need to be given proper tuition, particularly concerning the sounds of the Ewe language, and also the specific structures of the various types of phrases and clauses together with their functions (WAEC, Chef Examiner Report, 2011).

Also, in 2012, as compared to the previous year, candidates' overall performance in the Ewe examination appeared to have fallen below expectation. The area where students needed more tuition was Section B, i.e. the translation. The performance in this section was not encouraging at all. Reasons for this low output seemed to be borne out of the following: (1) selective tutorials/teaching given students by subject tutors, (2) selective learning of topics on the part of students, (3) inability of students to develop enough points for the full discussion of ideas in the answering of questions and (4) poor vocabulary and orthography of candidates. In 2013, the report revealed that the majority of candidates performed averagely. Candidates exhibited a lack of control over the orthography of the language. This issue of not doing enough intensive and extensive reading which should broaden one's horizon in the subject area was evident in candidates' work and their analyzes of poems by their structural development were lopsided (WAEC, Chief Examiner Report, 2012). This poor performance of students in Ewe has raised so many questions about the teachers in terms of their competencies, preparedness, and confidence level.

Additionally, a lot of studies have been conducted to examine the self-efficacy of teachers and the extent of curriculum implementation. However, most of these studies focused on other subjects like Science, Mathematics,

English Language, Social Studies, RME, and History (Eminah, 1993; Mereku, 1995; Okrah, 2002; Torto, 2017; Asare-Danso, 2011; Cobbold, 1999). It is generally concluded from these studies that teacher-related factors are determinants of curriculum implementation. Yet, it appears that no single study has explored the extent of Ghanaian language and Culture curriculum implementation in Ghana. Therefore, it is important for stakeholders of education, especially, Ministry of Education (MoE) Ghana Education Service (GES), National Council for Curriculum Assessment (NaCCA), school administrators among others to be aware of the importance of SHS Ewe teachers' self-efficacy beliefs towards implementation of Ghanaian language and Culture curriculum in the SHS in South Danyi District of the Volta Region of Ghana because there is a positive relationship between strong Ewe content knowledge and high self-efficacy in Ewe pedagogy and vice versa. It is against this background that the current study aims to examine Ewe teachers' self-efficacy beliefs in the implementation of Ghanaian language and Culture curriculum in the SHS in South Danyi District of the Volta Region" of Ghana.

1.2 Statement of the Problem

One key indicator of effective curriculum implementation and quality of the teacher is students' academic performance. However, students' academic performance in Ewe is a major concern for many stakeholders of education. For example, in 2018, candidates' performance was generally not as good as expected. In 2017, the Chief Examiner's report indicated that the majority of candidates scored average marks with a few crossing the pass mark. Candidates' general performance appeared to have fallen slightly below expectation if compared with the previous year (Chief Examiner's Report, 2017, 2018). This

poor performance of students in Ewe has raised so many questions that need to be addressed.

Issues of students' failure in examinations have always been attributed to several factors such as lack of adequate teaching and learning resources, lack of motivation for teachers, indiscipline, among others (Yeboah, 2014; Asamoah, 2018), with limited attention paid to the teacher as a factor in students' low academic performance. Despite this, it appears that parental concerns about students' performance in Ewe and other subjects have always been geared towards teacher competence, preparedness, and confidence level in executing their job. Hence, given the fact that teachers of Ewe could be considered to have a critical role in the actualization of the ideas in the curriculum, it is imperative to explore their self-efficacy beliefs in executing their functions as teachers of Ewe. The reason is that all available studies (Siaw-Marfo, 2011; Akayuure, Nabie & Sofo, 2013; Sam, Konin, Amankwah & Aboagye, 2015) looked at the situation in other subject areas. Against this backdrop, this study examined Ewe teachers' self-efficacy beliefs in the implementation of the Ghanaian language and Culture curriculum in the SHS in the North and South Danyi District of the Volta Region of Ghana.

1.3 Purpose of the Study

The "main purpose of this study was to investigate Ewe teachers' efficacy beliefs about the implementation of the Ghanaian language and Culture curriculum in the SHS in North and South Danyi District of the Volta Region of Ghana. Specifically, the study was guided by the following objectives:

1. To assess teachers of Ewe's perception of fidelity in curriculum implementation in the SHS in North and South Danyi District of the Volta Region of Ghana,
2. To identify the level of self-efficacy beliefs among Ewe teachers in the SHS in North and South Danyi District of the Volta Region of Ghana,
3. To explore the sources of self-efficacy beliefs among Ewe teachers in the SHS in North and South Danyi District of the Volta Region of Ghana,
4. To examine the impact of Ewe teachers' self-efficacy beliefs on curriculum implementation in the SHS in North and South Danyi District of the Volta Region of Ghana,
5. To investigate the possible difference in the self-efficacy beliefs among Ewe teachers based on gender, age, and teaching experience

1.4 Research Questions

The study was guided by the following research questions.

1. What is the perception of Ewe teachers' fidelity in curriculum implementation in the SHS in the North and South Danyi District of the Volta Region of Ghana?
2. What are the levels of self-efficacy beliefs among Ewe teachers in the SHS in the North and South Danyi District of the Volta Region of Ghana?
3. What are the sources of self-efficacy beliefs among Ewe teachers in the SHS in the North and South Danyi District of the Volta Region of Ghana?

1.5 Research Hypotheses

Research question four (4) and five (5) was addressed using research hypotheses

1. H_0: There is no statistically significant effect of Ewe teachers' self-efficacy beliefs on curriculum implementation in the SHS in the North and South Danyi District of the Volta Region of Ghana.
2. H_0: There is no statistically significant difference in the self-efficacy beliefs among Ewe teachers based on gender, age, and teaching experience

1.6 Significance of the Study

"This study would be of benefit to many stakeholders in education. Most importantly, it is intended to sensitize policymakers, educational administrators, and curriculum planners on the need to plan towards effective implementation of the Ghanaian language and Culture curriculum in SHS. This might go a long way to ensure the achievement of the set aims and objectives of the Ghanaian language and Culture curriculum in the SHS. This could be achieved when stakeholders such as teachers, educationists, and interest groups are invited to assist in formulating appropriate goals for the subject. The study would help MoE, GES, and NaCCA to know the extent to which Ewe teachers are faithfully implementing the curriculum so that appropriate measures like teaching resources and workshops would be put in place to ensure effective curriculum implementation. The study would help to identify Ewe teachers' self-efficacy beliefs and the sources of these efficacy beliefs so that appropriate measures would be put in place to increase Ewe teachers' self-efficacy beliefs to aid effective curriculum implementation. Although there is a vast amount of research studies related to curriculum implementation and evaluation in Ghana

and teacher beliefs, there is a gap in the literature relating to Ewe teachers' teaching self-efficacy beliefs and curriculum implementation in Ghana. To that extent, the present study intends to construct a bridge between these two important research areas by exploring dynamic, interactive, and cyclical relationships.."

The findings of the study would guide Ewe teachers to understand the extent to which their own self-efficacy beliefs can contribute to effective teaching and learning of the subject. The teachers would then become motivated to work hard towards gaining mastery of the subject through in-service training sessions and workshops. By upgrading themselves professionally and academically, they might be in the position to understand the implementation process and prepare themselves adequately to teach the subject. This implies that the results of the study might serve as the basis for organizing professional development courses and in-service training programs for Ewe teachers based on the knowledge of what they are already doing or not doing right in relation to the implementation of the curriculum. All these might contribute to making them conversant with the content of the subject; attempt to sharpen their teaching skills; improve their delivery methodologies; develop their leadership skills and qualities; be creative and innovative; improve their communication skills, and also ensure goal achievement. The findings of the study would contribute to the literature on Ewe teachers' self-efficacy beliefs and curriculum implementation in Ghana.

1.7 Delimitation of the Study

The study was restricted only to Ewe teachers in public SHS in North and South Danyi Districts, Volta Region of Ghana, and their self-efficacy

beliefs in curriculum implementation. The cosmopolitan nature of the North and South Danyi District informed its choice given that schools in the District possess the variables of interest for the study. The study did not cover teachers in other subject areas. Again, the study was restricted only to curriculum implementation and not curriculum design or curriculum evaluation.

The study was also delimited to the Fidelity approach to curriculum implementation since Ghana operates on a centralized system of curriculum implementation. It was also delimited to Bandura's Social Cognitive Theory of self-efficacy beliefs and Tschannen-Moran and Woolfolk-Hoy's (2001) Self-efficacy Questionnaire measure on three dimensions, namely, instructional practices, classroom management, and students' engagement.

1.8 Limitations of the Study

This study has its own limitations, which must be acknowledged prior to discussing the implications of its findings. First, the descriptive survey design to be used in the study may have some shortcomings of external and internal validities because variables are usually isolated and sample randomized (Cohen, Manion & Morrison, 2007). The design is often susceptible to or easily influenced by distortions through the introduction of biases in the measuring instruments. For instance, in this study, errors due to the use of the questionnaires might distort the research findings. To mitigate the problem of reliability, there was a pilot testing of the research instrument to measure the internal consistency of the items used to gather data for the study

Secondly, the study participants were Ewe teachers in South Danyi District in the Volta Region. Although the sample size was adequate for the statistical analyzes conducted in this study, these findings remain tentative and

localized to this sample until they are confirmed by further research. The third limitation stems from the sampling strategy which poses a threat to the external validity. Moreover, a census survey that is not based on randomization was utilized due to the same restrictions. Also, private schools should have been included so that the researcher could get a broader picture of the subject matter. As such, the generalizability of the findings is limited to Ewe teachers with similar characteristics to the research sample.

A self-report survey instrument was utilized to collect data in the current study. Therefore, there exist some limitations stemming from the nature of the self-report survey. The main assumption in this study is that Ewe teachers reflect their real thoughts honestly and accurately. However, teachers may not understand the items of the instrument in the intended form by its developers or they can reflect their behaviours in ways they want to act, instead of their real performance. Furthermore, responses in teacher self-reports may be also distorted due to ego enhancement, guilt, denial, or social desirability (Ross, McDougall, & Hogaboam-Gray, 2003).

Additionally, the assumption that teacher self-efficacy is a measurable construct remains contentious in the research community, since, despite the considerable amount of teacher self-efficacy research, conceptual and measurement problems still exist (Klassen, Tze, Betts, & Gordon, 2011). Hence, differences in research findings may be due to differences in research contexts, populations, construct definition, and instrumentation.

Also, this study is limited to the perceptions of Ewe teachers about the curriculum implementation and their self-efficacy beliefs. Real classroom practices of teachers and the quality of teacher-student interactions cannot be

reflected accurately to that extent. Furthermore, teachers will not be observed while they were filling the instrument. Hence, any unexpected event during that process may distort teachers' responses. Finally, the design and nature of this quantitative study provide a snapshot of teachers' beliefs at a particular time, without consideration of factors that may influence these beliefs.

1.9 Organization of the Study

The thesis is organized into five chapters. Chapter One introduces the study by setting the background, identifying the main issue to be investigated (statement of the problem), the purpose of the study, and formulates research questions that provide a guide for the study. It also outlines the significance of the study, the delimitation (scope) and limitation of the study, and the organization of the study. Chapter Two is devoted to the literature review. The review covers the theoretical, conceptual as well as empirical framework of the study. Chapter three deals with the methods which were adopted in the study. Topics covered include research design, population, sample and sampling procedures, instrumentation, as well as data collection and data analysis procedures. Chapter Four is devoted to the discussion of the results and findings of the study. The findings from the study are presented and discussed in relation to the research questions and hypotheses that guided the study. Chapter Five provides a summary of the research findings and conclusions; and makes recommendations on how they influence educational theory and practice.

1.10 Chapter Summary

Chapter one the study covered issues on teacher self-efficacy; it was conceptualized as the teachers' belief about their effectiveness in executing their functions as teachers. Also, the section dealt with the problem statement

wherein the researcher established the fact the various factors, except for teacher self-efficacy, have been associated with student's failure, hence the need for further exploration on Ewe teachers' self-efficacy. Also, the research purpose and objective were stated in the chapter. Furthermore, the chapter outlined the significance of the study and specified the scope of the research, thus the study was delimited to SHSs in the North and South Danyi District of the Volta region. In terms of limitations of the study, issues concerning data collection and instruct reliability was meticulously dealt with.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The preceding chapter (Chapter One) discussed in detail the background of the study. This chapter presents a comprehensive review of relevant literature in relation to the topic under investigation. The chapter is divided into three parts. The first part focuses on the theoretical review (fidelity approach to curriculum implementation and Bandura's (1977) social cognitive theory). The second part looks at conceptual review and conceptual framework and the third part deals with empirical review in relation to the research questions and hypotheses that were formulated to guide the study.

2.1 Theoretical Framework

"Since the purpose of the study is to examine the SHS teachers' self-efficacy beliefs in the implementation of Ghanaian language and Culture curriculum, the study is rooted in self-efficacy theory by Bandura's (1977) and fidelity approaches to curriculum implementation.

2.1.1 Bandura's (1977) social cognitive theory (SCT)

Teacher Self-efficacy is a construct that has emerged from social cognitive theory (SCT). Bandura's (1977) Social Cognitive Theory (SCT) is the theoretical framework that undergirds this study. SCT posits that people are more than passive receptors of environmental influences and circumstances. SCT describes the human experience as one of action, forethought, intentionality, and choice (Bandura, 1986). SCT contends that people interpret information and function as contributors to their own motivation, behaviour,

and development within a network of reciprocally interacting influences (Bandura, 1999).

Bandura (1977) asserts that people can learn through mastery experience, vicarious experience, verbal persuasion, and physiological and emotional experience. People learn by doing, observing, hearing encouraging and supportive words, and through mental processes that record the emotional and sensory responses to learning. Self-efficacy develops through these four sources, and one's self-efficacy can predict success in a goal and task achievement. SHS Ewe teachers' self-efficacy may develop through a teacher-training program that includes student teaching, observing other teachers, receiving feedback from an evaluator, or accomplishing a teaching task, which produces pleasant emotional arousal that can be recalled as a positive reinforcement of the successful behaviour. Each" of these experiences is an example of the four sources of self-efficacy for a teacher.

Teacher self-efficacy is the perception a teacher has in his capacity to communicate knowledge effectively and to address student behaviour regardless of the level of student motivation (Bandura, 1993; Tschannen-Moran & Hoy, 2001). Self-efficacious teachers perceive they can achieve the outcomes they desire with their students. Teachers with great self-efficacy are open and willing to innovate in instructional practice, and they demonstrate strong classroom management because they perceive they have the ability to be successful in achieving the objectives and the targets that they establish for themselves and their students (Dibapile, 2012). The major tenet of Bandura's SCT of learning is that people learn through their social interactions with others; thus teachers' self-efficacy in teaching could be developed by imitation,

observation, and modelling. It is therefore believed that teacher competence could be improved when they are socially influenced. This social influence can be derived from the kind of motivation teachers get in their profession as a result of observing, imitating, or modelling their teaching practices around others in their profession. This means that teachers' may be enhanced through the kind of motivation they get from others, as well as the inspiration they get by watching others effectively executing their teaching functions

2.1.2 Fidelity approach/model of curriculum implementation

This current study is rooted in the Fidelity of implementation of the Ghanaian language and Culture curriculum in SHS. This is because Ghana operates the centralized system of curriculum development where the curriculum is designed by a centralized body, thus the National Council for Curriculum Assessment (NaCCA under the auspices of the Ministry of Education. The development of the school curriculum under this level of curriculum development requires that changes and modifications in the school curriculum be implemented to a large extent as intended by policymakers to ensure standardization in curriculum implementation.

The initial and most extensively documented model for curriculum implementation is the fidelity model. It investigates the degree of faithful implementation of the curriculum, and the criterion for success is the faithful use of the curriculum as intended by the developers or sponsors of the program (Snyder et al., 1992). That is to say, when program developers prescribe a fidelity approach to implementation, they intend to measure the extent to which actual use of the curriculum corresponds with its intended use. Minor changes introduced by the implementers might be tolerated but the emphasis is clearly

on ensuring that practice concurs with the intentions of the designer (Cobbold, 1999). He makes the pertinent observation that the fidelity perspective to implementation seems highly optimistic about achieving pre-determined goals through the use of systematic, rational processes.

As stated earlier curriculum implementation with this model requires strict adherence to the implementation plan of a given curriculum. Hence by using this as a theoretical basis for this current analysis, special attention would be paid to assessing the extent to which teachers of Ewe are faithful in implementing the Ghanaian language curriculum.

2.2 Conceptual Review

This section reviews relevant concepts which apply to the current study. The following concepts were reviewed: Concept and definition of the curriculum; concept and definition of curriculum implementation; nature of Ghanaian language and Culture curriculum in the SHS in Ghana, factors influencing curriculum implementation; Ewe teachers as the main agents of curriculum implementation; and definition of teacher sense of efficacy belief and sources of teacher efficacy beliefs in Ghanaian language and Culture curriculum implementation and conceptual framework.

2.2.1 Concept and definition of curriculum

The activity of all nations' educational system is controlled by their curriculum. The curriculum is a crucial component of any educational process. It addresses questions such as what students should learn and be able to do, why, how, and how well. According to the University of Zimbabwe's (1995) definition of curriculum, it is the way content is designed and developed. Alebiosu (2005) is of the opinion that curriculum is the instrument that dictates

the affairs of every educational system. Mkpa and Izuagba (2009) conceptualized curriculum as the planned and guided experiences and intended outcomes formulated through the systematic reconstruction of knowledge and experience under the auspices of the school for the learner's continuous and willful growth and personal social competence.

From these definitions, the term curriculum could be defined as the lessons and academic content taught in a school or a specific course or program. Thus, it refers to the knowledge and skills students are expected to acquire. This includes learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

2.2.2 Concept and definition of curriculum implementation

A curriculum plan is not valuable unless it is utilized efficiently (Saylor, Alexander, & Lewis, 1981). Due to this fact, the implementation of a curriculum becomes a basic concern for educational authorities. In their comprehensive review on curriculum and instruction implementation, Fullan and Pomfret (1977) also delineate implementation as the actual usage of innovation in the practice. To Fullan and Pomfret, implementation, in general, entails a change of practice at least in five domains, namely "materials, structure, role/behaviour, knowledge and understanding, and value internalization" (p. 336). Lewy (1977) sees it as the open use of a program throughout an entire school system. Accordingly, it involves putting a change into practice, an idea, program, or set of activities and structures new to the attempting or expectation to change.

According to Ornstein and Hunkins (2004), curriculum implementation is the process of delivering a curriculum to promote students' learning while attempting to change the knowledge, actions, and attitudes of the teachers. Curriculum implementation, according to Ivowi (2009), involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting, where the teacher-learner interactions take place. Curriculum implementation entails the interaction of the learner and the curriculum contents under the guidance of the teacher in order to acquire desired knowledge, attitudes, abilities, and skills. Mkpa and Izuagba (2009) also maintained that curriculum implementation is the actual engagement of the learner with planned learning opportunities; this planning includes the instructional materials that will be used for its implementation at the appropriate" stages. Thus, putting into practice the officially prescribed courses of study, syllabuses, and subjects (Badugela, 2012), is what curriculum implementation entails.

2.2.3. Nature of the Ghanaian language and Culture curriculum in SHS in Ghana

Introduction/Foreward

The committee that redesigned the syllabus for schools; the New Educational Reform syllabus Review committee (NERSAC) based its work of review of the syllabus on the report of the New Educational Reform Implementation Committee (NERSAC) submitted to the curriculum reform and development division of the Ghana education service. The (NERSAC) report points out that teaching and learning should be based on a syllabus that is

capable of equipping the learner with the needed knowledge and skills to solve socio-cultural problems. This objective of the syllabus is very critical in building the thinking ability of the students and also to encourage them to make decisions on their own.

Aims of Teaching Ghanaian Languages and Culture

Language is not only used in communication with one another. Culture and everything that has to do with it is embedded in language. Some of these things are culture, customs, folklore, traditional medicine technology, arts, and many others. It is the language that makes every ethnic group unique language is the most impactful means by which culture is transmitted from generation to generation. Culture teaches the past, present, and what the future of an ethnic group will be.

As a result of this, the study of Ghanaian language and culture will:"

i. Improve the efficiency of learner and language.
ii. Improve learner's use of the language and culture in their social lives for the benefit of their neighbours.
iii. Help them improve their understanding of knowledge of their culture to maintain it.
iv. Enable them to identify sociocultural, socioeconomic, and political problems and challenges among Ewes and how to curb them.
v. Equip learners with a strong foundation to respect and value other cultures.

General Aims of the Ghanaian language and Culture curriculum

The syllabus has been designed to help learners:

i. Understand the structure and usage of Ewe very well.

ii. Improve the use of Ewe language and culture among themselves.

iii. Value their language history of origin and the culture that is bequeathed to them by their forefathers.

iv. Correct the perception that everything about Africans is bad.

v. Identify the fact that oral literature is an important means of training and correcting people to become useful citizens.

vi. Review their culture and customs and correct the bad ones.

2.2.4 Concept and definition of teacher sense of efficacy belief

Self-efficacy, a construct derived from Bandura's Social Cognitive Theory (1977), is best understood as the belief that a person has in his capacity to affect outcomes that he desires." Perceived self-efficacy, as defined by Bandura (1997), is "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p.3). Ewe teachers' self-efficacy is the perception that he/she has of his or her ability to convey knowledge and understanding as well as to influence student behaviour regardless of student motivation (Bandura, 1993; Tschannen-Moran & McMaster, 2009). It is characterized as a future-oriented judgment about the level of competence people expect to present in a particular situation (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). This belief enables individuals to exercise a measure of "control over their feelings, actions, thoughts, and motivation through cognitive, affective, motivational, and selection processes (Bandura, 1994; Pajares, 1997; Zimmerman, 1995).

Teacher self-efficacy has specific application in the curriculum implementation and teaching profession. The teaching profession is multi-faceted, necessitating that teacher be flexible and adaptive. Teacher

responsibilities include understanding and implementing the core learning standards in instruction, planning and implementing curriculum to address the learning standards, preparing students for assessment, assessing student progress on learning standards, managing the classroom environment, and continually updating their professional knowledge. Teachers must be capable of adapting to the changes that occur in education due to governmental policies, new research in education, and changing administrative leadership expectations.

Research has indicated that teachers' sense of efficacy is an important influence on their practice and student learning (Silver et al., 2009; Woolfolk, Rosoff & Hoy, 1990; Ashton & Webb, 1986; Gibson & Dembo, 1984). Teachers' mediating decisions and associated actions and interactions with students can affect students' learning (Silver et al, 2009). The self-efficacy belief is an important concept in the understanding of teacher thoughts, decisions, feelings, behaviours, performance, and attitudes towards their students. Self-efficacy beliefs are very important in terms of decisions regarding classroom management, organizing courses, teaching, motivating the students for learning, and communicating with the students effectively. Self-efficacy is a key predictor of intentions and choice as well as the persistence to complete a task (Erdem & Demirel, 2007).

2.2.5 Sources of teacher efficacy beliefs in curriculum implementation

Creating beliefs on personal efficacy is based on a complex process of self-appraisal through selection, interpretation, and integration of information from multiple sources (Oettingen, 1995). Bandura (1997) specifies the main sources of information that people use in developing their sense of efficacy as mastery experiences, vicarious experiences, verbal persuasion, and

psychological arousal. People assimilate new information in the process of doing, observing, and receiving verbal and emotional support as they progress through mental processes that record the emotional and sensory responses to learning, and self-efficacy evolves by virtue of these four antecedents (Mohamadi & Asadzadeh, 2011). These sources are vividly explained below:

1. *Mastery experiences*: Mastery experiences, as the most influential source of efficacy beliefs enable individuals to transfer their previous experiences into present situations (Bandura, 1986, 1997). The difficulty of past actions, the amount of expended effort, and the success and failure motives provide the required feedbacks for the construction of efficacy judgments. The perception that past performance has been successful raises efficacy beliefs, which contributes to the expectation of proficient performance in the future. Successes contribute to the improvement of the sense of efficacy while failures weaken it. On the contrary, repeated failures in the past lower confidence in delivering desired outcomes" in the future. Bandura's assertion that mastery experiences are the most influential information on efficacy has been supported by numerous researchers (e.g., Bruce & Ross, 2008; Cheung, 2008; Gabriele & Joram, 2007; Tschannen-Moran & McMaster, 2009).
2. *Vicarious experiences*: The second source of self-efficacy information is the vicarious experience gained by observing others performing tasks. Vicarious experience, or role modeling, serves as a powerful tool for promoting efficacy by providing individuals a means of assessing adequacy through comparisons with others. Sources of vicarious experience for teachers may include experiences of observing

colleagues' classes, images portrayed in the media, images from professional literature, and conversations in teachers' lounges in schools (Tschannen-Moran et al., 1998). By observing the successes and failures of others, people gather the information that contributes to their judgments about their capabilities. Observing another person perform a task successfully can influence personal beliefs about the ability to do the same (Bandura, 1977, 1986, 1997).

3. *Social/Verbal persuasion*: Verbal persuasion or social persuasion refers to the concept that individuals can be persuaded to believe that they can succeed. Verbal persuasion has to do with verbal interactions that a teacher receives about his or her performance from important others in the teaching context, such as administrators, colleagues, parents, and members of the community at large. For teachers, for example, the responses of their students could consist of a form of social persuasion (Mulholland & Wallace 2001).

   Types of social persuasion such as verbal feedback, encouragement, praise, norms of persistence, and achievement can induce a supportive social environment, whereas lack of feedback and criticism from colleagues and students can create an unsupportive environment (Milner & Hoy 2003). To teachers, verbal persuasion may take different forms such as explicit feedback from their school principals and colleagues, and teachers' perceptions of enthusiasm and engagement of their students (Mulholland & Wallace, 2001). The effectiveness and potency of the persuasion depend on the credibility,

trustworthiness, expertise, and attractiveness of the persuader (Bandura 1997).

4. *Psychological and emotional experience/arousal*: Psychological and emotional arousal refer to the concept that the level of emotional and affective states a person experiences in a situation adds to self-perception of competence. States or emotional/ psychological states are also sources of efficacy information. When confronted with a task, powerful psychological reactions or emotional arousals, such as fear, anger, anxiety, depression, stress, and sorrow, contribute to a person's sense of personal competency, as that person relies on bodily cues to warn them of vulnerability and anxiety. These psychological cues can effectively alter individuals' beliefs about their capabilities. People come to expect success when they feel low arousal, while high anxiety inhibits confidence in abilities (Bandura, 1977, 1986, 1997).

People can judge their competencies based on the emotional state they experience through action. Positive moods are considered as the signs of personal efficacy whereas depressed moods are viewed as the representatives of inefficacy. People may view a state of arousal as an energizing factor that can contribute to a successful performance, or they may view arousal as completely disabling. To teachers, feelings of relaxation and positive emotion in the classrooms signal self-assurance and the anticipation of future successful performance. On the other hand, high levels of stress and fear can be debilitating, leading to thoughts about ineptitude that generate further "stress through anticipatory self-arousal (Bandura, 1997).

2.3 Conceptual Framework

Based on self-efficacy theory (social cognitive theory) and fidelity approach of curriculum implementation. The researcher hypothesized that the effective implementation of the Ghanaian language Curriculum in SHS is contingent on teacher-efficacy beliefs. The teacher's sense of efficacy beliefs composed of instructional strategies, students' engagement, and classroom management are measured by Tschannen-Moran et al. (1998). The primary factor affecting teacher efficacy is the teacher's interpretation of the four sources of information on efficacy i.e. verbal persuasion, vicarious experience, mastery experiences, and physiological arousal. However, the information is interpreted differently by each individual. Also, the researcher believes that judgments about efficacy are dependent on the interaction of demographics (gender, age, level of education, and teaching experience). In turn, personal teacher efficacy mediates their influences on the choice of instructional and pedagogical practices during Ghanaian language and Culture curriculum implementation." Figure 1 is the pictorial representation of the conceptual framework.

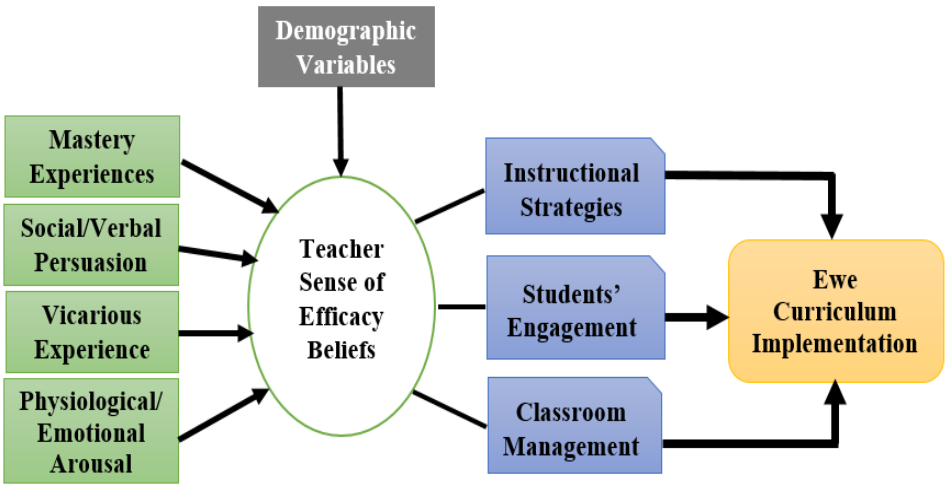

Figure 1: Ewe Teachers' and Ghanaian language and Culture curriculum Implementation in SHS

Source: Author's own construct (2019).

2.4 Empirical Review

This section reviews studies that have been done by other researchers on the phenomenon under investigation. This was achieved on the basis of research questions and hypotheses formulated to direct the analysis.

2.4.1 The level of perception of effectiveness among teachers

Literature abounds on the efficacy perceptions of teachers in developed and developing nations. For instance, in a study that sought to examine the self-efficacy and classroom practices of teachers, Bruce, Esmonde, Ross, Dookie, and Beatty (2010) found that the efficacy of teachers goes a long way to influence the effectiveness of teachers in carrying out their instructional duties. The results of this study indicated that teachers with a higher sense of self-efficacy were more likely to excel in their effort to achieve the classroom objectives regardless of the challenges faced in accomplishing a learning task. Similarly, Wolf, Foster, and Birkenholz (2010) concluded in a study that purported to examine the association between the self-efficacy of teachers who taught agriculture in the USA and the effectiveness they exhibit in executing the curriculum. With a sample size of 24 teachers at the University of Ohio, the study found that instructors indicated a high level of efficacy in teaching. This, therefore, influenced their classroom practices as it was found that these teachers tend to be more effective in ensuring good classroom management, adopted effective and suitable learning strategies.

Furthermore, Ünlü and Ertekin (2013) also examined the self-efficacy of teachers in teaching mathematics. Analysis of data gathered from144 pre-service mathematics instructors from the University of Aksaray revealed that the association between teacher self-efficacy and the teaching of mathematics

was very high. Another equally relevant study by Kahraman, Yilmaz, Bayrak, and Gunes (2014) assessed the difference between gender regarding the self-efficacy and instructional effectiveness of science lessons. Nonetheless, the study found no substantial differences between genders with respect to their self-efficacy believes and the effectiveness exhibited in executing the science curriculum. San (2014) also conducted a similar study in the same year that assessed the effectiveness of prospective mathematics teachers in preparing and coordinating teaching. The study took into consideration 111 students from two science faculties; the Faculty of Education and the Faculty of Science at the University of Applied Sciences. The findings of the study show that the sense of the effectiveness of prospective mathematics teachers in preparing and arranging to teach was at an acceptable stage. In comparison, pre-service mathematics teachers at the Faculty of Education demonstrated greater effectiveness in teaching than pre-service teachers at the Faculty of Science. Relatedly, in Kenya, Wang'eri and Otanga (2014) examined demographic and situational predictors of the effectiveness of personal teachers and the degree to which teachers prefer either conventional or creative teaching techniques. In all, eighty teachers pursuing further studies at the Kenyatta University were included in this study. Data were obtained via a self-report questionnaire customized to the teacher's sense of self-efficacy (Tschannen-Moran & Hoy, 2001) and the tutor help scale (Capa & Loadman, 2004). It was found that these teachers rated themselves moderately high in terms of how efficacious they perceived themselves to be.

In the Caribbean, Jaggernauth and Jameson-Charles (2015) investigated three aspects of the efficacy of newly enrolled teachers pursuing a teacher

development program in the Trinidad and Tobago universities. The study, specifically, aimed at the initial effectiveness of these teachers at the launch of the inception of the teacher development program (2013–2014). The instrument consisted of two sections: the demographic questionnaire and the Teachers' Sense of Productivity Scale (long form) (Tschannen-Moran & Woolfolk Hoy, 2001). It was revealed that the efficacy of teachers was moderate. Also, the study found no significant difference between gender and years of teaching. However, it appeared in this same study that teachers over 45 years of age registered slightly greater teaching performance in classroom management than younger colleagues.

In Ghana, Sarfo, Amankwah, Sam, and Konin (2015) studied the association between the efficacy between gender and the school practices of teachers in high schools situated in the Kumasi metropolis. With a descriptive survey design and sample size of 259 male and 178 female teachers, the study indicated that the effectiveness of teachers for student engagement was greater than the effectiveness of classroom management and teaching methods. In all teachers reported comparatively higher self-efficacy. Based on these results, it was proposed that teacher training organizations concentrate on teaching educational strategies, student participation, and classroom management strategies to trainees in order to increase their effectiveness. Similarly, Ngman-Wara and Edem (2016) study the basic science teachers ' self-efficacy belief and their attitudes exhibited in teaching science. 100 teachers; 92 male teachers and 8 female teachers were involved in this study. Through the use of descriptive statistical methods, the results indicated that basic school teachers who taught science had a very high degree of self-efficacy and exhibited a positive attitude

towards teaching science. Despite this, they had concerns about their willingness to encourage laboratory work in their future science classes.

In another related study in China, Htang (2018) examined the efficacy of teachers with a sample of 101 in-service teachers in three schools; high schools, colleges, and universities. This study also revealed a significant difference between the efficacy of high school teachers and the efficacy of university lectures. Thus, the University lecturers had higher efficacy than the high school teachers. Regarding teacher qualification, it appeared in this study that teachers with a degree in education and master's degree in education were more efficacious than teachers with M. A and M.Sc

2.4.2 Sources of teachers' sense of efficacy belief

Various assumptions about the degree of significance of the four sources (Mastery experiences, Vicarious experiences, Social/Verbal persuasion, Psychological and emotional experience/arousal) have been drawn in the analysis of the sources of the effectiveness of the instructor. Among the four origins of teaching effectiveness, Bandura (1977, 1997) indicated that mastery experience better clarified the effectiveness of students, accompanied by vicarious experience, social persuasion, and physiological excitement. Mastery experience has been highlighted as an important source in some research (Yeung & Watkins, 2000; Tschannen-Moran & Hoy, 2007; Tschannen-Moran & McMaster, 2009 ;), although other scholars have found that social persuasion is very essential (Milner, 2002; Poulou, 2007) or as crucial as mastery experience (Cheung, 2006, 2008; Mulholland & Wallace, 2001).

Various studies also suggest that all factors were similarly relevant in describing the effectiveness of teachers (Bruce & Ross, 2008), and other

literature apart from that of Bandura (1977, 1997) was also established (Palmer, 2006). Some research showed that help from colleagues was not a major indicator of teaching effectiveness (Hoy & Woolfolk, 1993; Egger, 2006; Gur, Cakiroglu & Aydin, 2012). Other research (Tschannen-Moran & Hoy, 2001; Capa, 2005) that encouragement from peers in the same department was not associated with the effectiveness of personal teachers. For example, Tschannen-Moran and McMaster (2009) concluded that the professional growth of primary school teachers with mastery expertise had the most important impact on the effectiveness of teachers.

Correspondingly, enactive mastery success was considered the most effective indicator of self-efficacy in the university sense (Morris, 2010). In similar research, Moulding et al. (2014) also observed that among pre-service basic teachers there was a strong relationship between teachers' expectation for assistance from their colleagues and their respective self-efficacy**.** However, in terms of vicarious knowledge and verbal persuasion, with the successful assistance of a tutor, do tend to have significance in the effectiveness literature of teachers.

In Kenya, Wang'eri and Otanga (2014) examined the demographic and qualitative predictors of the effectiveness of personal instructors and the degree to which they prefer either conventional or creative instructional strategies. Among 80 basic school instructors selected through a convenient sampling method in Kenyatta University, the study revealed that Verbal persuasion and mastery anticipated the effectiveness of a personal trainer. Recommendations for staffing and preparation proposed. Another related qualitative study in Singapore which examined the origins of the effectiveness of teachers perceived

as low performers in terms of instruction and teachers perceived to be high performers in instruction, Wang, Tan, Li, Tan, and Lim (2017) found that the sources of efficacy for the high performing teachers were in line with the Psychological origins of knowledge postulated by Bandura (i.e., mastery, verbal coercion, vicarious awareness, and physiological and emotional excitement). Also, three additional non-psychological sources of intelligence, including teacher awareness of pupils, student relations, and prior job experience, played a significant role in the growth of highly effective teachers.

Using a case study, Lavado (2018) investigated the impact of teachers' self-efficacy on the effectiveness of Lutheran schools. This study aimed at investigating the impact of teacher self-efficacy on instruction. The study used interviews and field observations as the data collection procedures. The study found a positive interaction association between the various members of the school group and a sense of belief in the supernatural call to teach. Similarly, constructive contact with principals, peers, parents, and students improves the self-efficacy of prospective teachers.

In Turkey, Arslan (2019) studied the explanatory strength of future teachers' self-efficacy in teaching self-efficacy and attitude about the education profession. Correlational analysis was the design of the study. The research was performed on 315 teacher trainees pursuing pedagogical education in the 2017-18 academic year. Tools were "prospective teacher self-efficacy tools scale," "teaching self-efficacy scale" and "technical attitude scale." Through the Pearson product-moment correlation coefficient and path analysis approach, the results of the study revealed that emotional responses, competence, and social

persuasion were key indicators of self-efficacy teaching by trainees and attitudes towards teaching careers.

2.4.3 Gender and teachers' sense of efficacy beliefs

There is a broad variety of contrasting empirical results on the impact of teachers' gender on how efficacious they are. For example, in a study by Klassen and Chiu (2010), it was found that female teachers have lower self-efficacy in classroom management, however, in terms of student engagement and teaching strategies, no significant difference was established.

Other studies have been conducted in the Ghanaian context concerning the same topic under review. For instance, Mitchual et al. (2010) performed comparative studies on the impact of gender on the self-efficacy of prospective teachers. It was revealed that average self-efficacy views of pre-service teachers did not vary substantially from gender to gender. In Iran, Karimvand (2011) studied the impact of the gender of teachers and their relationship on the sense of self-efficacy of Iranian EFL teachers. The regression analysis showed that gender had no major association impact on the effectiveness of the participants.

Likewise, Shaukat, Abiodullah, and Rashid (2011) also established that male teachers typically ensured classroom discipline and control all forms of destructive actions of students over what female teachers do. Anderson (2011) also corroborates this as he finds evidence that females indicate higher self-efficacy among teachers than males. In Turkey, Gür, Çakiroğlu, and ÇapaAydin (2012) looked at the predictors of the effectiveness of teachers. Data for this study were elicited from 383 respondents comprising mathematics and science teachers. The study found that performance satisfaction has made a substantial contribution to the effectiveness of educational methods, the effectiveness of

classroom administration, and the effectiveness of student participation, while gender, teaching sector, and teaching experience were variables that were not major predictors of any of the dependent variables. Parental support and teaching services estimated the success of student participation only.

In Pakistan, Shaukat and Iqbal (2012) studied teacher self-efficacy as a predictor of student classroom participation, teaching methods, and management in the classroom. This study specifically sought to assess Teacher efficacy in relation to gender. Out of the sample size of 188, 108 were male teachers while 80 of them were female teachers in public schools of Lahore, Pakistan. The results did not show a major gap between male and female teachers on pupil engagement and teaching approaches, nonetheless, in terms of classroom management, male teachers appeared to be marginally better than female teachers. They also concluded that male teachers are more capable of managing their classrooms than females. In East Tennessee, Tweed (2013) described a collection of variables related to the introduction of emerging technology in the classroom. Based on two schools in the East Tennessee district, 124 teachers were sampled for the study. The results of the study revealed that that the gender of teachers does not play a major role in teacher self-efficacy.

Also in Trinidad and Tobago, Gowrie and Ramdass (2014) examined discrepancies between 532 primary teachers in Trinidad and Tobago in 3 components of the effectiveness of teachers by gender. No major variations were identified between the three dimensions investigated by the sex of the instructor. In Kenya, Wang'eri and Otanga (2014) examined demographic and predictors of the effectiveness of personal teachers as well as the degree to

which they prefer either conventional or creative teaching techniques. In all, 80 basic school teachers pursuing further courses in the University of Kenyatta select through a simple random sampling technique participated in this study. Through a series of multiple regression analysis, this study found that Teacher efficacy varies in terms of gender, and that female teachers reported higher efficacy than male teachers.

In Iran, Nejati, Hassani, and Saharapur (2014) examined the relationship between gender and the self-efficacy of Iranian English as Foreign Language (EFL) students. The research sampled 34 EFLs from private English language academic institutions in Karaj. They were required to complete the Teachers' Sense of Effectiveness Scale. This study also revealed that there was no difference between male and female educators in terms of classroom management. They varied, however on the basis of engaging students in teaching and learning, and educational techniques used in teaching; male teachers were good at student participation, whereas female teachers were good at instructional methods. In the Caribbean, Jaggernauth and Jameson-Charles (2015) investigated three aspects of the effectiveness of newly enrolled high school instructors in an in-service teacher training program at the University of Trinidad and Tobago universities. This quantitative research aimed to investigate the initial effectiveness of in-service secondary school teachers at the launch of the in-service teacher preparation program. The instrument consisted of two parts: a demographic questionnaire and a teacher's sense of effectiveness. The researchers reported that there were no disparities in the efficacy of teacher sex.

In Ghana, Sarfo et al. (2015) conducted a relevant study that aimed at examining the relationship between gender and self-efficacy in classroom management and student engagement among teachers in high schools in the Kumasi metropolis. With a sample of 259 male instructors and 178 female instructors from both private and public SHS, the study revealed that in terms of instructional strategies, there was a significant difference between genders. Thus, female instructors employed effective instructional strategies than male instructors. On the other hand, there appeared to be no significant difference between males and females in terms of managing the classroom environment and also in engaging students. On the basis of these results, it was proposed that teacher training organizations concentrate on teaching instructional strategies, student participation, and classroom management strategies to trainees in order to increase their performance.

2.4.4 Age and teacher sense of efficacy beliefs

A variety of contradictory literature exists on the influence of age on the self-efficacy of teachers. For instance, Hoy and Tschannen-Moran (2007) revealed in their study that the self-efficacy of a teacher is not influenced by age. However, Moafian and Ghanizadeh (2009), in a review on the relationship between self-efficacy scores of Iranian students and pedagogy revealed contradictory findings that the older the instructors, the higher their sense of self-efficacy. Other evidence also suggests that teachers who are lower in age are correlated with greater self-efficacy values and higher aspirations (Edwards & Robinson, 2012; Smits & Bosscher, 1998). In the same way, Voris (2011) studied the role played by Teacher efficacy, work satisfaction, age, and other demographic factors in the self-efficacy of early career special education

teachers. The results indicate that there are no substantial variations in the degree of self-efficacy of special education teachers when examined by age.

Specifically, in the field of teachers' age and self-efficacy, Hicks (2012) discussed how the management of the classroom, the age of teachers, and self-efficacy was related. The results from this study revealed that there was no sufficient evidence to indicate the connection between self-efficacy and the instructor's age. Researchers have correlated greater teaching effectiveness values with younger teachers rather than older teachers. In another equally relevant study with a similar research method carried out in the context of schools in East Tennessee, Tweed (2013) found that the age of teachers plays no significant role in teacher self-efficacy.

In Kenya, Wang'eri and Otanga (2014) looked at demographic and qualitative predictors of the success of personal teachers and the degree to which they choose traditional or innovative instructional techniques. 80 primary school teachers were chosen by a convenient sampling process at Kenyatta University. A series of multiple regression analyzes were carried out based on the data collected. Teacher efficacy was found to vary in age. Teachers aged 35-45 years had the greatest efficacy compared to other teachers.

In the Caribbean, Jaggernauth and Jameson-Charles (2015) studied three key aspects of the success of newly enrolled teachers in the teaching training program at the universities of Trinidad and Tobago. Specifically, the study looked at the initial efficacy of these teachers at the start of the teacher improvement program (2013–2014). The instrument consisted of two sections: the demographic questionnaire and the Teachers' Sense of Productivity Scale (long form) (Tschannen-Moran & Woolfolk Hoy, 2001). The study showed that

there was a statistically substantial disparity in teacher teaching methods depending on age groups, but there were no gaps in teacher involvement and classroom management. Teachers over 45 years of age showed slightly greater confidence in the effectiveness of teachers than younger peers. Based on these observations, the researcher concluded that if Bandura is right about the change in effectiveness perceptions over time, then these results are doubtful because the maturation that follows aging is likely to affect the mindset and, eventually, beliefs.

2.4.5 Teaching experience and teacher sense of efficacy beliefs

Conflicting literature remains as to whether teaching experience plays a part in self-efficacy. Klassen and Chiu (2010) for instance, indicated that teachers enhance self-efficacy during their early years and mid-career years but decline in efficacy as they reach the final stages of their careers. Fives and Buehl (2010) identified no substantial association between the effectiveness of teachers and years of teaching experience. In Turkey, Çobanoğlu (2011) predicted the degree of early childhood education program adoption from a variety of variables identified as (1) school-related causes, (2) teacher characteristics, (3) teaching perceptions, and (4) teacher self-efficacy beliefs. The study was comprised of 308 teachers who taught at the early childhood level in public schools in Ankara, Turkey. This sample for the study was selected through a cluster sampling technique. Data were obtained with the tool, including the scale of execution of the instruction, the Turkish version of the teacher's effectiveness scale, the teacher's confidence sample, and the personal data type. This study revealed that teachers 'years of teaching experience were an indicator of teachers' efficacy beliefs for student participation and

educational strategies. With a similar research approach and purpose in Turkey, Gür et al. (2012) looked at the predictors of the effectiveness of teachers with 383 teachers who taught Physics and Mathematics. This study also showed that years of teaching experience variables have not been major predictors of self-efficacy.

In East Tennessee, Tweed (2013) described a combination of factors related to the introduction of emerging technology in the classroom. Participants in this sample were based in two separate school districts in East Tennessee. All data were obtained by an online survey provided to K-5 teachers via e-mail from school principals. The study of the results was based on comments of 124 teachers from these two school districts. Research showed that the years of training of teachers have not played a major part in the self-efficacy of teachers. In Kenya, Wang'eri and Otanga (2014) examined the demographic and qualitative predictors of Personal Teacher efficacy and the degree to which teachers prefer either conventional or creative teaching strategies. The research was conducted among a convenient group of 80 primary school teachers (70.9% female and 29.1% male) attending a degree course at Kenyatta University, Mombasa Campus, and Coast Province, Kenya. Data were obtained via a self-report questionnaire customized to the teacher's sense of self-efficacy (Tschannen-Moran & Hoy, 2001) and the tutor help scale (Capa & Loadman, 2004). A series of multiple regression analyzes were carried out on the data obtained. Teacher efficacy has been shown to differ in the duration of instruction. The study revealed that students who had taught between 11 and 15 years of age had a high level of efficacy in teaching than those who had taught between 10 and 15 years of age and between 1-5 and 16 years of age.

In addition, Page, Pendergraft, and Wilson (2014) reported no significant association between the effectiveness of teachers and years of teaching experience. Gowrie and Ramdass (2014) have examined discrepancies between 532 primary teachers in Trinidad and Tobago in the three dimensions of the effectiveness of teachers, years of teaching experience. They identified no major variations between the three dimensions investigated through years of teaching experience. Likewise, Alrefaei (2015) examined which attributes of teachers had an effect on teachers' sense of effectiveness. Participants included 62 professors of mathematics and science from three school districts in Northwest Arkansas. No discrepancies in the effectiveness of teachers have been established by evaluating the efficacy of teachers on the basis of their teaching experience.

In the Caribbean, Jaggernauth and Jameson-Charles (2015) investigated three aspects of the effectiveness of secondary school teachers newly enrolled in an in-service teacher training program at the Trinidad and Tobago universities. This comparative research aimed to investigate the initial effectiveness of in-service secondary school teachers at the launch of the in-service teacher preparation program (2013–2014). The instrument consisted of two sections: a demographic questionnaire and a teacher's sense of effectiveness (long form) (Tschannen-Moran & Woolfolk Hoy, 2001). The study showed that there were no statistically significant differences in curriculum methods, student participation, and classroom management based on teaching experience (years of service).

2.4.6 Impact of teacher sense of efficacy beliefs on curriculum implementation

In Turkey, Isler and Cakiroglu (2009) studied the effectiveness of high school and mathematics teachers' beliefs and perceptions in the context of Turkey's current high mathematics program and reported that the effectiveness of teachers' beliefs and perceptions depended on their field of certification, gender and practice. The survey consisted of 805 students, 696 who were mostly primary teachers and 105 of whom were mathematics teachers employed in elementary schools in 5 cities in Turkey. The study showed that the effectiveness and interpretation of teachers affect the execution of the program.

In Turkey, Çobanoğlu (2011) predicted the degree of early childhood education program adoption from a variety of variables identified as (1) school-related causes, (2) teacher characteristics, (3) teaching perceptions, and (4) teacher self-efficacy beliefs. The selection of this study was comprised of a total of 308 elementary teachers working in public schools in the central districts of Ankara, Turkey, chosen by cluster sampling. The findings showed that teacher self-efficacy and teaching values significantly predict the degree to which early childhood teachers have adopted the new curriculum in terms of subject collection and learning. In specific, constructivist teaching beliefs and instructor effectiveness beliefs for student participation and educational methods clarified the degree of program implementation in terms of subject selection.

In Turkey, Kabaoğlu (2015) examined the extent to which teachers' mathematics-related beliefs, teacher self-efficacy beliefs, and teacher characteristics (gender, years of teaching experience, year of teaching expertise at present school, involvement in in-service training programs) predict

curriculum adoption in elementary mathematics classrooms. A hierarchical multiple-regression study found that teaching mathematics-related beliefs (traditional and constructivist mathematics-related beliefs) and instructor self-efficacy for student involvement correlated substantially to the level of curriculum adoption.

In South Africa, Hendricks, Botha, and Adu (2016) investigated the impact of organizational commitment on the implementation of a new school curriculum. The study was conducted using a sample of three under-resourced schools in the Eastern Cape, South Africa. Quantitative data was collected through questionnaires and the analysis of these shows that teachers assume that collective efficacy has an effect on the functioning of the implementation of a new curriculum in schools Recommendations were made on strategic planning strategies, instructor empowerment, quality management mechanisms, and a framework of positive instruction, learning and evaluation activities. In Indonesia, Susilanas, Asra, and Herlinac (2018) discussed the role of the curriculum development team's self-efficacy in the consistency of the curriculum text to the adoption of a diversified curriculum. The study showed that the self-efficacy of the curriculum development team in curricula development and curriculum document content leads concurrently to the quality of the curriculum implementation.

2.5 Chapter Summary

The chapter reviewed relevant literature related to this current study. The review covered the theoretical framework, conceptual review, and empirical studies. Concerning the theoretical framework, Bandura's SCT and the Fidelity approach to curriculum implementation were used for the study. The conceptual

review, on the other hand, covered the concept of curriculum implementation, the nature of the Ghanaian language curriculum, and the concept of teacher self-efficacy in curriculum implementation. With regard to the empirical studies, there was a detailed review of studies conducted on teacher self-efficacy, particularly, in other subject areas, sources of teacher self-efficacy, and the disparity between teacher self-efficacy based on gender.

CHAPTER THREE

RESEARCH METHODS

3.0 Overview

This study primarily aimed to examine the effectiveness beliefs of teachers about the implementation of the Ghanaian language and Culture curriculum in the SHS in the North and South Danyi District of the Volta Region of Ghana. This chapter deals with the analysis, methodology, and techniques used in the study. It includes the design of the research, population, sampling and sampling process, the instrument used, the validity and reliability test of the instrument, the data collection, and the data analysis procedure.

3.1 Research Design

The descriptive "survey design was used as a research design to collect data from Ewe teachers to analyze their effectiveness beliefs about the introduction of the Ghanaian language and Culture curriculum in SHS in the North and South Danyi District of the Volta Region of Ghana. Survey research, according to Aborisade (1997), is research where the researcher is interested in observing certain features, attitudes, emotions, values, motives, habits, views of a group that may be big or small, without trying to influence any variables. It is thus deemed appropriate for this study since it attempted to explore the efficacy beliefs of teachers regarding the implementation of the Ghanaian language and Culture curriculum in SHS in the North and South Danyi District.

Osuala (2001) is also of the opinion that "descriptive survey designs are versatile and practical, in particular for educators, in that they identify current conditions and respond to current needs. He goes on to claim that a descriptive survey is important for all forms of research in evaluating the situation as a

prerequisite for assumptions and generalizations. The position of Osuala also confirms that the design chosen is suitable for this analysis. This is because the present state of the Ewe teachers with regards to their confidence in the success of their program delivery is what is being measured and the relevant generalization provided to the sample community. According to Chalmers (2004) and Ponterotto (2005), a descriptive analysis approach is suitable for such a sample because it offers researchers the ability to explore reasons for certain facets of social phenomena, such as the views and behaviours of the respondents. Ary, Jacobs, and Razavieh (1990) clarified that "descriptive research experiments were intended to provide information on the present state of phenomena. They are meant to assess the essence of the condition as it occurred at the time of the research.

It can therefore be inferred that the actual position of Ewe teachers in relation to their self-efficacy values in the curriculum is what is actually being pursued and, therefore, the template chosen is the most suitable for this research. The descriptive style was selected because it has the advantage of generating a good variety of answers from a wide variety of people. At the same time, it gives a meaningful image of events and tries to clarify people's attitudes and actions based on evidence captured at a time. It is also possible to ask in-depth follow-up questions and to clarify things that are not obvious to the respondents using a descriptive design (Fraenkel & Wallen, 1993). It also needs subjects that can express their thoughts well, and often even place them in writing. Subjects who are Ewe teachers in SHS are literate in this respect.

3.2 Population

The research took into account all Ewe teachers in the SHS district of North and South Danyi in the Volta region of Ghana. There are nine (9) schools in the district of North and South Danyi (see Table 1). There were, on average, four (4) Ewe teachers in each school. Some schools, however, also have five (5) teachers. The survey took into consideration all teachers situated in the North and South Danyi District of the Volta Region, Ghana. Thus, the census method was used to include all teachers because the number is limited and it is practical to include all teachers.

Again the rationale for excluding other districts of the Volta Region in this study is that the North and South Danyi Districts is linguistically homogeneous; thus, the Ewe dialect they speak in these Districts is highly mutually intelligible, unlike the dialects of Ewe spoken in other Districts. Table 1 indicates the population distribution of the respondents.

Table1: Population Distribution of Respondents

SN	Name of Schools	Number of Teachers
1	Peki SHS	5
2	Peki Senior High and Technical School	4
3	Kpeve Secondary and Technical	5
4	Tongor SHS	4
5	Agateh SHS	4
6	Vakpo SHS	5
7	Vakpo Senior High Technical	4
8	Haave Senior High Technical	5
9	Anfoega SHS	5
Total		**41**

Source: North and South Danyi Education District, 2019

Out of the 41 schools involved in this research, 4 schools (Peki SHS, Peki Senior High and Technical School, Kpeve Secondary and Technical, and Tongor SHS) are located in the North Danyi District, while 5 schools (Agateh SHS, Vakpo SHS, Vakpo Senior High Technical, Haave Senior High Technical, and Anfoega SHS

3.3 Data Collection Instrument

The questionnaire was used as the key instrument for extracting data from respondents. The questionnaire was self-developed and adapted. The self-defined type based on the allegiance of Ewe teachers to the curriculum and the adapted type based on the Teachers' Sense of Efficiency Scale (TSES) defined by Tschannen-Moran and Woolfolk Hoy (2001).

The questionnaire is a close-ended questionnaire of four (4) Likert Scale items ranging from strongly disagree to strongly agree. The questionnaire consists of four (4) parts (A, B, C & D). Section 'A' provided data on the background characteristics (gender, age, and years of teaching experience) of the respondents. Section 'B' also elicited answers on the fidelity of Ewe teachers in the execution of the program. Section 'C' contains elements on Ewe Teacher's sense of effectiveness in the execution of the program. Finally, section 'D' obtained data on the origins of the effectiveness of Ewe teachers in the execution of the program.

The questionnaire was used for the data collection because it is suitable for survey work and also offers ample time for respondents to provide well-thought-out answers (Kothari, 2004). Kothari further explained that large samples can be used and that the result can be made more accurate and reliable. Again, the questionnaire was chosen because it is easier than participants are

not interviewed, which saves time and financial capital. It also provides greater privacy as there is no face-to-face contact between participants and interviewers. The respondents may also read and write. Despite these advantages, its drawback is that, for whatever reason participants do not comprehend any of the questions," there is no chance for them to get the context explained (Kumar, 1999).

3.4 Validity and reliability of the research Instrument

To ensure the internal consistency and validity of the research instrument, twenty respondents, making 48.78% of the sample were considered in the pilot testing. According to Baker (1994), a sample size of 10 to 20% of the total sample is considered appropriate for pilot testing. After data collection, the Statistical Package for Social Sciences was used to process and analyze the data

Face Validity of the instrument was assured. I made sure that the questions on the questionnaire measure the construction to be calculated. The questionnaire was sent to my supervisor to validate the questionnaire. After validation of the face and content, the questionnaire was piloted using 10 Ewe SHS teachers in Keta Municipality in the Volta Region of Ghana. The Ewe teachers at SHS in Keta Municipality have similar characteristics to those of the study respondents.

Cronbach's Alpha was calculated to assess the reliability coefficient. This helped to test the internal accuracy of the questionnaire objects. According to Fraenkel and Wallen (2000), a reliability coefficient of .7 or higher is appropriate. In favor of this claim, Abington-Cooper (2005) also stressed that such a coefficient of reliability is fine and that the instrument can be assumed

to gather valuable data. The Alpha value derived was.784 (of items = 38) and was therefore deemed to be accurate and suitable for the collection of valuable data for the analysis. No object has been omitted or updated on the questionnaire. Table 2 demonstrates the reliability of the testing products and the sub-scale.

Table 2: Reliability Statistics of Research Instrument

Scale/Variable	No. of items	Cronbach's Alpha
Fidelity in Curriculum Implementation	10	0.655
Teacher's sense of efficacy	12	0.749
Sources of teacher's self-efficacy	16	0.609
Overall Scale	**38**	**0.784**

Source: Field data, 2020

As seen in Table 2, all items used for the questionnaire were accurate and appropriate. The co-efficient reliability of the overall scale (a = 0.784) and the sub-scale is within a reasonable range of 0.60-0.70. According to Fraenkel and Wallen (2000), a reliability coefficient of.7 or higher is appropriate.

3.5 Data Collection Procedures

Ethical protocols were followed during the data collection. First, the research proposal was accepted by the panel of the Department of Arts Education, UCC, and the researcher's supervisor. After the proposal acceptance, a letter of introduction was taken from the Department of Arts Education, UCC, to the various headteachers of the selected SHS in both North and South Danyi and Keta Districts. The introductory letter helped to seek permission from the schools and also to build rapport with the study participants. After approval was given from the school authorities, the questionnaires were administered in

person. The researcher briefed the study respondents about the purpose and relevance of the study. The advantage of administering in person is summarized by Osuala (1982) that the researcher can educate the respondents about the precise context of the things to elicit the correct answers. It is ethical in the study to ensure secrecy and privacy of the respondents, and so the questionnaire was followed by a cover letter (Appendix C) to this effect and to obtain their full cooperation.

3.6 Data Processing and Analysis

In order to address the research questions that guided the study, the data collected from the respondents were sorted, coded, and filtered for any irrelevant responses and entered in the Statistical Product for Service Solution (SPSS version 24) for processing." A mixture of descriptive and inferential statistics was used to interpret the results. The demographic profiles of the respondents were analyzed using frequencies and percentages. Research question one (1) which sought to assess Ewe teachers' perception of fidelity in curriculum implementation in the SHS was analyzed using means and standard deviation. Research questions two (2) and three (3) which sought to identify Ewe teachers' self-efficacy beliefs and sources of efficacy beliefs were analyzed using means and standard deviation. The mean provided average responses on the items. It helped in measuring their perception (positive or negative perception) of the items. The standard deviation provided information on the congruence of the responses given by the students.

Research question four (4) or hypothesis one (1) was analyzed using multiple regression. The multiple regression helped to determine the cause and effects of Ewe teacher-efficacy beliefs on curriculum implementation. Finally,

research question five (5) or hypothesis two (2) was analyzed using independent samples t-test and one-way ANOVA. Both the independent samples" t-test and One-way Anova helped in examining whether Ewe teachers' gender, age, and teaching experience have any significant effects on their efficacy beliefs. The inferential statistics were tested at a 95% confidence level and a 5% margin of errors.

Table 3 shows a summary of the" data analysis plan.

Table 3: Summary of Data Analysis Plan

SN	Research Questions/Hypotheses	Tools for Analysis
RQ1	What is the perception of Ewe teachers towards fidelity in curriculum implementation in the SHS in the North and South Danyi Districts of the Volta Region of Ghana?	Mean, standard deviation
RQ2	What are the levels of self-efficacy beliefs among Ewe teachers in the SHS in North and South Danyi Districts of the Volta Region of Ghana?	Mean, standard deviation
RQ3	What are the sources of self-efficacy beliefs among Ewe teachers in the SHS in North and South Danyi Districts of the Volta Region of Ghana?	Mean, standard deviation
RH1	There is no statistically significant effect of Ewe teachers' self-efficacy beliefs on curriculum implementation in the SHS in	Multiple linear regression

Table 3 Continued…

	North and South Danyi Districts of the Volta Region of Ghana	
RH2	There is no statistically significant difference in the self-efficacy beliefs among Ewe teachers based on gender, age, and teaching experience	Independent samples t-test One-way Anova

3.7 Chapter Summary

The chapter covered the methodological issues of the research. It addressed issues of research design, research population and participants, research instrument and data collection procedure, data analysis procedure, and ethical considerations. Precisely, the research design adopted for the study was a descriptive survey design which is credited for its ability to allow the generation of data from a representative sample of a wider population for generalization purposes. The data were gathered from 41 teachers in 9 SHSs situated in the North and South Danyi District of Volta Region. These data were analyzed using both descriptive and inferential statistics. Specifically, the first three research questions were analyzed by computing the Means and Standard Deviations of the Likert scale responses. The research hypotheses one and two were analyzed with Regression analysis and ANOVA respectively.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

The key aim of this study is to examine the effectiveness of teachers' efficacy in the adoption of the Ghanaian language and Culture curriculum in SHS in the Volta Region of Ghana. North and South Danyi District. This chapter discusses the findings of the study, interpretation, and discussion to help answer the research concerns and theories that have been proposed to direct the analysis. The chapter is divided into two sections. The first part deals with the background data of the respondents, while the second part focuses on the research questions and assumptions that guided the study.

4.1 Demographic Characteristics of Respondents

The background information of the Ewe teachers who participated in the study was sought which includes gender distribution, age group, academic qualification, and years of teaching experience. The data gathered were analyzed using frequency and percentages and presented in Table 4.

Table 4 shows the results of the respondents concerning the background characteristics. Regarding the gender distribution of respondents, it was found that out of 41 Ewe teachers, 26 of them were male (n=26; 63.4%) while the remaining 15(26.6%) were female. This result means that the male teachers are more than the female teachers. This could be attributed to the total number of Ewe teachers in the North and South Danyi District of the Volta Region of Ghana. This result is important because it helps us to understand Ewe teachers' self-efficacy in curriculum implementation from the perspectives of both male and female teachers.

Table 4: Background Characteristics of Respondents (n=41)

Variable	Sub-scale	Frequency	Percentage
Gender	Male	26	63.40
	Female	15	36.60
Age group	Between 30-34yrs	4	9.80
	Between 35-39yrs	8	19.50
	Between 40-44yrs	10	24.40
	Between 45-49yrs	8	19.50
	From 50+ yrs.	11	26.80
Academic	Diploma/HND	6	14.60
qualification	Bachelor's degree	22	53.70
	Master's degree	13	37.70
Teaching experience	Between 1-5yrs	2	4.90
	Between 6-10yrs	18	43.90
	Between 11-15yrs	7	17.10
	Between 16-20yrs	14	34.10

Source: Field data, 2020

The age distribution of the respondents ranges from 30years to 50years and above, it was found that 11 (26.8%) and 10 (24.4%) of the respondents are within the age bracket of 50 years and above, and 40-44 years respectively. This was followed by 8 (19.5%) of the respondents a piece who indicated 45-49 years and 35-39 years respectively as their age bracket while only four of the teachers representing 9.8% were within the age bracket of 30-34 years. This result suggests that the Ewe teachers are matured in terms of age. This result is important because it informs us about how Ewe teachers build and increase their

confidence level (self-efficacy) in curriculum implementation as they grow and mature in terms of age.

In Table 4, it was observed that the majority of the Ewe teachers (n=22; 53.7%) had bachelor's degree while 13 (37.7%) and 6 (14.6%) of them had master's degree and Diploma/HND respectively. This result means that majority of the Ewe teachers in the schools have the minimum qualification for the teaching profession; it is believed that they could acquire and develop some level of confidence during their initial training (Teacher Education Program) which could influence their fidelity in curriculum implementation. Concerning years of teaching experience, it was found out that 18 (43.9%) of the respondents had taught for 6-10years. This was followed by 14 (34.1%) and 7 (17.1%) of the respondents who indicated that they had taught for 16-20years and 11-15years respectively. This result means that the Ewe teachers are matured in terms of the number of years of experience in the teaching profession, they could provide us with valuable information on their self-efficacy beliefs and their effect on fidelity in curriculum implementation. It is believed that with the years of teaching experience, the Ewe teachers could develop their self-efficacy level which could positively affect curriculum implementation in the school.

4.1.1 Research Question One: What is the perception of Ewe teachers towards fidelity in curriculum implementation in the SHS in the North and South Danyi Districts of the Volta Region of Ghana?

The objective of research question one was to assess the perception of Ewe teachers towards fidelity in curriculum implementation in the senior high schools. The data was "gathered using a questionnaire with four point-Likert

scale type ranging from (1) strongly disagree to (4) strongly agree. The data was analyzed and discussed using Means and Standard Deviation. To judge the perception of Ewe teachers towards fidelity in the curriculum implementation, a mean criterion was established based on the four point-Likert scale type. A mean of 2.50-4.00 indicates respondents' positive perception while a mean of 1.00-2.49 indicates respondents' negative perception towards fidelity in curriculum implementation. The results are presented in Table 5.

In Ghana, curriculum development at the pre-tertiary level operates using the centralized system where teachers are expected to implement the intended or official curriculum as planned without any modification or changes. In the centralized system, Ghana adopts the fidelity approach in curriculum implementation.

Table 5: Ewe Teachers' Fidelity in Curriculum Implementation (n=41)

Statement	Mean	SD
I faithfully do exactly what GES indicated in the Ewe teaching syllabus	3.15	0.65
I faithfully use the instructional objectives indicated in the syllabus	3.32	0.57
I strictly teach the content/subject matter as indicated in the syllabus	2.85	0.91
I strictly follow the topics in the syllabus	2.93	0.91
I strictly follow the prescribed teaching and learning activities in the syllabus	2.90	0.63
I strictly use the recommended textbooks prescribed by GES or school	2.78	0.99
I exactly use the recommended teaching and learning strategies or methods prescribed in the syllabus	3.00	0.63
I use the proposed TLMs in the syllabus	3.51	0.81
I use the time allocated on the school timetable	2.90	0.80
I strictly follow the recommended assessment activities in the syllabus	3.10	0.70
Average Mean/SD	**3.04**	**0.33**

Source: Field data, 2020

Table 5 presents the results of the Ewe teachers concerning their fidelity in curriculum implementation. It is obvious from the results that Ewe teachers are faithful in implementing the Ghanaian language and Culture curriculum in the SHS. They put the planned curriculum into action as intended by the authorities. For example, the Ewe teachers used the proposed TLMs in the syllabus (M=3.51; SD=0.81). This result means that they faithfully used the recommended instructional resources/materials indicated in the teaching syllabus. They also used the recommended textbooks prescribed by GES or schools. The Ewe teachers used the instructional objectives indicated in the syllabus (M=3.32; SD=0.57). This result means that they faithfully set the instructional outcomes according to the recommended ones in the curriculum. This could help them provide instruction and select a plethora of instructional approaches that are tailers to the needs and interests of the students in the class.

In Table 5, it was realized that the Ewe teachers strictly followed the recommended assessment activities in the syllabus (M=3.10; SD=0.70). This result implies that they faithfully adhered to the assessment principles and guidelines as indicated in the curriculum. Thus, they evaluate students learning based on the assessment procedures provided in the curriculum. This could help the teachers identify the weakness and strengths of the instructional practices and students so that appropriate remedies are provided. Assessment is a central component of teaching and learning. It will help the teachers to identify whether the students are able to master the content taught and also find areas where students find them difficult. The Ewe teachers strongly agreed that they use the recommended teaching and learning strategies or methods prescribed in the syllabus (M=3.00; SD=0.63) and strictly followed the prescribed teaching and

learning activities in the syllabus (M=2.90; SD=0.63). This result suggests that they faithfully adhered to the instructional strategies/pedagogies and activities stipulated in the curriculum. They could provide a variety of learning experiences that are valid, relevant, suitable, and comprehensive in nature. This could enhance students' participation and comprehension of the subject matter being taught. The Ewe teachers also revealed that they follow the topics in the syllabus (M=2.93; SD=0.91) and teach the content/subject matter as indicated in the syllabus (M=2.85; SD=0.91). This result means that they faithfully delivered the subject matter to students as prescribed in the syllabus. They could demonstrate knowledge of the content and pedagogy in relation to the instructional objectives.

It is concluded from these results that, on average, the Ewe teachers had a positive perception (MM= 3.04; SD=0.33) towards their fidelity in implementing the curriculum in the senior high schools. Thus, they are highly faithful in setting instructional objectives, transacting the content, using instructional strategies, activities, resources, and assessment activities in the curriculum.

The findings concur with that of Mereku (1995) in Ghana that teachers were faithful in transacting the content emphasized in the intended curriculum. Similarly, the research is in line with Ampah (1991) in Ghana, since the facets and features of the curriculum were largely evident to teachers, and the overall degree of adherence was found to be high.

However, the results seem to contradict the study of some of the prior researchers in Ghana. For example, the results of the study disconfirmed the study of Kwarteng, Kankam, Acquah, Ababio, Bosu, and Brown (2018) in

Ghana that SHS teachers teaching Accounting, Business Management, Economics, Geography and Social Studies in the Region failed to use the official curriculum in teaching. The results of the study are somewhat a contradiction of the study of Kwarteng (2013) that "basic school teachers' degree of fidelity in implementation of the 2007 Education Reform was not impressive. It also contradicts the findings of Owusu (2012) which suggest that there is a difference between the intentions of curriculum designers and teachers' implementation in that teachers were only able to implement the curriculum with moderate fidelity though they had the required qualification.

The findings of the research are not in line with the research of Cobbold and Oppong (2010) in Ghana that the suggested approaches have not been used by history teachers to teach the subject, and that teaching tools have not ever been used in history lessons because they were not available at all or because they were insufficient. Again, the results of the study are not consistent with the study of Adu-Yeboah (2007) in Ghana that Social Studies teachers were not using the recommended teaching methods, and also attention was not paid to the psychomotor and affective domain of student learning. It also contradicts the study of Okrah (2002) that the teachers did not faithfully commit themselves to the fidelity approach to curriculum implementation in transacting the core English curriculum. The results of the study are not in line with the study of Adu-Fosu and Joan (2002) in Ghana that the implementation plan of the curriculum was no being adhere to as expected of the RME teachers.

It also disconfirmed the study of Amoah (1998) in Ghana that The curriculum in social studies has not been applied in a fidelity approach, teachers and students have seldom gone beyond textbook content in their learning, and

the field study and other approaches" proposed for teaching social studies have not" been used.

4.1.2 Research Question Two: What are the levels of self-efficacy beliefs among Ewe teachers in the SHS in North and South Danyi Districts of the Volta Region of Ghana?

The objective of research question two was to examine the levels of self-efficacy beliefs among Ewe teachers in the SHS. To judge the "levels of self-efficacy beliefs among Ewe teachers, a mean criterion was established based on the four point-Likert scale type. A mean of 2.50-4.00 indicates respondents' high level of self-efficacy while a mean of 1.00-2.49 indicates respondents' low level of self-efficacy in curriculum implementation. The results are presented in Table 6.

Table 6: Levels of Self-Efficacy among Ewe Teachers (N=41)

Statements	Mean	SD
Efficacy in Student Engagement		
I can encourage students to step up in learning	3.44	0.50
I can give students hope in whatever work they are doing	3.42	0.50
I can give my student the edge to appreciate learning	3.37	0.49
I can collaborate with parents to assist their wards in learning	3.37	0.62
Efficacy in Instructional Strategies		
I can craft good questions for "my students during class tests and exams	3.68	0.61

Table 6 Continued…

I can use a variety of assessment strategies for my students	3.68	0.47

Table 6 Continued…

I can provide an alternative explanation or example when students are confused	3.51	0.64
I can implement alternative teaching strategies in my classroom	3.37	0.62
Efficacy in Classroom Management		
I can control disruptive behaviour in the classroom	3.34	0.48
I can get my students to follow classroom and school rules	3.17	0.54
I can calm a student who is disruptive or noisy in class	3.20	0.68
I can establish a classroom management system with each group of students	3.15	0.62
Average Mean/SD	**3.39**	**0.27**

Source: Field data, 2020

It is obvious from the results that the Ewe teachers had a high level of self-efficacy in implementing the curriculum. For example, concerning their *efficacy in student engagement*, it was found that they can motivate students who show low interest in school work (M=3.44; SD=0.50). This result means that the teachers could provide appropriate motivational strategies like captivating lesson introduction, establish rewards for progress, set appropriate goals and high expectations, and develop positive relationships that could increase and sustain students who show low interest in school work. They could also get students to believe that they can do well in school work (M=3.43; SD=0.50). This result means that the teachers have the ability to create a robust culture for learning in which students will be made aware that they are capable of achieving excellence if they are prepared to work hard. This result means that they could motivate, inspire and encourage students to have confidence in their

ability to excel in their academic work. Thus, they have the ability to influence students of their capabilities so that they can devote energy to the task at hand, and they take pride in their accomplishments. They could also help their students value learning (M=3.37; SD=0.49). This result means they could provide valid, relevant, and significant content and learning experiences that are important to the daily life of students. Thus, they have the ability to create a strong culture for learning where they will convey the educational value of what the students are learning. They could assist parents in helping their children to do well in school (M=3.37; SD=0.62). This result means that the teachers have the ability to provide guidance and assistance to parents on how to help their children to excel in their schooling. They could provide families with opportunities to partake in learning experiences, provide updates to families about the school curriculum and the individual" success of students.

In Table 6, it was also found that the Ewe teachers had *self-efficacy in instructional strategies*. They had the confidence in their ability to craft good questions for their students during class tests and exams (M=3.68; SD=0.61). This result means that teachers have the potential to design high-quality questions that could lead students to consider and analyze, to expand their comprehension, and to test their theories against those of their classmates. They "should also allow students more time to think about their emotions, to focus on their classmates' remarks, and to deepen their comprehension. They also have the option to ask students a series of questions in a form of a verbal quiz. This approach can be useful for determining the truth of a historical case, for example, but it should not be confused with the use of questioning to deepen student knowledge. Teachers were secure in their abilities to use a range of

evaluation methods for their students (M=3.68; SD=0.47). This finding means that they have the potential to have evaluation practices that are aligned with students ' learning standards. They will "have the opportunity to ensure that classroom exercises and assignments are central to student engagement, foster student thought that stresses depth over scope, and empower students to clarify their thought. They will have the potential to ensure that evaluations are part of the preparation process and to direct future planning. Teachers demonstrated that they had faith in their abilities to offer alternate interpretations for ideas or examples while students became frustrated during the teaching process (M=3.51; SD=0.64). This results in the ability to use descriptive vocabulary and creative analogies and metaphors to illustrate ideas and techniques to students and to relate explanations to student's interests and lives outside education. They seem to have the ability to provide detailed instructions with appropriate scaffolding and, where reasonable, anticipate possible misconceptions of the student. They will have the opportunity to invite students to participate critically and to draw conclusions about the ideas or methods that are being discussed. Teachers have reported that they had faith in their abilities to incorporate alternative instructional methods in their classroom (M=3.37; SD=0.62). This result means that they have the ability to guarantee that students understand what they are supposed to do during the classes, particularly if students operate individually or with classmates without direct guidance from the instructor. They may even provide guidance for the events of the lesson.

In Table 6, regarding Ewe teachers' *efficacy in classroom management*, it was found that they had control over disruptive behaviours (M=3.34; SD=0.48); calm a student who is disruptive or noisy in the classroom (M=3.20;

SD=0.68); get their students to follow classroom and school rules (M=3.17; SD=0.54) and establish a classroom management system with each group of students (M=3.15; SD=0.62). These findings indicate that Ewe teachers should set up an organized classroom climate and make the classroom atmosphere feel business-like and efficient, without being authoritarian in order for students to be able to participate deeply in content. They may also build a productive classroom where the rules of behaviour are transparent to students; students know what they are expected to do and what they should expect from their classmates. They also have the ability to group students for instruction" (e.g. small groups, pairs, individuals).

It is concluded from these results that on average, the Ewe teachers had a high level of teaching self-efficacy (MM=3.39; SD=0.27). This was evident by the mean score which is within the mean criterion of 2.50-4.00. This result means that the Ewe teachers had a high level of teaching self-efficacy in student engagement, instructional strategies and classroom control, and management. Thus, they had a high level of confidence in their ability to engage students in instructional discourse, provide and use appropriate instructional pedagogies and action system during teaching and learning, and ensure effective classroom control and management to avoid class interruption during teaching and learning.

The "findings are consistent with the report by Htang (2018) in China that public high school, college, and university teachers have a high degree of self-efficacy in teaching. The study also showed that there were major gaps in the effectiveness of classroom supervision between high school teachers and university teachers. This will help ensure successful curriculum delivery in

China and improve student academic performance and skills acquisition. The findings are also consistent with the research by Ngman-Wara and Edem (2016) in Ghana that pre-service basic science teachers had a very high degree of self-efficacy and optimistic attitudes towards basic science teaching. Similarly, the findings of the Sarfo et al. (2015) research in Ghana indicated that SHS teachers in Kumasi Metropolis typically had a high degree of self-efficacy. Their teaching effectiveness was high in student participation, followed by classroom management and educational techniques. This will help ensure the successful delivery of the program and promote the academic performance and skills acquisition of students in Ghana.

The findings somewhat align with the research of Kahraman et al. (2014) which found that pre-service teachers have very strong self-efficacy beliefs in science teaching. Both Ünlü and Ertekin (2013) reported high effectiveness in teaching mathematics and self-efficacy mathematics among participants. Mehdinezhad (2012) recorded a reasonably high score on the effectiveness of mathematics instructors. Wolf, Foster, and Birkenholz (2010) in the USA suggested that at the end of their experience, mathematics teachers reported high levels of self-efficacy. They were the most successful on classroom administration, marginally less successful on teaching methods, and the least efficient on student participation. However, the findings were not compatible with the research by Jaggernauth and Jameson-Charles (2015) in the Caribbean that the three-dimensional effectiveness of teachers was moderate. The findings of the research are different from those of the research of San (2014) at the University of Sãnönü, which showed that the sense of the effectiveness of prospective mathematics teachers for preparing and arranging

to teach was at an acceptable stage. In Kenya, Wang'eri and Otanga (2014) found that primary school teachers were moderately graded for teaching methods, classroom management, and student participation."

4.1.3 Research Question Three: What are the sources of self-efficacy beliefs among Ewe teachers in the SHS in North and South Danyi Districts of the Volta Region of Ghana?

The objective of research question three was to identify the sources of self-efficacy beliefs among teachers in fidelity implementation of the Ghanaian language curriculum in the senior high schools. The results are presented in Table 7.

Table 7: Sources of Self-Efficacy Beliefs among Ewe Teachers (n=41)

Statements	Mean	SD
Mastery experience		
I always excel in teaching	3.42	0.50
My teaching performance is excellent	3.46	0.55
I employ good instructional strategies	3.10	0.54
I excel in teaching difficult concepts	3.00	0.63
Vicarious experience		
I am influenced by the instructional performance of my colleagues	3.00	0.50
The style of teaching of my colleagues make me feel like emulating them	3.07	0.57
How my colleagues teach difficult topic makes me feel like I can also teach in the same way	2.66	0.83

Table 7 Continued…

I always compare my teaching effectiveness to that of my colleagues.	3.07	0.47
Social persuasion		
My students express how they admire my teaching techniques	3.07	0.47
I have always been praised by parents for my effective teaching abilities.	3.42	0.50
I have been praised by my colleagues for exhibiting effective teaching skills	3.20	0.60
The principal of my school has praised me for exhibiting talent in my teaching profession.	3.15	0.62
Psychological and emotional experience/arousal		
I feel relief in teaching	3.24	0.54
Teaching makes me feel alive	3.22	0.53
Teaching makes me pleasant	3.07	0.57
Teaching always boost my energy	3.15	0.62

Source: Field data, 2020

"Table 7 summarizes the findings of the teachers on their perception of the origins of self-efficacy of confidence in loyalty in the execution of the Ewe program. Bandura (1997) describes the key sources of knowledge that people use to build their sense of effectiveness as superiority, vicarious practice, verbal persuasion, and psychological excitement. It is evident from the findings that the teachers had a range of sources of self-efficacy to believe in loyalty in the execution of the Ghanaian language curriculum. The findings indicate that the

teachers' origins of self-efficacy differ in terms of experience mastery, social persuasion, physiological enthusiasm, vicariate experience (in order of priority).

Regarding the *Mastery Experience* as the highest source of self-efficacy beliefs among the Ewe teachers, the study revealed that the Ewe teachers had good instructional strategies when they are teaching (M=3.10; SD=0.54). This made them have excellent teaching performance (M=3.46; SD=0.55) and always succeeded with teaching (M=3.42; SD=0.50). These results mean that the Ewe teachers had the mastery of experience due to their past performance which is believed to have been successful. This raised their self-efficacy beliefs, which also contribute to the expectation of future performance. Ewe teachers' successes in the past would contribute to the improvement of the sense of efficacy. This finding validates Bandura's (1986, 1997) research that mastery experience is perhaps the most important facilitator of effectiveness confidence that helps individuals to pass their previous experience to current circumstances. Bandura's claim that mastery knowledge is the most powerful effectiveness information has been endorsed by several scholars (e.g., Gabriele & Joram, 2007; Tschannen-Moran & Hoy, 2007; Bruce & Ross, 2008; Cheung, 2008; Tschannen-Moran & McMaster, 2009).

From Table 7, *Social Persuasion* was perceived as the second-highest of the source of self-efficacy among Ewe teachers. The teachers indicated that the parents of their students praise them for their teaching ability (3.42; SD=0.50). Also, their colleague teachers praise them for their good teaching skills (M=3.20; SD=0.60). The school principal told them that they have teaching talent (M=3.15; SD=0.62) and their students had expressed how they admired them for their good teaching skills (M=3.07; SD=0.47). These results

imply that Ewe teachers are "influence and convinced by parents, colleagues, principals, and students that they have the capability to succeed. They receive verbal interactions (e.g explicit feedback and engagement) about their performance in the school and according to Mulholland and Wallace (2001), the responses of students about teachers' performance in the school contribute to their self-efficacy beliefs. Social persuasion, such as verbal input, motivation, recognition, expectations of persistence and accomplishment, can contribute to a supportive social atmosphere, whereas lack of feedback and critique from peers and students can build a positive environment (Mulholland & Wallace, 2001; Milner & Hoy, 2003). It is worth noting that the efficacy and strength of social persuasion rely on the reputation, belief worthiness, competence, and attractiveness of the persuader (Bandura, 1997). The outcome contradicts Bandura's analysis that social persuasion was the third of the four origins of the teacher's sense of efficacy. This result was corroborated by other researchers who found that social persuasion was more important (Milner, 2002; Poulou, 2007), or just as important as the mastery experience (Cheung, 2006, 2008; Mulholland & Wallace, 2001). However, several studies showed that help from colleagues was not a major indicator of teaching effectiveness (Hoy & Woolfolk, 1993; Egger, 2006; Gur, Cakiroglu & Aydin, 2012). This affirms the research by Moulding et al. (2014) that mentoring support has a substantial association with teachers' effectiveness beliefs, and therefore verbal persuasion by successful mentoring support seems to have some significance in teachers' effectiveness beliefs literature. Similarly, constructive contact with principals, coworkers, parents, and students increases the self-efficacy of prospective teachers (Arslan et al., 2018)."

In Table 7, the teachers indicated *Psychological and Emotional Experience/Arousal* as the third-highest source of efficacy beliefs. The teachers believed that teaching made them feel relaxed (M=3.24; SD=0.54), felt alive when they are teaching (M=3.22; SD=0.53), became energized when they are teaching (M=3.15; SD=0.62) and they felt pleasant when they are teaching (M=3.07; SD=0.57). This finding suggests that the level of mental and emotional experience of Ewe teachers in a situation contributes to their self-perception of competence. These psychological hints can effectively change the perceptions of people about their skills. This conclusion contrasted with Bandura's analysis that the least of the four origins of teaching was the sense of effectiveness, psychological and emotional excitement.

In Table 7, "the least source of self-efficacy beliefs among Ewe teachers was *Vicarious Experience*. This suggests that they are not influenced by the experience gained by observing others performing tasks. For example, the teachers revealed that they constantly appraise their teaching capabilities in relation to their colleagues (M=3.07; SD=0.47), and watching or seeing their colleagues teach well on certain topics helped them picture themselves teaching that material in the same way (M=3.07; SD=0.57). They are also pushed to teach better when they saw their colleagues teaching well (M=3.00; SD=0.50). Vicarious experience, or role modeling, acts as an effective instrument to encourage effectiveness by providing people with the means to determine adequacy by comparisons with others. Observing another person performing a task successfully can influence personal beliefs about the ability to do the same thing (Bandura, 1977, 1986, 1997). This finding was not in harmony with the Bandura research that among the four influences of teachers there was a sense

of efficacy; vicarious perception was the second. It also concurs with the study by Moulding et al. (2014) that mentoring support has a substantial association with the teaching efficacy assumption, thus, vicarious insight by the successful support of a tutor does seem to have some significance in the teaching efficacy assumption literature. It is concluded from these results that the Ewe teachers had several sources of self-efficacy beliefs towards fidelity in curriculum implementation. The highest source of their self-efficacy belief was *Mastery Experience*, followed by *Social Persuasion*, *Physiological Arousal*, and *Vicarious Experience.*

4.1.4 Research Hypothesis One: There is no statistically significant effect of Ewe teachers' self-efficacy beliefs on curriculum implementation in the SHS in North and South Danyi Districts of the Volta Region of Ghana.

The objective of research hypothesis one was to examine whether there was any statistically significant effect of Ewe teachers' self-efficacy beliefs on curriculum implementation in the senior high schools." The data was analyzed and discussed using multiple linear regression and presented in Table 8.

Table 8: Regression Analysis of Effect of Ewe teachers' Self-Efficacy Beliefs on Fidelity in Curriculum Implementation

Variable	B	SE	Beta	t	sig	T	VIF
(Constant)	0.984	0.557		1.768	0.085		
Student engagement	0.388	0.125	0.395	3.116	0.004	0.990	1.011
Instructional strategies	0.502	0.126	0.615	3.996	0.000	0.672	1.488
Classroom management	0.326	0.128	0.395	2.554	0.015	0.667	1.498

Table 8 Continued…

R	= 0.641	F (3, 37)	= 8.584
R square	= 0.410	Sig.	= 0.000
Adj R square	= 0.363	DW	= 1.554

Source: Field data, 2020 **T**= tolerance **VIF** = Variance Inflation Factor

Table 8 shows the results of the multiple linear regression analysis of the effect of Ewe teachers' self-efficacy belief on fidelity in curriculum implementation. The independent variable was the "Teacher-Self-Efficacy Scale (student engagement, instructional strategies, and classroom management) and the outcome variable was Teacher Fidelity in curriculum implementation). The DW value of 1.554 is within the value of 0 and 4. The value of 1.554 which is approximately 2.00 indicates that there is no self-correlation which is positive self-correlation. This means that the residuals from an ordinary least-squares regression are not self-correlated. The Tolerance and VIF are for diagnosing multicollinearity in the multiple regression analysis. They are based on the R-square value. It is clear that the value of Tolerance for all the independent variables is greater than 0.10 to 0.40 as subjected by researchers (Menard, 1995; Allison, 1999; Hair et al., 2010). It is also evident from the results that VIF values are less than 4.0 to 10 (Kennedy, 1992; Rogerson, 2001; Hair et al, 2017) hence, there is no multicollinearity among the self-efficacy beliefs scale (student engagement, instructional strategies, and classroom management).

In Table 8, it was "found that the Ewe teachers' self-efficacy (student engagement, instructional strategies and classroom management) statistically significantly predicted their fidelity in curriculum implementation, $F(3.\ 37) = 8.584$, $p < 0.001$, $R = 0.641$ with $R^2 = 0.410$. This explains that all the three

interdependent variables (student engagement, instructional strategies, and classroom management) significantly contributed to fidelity in curriculum implementation. The R-value of 0.641 represents the multiple correlation coefficient which measures the quality of the prediction of the dependent variable (teacher fidelity in curriculum implementation). The R-square (R^2) value (0. 410) which is the co-efficient of determination explains about 41% of the variance in the dependent variable (teacher fidelity in curriculum implementation).

From Table 8, the regression model indicates that the constant was (B=0.9844, SE=0.557, t=1.768, p=0.085). This means the Ghanaian language curriculum would be implemented at 0.984 if teacher self-efficacy variables (student engagement, instructional strategies, and classroom management) are held constant or zero. This means that Ewe teachers would positively implement the Ghanaian language and Culture curriculum if their efficacy beliefs are held constant. From the model, Ewe teachers' efficacy in *Instructional Strategies* (B=0.502; SE=0.126, t=3.996, $p < 0.001$) are highest significant predictor of fidelity in curriculum implementation. The result implies that if Ewe teachers increase their instructional strategies, they would significantly and positively implement the Ghanaian language curriculum in the school by 50.2% changes. This was followed by their *Efficacy in Student Engagement* (B=0.388, SE=0.125, t=3.116, p = 0.004). This result means that if Ewe teacher engages their students by a percent change, they would significantly and positively implement the curriculum by 38.8% while their *Efficacy in Classroom Management* (B=0.326; SE=0.128; t=0.2554, p =0.015) would contribute about 32.6% in the curriculum implementation.

It is concluded from these results that Ewe teachers' self-efficacy beliefs significantly and positively predict their fidelity in curriculum implementation. The most predictor was their Efficacy in Instructional Strategies, followed by Efficacy in Student Engagement and Classroom Management. These findings validated previous research that self-efficacy is favorably correlated with teachers in terms of their contribution to teaching (Coladarci, 1992), classroom preparation and coordination (Allinder, 1994; Dibapile, 2012), and classroom management (Poulou, 2007; Woolfolk & Hoy, 1990; Woolfolk, Rosoff & Hoy, 1990). The results also corroborated other studies that teacher self-efficacy is related to the ability of educators to adopt novel instructional techniques." (Guskey, 1988; Czerniak & Chiarelott, 1990).

4.1.5 Research Hypothesis Two: There is no statistically significant difference in the self-efficacy beliefs among Ewe teachers based on gender, age, and teaching experience.

The objective of research hypothesis two was to identify whether there was any statistically significant difference in the self-efficacy beliefs among Ewe teachers based on gender, age, and teaching experience. The data was analyzed and discussed using independent sample t-test and One-way ANOVA because there is no significant interactions effect of the independent variables (gender, age, and teaching experience) on Ewe teachers' self-efficacy beliefs. The results are presented in Table 9.

Table 9 shows "the results of the differences in Ewe teachers' self-efficacy beliefs based on gender, age group, and teaching experience. Concerning the Ewe teachers' gender and their self-efficacy beliefs, it appears that the male teachers (M=3.41; SD=0.19) had a high level of self-efficacy than

the female teachers (M=3.36; SD=0.38). However, the results of the independent samples t-test revealed that there was no statistically significant difference in the Ewe teachers' self-efficacy score for male and female teachers, t(39) = 0.524, p = 0.603. Thus, both male and female Ewe teachers had an equal level of self-efficacy towards their fidelity in curriculum implementation. Hence, the gender of a Ewe teacher is not a significant factor that could affect their self-efficacy towards fidelity in curriculum implementation.

Table 9: Differences in Ewe Teachers' Self-Efficacy Based on Demographic Characteristics

Variable	Group	N	Mean	SD	t/f-value	df	Sig.
Gender	Male	26	3.41	0.19	0.524	39	0.603
	Female	15	3.36	0.38			
Age	Between 30-34yrs	4	3.13	0.70	1.529	4(36)	0.214
	Between 35-39yrs	8	3.47	0.16			
	Between 40-44yrs	10	3.33	0.14			
	Between 45-49yrs	8	3.44	0.26			
	Between 50yrs above	11	3.45	0.14			
Teaching experience	Between 1-5yrs	2	3.38	0.18	1.379	3(37)	0.264
	Between 6-10yrs	18	3.30	0.32			
	Between 11-15yrs	7	3.43	0.13			
	Between 16-20yrs	14	3.49	0.24			

Source: Field data, 2020

This result confirmed the study of Mitchual et al. (2010) which reveal that the self-efficacy beliefs of pre-service teachers do not significantly differ

according to gender. Similarly, it concurs with Karimvand (2011) who found that gender had no significant interaction effect on the participants' efficacy. Furthermore, these current findings confirm the findings of Gür et al. (2012), Shaukat and Iqbal (2012), Tweed (2013), Gowrie and Ramdass (2014), Jaggernauth and Jameson-Charles (2015) which reveals that gender was not a significant predictor of teacher efficacy (efficacy in student engagement, instructional practices, and classroom management). It, however, contradicts the study of Shaukat et al., (2011), Anderson (2011), and Wang'eri and Otanga (2014) that suggest that male teachers usually maintain discipline in the classroom and control disruptive behaviours of students than what female teachers do.

In Table 9, regarding age difference in Ewe teachers' self-efficacy, it seems to suggest that there were differences in the mean score of the teachers based on their age group. The teachers within the age group of 35-39 years had a high level of self-efficacy (M=3.47; SD=0.16). This was followed by the teachers within the age group of 50years and above (M=3.45; SD-0.14), those in the age group of 45-49years (M=3.44; SD=0.26), those in the age group of 40-44years (M=3.33; SD=0.14) while the teachers in the age group of 30-34years appear to have the low self-efficacy. However, the results of One-Way ANOVA revealed that there was no statistically significant difference in Ewe teachers' self-efficacy beliefs, $F(4, 36) = 1.529$, $p = 0.214$. This result means Ewe teachers' self-efficacy beliefs are not sensitive to their age distribution. The teachers with the age range of 30 years to 50years and above have equal self-efficacy towards fidelity in curriculum implementation."

These results are consistent with the study of Hoy and Tschannen-Moran (2007) which revealed that there was no significant difference in self-efficacy beliefs of teachers with regard to their age. Similarly, it confirms the study of Voris (2011) which also revealed that there are no significant differences in the self-efficacy levels of special education teachers when analyzed by age. Again, the findings appear to be in line with Hicks (2012) and Tweed (2013) who found no sufficient evidence to indicate a relationship between self-efficacy and teachers' age.

However, the results of the study are dissimilar to the study of previous researches that younger teachers are associated with stronger beliefs of self-efficacy and higher expectations (Edwards & Robinson, 2012; Smits & Bosscher, 1998; Wang'eri and Otanga, 2014; Charles, 2015)

From Table 9, Ewe teachers' self-efficacy and years of teaching experience, the mean scores appear to suggest that there is a difference in the self-efficacy among Ewe teachers based on teaching experience. For example, the teachers who had taught for about 16-20years (M=3.49; SD=0.24) had a high level of self-efficacy towards their fidelity in curriculum implementation compared with those who had taught for about 11-15years (M=3.43; SD=0.13), those with 6-10years (3.30; SD=0.32) teaching experience and 1-5years (M=3.38; SD=0.18). However, the results of One-Way ANOVA indicated that there was no statistically significant difference in Ewe teachers' self-efficacy beliefs based on years of teaching experience. This result means that Ewe teachers' self-efficacy beliefs are insensitive to years of teaching experience.

These findings confirm previous studies (Fives & Buehl, 2010; Gür et al., 2012; Gowrie & Ramdass, 2014; Alrefaei, 2015; Jaggernauth & Jameson-

Charles, 2015) which suggest that there is no significant association between the effectiveness of teachers and years of teaching experience. Nonetheless, the results are not consistent with other studies (Çobanoğlu, 2011; Wang'eri & Otanga, 2014) which revealed that teachers' years of experience is a significant predictor for their efficacy beliefs in student engagement and instructional strategies.

4.2 Chapter Summary

The chapter presented and discussed the findings of the study. The analysis and discussions were based on the research questions and hypotheses set to guide the study. Concerning the first research question, it was revealed that teachers of Ewe were faithful in implementing the Ghanaian language and Culture curriculum. Also, concerning the second research question, teachers of Ewe were found to be efficacious in terms of Student Engagement, Instructional Strategies, and Classroom Management. Moreover, the analysis based on the third research question revealed that Mastery experience, Vicarious experience, Social persuasion, and Psychological and emotional experience/arousal were sources of self-efficacy to teachers of Ewe.

With regard to the research hypotheses, the first one revealed that teachers' self-efficacy beliefs significantly predicted their fidelity in implementing the Ghanaian language curriculum. The second research hypothesis, on the other hand, revealed no significant gender differences in teachers' sense of self-efficacy in implementing the Ghanaian language curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Overview

The main purpose of this study was to investigate teachers' efficacy beliefs about the implementation of the Ghanaian language and Culture curriculum in the SHS in the North and South Danyi District of the Volta Region of Ghana. "This chapter deals with the summary, conclusions, and recommendations. The summary was in twofold: the summary of the research process and the summary of key findings. Based on the key findings, conclusions were drawn and appropriate recommendations were made. Suggestions were also made for further studies.

5.1 Summary of the Study

The study was undertaken to examine teachers' efficacy beliefs about the implementation of the Ghanaian language and Culture curriculum in the SHS in the North and South Danyi District of the Volta Region of Ghana. The study was guided by Bandura's Self-efficacy theory and the Fidelity approach to curriculum implementation. A descriptive, cross-sectional survey design within the quantitative research approach was adopted for the study. The study's population was all Ewe teachers in the SHS of North and South Danyi Districting the Volta Region of Ghana. There are nine (9) schools in the North and South Danyi District. Census was conducted to include all the teachers. Data was collected using a structured questionnaire on four point-Likert scale. Part of the questionnaire was self-developed (fidelity in curriculum implementation) and the other part was adapted from the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy

(2001). Face and content validity of the research instrument was validated by the supervisor and experts in the Department of Art Education at the University Of Cape Coast. The questionnaire was pilot tested using Ewe teachers in SHS in Keta Municipality in the Volta Region of Ghana. Cronbach's Alpha (α) was computed for the research items and it yielded an overall reliability coefficient of 0.784 (of items = 38). Ethical protocols were followed during the data collection. The data collected was processed using SPSS version 24 and analyzed using descriptive (frequency, percentages, means, and standard deviations) and inferential (multiple linear regression, independent samples t-test, and One-Way ANOVA) statistics.

5.2 Summary of Key Findings

1. Regarding research question one, the study found that Ewe teachers had a high level of fidelity (MM= 3.04; SD=0.33) in implementing the curriculum in the SHS. They are highly faithful in setting instructional objectives, transacting the content, using instructional strategies, activities, resources, and assessment activities in the curriculum.
2. Concerning research question two, the study found that Ewe teachers had a high level of teaching self-efficacy (MM=3.39; SD=0.27). They were highly efficacious in student engagement, followed by instructional strategies and classroom control and management.
3. With regard to research question three, the study found that Ewe teachers' highest source of self-efficacy was Mastery Experience, followed by Social Persuasion, Physiological Arousal, and Vicarious Experience.

4. As regards research hypothesis one, the study found that Ewe teachers' self-efficacy statistically significantly predicted their fidelity in curriculum implementation, $F(3. 37) = 8.584$, $p < 0.001$, $R = 0.641$ with $R^2 = 0.410$. The most predictor was their Efficacy in Instructional Strategies, followed by Efficacy in Student Engagement and Classroom Management.
5. Finally, the study found that there was no statistically significant difference in Ewe teachers' self-efficacy beliefs based on gender, age, and years of teaching experience.

5.3 Conclusions

The study concludes that Ewe teachers are faithful in implementing the curriculum in Senior High Schools. They would implement the curriculum as intended and prescribed by the Ministry of Education through NaCCA which would help to bridge the gap between policy formulation and policy implementation. They could be effective in lesson planning and preparation which would help them to select appropriate teaching and learning resources to match the learning needs of students and also provide learning experiences that are valid, relevant, significant, balanced, and comprehensive. They could set coherent instruction and learning outcomes in relation to the background characteristics of the students. They could implement assessment practices as stipulated in the curriculum to enhance effective teaching and learning." The fidelity of the Ewe teachers in curriculum implementation could help in increasing students' academic performance.

The study concludes that Ewe teachers have a high level of confidence in the ability to accomplish desired outcomes. They have a high capability to

organize and execute teaching and learning processes. This could "influence them to engage students in instructional discourse, provide and use appropriate instructional pedagogies and action system during teaching and learning and ensure effective classroom control and management to avoid class interruption during teaching and learning. They could organize and implement instruction. This could help in effective curriculum implementation and increase students' academic achievement and skill acquisition.

The study "concludes that Ewe teachers' sources of self-efficacy beliefs come from success and excellence in teachers' performance, past glory in teaching performance, positive verbal appraisal and encouragement from colleague teachers, school principals, parents and students and from their psychological and emotional experience/arousal. Ewe teachers' self-efficacy beliefs are not sensitive to gender, age, and years of teaching experience. The teachers' gender, age, and years of teaching experience are not significant factors that could influence their self-efficacy beliefs towards fidelity in curriculum implementation.

5.4 Recommendations

Based on the findings and conclusions drawn, the following recommendations have been proposed.

1. The Ministry of Education through the Ghana Education Service should continue to organize, and sustain in-service training like workshops and conferences centered on teacher teaching self-efficacy, especially for teachers. Such workshops should also be incorporated into the existing teacher training programs countrywide. They are probably offered at some level but should be more pronounced. This in-service training

should not be organized on the profile of the teachers (gender, age, and teaching experience).

2. The study recommends that Ewe teachers should continue to increase their self-efficacy in Student Engagement, Instructional Strategies, and Classroom Management by attending more in-service training like workshops and Conferences centered on making them more efficacious. Concerning workshops around high efficacy and ensuring that qualified and competent facilitators instill specific strategies and designs, teachers previously classified as low efficacious have the opportunity to correct this with guidance and support.
3. The study recommends that Ewe teachers should continue to share their own success stories; thus, feeling confident about their methods," which proves that they are competent and believe in their capacities. Success creates robust beliefs in their methods and themselves, which leads to having a strong faith in their abilities and the activities they choose.
4. The study recommends "that Ministry of Education, GES, school principals, colleague teachers, parents, and students should continue to appreciate, commend, and encourage Ewe teachers on their works to boost their confidence level. If they are supported by social elements of the society, a clear improvement can be seen in their attitude towards the implementation of the Ghanaian language curriculum."

5.5 Suggestions for Further Research

Since the study only focused on Ewe teachers in the North and South Danyi District of the Volta Region of Ghana, further studies should be conducted in other parts of the country to gauge the teaching efficacy level of

Ewe teachers. Qualitative studies may also help develop a more in-depth insight into teachers' characteristics and dispositions of teachers who display high" self-efficacy.

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APPENDIX

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCE EDUCATION

DEPARTMENT OF ART EDUCATION

Questionnaire for Ewe Teachers

Dear Respondent

I am conducting a research work on the topic ***"Ewe Teachers' Efficacy Beliefs and Curriculum Implementation in the Senior High Schools in Daanyi District in Volta Region".*** This questionnaire is designed to measure your perspective on the confidence level and how it helps in curriculum implementation. I kindly request your assistance to help fill this questionnaire frankly and objectively. I assure you that any information provided will be treated and held in strict confidence and use solely for academic purpose. Thank you for your time.

Instructions: Please, tick (√) the box where applicable

SECTION A

Background Information

1. Gender a) Male [ ] b) Female [ ]

2. Age group a) below 30yrs [ ] b) 30-34yrs [ ]
   c) 35-39yrs [ ] d) 40-44yrs [ ]
   e) 45-49yrs [ ] f) 50+ yrs. [ ]

3. Academic qualification
   a) Diploma/HND [ ]
   b) Degree [ ]
   c) Master's [ ]
   d) others……

4. Teaching experience
   a) 1-5yrs [ ]
   b) 6-10yrs [ ]
   c) 11-15yrs [ ]
   e) 16-20yrs [ ]

SECTION B

Ewe Teachers' Fidelity in Curriculum Implementation

This section seeks to measure your faithfulness in implementing Ghanaian language and Culture curriculum as prescribe by GES. Please indicate the extent to which you agree or disagree with the following statement by ticking (√) 1= Strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), and 4=Strongly Agree (SA)

Statements	SD	D	A	SA
1. I faithfully do exactly what GES indicated in the Ewe teaching syllabus				
2. I faithfully use the instructional objectives indicated in the syllabus				
3. I never strictly teach the content/subject matter as indicated in the syllabus				
4. I sometimes skipped some of the topics in the syllabus or never teach them				
5. I strictly follow the prescribed teaching and learning activities in the syllabus				
6. I never strictly use the recommended textbooks prescribed by GES or school				
7. I exactly use the recommended teaching and learning strategies or methods prescribed in the syllabus				
8. I never use the proposed TLMs in the syllabus				

9. I sometimes changed the time allocated to me by the use				
10. I strictly follow the recommended evaluation/assessment activities recommended by the syllabus				

SECTION C

Ewe Teachers' Efficacy Belief in Teaching

This section relates generally to your level of confidence in teaching. Please indicate the extent to which you agree or disagree with the following statement by ticking (√) 1= Strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), and 4=Strongly Agree (SA)

Statements	SD	D	A	SA
1. I can use a variety of assessment strategies for my students				
2. I can provide an alternative explanation or example when students are confused				
3. I can assist parents in helping their children to do well in school				
4. I can implement alternative teaching strategies in my classroom				
5. I can control disruptive behaviour in the classroom				

6. I can motivate students who show low interest in school work				
7. I can get students to believe they can do well in school work				
8. I can help my students' value learning				
9. I can craft good questions for my students during class tests and exams				
10. I can get my students to follow classroom and school rules				
11. I can calm a student who is disruptive or noisy in class				
12. I can establish a classroom management system with each group of students				

SECTION D

Source of Ewe Teachers' Efficacy Beliefs in Teaching

This section relates generally to the sources of your level of confidence in teaching. Please indicate the extent to which you agree or disagree with the following statement by ticking (√) 1= Strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), and 4=Strongly Agree (SA)

Statements	SD	D	A	SA
1. I have always succeeded with teaching				
2. I have excellent teaching performance				
3. I have good instructional strategies when I am teaching				
4. I teach difficult content well				
5. Seeing my colleagues teach well pushes me to teach better				
6. Seeing my colleagues teach well on certain topics helps me picture myself teaching that material in the same way				
7. Seeing my colleagues teach a difficult topic well makes me believe that I can also teach that concept well				
8. I constantly appraise my teaching capabilities in relation to my colleagues				
9. My students have expressed how they admired me for my good teaching skills				

10. Parents of my students have praised me for my teaching ability				
11. My colleagues have praised me for my good teaching skills				
12. The principal of my school has told me that I have teaching talent				
13. Teaching makes me feel relaxed				
14. I feel alive when I am teaching				
15. I feel pleasant when I am teaching				
16. I become energized when I am teaching				