

UNIVERSITY OF EDUCATION, WINNEBA

**AN EVALUATION OF THE AFRICAN STUDIES CURRICULUM IN
THE UNIVERSITY OF EDUCATION, WINNEBA (UEW), GHANA**



SHIRLEY DANKWA

DOCTOR OF PHILOSOPHY

2023

UNIVERSITY OF EDUCATION, WINNEBA

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The logo of the University of Education, Winneba, is a circular emblem. It features a red outer ring with a white sunburst pattern. Inside the ring is a white field containing a blue stylized symbol that resembles a four-petaled flower or a cross with rounded ends. The text 'SHIRLEY DANKWA (202113537)' is overlaid on the logo.

SHIRLEY DANKWA
(202113537)

**“A thesis in the Department of Music Education,
School of Creative Arts, submitted to the School
of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Doctor of Philosophy
(Arts and Culture)
in the University of Education, Winneba”**

OCTOBER, 2023

DECLARATION

Student's Declaration

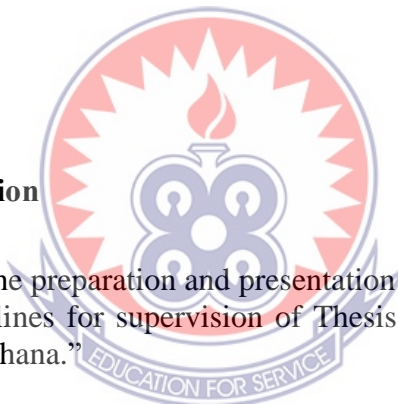
I, Shirley Dankwa, hereby “declare that this thesis, with the exception of quotations and references contained in published work which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted, either in part or whole, for another degree elsewhere.”

Signature.....

Date.....

Supervisors' Declaration

“I hereby declare that the preparation and presentation of this work were supervised in accordance with guidelines for supervision of Thesis as laid down by University of Education, Winneba, Ghana.”



Prof. Cosmas Worlanyo Kofi Mereku (**Principal Supervisor**)

Signature.....

Date.....

Prof. Emmanuel Obed Acquah (**Co-Supervisor**)

Signature.....

Date.....

DEDICATION

I dedicate this scholarly piece of work to my dear family.



ACKNOWLEDGEMENTS

This work would not have been feasible without the committed supervision and guidance of my able supervisors, Professor Cosmas Worlanyo Kofi Mereku and Professor Emmanuel Obed Acquah, who patiently and meticulously corrected my writing and provided constructive criticisms and suggestions to make this research successful. I owe a debt of gratitude to Dr. Isaac Eshun, which I call my Papa, for his love and encouragement throughout the writing of this thesis.

I would like to thank my husband for the countless moments of sleepless nights and advice he provided from the onset to the completion of the work. I further mention my daughters; Sonia, Solace and Monalisa and my Mum; Mrs Patience Oduraa Dankwa, and brother; Derrick Duah Danquah for their diverse roles. I wish to acknowledge with profound gratitude the lecturers of the FSSE and Centre for African Studies who willingly accepted my topic and provided information that served as the thrust of this study. Their contributions to the success of this study are highly appreciated and also important for the continuous development of African Studies as a course.

I might sound very ungrateful if I fail to mention also the immeasurable support I enjoyed from the Head and Lecturers of my mother department, Music Education and the Faculty (SCA) at large. I am most grateful to all authors whose work was read and used to support this study. Finally, I do not also forget the invaluable contributions of anyone who in one way or the other was associated with this thesis but is not mentioned. To all, I say thank you and may God richly bless you.

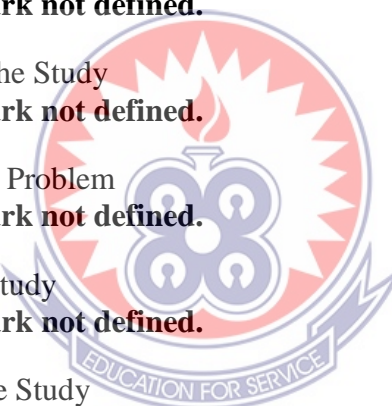
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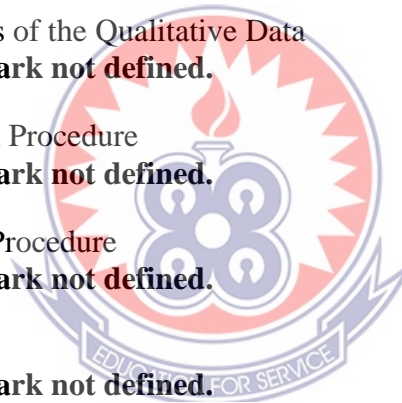
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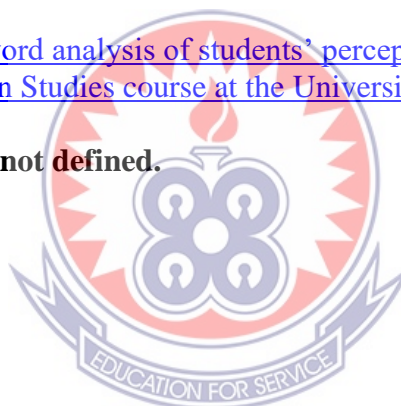
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ABSTRACT

Curriculum design, implementation and evaluation play a vital role in the continuous improvement of educational programmes, the enhancement of student learning outcomes, and the overall effectiveness of the programme of study. These processes ensure that the curriculum remains responsive to the evolving needs of students and society with high standards of quality content delivery. The African Studies Curriculum at the University of Education, Winneba (UEW) has been implemented for over two decades with its challenges, including students' motivations, cultural content, teaching methods, techniques and strategies. In this regard, the study was set out to evaluate the implementation of the African Studies course in order to unravel the extent to which the intended outcomes of the African Studies curriculum in UEW has been achieved. With pragmatic worldview, and rooted in the curriculum Evaluation Model, Theoretical, conceptual and empirical literature within the domain of curriculum implementation in African Studies were critically reviewed. An explanatory sequential design within the mixed method approach was adopted while the Krejcie and Morgan Table for sample size determination was employed to sample three hundred and seventy-five (375) students from a total of 15,000 first year students offering African Studies courses at the University of Education, Winneba (UEW). Seven (7) students were purposively selected from the sample size of 375 for the qualitative data. Again, five (5) lecturers from the African Studies Centre of UEW were purposively selected for the study. Instruments for data collection included questionnaire, interview and focus group discussion. Quantitative data analysis was done by using SPSS statistics analytical software. Descriptive and inferential statistics was employed for the quantitative analysis, whilst thematic analysis was used to analyse the qualitative data. Findings showed that even though students are motivated by series of decisions in selecting courses in African Studies courses, they are basically influenced by external factors such as department, colleagues and the popularity of the courses. It was concluded that some Departments choose specific courses based to relativity to their areas of specialism and future academic pursuits. It was recommended that, there is the need for course recommendation systems in physically-based university environments in Ghana. This has become necessary since African Studies courses are mandatory by which reason is to re-orient the misconceptions of students concerning the continent and carving the positive African image. Fresh students should be oriented to alleviate the misconceptions associated with course selection.