

**EVALUATION OF QUALITY OF BACHELOR OF EDUCATION IN
EARLY CHILDHOOD PROGRAMME IN UNIVERSITY OF
EDUCATION, WINNEBA, GHANA**

BY

EFFRIM Paul Kobina

13/68OI003

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**A Ph. D THESIS REPORT SUBMITTED TO THE DEPARTMENT OF
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DOCTOR OF PHILOSOPHY DEGREE IN EDUCATIONAL RESEARCH,
MEASUREMENT AND EVALUATION**

SUPERVISOR

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CERTIFICATION

This is to certify that this research work entitled “Evaluation of Quality of Bachelor of Education in Early Childhood Programme in University of Education, Winneba, Ghana” was carried out by EFFRIM, Paul Kobina, Matric. No. 13/68OI003, and has been read and approved as meeting part of the requirements of the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria for the award of the Doctor of Philosophy (Ph.D.) Degree in Educational Research, Measurement and Evaluation.

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DEDICATION

To God Almighty, the reason behind my living for His divine protection, provision, direction, mercy, favour and grace upon my life. Also, to my loving and supporting wife, Esther Acheampong-Effrim and our children.

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**EFFRIM, Paul Kobina
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ABSTRACT

Early Childhood Education (ECE) is a major component that provides solid foundation for basic, secondary and higher education. Well trained and professionally competent teachers are needed to achieve quality in ECE. The extent to which degree programmes in ECE equip pre-service teachers with knowledge, pedagogy and related skills need to be regularly ascertained. Therefore, this study assessed the quality of Bachelor of Education in Early Childhood Programme (BEDECP) in the University of Education, Winneba, Ghana. The study was designed to find out the: (i) extent of coverage of ECE objectives by BEDECP; (ii) adequacy of course contents; (iii) quality and adequacy of human resources; (iv) quality and adequacy of learning resources; (v) appropriateness of instructional methods; (vi) quality of assessment methods; and (vii) quality of graduates.

The study employed convergent parallel design within the mixed methods research paradigm based on the Context, Input, Process and Product evaluation model developed by Stufflebeam. Purposive and stratified sampling techniques were used to select 1085 participants comprising 420 students, 461 graduates, 9 lecturers, 120 Primary School Head Teachers (PSHT) and 75 ECE Coordinators. Questionnaire on ECE Resources, Graduate Appraisal Scale, Lecturer Observational Scale and Focus Group Discussion Guide were used for data collection. The instruments were content-validated through expert judgement. Reliabilities of the first three instruments were respectively 0.89, 0.85 and 0.87 using test-retest method. Data collected were analysed using the mean, standard deviation and percentage statistics and narrative approach.

The findings of the study were that BEDECP:

- (i) adequately covered the objectives of ECE in Ghana ($\bar{x} = 16, SD = 0.85$);
- (ii) course contents were fairly adequate for achieving stated objectives by sampled stakeholders ($\bar{x} = 26.33, SD = 2.25$);
- (iii) has moderate quality human resources ($\bar{x} = 23.45, SD = 5.12$);
- (iv) human resources were not adequate for its implementation by sampled stakeholders ($\bar{x} = 15.83, SD = 2.13$);
- (v) learning resources for attaining the intended objectives were seen as having moderate quality ($\bar{x} = 25.63, SD = 7.75$);
- (vi) learning resources were not adequate for instructional purposes ($\bar{x} = 17.68, SD = 4.74$);
- (vii) lecturers employed fairly appropriate instructional methods ($\bar{x} = 28.58, SD = 6.64$);
- (viii) assessment methods for evaluating students' learning were poor ($\bar{x} = 17.31, SD = 4.41$); and
- (ix) graduates were qualitatively moderate in terms of content knowledge, instructional delivery, communication skills and job performance but poor in assessment methods.

The study concluded that the quality of BEDECP was generally moderate. However, human and learning resources were inadequate and assessment of BEDECP pre-service teachers was poorly executed. The observed inadequate input and process components of the BEDECP may lower the quality of graduates of the programme. Based on these findings, it was recommended among others that resources, instructional and assessment methods be adequately improved with a view of improving the quality of graduates to effectively and efficiently implement ECE in Ghana.

CHAPTER ONE

INTRODUCTION

Background to the Study

In all modern societies, education as a developmental factor is seen as a multidimensional process which involves the sustained elevation of the entire society and social system towards a better human life. Education is thus the process by which society deliberately transmits its accumulated knowledge, skills, habits, customs and values from one generation to the next. The benefits derived from education are vast and enormous ranging from self reliance to social reconstruction and economic development (Mohammed, Rufai & Azeez, 2016; Yekini, 2013).

Education is a life-long formal and non-formal process of equipping the individual to be fully aware of his or her environment, exploit and manage same for the benefit of the society at large. It involves the production of useful citizens for society in which they live and the world community in general (Jekayinfa & Kolawole, 2008). Education is an indispensable key to, though not a sufficient condition for personal and social improvement. It helps to ensure safer, healthier, more prosperous and environmentally sound world while simultaneously contributing to social, economic, scientific and technological progress (UNICEF, 2015; Turkkahraman, 2012; Riddel, 2006).

Development of every sovereign nation depends on the strides made in the education sector. Education is then an instrument for launching nations into the world of science and technology with the consequential hope of human advancement in terms of living conditions and development of the environment. Being a major investment in human capital development, education plays a critical role in long-term productivity and growth at both micro and macro levels. Education is thus a pre-requisite for quality manpower development and creation of

wealth, a sure path to success in the life and service to mankind (Ogunwuyi, 2010; Okemakinde, Adewuyi & Alabi, 2013). In the life of a nation, education is the life wire of its industries and also the foundation of moral orientation of its people. It is also the force and bulwark of any nation's defence and it has been observed that no nation rises above the level of its education. As an investment, education secures returns in the form of skilled manpower that is geared towards accelerating economic and technological development and improving the quality of the society (Ejiogu, Okezie & Chinedu, 2013). It is thus an excellent instrument for effecting national development.

The widespread recognition that higher education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high quality tertiary education more important than ever before in both industrialised and developing countries (Kapur & Crowley, 2008). It has been observed that higher education contributes to social and economic development through four major missions. These include the formation of human capital (via teaching), building of knowledge bases (via research and knowledge development), dissemination and use of knowledge and maintenance of knowledge (OECD 2013). Higher education has also been considered essential for developing the capabilities for self-reliance. These benefits have called for increase in demand for higher education all over the world and Ghana is no exception. Quality education is thus being pursued by most countries for their inhabitants in the universities described as the epicentres of educational activities in the contemporary world for promoting humanity, tolerance, reasoning, adventure of ideas and search for truth and nation building as a whole (Banerjee & Meeta, 2015).

Ghana, like any other country in the world recognizes that the key to economic progress, political stability, social transformation, scientific and technological development is quality

education. There is a growing need for Early Childhood Education (ECE) which has been seen as fulcrum around which a sustainable development revolves. To ensure this, ECE programme has been introduced and refined to meet these focussed and qualitative benchmark. The consensus of the world to achieve Education for All is rooted in ECE, considered as one of the most important item on the Sustainable Development Goals (SDG), aimed at ensuring that children of school going age have access to education (Ghana Millennium Development Goals Report, 2015). The birth of the SDG from the Millennium Development Goals was to eradicate hunger, poverty and inequality in the world using education as the catalyst. Further, the SDG aimed at a complete free, equitable and quality education for all children by 2030. The commitment of governments under the 1989 Convention of the Rights of the Child to provide free, universal primary education for all children of which Early Childhood is the starting point, has engineered a greater attention on ECE (Education International, 2015; UNESCO, 2015).

Early Childhood Education is the process deliberately intended to bring about physical, cognitive, social and emotional developmental changes for children up to the age of 8 years and the foundation stage where children develop their potentialities and capabilities for the future (Ampadu & Ofosu 2007). This makes ECE one of the most essential medium to propel the educational system of a nation to higher heights. Realising this importance, Ghana has joined Western countries to make ECE compulsory and part of its formal education system (Institute of Education, UCC, 2013).

Early Childhood is the foundational stage of humans where the success or otherwise of lifelong learning hinges. Early Childhood Education among other things facilitates and improves the development of intelligence, affective and social status in the early years of a person's life (Grantham-McGregor, Cheung, Cueto, Glewwe, Richter & Strupp, 2007). Early Childhood

Education is made up of formal and non-formal activities deliberately designed for children up to 8 years to nurture them for formal schooling.

Prior to the advent of the Christian Missionaries, Ghanaians were educating their children using the extended family system approach also called the welfare system, where families were related either matrilineally or patrilineally or both. Such functional education, aimed at training the child to acquire knowledge, skills and attitudes and imbibe the customs and norms of the people (Cungua, Said, Wallhàger & Ngie, 2003). Education of the children was done through the belief system where children learnt by observation, imitation and participation.

Unfortunately, the beliefs and values of the traditional set up have broken down due to prevailing dynamics of social changes compelling parents to seek for white colour jobs, thus abandoning their children for most part of the day either alone or in the care of baby-sitters who are usually untrained. The situation did not augur well for the children as it created avenue for stubbornness leading to reckless lives (Osafo-Acquah, 2008). This paved way for the introduction of kindergarten schools by the Christian Missionaries to offer formal education to the children. Successive Ghanaian governments had not given the ECE needed boost thus achieving virtually nothing in childhood education. Since then, ECE had been in the hands of the private sector without any formal curriculum and well trained teachers among others, to nurture these children. The results are the yearly abysmal performance of pupils in Basic Education Certificate Examination (Alhassan, 2016). However, the recommendation of the last education review in Ghana in 2003/2004 saw the inclusion of ECE as part of formal education system.

The objectives of ECE for Ghana as enshrined in the policy document of Ministry of Gender, Children and Social Protection (MGCSP, 2004) include:

- i. improving the health and physical abilities of the child;

- ii. developing the social and emotional health of the child through the encouragement of self-confidence, self-discipline, curiosity and spontaneity;
- iii. enhancing the child's mental processes and skills with particular attention to conceptual and verbal skills;
- iv. increasing the ability of the child to relate well with his family and others in a loving and supporting manner;
- v. establishing patterns of expectations of success for the child; and
- vi. enhancing the sense of dignity and self-worth with the child and his family.

It is clear that nurturing children through ECE, has the capacity to relegate insecurity, religious intolerance and violence, political uprising, illiteracy and ignorance in the children to the background. Further, acquisition of ECE reduces crime rate, poverty, hunger, diseases and enhances better future jobs and pay (Wong, Cook, Barnett & Jung, 2008; Bartik, 2015).

In order to realise those enumerated benefits accrued to ECE, there is therefore the need to groom dedicated, competent and good calibre of ECE professional teachers who are well trained, equipped with all the needed knowledge, teaching (pedagogical) skills and theories of child development among others, to help prepare and improve children's learning (Barber & Mourshead, 2007). Teacher education programmes are thus run to prepare pre-service teachers to help in the implementation of the national aspirations and philosophies as enshrined in the various educational curricula. The focus of the current study is on Bachelor of Education in Early Childhood Programme (BEDECP).

The BEDECP is a 4-year Degree programme introduced by the University of Education, Winneba in 2003/2004 academic year to preparing prospective ECE teachers. This became necessary due to the recommendation of Anamuah-Mensah Education Review Committee in

2003 to make Early Childhood Education compulsory and formally part of Basic Education in 2007/2008 academic year (ECEP-UEW, 2012; Ministry of Education, Ghana 2004). There was thus an urgent need to introduce a programme to prepare pre-service teachers to man those ECE classrooms in 2007/2008. The objectives of the BEDECP are to prepare pre-service teachers to develop a sound content knowledge, pedagogy and research in order to help nurture and enhance the teaching and learning of the child. The programme is further envisioned to offer skills and make pre-service teachers more qualified to teach children at all levels. Again, the programme is expected to prepare pre-service teachers to demonstrate a clear understanding of the integration of educational theory and classroom practice and thus making them responsive to the changing cultural, social and individual needs of young children and their families (ECEP-UEW, 2012).

The objectives of the Teacher Education Programmes at the University of Education Winneba, (UEW) as enshrined in Act 672 of 2004 are to:

- (a) provide higher education and foster a systematic advancement of science and art of teacher education;
- (b) train and provide a highly motivated and efficient teacher for the colleges of education and other tertiary institutions;
- (c) provide high quality teachers with professional competence for teaching in pre-tertiary institutions such as pre-school, basic, secondary and non-formal education institutions;
- (d) foster links between the schools and community in order to ensure holistic training of teachers; and
- (e) ensure that practical research experience in the instructional environment in the University and elsewhere is undertaken, the results of which should inform revision of practices.

The objectives of the Teacher Education programmes at the UEW could thus be summarised as the production of professional teachers endowed with knowledge and understanding of content of the curriculum, professional skills and techniques for transacting instructional processes and practices, and deserved cherished professional and personal qualities (Aboagye, 2008). The integration of these would ensure the production of effective quality teachers.

Teachers are agents of socialisation (people, groups and/or institutions that influence self-concepts, emotions, attitudes and behaviour), change and development. They are the operators and implementers of the curricula designed for each subject or course in the nations' educational system. The absence of teachers in the education system stalls a nation's visions, aspirations and development of all kinds (Saldana, 2013). It is argued that, among the educational environment-related factors which impact on the achievement and acquisition of knowledge and skills, the most important one is quality teachers. Teachers are the nation builders as the strength and existence of every profession in any nation worldwide grow out of the knowledge and skills teachers help to inculcate in the children. As primary agents of the educational system, they are to discern and transmit the abstractions of the curriculum into reality and end up moulding children to exhibit cherished values and morals of the society. The importance of the teacher in the provision of quality education for the citizenry in the developing countries including Ghana has received worldwide recognition. This comes from the fact that attempts at improving access to professionalization of teaching and indicators of professional development of teachers are being enhanced by international development partners (Okemakinde, Adewuyi, & Alabi, 2013).

Teaching is an all-purpose profession which stimulates the development of mental, physical and emotional powers of learners. Such educated citizens would be sensitive and equipped with skills for peaceful co-existence, environmental management and democratic

processes. A considerable body of research has shown that pre-service teacher education has significant impact on teachers' pedagogical skills and their philosophies of teaching (Darling-Hammond, 2010).

When academic programmes like BEDECP are introduced, there is the need to evaluate them so that the decision to ensure quality, modification, improvement, continuity or termination could be taken based on empirical evidence. In this sense, it will prevent the purposes for which the programme was introduced from being entirely lost.

Evaluation of academic programmes and students' learning are rapidly taking the centre stage as the principal gauge of higher education's effectiveness (Banta, Griffin, Flateby, & Kahn, 2009). Stakeholders in higher education have never been clearer in their demand that the graduates of tertiary institutions in their respective countries should possess an increasingly specific set of higher order content knowledge and pedagogical skills (Coe, Aloisi, Higgins & Elliot, 2014). This demand has led to the recognition that commitment to teaching and learning must include evaluation and documentation of what and how much students are learning in order to use such information to improve the educational experiences being offered.

Evaluation refers to a periodic process of gathering data and then analyzing or ordering it in such a way that the resulting information can be used to determine whether an institution or organization or programme is effectively carrying out planned activities, and the extent to which it is achieving its stated objectives and anticipated results (Mouton, 2010). Evaluation is a systematic and objective assessment of an on-going or completed project or programme, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development, efficiency, effectiveness, impact and sustainability (Ifeobu, 2014). This involves a critical analysis of different aspects of the development and implementation of

programmes and the activities that constitute a particular programme, its relevance, formulation, efficiency, effectiveness, costs and acceptance by all parties involved.

Formative evaluation may be done during the implementation of a programme which actually helps the developer in the processes while summative evaluation may be done at the end thereof, in which case the purpose will be to pass judgment on the overall effectiveness of the programme or instruction (King, 2008; Mouton 2010). The term formative evaluation is defined as the type of evaluation that is conducted at the developmental stages of the instructional design processes or programme. It is suggested that the instructional designer evaluates materials during the process of instruction or programme development to determine where there are weaknesses in the instruction or programme so that revisions can be made (King, 2008). Formative evaluation provides a rich picture of a programme as it unfolds. It is a source of valuable learning not just prospectively for the programme but for future programmes as well when improvement comes to mind (King, 2008). Formative evaluation guides the development and implementation of a programme, a curriculum, textbook or the teaching and learning processes (Algozzine, Horner, Sugai, Barrett, Dickey, Eber, & Kincaid (2010). Summative evaluation, entails determining the effectiveness of instructional materials or programme after it has been implemented. Guskey (2013) opines that summative evaluation is seldom carried out by the designers responsible for developing the original instruction or a programme.

Summative evaluation focuses on the overall effectiveness of a programme as it gives value judgment on the worth of the outcomes of a programme which has been in existence for some time or the outcome at the end of a unit of instruction (Patton, 2011). While formative evaluation is conducted for the purposes of improving an evaluation object, summative evaluation is conducted for the purposes of accountability which requires determining the overall

effectiveness or merit and worth of an evaluation object. Formative evaluation information tends to be used by programme administrators and staff members, whereas summative evaluation information tends to be used by high level administrators and policy makers to assist in making funding or programme continuation decisions (Spaulding, 2012).

Thus, evaluation in education is to improve educational programmes and the processes for delivering them, and to guide the allocation of human and material resources in current and future programmes and policies. Evaluation should be used constructively and not for the justification of past actions or merely identification of their inadequacies (Adaboh, 2014). It is prudent that evaluations are conducted on an ongoing basis and applied conscientiously by the concerned stakeholders at every level of all programmes so as to be abreast with what is working and what is not both at the implementation and outcome stages (Tracy, 2014).

Programme evaluation is explained to be routine, systematic, deliberate gathering of information and make value judgement to uncover and/or identify what contributes to the success or otherwise of the programme and actions needed to be taken in order to address the outcomes of the evaluation process (Mouton, 2010). Different models to programme evaluation include Expertise, Consumer, Management, Objectives, Adversary and Naturalistic and Participant-Oriented. The Management-Oriented models are intended to serve organizational leaders in education and service sectors by meeting the informational needs of managerial decision makers. It scrutinizes the social acceptability, cultural relativity, and technical adequacy of the programme or project. It also examines the programme content and how the implementation should be carried out in the best possible ways to achieve the desired outcome (Stufflebeam, 2009). The models alienated to the management-oriented include the Stufflebeam's Context, Input, Process, Product (CIPP), Alkin's UCLA, Patton's Utilization-Focused Evaluation

and Wholly's focus on practical uses of evaluation (Ifeobu, 2014). An aspect of Provu's Discrepancy Model also makes use of management-oriented evaluation model since it emphasises on decision alternatives (Patton, 2012). The models are configured for use in internal and external evaluations conducted by organizations, individual self-evaluations and contracted external evaluations. Despite management's reluctance to communicate findings to the audience as expected, evaluators' occasional inability to respond to certain questions, costly evaluation processes, and the assumption that important decisions are identified in advance (Fitzpatrick, Sanders & Worthen, 2012), the CIPP evaluation models was deemed appropriate for the current study.

One of the benefits of the CIPP evaluation approach is that it can be used at any time during programme implementation: before, during and after programme to support decision-making. Further, the CIPP evaluation approach is more rational and orderly than the other approaches. Additionally, because the purpose of the evaluation is to aid in decision making, it is much more focused in its scope than the other approaches. One of the greatest strengths of this approach is that, it directly addresses the question of information utility by identifying the outcome-based decisions to be made prior to the beginning of the evaluation process. It also employs multiple methods for data collection and is applicable in evaluation of every stage of programme development, ongoing programme as well as completed ones. The CIPP model had been developed to meet the needs of programme decision makers who use the information collected to inform specific decisions that must be made.

The BEDECP has run for more than 10 years since its introduction in 2003/2004 academic year. The decision to improve upon the quality of an ongoing academic programme to ensure effectiveness of its activities and products cannot be taken without evidence of what is

and what is not working properly. There is therefore need to evaluate the programme objectives, course contents, human and materials resources, instructional methods, among others to unearth areas needing improvement and to promote quality and relevance of the programme.

Statement of the Problem

The significance of ECE has been recognised and emphasised worldwide as the pivot around which sustainable development revolves. That is why quality basic education of which ECE is the starter is being given the needed commitment in Education for All (EFA), Millennium and Sustainable Development Goals (MDGs and SDGs). Considering the strategic importance of ECE in eradicating illiteracy, poverty, hunger, combat diseases, reduce crime rate and gender disparity and ensure environmental sustainability, it becomes highly imperative that efforts are made to enhance the quality of ECE with well prepared and equipped teachers.

The quality of higher education programme that prepares prospective teachers by grounding them in knowledge of child development, pedagogy, assessment and new teaching skills needs to be regularly ascertained. This is critical as a factor in teachers' ability to influence children's development and learning in a positive way than just having degrees (Hyson, Tomlinson, & Morris, 2009).

Meanwhile, research reports of teacher educators and basic education teachers adopting wrong approaches to teaching and assessment of and learners resulting in poor performance of pre-service teachers and learners, keep coming up (Ghanney & Aniagyei 2014; Nsiah-Asante 2011). Calls have been made for pedagogical innovations to improve students' learning in higher education (Nilson, 2010; Svinicki, 2004). Stakeholders have also questioned the quality of some lecturers handling courses and the calibre of students enrolled on the BEDECP. Alhassan (2016) has reported that there has not been a single year that had not seen at least two basic schools

scoring '0%' in the Basic Education Certificate Examination in Ghana which has been linked to poor foundations laid by the teachers.

Several programme evaluation studies conducted by Alemnge (2015), Adaboh (2014), Burke-Sinclair (2012), Onyefulu (2001), Omotunde (2015), King (2008), Mishra, Vijayshri and Garg (2006), Karata and Fer (2009), Sampong (2009), Brennan (2008) and Obate-Yap (2012) on teacher education programmes at the higher education level did not focus on BEDECP. Those that focussed on ECE in Ghana and elsewhere include the following.

With regards to studies of ECE in Ghana, Sackey (2009) examined the provision of early childhood services in Accra. Lemaire, Amoah, Ntsiful, Micah, & Bonney, (2013) found negative perception of parents as hindrance to the implementation of the ECE programme. The study of early childhood teachers' understanding and roles in curriculum development and implementation of early childhood programmes in three districts in the Northern Region of Ghana by Jinapor (2013) indicated teachers' lack of understanding of curriculum materials. Anane and Anhwere (2013) examined assessment techniques adopted by the ECE teachers in selected schools in Cape Coast, Ghana and reported the use of wrong assessment procedures to assess pre-school children's learning.

Apart from the study of Diane, Early and Winton (2005) on early childhood teacher preparation which is foreign, none of the studies reviewed so far on teacher preparation programmes in higher education attempted to evaluate the quality of BEDECP in Ghana. In addition, there has been complete absence of formal independent evaluation of BEDECP since its introduction. The current study therefore sought to address these gaps, by using CIPP evaluation models to evaluate the BEDECP in University of Education, Winneba, Ghana to help assess the level of disparity in compliance of programme and course objectives, instructional

strategies, assessment practices, human and learning resources which the studies in Ghana prior to this had not addressed.

Purpose of the Study

The purpose of this study was to evaluate the Bachelor of Education in Early Childhood Programme in the University of Education, Winneba, Ghana. Specific objectives that guided the study were to:

1. investigate the extent to which the objectives of BEDECP covered that of ECE in Ghana;
2. determine the extent to which BEDECP course contents are adequate;
3. explore the quality of human resources available to meet the needs of students and the BEDECP;
4. determine the adequacy of human resources for implementing BEDECP;
5. determine the quality of learning resources available for implementing the BEDECP;
6. determine the adequacy of learning resources for implementing BEDECP;
7. assess the appropriateness of instructional methods or strategies employed by lecturers for transacting BEDECP;
8. assess the quality of assessment methods for implementing BEDECP; and
9. assess the quality of BEDECP graduates from the perspectives of the stakeholders (lecturers, ECE Coordinators and Primary School Head Teachers).

Research Questions

The following research questions were formulated to guide the current study.

1. What is the extent to which the objectives of BEDECP covered that of ECE in Ghana?
2. What is the extent to which the course contents of BEDECP are adequate?
3. What is the quality of human resources being used for implementing BEDECP?

4. How adequate are the human resources employed for implementing BEDECP?
5. What is the quality of learning resources available for implementing BEDECP?
6. How adequate are the available learning resources for implementing BEDECP?
7. What is the quality of instructional methods being employed for implementing BEDECP?
8. What is the quality of assessments for implementing BEDECP?
9. What is the view of stakeholders (employers, school heads and lecturers) on the quality of BEDECP graduates?

Scope of the study

The study focused on the evaluation of quality of Bachelor of Education in Early Childhood Programme (BEDECP) in the University of Education, Winneba (UEW). The study was carried out in UEW because it is the nation's centre for research into basic education (NCRIBE) in Ghana. Conducting such a study in UEW was to set the pace in ensuring quality of this foundational teacher education programme before it was taken on by the public. The study was also delimited to BEDECP because, it is the latest formally known teacher education programme included in the education system of Ghana.

Students and graduates of the BEDECP, lecturers, officials of Ministry of Education and Primary School Head Teachers (PSHT) were involved in the study. Students and graduates participated in the study because they are affected directly by the implementation and the management's decision of the BEDECP. Further, the experiences gained by the graduates about the programme since 2007/2008 and the reality on the field of work were deemed beneficial in an attempt to collect detailed information for this evaluative study .

Lecturers and their head were involved because they are responsible for the implementation of the BEDECP and would be expected to incorporate recommendations from

the study report as directed by management in their instructions. Officials or representatives of Ghana Education Service are important in this study because they are the representatives of the government, the employer of these graduates as well as the funding agency for all public education institutions in Ghana. Primary School Head Teachers of the graduate early childhood professional teachers could not be left out due to their immediate supervisory roles and also as representatives of the government whose monitoring and reporting about the performance of graduates of BEDECP were believed, could enhance the quality of the graduates and the programme.

The study was further delimited to students who were enrolled onto the programme between 2013/2014 and 2015/2016 inclusive. These students had already spent at least one academic year on the programme and could provide rich information for the evaluation of the quality of the programme. Level 100 students were not also involved because at the time of the study, they had barely spent a semester on the BEDECP and might not be able to provide the needed information for evaluating the quality of the programme under consideration. The sampled students for the study however excluded the sandwich early childhood programme students and their graduates because the focus of the study was on regular programme and its students. Parents and early childhood pupils did not form part of the study as the programme was designed to prepare pre-service early childhood teachers.

Information relating to the BEDECP objectives, course contents, human and learning resources, instructional strategies and assessment methods for the programme were collected using questionnaire, lecturer observational scale, graduate teacher appraisal scale and focus group discussion guide as the data collection instruments. These multiple instruments augmented and complemented both qualitative and quantitative data sets as ways for triangulating. The data

generated were analysed using narrative approach for qualitative data and percentages, means and standard deviations for quantitative data.

Operational Definition of Terms

The following terms and variables are defined as used in this study to enhance readers understanding. In this current study,

Evaluation Model: refers to the combination of CIPP evaluation model selected for evaluating the programme under consideration.

CIPP Model: CIPP model refers to evaluation model employed to evaluate the programme under consideration.

Context Evaluation: refers to the assessment of the extent to which BEDECP objectives captured that of ECE in Ghana

Input Evaluation: refers to the assessment of adequacy in quantity and quality of course contents, human and learning earmarked for the implementation of BEDECP.

Process Evaluation: refers to the assessment of quality of instructional methods and assessment procedures employed on the BEDECP by the lecturers to attain the objectives of BEDECP.

Product Evaluation: refers to the assessment of the quality of graduates of BEDECP as perceived by the ECE Coordinators, Primary School Head Teachers and lecturers.

Programme: refers to intervention or set of activities mounted to achieve external objectives.

Bachelor of Education in Early Childhood Programme: is a programme of study that runs in UEW with the aim of preparing pre-service ECE teachers to nurture children aged 0-8 years.

Quality: refers to the perception of the stakeholders on conformity of programme specifications and satisfaction derived from the various components of the programme.;

Resources: resource refers to both human and learning committed to achieving the goals and objectives of BEDECP.

Stakeholders: Stakeholders refer to the students, graduates, lecturers, primary school heads and coordinators who are affected by the implementation and outcome of the BEDCP.

Significance of the Study

Once an academic programme has been introduced, feedback on the extent to which the programme is achieving its objectives is critical and needed to inform continuous improvement for its sustainability. Information obtained from evaluating the quality of BEDECP in the UEW, Ghana may provide lecturers, students, university administration, graduates and other stakeholders with valuable feedback as to the state of the programme and how qualitative it is. Findings from this study may create an opportunity for UEW to share evaluation report with other universities on similar academic and professional programmes for improvement.

Findings from this study may also serve as avenues to partner other tertiary institutions in other countries to build capacities aimed at improving certain areas of the programme that need financial and human resourcing. Specifically, results from this study may help the University offer scholarships to both students and lecturers for further studies in ECE. The net effect is that, it may enhance quality and adequacy of human resource capacity in the department in particular and the University as a whole. Further, the findings may empirically and rightfully position the perception of other stakeholders on the quality of BEDECP and its products. That is, findings from this study might help the public to be better informed and erode any negative perception they may hold towards BEDECP and its graduates. Further, stakeholders would be assured of

measures being taken to enhance quality of the programme and how professionally, competent and effectively pre-service BEDECP teachers are being prepared with adequate content and pedagogy to help them lay good educational foundations in the children.

Evidence documented from evaluation findings showing where the programme design had been effective and successful may be beneficial to other agencies of similar size, environments and programmes to replicate the programme. In addition, findings of this study may assist University of Education, Winneba and other higher education institutions to gauge the overall characteristics and teaching quality of the lecturers assigned to teach courses as well as the calibre of students admitted onto the education programmes. From the findings, the state of adequacy and quality of other resources would also be known. This might help the universities to make informed decisions pertaining to the existing or planned programmes for lecturers and students about resources, procedures and practices to improve or sustain educational benchmarks operating within the institution.

Furthermore, this evaluative study may serve to provide valuable information to lecturers on areas of personnel improvement related to their teaching and learning performance. Results from this study may specifically disclose strengths and weakness of knowledge and skills that lecturers may consider for further enhancement. Such feedbacks to lecturers on their teaching effectiveness and performance outcomes, could lead to overall quality improvement of the lecturer's teaching performance. Thus, by maintaining their strengths and overcoming their weaknesses, overall quality of teaching and learning would be heightened. Employers including Ministry of Education (MOE), Ghana Education Service (GES) and other private service providers may also find the results of this evaluative study very important. This is because the degree of quality of graduates produced by the BEDECP and their competences or performances

in educating children will be unearthed. These may help the employers to be better informed on which graduate to employ, in-service training needed and resources to be committed into human resource development for quality.

Finally, the conclusions from this study may add to existing literature and also serve as point of reference to educational evaluators and educational researchers because it could provide opportunities for further studies in the area of early childhood teacher education programme. Other areas of early childhood teacher education not addressed in this study can be examined.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature considering the evaluation of quality of Bachelor of Education in Early Childhood Programme (BEDECP) in the University of Education, Winneba (UEW) resulted in identification of several areas relevant to the current study under the following sub-headings.

- a. Evaluation of Educational Programmes;
- b. History of Programme Evaluation;
- c. Models of Programme Evaluation;
- d. Early Childhood Education;
- e. Evolution of Early Childhood Education in Ghana;
- f. Teaching and Teacher Education in Ghana;
- g. Bachelor of Education in Early Childhood Programme;
- h. Overview of Education System and Reforms in Ghana;
- i. Evaluation of Higher Education Programme; and
- j. Appraisal of Reviewed Literature.

Evaluation of Educational Programmes

Different experts have proffered and rendered varied definitions and explanation for evaluation as this modern field grows in depth, breadth and sophistication. Originally, the word evaluate was a Latin word meaning 'to strengthen' or 'to empower' (Ahmad, 2012). Many definitions of evaluation exist in the literature, all of which differ in their scope, abstraction and restriction. While Tyler's definition of evaluation as the process of determining the extent to

which the educational objectives are being achieved is considered too restrictive, 'the systematic gathering of information for the purpose of making decisions as defined by Richards (2011) and Rossi, Lipsey & Freeman (2004) is also deemed too broad. Another definition given by Fitzpatrick, Sanders and Worthen (2012) described evaluation as 'the identification, clarification and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation those criteria. However, it could be argued that identifying and designing defensible criteria is not always applicable, because the means of judging any evaluation object differ from one individual to another, and consequently it is difficult to agree on one evaluation criteria. It is therefore submitted that choosing criteria to judge the merit of an evaluation object is 'one of the most difficult tasks in educational evaluation (Ahmad, 2012).

Generally, evaluation is defined as an applied inquiry process for collecting and synthesising evidence that culminates in conclusions about the state of affairs, value, merit, worth, significance, or quality of a programme, product, person, policy, or plan (Fournier, 2005). This means that evaluations are judgemental about the value of object of evaluation. It is the value feature that distinguishes evaluation from other types of inquiry including basic science research, clinical epidemiology, investigative journalism, or public polling, among others.

To Scriven (2009), evaluation is a method for determining the merit or worth of an evaluand (product or programme), arguing that the placement of value on object should be appraised based on these two dimensions. Supporting this assertion, Yarbrough, Shulha, Hopson and Caruthers (2011) defined evaluation as the systematic assessment of the worth or merit of an object. In trying to substantiate the key concepts and characteristics of the evaluand, Yarbrough, *et al* (2011) and Scriven agreed that merit refers to the absolute or relative quality of the intrinsic value of a programme reference to its effectiveness in meeting the needs of those it is intended

for. This means merit should be seen as the outcome of a set of criteria by which a comparison is made relative to data collected on the evaluand and values explicitly ascribed to it. Merit of an evaluand is thus determined by specification noted to be valuable or not. Another way of judging the merit of an evaluand is the synthesis of performances of parts of the evaluand with multiple criteria. Method and synthesis are therefore two of the core methodological tasks that distinguish evaluation from the collection and reporting of descriptive data for interpretation by others (Scriven, 2009).

Worth thus refers to extrinsic value of the programme to the larger community or society outside thereof. As an outcome of evaluation, worth refers to the evaluand's value in a particular context. Worth and merit are thus independent since an evaluand may be meritorious but have little worth and the converse also holds (Demarteu, 2014). Whereas these definitions given by Yarbrough, Shulha, Hopson and Caruthers (2011) and Scriven (2009) rightly mention the key elements as systematic and worth or merit, they omit other important ingredients in evaluation as probity, feasibility, safety, significance and equity.

It has been observed that all evaluation should be framed by three key components (Demarteau, 2014) to include the process of information collection; the value judgment that is the product of this process; and finally the use of the value judgment in decision making leading to action. These three components also cover three evaluation issues: know, judge and decide. Evaluation is thus seen as the systematic assessment of the operation and/or the outcomes of a programme or policy, compared to a set of explicit or implicit standards or specifications, as a means of contributing to the improvement of the programme or policy. This is premised on the fact that one of the major aims of evaluation is to facilitate programme improvement.

Focusing attention on curriculum, Al-Jardani (2012) affirmed that evaluation should be regarded as the systematic collection and analysis of all relevant information necessary to promote the importance of the curriculum and to assess its effectiveness within the context of the particular institution involved. It is inferred that evaluation is a systematic attempt to gather both quantitative and qualitative information through different methods in order to make judgments or alternative decisions about the evaluand.

Stufflebeam and Shinkfield (2007) have observed that the complex nature of the field, vast array of approaches and activities that constitute evaluation make it challenging to conclude on any one definition for evaluation. Nevertheless, in an attempt to outline the main tasks in programme evaluation and the type of information ought to be gathered, these authors defined evaluation as the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probity, feasibility, safety, significance and equity. Their description of evaluation is comprehensive because it captures all the criteria for evaluating a given programme's goals through its outcome or product. Evaluation is thus an integral part of all aspects of the educational process with its major purpose being to improve instruction and student learning. It is therefore the reflective link between the dream of what should be and the reality of what is.

It is thus obvious that there exist a wide range of definitions including large numbers of actors involved in the evaluation process, with different aims and objectives, different methods and diverse priorities. Notwithstanding this diversity, core ideas are found in literature to include the common attempts by evaluators to attribute observed outcomes to known inputs and vice versa, the importance of efficiency, accountability and resource allocation; and the attention given to the programmes' implementation and delivery (Lundberg, 2006).

Given the multiplicity of definitions for the term evaluation, it is reasonable to suggest that the term evaluation depends on the definer's particular perspective. Evaluation can thus be defined as the systematic collection and analysis of all relevant information necessary to promote the improvement of an educational programme or a policy and assess its effectiveness within the context of the particular institutions involved (Ahmad, 2012). This is an inclusive definition because evaluation is first, viewed as a systematic process and should not be conducted afterthought, rather it should be planned and purposeful process. Secondly, it involves collection of data regarding questions or issues in a programme. Thirdly, evaluation is a process of enhancing knowledge and decision making, whether the decisions are meant for improving a programme or determining whether or not to continue it.

From the foregoing, evaluation may be described as a process in which a great amount of information is gathered through various procedures from different sources. This information is analysed and interpreted to make some important decisions based on the results. These decisions might warrant a change and effect a drastic modification in the outline and process of an academic programme, instruction or policy of which BEDECP is no exception. All these efforts are made to better a course of study or product to bring about satisfactory results (Zohrabi, 2009). And for the purposes of the current study, evaluation is seen as the systematic application of scientific methods to assess the design, process, and products of a programme (Frye & Hemmer, 2012).

Parilah and Zohrabi (2008) have stressed that the first priority in any evaluation endeavour, is to elucidate the meaning of objectives. That is, the purpose of evaluation should be clearly outlined. For the sake of programme evaluation, Langbein and Felbinger (2006) surmised that its goal is to measure its efficiency and compare its quality with other identical instructional

programmes. What seem vital here is that evaluation results should bring about some necessary recommendations for change (Flowerdew & Peacock, 2001).

A major concern in any educational programme is the degree to which the students learn the materials. It is therefore opined that evaluation should take care of students' acquisition and assess whether the resources have properly been utilized (Mouton, 2010). Langbein and Felbinger (2006) held that information that is gathered through evaluation process may be used for revisions of a course employed in other similar instructional courses. Further, the authors suggested that evaluation outcomes could be utilized in producing course specific materials thereby saving a great deal of time. Also programme evaluation can help identify reasons behind course failures and hence provide some necessary remedies (McDavid & Hawthorn, 2005), though for optimal reliable and valid results, different methods and sources for data collection are crucial.

Evaluation may be done either for formative or summative purposes or both Mouton (2010). When evaluations are done for the purpose of providing information for judging the merit or worth of a part of a programme or for programme improvement, formative evaluation is done. But when the evaluation is concerned with providing information to assist in making judgments about a programme's overall worth or merit in relation to important criteria, summative evaluation is thought of (Fitzpatrick, Sanders & Worthen, 2012). It can be inferred that the two different roles played by evaluation are formative: appraisals of quality focused on instructional programmes that are still capable of being modified and summative: appraisals of quality focused on complete instructional programmes (Trochim, 2006). However, Patton (2012) argued that viewing evaluation as having two different roles would lead to problems in classifying relevant evaluation activities. Patton thus questioned the two roles in the light of

changes that had taken place in evaluation since initial conception of these roles in 1967 by Scriven. The contemporary functions of evaluation must therefore be seen to have expanded to include development of programmes and empowering participants (Patton, 2012). Though the two distinctive roles proposed by Scriven (2009) provide focus for evaluation, the researcher holds the view that whether evaluation is conducted for formative or summative purpose depends on the intent with which it is done. It is noted that if a programme is on-going, summative evaluation could be conducted and the results used for formative purposes of improving the programme or courses and the converse, is also plausible.

Programme Evaluation-Evaluation at the most fundamental level involves making a value judgment about information that one has available (Cook, Scriven, Coryn, & Evergreen, 2010; Durning & Hemmer, 2010). Thus educational programme evaluation uses information to make a decision about the value or worth of an educational programme (Cook, *et al.* 2010). More formally, programme evaluation is defined as the systematic collection and analysis of information related to the design, implementation and outcomes of that programme, for the purpose of monitoring and improving the quality and effectiveness of it (Frye & Hemmer, 2012). From this definition, programme evaluation is about understanding the programme through a routine, systematic, deliberate gathering of information to uncover and or identify what contributes to the ‘success’ of the programme and what actions need to be taken in order to address the shortcomings of the evaluation processes (Durning & Hemmer, 2010). Thus, programme evaluation tries to identify the sources of variation in programme outcomes both from within and outside, and further determine whether these sources of variation or even the outcome itself are desirable or undesirable.

Programme evaluation is regarded as a profession that applies formal methodologies to provide useful empirical information about programmes, products and performance in decision-making context that are inherently political and involve multiple often conflicting stakeholders, where resources are seldom sufficient and where time-pressure are salient (Trochim 2006). Programme evaluation is therefore a form of enquiry which describes the achievements of a given programme, provides explanations for these, and sets out ways in which further development might be realised.

Programme evaluation as a rich and varied combination of theory and practice is widely used to create information for planning, designing, implementing and assessing the results in an attempt to address and solve problems relating to design and implementation of policies and educational programmes. Programme evaluation thus encompasses assessments of any coordinated set of activities directed at achieving goals. It involves assessments of ongoing cyclical programmes like the school curricula, development and dissemination of services, provision of educational service, among others. This makes it a systematic process of describing the components and outcomes of an organised intervention or service, aimed at improving the quality of the services received or rendered or documenting the programme's beneficial impacts.

The purposes for conducting programme evaluation are different and varied but related in certain ways. From the education background Bull (2011) had posited that the general purpose of programme evaluation is to improve the educational programmes by facilitating judgments about its effectiveness based on identified evidence. Furthermore, he summarised the specific purposes of programme evaluation as: making explicit the rationale for an educational programme; collecting evidence, analyzing the data and drawing conclusions from them; making judgments based on the evidence; and implementing the decisions to improve such and educational entity.

Feur, Floden, Chudowsky and Ahn (2013) had enumerated the purposes of programme evaluation under six major headings to include, contribute to decision about programme installation; contribute to decisions about programme continuation, expansion or certification; contribute to decisions about programme modification; obtain evidence to rally support for a programme; obtain evidence to rally opposition to a programme; contribute to the understanding of basic psychological, social and other processes.

Sanders (2002) explained the purposes of programme evaluation as giving direction to a school programme; identifying needs; setting priorities among needs; identifying and selecting different approaches; monitoring and adjusting programmes; determining outcomes; determining if or not a programme should be supported, changed, or terminated; and judging requests for resources to support programmes. Common to these purposes as postulated by, Feur, Flden, Chudowsky and Ahn (2013) and Sanders (2002) is the underlying general aim of programme evaluation, to assess the effectiveness of the evaluation object (programme, process or product) for the purpose of improvement. That is to

- i. determine overall effectiveness in meeting programme goals and objectives;
- ii. determine at what level of quality programme activities are being implemented;
- iii. identify strengths and weaknesses in programme implementation and programme effectiveness

According to Mouton (2010), programme evaluation provides the following benefits:

- i. examines the quality of executors on ground in terms of the amount of non-governmental and governmental bodies in the implementation of the programme; the number of teachers, students, classrooms, furniture and other infrastructure;

- ii. provides base-line data on area of effectiveness which needs to be maintained and areas of weakness which any programme should improve upon;
- iii. Periodic results of evaluation would also present the trend and the blueprint for adjustments and remediation for the programme as may be necessary.

On the benefits the stakeholders could derive from the results of programme evaluation, Gajida (2004), Hansen (2005) and Mertz (2007) revealed that they are numerous and emanate from the programme evaluation findings to include the ensuing ones. Firstly, programme evaluation results may reveal 'what are working' and 'what are not working.' A process or outcome evaluation enables programme managers to provide answers to some of the basic questions about a programme's effectiveness, including: Are participants benefiting from programme services? Are recruitment strategies working? Do staff have the necessary skills and training to deliver services? Are participants satisfied with the programme? Are some sub-groups benefiting while others are not? Understanding 'what works' could afford programme managers to focus limited resources on the essential components of the programme to benefit participants and volunteers and knowing 'what does not work' will allow programme managers to improve and strengthen their service delivery areas identified as defective. Barret (2013) has noted that knowing what is working may help avoid putting to waste the limited available valuable time and resources channel into equally important projects and programmes.

Another benefit accrued to programme evaluation as reported by Mertz (2007) is the fact that, the results can showcase the effectiveness of a programme to the educational institution, government and non-governmental organisations, community and funders. Programme evaluation findings can demonstrate to these identified groups, community and sponsors the extent to which the programme under consideration is worthwhile. Sharing findings within such

communities can serve as a good outreach tool for attracting collaborative partners, recruiting participants and sponsors, and hence build trust with managers and community members. Fink (2014) had surmised that policy makers, stakeholders and sponsors often require that a programme evaluation be conducted when they agree to sponsor such a programme, and some sponsors will not fund/re-fund, until evaluation has been conducted and outcomes demonstrated.

Programme evaluation results could serve to improve staff's frontline practice with participants. Improving how frontline staff members deliver services to children and youth will increase the likelihood that a programme will achieve positive outcomes with the programme participants. Conducting an evaluation of a programme can allow programme managers and administrators to systematically assess staff's performance, and figure out where staff members are succeeding and where they may need more support or training. In this way evaluating a programme can also provide staff with opportunities to discuss the challenges they face and offer potential solutions. Conducting programme evaluation in higher educational institutions could also lead to critical assessment of the calibre of human resources leading to increase in the organisational or institutional capacity for overall staff development and programme adjustments to ensure efficiency (McDavid & Huse, 2012; Spaulding, 2012). Programme evaluation report could help answer such questions as: Do staff have the necessary skills to work effectively with programme participants? What types of additional training would benefit staff? Are staff receiving the right coaching and mentoring to do their work? Do staff have the needed supports to function effectively? (Chen, 2014).

Kaufman and Guerra-Lopez (2013) and Mertz (2007) have advanced that findings from programme evaluation can increase a programme's capacity to conduct a critical self-assessment and plan for the future. Conducting an evaluation either internally or with an external evaluator

will build an organization's capacity to conduct critical self-assessments, including conducting staff and programme needs assessments, staff performance, and assessing whether programme objectives have been met (Barbazette 2006). This will serve to strengthen programme operations and consequently, improve outcomes for those served. Wholey, Hatry and Newcomer (2010) had emphasised that knowing how and for whom the programme is effective and ways services can be strengthened are essential building blocks for an organization's strategic plan. Having the goal and the capacity for self-assessment allows for ongoing reflection and planning and thus creating a continuous learning organization (Altschuld, 2014).

Results from programme evaluation could reveal quality and adequacy of the programme contents or otherwise, thus unearthing what happens at each stage of the programme process for attention. This will help administrators and decision makers to strategise on how to build on the strengths of a programme and improve on identified weaknesses (Royse, Thyer & Padgett, 2010; Cooper & Schindler, 2013).

History of Programme Evaluation

Tracing the development of programme evaluation has been daunting due to its informal utilization by humans some thousands of years ago. Formal programme evaluation has come of age in the evaluation discipline since two decades ago. It is now a force to reckon with in this 21st century due to its rapid growth (Mouton, 2010). Though educational programme evaluators have been adopting the objective-oriented evaluation approach proposed by Tyler in 1942 to determine the extent to which programme objectives were being achieved for more than two decades, the breed of evaluators during 1960s and 1970s began developing new evaluation models to go beyond the Tylerian objectives-oriented evaluation approach (Popham, 2013). The

essence was to stand the test of time as the field was sturdily progressing due to recognition (Paton, 2008).

Programme evaluation as an established discipline dates back to the era of Chinese Emperor Shun (2357 BC) and Chou Dynasty (1122-255 BC) when written examinations on Confucian Classics and school admission examination were used to select civil servants for employment and pupils for admission (Efrim, 2010). According to Stufflebeam, Madaus and Kellaghan (2006) evolution of programme evaluation can be categorised into seven development periods. This categorisation which could help evaluation experts appreciate how far the field had come, include the Age of Reform (prior to 1900); Age of Efficiency (1900-1930), Tylerian Age (1930-1945), Innocence Age (1946-1957); Age of Development (1958-1972); Age of Professionalisation (1973-1983) and Age of Expansion and Integration, (1983-2000).

The Age of Reform (1792-1900's)-The first documented formal use of evaluation took place in 1792 when William Farish utilized the quantitative mark to assess students' performance (Hoskins, 1968). The quantitative mark permitted objective ranking of examinees and the averaging and aggregating of scores. Furthermore, the quantitative mark was historically important to the fruition of programme evaluation as a discipline for two reasons: (a) it was the initial step in the development in psychometrics; and (b) its questions were designed to measure factual technical competence in subject areas that gradually replaced questions aimed at assessing rhetorical style (Hogan, 2007). This period saw education in Great Britain reformed through evaluation with recommendation by Powis Commission that students' performance on reading, spelling, writing and arithmetic would determine teachers' salaries, though annual evaluations on pupils' attainments had been the practice (Hogan, 2007). The earliest method of formal evaluation in the United States occurring in 1815 brought about developed policies to set

standard for production processes to conform to supply of military arms. With the first formal education evaluation taking place in Boston, United States in 1845, printed tests of various subjects were used in Boston's education system to assess student achievement. It was argued that a comprehensive assessment of student's achievement was needed to assess the quality of a large school system (Royse, Thyer & Padgett, 2010). This event provided an important moment in evaluation history because the tradition of using pupils' test scores as principal yardstick to evaluate school and instructional programme effectiveness, started. This period saw Joseph Rice, an educational reformer carry out comparative assessment on methods for teaching spelling across a number of school districts to explain why U.S. students were not learning to spell. Results from the study titled 'The Futility of the Spelling Grind' was published in an article, *The Forum* in 1897. Rice's evaluation has been recognized as the first formal educational programme evaluation in America (Mouton, 2010; Stufflebeam, Madaus & Kallegan, 2006). A number of seminar papers have since been presented by some of the theorists in evaluation as an attempt to professionally develop practices in the field of programme evaluation.

The Age of Efficiency and Testing (1900-1930)-The work of Fredrick W. Taylor on scientific management became influential to administrators in education (Mouton, 2010). Taylor's scientific management was based on observation, measurement, analysis, and most importantly, efficiency (Russell & Taylor, 2005). Objective-based tests were critical in determining quality of instruction. Tests developed by departments were for improving the efficiency of the educational districts. Tunç, (2010) stressed, tests developed for the Boston public schools were described as being objective referenced and were used to determine the effectiveness of these districts. During this period, educators regarded measurement and evaluation as synonyms, with the latter thought of as summarizing student test performance and assigning grades (Hogan, 2007).

The Tylerian Age (1930-1945)- Believed to be the father of educational evaluation, Ralph Tyler, made considerable inputs to evaluation. Tyler directed an Eight-Year Study (1932-1940) which assessed the outcomes of programmes in 15 progressive high schools and 15 traditional high schools. Tyler found that instructional objectives could be clarified by stating them in behavioural terms, and those objectives could serve as the basis for evaluating the effectiveness of instruction (Tunç, 2010). Tyler emphasised that, each objective must be defined in terms which clarify the kind of behaviour the course is expected to help develop. Stufflebeam and Shinkfield (2007) reported that Tylerian evaluation involved internal comparisons of outcomes with objectives; it needs not provide for costly and disruptive comparisons between experimental and control groups, as were utilized in comparative studies used by Rice. According to Worthen, Sanders and Fitzpatrick (2005), Tyler's work formed the basis of criterion-referenced testing. Patton (2012) hinted that examining only the stated goals as enshrined in the programme documents might fall short since the outcome of such programme interventions are equally paramount for success or otherwise. Evaluators should thus consider the intended and unintended outcomes in order to have a clearer picture of the programme.

The Age of Innocence (1946-1957)-Starting in the mid 1940's, American's moved mentally beyond the World War II and great depression. Stufflebeam and Shinkfield (2007) reported that, society experienced a period of great growth because there was an upgrading and expansion of educational offerings, personnel, and facilities. Optimism of the Americans brought little interest in accountability of national funds spent on education, hence *The Age of Innocence*. In the early 1950's Age of Innocence, the adoption of Tyleran view of evaluation became rapid. The objective-based testing advancement were given a boost when the *Taxonomy of Educational Objectives* were published by Bloom and colleagues in 1956 (Stufflebeam & Shinkfield, 2007).

The authors indicated that within the cognitive domain, there were various types of learning outcomes. Objectives could be classified according to the type of learner behaviour described therein, and that there was a hierarchical relationship among the various types of outcomes. They further suggested that tests should be designed to measure each type of the outcomes.

The Age of Development (1958-1972)-Russian's successful launch of the spaceship, Sputnik I, sparked a national crisis in America in 1957. This brought about the passage of legislation to improve instruction in areas that were considered crucial to the national defence and security. American Congress' enactment of the National Defence Education Act (NDEA) in 1958 witnessed an investment of millions of dollars into new curriculum development projects to provide for new educational programmes in mathematics, sciences and foreign languages (Stufflebeam, Madaus & Kallaghan, 2006). Public interest in educational evaluation increased and this fuelled an increased demand for school accountability. Evaluations were funded to measure the success of the new curricula. The early part of this period was also characterised by the emergence of criterion-referenced testing. Until that time, most tests, called norm referenced tests, were designed to discern between the performances of students. In contrast, a criterion-referenced test was intended to measure individual performance in terms of established criteria. It discerned how well an individual could perform a particular behaviour or set of behaviours, irrespective of how well others performed (Mouton, 2010). People now began showing concerns on effectiveness of schools given large financial investment in education by local and federal governments and called for accountability. The period was also noted for the use of unmatched experimental designs for evaluation purposes, evaluation of research methods and the production of evaluation models (Fitzpatrick, Sanders & Worthen, 2012). In order to supplement the academic resources for low-income children who needed extra support in the early grades,

educators were required to evaluate their efforts (Mertens, 2009). This emanated from the passage of the Elementary and Secondary Education Act (ESEA) of 1965 which it is believed, gave birth to the contemporary programme evaluation. The rationale was to authenticate the call to use federal to help the disadvantaged students in new ways rather than supporting schools' exhausted practices (Patton, 2012).

The Age of Professionalization (1973-1983)-During the 1970's, evaluation emerged as a profession. It thus witnessed the publication of books and articles on programme evaluation in journals. Some of the journals included Educational Evaluation and Policy Analysis, Studies in Educational Evaluation, CEDR Quarterly, Evaluation Review, Evaluation Practice, Evaluation and the Health Professions; ITEA Journal of Test and Evaluation; Performance Improvement Quarterly; and Evaluation Studies Review Annual (Fitzpatrick, Sanders, Worthen, 2011). Higher education institutions including University of Illinois, Stanford University, Boston College, UCLA, University of Minnesota, and Western Michigan University began to run courses in evaluation methodology to depict its importance (Stufflebeam, Madaus & Kellaghan, 2006).

The Age of Expansion and Integration (1983-Present)-The early 1980s in the history of evaluation can be described as undulating and struggling under the Reagan administration. Cut backs in funding for evaluation took place and emphasis on cost cutting arose. It was reported that funding for new social initiatives (evaluation of programmes) was drastically cut in the 1980s with the intention to cut down cost. By the early 1990's, evaluation had rebounded with the economy (Mouton, 2010). The field evaluation expanded and became more integrated. Focus on programme evaluation literature shifted from practice and methods to theory during this period. Professional associations were developed along with evaluation standards. In addition, the Joint Committee on Standards for Educational Evaluation developed criteria for personnel

evaluation. The period also saw a reform movement in Great Britain where commissions were set up to hear testimony about the efficacy of different educational institutions.

Models of Programme Evaluation

Evaluation model may be regarded as a set of steps or a system of thinking which if followed or implemented will result in the generation of information available for use by decision-makers in their attempt to improve a programme or policy (Ifeobu, 2014). The choice of appropriate evaluation model has a direct link with the nature of information to collect for the best decision alternatives. Although there is no generalised model or approach for conducting evaluation studies, variations in programme evaluation models depend greatly on the differences existing in the purpose of evaluation, the roles of evaluation, methodology to be used in conducting the evaluation and the research questions or hypotheses formulated to guide the study (Mouton, 2010).

Knowledge of evaluation models can help evaluators discredit models that violate sound principles of evaluation, legitimize and strengthen those that follow the principles (Stufflebeam & Shinkfield, 2007). Further, it will help evaluation researchers identify, examine, and address conceptual and technical issues pertaining to the development of the evaluation discipline. Operationally, insight into alternative evaluation models can help evaluators consider, assess and selectively apply optional evaluation frameworks. The main values in reviewing alternative programme evaluation models are to discover their strengths and weaknesses, decide which ones merit substantial use, determine when and how they are best applied, obtain direction for improving the models, devise better alternatives and strengthen one's ability to conceptualize hybrid evaluation models.

There appear to be 21 approaches often employed to legitimately judge programmes and projects of all kinds (Stufflebeam, Madaus & Kallagan, 2006). These may be grouped into four distinct categories as quasi-evaluation studies, improvement-and accountability-oriented evaluation, social agenda and advocacy, and eclectic evaluation. The quasi-evaluations is made up of 14 approaches focuses on answering one or several questions or use a single methodological approach: objectives-based studies; accountability, particularly payment-by-results studies; success case method; objective testing programmes; outcome evaluation as value-added assessment; performance testing; experimental studies; management information systems; benefit-cost analysis; clarification hearing; case study evaluations; criticism and connoisseurship; programme theory-based evaluation; and mixed-methods studies.

The improvement/accountability category is oriented toward determining the merit and worth of the project being evaluated and encompasses three approaches as decision and accountability oriented, consumer-oriented and accreditation-certification oriented studies. The social agenda/advocacy category dedicates evaluation efforts to pursuing social justice and includes three approaches: responsive evaluation or client-centred studies, constructivist evaluation and deliberation democratic evaluation. Finally, the eclectic evaluation category includes the utilization-focused approach, and draws selectively from all available evaluation concepts and methods to serve the needs of a particular group (Stufflebeam & Shinkfield 2007).

According to Stavropoulou and Stroubouki (2014) the variety of evaluation approaches can be grouped into two epistemological categories as objectivism and subjectivism. Objectivism in programme evaluation requires that evaluation information be scientifically objective (Worthen, Sanders & Fitzpatrick, 2005). That is, the data collection and analysis approaches that are used ought to yield results that are reproducible and verifiable by other competent persons

using the same approaches. Examples include experimental and quasi-experimental research studies. In contrast, subjectivism relies upon an appeal to experience rather than to scientific method (Worthen, Sanders & Fitzpatrick, 2005).

The principles for assigning values closely related to objectivism and subjectivism epistemologies can be separated as utilitarian versus intuitionist-pluralist evaluation (Worthen, Sanders & Fitzpatrick, 2005). The utilitarian evaluation approach according to Mouton (2010) verifies the impact of the overall programme on programme participants by using the objectivist approach in determining the programme gains or impact. The intuitionist-pluralist evaluation approach on the other hand focuses on the impact of a programme on each individual through the use of subjectivist approach. However, an alternative evaluation classification as presented by Fitzpatrick, Sanders and Worthen (2012) put the different evaluation models into six categories to include objectives-oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented and participant-oriented models.

These six categories of approaches to programme evaluation fit the utilitarian and intuitionist-pluralist evaluation distinctions made by House (Fitzpatrick, Sanders & Worthen, 2012). Figure 1 illustrates the distribution of the classifications of the six evaluation models dimension of utilitarian to intuitionist-pluralist evaluation.

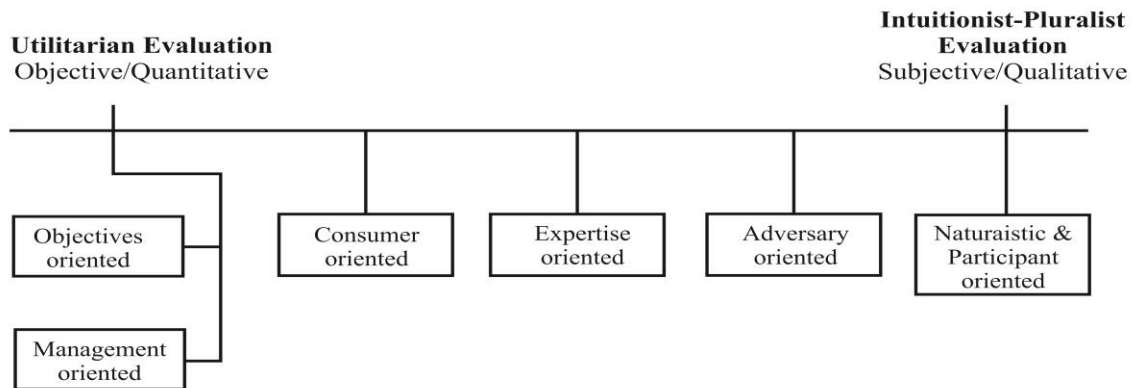


Figure 1: Distribution of Six Evaluation Approaches on the Dimension of Utilitarian to Intuition-Pluralist Evaluation

The objective-oriented and management-oriented models are placed at the utilitarian evaluation end of the continuum and share certain characteristics that allow them to be grouped under one category.

Objectives-Oriented Model-The objectives-oriented evaluation models focuses on specifying the goals and objectives of a given programme and determines the extent to which they have been attained. The conceptualisation of the objectives-oriented model to evaluation was pinioned by Tyler (Stufflebeam & Shinkfield, 2007). The objective-oriented evaluation model is logical, scientifically acceptable, and readily usable by educational evaluators (Fitzpatrick, Sanders & Worthen, 2012). It is asserted that it has common-sense of appeal; programme administrators have had a great amount of experience with it; and it makes use of technologies of behavioural objectives for both norm-referenced and criterion-referenced testing (McDavid & Huse, 2012). The objectives-based model is especially applicable in assessing tightly focused projects that have clear, supportable objectives. Such studies can be strengthened by judging project objectives against the intended beneficiaries' assessed needs, searching for side effects, and

studying the process as well as the outcomes (Youker & Ingraham, 2014). The objectives-based study has been the most prevalent approach in programme evaluation.

In conducting evaluation study applying objectives-oriented model, goals and objectives of the entity must be defined. Evaluation then should measure whether these goals and objectives were attained (Spaulding, 2012). The application of the objective-oriented evaluation model was seen in the long-term study conducted at Progressive Education Association (PEA) which commissioned Tyler for that project. The purpose of the commission was to conduct long-term research studies to determine the relevance of high school curriculum and its impact on success in college admissions. Tyler's Eight-Year Study determined and found that student success in college was not predetermined by high-school curriculum requirements. The study determined whether students attending more experimental schools performed better than students in less experimental schools. Finally, the study found that integrative curricula approaches produced students that performed better in colleges than students who did not have integrative curricula (Stufflebeam & Shinkfield, 2007). The model was however, not without problems.

Critics of this evaluation approach claimed that the selection of appropriate objectives to evaluate was problematic, as not all objectives could be evaluated and the process by which objectives were selected was open to biasness (Stufflebeam & Shinkfield, 2007). Again, objectives-oriented study approach lead to terminal information that is of little use in improving a programme or other enterprise; that the studies do not uncover positive and negative side effects; and that they may credit unworthy objectives (Posavac, 2010). Further, Worthen, Sanders and Fitzpatrick (2005) cautioned that objectives-oriented evaluation could limit the scope and perception of the evaluation. This constitutes a sufficient basis for judging the object's

merit and worth, similar to blinders, causing the evaluator to miss important outcomes not directly related to the goals of the evaluation.

Management-Oriented Model-This approach was developed to serve organizational leaders by meeting the informational needs of managerial decision makers. The foremost management-oriented evaluation approach, the CIPP model was developed by Daniel Stufflebeam. The acronym, CIPP represents context, input, process and product evaluation. Mathews and Hudson (2001) had stressed that the CIPP model describes four kinds of evaluative activities. Thus, context evaluation scrutinizes the programme objectives to determine their social acceptability, cultural relativity, and technical adequacy. Input evaluation involves an examination of the intended content of the programme. Process evaluation relates to implementation of the programme, that is, the degree to which the programme was delivered as planned. Finally, product evaluation is the assessment of programme outcomes. Another popular decision-making approach that emerged was Patton's (2012) utilization-focused evaluation. Patton's probe into understand why evaluation findings were often ignored by decision-makers in order to address this concern, led to the development of two fundamental requirements. First, he stated that relevant decision makers and evaluation report audiences must be clearly identified. Second, he maintained that evaluators must work actively with the decision makers to decide upon all other aspects of the evaluation, including such matters as the evaluation questions, research design, data analysis, interpretation, and dissemination. Patton admitted that the challenge of producing evaluation studies that are actually used is enormous but remained optimistic that it is possible and worth attempting. Yet, Alkin's University of California, Los Angeles (UCLA) evaluation model as a management-oriented approach is premised on the assumption that evaluation is a process of gathering information about an evaluand. The information gathered should mainly be

used to make decisions about alternative course of action and its presentation should not mislead but assist the decision maker to use it effectively. Finally, Alkin reiterated that different decisions require different kinds of evaluation procedures.

Management-oriented evaluation models are intended for use of service providers, such as policy boards, programme and service directors, accreditation officials, school principals, teachers, college and university administrators, physicians, military leaders and evaluation specialists. The model is configured for use in internal evaluations conducted by organizations; self-evaluations conducted by individual service providers, and contracted external evaluations (Stufflebeam & Coryn, 2014). The potential weaknesses of the management-oriented approach may occur from evaluators giving partiality to top management, evaluators' occasional inability to respond to questions, costly evaluation processes and the assumption that important decisions can be clearly identified in advance (Fritzpatrick, Sanders & Worthen 2012).

Consumer-Oriented Approach The consumer-oriented evaluation approach is commonly used by government agencies and consumer advocates who compile information to evaluate a product's effectiveness. The consumer-oriented evaluation model requires a highly credible and competent expert with sufficient resources to conduct a thorough evaluation. The purpose of a consumer study is to judge the relative merits of alternative educational goods and services and thereby help taxpayers and practitioners to make judicious choices in their purchase of those goods and services (Stufflebeam & Coryn, 2014). One distinguishing criteria is the concepts of formative and summative evaluation as identified by Scriven (2009) in consumer-oriented approach to programme evaluation. The primary purpose of formative evaluation in this model is to improve the quality of the programme being developed so as to facilitate the achievement of the objectives for which it was designed (Alkin-Sahin & Tunca, 2015). Summative evaluation is

conducted to provide decision-makers or potential customers with judgments about the worth or merit of a programme in relation to important criteria (Ahmad, 2012) which is usually done at the end of the production processes.

Expertise-Oriented Approach-The expertise-oriented evaluation approach is the oldest and most widely used evaluation approach to judge a programme, activity, or institution (Fitzpatrick, Sanders & Worthen, 2012). Evaluators utilizing this approach draw on a panel of experts to judge a programme and make recommendations based on their perceptions. The review process can be formal or informal. Fitzpatrick, Sanders and Worthen (2012) defined a formal review system as, one having structure or organization established to conduct periodic reviews, published standards, a pre-specified review schedule; a combination of several experts to judge overall value; and an impact depending on the outcome of the evaluation. Any other evaluation lacking one of the five components is considered to be an informal review system.

In the eyes of critics, the overall limitation to the expertise-oriented evaluation approach is the central role of the expert judge. Critics suggest that the use of expert judges permits evaluators to make judgments that are personally biased, inherently conservative, potentially incestuous, and are not based upon programme objectives (Fitzpatrick *et al*, 2012).

Adversary-Oriented Approach-The adversary-oriented evaluation approach utilizes a judicial process in examining a programme. The central focus of adversary-oriented evaluation is to obtain results through the examination of opposing views. The pros and cons of an issue are examined by two separate teams who then publicly debate to defend their positions and mutually agree on a common position. As a legal profession approach, evaluation evidence and analyses are presented in written reports and/or traditional debate by at least two opposing groups to a judge or decision maker. By hearing presentation, defence and cross-examination of the issues,

the decision maker gains a synthesis of the views. The evaluation process thus involves a hearing, prosecution, defence, jury, charges and rebuttals. Good debating techniques may transcend good evidence. The adversary model requires a stringent investigation and analysis of all components of the issue under consideration.

According to Uşun (2016), the adversarial approach operates with the assumption that the truth emerges from a hard, but fair, fight in which opposing sides present supporting evidence. One advantage to this approach is that it illuminates both positive and negative view points. Additionally, the approach is open to participation by stakeholders and decisions place greater assurance in the conclusion of the trial. This evaluation approach is not commonly adopted because of its determination of guilt. Evaluation should aspire to improve programmes, not determination of guilt or innocence.

Naturalistic and Participant-Oriented Approach-Naturalistic approach is one that minimizes much of the paraphernalia of science e.g. technical jargon, prior technical knowledge, statistical inference, the effort to formulate general laws, the separation of the observer from the subject, the commitment to a single correct perspective, theoretical structures, causes, predictions and propositional knowledge. Instead, there is a focus on the use of metaphor, analogy, informal (but valid) inference, vividness of description, reasons, explanations, inter-activeness, meanings, multiple (legitimate) perspectives, tacit knowledge (Scriven, 2009)

The participant-oriented evaluation approach stresses firsthand experiences with programme activities and emphasizes the importance of the participants in the process. As defined by Royse, Thyer, Padgett, and Logan (2010), participative evaluation centres on enlisting the cooperation of the least powerful stakeholders in the evaluation from start to finish. Stakeholders define the evaluation approach and determine the evaluation parameters. The

participant-oriented approach allows for the evaluator to engage with the stakeholder as a partner in solving the problems.

Empowerment evaluation has been considered a sub classification within participative-oriented evaluation (Uşun, 2016). Uşun described empowerment evaluation as a type of formative evaluation in which participants in a project generate goals for a desired change, develop strategies to achieve them and monitor their progress. Alkin (2004) identified three steps as a part of empowerment evaluation: (a) developing a unifying purpose; (b) determining where the programme stands, including strengths and weaknesses; and (c) planning for the future by establishing goals.

The participant-oriented evaluation model is not without disadvantages. There is tendency to minimise the importance of instrumentation and group data due to reliance on human observation and individual perspective (Fitzpatrick, Sanders & Worthen, 2012). Additionally, advocates have been criticized for the subjectivity of the evaluation process and possibility of conflicts to arise among participants. Finally, participants could manipulate the situation or withdraw at crucial times causing the evaluation to be negated.

There are other specific evaluation models according to Jumoke (2013), Mertens and Wilson (2012), Mouton (2010) and Royse, Thyer and Padgett (2010) to include the following.

Tyler's Objectives Evaluation Model - It is also called the Goal-Attainment approach proposed by Tyler in his monograph, principles of programme and instruction which continue to influence many projects assessment. Spring(2001) opined, Tyler conceived programme evaluation as the process of determining the extent to which the educational objectives of an educational programme are actually being attained. The main focus was on the specification of objectives and measurement of outcomes towards the achievement of the stated objectives. It is a product-

oriented model emphasising on outcome instead of either antecedents or transitional process. Goal attainment model is probably one of the best and oldest known evaluation models because of its quantitative and measurable characteristics in terms of research structure. The goal-attainment evaluation model focused on the following steps: formulating broad educational goals or objectives; classifying these goals or objectives into major types; defining and refining each of these types of objectives in behavioural terms; identifying situations in which students can be expected to display these behaviours; selecting and trying promising methods of obtaining evidence regarding each objective; collect performance data; and devising means for interpreting and using the results by comparing performance data with the behavioural stated objectives (Alkin & Christie, 2004).

Guskey (2013) noted that Tyler's evaluation model has several advantages. It is relatively easy to understand and apply, rational and systematic, focuses attention on the programme's strengths and weaknesses and solely with performance of individual students. It stresses the importance of continuing cycle of assessment, analysis and improvement. This evaluation model however, suffers from several deficiencies (Mullin, Lepicks & Gladon, 2010). It does not suggest how the objectives themselves should be evaluated. It does not provide standards or suggest how standards should be developed. Its emphasis on the prior statement of objectives may restrict creativity in curriculum development, and it seems to place undue emphasis on the pre-assessment and post-assessment, ignoring completely the need for formative assessment. The model though had been dominating in educational programme evaluation for a long period, it is however inadequate and not suitable for the current study because it is devoid of input and process variables of evaluation procedures which constitute some of the major aspects to consider.

Scriven's Goal-Free Evaluation Model-The Goal-Free Evaluation model supplements inherent weaknesses in the objective-oriented model by providing an unbiased perspective of ongoing events. Scriven's broadness and general approach to the purpose of evaluation led to the goal-free evaluation model. Scriven was not enthused with the assumption that goals or objectives were crucial in the evaluation process (Guskey, 2013) stressing the side effects of the original objectives. Scriven therefore claimed that evaluation should rather explore beyond whether programme meets its objectives to the worthwhileness of programme objectives. Whereas many evaluators view the discipline of evaluation as only being focused on programme objectives, Scriven rallied against this narrow thinking pointing out that evaluation as a whole should contribute to welfare (needs) of humankind (Alkin & Christie, 2004).

Tied to this incredibly broad view of evaluation is his idea of goal-free evaluation (GFE). The purpose of evaluating educational programme is to determine the overall merit, worth, and significance of everything, therefore each evaluand should be approached with a minimum of bias. Evaluands should be matched with needs and not goals. It is pointed out that evaluators should not simply ascertain whether a programme has met its goals because being too focused on specific goals can potentially blind the evaluator to important side effects which can change the determinations of the evaluand's merit, worth, or significance (Guskey, 2013). Scriven's method for determining causation does not require modus operandi (MO) method but involves the systematic elimination of possible causes due to the specific effects observed (Scriven, 2009). It allows for the evaluator to apply rigorous methodology to a situation where more traditional methods are impractical. The process involved in Scriven's GFE makes a distinction between formative and summative evaluation and between intrinsic and pay-off. The GFE model does not require manipulation of programme participants into control and treatment groups and therefore

allows it to be used in more situations. This model also lays emphasise on qualitative methods at a time quantitative methods reigned. The researcher however does not agree to aspects of GFE because knowing the goals of any education endeavour will illuminate where the programme was, where it has got to so that forecast could be made as to where it should be. Without due consideration for the programme objectives, the researcher is of the view that there would not be any specifications or criteria against which evaluation would be done. This evaluation approach is thus inappropriate for evaluating the programme under consideration.

Connoisseurship and Criticism Model Evaluation (Eisner) Eisner (1979) drew from his background in aesthetics and art education in developing his “connoisseurship” model, an approach to evaluation that emphasises qualitative appreciation. The model is built on constructs, connoisseurship and criticism. Connoisseurship in this evaluation approach involves the art of appreciation-recognising and appreciating through perceptual memory, drawing from experience to appreciate what is significant. As an expert field of study estimating the worth of a new innovation based on experiences, obvious biases and threats to validity exist. According to Yüksel (2010), this Model was developed, on the basis of expertise-oriented programme evaluation model, which grounds on the professional expertise of the programme evaluators while evaluating an institution, programme, product or activity. This approach can be used in broad context from education to different areas in accordance with the evaluand and the expertise of the evaluator. In this sense, Eisner explained that this model addresses a form of educational inquiry which is qualitative in character and sources from the work of the critics done in literature, theatre, visual arts and education.

Educational criticism, in Eisner’s formulation, has three aspects. The descriptive aspect is an attempt to characterize and portray the relevant qualities of educational life to include the

rules, regularities and underlying architecture. The interpretive aspect uses ideas from the social sciences to explore meanings and develop alternative explanations to explicate social phenomena. The evaluative aspect makes judgments to improve the educational processes and provides grounds for the value choices made so that others might better disagree. The chief contribution of the Eisner model is that it breaks sharply with the traditional scientific models and offers a radically different view of what evaluation might be. In doing so, it broadens the evaluator's perspective and enriches his or her repertoire by drawing from a rich tradition of artistic criticism. Its critics have faulted it for its lack of methodological rigour, though attempt has been made to refute such charges. Critics have also argued that the use of the model requires a great deal of expertise, implying elitism in the term connoisseurship. Another drawback of this approach is that it is dependent on the expertise and qualifications of the particular expert doing the evaluation, leaving room for much subjectivity. This evaluation approach was also deemed inappropriate for the current study.

Stake's Countenance Evaluation Model - Stake (1967)'s development of countenance evaluation model was a major contribution to programme evaluation. The countenance evaluation model is based on the assumption that the concerns of the stakeholders should be paramount in determining the evaluation issues (Guskey, 2013). Stake's conception of evaluation emphasised description and judgement. Evaluation in this regard is considered as appraisal of antecedents, transactions and outcomes (ATO) variables which are of three contiguous dimensions along which success or failure of any educational programmes are measured. Ahmad (2012) explained the antecedent to be any condition existing prior to the introduction of the programme or teaching and learning which may relate to the outcome. Whereas transactions are countless encounters of students with the teacher, students with students, author with reader,

parent with counsellor and others. The outcome includes measurements of the impact of the instruction on learners and others. Stake (1967) recommends an interactive and recursive evaluation process that the evaluator should

- provide background, justification and description of the programme rationale
- list intended antecedents (inputs, resources, etc), transactions (activities, processes) and outcomes
- record observed antecedents, transactions, and outcomes
- explicitly state the standards for judging programme antecedents, transactions and outcomes
- record judgments made about the antecedent conditions, transactions and outcomes

Guskey (2013) had opined that the chief advantage of the ATO or responsive evaluation model is its sensitivity to clients. By identifying the concerns of the clients and being sensitive to their values, by involving them closely throughout the evaluation, and by adapting the form of reports to meet their needs, the model, if effectively used, result in evaluations of high utility to clients. The model has also the virtue of flexibility because the evaluator is able to choose a variety of methodologies once clients concerns have been identified. Its main weakness lies in susceptibility to manipulation by clients, who in expressing their concerns attempt to draw attention away from weaknesses they do not want exposed. Descriptive and judgmental activities in the ATO model share a lot of common features with other evaluation models and could thus be described to be basically illuminative (Begemann, 2014). The countenance (ATO) model would probably not succeed well for the current study because it recommends a narrow dimension of programme evaluation procedures in terms of quality and research structures.

Provus' Discrepancy Evaluation Model (DEM)-The discrepancy evaluation model (DEM) developed by Provus (1967) was to serve a dual purpose of providing information for programme assessment and improvement (Alkin, 2004). The DEM focuses on total programme. Information obtained through evaluation designed is used to assist career planning programmes staff in making timely and defensible decisions which change and improve programmes in their stages of development and operation. Under the DEM, evaluation is defined as the comparison of what a performance, to what should be, a standard. If a difference is found to exist between the standard and the performance, this difference is known as a discrepancy. A standard under DEM defines the intent of a programme by describing the expected inputs, processes and outputs and charting their interrelationships. The DEM is made up of the design: what goes into a programme (people, resources, etc), what activities and operations will take place within it, and what changes or products should come out of it are all specified. The second stage of DEM is the installation evaluation which investigates whether the programme has been installed as planned. This stage thus seeks to check to see that material inputs (human and material resources) are present at the time and location as prescribed. It seeks to ensure that all the critical preconditions have been met. The process evaluation monitors the sequential accomplishment of enabling objectives. It seeks to clarify the relationship between the intended processes and the accomplishment of objectives so as to gain the intervening factors. Installation and process evaluation are instrumental in improving and stabilising developing or running programmes. Once stability has been achieved, the product evaluation is appropriate (Hogan, 2007).

Gwynne-Atwater (2011) adopted DEM to examine the consistency of implementation process with the programmes design for professional development for teachers handling autistic-like preschooler. A sample size of 50 special education preschool teachers for autistic behaviour

children were involved in the study. A 12-item teacher survey questionnaire and an interview schedule were used for data collection through the internet. Analysis of data was done using mean and standard deviation, percentages and Analysis of Variance (ANOVA). Findings from the study showed a discrepancy in the area of self-help skills but no conclusive evidence was found regarding the influence of years of experience on teacher perceptions of effectiveness on communication, behavioural, academic and social skills. One difficulty in using the DEM is that, programme standards are not made public or not shared by relevant parties or not made sufficiently specific and comprehensive to be useful in judging or improving instructional programme. The DEM could have been taken to evaluate Bachelor of Education in Early Childhood Programme (BEDECP) but was not considered because, it does not lend itself to access certain sensitive programme data to facilitate evaluation.

CIRO Evaluation Approach-The CIRO model was developed in 1970 for evaluating training of management (Hogan, 2007). This model is based on the evaluation of four aspects of training: context, input, reaction, and outcome (CIRO). Context evaluation focuses on identification of correct training needs and the setting of objectives in relation to the organization's culture and climate. Input evaluation is concerned with the design and delivery of the training activity. Reaction evaluation looks at gaining and using information about the quality of trainees' experiences. Outcome evaluation focuses on the achievements gained from the activity and is assessed at three levels. These levels are (a) immediate, (b) intermediate, and (c) ultimate evaluation. Immediate evaluation attempts to measure changes in knowledge, skill, or attitude before a trainee returns to the job. The intermediate evaluation describes the impact of training on the job performance and how learning is transferred back into the workplace. Ultimate evaluation assesses the impact of training on organizational performance in terms of overall

results (Hogan, 2007). The CIRO model focuses on measurements before and after training has been carried out (Topno, 2012). The main strength of the CIRO model is that the objectives (context) and the training equipment (input) are considered. The model was deemed not appropriate for this study due to its restrictions to management training.

Kirkpatrick's Evaluation Approach-The Kirkpatrick Evaluation model developed by Donald Kirkpatrick in 1959 asserts that training programme effectiveness could be evaluated by four levels of training outcomes. These levels include (a) trainees' reactions to the training curriculum and training process (reactions), (b) knowledge or skill acquisition at the end of training (learning), (c) behaviour change in the job (behaviour), and (d) improvements in individual or organizational outcomes (results). Evaluation of training programmes under Kirkpatrick's approach becomes expensive and difficult to process with each successive level. Consequently, most evaluation occurs during the first two levels, which have been a source of concern for some evaluators (Hogan, 2007). According to a survey by the American Society for Training and Development (ASTD), the Kirkpatrick four-level evaluation approach is still the most commonly used evaluation framework among Benchmarking Forum Companies (Lee & Pershing, 2000). The main strength of the Kirkpatrick evaluation approach is its focus on behavioural outcomes of the learners involved in the training (Holton, 2015). The usefulness of Kirkpatrick's evaluation approach is simplicity and ability to help people think about evaluation criteria (Posavac & Carey, 2007). Critics however have described this evaluation approach as going too far (Bates, 2004), not far enough (Riotto, 2004), having faulty assumptions (Allinger & Jamak, 2004), or in need of replacement (Nicklos, 2004). Others claim it is not a model, does not have hierarchical steps and it is not even an evaluation model (Holton, 2015).

Sahin (2006) adopted Kirkpatrick's Evaluation Model to examine the effectiveness of the in-service certificate for teachers of English (CTE) teacher training programme, at the Middle East Technical University (METU). A total of 230 participants were used for the study. A 54-item 5 point Likert type of questionnaire, interview guide, observation and documentation were used to collect data. Data collected was analysed using the Huberman procedure for analyzing qualitative data: data reduction, data display and conclusion verification Silverman (2007). Results revealed that the CTE programme was effective in terms of achieving its objectives but suggested improvement in certain components of the programme. It was however revealed that the application of Kirkpatrick's training programme evaluation model was not very effective in the evaluation of the CTE programme. The main drawback was that the model is nonlinear which made it difficult to concentrate on a particular level of evaluation at a particular time. A more linear and definite model to evaluate CTE programme was thus proposed. This evaluation model would not serve the purpose of evaluating the BEDECP. It is thus not the preferred model.

Phillips' Evaluation Approach-In the past decade, training professionals have been challenged to provide evidence of how training financially contributes to businesses. Phillips (1996) pointed out the need to add another level to Kirkpatrick's four-level evaluation approach to calculate the return on investment (ROI) generated by training. To James and Roffe (2000), Phillips' five-level evaluation approach translates the worth of training into monetary value and addresses ROI. Phillips' framework provides trainers with a logical framework to view ROI both from a human performance and business outcome perspective. It is stated that evaluation should occur at each of the four levels and a comprehensive evaluation process should focus on all four levels in the same programme (Hogan, 2007). The common thread among most evaluation experts is that emphasis should be placed on the ultimate outcome, which results in improved group or

organization performance. It is the most difficult to obtain document and measure. The other three levels will not suffice in an ultimate evaluation. There is evidence in studies to indicate that the fourth level, a result orientation, is a method most desired and receives the most support (Hogan, 2007). The apparent benefits of this evaluation approach are that, it helps gain a better understanding of factors influencing training effectiveness and determine the monetary value of specific training initiatives. Its weakness lies in overly complexity in determining a bottom line organizational value on training, as it is not an inexact science. Specifically, it can be difficult to isolate the effects of training. One way to measure the effectiveness of a training programme is to compare the results of a control group with the results of the experimental group which can be burdensome for practitioners (Mouton, 2010). This model is inappropriate for the current study.

The Context, Input, Process and Product (CIPP) Evaluation Model

The CIPP Evaluation Model is a comprehensive framework for conducting formative and summative evaluations of programmes, projects, personnel, organizations and evaluation systems (Stufflebeam & Shinkfield, 2007). As an improvement and accountability model developed in 1971, its purpose was to help improve teaching and learning in educational institutions. Its current usage has gone beyond pre-tertiary education to include areas such as community and economic development, international development, government agencies and higher education.

The CIPP model is premised on an operational definition of evaluation which sees it as the process of delineating, obtaining, reporting, and applying descriptive and judgmental information about an object's merit, worth, significance and probity in order to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena (Stufflebeam & Shinkfield, 2007). As a decision-oriented model, the

uniqueness of this evaluation approach lies in the fact that it defines the procedures that educational personnel and administrators can adopt to effectively select, implement, and evaluate the outcomes of a proposed procedure. It further provides administrators with tools to evaluate their level of success at each stage of the process. It thus assists in making relevant decisions as regards the viability and future of a programme.

The core concepts of this model denoted by the acronym CIPP represent four types of evaluations as context, input, process and product. Context evaluation assesses the problems, needs, and opportunities present in the educational programme's setting hence providing rationale for educational goals. This needs analysis is the first phase in a systematic evaluation of an evaluand which defines the institutional context in which some need is present. At this phase the object's strengths and weaknesses are assessed and problems diagnosed in order to determine the reason for some change, whether that entails the implementation of a new programme or the modification of an existing one. Input evaluation assesses competing strategies and the work plans of the programme which are intended to satisfy an assessed need. During this phase the environment is scanned to search for alternative solutions as well as barriers and resources that might affect programme implementation. It scrutinizes the best available human and material resources to assist the design and implementation of the programme. Process evaluation monitors, documents and assesses programme activities leading to identification of any procedural deficiencies. Product evaluation examines the impact of the programme on the target audience, the quality and significance of outcomes and the extent to which the programme is sustainable and transferable. The components of the CIPP evaluation approaches could thus be summarised as shown in Table 2.

Table 1: Summary of the Components of CIPP Model

Context Evaluation	Input Evaluation	Process Evaluation	Product evaluation
Assesses: • Needs, Problems, Assets, • Opportunities	Assesses: • Alternative approaches, Competing action plans, Staffing plans, Budgets	Assesses: • Implementation of Plans	Assesses: • Intended and unintended outcomes
Purpose: • Help decision makers define goals and priorities • Help users judge goals, priorities and outcomes	Purpose: • For their feasibility and potential cost effectiveness; • Help meet targeted needs and achieve goals; • Choose among competing plans • Judge an effort's plans and budget	Purpose: • Help users judge programme implementation and interpret outcomes	Purpose: • Help focus on outcomes • Help gauge effort's success in meeting targeted needs

The philosophy and underlying principles of CIPP evaluation approaches are that it is strongly oriented towards service and the principles of free society (Stufflebeam & Shinkfield, 2007). This means evaluators and clients have a duty to identify and involve the stakeholders or rightful beneficiaries in the complex process of identifying the goals and purposes of evaluation. There are four key principles that pilot the direction of CIPP evaluation approaches (Stufflebeam & Shinkfield, 2007). These principles guide the actions of any evaluator and they include: involving and serving stakeholders, adoption of an improvement orientation, adoption of an objectivist orientation, and adherence to professionally defined standards and practices. In addition to the above principles which may not necessarily be limited to the CIPP model, the versatility of the CIPP model as a framework for evaluating educational programmes, projects and entities is beyond dispute. The CIPP model suggests that an evaluation of programme focuses on four variables: its goals (the merits of its goals), its design (the quality of its plans), its

process of implementation (the extent to which the plans are being carried out), and its outcomes (the worth of its outcomes) (Stufflebeam & Shinkfield, 2007).

Three major steps involved in CIPP model are the process of delineating (the decision of what information will be used), obtaining (the method of collecting and analyzing the data) and providing (reporting the information to decision makers) useful information which are particularly relevant to this study. The CIPP evaluation model further involves scientific methods of collecting, organising and analysing data concerning the context, input, process and product variables for practical purposes. The CIPP evaluation model is different from other evaluation models for evaluating educational programmes because of its quantitative and qualitative nature in terms of research structure which encompasses all the four components of evaluation criteria. This is in addition to the key emphasis of the approach on decision-facilitating, data gathering and agreed methodology. The CIPP evaluation model provides a sequential strategy for the evaluative process. Furthermore, the CIPP evaluation model is classical, experimental, prolific and buoyant.

The CIPP evaluation model has been used to evaluate numerous educational programmes and projects. The model was used by Felix (1979) to evaluate school instruction system in Cincinnati, Ohio and Zhang, Griffith, Metcalf, Zeller, Misulis, Shea and Williams (2011) employed it to assess teacher education programme. Chien, Lee, and Cheng (2007) used it to evaluate the construction of Taiwan's national educational indicator systems; Osokoya and Adekunle (2007), to assess the trainability of enrollees in the Leventis Foundation (Nigeria) Agricultural Schools' projects; Combs, Gibson, Hays, Saly and Wendt (2008), to derive a course assessment and enhancement. These studies recommended CIPP model for its flexibility in providing objective results.

Abiri (1987) used CIPP evaluation model to evaluate the adequacies or otherwise of the components of the postgraduate programme of the University of Ilorin between 1977 and 1985. Findings revealed that in spite of satisfaction in quantity and quality of course content, satisfaction in admission procedure and correlation of students' entry qualification with their performance, there should be modifications in all of them. The researcher's assertion was that the CIPP evaluation model was rigorous, practical, consistent and dependable to yield the desired results. Jumoke (2013) adopted CIPP evaluation approaches to evaluate access to Universal Basic Education programme in Kogi State in Nigeria. Study findings revealed that there were adequate access to Basic Education and material resources. However, the turnout was low. The researcher also found CIPP evaluation model to be stable, practical and consistent.

Omotunde (2015) evaluated the postgraduate programme of Babcock University in Nigeria adopting CIPP evaluation model to find out the extent to which programme objectives were being achieved. The results showed that the programme improved students' learning pattern in higher education. The author recommended this approach to evaluation of higher education programmes due to its veracity. Abudu and Donkor (2014) used the CIPP evaluation model to evaluate the extent to which the objectives of the in-in-out internship component of teacher education programme in Ghana, were being attained. It was reported that the programme objectives were being achieved and were consistent with that of Ghana Education Service and teacher education policies. However, the implementation of the programme was being hindered by insufficient instructional materials and time for professional development. The evaluation approach was described as beneficial and comprehensive.

Further, the CIPP evaluation model has also been used in the following studies: Kuo-Hung, Diez, Shi-je, Hua-Lin and Tien-Sheng (2010) assessed an engineering curriculum;

Chorng-Jee (2007) evaluated science learning across different counties and Yahaya, Asas and Facuiti (2001) assessed learning programme on the prospects of teacher education in Malaysia. Adaboh (2014) used it to evaluate Accounting Education programme in a Private University in Ghana, Hsieh (1999) to assess the effectiveness of a 2-year Banking and Insurance Technology programmes of Junior Colleges in Taiwan; Onyefulu (2001) to evaluate the Business Education programmes in the University of Technology, Jamaica; Mishra, Vijayshri, and Garg (2009) to evaluate the Undergraduate Physics programme at Indira Gandhi National Open University; and Karataş and Fer (2009) to evaluate the English Curriculum at Yildiz Technical University. This evaluation model is deemed appropriate for the evaluation of BEDECP because its advantages and quality as earlier enumerated far outweigh the other evaluation models.

Early Childhood Education

The term “education” has been defined by different people in different contexts. The term is etymologically derived from the Latin word e-ducere (to lead out). Education is the process through which a society passes on the knowledge, values and skills from one generation to another or the process of imparting knowledge, values, skills and attitudes beneficial to an individual. In other words, it is a unique way of passing across the basic requirements needed for survival for upcoming generation (Bakare, 2009). Several conceptions of the term education have been identified as profession, process of societal integration, and as cultural transmission (Ehimen, 2012). The United Nations Convention on the Right of the Child (UNCRC, 1989) defined a child as a person below the age of 18 years. There are three major ways of classifying a child. These are the early childhood (birth to 8 years), the middle childhood (9-12 years) and the late childhood (13-18 years) which is mostly described as the adolescent stage.

Development in the Western world appears to have led to the modification of Early Childhood period to about 8 years. According to some childhood organizations such as Organization Mondial Pour L' Education Pre-scolaire (OMEP), National Association for the Education of Young Children (NAEYC) and Early Years Education (EYE), this period is from birth till about eight years. Thus, the United States NAEYC defines early childhood as the age before the age of eight. This is in line with the conception of other developed nations including Australia, Canada, Germany and New Zealand (Maunganidze & Tsamaase, 2013).

According to Hills (2010) and Parett, Quesenberry and Blum (2010) Early Childhood period is generally referred to as the period from birth till about the age of 5 or 6 years and mostly dependent on the orientation of a particular society or nation. This means, early childhood does not go beyond pre-school or what most of the developing nations call nursery school, kindergarten or pre-primary stage. The early childhood as the stage before the age of normal schooling, is thus the foundation stage where children are nurtured to develop their potentialities and capabilities for the future. In most of the African countries including Ghana, Nigeria, South Africa, Egypt and Kenya, early childhood is the period between birth and 6 years. But from the last review of Ghana's education system in 2003/2004, the concept was redefined to have a terminal age of 8 years. Ghana has thus joined the international community to redefine early childhood to be the period from birth through 8 years.

To Jones and Bouffard (2012), early childhood is the most rapid period of development in human life which is critical to the complete and healthy cognitive, emotional and physical growth of children. Early childhood is a period of human development during which the environment actually has an important impact in determining how the brain and central nervous system grow and develop. Moss (2013) has stressed that available scientific evidence suggests

that if the brain does not receive the appropriate stimulation during this critical period, it is very difficult for the brain to rewire itself at a later time. Taggart (2013) opined that there is considerable evidence showing that infants exposed to good nutrition, and adequate psychosocial stimulation had measurably better brain function at twelve years of age than those raised in a less stimulating environment.

Diamond, Barnett, Thomas, and Munro (2007) have confirmed researches on cognitive development as evidence, that education for childhood is a crucial starter for brain development and preparation for future tasks. There is an overwhelming scientific evidence from literature supporting the fact that the first few years of an individual's life depict all behavioural patterns of a lifetime and by age six (6), the brain would have developed by 85% (Barnett, 2012; Hendrickson, Gardner, Kaiser, & Reily, 2008; Landry, 2009). To this end policy makers of various countries have made frantic effort to put in place early childhood programmes and are further trying to improve the quality of the already existing ones (Claxton, 2007). Today's young children in the world are human capital of the future and as such education programme meant for nurturing and caring for children is being recognised as a yardstick for long-term, sustainable development endeavour (Sackey, 2009).

Based on these, different kinds of support and care are being offered to children from birth through the school going age. The sort of interventions and services rendered to these children had brought about varied descriptions and definitions about the concept. In certain situations, support for the children is referred to as Early Childhood Care and Development (ECCD); others describe it as Early Childhood Care (ECC); yet others see it as Early Childhood Care and Education (ECCE). Further, some people and organisations prefer to call it Early Childhood Education (ECE) (Hayes, 2010; Mulheish, 2011).

The variation in the description of the support for the children may have come from the disciplinary orientation of authors or the purpose for the support or the given intervention. These variations from academics, childcare professionals, educational institutions and other development organisations could have effects on services rendered to these children. It has been opined that programmes that perceive development from universal point of view as a general actualisation of potentials, may eliminate individual differences in interest, needs and aptitudes among children and suppress creativity in children (Mulheish, 2011). Child development services should therefore be seen as a process of desired interactions of child's genetic endowment and the environment with the aim of promoting growth from within.

Sheridan, Edwards, Marvin and Knoche (2009) described early childhood development as the orderly psychosocial, physical and cognitive changes that take place between prenatal period and early foundation school years. This description is devoid of specific time frame and care or process aspect that leads to changes in the child. Vagueness of this definition is thus exposed as early foundation school years is subjective depending on the growth pattern of the individual child. A more elaborate definition of early childhood development was given by the Department of Social Development in South Africa as the process of emotional, mental, spiritual, moral, physical and social development of the childhood up to nine (9) years.

Early Childhood Development (ECD) in South Africa according to Department of Social Development, refers to the composite cognitive, emotional, physical mental, communication, social and spiritual development of children that takes place from conception until they enter formal school or reach the age 9 years whichever occurs first (Draft National Early Childhood Development Policy, 2015). This entails a comprehensive approach to policies and programmes for children from birth to 9 years of age with the purpose of protecting the child's rights to

develop his or her full cognitive, emotional, social and physical potential and with the active participation of their parents and caregivers. Early childhood development should thus not be restricted to only the more formal provision through preschools. Provision is made here for time limit in developing the child's immediate environment. Holistic development of children from birth through 5+ childhoods is how Kenya describes the ECD (Britto, Yoshikawa & Boller, 2010). Care and support services for children in Indonesia known as Early Childhood Care Education (ECCE) is a discipline comprising care, development and learning of young children from birth to 8 years (Sylva, Taggart, Siraj-Blatchford, Totsika, Ereky-Steven, Gilden & Bell, 2007).

Early childhood development may then be said to cover the broad needs and indivisible rights of children and spans various subjects as nutrition, safe environment, health and stimulation in addition to psychosocial and cognitive development (Mulheish, 2011). Early Child Care and Development thus comprises the integration of the various disciplines as opined by several authors in this field of study (Britto, Engle, & Super, 2013). Early Childhood Care and Development is also explained as all the supports necessary for every child to realise his/her potential right to survival, protection and care that will ensure optimal development from birth through age eight (Evans, Meyers, & Ilfeld, 2000).

Early childhood education also encompasses all forms of education that pertain to rearing of children between ages 0 and 8 years inclusive (Ampadu, & Ofosu, 2007). In other words, it involves schooling for young children beginning at birth and intended to prepare them for primary or elementary school. For most Historians and Sociologists of education, the term early childhood education is more of a social intervention. It therefore follows that all societies have specific aims about raising and educating their children right from birth. Educational programme

of various sorts for children below the official school-going age of 6 years mainly to prepare them for education in primary schools is how Obidike (2012) described ECE in Nigeria.

Early childhood education is also seen as educational programmes and strategies geared towards children from birth to the age of eight (UNESCO, 2000). It is the process or approach deliberately intended to effect developmental changes (physical, cognitive, social and emotional) for those up to the age of 8 years and the foundation stage where children develop their potentialities and capabilities for the future (Ampadu, & Ofosu, 2007). It can thus be inferred that, ECE is that type of formal education meant for those who are within the age group of 0-8 years where formal teaching of and caring for young children is undertaken by people other than their families or in settings outside their homes. It is a period where child-centred interactive methods are supposed to be used to help a child develop (Bredekamp & Rosegrant, 2006); a time in the lives of the children that many researchers deem remarkable for total development because these years lay the foundation for subsequent learning.

Research has shown that the development of intelligence, affective and social relation occur in the early years of a person's life (Evans & Gruba, 2010). Abilities to think, speak, learn and reason are all rooted within the first 8 years of life (State of the World's Children Report, 2003). Consequently, the foundation for the development of personal values and social behaviour has been found to be dependent on the care given to children in their early years (Rutter, Giller, & Hagell, 2010).

The objectives of Early Childhood Education as enshrined in the policy document (Ministry of Gender, Children and Social Protection, Ghana) of 2004 are to:

- i. improve the health and physical abilities of the child;

- ii. develop the social and emotional health of the child through the encouragement of self confidence, self discipline, curiosity and spontaneity;
- iii. enhance the child's mental processes and skills with particular attention to conceptual and verbal skills;
- iv. increase the ability of the child to relate well with his/her family and to others in a loving and supporting manner;
- v. establish patterns of expectations of success for the child. This will create a climate of confidence for his present or future learning efforts and overall development; and
- vi. enhance the sense of dignity and self-worth with the child and his family.

Evolution of Early Childhood Education in Ghana

Ghanaians in particular and Africans as a whole have better interest in the upbringing of their children. Their belief is that children are a source of social prestige and so they go all the length to ensure that they are properly trained. Much as in some instances, children were restricted to speak before or in the midst of elders, the rationale was for them to obey authority and inculcate in them the idea of respect. Prior to the advent of the Christian Missionaries, Ghanaians were educating their children using the extended family system approach also called the welfare system, where families were related either matrilineally or patrilineally or both. Such functional education, aimed at training the child to acquire knowledge, skills and attitudes and imbibe the customs and norms of the people (Cungua, Said, Wallhäger & Ngie, 2003). The Akans for instance are linked by the matrilineal inheritance which makes every member of the extended family system responsible to take care of any of the children within this family. And so no matter how distant a member of the immediate home was seen, contributed to the upbringing

of the child. Due to the importance with which the various communities attached to the education of children, societal contributions of most of the resources were geared towards preparation for the future.

The advent of the interstate succession law which however recognises the nuclear more than the extended family system has now restricted the responsibilities in the families to the nuclei members. The traditional agencies of socialisation which include the family, kin-group, social group and age groups are still crucial for the early education of the child, though modified with lesser roles (Boakye-Boateng, 2010). In other words, the cohesiveness of traditional Ghanaian and African society is today weakened (Aboagye, 2012; Boakye-Boateng, 2010) with the emphasis on child individualism as discovered by Darji (2012) and other child-centred pragmatists.

Basically though, the Ghanaian child in the traditional setting just like the pre-primary school child in the contemporary society was taught in the most practical way. The child was made to learn from older people, especially from the mother. The child learnt through observation, imitation and participation. They participated in recreational exercises like dancing and singing, wrestling, drumming and other physical displays that was suitable for their ages. Children were also taught elementary practical skills. Finally, children imbibed intellectual training from story-telling, stories from local history of their people, poetry, proverbs and riddles. Children were also taught through play, the names of plants, animals, birds and the local geography of their area (Aboagye, 2012).

Unfortunately, the beliefs and values of the traditional set up have broken down due to prevailing dynamics of social changes. For instance, the Ghanaian child is born into a family or society where he looks up to his ancestors and elders for support. The younger children look up

to the older siblings as characters to emulate. Thus the traditional family with their communal living provided an anchorage for the younger ones in all aspects of their training. Many young people do not benefit from what used to be available from the community. In most cases, most parents do not have sufficient knowledge, skills and proper attitudes for bringing up their children. Essentially at a very early age, once the child was weaned, he was taught to accept some moral responsibilities. This forces children to be abandoned for most of the day either alone or in the care of baby-sitters who are usually untrained. Grandparents and other members of the community were not around to watch over their nuclear families. Extended families have, as a matter of fact, become nonexistent (Osafo-Acquah, 2008). The situation did not augur well for the children because they were playing stubborn and leading reckless lives (Osafo-Acquah, 2008). Hence, the introduction of formal education of children at the early stages of their lives.

Formal Western education was introduced in Ghana by the Christian Missionaries in the 16 century. Its primary objective was to facilitate evangelism and conversion. Realising the importance of children in any given society, the Missionaries offered children at the time the chance to be taught reading, writing and religion in mission houses and later in the castles. Teaching in mission houses and castles were the duties of the chaplains. Manuals on games, physical exercises, spoken English, singing and arithmetic were developed by these Missionaries to assist parents to ensure proper upbringing of their children. This development led to the establishment of a kindergarten school by the Basel Missionaries in 1843 which marked the beginning of ECE or pre-primary education in Ghana (Apeanti & Asiedu-Addo, 2012; Vaster, Haith, & Miller, 2006).

By 1964, pre-primary education had been boosted with few other schools by Kwame Nkrumah's administration to enhance young children's education or ECE. The Ministry of

Education expanded education by setting up nursery and kindergarten schools for 4-6 year old children at the urban centres notably Sekondi, Cape Coast and Accra. These schools were ran by the Ghana Education Service (GES) together with the Department of Social Welfare and Community Development. Currently, ECE is a unit under the MoGCSP. Early Childhood teachers were centrally trained (in-service training) in Accra when the National Nursery Teachers' Training Centre was established in 1969 and were sent to centres where pre-primary schools or ECE centres were functional.

Childhood Programmes of the World Organisation for ECE, an international non-governmental organisation, started preparation for children with focus on children up to eight years. In the early 1970s, international efforts focused on the promotion of a child's right to education and UNESCO began to be directly involved in the field of ECE, particularly pre-primary and parent education. Meanwhile the local private sector was controlling the pre-school education centres and these schools were mostly sited in the urban centres throughout Ghana (Educational International, 2009).

By 1979, ECE programmes had been reviewed and regarded as an issue that should go beyond the scope of informal education. More emphasis was thus placed on establishing a comprehensive approach to early childhood and fostering on environment conducive to child's learning and self-expression. This led to the term 'Early Childhood Care and Education (ECCE)' to describe activities for pre-school children at the UNESCO - sponsored International Consultation on Pre-School Education in November 1981 (UNESCO, 2000).

At the UNESCO's 25th General Conference in 1989, delegates agreed that the organisation should embark on a Young Child and the Family Environment Project to coordinate all activities undertaken by UNESCO to benefit pre-school children and their families. This

project formed the basis of the Early Childhood section within UNESCO's Division of Basic Education (UNESCO, 2000). The session had the mission to safeguard and promote the development of young children and to ensure their smooth transition from home to early childhood centres and later to primary education.

The policy development work on ECE as guided by the 1990 Jomtien Declaration on "Education for All" held in Jomtien in Thailand and Dakar, Senegal, stated and supported studies including Pierson, Walker and Tivnan (2000) and Davis and Elliot (2008) that learning begins at birth and that ECCE is an essential component of Basic Education (Britto, Engle, & Super 2013; Lemaire, Amoah, Ntsiful, Micah, & Bonney, 2013). Based on the 2000 Dakar Framework for Action, which had included the development of ECCE as the first of its six main goals, UNESCO sought to expand and improve comprehensive Early Childhood Care and Education for all children (UNESCO, 2000). Within this framework, UNESCO's Early Childhood Programmes focused on upstream policy work, supporting governments through policy review, capacity building and publication activities. However, in spite of the great effort UNESCO had committed to ensure that more children get access to ECE as at 2004, only a little more than 12 % of the children within the early childhood age in the Sub-Saharan African countries including Ghana were in school (Garcia, Vitara & Dunkelburg, 2008).

The early years of a child's development are very important not only because they lay the basis for human development but also because the experiences children are exposed to during that period have lasting influence on childhood. Successful early childhood care and development programmes lay the foundation for creativity, imagination, self-reliance and survival of the child (Asenso-Boakyee, 2005). A person's future potential is better exploited when proper attention, care and support are accorded as early as possible in one's life.

Early childhood education helps in nurturing the children who are the future leaders and human buffer stock for every sovereign nation. It helps to improve cognition and academic achievement, behavioural and emotional competences, educational progression and attainment, health, social welfare programme use, and labour market success. Children's potentialities and capabilities are unearthed and developed through various ECE programmes. Empirical research findings indicate that the nature of care given to children in the first eight years is directly linked to an individual's health and productivity during childhood, and to the socio-economic development of society as a whole (Sayre, Devercelli, Neuman & Wodon, 2015). The success of children in school to a large extent, determines their success as adults and whether they can go to college, what professions they enter, and how much they are paid (Hechman, 2011). Further, it prevents child delinquency, crime and maltreatment, among others.

Perez-Johnson and Maynard (2007) had indicated that ECE helps in nurturing in children the confidence, self-reliance, initiative, imagination, independence and sense of responsibility that will enable them to engage with the world of which they are part, and contribute towards shaping it. Early childhood is also a crucial time for the development of children's mental functions. This development according to Shulman (2016) includes the emergence of language, motor skills, psychosocial, cognitive, and learning abilities, now known to be greatly influenced by exogenous factors, including the educational environment to which a child is exposed during the first six to eight years of life.

It has been shown that ECE is a major input into a child's formal education. A number of studies link ECE to increases in school readiness for primary school, and it has been shown that school readiness is an important predictor of early school achievement (Forget-Dubois, Lemelin, Boivin, Dionne, Seguin, Vitaro & Tremblay, 2007). Out of the 36 studies conducted about the

effectiveness of ECE in small-scale demonstration and large-scale public programmes each study comparing participants with a control group of non-participants, finds overwhelming evidence that ECE produces sizable improvements in school success (Smith, 2014). Further, early gains in school readiness due to ECE have been shown to have enormous positive economic and social impacts lasting well into adulthood, from higher educational attainment and less chance of involvement in criminal activity, to higher status employment and higher earnings (Bartik, 2015; Smith, 2014; Bartik, William & Shirley, 2012).

In his review of ECE literature, Heckman (2011) found that the long-term, economic return on investment in high-quality ECE programmes is more than 8 to 1. Summarizing the few longitudinal studies and many short-term studies of ECE interventions, Heckman postulated that the important lesson to learn from successful early childhood interventions is that social skills and motivation are a young child's most easily life-altered attributes, even more so than intelligent quotient. In the assertion of Heckman, a student with strong social skills and motivation tends to acquire a higher level of education. Then, with all three attributes (social skills, motivation and education) the individual becomes highly valuable in the work place. Heckman concluded, it is unwise to postpone investing in children until they become adults, or delay till they reach school age, when it may be too late to intervene. Learning is a dynamic process and is most effective when it begins at a young age and continues through adulthood (Heckman, 2011).

The foundations of brain architecture, and subsequent lifelong developmental potential, are laid in a child's early years through a process that is exquisitely sensitive to external influence. Early experiences in the home, in other care settings and in communities interact with genes to shape the developing nature and quality of the brain's architecture. The growth and the

environmentally based pruning of neuronal systems in the first years support a range of early skills, including cognitive (early language, literacy, mathematics), social (theory of mind, empathy, prosocial), persistence, attention, and self-regulation and executive function skills (the voluntary control of attention and behaviour). Later skills in schooling and employment build cumulatively upon these early skills. Therefore, investment in early learning and development is more efficient and can generate more benefits than costs relative to investment later in the life cycle, (Wong, Cook, Barnett, & Jung, 2008).

Evidence suggests that ECE for children under seven years old, provided in a developmentally appropriate programme, improve children's early language, literacy, and mathematics skills when measured at the end of the programme or soon after. In an investigation into the impact of ECE developmental programmes on early childhoods' literacy and numeracy under seven years in five states in the United States of America, Wong *et. al.* (2008) found that children were adept at language and literacy after the programme duration and the improvement was very significant. Results on numeracy also showed that the outcome far surpassed the minimum benchmarks for the states (Wong *et. al.*, 2008). A meta-analysis on the impact of ECE programmes on developmental domains of the early childhood in a community in North East Island by Camilli, Vargas, Ryan and Barnett (2010), reported that children in the course and after the programme improved significantly in cognitive and social-emotional skills. They thus concluded that attending preschool can boost development and school readiness skills and can have longer-term benefits to children and communities.

Combining across cognitive, language and achievement outcomes, a meta-analysis of 84 diverse early education programmes for young children showed an average post-programme impact on these children as positive and significant (Bailey, Watts, Littlefield & Geary, 2014).

This represents about a third of a year of additional learning, above and beyond what would have occurred without access to ECE. Two evaluations of at-scale urban kindergarten programmes, in Tulsa and Boston, showed large effects and improvement on language, literacy and mathematics, (Gormley, Gayer, Phillips & Dawson, 2005).

The importance of ECE on socio-emotional development of pre-primary school children cannot be over-emphasised. Studies have shown that children who pass through ECE show improved socio-emotional development compared to those who do not attend ECE. Heckman, Pinto & Savelyev (2012) conducted a study to find out the aggressiveness of those who passed through ECE as against those who did not, found out that those who had ECE had reduced children's externalizing behaviour problems (aggression) in elementary school. An evaluation of the Tulsa kindergarten programme found that kindergarten attendees had lower levels of timidity and higher levels of attentiveness, suggesting greater engagement in the classroom, than was the case for other children who neither attended kindergarten nor day care. However, there were no differences among prekindergarten and other children in their aggressive or hyperactive behaviour, (Gormley, Phillips, Newmark, Welte, & Adelstein, 2011). Conversely, a recent explanation for the divergence of findings as suggested by meta-analytic work on aggression, found that improvements in children's aggressive behaviour occurred among programmes that made improving children's behaviour an explicit goal, (Schindler, Kholoptseva, Oh, Yoshikawa, Duncan, Magnuson, & Shonkoff, 2013).

In his contribution to the issues about ECE in Ghana, Dartey (2014) was of the view that adopting tested methods for nurturing children to enhance their physical, emotional, social and cognitive developments have the capacity to reducing poverty and crime rate in our communities. This it is believed, will bridge the gap between the rich and the poor to avoid

situations that will lead to some prevailing social vices. When those skills are nurtured and developed, children tend to identify their potentialities and harness them as they grow and eventually use them for future livelihood. Children invariably are prevented from becoming liability and resorting to all forms of social problems.

In spite of the strides made in the worldwide reform in ECE programmes, there are researchers who still hold the view that, the current ECE programme as a model has failed to focus on developing graduates for successful careers worldwide (Mitchell, Wylie & Carr, 2008; Carr & Mitchell, 2010). It is argued that, whereas early childhood teacher preparation programmes should enable pre-service teachers to possess the necessary skills for the teaching and laying proper foundation in children to achieve the aforementioned benefits, it seemed ECE literature still has debates on what necessary skills the graduates should possess and how these skills can be delivered to them, (Carr & Mitchell, 2010).

Attention has been drawn on the need to strengthening competences and practicum in the course of preparing ECE teachers (Apostolou, Dorminey, Hassell & Watson, 2013). In one of their conclusions, the authors revealed that literature consistently showed that ECE teachers are deficient in the core professional competences (knowledge of child development, teaching pedagogy, assessment skills, analytical skill, critical thinking) needed to enable them professionally handle of these children . They also pointed out that offering pre-service teachers the opportunities to interact with experienced professionals, through internships or teaching practices and mentoring are very important in developing students' professional skills.

Teaching and Teacher Education in Ghana

Educational institutions perform a significant function of providing learning experiences to lead their students from the state of novice to knowledgeable. The key personnel in these

institutions who play an important role to bring about this transformation are the teachers. When issues of quality teacher education is being tabled for consideration, the teacher is considered the most important element responsible for the implementation of the educational processes at any stage. This means, it is imperative to invest in the preparation of teachers in order to secure the future of the nation. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and motivation.

Teaching as a noble profession, is an activity consisting of intended actions to induce learning through the conscious and deliberate effort by an experienced person to impart knowledge, information, skills, attitudes and beliefs to less experienced individual (Adesina, 2005). Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. It is thus a nomadic interactive human process involving complex decision making on different aspects of classroom interaction (Oladosu, 2004). Teaching in this case might be described broadly as an academic guidance and intellectual motivation as well as classroom, laboratory and studio instruction. Thus, teaching is the systematic presentation of facts, ideas, skills and techniques to students which involves sharing of knowledge in the process of developing the individual (Ozano, 2013).

Education lays the foundation for the development of the human resource of every nation. It is worth noting that a sound education structure leads to an enlightened society and manpower development, capable of leading a crusade for social transformation and economic progress (Asare, 2009). The developed human resource has thus the capacity to champion societal advancement by applying the learned skills to better the lot of humans. Central to the educational endeavour is the teacher. The place of the teacher in helping a nation realise its vision is so

crucial that it cannot be relegated to the background. This is because, education is a condition for development and the teacher is the ultimate definer of its reality (Adekoke, 2003).

Teacher education plays a crucial role in empowering a group of people to assist the greater majority of individuals to adapt to rapidly changing social, economic and cultural environment to ensure the development of human resource required for the economic and social growth of nations. It is suggested that when teachers acquire professional competence and attitudes that enable them to effectively perform their multiple tasks in the classroom, school and community, they become the single most important contributing factor in ensuring quality educational provision (Ampofo & Orodho, 2014).

Teacher education refers to policies and procedures designed for professional preparation of prospective teachers through formal course work and practice teaching. These policies and procedures are meant to equip teachers with necessary knowledge, attitudes and skills with which to perform their tasks effectively and professionally in the classroom, schools or any structured educational environment. Teacher education is also described as an educational programme that involves a deliberate upbringing of the individual through training, in order to acquire knowledge, skills and values and transmit same to others. It is a cyclical affair in which both the content area and pedagogical skills are packaged for the pre-service teachers in order to prepare them to meet the requirements of the teaching profession (Jekayinfa, 2000). It is thus a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life through a regular and sustained periods of in-service training. Teacher education generally includes four main elements: improving the general education background of the prospective teachers, increasing their knowledge and understanding of the subjects to teach, pedagogy and understanding of human learning and the development of practical skills and

competences (Perranton, 2010). Teacher education is not the training of teachers to implement programmes, standards and follow procedures but educate and show them how and why certain concepts, and procedures work in coherent and meaningful manner to improve learning, attitudes and behaviours (Perranton, 2010; Mohammed, 2006; Peleyeju & Ojebiyi, 2013).

Teacher education may also be described as the programme earmarked for development of teacher proficiency and competency that would serve to empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education thus encompasses teaching skills, pedagogical theory and professional skills. Teaching skills include the provision of training and practice in different techniques, approaches and strategies to help the teacher plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. In addition, teaching skills include effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory highlights the science of philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements characterised by specific stages. Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

Ghana, the then Gold Coast has over the years put forth efforts to educate and develop teachers to form the bedrock of training the human resource needs of the country. Previous Committees and Commissions that the country had ever constituted had recommended a critical review and approach to making teacher education relevant to the development of the country.

Reiterating what teacher education must encapsulate, Adegoke (2003) and Benneh (2006) pointed out that the mission of Ghana's teacher education was to provide a comprehensive integrated programme through pre-service teacher education programme to produce competent, committed and dedicated teachers to improve the quality of teaching and learning.

Teacher education started in Ghana in the late 1840s when the Basel Missionary set-up a seminary at Akropong-Akwapim in 1848 to train teacher-catechists to further their aims of evangelism (Cobbold, 2010). The Basel Mission established two other seminaries at Osu (Greater Accra) in 1850 and Abetifi (Eastern Region) in 1898, but these were later merged with the seminary at Akropong (Eastern Region). Other Missionaries, such as the Bremen, Wesleyan and Catholic followed in these efforts, though their early attempts were unsuccessful. Thus, by the close of the 19th century, there were only three teacher training colleges in Ghana, two established by the Basel and one by the Roman Catholic (Cobbold, 2010). Government's intervention in teacher education started in 1909 with the establishment of the first teacher training college in Accra to train teachers for both government and mission schools. This started as a pattern of collaboration between the government and the missionaries and later the private individuals in the provision of teacher education which has existed to date (Cobbold, 2010). It was observed that the path has been undulating and teacher education in Ghana has had a chequered history, often based on ad hoc programmes to meet emergency situations and needs of the education system (Akyeampong, 2008; Cobbold, 2010). It was driven by the fortunes sometimes of political history, the interest and fervour of the missionary factor or the availability of funds to implement policies which were deemed appropriate.

Ghana has nurtured a teaching body comprising teachers who have been educated in courses of varied duration and nature and hold different categories of professional qualification

through a lot of sacrifices. The courses and the qualifications they lead to are the products of a series of reforms and counter reforms embarked upon in attempts to solve the problems of shortage and quality of trained teachers called for by educational expansion, socio-economic and political factors (Cobbold, 2010). The efforts by Sir Gordon Guggisberg, Dr. Kwame Nkrumah and other governments toward teacher education proved their willingness to ensure that teachers at post were professionally trained.

The key institutions that train teachers for basic schools are the Colleges of Education, CoEs, (formerly, teacher training colleges) and the two teaching universities in Ghana: University of Education, Winneba (UEW) and University of Cape Coast (UCC). The pattern of their development has been in response to national demands in general and changes at the basic school level in particular. Currently, of the 41 colleges of education in Ghana 38 are publicly-funded and three are privately ran (Asare-Danso, 2014), with at least one college located in each administrative or educational region of the country. Seven of the 38 public CoEs train female teachers only, one is an all-male technical-oriented college, and the remaining 30 are co-educational. All the 41 CoEs are residential and prepare teachers for basic education level. Though some of these CoEs have additional mandate to prepare teachers for science and mathematics, seven (7) of them run programmes leading to the award of Diploma in ECE.

Although the programme structure and contents of the initial or pre-service teacher education do vary from country to country, teacher education for basic school teachers takes place, in most countries of the world at the college of education level. It must be stressed that institutional, organisational and programme features differ, even within some countries, like the United States of America. The two universities (UEW and UCC) earlier mentioned also train teachers for basic education through tertiary level.

Four major models of teacher education are perceptible at this level. These are: the integrated, modularised, concurrent and the consecutive models (Yusuf, 2010). The modularised model of teacher education involves the offering of clearly defined modules and the prospective teacher decides on the sequence he/she would take the different modules. This type of model is prevalent in the Northern Europe and Atlantic countries including Finland, Iceland, Scandinavia (Yusuf, 2010). The concurrent model is where pre-service teachers simultaneously study contents and methods for teaching those subjects. In this model, the different components of teacher education (subject content, education studies, pedagogy) are studied parallel to each other. Courses under this model are run throughout the training period, depending on the country and entry qualifications. Student teachers are also engaged during the training period in practical experiences in teaching. The concurrent programme introduces the professional component early and in close association with general programme and specialist academic subjects. This model is used widely in Africa, America, Asia, and Europe (Yusuf, 2010).

The consecutive model which is sometimes called end-on model delays the introduction of professional component of teacher education until general or specialist subject studies had been completed. Under this model students are prepared academically first in their subject area in which they would have the degree and then enrolled for professional training later. Usually, professional qualification is in the form of Diploma or Post Graduate Diploma in Education. The integrated model which is used in the Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) entails that components of teacher education which are taught at the same time in an integrated way, thereby focussing on professionally relevant topics, and also integrating practical and theoretical studies. It is used particularly for teacher education meant for primary and lower secondary schools (Aboagye, 2012; Yussuf, 2010). The integrated model of teacher education

programme has advantage in terms of update and integration of scientific achievement and advancement for all its component including natural, social and educational sciences. This benefit is derived from integrating with different categories of teacher education programme such as content knowledge, pedagogical content knowledge and pedagogical knowledge (Sulhman, 1986). The generalist and subject-specialist approaches under the integrated model of teacher education programme is prevalent in Ghana (Asare-Danso, 2014).

The generalist approach is meant to prepare pre-primary and primary pre-service teachers whilst the subject-specialist approach goes for JHS, SHS, sandwich and residential (CoE) pre-service teachers. The concurrent model had been criticised for lack of in-depth subject contents. There have been calls for extended programme to improve classroom practises of teachers, particularly, in the area of content knowledge (Aboagye, 2008; Yussuf, 2010). The advocates of concurrent teacher education model opine that combining the teacher's education with traditional subject content offers opportunities for intellectual synthesis and personal development (Ngunyale, 2013). Consecutive model pundits posit that the model offers the opportunities for teachers to have in-depth knowledge of their discipline than those students who would have been exposed to the concurrent model. This in-depth content is thus transferred into their classroom teaching. However, some educators propound that the consecutive is usually for those who failed to find employment somewhere else and that their academic knowledge is unrelated to what the school curriculum can offer (Ngunyale, 2013; Yussuf, 2010). It has low practical aspect as well.

Over the years, the CoEs in Ghana have run different programmes related to the subjects taught at the basic or elementary levels of education in response to the needs and circumstances of the time, and teachers have been required to undertake more institutional training to upgrade (Cobbold, 2010). The era when the previous Ghanaian governments had initiated plans to train

and re-train teachers as well as upgrading the minimum teaching qualification marked the beginning of professionalisation of teaching. Consequently, CoEs have run programmes that had led to different categories of teacher certification to include 4-year teacher's certificate 'A', 2-year teacher's certificate 'B', 2-year teacher's certificate 'A', 2-year teacher's certificate 'A' and 3-year teacher's certificate 'A'.

Pre-service teachers who completed middle school programme successfully were enrolled to pursue 4-year Certificate 'A' programme. Unsuccessful middle school leavers who had casualties in English Language, Science or Mathematics had the chance to pursue 2-year Certificate 'B' programme to upgrade themselves to professional teacher status. With this certificate 'B', these teachers qualified to pursue the 2-year Certificate 'A' teacher education programme after three years of active teaching service. Graduates from sixth form education (Advance Level) had the chance to pursue 2-year Certificate 'A' programme, whilst graduates from form five education (Ordinary Level) pursued 3-year Certificate 'A' programme (Obeng, 2008). It is however noted, that the teacher training programmes were by Ghana Government's instrument phased out in 2004 when teacher training colleges were upgraded to CoE status to raise the minimum teaching qualification at the basic education level to Diploma. That was another way of professionalising teaching.

Prior to the upgrading of teacher education programme to college status, they were called teacher training colleges (Ampadu, 2006; Newman, 2013). They were described as such because education pundits were of the view that the type of teacher education programmes being run for the pre-service teachers at the time were of mechanistic, technistic and artisanistic in nature and had narrower objectives because they offered only pedagogical skills. Education for the teacher should be wider and complex and therefore ought to comprise sound pedagogical theories with

embedded rich content knowledge, teaching and professional skills. It had been echoed that there is need for a comprehensive and better programme, broader in objectives to make the pre-service teacher more effective than ever been through (Asare-Danso, 2014).

Early on, Ghana had upgraded some selected teacher training institutions into Advanced or Diploma awarding colleges which were mandated to prepare teachers for secondary schools and the teacher training colleges. For instance, in the 1960s the University of Cape Coast started training teachers for diploma to qualify them to teach in the secondary schools and colleges of education. Awuah-Nyamekye (2010) had pointed out that most of the Certificate 'A' teacher training institutions were upgraded to advanced teacher training colleges to offer Diploma Certificate programmes. Some of them were running Technical and Vocational, Business and Commercial programmes, yet others offered specialisation in Sciences and Art related programmes.

Of the number of teacher training colleges upgraded to Advanced Colleges, seven were amalgamated to constitute the University of Education, Winneba. These include Advanced and Specialist Training Colleges and National Academy of Music located in Winneba, prepared Mathematics, English Language, Science and Music teachers and School of Ghanaian Languages, Ajumako for Ghanaian Languages teachers. The rest were Advanced Technical and St. Andrew Agricultural Training Colleges, located in Kumasi and Mampong-Asante for Technical/Vocational and Agricultural Science teachers respectively. The College of Special Education at Akwapim-Mampong was earmarked for Special School teachers (Antwi, 2006; Institute of Education, 2013).

Presently, the CoEs run a three-year six-semester Diploma in Basic Education (DBE) programme. The DBE started in the 2004/2005 academic year to fulfil teacher education policy directive that requires basic school teachers to possess a minimum professional qualification of DBE. The DBE programme is offered through three routes. Firstly, there is the regular three-year residential programme offered by all the colleges of education. This is for pre-service teachers who have secondary education but have no previous teaching experience. The programme structure is commonly termed IN-IN-OUT, which means pre-service teachers spend the first two years in college to study subject matter and methods courses, and go out to schools to have a year-long teaching practice (internship). Secondly, there is the four-year non-residential programme meant for middle school and secondary school leavers who are teaching as untrained teachers. The programme, dubbed Untrained Teachers Diploma in Basic Education (UTDBE), started in the 2004/2005 academic year, and is in its 13th year since its inception. Pre-service teachers enrolled in the UTDBE study by distance using prepared modules and have face-to-face contacts with their tutors at cluster and college levels. The UTDBE is run by 35 of the 38 public colleges of education in Ghana. Though initially targeted around 20,000 untrained teachers who were identified in a national teacher demand and supply study (Cobbold, 2010), the programme currently has a numerical strength of 55,000 pre-service teachers at the close of 2016.

The third programme is the two-year four-semester sandwich programme which started in August 2007. The programme was implemented to do the following:

- update and upgrade at least 40,000 of the Certificate 'A' in-service teachers to the diploma level by 2012;
- improve the quality of teaching through enhanced content and pedagogical knowledge of the Certificate 'A' teachers to the advantage of pupils;

- improve teacher knowledge base in Information and Communication Technology (ICT) and HIV/AIDS Education which were added to the basic school curriculum enshrined in the 2002/2003 Education Reform Review report;
- staff 90% of basic schools with DBE graduates and enhance confidence in public basic schools in terms of qualified staff to step up pupil enrolment and achievement (PRINCO Secretariat, 2008).

This two year four-semester programme is fully residential and intensive, and is run by 16 colleges of education with a total enrolment of 20,800 trainees. Pre-service teachers come to the colleges during the school vacation for tuition and examination.

Despite the variations in duration and mode of delivery, all the three DBE programmes are essentially the same in content, except the 'top-up' sandwich programme in which, understandably, pre-service teachers cover fewer units. All pre-service teachers were and are prepared in three (3) main content areas which comprise foundation studies, educational and professional studies and general studies and a practical component that afforded the pre-service teachers to practice in schools. The foundational studies whose emphasis is on subject matter content taught in schools and methodology include English, Mathematics, Ghanaian Language and Culture, Integrated Science, Environmental and Social Studies, Technical Skills, Pre-vocational Skills, French, and Religious and Moral Education.

Educational and professional studies comprise curriculum and methods courses in the foundation subjects and in subjects of students' specialisation; and other professional education courses such as principles and practice of education, child and adolescent development and learning, assessment and research in basic schools, history and management of education. The general studies which are geared towards student's personal development include communication

and study skills, information and communication technology (ICT) and HIV/AIDS education. In addition, the practical component is made up of school visits, school attachments, on-campus practice teaching, design and production of teaching and learning materials, and external school-based practice teaching lasting one academic year.

On teacher education in Ghana, Akyeampong (2008) has pointed out that despite the various approaches used in teaching the contents of the various subjects, the dominant ones include (a) transmission of knowledge, where “tutors lectured their students, (b) student-centred teaching, whereby students are engaged in discussions and debates on topical issues, with tutors acting as facilitators, and (c) question and answer approach, in which case, tutors mainly asked questions and used students’ answers to further develop the lesson. Other methods tutors use in teaching pre-service teachers are discovery learning process, brainstorming method, individualized method, project method, and problem solving method. In addition, tutors used role-play and demonstrations (simulation methods), educational visits and field experiences, and deductive and inductive methods in their teaching (Benneh, 2006). The students are also taught by means of expository teaching process, drills, teacher-led discussion, and case studies.

Despite these array of methods of teaching used by the tutors in a variety of ways, it has been found that the dominant pedagogical stance remains the one where pre-service teachers are largely regarded as ‘empty vessels, with little knowledge or experience of teaching (Lewin & Stuart, 2003). These authors added that the pre-service teachers are seen as people who need prescriptive advice and guidance from lecturers about how to teach, whether or not the prescriptions appear to suit the learning contexts in the schools where trainees work or the

demands of new curricula. If there be any available literature that suggesting a deviation from already known methods of teaching, that change is yet to be unearthed.

The UEW and UCC run all the teacher education programmes and award certificates, diplomas, bachelor and postgraduate degrees in basic, secondary and tertiary Education programmes. These programmes are also run via regular, sandwich and distance mode. The regular or full-time bachelor of education degree in Basic and Secondary Education runs for four-year duration of eight (8) semesters made up of three-and-half year (7-semester) academic work and a semester teaching practice. On completion, the graduates of the programme are supposed to teach from Pre-primary, Primary, Junior High to Senior High Schools, though the minimum qualification for teaching at the basic education level currently is pegged at Diploma Certificate.

Diploma programme in basic education for pre-service teachers in the two Universities are run on both sandwich and distance basis within a minimum duration of two years of four semesters within specific periods. While the Diploma programme by sandwich is residential and organised mostly during vacations, the distance programme is non-residential and organised on weekends. The rationale for these arrangement was for the pre-service teachers who found the period for regular programmes unsuitable for their schedules and also for convenience. Yet, there are other two categories of Diploma programmes run in both Universities: Diploma in Education and Postgraduate Diploma in Education (PGDE). Diploma in education applicants are offered the opportunity to read for one-year diploma in education because they had earlier pursued non-teaching diploma programmes which could not qualify them to attain the professional teaching status. This upgrading qualifies them to meet the minimum requirement for teaching at the basic education level in Ghana. The PGDE programme is also designed for the graduates in non-

education related bachelor and master degrees but have interest to teach as professionals at basic or CoE levels. Until they complete the Diploma in Education or PGDE, they continue to be non-professional teachers.

The minimum entry requirement for entering a college of education or universities in Ghana has been the Senior Secondary School Certificate (SSSC). Currently, the colleges of education require a minimum aggregate of 24 in six subjects from the West African Senior School Certificate Examination (WASSCE). This include passes in three core subjects (English Language, Mathematics and Science), and three other subjects. Non-academic requirements such as personal qualities, aptitude for teaching and good character are determined in an interview at the college level. The public universities also require passes in six subjects including the three core subjects earlier stated. Teaching experience is not a mandatory requirement for enrolling into teacher education programmes in Universities in Ghana.

Prior to graduation, pre-service teachers are expected to pass all internal general education and subject specific courses as well as the internship programme. In addition, it is mandatory for pre-service teachers in CoEs to pass the final external examination conducted by the Institute of Education in the University of Cape Coast. The Institute is the main examining body for teacher education programmes in public Colleges of Education in Ghana.

On completion, pre-service teachers are posted to the various basic schools in Ghana prior to the release of the final results of the successful candidates by the Institute of Education. While awaiting for results, the newly trained teachers are mentored and given in-service training by their immediate headteachers. Successful candidates are certified with Teacher's Registration Numbers (TRN) which goes with staff employment numbers by the Teacher Education Division of GES. The registered teachers are made to serve for probation period of one academic year

before they are confirmed and inducted into the Ghana Education Service, thus becoming automatic members of Ghana National Association of Teachers (GNAT).

Newly certificated teachers from the Teaching Universities (UEW and UCC) in Ghana however, are made to apply to GES through various District Education Offices in Ghana for TRNs. Such applications are processed subject to desirable performance through inspection and supervision of these newly graduate's teaching by the Education District interested in employing them. Graduate teachers from the Teaching Universities are not obliged to join GNAT but may become members of National Association of Graduate Teachers (NAGRAT).

The foregoing suggests that attempts at professionalising teaching had been taken serious with the provision of training and retraining, upgrading of qualification and enrichment of teacher education curriculum. Realising the enormous and critical roles teachers play in nation building, the government of Ghana acting on the recommendations of Anamuah-Mensah Education Review Committee collaborated with GES and the decentralization policy, initiated steps to revitalising teaching profession. Out of the vision, National Teaching Council (NTC) was established and mandated by the Education Act 778 of 2008 to improve professional standing and status of teachers and to ensure the provision of licensing and registration of teachers in Ghana. Further, the Council is to control and regulate the practice of the teaching profession. As its function, the NTC among others is to advise the sector Minister on professional standing and status of teachers, provision of in-service training, address employment issues, professional practice standards, registration and licensing of teachers and a unified code of ethics. Licensing of teachers is yet to commence though it was envisaged to start in 2015.

The review of literature on teacher education in Ghana has revealed an absence of National Teaching Standards (NTS). The researcher has gathered from Ghana Education Service that though a committee has been constituted and tasked to develop the NTS for Ghana, it is yet to submit its report. In the absence of Ghana NTS and specific professional preparation for ECE teachers, the researcher found it appropriate to rely on to the standards for early childhood professional preparation programmes as prescribed by National Association for Education of Young Children (NAEYC, 2009a). The standards according to Tracy (2014) represents a sustained vision for the early childhood field worldwide and more specifically for the programmes that prepare the ECE professionals. The researcher after a cursory look into the standards is of the view that they are worthy of a companion document and philosophical foundation for the ECE preparation programmes (see appendix M).

Bachelor of Education in Early Childhood Programme

The mission of University of Education, Winneba (UEW) is to serve as a centre of excellence responsible for training competent professional teachers equipped with the requisite academic ability and humanistic values for all levels of education. Further, UEW conduct research, disseminate relevant knowledge and skills and contribute to educational policy and development. This mission emanated from its vision of becoming a pre-eminent teacher education university in Ghana, and one of the best in Africa, and a higher institution of learning, recognised world-wide.

The teaching profession and quality teacher education programmes in particular has become a universal focus for the sustainability of our society. Until recently many people thought that anyone who teaches children within the age bracket of 0 - 6 years was only a baby sitter. Research has demonstrated that early experiences, through quality ECE programmes have

a tremendous impact on later development and so more qualified, dedicated quality teachers are needed to nurture children at these developmental stages.

The Bachelor of Education in Early Childhood Programme (BEDECP), is a 4-year initial teacher education programme approved by the Academic Board of the UEW. This BEDECP is a field of childhood education designed to better prepare early childhood pre-service teachers for the needs of contemporary children and to address the challenges of laying proper foundation for these childhoods in a knowledge-based society at a time of rapid and substantial social change. The BEDECP aims at fostering teacher skill and professional accountability to address the challenges of a changing world and the imperatives of the information age. Early Childhood Education (ECE) emerged as a separate branch of education after several studies were conducted and indicated that early years in human's life are the most critical for developing learning abilities and social skills in children. The increasing awareness about the importance of education during these formative years has led to a special emphasis in educating children in a manner that ensures optimum intellectual, physical, emotional and social development. The BEDECP is grounded in the belief that graduates should continue to develop as scholars and teachers, be practitioners to reflect on the practice and strong advocates for children and their families.

The BEDECP in the University of Education, Winneba (UEW) seeks to equip teachers with adequate knowledge in content and pedagogical skills. Notable among the areas of emphasis for the programme are child development, pedagogy, research and assessment strategies. An integration of these components it is envisaged, will help the ECE pre-service teachers lay proper foundation in children they teach. Based on the experience from the

programme, ECE pre-service teachers are expected to inculcate in children the relevant development skills to foster attainment of life readiness.

The Department of ECE was established in the 2003/2004 academic year in response to Government of Ghana's white paper on Anamuah-Mensah Education Review Committee's Report of 2003, which made Pre-School/Kindergarten part of formal education system in Ghana, specifically, basic education. With this development, arose the need to formally train teachers to teach at the Pre-school/Kindergarten levels to avoid shortage of teachers in early childhood classes when the programme eventually takes off in 2007/2008 academic year. The UEW as an institution responsible for preparing teachers for pre-university education in Ghana, established a department responsible for training pre-service teachers in ECE. The Department of ECE which started with only the BEDECP and with student population of 85 in 2003/2004 academic year now runs Certificate, Diploma, Post Diploma and Master's as additional programmes. The student population for BEDECP for 2016/2017 stood at 576 with overall student population in the department as 1473. It was envisaged that the creation of such a department would build a strong foundation for formal education in Ghana and also produce professional and competent teachers and other personnel through the BEDECP.

The primary goal of any education aimed at preparing pre-service teachers to become professional must equip them reasonably well through College or University education. The goals set for BEDECP directly determine the training orientation and professional curriculum settings through which the ECE professionals will be produced. It is emphasised that the objectives of teacher preparation programmes should be consistent with the entity of which it is a part, the implication of which should be responsive to the parent institutions and constituencies that are interested in such programmes and which it serves (Diene, Early & Wintong, 2005).

Being consistent with the goals of stakeholders and interested entities, BEDECP goals and objectives should be specific enough to permit measurement of achievement and inform decisions regarding the operation of the such interventional programme (NAEYC, 2009).

The BEDECP at the UEW was designed to provide a programme of study focusing on the developmental and appropriate education of children from birth through age eight years within various early childhood settings. The BEDECP emphasises on the whole child and exposes students to the scientific knowledge base regarding: (1) development of children, (2) learning theories, and (3) appropriate educational practices as well as (4) the opportunity to develop competencies in working with parents of young children. Other issues include assessments practices and techniques, principles of guidance, professionalism and advocacy.

It is thus envisaged that by the end of the programme, graduates would have been equipped to:

- understand the nature of the early childhood period, defined as 0-8 years;
- understand the diverse roles of early childhood educator;
- have acquired the basic concepts, knowledge and analytical skills of the variety of disciplines which contribute to an understanding of the early childhood period;
- have acquired specific skills, knowledge and concepts in areas of liberal education drawn from the humanities, the arts and the sciences;
- design integrated curricula for children in various settings;
- implement programmes for a range of early childhood services;
- critically analyse and evaluate programme effectiveness and professional performance;
- understand the need for continued reflection and development as a basis for professional practice in early childhood settings;

- have acquired the skills necessary to undertake research and
- show a commitment and sensitivity to children (ECEP, 2012).

The target group for the programme included teachers, non-governmental organizations (NGO's), private schools and other stakeholders who have interest in children's affairs. Specifically, the programme had been planned to train teachers and care givers to acquire relevant and appropriate knowledge and skills to enable them interact with children at the following levels.

- Crèche/Day Care (0-2years);
- Nursery (2-4years);
- Kindergarten (4-5years) and
- Others (indigenous/traditional childcare)

The structure of the BEDECP in UEW as depicted in the ensuing literature is made up of courses with their corresponding credit hours. Per the researcher's perspective, the programme structure seems integrated and characterised by courses from other disciplines and at least a general education course per semester. However, its adequacy and quality need to be ascertained through rigorous studies.

Table 2: Course Structure for Bachelor of Education Degree in ECE

Year	Semester	Course Code	Course Title	Credit
1	First	ECB111	Foundations of Early Childhood Education	3
		ECB112	Child Growth and Development	3
		ECB113	Psychology of Human Development and Learning	3
		ECB114	Personal Growth and Communication Skills	3
		ECB115	Philosophy of Education, School Curriculum, Social Change and National Development	3
		ECB116	Introduction to Information and Communication Technology	3
1	Second	ECB121	Policy and Practice of Early Childhood Education	3
		ECB122	The Family and the Young Child	3
		ECB123	Child Language Acquisition	3
		ECB124	Counting and Numbering in the Early Years	3
		ECB125	Educational Technology	3
		ECB126	Introduction to Special Education for the Early Childhood Educator	3
		ECB127	English Across the Curriculum	3
			Total	39

Year	Semester	Course Code	Course Title	Credit
2	First	ECB231	Liberal Studies for Early Childhood Education	3
		ECB232	Monitoring and Evaluation in Early Childhood Education	3
		ECB233	Professionalism and the Early Childhood Educator	3
		ECB234	Language and Literacy Development in Early Childhood	3
		ECB235	Mathematics in the Early Years	3
		ECB236	Curriculum Studies in Early Childhood Education	3
		ECB237	Art in Early Childhood Education	3
2	Second	ECB241	Environmental Studies in Early Childhood Education	3
		ECB242	Religious and Moral Education in Early Childhood Education	3
		ECB243	Science in Early Childhood Education	3
		ECB244	Teaching Methods in Early Childhood Education	3
		ECB245	Child Behaviour Management	3
		ECB246	Music, Movement and Dance	3
			Total	39

Table 2-Continued

Year	Semester	Course Code	Course Title	Credit
3	First	ECB351	Curriculum and Instructional Strategies for Young Children with Special Needs	3
		ECB352	Child Rights and Welfare	3
		ECB353	Management and Administration of Early Childhood Settings	3
		ECB354	Child Health, Nutrition and Safety	3
		ECB355	Supervision of Children’s Recreation	3
3	Second	ECB361	Observation and Assessment of the Young Child	3
		ECB362	Physical Education in Early Childhood Education	3
		ECB363	Research Methods	3
		ECB364	Materials Development for Early Childhood Education	3
		ECB365	Pre-Internship Seminar	3
Total				30

Year	Semester	Course Code	Course Title	Credit
4	First	EDP471	Student Internship	12
		EDP 472	Research Project	6
4	Second	ECB481	Contemporary Issues in Early Childhood Education	3
		ECB482	Guidance and Counselling in Early Childhood Education	3
		EDP481	Post Internship Seminar	6
Total				30

Source: Department of Early Childhood Education, 2010

On eligibility of applicants for the BEDECP as enshrined in the programme document and admission brochure, students are expected to meet any of the following. The minimum entry requirement for enrolling onto BEDECP in the UEW has been and is the Senior High School Certificate from West African Examination Council (WAEC). The programme requires passes in six subjects including the three core subjects, English Language, Mathematics and Science, with

a better grade in Social Studies accepted in lieu of a weak grade in Science, and three other subjects. Further, minimum entry aggregate of 20, and a grade not lower than a 'D' for Senior School Certificate Examination (SSCE) or not lower than C6 for West African Senior School Certificate Examination (WASSCE) candidates is required. Provision is also made for holders of diploma in ECE or its equivalent from a recognised institution to go through interview to assess their personal qualities, aptitude for teaching and character before they are considered for admission onto the programme. Yet, the third category of applicants who do not meet the core subjects and grade requirements and are at least 25 years are made to write the University's entrance examination. Successful applicants are admitted onto the programme.

Students enrolled onto the BEDECP are mandated to take part in all lectures, assessments and examinations and make total credit hours in the range of 120-130 and in addition make a minimum cumulative great point (CGPA) of 1.0 for graduation. This, the researcher deems inadequate because a minimum grade of C and a CGPA of 2.5 is what pre-service early childhood teachers in Australia and other parts of the United States of America particularly, Iowa and Texas states are mandated to obtain before graduation, registration and licensure (www.programmeofstudy.appstate.edu).

Pre-service Early Childhood Teacher Competencies

Teacher competence is defined as the ability of a teacher to deal adequately with the demands of the teaching profession using an integrated set of knowledge, skills and attitudes as manifested in both the performance of the teacher and reflection on his or her performance. In other words, professional competencies are the systems of knowledge, skills, abilities and motivational disposition which provide the effective realisation of the professional teaching activities. On preparation of teachers to man the various classrooms through teacher education programmes,

concerns have been echoed on the need to ensure that the calibre of teachers sent to the field of work are competent enough to stand the test of time (Darling-Hammond, 2010). This calls for the need for the need to ensure that pre-service teachers demonstrate firm grip of both content and methodology so as to rub shoulders with the rest of the world.

The ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout job functions involving cognitive, technical and interpersonal skills constitute the concept of a skill. Competence on the other hand indicates sufficiency of knowledge and skills that enable individuals to act in a wide variety of situations. Due to the fact that each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of the career. Competence is described as acquisition of knowledge, skills and abilities at the level of expertise sufficient to be able to perform in an appropriate ironic environment (Harvey, 2011). For proper functioning and achievement of desired results, skills and competencies ought not to be separated as their combination yield effectiveness. Competence is also the possession of a satisfactory level of relevant knowledge and acquisition of a range of relevant skills including interpersonal technical components at a certain point in the educational process (Falade & Falade, 2013). Prospective early childhood professional teachers are therefore expected to be competent in a lot of areas but not limited to the following.

Child growth and development. This domain relates to pre-service teachers' knowledge and skills about how young children grow, develop and learn. The early childhood teacher is expected to possess a thorough knowledge about child's developmental processes because it is argued that this domain is the single most influential contributor to professional development of the ECE teachers (Morison, 2012). It is noted that competency in such a domain will afford the early childhood professional teachers to understand the cognitive, physical, social, emotional and

linguistics development of the child and how they are interrelated and independent in their early years. Such knowledge will further assist the teachers to select appropriate instructional strategy, learning activities, materials and thus structure the learning environment to cater for these children from different background (Morison, 2012). Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and how the adult's role in supporting each child's growth and development is imperative for ECE professionals (Hyson, 2009). Knowledge in child growth and development assist teachers identify and help learners experiencing language, learning, behaviour and adjustment problems.

Observation and assessment - Assessment of the early childhoods learning refers to the process of gathering and analysing information as evidence about what learners know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning. Early Childhood teacher who is competent has good expertise in a variety of assessment techniques from which relevant and appropriate ones, equitable for good practice are chosen for good evaluation purposes. Such teachers teach and take greater responsibility of children's learning to ensure that the purpose and objectives of the instructional programmes thrive well to attain success. Observation and assessment as an integral part of the teaching learning processes facilitate explanation to such issues as how do we know learning has taken place and what amount. Further, it is opined that early childhood teacher's competency in observation and assessment enable informed planning, understanding of child's competency level, reflection of appropriateness of provision and sharing of information with other parties (Zumwalt, 2012; Mortimer, 2001). The effectiveness of instruction and its process depend on the quality of assessment information gathered on which instructional decisions are based (Owocki,

& Goodman, 2002). A competent Early Childhood teacher would not use formal assessment procedure alone for students and conclude that all is well when informal assessment procedure could have offered explanation to some hidden constructs in the learner (Bredekamp & Rosegrant, 2006). Such a teacher would weigh the characteristics of each assessment technique and select the appropriate but relevant one for its intended purposes.

Knowledge of instructional methodology represents the presentation of precise structural components of instruction systematically or procedurally to make complex concepts and constructs meaningful and learnable. This again involves teacher's prior lesson activities and actions which detail the organisation of content or subject matter into thematic units and transformation of teaching aids into teachable knowledge. Additionally, methodological knowledge mandates the teacher to set teaching goals, choose specific teaching strategy, adjust to duration for teaching and incorporate relevant and appropriate assessment procedures in the presentation to determine the extent to which lesson goals have been achieved and students performance improved. The pre-service ECE teacher is expected to be armed and abreast with teaching methodologies as suggested by the Montessori, Piaget, Vygotsky, among others. Though teacher education encompasses a wide variety of instructional approaches with no single approach being the only one necessary (Mohammed, 2006), preference however is made for early childhood teacher preparation programmes (Toor, 2014). Integrated technology, cooperative learning, differentiated instruction, goal setting, cross-curriculum teaching and assessment for learning are among the teaching methods embedded in Montessori, Piagetian and Vygotsky approaches for teaching children (Colker, 2008). Diane, Early and Winton (2005) had suggested, that a prospective ECE teacher should be able to decipher among teaching

methodologies and select the appropriate one for children such as the play, role-play, demonstration and exploration.

Competences about the **learning environment and curriculum** relate to the design of ECE classroom setting and the content of learning programmes. The curriculum is a tool that facilitates the determination of the didactic wide choices of the teacher (Liakopoulo, 2011). Early childhood education professionals need to be competent in utilizing strategies that are characteristic of high quality early childhood environments such as consistent schedules and routines, transition activities for moving from one activity to another, interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children's learning. Pre-service early childhood teachers therefore ought to know the integrated curriculum, textbooks, the rules, laws and policies of the education system and the country's role in education (Aboagye, 2008). The philosophy and the aspirations of every nation are enshrined in the curriculum and so having a better understanding of the components of the curriculum would add to its interpretations and application in the course of delivery during instruction. The curriculum thus becomes the resources for educational researchers in the teaching fraternity (Richards, 2011; Asare, & Nti, 2014). Knowledge of early childhood curriculum would propel how the learning environment should be structured to facilitate learning.

Communication skills. Instructions are conducted through a medium which the education pundits have suggested should be beneficial and advantageous to the learners and facilitate learning. It is therefore suggested that communication skills are vital for anyone who engages in the teaching job (Rawat, 2016). Early Childhood teachers are thus expected to be competent in the various communication skills especially common language spoken in the community so that they can effectively communicate clearly the objectives and content and provide rationale for

learning certain materials. Such communication skills in the form of writing, verbal or gestures facilitate in making learning meaningful, help in understanding children as well as creating a congenial atmosphere for psychosocial development. Further such communication skills aid these teachers to reach out to the families, the administrators and other stakeholders on the development, progress, challenges and provisions of the learners and also facilitate close relationship and guidance with the children.

Health, Safety and Nutrition. Prospective early childhood teachers are expected to be well versed in safety and nutrition of the children they handle so as to prevent injuries, accidents and promote good healthy habits. Equipped with effective skills for ensuring injury free learning environment and healthy habits for children up to age 8 years is a mark of competency of the early childhood professional teacher. Competent early childhood teachers with such knowledge ensure that teaching learning and play materials are less threat to the children. Competency in health, safety and nutrition help in the identification of malnourished children, signs of child abuse and neglect so that appropriate referrals could be made to arrest the situation.

Standards Required of Lecturers for BEDECP

Academic personnel who work in higher education institutions come from different institutional context with different background and may differ in level of qualification, area of specialisation, work experience, competency profile, environment, contractual agreement and salary and institutional constraints. The roles, competencies or qualification requirements of such lecturers in most countries is not yet a shared understanding. This may be due to the fact that in those contexts, no single body is responsible for professional quality frameworks, or the recruitment or their selection (Albert, 2012). There is relatively little awareness in many countries about teacher educators' roles in improving educational attainment, or the standards they need to effectively

adhere to. Lecturers are crucial in raising attainment of pre-service teachers, new and experienced teachers, who need to acquire and develop knowledge, skills and values in order to be effective in the classroom, throughout their careers. They also help to ensure that the purpose and objectives of academic programmes especially teacher preparation programmes are implemented as designed, to attain success so as to propel the nation forward (Smith, 2005). In this vein, there is need for a uniform and common guidelines though contextual in nature to serve as the benchmark by which inferences could be drawn relative to execution of duties, what has been and yet to be achieved to explore emerging disparities.

The need to ensure lecturers' adherence to laid down specifications for academic programmes and in this BEDECP has been informed by a number of recent studies that focused on teacher quality, the changing nature of teachers' work and the new demands being placed on lecturers by pre-service teachers, families and the broader society (Morrison, 2012). Central to a consideration of the future needs of students is the acknowledgement of a society faced with rapid social, economic, and technological change. Globalisation, the explosion in the use of information communication technology (ICT), diverse family structures and changing workforce patterns and a growing tendency towards careers, are impacting on society and the way young people are prepared to be effective citizens. They denote a society where the ability to acquire and apply knowledge, rather than just knowledge itself, is valued.

To effectively participate in the future, students need to be lifelong learners, developing transferable skills that will enable them to contribute meaningfully to society. Of paramount importance is the need for education to equip students with the skills required to learn, transfer learning, contribute to teams, manage change and be self aware. As professionals, lecturers

themselves possess and need to articulate and model the same knowledge worker skills that they seek to develop in students (Chan, Brown, Ludlow, 2014).

Standards are distilled wisdom of a category of people with expertise in their subject matter and who know the needs of the organisation, institution they represent. Standards are aimed at creating an assessment system that would not put constraints on professional autonomy, inhibits professional creativity and development but will promote criteria for ensuring quality of teacher educators and teacher education. According to Cochran-Smith, Stern, Sánchez, Miller, Keefe, Fernández, Chang, Carney, Burton & Baker (2016), standards provide guidelines for teacher educators, for decision-makers, and for programme designers, as well as serving as benchmarks for the assessment of teacher educators and their work. Standards also serve as a guide and a reference point to plan for personal professional development (Goddad, Goddad, Kim & Miller, 2015). This invariably means they are used as guidelines for work within a specific context and allow for individual routes to professional competence and growth. Overall, standards required of lecturers serve as a blueprint for assessment, evaluation and improvement (Cochran-Smith, *et. al.* 2016) and establish knowledge base that will inform the public about the measures for ensuring quality of programmes.

According to the National Council for Tertiary Education (NCTE) in Ghana, academic personnel in Ghanaian higher education should have a minimum academic qualification of master's degree (M. Phil, M.Ed., M.A., M.Sc., MBA, etc) depending on the higher education institution they find themselves (Bailey, 2014). Academic qualification is the degree obtained in a specialisation after a period of study from accredited higher education which the employer requires. The overriding purpose of this qualification is the contribution to the learner's specialised knowledge of a subject and not necessarily the application thereof. It does not certify

competence and is not based on a systematic or formal practice analysis; all it certifies is that the holder has successfully learnt the theory or content behind the practice. Such minimum qualification, the University believes, should be related to area of specialisation for which the lecturer is employed and for which services are most needed. Currently in the UEW and other teaching universities elsewhere a lecturer is expected to have a minimum academic qualification of Doctor of Philosophy or Doctor of Education degree. Yet, some universities due to scarcity of qualified academic personnel for certain course areas, employ master degree holders hoping, they will professionally develop on the job.

Lecturers are further expected to meet professional qualification criterion. It is expected that professional qualification helps these academic brain to demonstrate and transfer knowledge, understanding and practical experience to the learners to enable them apply same during professional practices or instructional delivery. Such, obviously lead to a completely different set of skills, each with different purposes and contexts for the world of work. It is argued, that when professional qualification is built on training and practice, it offers a warrant for competence and expertise. Lecturers who meet such requirement are deemed to possess knowledge and skills of specified domain necessary for safe and appropriate practice of the profession. It has been observed that one differing qualification that ensures improvement performance is professional qualification (Essu Ossai-Igwe, 2013). Possessing academic qualification like Master or Doctoral degree may not provide any indication on how well anyone performs in teaching. Thus, professional qualification should be the needed priority in our attempt to offer high quality improvement teacher education programmes because findings from studies in Beijing and Lesotho have revealed strong predictive power of quality of professional qualification, student's performance and quality of programmes (Lai, Sadoulet & Janvry, 2011; Obe, 2014).

In the events where lecturers do not meet the teaching qualification, but are needed to teach certain programmes due to scarcity of more qualified personnel, they are expected to participate in professional development programmes to update their knowledge and enhance their skills so as to effectively teach the assigned courses. Programmes that required in this case include Postgraduate Diploma in Education (PGDE) or Teaching and Learning in Higher Education (TLHE) or its equivalent. In addition, these lecturers are expected to be mentored and assessed by professors or the departmental heads for a minimum of two years before certified for the assigned teaching tasks.

Further, Feuer, Floden, Chudowsky and Ahn, (2013) and Liang, Ebenezer and Yost (2010) have suggested that lecturers who prepare pre-service students including early childhood teachers are also required to demonstrate interpersonal competence with their students. The lecturer ought to create a pleasant living and working climate at lectures to prove of good leadership. The lecturer is expected to demonstrate a friendly and cooperative atmosphere, stimulate and achieve open communication. Lecturers in their interaction are expected to encourage students' autonomy, seek the right balance between guidance and counselling, steer and follow, confront and reconcile, and employ corrective measures and stimulation.

The lecturer is also expected to help students to become independent and responsible persons with pretty good ideas of their ambitions and possibilities. To fully take responsibility of this task, the lecturer must be pedagogically competent. Such lecturers are able to offer the students, on the basis of a safe learning and working environment, a structure to hold on to when they must make choices, as well as stimulating their further personal development.

The academic staff have also the responsibility to draw on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lectures and

learning activities that make learning cumulative and advance students' level of content knowledge. In meeting this standard, it is suggested they identify appropriate learning resources, and writing activities for promoting further learning by the full range of students within the classroom. Quality academic personnel have also been described as those who have the ability to select right prerequisite skills, concepts and relevant language for the learning activities. Such persons draw resources from colleagues, incorporate appropriate technologies and media in lessons and apply integrated instructional strategies to achieve the set objectives (Dogra, 2015).

Lecturers are again required to collaborate with their colleagues in the institutions they work in order to make contributions to good pedagogical learning climate, mutual cooperation and school organization. This fosters constructive contributions to meetings and other types of consultations within the institution, as well as to activities that have to be performed to run the institution well; makes a contribution to the development and improvement of work environment. The lecturer must permanently work on his personal and professional development. Lecturers are required to inquire into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development. They should therefore be seen to possess the acumen for reflection and development. It is opined that lecturers who reflect and develop in the discharge of their duties give regular thought to their professional views and competence. Such academic brains keep their professional practices up to date and improve upon them (Caena, 2011). They know what is important in their professional practices and what the underlying standards, values and educational views are. They have pretty good ideas of their own competences, strengths and weaknesses. Further, they are bent on working on their professional developments in systematic ways toward the programme and institutional policies thereby using the opportunities the institution offers, for their personal development.

Quality of Teacher Education Programme

The inclusion of ECE as part of the formal education system in Ghana and the introduction of early childhood teacher education programme had led to a pertinent question as to whether the quality of this teacher preparation programme has been compromised because there was urgent need to stock the ECE classrooms with teachers when the programme commences in 2007. There have been calls to look into the teacher preparation programmes in Ghana in the areas of content, pedagogy, calibre of students admitted into the programme as well as the lecturers who implement the programme (Acheampong, 2008). There are certain influencing factors which when firmly grasped will afford decision makers and other educational pundits better gain insight into the atmosphere or context under which teacher preparation programmes including BEDECP thrive to ensure effectiveness.

Studies have shown that the quality of higher education programmes are evaluated based on programme specifications (Kaya & Engin, 2007; Ozcalik, 2007). Out of such evaluation findings, quality standards of the are formed (Yanpar-Yelken et al, 2007). These quality standards are accordingly evaluated based on the perception of academic staff or instructors, experts, prospective teachers and in-service teachers. (Tas, 2004; Yanpar-Yelken, 2009). Besides, in literature, studies have supported the examination of the satisfaction level of the prospective teachers on the teacher preparation programmes they had pursued (Ozcakir-Sumen & Caglayan, 2013; Sara & Kocabas, 2012) and on teaching staff and their mandated activities (Coggshall, 2012).

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, fitness of purpose and conformity have often been used synonymously (Adams, 1993). Considerable consensus exists

around the basic dimensions of quality education programmes today. Quality is seen as conformance to mission specification and goal achievement within publicly accepted standards of accountability and integrity (Bogue & Hall, 2003) and to meet customer's expectations. This means quality refers to the extent to which the expectations of a programme have been met based on experts' or stakeholders' judgment. Therefore, an institution can measure the quality of its programme of activities based on laid down specifications or outlines described as expectations or standards. With students as stakeholders, quality in education is means as reaching perfection, consistency, conformance to conditions, the change or improvement of a student or a teacher with the activities which help them gain knowledge and value (Harvey, 2011).

Quality as fitness for purpose of a product or service or programme connotes the extent to which the purpose is adequately met. This approach is driven by satisfaction as decisive factor for quality. In education, fitness for purpose is usually based on the ability of an institution to fulfil its mission or a programme of study to fulfil its aims. An institution is required to formulate its mission and goals and are evaluated against itself. By this position, programme document spelling out the components therein thus become guideline or standard by which the said programme could be evaluated. The quality of teacher education programme may be lensed from and not limited to the following indicators.

Goals and objectives of education related programmes including BEDECP are expected to be tailored to reflect the philosophy and aspirations of a nation. These objectives which are carved based the needs-assessment done in the context of the programme should to reflect the nation's educational goals and objectives derived from its philosophy and aspirations. This means the objectives of such programmes should be consistent with and reflect the nation's collective ideologies. Educational programme's objectives are deemed adequate in the range of 70%-90%

coverage of national aims and objectives (Bhargava, 2009) if by experts' judgment are found to deal with the main themes. Such objectives are described to having capacity to facilitate the achievement of the intended aims of the programme in the country. Overhauling is deemed necessary when evaluation findings suggest that the objectives of an ongoing programme fall short of the emerging issues. Such programme objectives with inadequate objectives may not propel the achievement of the outcome intended for (Grinnell (Jr.), Gabor, & Unrau, 2013) and may produce undesirable manpower resource base in the long-run.

Content that reflects relevant curricula and materials for acquisition of knowledge, skills, attitudes and other learning experiences is one of the determinants of the quality of teacher preparation programme. Course contents refer to the intended and taught curriculum of educational institutions. The course contents of the programme are expected to emphasise deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study, and problem-solving that stress skills development as well as knowledge acquisition. To this, Gang (2008) surmised that course contents should be based on clearly defined and appropriate learning outcomes properly sequenced. Such programme contents should provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results and targets for student learning (Glatthorn & Jailall, 2000).

Ibrahim (2014) had reiterated that the course contents of a programme of study should be able to equip the individual not only for academic purpose but fit such into the world of life. This implies, not only should the course contents be sufficient but relevant for preparing the participants to demonstrate effectiveness in their delivery. Adequate course contents should include several pivotal areas ranging from subject-specific, pedagogical, professional development and social components. There are concerns that ECE teachers are deficient in

content of the programme pursued and might have emanated from inadequate content pursued. This came from the back drop of the results of a survey on ECE teachers' preparation programmes that an inadequate amount of required coursework regarding educating and working with children was being provided in these programmes, (Diane, Early & Winton 2005). This observation leads to deficiencies of teachers in process skills related to the teaching of children (Maxwell, Lim & Early, 2006)

Calibre of students admitted onto teacher preparation programme also impacts on the quality of such. Teaching in Africa and elsewhere in the world has been branded as low-income venture and so most people would not enter but for last resort. This assertion supports the general perception that individuals who apply to pursue teacher education programmes are not academically good materials (Aboagye, 2008). There have also been complaints about the newly posted teachers having inadequate knowledge and skills in their subjects' specialisation and for teaching children (Aboagye, 2008). Applicants who could not be considered in other programmes in higher education are usually held in high esteem in teacher preparation programmes thus lowering their quality. However, a standard procedure that ensures that the right calibre of students of good academic standings are recruited facilitates quality programme. It is of general opinion that the nature of students enrolled onto a programme determines its final products. It has been posited that an academic gifted student body is more likely to have a vigorous curriculum and a highly qualified faculty or lecturers (Henry, Bastian, & Smith, 2012).

A teacher preparation programme with relatively high admissions criteria will continue to attract more academically gifted teacher candidates, who may want to enroll in a programme with similarly talented peers. If poor students are recruited on the programme, performance and graduating rates might be low; dropout may increase with enrolment dwindling, thus affecting

the quality of the programme. In a study to investigate the effects of entry grades of undergraduate students on their performance, Aidoo-Buameh and Ayagre (2013) reported that there seemed to be a significant effect of quality entry grade and students' performance. A study into the entry qualification and academic performance of graduate medical students in Malaysia and the United Kingdom, Alias and Zain (2006) and Bush (2012) found a strong relationship between entry qualification and performance of medical students. Ali (2008) also investigated the relationship between admission criteria and performance of diploma in general nursing in Karachi and found that high student entry qualification strongly predicted high academic performance. These studies support the fact that quality of students also determine the quality of programmes. There is a general perception that most of the selection of candidates into teacher training programmes including BEDECP may have been done without strict adherence to admission policies because more students are needed to keep the programme running (Aboagye, 2008).

Provision of resources comprising both human and learning enhances quality teacher preparation programme. The interactions among academic staff, students and materials go a long way in determining the quality of such human resources. The teacher is expected to create a congenial atmosphere in the learning environment by demonstrating expertise in the subject matter. Teacher's ability to demonstrate interest in the course he/she handles tend to motivate learners, encourage participation and propel assimilation for better performance. Students are not motivated to be part of the instructional processes when by their judgment, the teacher or lecturer is not apt with the content and often struggles with explanations to basic concepts. Teacher's pedagogical skills, content knowledge, temperament, interpersonal styles, empathy, and understanding of the learning needs of students combine to make the most difference in teacher's

effectiveness and quality (Clotfelter, Ladd, & Vigdor, 2007). Such teachers are able to integrate the contemporary issues in the contents for learners to understand the trends in the programme.

To this end it is suggested that high quality teachers have deep mastery of both the subject matter and pedagogy and are most capable of helping their students to learn (Darling-Hammond, 2010). In addition, academic and professional qualifications of the lecturer coupled with the application of informed findings from subject-based studies are evidence of quality academic personnel. Efficient and qualified personnel capable of translating abstractions from contents into meaningful experiences are thus deemed worthy to bring about change in the learners (Dogra, 2015; Obe, 2014; Reyes, Brackett, Rivers, Elbertson & Salovey, 2012).

Quality of BEDECP is also influenced by adequacy and quality learning resources made available for the implementation of the programme. It is asserted that the availability, maintenance and adequacy of teaching and learning resources are sine qua non for the attainment of programme and educational goals. According to Shi (2006) learning resources are the various tools or equipments that help teachers to teach and students to learn. They may include among others, textbooks, web applications, internets, charts, Televisions, CDs/DVDs, computers, projectors and maps. Adequacy of learning resources motivate students to learn and make learning easy and meaningful. Students get first hand experiences from their manipulations thus making teaching and learning real. Teachers have little or less tasks explaining certain abstractions using adequate learning resources. However, it has been pointed out that inadequate learning resources hinder effective teaching and learning (Nwangwa, 2007) while old and obsolete materials stall effective implementation of programme objectives and negatively affects the academic performance of the students (Okoroma, 2006).

Quality learning resources has been found to promote exactness or accuracy of activity being presented or demonstrated thus ensuring precision (Moses & Chimezie, 2013). However, lack of high quality learning resources in the teaching and learning process do not serve as incentive for students to enroll on the programme for fear of ill-acquisition of the needed skills to work with (Adediran, Ibrahim, & Adelegun (2013). Poor quality learning resources lend themselves to early breakdown and stretches the non-existence of funds for other projects.

The various effective channels by which contents are presented to the pre-service teachers determine how the products of the programme should demonstrate same on completion. Instructional strategies are primarily descriptions of the learning objective-oriented activities and flow of information between teachers and students. How contents are presented sequentially during instructional delivery in addition to motivation and interest of the teacher determines how satisfied pre-service teachers should be. Often times, a particular teaching method will naturally flow into another, all within the same lesson, and excellent teachers have developed the skills to make the process seamless to the students. The use of a particular instructional method is however dependent on the orientation of lecturer, subject matter and calibre of students being taught. In the case of BEDECP, renowned psychologists including, Vygotsky (1998), Montessori and Hunt (2005), Piaget (1973), Rosseau (1775), Gagne (1991) have advocated for child-centred, play and activity-based teaching and learning approaches which they claim are most suitable and appropriate for the ECE programmes.

The extent of stakeholder-satisfaction has been found to be another indicator of how quality a process or an event is (Sureshchandar & Rajandra, 2002). Application of monotonous instructional methods or strategies which might not fit in all situations breed dissatisfaction among students (Adaboh, 2014). This is because most of the concepts to be assimilated may be

missed with inappropriate teaching approaches. Where teaching learning processes are full of theories without demonstrations through the use of relevant learning resources often results in non-student participation leading to adverse effect on students' performance. To this end it is opined that quality of classroom instruction makes a substantial difference in the performance of students (Shulman, 1986; Hanushek, 2010). Appropriate instructional process is thus characterised by the application of integrated coordinated relevant instructional approaches aimed at ensuring that graduates replicate same on the field (Matzler & Woessmann, 2010).

The procedures employed in assessments in higher education are diverse and must be relevant and appropriate to the purposes for which the assessment is being used. The student characteristics and other college inputs, the educational and other processes used, and the multifarious outcomes sought for, all require equally varied, sensitive, and appropriate methods if the results produced by assessment are to be credible and useful. An issue pertinent to teacher preparation programme including BEDECP is the perceived wrong choice and use of assessment procedures for transacting the programme.

Concerns have been expressed by educational proponents on the fairness of assessment techniques that do not help the learners to apply the concepts learnt but by rote just to pass examination (Akplu, 2005). This according to Akplu has generated intense and unhealthy competition, compelling students and education institutions to adopt and adapt fraudulent and mischievous practices in order to be among the best. Such assessment techniques, it is believed, do not welcome co-operation among students and other schools and efforts among people could also be affected by competitive examinations. Inappropriate application of assessment procedures gives wrong pictures on the performance of the learners (Pellegrino, 2014). The use

of a variety of assessment procedures may yield the right feedback on students' achievement, strengths and weaknesses of the instructor and instructions, for remediation (Effrim, 2014).

Summarising the findings on a comparison of 2- and 4-year early childhood teacher preparation programme, Diane, Early and Winton (2005) enumerated the programmes issues as

- inadequate course coverage in key content areas;
- inadequate practicum preparation of students;
- inadequate human and material resources; and
- overload on lecturers limiting research into innovative ways of teaching content skills

The quality of a teacher preparation programme is also inferred from its products who demonstrate knowledge, skills and attitudes in their service delivery linked to the programme and national goals. High academic performance, demonstration of effectiveness in knowledge and skills in service delivery are traces of the extent of quality of teacher education programme. Where products from such programmes are found to be making positive impact on the job, demonstrate how satisfactory they are. Similarly the abysmal graduate's job performance shows how questionable the quality of the programme might be. High graduation rates which has been linked to high quality teacher education programme means graduates are satisfied with the programme pursued (Archibald & Feldman, 2008). This assertion has been confirmed by the findings of Sneyers and De White (2014) that high graduation rate significantly correlates institutional and programme quality. The foregoing suggests that quality in teacher education programme like BEDECP is achievable with enhanced objectives, resources and products.

Overview of Education System and Reforms in Ghana

Prior to Ghana's independence in 1957, education in Ghana was being controlled by the missionaries and colonial masters. Education during that period started in the castles and was geared towards training of people to become administrators for colonial masters' shops. Two castle schools which were opened at Elmina and Accra in the Central and Greater Accra Regions of Ghana respectively, exclusively admitted the mulattoes (children from European and African families) and children of important chiefs and wealthy merchants (McMillan & Kwamina-Poh, 1975). It must be emphasised that not all children had the chance to attend the castle schools except the mulattoes or children of African wives who got married to these Western traders. The curriculum at the time was reading and writing (McMillan & Kwamina-Poh, 1975).

Successive governments the world over had to either continue implementing whatever educational policies were in existence or mustered courage, defied all odds and initiated changes to suit the nation's aspirations mostly, through their political ideologies. Some of these initiated changes either succeeded or had to be abandoned due to lack of funds, economic crisis, people's unwillingness to succumb to changes, external pressures and political interference, among others.

In recent years, reform of the public sector has been a major focus of policy makers (Kyeremeh, 2002), practitioners and academicians. Many countries have been trying to change public organisations responding to the mounting pressures to reduce budgets and improve the quality of services provided (Poku, Aawaar, & Worae, 2013). There have been continuous, rapid and fundamental changes in societies, and in economies in terms of purpose, shape and delivery in many countries of the world since two centuries ago (Arnaboldi, Azzong & Savoldelli, 2004). Education as an important public service is not immune to these changes in public sector being influenced by managerialism and prominence of economic rationalism (Mok, 2000). Many of these changes have resulted from global economic pressures and often originated from policies

of multinational corporations and international agencies which have made governments faced series of educational dilemmas (Poku, Aawaar, & Worae, 2013).

Educational reforms in Ghana actually began during the era of Sir Gordon Guggisberg (Ampadu & Ofori, 2007; Ansah, 2014), the governor of the Gold Coast who decided to replace all the Europeans with Ghanaians to man the administrative positions of the schools at that time. Out of the vision and initiative of the governor, came the famous 'Sixteen Principles of Education' which became the foundation of Education Ordinance in 1925. The Sixteen Principles were born out of the governor's education committee which was constituted to advise the governor on how to tailor the education at the time to meet the needs of the country. The committee observed that there were many untrained teachers, large class sizes, few places for the girl-child education, no place for childhood education and few colleges for training teachers. Further, the curriculum was deemed raw-meat for literacy, the medium of instruction was foreign to the indigenes and no structured guidelines for teaching in schools among others.

The governor thus argued that literacy alone was not an adequate education effort. This ideology for reforms in education brought in its wake character building, thrift, and temperance. The governor was of the view that education is the keystone of progress. Based on the assertion of the governor, giving people training to become literate is not enough because that would have meant a half-baked people. Education should ensure the total development of the individual in order to be beneficial to the entire society and also lead to a livelihood or a career (Antwi, 2006). When character-training is omitted from education, progress stalls and the main objectives for which education is embarked upon may not be realised (Ahadzie, 2005). By the positions of Ahadzie (2005) and Antwi (2006), it can be inferred that literacy alone was not enough in making an individual independent but it should go hand in hand with moral values and

vocation to ensure that the individual is totally educated to become useful not only for self but also to the society at large.

According to Mcmillan and Kwamina-Poh (1975), Gordon Guggisberg's Sixteen Principles of Education were as follows:

1. primary education must be thorough and be from the bottom to the top.
2. provision of secondary schools with an educational standard that will fit young men and women.
3. provision of vocational school to train the artisans
4. provision of future higher learning institutions
5. creation of ministry to be in charge of education
6. the staff of teachers must be of the highest possible quality.
7. provision of a unit to provide teaching and learning materials
8. training of personnel to be in charge of the supply of course materials
9. ensuring integrated courses in various school levels
10. the course of every school should include special references to the health, welfare and industries of the locality.
11. provision of infrastructure for teaching personnel
12. provision of funds to support every sector of education
13. whilst an English education must be given, it must be based solidly on vernacular.
14. education cannot be compulsory or free
15. the government must have ultimate control of education throughout the Gold coast.
16. the provision of trade schools with a technical and literary education that will fit young men to become skilled craftsmen and useful citizens.

Though each principle is important, two of them are most relevant to this current study. They are the first and the sixth principles:

Primary education must be thorough and be from the bottom to the top. This principle means for qualitative and sustained education system, foundation stage is paramount. The formation of a child's life is based on the period in pre-school including nursery and kindergarten (pre-primary). To this, Ofosu-Appiah reiterated the need for the reforms to start from pre-school. It is the stage at which skill and character training has the most impact. For this reason, the best teachers should teach at this level and should be at least as highly paid as those who teach higher levels. This principle, as one of the great foresights, emphasised character and skills training at higher levels of education. It is most unfortunate that these foresights have not had the uttermost success resulting in considerable reduction of the calibre of teachers that teach the lower classes to lay the best of foundations desired.

Teachers must be of the highest possible quality. To raise the fallen standards of teaching a number of changes were made during Guggisberg era. This included the registration of qualified teachers, streamlining government grants to schools that met the required standards and increased the number of years for training teachers (Acheampong, 2008). The essence of this principle was to ensure high quality teaching standards and those who were unable to meet them were withdrawn from the educational system. Following this principle, a number of colleges of education (formerly teacher training colleges) and teaching universities have been established with enhanced programmes to meet the global standards.

Guggisberg's educational reforms failed because people were more abreast with the educational system already existing which trained them to be administrators and managers rather than going into vocational ventures. Another factor that led to the failure of Guggisberg's

educational reform was the fact that about 150 primary schools were closed down for lack of trained teachers and poor school buildings (Dzobo, 1992; Graham, 2002). This situation according to Acheampong (2008), rendered the untrained teachers unemployed and also made majority of the school going children dropped out of school because they could not find placement in the few schools left. Inadequate funding for improving primary education as well as inability of the government to train more teachers to man the various schools also precipitated the failure of Guggisberg realising the dreams of principles of education (Ministry of Education, 2007) .

Educational reform is a necessary measure for restructuring the content of the educational system to meet the ever changing developmental goals of every nation. Educational reform is defined as a programme of educational change that is government directed and initiated based on an overtly political analysis and justified on the basis of the need for a very substantial break from current practice (Sarakinoti & Tsatsaroni, 2015). Bell (2014) highlighted some of the major reasons for reforms in education. They included the need to:

- have education that is relevant to the need of the country;
- equip students with the relevant knowledge to change their private and professional lives;
- make education accessible to more people;
- pay more attention to science and technology;
- equip students with contemporary information and communication technology skills;
- equip schools with adequate resources;
- improve teaching methods and educational practices;
- improve financing and management of education;
- improve the school assessment system, and

- prepare the citizens of the country to face the challenges of globalization.

Successive governments prior to Ghana's independence through the present have demonstrated their commitment of improving education for national development, by pursuing policies aimed at making education accessible to all and relevant to the social, industrial and technological development of the country (Ministry of Education, 2007). In 1951, when Ghana became internally self-governing and was being led by Dr. Kwame Nkrumah, it embarked on massive educational reforms to meet contemporary educational needs at that time. Pre-tertiary school system was composed of 17 years of education: six years of primary, four years of middle, five years of secondary and two years of sixth-form schooling (Palmer, 2005). The educational system at the time was seen as foreign with its objectives antagonistic to the aspirations of the people of Ghana because it was tailored to the ideologies of the Europeans.

In his desire to make education at that time more relevant to the philosophy of the nation, Dr. Kwame Nkrumah launched the Accelerated Development Plan (ADP) in 1951 (Ahadzie, 2005; Poku, Aawaar, & Worae, 2013). The aim of the ADP was among others to rapidly expand educational facilities to absorb the large army of children of school going age and also create congenial avenues to train more unqualified teachers in the field through emergency, short-and long-term training programmes (Foster, 2001). The ADP was thus implemented in 1952 abolishing primary school fees with the intention to provide universal and free primary education (UPE) for all children. The results of the ADP were that enrolment figures for 6-14-year-old children increased from 1100 in 1951 to 3400 in 1952, the number of trained teachers increased by 1000 between 1951 and 1953 (Foster, 2001).

According to Palmer (2005), Ghana's education system was acclaimed one of the most developed or advanced in Africa. After attaining political independence from Great Britain in

1957, the ADP was given a legal backing and so in 1961, the Education Act of 1961, Act 87 was promulgated. This Act made the entire Basic Education (primary and middle school) system free and compulsory, although uniform and books were borne by the parents. The Education Act was the first legislative instrument that defined the organization and administration of education in the country. Among other things, the Education Act gave the citizenry the right to be educated. Every child who attained school going age as determined by the Ministry of Education (MoE) was to attend instructional course in a school accredited by the Ministry (Ghana Education Service, 2004).

The Ministry of Education which was the sole institution responsible for Basic Education (primary and middle schools) was mandated to make policies regarding the planning, curriculum development and supervision of the Basic and Secondary Education (MoE, 2007). Though the ADP brought about rapid expansion of infrastructure and enrolment of pupils into primary and middle school education giving high hopes in the subsequent years, it brought probably a decline in the quality of education at the Basic School level at the time (Ahadzie, 2005).

The challenges of the ADP led to the overthrow of the first president of Ghana, Dr. Kwame Nkrumah in 1966. Consequently, after the overthrow of Dr. Kwame Nkrumah, the new military government under the leadership of Lieutenant General A. A. Afrifa established several committees and commissions of enquiry to look into the falling standard of education in the country. Notably among those commissions was Professor Kwapong Educational Review Committee which was constituted in September, 1966 and mandated to proffer solution to the challenges of the ADP. The Committee observed that increased in expansion of primary and middle schools under Kwame Nkrumah's ADP had brought untold pressure on the academics of the secondary education. Britwum, Jonah, and Tay (2001) revealed that there was limited

expansion of secondary schools to absorb the leavers from middle school education. Further, the mass expansion of primary and middle schools caused unemployment of school leavers which the government of Nkrumah was unable to solve before his overthrow. Again, there was dilution of teaching force which affected quality of teaching in the country (Poku, Aawaar, & Worae, 2013).

The Kwapong Educational Review Committee among other things recommended a two-year pre-vocational continuation school based on industrial and farming needs of the country after primary and middle school education. The recommendations of Kwapong Educational Review Committee were implemented in 1967. The continuation education heightened high hopes of the populace in the country because it was envisaged would prepare the middle school graduates for the world of work. However, the two-year continuation education policy failed woefully as the graduates from middle school education were eager to enter into secondary schools (Ahadzie, 2005; Foster, 2001; Palmer 2005).

Another combined military government administration, the National Redemption Council and Supreme Military Council (NRC/NLC) in 1972, led by General I. K. Acheampong appointed Professor N. K. Dzobo as the chairman of the Educational Reform Committee to carve a new structure and content for education in Ghana. The committee was mandated to determine the causes of the low quality of education and recommend a recovery plan. Various reasons underlying the reforms were assigned for the setting up of Dzobo Committee (Antwi, 2006). It was argued that as a result of the colonial experience, Ghana had inherited an educational system, that prepared people only to run an administration and an economy totally reliant on demands of other countries. In view of this, it was strongly felt that there was the need for a new system of education that would teach Ghanaian youth to be reliant on their own resources for

their rapid development (Dzobo, 1987; Ministry of Education, 2001; McMillan & Kwamina-Poh, 1975).

Again, the inherited school system provided by the colonial masters was a wrong type and that it did not equip people with skills that enabled them to secure appropriate employment. Further, basic education needed to focus on how Ghanaians could deal with the problems of the environment, disease, deforestation and low agricultural productivity. It was therefore argued that the prevailing educational system did not address the socio-economic development needs of Ghana. Also, though it had been recognised long ago by previous governments that basic education should be free and compulsory, many children of school-going age were still not in school. There was the need, therefore, to develop a system that ensured that all children gained access to school (Ahadzie, 2005; Foster, 2001; Palmer, 2005; Poku, Aawaar, & Worae, 2013). Lastly, the Committee further reported that there was need for Ghana's education to be relevant to professionally equipped opportunities, and also the scientific and technological innovation to the national development which was not the case in the prevailing educational system (Kuyini, 2008).

This Education Reform Review Committee led by Dzobo reported that there was high rate of unemployment and underemployment among middle and secondary school graduates because of lack of proper attitude and skills necessary to equip them to work with their hands and to take up the type of practical work available in the workplace. The committee further indicated that the structure of pre-tertiary education totalling 17 years marginalised the participation of the disadvantaged and poor in education. Dzobo Committee therefore suggested the introduction of a Junior Comprehensive Secondary [Junior Secondary School (JSS)] Education, which was to equip the students with skills to work with both their hands and minds (Poku, Aawaar, & Worae,

2013). Dzobo Committee's New Structure and Content of Education (NSCE) had the following as prime recommendations which a government white paper was issued for its implementation:

- Introduction of two-year Kindergarten Education for children between the ages of four (4) and six (6) years;
- Introduction of Basic Education to comprise 6 years of Primary Education and 3 years of Junior Secondary Education;
- Reduction of seventeen (17) years [6 years primary, 4 years middle, 5 years secondary and 2 years sixth form schooling] of pre-tertiary education to thirteen (13) years [6 years primary, 3 years junior secondary, 2 years senior secondary and 2 years sixth form schooling]. That is from 6-4-5-2 to 6-3-2-2 system of education;
- Introduction of pre-technical and pre-vocational subjects into both Primary and Junior Secondary Schools;
- More Teacher Training infrastructure should be provided to train more teachers to take care of shortage of Basic School teachers.

The New Structure and Content of Education by Dzobo Education Reform Committee was implemented in 1974 on an experimental basis. It must be noted that NSCE completely eliminated the four-year middle school and introduced three (3) years of basic comprehensive Junior Secondary School (JSS). This according to Ahadzie (2005) and Palmer (2005) was a departure from the old existing educational system which was described as the grammar type education. Another relevance of the New Educational Reform was the introduction of Technical and Vocational programmes aimed at providing manpower needs of the nation. Thus providing practical skills for school leavers to be self-employed or equipped with skills for employment in the existing establishments (Poku, Aawaar, & Worae, 2013). One cannot lose sight of the

prominence the NSCE gave to early childhood (pre-school and kindergarten) education depicting its importance in the educational system, though it was not made part of formal schooling in Ghana.

The New Structure and Content of Education failed and there was a virtual collapse of the education system at that time due to economic constraints and other factors during the 1970s and early 1980s (Poku, Aawaar, & Worae, 2013). As a result, funding for education declined from 6.4% in 1976 to about 1.7% in 1983 and 1.0% in 1985 (AKyeampong, 2008). Schools were lacking the very basic and essential instructional materials like textbooks and stationary; infrastructure, furniture and equipment were also in dilapidated state; and statistical information required for planning was no longer collected and inadequate trained teachers. The high score of 75% and over 90% increase in enrolment of pupils aged 6-14 years into basic education and trained teachers had then dropped drastically (Ahadzie, 2005; Palmer, 2005).

In 1978 a new military leader of Ghana, Frederick W. K. Akuffo, introduced the structural adjustment programme policies which were supported by other donor agencies to bring back progress into education system in Ghana but that did not help either (Ahadzie, 2005). Basic Education had been affected by the crunch economy. The economic situation in the country coupled with harsh revolutionary zeal of the military persisted from 1979 through early 1980s. The situation was aggravated with the exodus of trained and highly qualified teachers from both Basic and Secondary Schools to other countries, particularly Nigeria (Apeanti & Asiedu-Addo, 2012; Poku, Aawaar, & Worae, 2013; Pimpong, 2006) in search of greener pastures. The effect was an influx of untrained teachers to teach in the schools. Meanwhile, rapid population growth led to expansion in class sizes and then to a steady fall in gross enrolment ratio from 80 in 1980

to 70 in 1987. These factors and conditions all contributed to a general demoralization within the education system affecting school management, teacher morale and quality of primary education.

The hardships again led to another military takeover by Flt. Lt. Jerry John Rawlings in 1979 who also played his part by revamping other sectors of the economy including education. In 1983 another Education Commission was constituted and headed by Dr. E. Evans-Anfom of the UEW to address the concerns and criticism about the educational system at the time. Evans-Anfom Commission found almost the same concerns and criticism that necessitated earlier reforms in 1974. It should be noted that, this Commission afforded education specialists and the public opportunity to respond to a 1972 MoE's proposal for the introduction of Junior Secondary Schools (JSS). Some of the principles which formed the basis for the 1972 MoE proposal included the importance of education for all, need for education to be relevant to professionally equipped opportunities, and the importance of scientific and technological education to national development.

The Evans-Anfom Commission's report which was published in 1986 revealed that the nation's educational establishment needed overhauling. It thus recommended for a new structure of education in Ghana. Based on the recommendation of the Evans-Anfom Commission, Ghana started the implementation of new structure of education in 1987 described as one of the most ambitious programmes of educational reforms in the Sub-Saharan Africa. This education reform were part of a national economic recovery plan which started with a restructuring of the school system, a process validated and accelerated by the global agenda of Education for All (EFA) following the Jomtien Conference in 1990 (Apeanti & Asiedu-Addo, 2012).

The introduction of the new structure of education in Ghana by the recommendation of Evans-Anfom Commission, an education sector policy known as "Free Compulsory Universal

Basic Education (fCUBE) was introduced in 1996 (Akyeampong, 2008; Kingsley, 2007). This initiative was meant to ensure that all school going age (six years) children received free and compulsory quality primary education by 2005. The new policy helped to create motivation for a coordinated sector programme providing a framework for donor support to education and a drive for educational decentralization with greater recognition of the important role of community participation in school management for school improvement. The fCUBE was developed on the basis of three core components which included

- improving quality of teaching and learning through the review and revision of teaching materials, new measures on teacher incentives and a focus on in-service teacher training;
- strengthening management at both central and district levels; and
- improving access and participation especially through schemes that encouraged girls' participation at primary level.

The new structure of education also created the momentum for introducing School Management Committee (SMC) and Parent-Teacher Association (PTA) with the intention to enhance communities' sense of ownership and participation in education service delivery. To deliver the objectives of fCUBE, the government adopted a large scale Whole School Development (WSD) programme, designed and managed by the MoE with funding from the United Kingdom (UK) Department for International Development (DFID). The WSD was viewed as a strategy to counter the paralysis that has come to characterise local decision-making in basic education by devolving control of education to districts, schools and communities. Despite the numerous efforts by past governments to revamp education to meet modern challenges, there were still persistent problems confronting the policy initiatives due to the changing world of science and technology. As such government in 2002 set up Education

Review Committee which was chaired by Professor Josephus Anamuah-Mensah to look at the content and structure of Ghana's education. The committee identified the Junior High School (JHS) (formerly Junior Secondary School, JSS) as one of the weakest links within the reform process due to:

- poor quality teaching at this level;
- lack of effective guidance and counselling programmes in the schools;
- high pupil/teacher ratio especially in some rural and sub-urban areas;
- ineffective use of contact hours;
- overemphasis on the grammar (general) education to the neglect of technical and vocational education;
- inability to strengthen pupils' basic academic skills (reading and writing) as some JSS graduates could neither read nor write;
- inability of the system to prepare pupils for the world of work;
- absence of performance standards or benchmarks to guide teaching and learning at all levels;
- poor linkage between the Junior High School (formerly known as JSS) and the Senior High School (SHS) (formerly, Senior Secondary School, SSS) curriculum.

The Committee stressed that the factors accounting for the low quality of educational delivery at the senior secondary school level were multi-faceted and they included

- inadequate teaching and learning
- poor infrastructural facilities;
- absence of proper guidance and counselling services and
- poor management and supervision.

Accordingly, the committee recommended the retention of the previous 3-year programme at the SHS in order to alleviate its attendant problems and cost involved in the extension for parent and government. The committee also recommended that, teaching and learning situations in primary and JHS should be strengthened with the provision of qualified, committed and well-motivated teachers, learning and teaching materials and facilities, so that the JHS leavers can have a sound base to do the 3-year SHS Programme. Further, for a successful implementation of any educational reform, the Reform Review Committee indicated, was dependent on the quality and quantity of the available teachers.

Although the Anamuah-Mensah Committee recommended that 3-year SHS should be maintained with some suggested remedial measures to be put in place, government's white paper on the reform recommended a change of the SHS structure from the 3-years to 4-years in order to provide teachers and students enough time to complete their syllabi. The new structure of pre-tertiary education as recommended by Anamuah-Mensah Committee and supported by the Ministry of Education (MoE, 2004) comprised:

- 2 years Kindergarten,
- 6 years of primary education
- 3 years of Junior High School and
- 4 years of Senior High School.
- Tertiary education remains the same 4 years.

By the recommendation of Anamuah-Mensah Education Review Committee, ECE or pre-primary education (Pre-School/Kindergarten) was and is made part of basic education in Ghana. This new reform was scheduled according to Government's white paper to take off in 2007/2008 academic year. Acting on its mandate to train professional teachers for all levels of education in

Ghana, and realising the need to have teachers to take care of ECE settings, UEW commenced preparation to introduce the BEDECP to help realise the objectives of the reform. One important observation which needs to be stressed is the fact that both the Dzobo Educational Reform and Anamuah-Mensah Educational Review Committees of 1972 and 2002 respectively recommended the introduction of Early Childhood Education but it was the latter's recommendation that advocated for its inclusion as part of the education system of Ghana.

Studies have revealed several reasons which accounted for non-implementation of past reforms as earlier indicated to include: inconsistency in government policy and lack of political will to effect lasting solutions to educational problems as well as lack of required personnel resulting from lack of training back-up when policies are designed. Others were inadequate funding, top-to-down approach to the development of educational reforms, lack of proper monitoring, over emphasis on paper qualification instead of placing emphasis on productive marketable skills, and so on (Bell, 2014; Alabi & Okemakinde, 2010).

Evaluation of Higher Education Programmes

The need for higher education institutions to evaluate themselves continuously has been highlighted (Kapur & Crowley, 2010). It has been observed that primary responsibility for quality and effectiveness of higher education programmes rest with the institutions themselves. Institutions of higher learning are therefore obliged to carve an independent and sustained effective mechanisms that facilitate programme quality and yield reliable information for internal programme-related planning, external evaluation and public reporting. Ensuring success of educational programme has been recognised as an important and fundamental form of institutional accountability. It has therefore been noted that successful programme development and improvement cannot occur without evaluation (Kapur & Crowley, 2010).

Programme evaluation as an endeavour has received adequate recognition in other fields of study but little, in the area of teacher education including Early Childhood Education teacher preparation programme at the higher education level (Cockran-Smith, 2004). In order to increase the quality and effectiveness of academic personnel performance, teaching, learning resources, improve cooperation and competitiveness, evaluation of higher education programmes is of immense importance.

Several Studies have been conducted to evaluate components of higher education to ensure quality, improvement and achievement of programme goals. Findings from these studies have gone to unearth some of the major reasons for evaluating tertiary level programmes to include accountability, improvement, understanding and knowledge (Brence & Rivza, 2012). The accountability purpose of evaluation which relates to efficiency, effectiveness and performance is to ensure that whatever had been committed into the programme had been adhered to and the outcome could be explained based on the available input. It thus ensures that results of the evaluation could be explained by the extent to which laid down programme objectives, resources and other inputs were implemented and expended. The improvement purposes is achieved through a comparison of the current state of the programme to what had been planned to accomplish. It is the extent to which the current and the expected outcomes of the programme are being achieved and identification of shortcomings that need improvement. On evaluating higher education programme for understanding, the tasks involve provision of feedback to stakeholders of the programme with a clearer picture of the experiences of prospective teachers, graduates and instructors so as to foster common perceptions in order to assist in making appropriate decisions on the continuation, modification or abrogation of the programme (Gajida, 2004; Hansen, 2005; Mertz, 2007). Different evaluation approaches as early

on noted, have been adopted to evaluate different academic disciplines in universities, the aim of which is to proffer suggestions to the identified weaknesses to enhance quality and improvement.

Alemnge (2015) conducted a study to evaluate the distance education programme which was introduced in 2001 at the University of Buea, Cameroon. The study involved 180 participants made up of students and programme staff. Questionnaire, document and observation were used to collect data. Analysis of data using descriptive statistics and t-test showed that apart from helping candidates have access to the programme, there were inadequacies of staff, facilities and course contents of the programme. Academic staff also lack modern technological skills for teaching and assessment of students' work was improperly done. In the recommendation, recruitment of qualified staff, existing staff professionally trained and developed on the use of the modern technologies and revision of certain courses to facilitate learning were suggested.

Adaboh (2014) evaluated the Bachelor of Education degree programme in Accounting in a private University in Ghana. The study adopted quantitative descriptive non-experimental design and used questionnaire to collect information from 231 participants comprising students, graduates and academic staff. Data gathered were analysed using descriptive statistics and ANOVA. The findings showed that participants perceived the programme to be performing positively in the context and product but poor in input and process dimensions. The report also showed a positive impact of the programme on students' knowledge in Accounting. The report suggested the recruitment of additional personnel and provision of other logistics to enhance the input and implementation processes to fully realise the programme goals.

Abiri (1987) evaluated the postgraduate programmes of the University of Ilorin between 1977 and 1985. The objectives of the study was to determine the adequacies or otherwise of the

components of postgraduate programmes in the University. The study adopted the survey approach as the design. A sample of 38 participants comprising 15 heads of department and 23 lecturers in those departments were involved in the study. Data collected through questionnaire and interview were analysed using frequency, percentages, chi-square and coefficient of correlation (r). Findings revealed that course content was satisfactory in quality and quantity, admission procedures were satisfactory and students' entry qualification correlated with their performance. Abiri however, suggested for modifications in all the postgraduate programmes.

Onyefulu (2001) did an evaluative study on Bachelor Degree in Business Education programmes in the University of Technology in Jamaica. The study employed 358 respondents made up of students, academic staff and graduates. Questionnaire, interview and observation were used to collect data which were analysed using descriptive statistics and ANOVA. Findings showed that the objectives and students outcome of the programme were very significant. The study however reported that the overall quality, support and other components of the programme were poor and inadequate. The study thus recommended for improvement of quality of the programme by ensuring that facilities met standards, more qualified academic personnel employed and instructional delivery processes boosted with the application of research-base findings.

Quite recently, Omotunde (2015) evaluated the postgraduate programme of Babcock University in Nigeria. The purpose was to find out the extent to which programme objectives were being achieved. The study adopted survey as the design. A sample size of 53 respondents made of 50 postgraduate students and three postgraduate officials were involved in the study. Structured interview and personal observation were used to collect data. Analysis of data using frequency and percentages indicated that the postgraduate programme to a great extent improved

students learning pattern in higher education. Omotunde suggested that authorities should put structures in place to maintain or improve the standards of the postgraduate programmes.

In another study to evaluate the character education programme at an elementary school in South Eastern county in the United States of America, King (2008) used 48 teachers of those who implemented the programme. Adopting a qualitative approach, the study used interview and open-ended teacher survey instruments to collect data which were analysed by thematic approach. The study found that though the curriculum for the programme was being implemented as designed, it failed to make provision for the faculty members' input in its development. King thus suggested the involvement of the academic staff in the development of subsequent ones since faculty constitute the most important aspect of programme implementation.

Tokmak, Baturay and Fadde (2013) also did a study aimed at evaluating and redesigning an online master's degree programme consisting of 12 courses from the informatics field. Mixed method approach was used as the design in which data was collected through survey, focus-group interview and open-ended questionnaire. A sample size of 82 students were involved in the study. Data collected were analysed via, percentages, mean and standard deviation and ANOVA. Findings indicated that some of the courses did not fully meet the needs of students as some of the courses were found not to be relevant at the postgraduate level.

In a study to examine the scope and extent of existing International Teaching Assistant (ITA) training and development programmes at the Southern Illinois University, Shi (2006), adopted the mixed method approach using questionnaire and interview on 180 respondents through online survey and telephone. Analysis of data by descriptive statistics and t-test showed that the broad programme goals were befitting and relevant and the resources for the programme

were adequate. However, the level of academic personnel involvement was observed not to be high and long-term teaching performance was largely lacking.

To find out the effectiveness and the extent to which the Undergraduate Science programme objectives were being achieved at the Indira Gandhi National Open University (IGNOU), Mishra, Vijayshri and Garg (2009) conducted an evaluative study into the programme. A case study design was employed. A sample of 199 students were involved. Data collected via document and survey questionnaire were analysed using descriptive statistics. The study findings showed that the University had enhanced access of citizens to higher science education. However, the attrition rate was very alarming suggesting the preparation was not effective to motivate students and graduates to stay on the profession. The study recommended for improvement in course structure and simplification of the mathematics aspect of the programme to motivate students to stay.

Karatas and Fer (2009) also investigated the extent to which English curriculum objectives at Yildiz Technical University were being attained. This evaluative study used 415 participants comprising lecturers and students. Data were collected via questionnaire. Analysis of data through descriptive statistics and t-test showed that students and lecturers differed significantly on context, input, process and products of the English curriculum programme. It was recommended that certain facilities should be upgraded, lecturers professionally developed and the academic environment made conducive for the intended objectives to be realised.

The study of Sampong (2009), an evaluative study of distance teacher education programme in Ghana adapted Provus' Discrepancy Evaluation Model to evaluate a distance teacher education programme run in UCC, Ghana. The study compared the performance data of the programme as perceived by students, faculty and administrators to a standard prepared from

programme design. A sample size of 551 comprising 365 Diploma in Basic Education students and 186 administrators and faculty members were selected via simple random technique. Two sets of questionnaire were administered to the two groups of respondents at the various study centres. Data collected were analysed using descriptive statistics. Findings of the study indicated a discrepancy between standard and performance data. The study concluded that though discrepancies existed, the programme was fulfilling its purpose of upgrading the professional and academic performance of large number of teachers in the public basic schools.

Gang (2008) carried out a critical appraisal of the Bachelor of Education programme at the University of Jos. The study adopted mixed method approach as the design and employed 312 participants in the study. Data were collected using questionnaire, interview, document and observation. Descriptive and ANOVA were used as statistical tools to analyse the data collected. The results showed that course content of the programme could not meet the needs of producing teachers for Junior Secondary Schools because it lacked vocational orientation. The study recommended for restructuring of the entire programme to meet the growing demand of the nation and also to be abreast with current trends in education.

A comparative study was conducted by Brennan (2008) to assess the four-year teacher preparation mathematics education programme in Pennsylvanian University. The purpose of the study was to determine how much variance actually existed across teacher preparation programmes accredited and yet to be accredited with emphasis on four components: number of mathematics credit, pedagogy, general and content-specific, clock hours for pre-practicum and clock hours for practicum experience. The study employed exploratory design. A sample of 215 participants were selected through purposive and simple random sampling techniques. Data collected with questionnaire and interview were analysed using descriptive statistics and t-test.

Findings revealed that there was significant difference in the number of credit hours in mathematics, pedagogy, general and content specific as well as the practicum. However, differences were not recorded in pre-practicum. Inadequacies in the human resource for the implementation of the programmes were also reported. The study suggested a comprehensive evaluation of even the accredited teacher preparation programmes.

In an empirical study to investigate the perception of early-career music teachers on the effectiveness of pre-service music teachers in Queensland, Australia, Ballantyne (2005) evaluated the impact of teacher education programme on teachers. The programme also explored influences impacted upon the early-career of music teacher's perceived needs in relation to their pre-service preparation. Mixed method approach was adopted as the design for the study. Questionnaire and semi-structured interview were used to collect data from 76 teachers in their first four years of teaching in Queensland. Findings suggested that pre-service teachers perceived the need for teacher education courses to be contextualised, integrated and allowed for continuing development of knowledge and skills throughout the early years in schools.

Obate-Yap (2012) conducted a evaluation study on the 5-year BS Applied Physics programme run by the University of San Carlos in the Philippines. The purpose among others was to find out the relevance of the programme to the citizenry in the country. The study which adopted mixed method approach as the design used 73 people as research participants. Survey questionnaire, interview, documents, graduates' results and class observation were used as instrument for data collection. Data were analysed using descriptive statistics and student t-test statistic. The results showed that The BS Applied Physics was achieving its goals in providing good education and preparation for careers in the industry, physics teaching and research. The

study recommended for periodic review of the programme in order to address the evolving needs of the employment sector since the programme objectives failed to capture the modern trends.

Jacobs and De Wet (2013) assessed the quality of the modules of Vocational Education Orientation Programme (VEOP) in the University of Free State in South Africa. Two sets of questionnaires were used to collect data from 48 lecturer-students who were randomly selected from a population of graduates within an interval of one year. Findings from the study showed that the programme informed development of full qualification of the lecturers. However, the methodology modules of the programme employed in educating the lecturers fell short of standard and quality. The authors recommended for redesigning of the programme.

Theoretical framework

There is an assumption based on order that phenomena could be reduced into and understood by examining their component parts. It is believed that when order is considered, an outcome could be predicted with precision and processes determined, because they flow along a defined and orderly pathways (Geyer, Mackintosh & Lehmann, 2005). The reduction theory or linearity (Mennin, 2010c; Geyer, Mckintosh & Lehmann, 2005) is premised on the view that the whole (or an outcome, the mind, a programme) can be better understood and thus predicted by investigating and understanding the contribution of the constituent parts (Stufflebeam & Shinkfield, 2007). Thus, reductionist or linear way of thinking suggests that once the factors contributing to an outcome are known, programme success or lack of success in achieving those outcomes can be explained. That is, once the programme is broken down into its components parts, changes in those components are expected to have a predictable impact on the outcome.

According to Bertalanffy's (1972;2013) system theory derived from the Gestalt theory, the 'whole is greater than the sum of its parts'. Relating this to the human mind, Bertalanffy

explained that stimuli or events or programme should be perceived in groups and interpret them and avoid splitting them to understand them the parts. He surmised that the final product of the programme in this case, BEDECP should be seen as more than simply the summation of the individual components (context, input, process and products) parts. An outcome or a product is not explained simply by component parts of a programme but the relationships or the interlinks between and among those parts and their environments. Bertalanffy thus, rejected the fact that educational programme is static and pointed out that it is more than linear as claimed by Mennin (2010c) and Geyer, et al 2005) in their reduction theory.

This study was thus guided by the application of the both the reduction and systems theories which make use of both the linear and interconnectedness of the components and aligned with the CIPP evaluation model to evaluate BEDECP in the University of Education, Winneba, Ghana. The researcher is of the view that knowing the extent of performance of each of the components of the programme facilitates amelioration of the identified shortcomings, if any. Again, having a total view of the overall performance of the programme would preside over the decision to improve, continue or terminate it. In applying the two theories to evaluate the quality of BEDECP in the University of Education, Winneba, the performance of each component, objectives, courses, human and learning resources, instructional process and graduates of the programme were assessed to determine the quality, adequacy or both at each stage of the programme. Further, assessment of the interrelatedness to give an overall quality of the BEDCP was also executed. It is believed that in a situation where one of the components falls short of the expectation, the other components as well as the entire programme is equally affected.

Conceptual Framework

A conceptual framework is produced for this study to identify the research variables and also to clarify the relationship among the variables. The conceptual framework adopted for the study was based on Stufflebeam's CIPP to assess the quality of BEDECP so as to suggest necessary alterations to enhance the quality of the programme under study. For the purpose of this study, the extent of coverage of the objectives of ECE in BEDECP is considered the context variable, course contents, human and learning resources constitute the input variables. The instructional methods and assessment procedures were considered the process variables while the extent of quality of graduates of the programme defined the product variable. The steps employed at each and whole stages of the programme constituted the CIPP Evaluation Model.

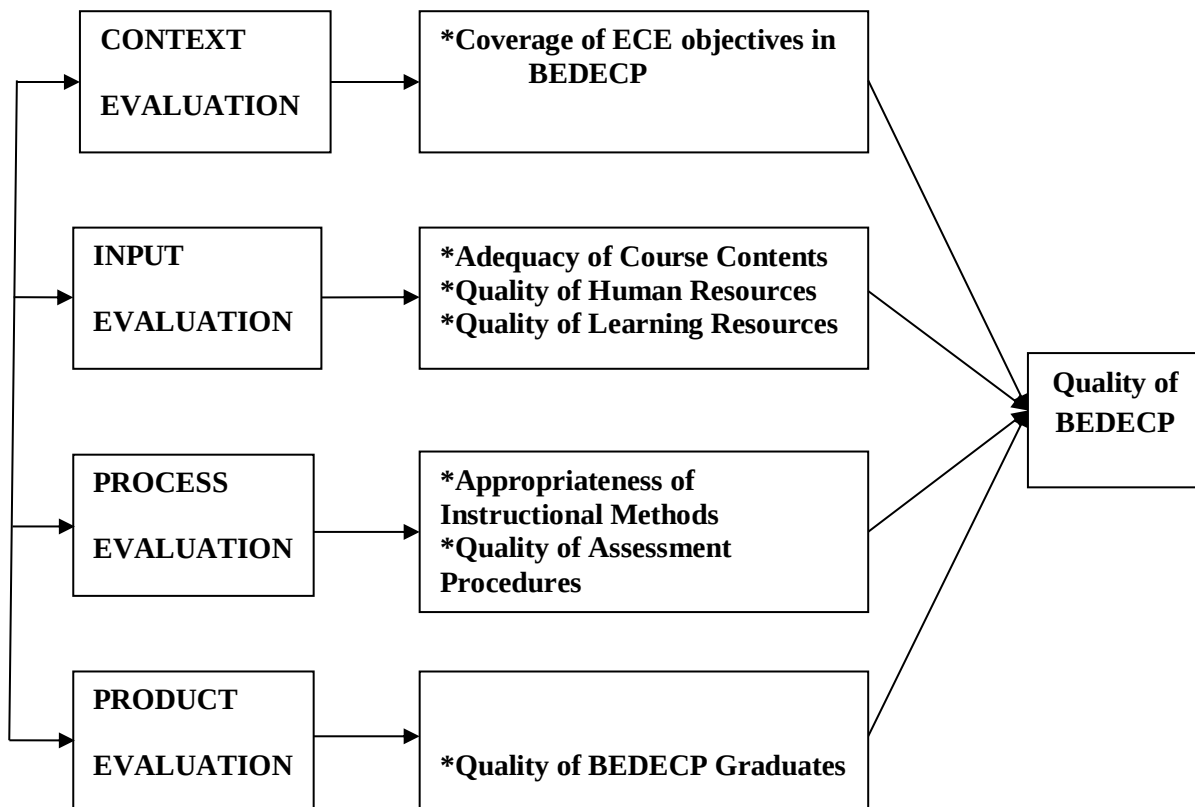


Figure 2: Conceptual Framework

An academic Committee constituted by the University of Education, Winneba, Ghana, designed the BEDECP. The objectives of the programme were crafted based on the national educational objectives, the institutional mission and vision and needs assessment done for the introduction of the programme. Based on the objectives of BEDECP, courses, human and learning resources as well as the methods for achieving the objectives were spelt out. These formed the specification or criteria for evaluation of the programme.

Appraisal of Reviewed Literature

The quest to explore the potentiality of children to benefit a country's human resource base has stimulated the need to give childhood education a priority thus becoming an important approach for most governments the world over to promote the well-being of these future children. Evidence from studies on child education has revealed improved cognitive, emotional and social development, academic achievements, reduction in crimes, among others (Wong, Cook, Barnett & Jung, 2008). Early childhood education is that educational programmes and strategies geared towards laying proper foundations in children to unearth their potentialities.

The term education connotes different meanings based on the context and perception of researchers. Thus, it is seen as a profession, a process, and as cultural transmission. It is meant to fortify individuals with the necessary skills for harmonious development of the society (Yusuf, 2010). Functions and benefits of education range from social, economic through technological advancement. Teaching is central to education in the formal education system, and teachers have important roles of implementing the nation's philosophy via schooling. Early childhood teacher preparation programme is central to the development of pre-service ECE teachers who can help achieve the objectives of ECE in Ghana's education system.

Policies and procedures for professional preparation of teachers through formal course work and practice teaching connotes teacher education (Yusuf, 2010) which is characterised by development of holistic knowledge and the focus on competence acquired through learning about content, learning theories, pedagogy and later development of skills. While some educators have established the relevance of early childhood teacher education to quality education for children, few researchers are yet to realise that. Quality of teacher education programme is linked with adequacy of course contents, teachers' skills and competences, resources and learners' achievement (Darling-Hammond, 2010). Formal teacher education in Ghana had evolved through the activities of Christian Missionaries, colonial, and post-colonial administrations. Teacher education programme for basic education in Ghana had evolved through and was structured along the integrated teacher education model.

The objectives of BEDECP were derived from that of teacher education programmes in UEW believed to have been linked with national goals of education. The BEDECP thus contains the benchmarks that spell out the course components, resource requirement and other facilities for transacting the programme. In the implementation of the BEDECP, lecturers and students are expected to meet certain standards and competences. Studies have reported that the knowledge and skill base of some lecturers and the in-service personnel coupled with certain issues about the BEDECP are causes to be concerned about. Evaluation of BEDECP for accountability, quality improvement and effectiveness is therefore important.

Programme evaluation as the systematic collection and analysis of information related to the design, implementation and outcomes of that programme, for the purpose of monitoring and improving the quality and effectiveness of it (Cook, 2010). Programme evaluation thus aimed at identifying the sources of variation in programme design, process and outcomes for formative

and summative purposes with ultimate aim of improving its quality and ensuring effectiveness (Feur, Flden, Chudowsky & Ahn, 2013). In the evaluation of the educational programmes there are several evaluation models which are applicable to programme evaluation. These include Tylerian evaluation model, Scriven's goal-free and Stake's Countenance evaluation models, among others each of which has its strengths and weaknesses. Other model considered relevant for this study was the Stufflebeam's CIPP evaluation models which the current study adopted, was found germane in capturing the major issues of interest for the study. The Stufflebeam CIPP model deals with the context, input, process and product of the programme and the extent to which they are being implemented. The use of this model helped in the judgement of the worth, quality and adequacy of the BEDECP (Stufflebeam & Shinfield, 2007; Mouton, 2010).

Programme evaluation studies had been carried out on different subjects without any specific one focusing on BEDECP in Ghanaian Universities. Although several studies had been carried out using different evaluation models to evaluate teacher education and other higher education programmes, and with the exception of studies by Diane, Early & Winton (2005) which is foreign to Ghana, none of the studies reviewed by the researcher specifically addressed the quality of BEDECP in the UEW, Ghana. Studies on ECE done in Ghana had dwelt on in-service teachers. None of the studies carried out on teacher education programme evaluated teacher preparation programme for pre-service early childhood teachers in addition, there has been complete absence of independent formal evaluation of BEDECP since its inception. This study thus attempted to address these gaps by evaluating the BEDECP in UEW, Ghana taking into account its objectives, course contents, resources, instructions, assessment methods and products.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter provides explanation on the general procedure employed for the conduct of the research by providing detailed information on the research design, population, sample and sampling techniques, instrumentation, procedures for data collection and data analysis techniques.

Research Design

This study adopted a mixed methods convergent parallel design (Creswell & Plano Clark, 2012; Creswell, 2014) which is made up of a combination of analysis of quantitative and qualitative data. The design involves collecting both quantitative and qualitative data independently simultaneously. Both data sets collected were analysed separately. Results from the analysis of both data sets were converged and compared. The integration of the two data sets provided support for or contradiction to findings (Creswell, 2014) and help explained, or elaborated qualitative results on the quantitative findings obtained (Fraenkel, Wallen & Hyun, 2012). The qualitative data set thus built on the quantitative set and the two were integrated.

As an evaluative study, it employed Context, Input, Process, Product (CIPP) evaluation model developed by Stufflebeam to evaluate the quality of BEDECP. The purpose of evaluation is to judge decision alternatives on whether to maintain, improve or terminate a programme (Stufflebeam, 2009). The application of this model was deemed appropriate because it was envisaged would assist in exploring the strengths and weaknesses as well as any disparity that existed in the objectives of BEDECP and that of ECE in Ghana situated in the context of UEW. In the Stufflebeam's CIPP evaluation model as employed in this study, the context evaluation component explored the extent to which BEDECP objectives captured the objectives of ECE in

Ghana and possible hindrances to these objectives. Input evaluation examined the adequacy and quality of BEDECP course contents, human and learning resources put in place for achieving the objectives of the programme. Process evaluation monitored the BEDECP implementation process with respect to the instructional methods and assessment procedures while the product evaluation component delved into the quality of BEDECP graduates based on the judgment of lecturers, ECE Coordinators and primary school head teachers (PSHT).

As an opportunity to obtain any and all potentially available information relevant to assessing a programme's merit and worth, mixed methods design for evaluative studies strengthen relevant quantitative and qualitative information for such studies (Patton, 2012). Quantitative and qualitative approaches, apart from complementing each other in ways that are important to the evaluation's audiences, also offset perceived biases. Information from quantitative methods tend to be standardized, efficient and amenable to tests of reliability, easily summarised and analysed, and accepted as "hard" data. Qualitative information adds depth and serves as means to explore and understand the quantitative findings. Both types of method usually afford important cross-checks on the findings (Laubli, Loud, & Mayne, 2013).

The mixed methods approach further provided general understanding of the research problem, data refine and help explain those statistical results by exploring participants' view in more depth (Harrits, 2011; Terrell, 2012; Creswell, 2014). The use of this design afforded the researcher the opportunity to provide answers to the research questions and further generate ample support for findings of the study. The choice of this design also paved way for the researcher to use a combination of questionnaire, observational and appraisal scales and focus group discussion guide. The other advantages of using convergent parallel design has to do with its straightforwardness and the opportunity it offers for exploration of quantitative results in

more detail. Further, the design is especially useful and efficient when both data are collected during one face of the study at roughly the same period.

Population, Sample and Sampling Technique

The population for this study was made up of all the students, graduates (alumni) and lecturers of the UEW and the staff of Ghana Education Service (GES). However, the target population estimated at 2924 comprised 497 BEDECP students, 870 BEDECP graduates since the inception of the programme, nine BEDECP lecturers, 275 ECE District Coordinators and 1275 Primary School Head Teachers (PSHT).

Purposive and stratified random sampling techniques were employed for the selection of participants for the study. Purposive sampling technique as a procedure for selecting units of the population based on specific purposes associated with answering research questions was used to sample the lecturers and PSHT. This sampling technique afforded the researcher an opportunity to obtain ideas, insights and critical appraisals from these respondents. Simple random sampling technique was also used to select ECE Coordinators from all the 10 Regions of Ghana.

Stratified random sampling technique was used to select the students (200 - 400 L) and graduates of BEDECP. Stratified random sampling as a technique is applied when the population is heterogeneous and is dictated by a population divisible into strata or levels. The population is then divided into mutually exclusive subgroups, with each subgroup being randomly but proportionately sampled to reflect the portion from the total or original population. Stratified random sampling technique was applied to ensure greater representativeness of the sample relative to the population thus guaranteeing that minority constituents of the population were represented. Students pursuing the BEDECP were stratified into academic levels and

proportionate random sampling technique applied to select the corresponding proportions from each academic level (200 - 400 L) for the study.

In using the simple random sampling technique, the list of registered BEDECP students was obtained from Students' Records Section of the UEW. Each student in an academic level was given an identification number. A table of random numbers was then used to select 113, 141 and 166 BEDECP students to represent 200, 300 and 400 academic levels respectively. This technique helped to ensure that each participant in an academic level had equal chance of being selected. Similarly, a list of BEDECP graduates from 2008-2015 posted to Basic Schools in Ghana was obtained from GES headquarters, Accra. The graduates were then put into three strata: Northern, Middle and Southern sectors of Ghana for the period under consideration. Proportionate sampling technique and table of random numbers were used to select 114, 157 and 190 BEDECP graduates to represent the Northern, Middle and Southern sectors of the country respectively. This strategy helped to avoid selecting all the graduates from a particular region of the country. Table 3 illustrates the breakdown of the sampled participants for this study.

In all, a sample size of 1085 participants from the target population was used in the study. This sample size comprised 120 PSHT under whose jurisdiction the graduates teach, 420 students (200 - 400 L), 461 BEDECP graduates, nine lecturers and 75 ECE Coordinators. Johnson and Christensen (2015) recommended a sample size of 370 to 375, for a population of 10,000 to 15,000. Though this is the case, with the target study population of 2924 and 1085 participants selected for the study, 1085 was found to be larger than the minimum recommended sample size.

Table 3: Distribution of the Sample for the Study

Table 6: Distribution of the Sample for the Study				
Category of Participants	Level/Location	Target Population	Sample Selected	
Students	200	135	113	420
	300	172	141	
	400	188	166	
Graduates	North Ghana	173	114	461
	Middle Ghana	330	157	
	South Ghana	367	190	
Lecturers	UEW Campus	9	9	9
ECE Coordinators	North Ghana	275	15	75
	Middle Ghana		28	
	South Ghana		32	
Primary School heads	North Ghana	1275	25	120
	Middle Ghana		42	
	South Ghana		53	
Total		2924	1085	

Four groups for focus group discussion was also constituted. Each focus group was made up of at most 12 and at least 10 participants. Two of the groups were students and two were graduates. These groups were used because the researcher assumed that they had had enough experience as the primary beneficiaries of the BEDECP and could provide the needed information for this evaluative study.

Table 4 shows the distribution of participants for the focus group discussion.

Table 4: Distribution of Participants for the Focus Group Discussion

Focus Group	Number of Participant	Date for the Focus Group Discussion	Location/Venue
Student Focus Group 1	11	21/04/2017	Winndy Lodge Hotel, Winneba
Student Focus Group 2	12	14/04/2017	Winndy Lodge Hotel, Winneba
Graduate Focus Group 1	10	11/03/2017	Homemade Hotel, Tamale
Graduate Focus Group 2	12	18/03/2017	Adwinsa Hotel, Accra

Instrumentation

In order to gather sufficient data to validate the information elicited from the respondents, questionnaire, lecturer observation scale, graduate teacher appraisal scale and focus group discussion guide were used as instruments to collect relevant data for the study. It is suggested that no single method ever adequately solves research problems because each approach reveals different aspect of empirical reality (Denzin & Lincoln, 2015; Walker, 2014). At the time of collecting data for this study (Second semester, 2016/2017), BEDECP students (200-400 L), graduates and lecturers were made to respond to questionnaires whiles ECE Coordinators and PSHT responded to graduate appraisal scale. Focus group discussions were conducted for a section of students and graduates while lecturers' instructional processes were observed by two senior lecturers. Items on the research instruments were developed based on the purpose of the study and research questions derived from the reviewed literature.

It is asserted that questionnaires are widely used for collection of data in educational research and when well developed to answer research questions, they are very effective for obtaining factual information about practices, enquiring into opinions and attitude of the subjects (Sekaran & Bougie, 2016). Questionnaire is thus used when factual information is desired. Different sets of self-designed questionnaire were used to collect data from the students, graduates and lecturers.

Each of the three sets of questionnaires for the students, graduates and lecturers were made up of six sections (A - G). Six of the sections (B-G) had the same set of items for students, graduate and lecturers and were measured on the same Likert type of scale. Section A was meant to collect demographic data on students, graduates and lecturers. Demographic data of students and graduates comprised sex, age, mode of entry into the University and SSSCE/WASSCE grade

aggregate. Again, while the students were made to provide their academic level, graduates were asked to indicate the number of years of teaching experience and Region in Ghana where they teach. Lecturers were also asked to provide information on their sex, age, professional and academic qualifications, number of years of teaching BEDECP, number of courses they teach, number of publications in ECE and their employment status.

Sections B of the questionnaires which had nine items and measured on 5-point Likert type of scale (1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate) elicited information about the adequacy of course contents. Section C has seven items and measured on 5-point Likert type of scale (1= Very Low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very High) drew data on quality of human. Section D has eight items and measured on 5-point Likert type of scale (1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate) gathered responses on adequacy of human resources. Section E with nine items and measured on a 5-point Likert type of scale (1 = Very Unsatisfactory, 2 = Unsatisfactory, 3 = Fairly Satisfactory, 4 = Satisfactory, 5 = Very Satisfactory; Adequacy:1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate) gathered responses on adequacy and quality of learning resources. Section F with 10 items and measured on a 5-point Likert type of scale (1= Very Inappropriate, 2 = Inappropriate, 3 = Fairly Appropriate, 4 = Appropriate, 5 = Very Appropriate) elicited information on lecturers' instructional strategies/methods while section G with nine items measured on 5-point Likert scale (1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Very Good) elicited information on student assessment. Provision was also made for lecturers to assess the quality of BEDECP graduates with reference to graduates' knowledge on child development and curriculum, instructional delivery, communication skills and general work performance.

The appraisal scale developed for ECE Coordinators and PSHT to appraise BEDECP graduates had four sections, A-D. These sections elicited information about competences and job characteristics of the graduate teacher. The demographic data placed in section A elicited information about the graduate's sex, qualification, location of school and year joined the school. Teacher competences found in section B elicited data on knowledge of child development and curriculum, instructional delivery, communication skills and monitoring and assessment. They were measured on a 5-point Likert scale (1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Very Good). Section C elicited information on work performance of the graduates and was assessed on 5-point Likert scale ranging from 1 = Very Poor work performance, 2 = Poor work performance, 3 = Fair work performance, 4 = Good work performance to 5 = Very Good work performance). Respondents were also given the chance to assess the quality of ECE graduates on knowledge in child development, instructional, assessment methods and communication skills.

Observations are very vital for acquiring firsthand information that enriches research works (Creswell, 2014). Observation is a structured or unstructured approach by which the behavioural patterns of people in certain situations are watched in order to gather information about phenomenon of interest (Sekaran, & Bougie, 2016). Lecturer's observation scale for this study had four sections (A-D). Items under section A were used to obtain a description of the course, class size, date, time, programme of study, academic level and the observer. A 3-point Likert item format (1= Very Unsatisfactory, 2= Unsatisfactory, 3= Fairly satisfactory, 4= Satisfactory, 5 = Very Satisfactory) found in Section B was used to solicit data on the instructional delivery whose focus was on the suitability of content, organization of content, presentation style and methods of assessment. Questions in section C consisted of open-ended items that allowed the observer to make comments on the clarity of objectives, instructional

methods, course activities, course organization, pace of instruction, time allotted for the lecture; and most and least valuable aspects of the class observed. Two senior lecturers were used to observe each of the BEDECP lecturers during instruction.

A Focus Group Discussion (FGD) guide was also used as one of the instruments to collect data from the pre-service students and graduates of BEDECP. The FGD guide had five main themes carved into 10 questions. The five themes on which information were elicited centred on the quality and adequacy of course content, human and learning resources, instructional strategies adopted by lecturers and assessment of students' learning. Other auxiliary topics considered were the rationale for pursuing BEDECP and the competences expected and gained from BEDECP.

Validity and Reliability

Research instrument validation was done by employing expert-judgment approach. The researcher's supervisor, three other experts and colleague measurement and evaluation students in the Department of Social Sciences Education of the University of Ilorin were consulted to content-validate the draft questionnaire, lecturer observation and graduate teacher appraisal scales. The draft instruments were thoroughly scrutinised by these experts to ensure that meaningful and useful inferences could be drawn from the items relative to the objectives of the study. This procedure was in line with Fraenkel, Wallen and Hyun, (2012) who opined that the common way to have instrument validated was to have individuals or preferably experts look at the content and format thereof and render intelligent judgment about the extent to which the items captured on the research instrument are adequate.

In establishing the reliabilities, the researcher trial-tested the data collection instruments at the University of Cape Coast (UCC) Ghana and its catchment area. The reasons for the choice

of location were that the UEW and UCC have similar characteristics as the two universities that prepare teachers to man all levels of education in Ghana. They also offer BEDECP and it is assumed that the students, graduates and lecturers of these two Universities have similar qualifications and experiences. All the instruments were trial-tested on participants who did not form part of the main study. Trial-testing of the instruments helped to improve the quality of items on the instruments: the formats, the scales adopted and also incorporated suggestions and comments made by the respondents. Further, it also ensured clarity, non-ambiguity of items on the instrument, content validity and reliability of the instruments. The data collection instruments were self-administered to 65 students, 40 graduates, 20 lecturers, 60 ECE Coordinators and 60 PSHT. A reliability test done on the responses from the instruments: questionnaire, graduate appraisal scale and lecturer observational scale after editing, coding and analysis was aimed to estimate their reliabilities. Cronbach co-efficient alpha, a measure of internal consistency was used to estimate the reliabilities of the instruments for the study. Since most of the items on the research instruments were scored on the Likert scale, Cronbach co-efficient alpha was deemed the most appropriate statistical tool for the determination of the instruments' reliabilities (Quansah, 2017; Tavakol & Dennick, 2011).

The reliability coefficients of the sub-scales and entire instruments after trial-testing are presented in Table 5, 6 and 7.

Table 5: Reliability Coefficient for the sub-scales of the Questionnaire

Subscales	Number of Items	Cronbach Alpha
Adequacy of Course Content	9	0.88
Adequacy of Human Resources	7	0.85
Quality of Human Resources	7	0.84
Adequacy of Material Resources	9	0.85
Quality of Material Resources	9	0.84
Quality of Instruction Strategies	10	0.87
Quality of Student Assessment	9	0.86
Overall		0.89

It may be deduced from the results in Table 5 that the reliabilities for each sub-scale on the questionnaire fell between 0.84 and 0.88 while the overall reliability for the questionnaire was 0.89. These estimates were deemed good, acceptable and adequate because according to Fraenkel, Wallen and Hyun (2012), Hair, Black, Babin and Anderson (2010) and Tavakol & Dennick, (2011) internal consistency estimates of each component or dimension of an instrument with a value of 0.70-0.95 for coefficient alpha was considered good while values between 0.6 and 0.70 were considered acceptable and adequate.

Table 6: Reliability Coefficient for the sub-scales of the Lecturer Observation Scale

Subscale	Number of Items	Cronbach Alpha
Suitability of Content	5	0.76
Content Organisation	5	0.77
Instructional Presentation Style	7	0.81
Assessment Methods	6	0.79
Usage of Instructional Resources	8	0.84
Overall		0.87

It can be gathered from the results in Table 6 that the reliabilities of 0.76, 0.77, 0.81, 0.79 and 0.84 for suitability of content, content organisation, instructional presentational style, assessment methods and usage of instructional resources respectively good, acceptable and adequate (Fraenkel, Wallen, Hyun, 2012; Hair, Black, Babin & Anderson, 2010, Tavakol & Dennick, 2011). The overall Cronbach alpha reliability estimate of 0.87 is high, indicating that the items are adequately measuring the underlying construct.

Table 7: Reliability Coefficient for the sub-scales of the Graduate appraisal Scale

Subscales	Number of Items	Cronbach Alpha
Knowledge of Child Development and Curriculum	9	0.81
Instructional delivery	6	0.77
Communication Skills	4	0.75
Monitoring and Assessment	6	0.78
Teacher on the Job Characteristics	8	0.80
Overall		0.85

It is further inferred from the results in Table 10 that the reliabilities for each sub-scale on the graduate appraisal scale fall between 0.75 and 0.81 while the reliability for the entire graduate appraisal scale is 0.85. These estimates were deemed good, acceptable and adequate (Fraenkel, Wallen & Hyun, 2012; Hair, Black, Babin & Anderson, 2010, Tavakol & Dennick, 2011) making the instrument reliable to use.

Focus Group Discussion Guide

Trustworthiness involves establishing the link between the reported results and the researcher's conclusion. In order to ascertain the trustworthiness of the qualitative data gathered through focus group discussion, credibility, transferability, dependability and confirmability (Shaheen, 2012; Shenton, 2004) criteria were considered. The researcher ensured the credibility (establishing that the results are believable) by returning the transcribed recorded FGD data to the respondents to check for accuracy of responses, interpretation and conclusion of the results (There was member-checking response for correctness). Transferability refers to the degree to which results of qualitative study can be generalised or transferred to other context or settings. The researcher ensured that the results from the data collected from participants in UCC and its catchment area were appropriately applied to the context of UEW.

Dependability refers to the extent to which procedures and processes adopted to collect and interpret data could be replicated or repeated after they had been tracked. The researcher

thus ensured and adhered to the procedures and processes for conducting FGD. Confirmability reflects the need to ensure as far as possible that the findings and interpretations are the results of the views, opinions, and experiences of participants, rather than the preference of the researcher. That is, claims made in the report ought to be supported by data. Confirmability was achieved in the current study by respondent validation, where original participants from whom data was collected validated the results of the analysis, interpreted data and conclusions, to make sure that the researcher's interpretations were consistent with participants' views. That is participants were made to confirm whether what had been interpreted reflected their views and were consistent with their perceptions.

Procedure for Data Collection

With an introductory letter from the Head, Department of Social Sciences Education, University of Ilorin, Ilorin, Nigeria, permission was sought from the Head, ECE Department through the Registrar, UEW and Director General of GES. This afforded the researcher to engage the students and the academic staff in ECE Department of UEW, ECE Coordinators, graduates and PSHT from GES for the study.

In the Department for Early Childhood Education in UEW, the researcher with the introductory letter met with the lecturers and the students. The purpose of the study was explained and any issue raised about the data collection, clarified. The role of respondents in completing the questionnaire, observation of lecturers' instruction and students' focus group discussion (FGD) were highlighted. Dates for the scheduled tasks were agreed upon with students and lecturers. The questionnaires for students and lecturers were 'on the spot' self-administered with the help of two trained research assistants. Each of the nine lecturers in the ECE Department was observed by two the senior lecturers. Two focus group discussion made up

of at most 12 participants in each group (Johnson & Christensen, 2015; Onwuegbuzie, Slate, Leech, & Collins, 2009) were conducted for students with the researcher as the moderator.

Similarly, with an introductory letter from the Director General of GES, the selected ECE Coordinators, graduates and the PSHT were contacted through the Regional and Metropolitan or Municipal or District Directors of GES. The purpose of the study was made known and their roles in completing the instruments, defined. Agreement on the dates for the FGD of the selected graduates was also reached. Further, with the help of the two trained research assistants, questionnaires for graduates and graduate appraisal scale for ECE Coordinators and PSHT were administered. The researcher also moderated two FGD conducted for the graduates. Three curriculum experts were given copies each of the BEDECP and policy objectives of ECE in Ghana to ascertain the extent to which the BEDECP objectives covered that of ECE in Ghana.

Data Analysis Techniques

In this current study, both quantitative and qualitative data were collected. The closed-ended data collected using questionnaire, lecturer's observational and graduate teacher appraisal scales were analysed quantitatively while data from FGD were analysed qualitatively. The approach followed in presenting the data analysis was based on combining quantitative statistical results with qualitative findings to better understand the different views expressed and to reach meaningful conclusions.

After collecting the sets of questionnaire for students, graduates and lecturers, lecturer's observational and graduate teacher appraisal scales, each returned instrument was numbered and audited for easy management. When, it was realised that all the items were responded to and 96.8% of the questionnaires administered were returned, responses were coded, since the items were made of Likert-type of scale.

Items measuring the adequacy of course content, human and learning resources, instructional strategies/methods and assessment methods found on sections B, C, D, E, F and G of the student, graduate and lecturer questionnaires were coded based on the type of Likert Scale used. Items measuring quality of human resources, learning resources and assessment methods of the programme were respectively coded as 1= Very Low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very High or 1= Very Poor, 2 = Poor, 3 = Moderate, 4 = Good, 5 = Very Good. Means and standard deviation of the composite scores for the participants were computed to ascertain the direction of responses for decision making. Minimum and maximum cumulative scores and ranges were used to re-categorise the means as Poor, Fair/Moderate, Good or Low, Moderate, High quality human resource, learning resources and assessment methods. Not Adequate, Fairly Adequate, Adequate or Inappropriate, Fairly appropriate, Appropriate were used for adequacy of course contents, human resources, learning resources and instructional strategies/methods. The computation procedures are presented in Tables 8 and 9.

Table 8: Determination of Value for Score Categorisation

Sub-Scale	Composite Score		Range = <i>Max – Min</i>	<i>Range</i> 3
	Maximum	Minimum		
Adequacy Course Content	42	11	42-11 = 31	31/3 = 10.3

Table 9: Categorisation for cumulative Scores

Sub-Scale	Not Adequate	Fairly Adequate	Adequate
Quality Course Content	11 - 21.3	21.4 - 31.7	31.8 - 42.0

All the items measuring teacher competences of the graduate teacher and their job characteristics as found on sections B and C of graduate teacher appraisal scale were respectively coded as 1= Vey Poor, 2 = Poor, 3 = Fair, 4 = Good, 5= Very Good and 1 = Very Poor work performance, 2 = Poor work performance, 3 = Fair work performance, 4 = Good work

performance, 5 = Very good work performance. Participants' responses to the items were then cumulated, means computed and re-categorised as Poor, fair and good work performance for analysis.

The demographic data of the respondents, research questions 1 and 2 were analysed using frequencies and percentages. Research questions 3, 4, 5, 6, 7, 8, 9 and 10 were answered using percentages, means and standard deviations.

Ethical Consideration

The research design adopted for the study was meant to collect sufficient data to adequately answer the research questions raised to guide the study. However, in addressing ethical issues related to the current study, the identity of the researcher was disclosed to the participants. The purpose of the study was also thoroughly explained to them. Consent of the participants were sought to include them in the study and were made aware that participation in the study was voluntary. They were also made aware that they could opt out at any point in the data collection process. Participants were again assured of utmost confidentiality and anonymity of any information provided either on the questionnaire, observational scale, appraisal scale or FGD. This was done by not requesting for their names and schools where they taught but instead, identifiable codes (pseudonyms) were used to protect their privacy. Participants' consents were also sought before recordings of the interactions during the FGD were done. Recorded interactions were transcribed and retold (narrated) in the analysis (British Educational Research Association, BERA, 2014). Finally, all the data collected were lodged with the researcher.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter is devoted to the analysis of data and presentation of the results of the study. In answering the research questions, the responses from the participants were analysed. Tables are provided to illustrate and support the findings. Quantitative data are presented using percentages, means and standard deviations while narrative approach amidst quotations from respondents were employed to analyse the qualitative data for the study. The presentation of results was done in the order in which the research questions were stated.

Background Characteristics of Respondents

The sample size for the study was 1129 comprising 430 students, 480 graduates, nine lecturers, 80 ECE Coordinators and 130 Primary School Head Teachers (PSHT). A total of 919 copies of questionnaires were distributed to 430 students, 480 graduates and nine lecturers. The study recorded 420 (98%), 461 (96%) and 9 (100%) questionnaire return rate for students, graduates and lecturers respectively. Further, of the 80 and 130 graduate appraisal scales distributed to ECE Coordinators and PSHT, 75 (94%) and 120 (92%) return rates were also respectively recorded. Forty-four (44) of the instruments, comprising 10 student questionnaires, 19 graduate questionnaires and 15 graduate appraisal scales were not returned and so the analysis and discussion were done based on 1085 respondents. There was an overall return rate of 96.1%. Based on the return rate of the research instruments, the demographic information of the students, graduates, lecturers, ECE Coordinators and PSHT have been presented in Tables 10-13.

Table 10: Sex and Age of Participants

Variable	Respondents											
	Student		Graduate		Lecturer		ECE C'dnator		PSHT		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
N	420	38.7	461	42.5	9	0.8	75	6.9	120	11.1	1085	100
Sex												
Male	145	34.5	131	28.4	5	55.6	20	26.7	50	41.7	351	32.4
Female	275	65.5	330	71.6	4	44.4	55	73.3	70	58.3	734	67.6
Total	420		461		9		75		120		1085	100
Age												
21-25	185	44	19	4.1							204	18.8
26-30	135	32.1	88	19.1							223	20.6
31-35	75	17.9	150	32.5					19	15.8	244	22.5
36-40	25	6	137	29.7	2	22.2	31	41.3	20	16.7	215	19.8
41-45			51	11.1	4	44.4	27	36	36	30	118	10.9
46-50			16	3.5			12	16	30	25	58	5.3
51-55					1	11.1	5	6.7	15	12.5	21	1.9
56-60					1	11.1					1	0.1
61 +					1	11.1					1	0.1
Total	420		461		9		75		120		1085	100.0
Mean Age	27.3		34.7		46.9		42.4		43.1			
SD	0.58		0.96		5.6		1.5		1.1			

Data in Table 10 show that out of the 1085 participants sampled for the study, 351 (32.4%) were males and 734 (67.6%) were females. This reflects the actual situation in Ghana as females dominated all the categories of participants selected for the study. In sum, it can be deduced that females are found to be more involved in early childhood education probably due to the nurturing and caring characteristics required of this level of education.

Results in Table 10 again show that majority of the respondents 244 (22.5%) fell within the age range of 31-35 years while 2 (0.2%) of them are either retiring or have retired. Further, it can be inferred from the participants' mean age that PSHT ($M = 43.1$), ECE coordinators ($M = 42.4$) and lecturers ($M = 46.9$) were above 40 years while the students ($M = 27.3$) and graduates ($M = 34.7$) were below 40 years old. The participants could be described as mature enough to provide the needed information for evaluation of quality of BEDECP in UEW.

Table 11: Characteristics of Students and Graduates

Table 11: Characteristics of Students and Graduates						
Variable		Respondents				Total
		Student		Graduate		
		N	%	N	%	
Entry Mode	- Direct	273	65	264	57.3	537
	- Mature	147	35	197	42.7	344
Total		420		461		881
Grade Aggregate	13-18	45	10.7	75	16.3	120
	19-24	125	29.8	166	36.0	291
	25-36	250	59.5	220	47.7	470
Total		420		461		881
Location	- UEW Campus	420				420
	- Northern Sector			114		114
	- Middle Sector			157		157
	- Southern Sector			190		190
Total		420		461		881
Teaching Experience(yrs)	1-3			85	18.4	
	4-6			152	33.0	
	7-9			224	48.6	

Results from Table 11 show that out of the 420 students sampled for the study, 273(65%) enrolled on the BEDECP through direct mode while 147(35%) gained admission through mature entrance examination. As regards the graduates, 264 (57.3%) entered the programme by direct mode while 197 (43.7%) came through the entrance examination. It can be deduced that UEW had been adhering to its admission policy requirement of 60:40 intake for direct and mature applicants respectively.

On the calibre of applicants admitted into the University in terms grade aggregate, data from Table 11 show that majority of the participants 470 (53.4%) entered with grade aggregate of 25-36, 291(33%) did it with aggregate 19-24 while 120 (13.6%) were admitted with aggregate 13-18. Clearly, none of students admitted into the programme fell in the category of 6-12 grade aggregate which is described as quality, high performing and brilliant candidates. It can be concluded that candidates with better grade aggregate do not usually opt for teacher education programmes or teaching profession.

Further, data on Table 11 show that most of the graduate ECE teachers, 190 (41.21%) on the field of teaching are located in the Southern, followed by the Middle, 157 (34.1%) and then Northern, 114 (24.7%) sectors respectively. This distribution of graduates depicts a pattern of education in Ghana since the colonial era which started from the southern sector (coastal area) and moved towards the northern sector (McWilliam & Kwamena-Poh, 1975). It is also inferred, that majority of the graduate teachers, 224 (48.6%) have spent between 7 and 9 years, 152 (33%) and 85 (18.4%) have respectively spent 4-6 years and 1-3 years on the field of teaching. This can be interpreted to mean that the number of professional ECE teachers on the field is dwindling.

Table 12: Characteristics of Lecturers

Variable		Male		Female		Total	
		N=5	%	N=4	%	N=9	%
Academic Qualification	M.Phil/M.A.	1	11.0	4	44.5	5	54.5
	PhD	4	44.5			4	44.5
Specialisation	ECE	1	11.0	1	11.0	2	22.0
	Non-ECE	4	44.5	3	33.3	7	78.0
Teaching Experience (yrs)	1-4	1	11.1	1	11.1	2	22.2
	5-8	2	22.2	2	22.2	4	44.5
	9-12	2	22.2	1	11.1	3	33.3
No. of Course Taught/Semester	3	1	11.0			1	11.0
	4	4	44.5	4	44.5	8	89.0
No. of Publications in ECE	1-4	4	44.5	4	44.5	8	89.0
	5-8	1	11.0			1	11.0

Results from Table 12 indicate that out of the nine lecturers sampled for the current study, majority 5 (54.5%) were Master Degree holders while 4 (44.5%) were Doctorate Degree holders. It seems the department is yet to meet the minimum academic qualification requirement of Doctoral Degree. Again, of the nine lecturers, only 2 (22%) had their specialisation in ECE with the rest, 7 (78%) majoring in non-ECE programmes. More ECE specialists are thus needed.

On the number of years lecturers had spent teaching early ECE courses, results from Table 12 indicate that 2 (22.2%) had spent 1-4 years on the programme, 3 (33.3%) had spent 9-12 years while 4 (44.5%) had been doing the work between 5 and 8 years. It is thus concluded that a greater number of the lecturers 7 (78%) had been teaching on the BEDECP for the past 5-12 years depicting experienced academic faculty in the Department.

As regards the number of courses these lecturers handle per semester in the department and the University as a whole, data from Table 12 show that 8 (89%) of the lecturers had been teaching four courses each while only one lecturer handled three courses. Each academic level is made up of two groups and each course is worth six credit hours for the two groups. Lecturers are thus expected to teach two courses for 12 credit hours. Researcher's interactions with Head of Department and observation of documents indicated a lecturer-student ratio of 1:110. Taking into consideration the adherence to National Council for Tertiary Education's (NCTE) policy on minimum number of 12 credit hours per lecturer per week and lecturer student ratio of 1:50, then lecturers are being overburdened. The data further show, that most of the lecturers, 8 (89%) in the ECE department of UEW had made between 1 and 4 publications in ECE with only one, 1 (11%) with 5-8 ECE publications. Since lecturers have heavy workload in terms of the number of courses to teach and students to serve, less time is left for publication.

Table 13: Characteristics of ECE Coordinators and Primary School Head Teachers

Variable		Respondent				Total	
		ECE C'dinator		PSHT			
		N=75	38.5%	N=120	61.5%	N=195	%
Location (Sector)	Northern	10	13.3	22	18.3	32	16.4
	Middle	30	40.0	45	37.5	75	38.5
	Southern	35	46.7	53	44.2	88	45.1
Highest Educ. Qualific.	First Degree	65	86.7	102	85.0	167	85.6
	Master's Degree	10	13.3	18	15.0	28	14.4
Working Experience(yrs)	1-10	62	82.7	39	32.5	101	51.8
	11-20	13	17.3	68	56.7	81	41.5
	21-30			13	10.8	113	6.7

Results from Table 13 reveal that out of the 75 ECE Coordinators selected for the study, 13.3%, 40% and 46.7% came from Northern, Middle and Southern sectors respectively. Most of the ECE Coordinators thus came from the Southern sector. Similarly, most of the PSHT, 53 (44.2%) came from the Southern sector with the least, 22 (18.0%) located in the North. On qualification, 86.7% of ECE Coordinators and 85% of PSHT were First Degree holders while 13.3% of the ECE Coordinators and 15% PSHT had obtained Master's Degree. This observation shows that most of the ECE Coordinators and PSHT have had University experience and are in better position to provide the right information for evaluation of BEDECP under consideration.

With respect to working experience, 82.7% of the ECE Coordinators had 1-10 years experience while 17.3% had worked for 11-20 years. Out of the 120 PSHT sampled for the study, 32.5% of them had been in the teaching service for a period of 1-10 years, 56.7% for 11-20 years while the rest, 10.8% had gained 21-30 years of teaching experience. It can thus be summarised that most of the ECE Coordinators and PSHT had enough working experience of not less than 10 years, thus making them appropriate to provide needed information for this study.

Results

Nine research questions were raised to guide the current study. To adequately provide answers to all the research questions, percentages, means and standard deviations were used as statistical tools to analyse the quantitative data while narrative approach was used for the qualitative data.

Research Question 1: *What is the extent to which the objectives of BEDECP cover that of ECE in Ghana?*

In answering this research question, the ECE policy document and BEDECP were given to three curriculum experts to assess the extent to which the objectives of ECE in Ghana as enshrined in the policy document were captured by that of BEDECP. The six main policy objectives of ECE in Ghana were each rated 1-3. A rating of 1 indicated poor coverage, 2 indicated fair coverage while 3 indicated good coverage. Mean and standard deviation were computed from the composite ratings and subjected to analysis. The results from these experts' assessment are presented in Table 14.

Table 14: Summary of Experts' Assessment on Coverage of ECE Objectives in BEDECP

Score Range	Frequency	Percentage
6-9	-	-
10-14	-	-
15-18	3	100.0
Total	3	100.0

Composite Mean, $\bar{X} = 16.0$, SD=0.85

Data from Table 14 show that all the six criteria used in assessing the extent to which the objectives of ECE in Ghana as enshrined in the policy document of MoGCSP had been covered, was rated with a maximum score of 3. With the mean of $M = 16.0$ it is gathered from the results that the curriculum experts were unanimously convinced that all the objectives of ECE in the

policy document have adequately been covered in the BEDECP. This is an indication of the assessors' 100% agreement. Researcher's critical observation of the objectives as found in both ECE policy document and that of BEDECP revealed that though almost all the policy objectives of ECE were covered in BEDECP, the contemporary issues in ECE and the current trend in global education for children seem to have rendered some of the objectives inadequate. The researcher though agrees with the assessors' consensual position that BEDECP had adequately covered the available ECE policy objectives, re-needs assessment of the objectives has the potential to uncover equally relevant themes worthy to be included in the programme objectives.

Research Question 2: *What is the extent to which the course contents of BEDECP are adequate?*

Research question two sought to assess the respondents' view on the extent to which BEDECP course contents was adequate. In answering this research question, each item measuring the adequacy of BEDECP course contents found on section B of the questionnaires for students, graduates and lecturers were rated 1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate. Means and standard deviations of the composite scores were computed. These scores were then categorised and judged as 11-21.3 = Not adequate course content, 21.4-31.7 = Fairly adequate course content and 31.8 - 42.0 = Adequate course content (Boone Jr & Boone, 2012; Norman, 2010; Harwell & Gatti, 2001). The summary of these categories are presented in Table 15.

Table 15: Stakeholders' Assessment of the Adequacy of Course Contents

Respondents	Not Adequate		Fairly Adequate		Adequate		Total	
	N	%	N	%	N	%	N	%
Students	71	16.9	221	52.6	128	30.5	420	100
Graduates	33	7.2	402	87.2	26	5.6	461	100
Lecturers			3	33.3	6	66.7	6	100
Total	104	11.7	626	70.3	160	18.0	890	100

Responses on adequacy of course contents as shown in Table 15 revealed that 71(16.9%) and 33 (7.2%) of the students and graduates respectively perceived the BEDECP course contents not to be adequate. Again, 221 (52.6%), 402 (87.3%) and 3 (33.3%) of the students, graduates and lecturers respectively opined that the BEDECP course contents were fairly adequate. Also, 128 (30.5%), 26 (5.6%) and 6 (66.7%) of the students, graduates and lecturers respectively described the BEDECP course contents as very adequate. It may be deduced from the results that generally, the contents of BEDECP courses are fairly adequate as reflected by the opinion of majority 626 (70.3%) of participants for the study. Whereas most of the students (52.6%) and graduates (87.3%) indicated that the BEDECP course contents were fairly adequate, majority of the lecturers (66.7%) however claimed they were very adequate.

The mean analysis of the rating scores of these stakeholders are presented in Table 16.

Table 16: Summary of Mean and Standard Deviation on Adequacy of Course Contents

Respondent	N	Composite Score		Mean ($\bar{x}$)	Standard Deviation
		Minimum	Maximum		
Students	420	11	40	25.43	3.77
Graduates	461	14	39	24.02	2.37
Lecturers	9	25	42	31.78	3.28
				26.33	7.26

Results from Table 16 show that the students ($\bar{X} = 25.43$, $SD = 3.77$) and graduates ($\bar{X} = 24.02$, $SD = 2.37$) described the BEDECP course content as fairly adequate while the lecturers ($\bar{X} = 31.78$, $SD = 3.28$) perceived the course contents to be very adequate for achieving the objectives of the programme. The overall mean score and standard deviation, $\bar{X} = 26.33$, $SD = 4.26$ suggest that the course contents for BEDECP are fairly adequate. It is gathered that while the students and graduates on one hand agreed to this fait adequacy, lecturers disagreed. The value of SD as found among means for students, graduates and lecturers and the overall observation indicate low values depicting closeness in the opinion of these stakeholders on adequacy of course contents of BEDECP. In addition, responses from focus group were used to supplement the results and findings.

Results from the FGD revealed similar trend of responses as found in the statements or comments of the participants which were in some cases quoted verbatim in the ensuing analysis. On "how adequate are the course contents of BEDCP you are or were pursuing", the participants gave insightful but varying responses. Generally, about 90% of the participants for FGD held the view that the BEDECP course contents were fairly adequate. One graduate claimed:

'...some of the courses had scanty scope or topics with equally narrow objectives' [Graduate Focus Participant, (GFP)].

Other FGD participants also made the following statements:

'...some of the courses seem not preparing us to personally develop in other areas of life apart from the academic work [Student focus participant (SFP)].

'...some of the topics that make up the courses were not challenging to motivate students to be serious with what they are taught. These course objectives do not show anything new in this technological age' [SFP].

A graduate teacher commenting on the quality of course content retorted,

.....the experiences I have gained on the field of work for at least five years had exposed some of the shortcomings of the courses in the programme I pursued. The courses are not just adequate [GFP]

'...much as I went there for early childhood education programme, courses that would have benefited me in fitting well in other areas other than ECE were absent' [GFP]

Further, other FGD participants asserted that,

Courses like communication skills and liberal studies, I was told were for general personal development. Communication skills as described by colleague students from other departments is entirely different from communication skills in BEDECP and so does not benefit any student pursuing BEDECP [SFP].

Liberal Studies as a general or core course is just not part of BEDEECPP, thus depriving students some developmental experiences in life. [GFP].

....if I am to rate the extent of adequacy of the course contents of BEDECP, I will say, they are fairly adequate [GFP].

...certain courses should be added to enrich the programme for it to be very adequate but my estimation, BEDECP course contents are fairly adequate [SFP].

The statements and comments as narrated by the participants and retold from the FGD suggest that most of the respondents were candid with the extent of adequacy of course contents for achieving the objectives of the BEDECP, thus describing them as fair in content. **This might probably mean that the respondents were envisaging the inclusion of contemporary issues in ECE, involvement of technology, updating other courses or topics which might have lost their usefulness due contemporary emerging trends in education, to challenge them than**

what they were given. A cursory look at the various BEDECP course contents by the researcher showed some disparities between the course contents as put on the programme and those distributed to the students by lecturers. It came to light that evaluation or assessment methods and techniques suggested for the courses were found to be inadequate. Further, in terms of career opportunities relative to the course contents, the programme was found to be narrow because, specialisation in specific areas as Science, Mathematics, English Language, among others were not considered. Other courses like Liberal Studies and Communication Skills also have different contents compared with the intended objectives of the BEDECP. English Language across curriculum as one of the courses was perceived to be a misplaced priority as language meant to transact the programme had been well spelt out in the BEDECP. The findings from the FGD and observation complement the findings from the quantitative results in Tables 16 and 17 thus buttressing fairly adequate nature of the BEDECP course contents.

Research Question 3: *What is the quality of human resources being used for the implementation of BEDECP?*

In answering this research question, items on section C of the questionnaires for students, graduates and lecturers were used. Each item measuring the quality of human resources was rated between 1 and 5. Thus, 1=low quality human resources, 2 = moderate quality human resources and 3=high quality human resources. Means and standard deviations of the respondents' scores computed from their ratings were categorised and judged as 9.0-19.3 = low quality human resources, 19.4- 29.7= moderate quality human resources and 29.8-40.0 = high quality human resources. The distribution of these categories are presented in Table 17.

Table 17: Stakeholders' Assessment of the Quality of Human Resources

	Low		Moderate		High		Total	
	N	%	N	%	N	%	N	%
Students	124	39.1	264	68.9	32	7.6	420	100
Graduates	240	52.1	192	41.6	29	6.3	461	100
Lecturers	-	-	-	-	9	100.0	9	100
Total	364	40.9	456	51.2	70	7.9	890	100

Data from Table 17 indicate that majority of graduates, 240 (52.1%) were of the view that the quality of human resources for BEDECP was low, students 264 (68.9%) believed the human resources were moderate in quality while all the lecturers 9 (100%) were convinced they were of high quality. Findings suggest that more than half 456 (51.2%) of the sampled stakeholders opined that the quality of human resources for the implementation of BEDECP objectives was moderate. This general observation was agreed on by the students but disagreed by graduates and lecturers.

Further, the categories were subjected to mean analysis and the results are presented in Table 18.

Table 18: Summary of Mean and Standard Deviation on Quality of Human Resources

Respondent	N	Composite Score		Mean ($\bar{x}$)	Standard Deviation
		Minimum	Maximum		
Students	420	11	31	19.68	4.26
Graduates	461	10	40	18.64	4.90
Lecturers	9	29	39	30.15	4.86
Overall				23.45	5.12

Results from Table 18 show that the graduates ($\bar{X} = 18.64$, $SD = 4.90$) believed the human resources for implementing the BEDECP were of low quality, students ($\bar{X} = 19.68$,

$SD = 4.26$) perceived them as moderate in quality while the lecturers, ($\bar{X} = 30.15$, $SD = 4.86$) claimed they were of high quality. The overall mean, $\bar{X} = 23.45$ and standard deviation, $SD = 5.12$ however suggest, that the human resources available for achieving the objectives of BEDECP were of moderate in quality.

In addition, the following responses from the FGD seem to supplement the results and findings from the quantitative results. The FGD on the quality of human resources employed to help realised the objectives of the programme, centred on the subject matter knowledge and pedagogy as well as lecturers' ability to deliver. Other dimensions suggested for discussion were lecturers' ability to whip up interest of students in the course and linking the course to the contemporary issues in ECE. It was observed from about 85% of the participants that the quality of human resources for the programme was moderate. Comments made by participants during the FGD include the following.

'...some of the lecturers do not have firm grip of the ECE subject matter or course contents they handle and so do not cover the subject matter adequately to my satisfaction'. [SFP]

Some of the lecturers are unable to illustrate the practical implications of the various theories presented in the courses they teach. Actually, I find it difficult to get the meaning of what are sometimes presented. [SFP]

Some of the lecturers lack the ability to include materials not readily accessible in textbooks to enhance better understanding of the presented concepts. [SFP]

Apart from the lecturers who are specialists in ECE, most of the lecturers do not show enthusiasm to whip-up students' interest in the courses they teach. Nothing motivates me to be serious with some of the courses [GFP]

I had the chance to be taught by one of the lecturers for three consecutive years and clearly, the delivery revealed exceptional quality. My background checks had also shown, the lecturer had specialisation in ECE. I will generally rate the quality of lecturers in the department to be average. [GFP]

In summary, one can observe that despite few lecturers who were described as of high quality with reference to their subject matter, pedagogy and other dimensions of the programme, the quality of human resources for BEDECP as perceived by the majority of stakeholders is generally moderate. Findings from the qualitative data further complement that of the quantitative, that the quality of human resources for the BEDECP is moderate.

Researchers' critical assessment of the quality of the lecturers for the implementation of the BEDECP indicated that the non-ECE specialists struggled to convince their students on their expertise in ECE. They were found to lack in-depth expatiation of the concepts in ECE, thus exposing their deficiency in the courses assigned them. Results from the observation of lecturers at lectures indicated that most of the lecturers were finding it difficult to give concise explanation to the main constructs in their lessons. There was thus convincing evidence that some of the lecturers were performing at a level that needs improvement, suggesting the existence of problem with quality thereby complementing other stakeholders' claim of moderate quality.

Research Question 4: *How adequate are the human resources being used to implement the BEDECP?*

Research question four was crafted to assess the degree to which lecturers or academic staff were adequate to help implement the BEDECP in UEW. Survey items found on section D of the questionnaires for students, graduates and lecturers were used. Each survey item was rated 1-5. A rating of 1, meant very inadequate human resources, 2 meant inadequate human resources, 3 indicated fairly adequate human resources, 4 indicated adequate and 5 meant very adequate human resources. Means and standard deviations of the composite scores for the respondents were computed, categorised and judged as 14 - 16 = not adequate human resources,

17-22 = fairly adequate human resources and 23-29 = very Adequate human resources. The results are presented in Table 19.

Table 19: Stakeholders' Assessment of the Adequacy of Human Resources

Respondents	Not adequate		Fairly Adequate		Very Adequate		Total	
	N	%	N	%	N	%	N	%
Students	294	70.0	91	21.7	35	8.3	420	100
Graduates	335	72.7	92	22.1	34	9.1	461	100
Lecturers	5	55.6	2	22.2	2	22.2	9	100
Total	634	71.2	185	20.8	71	8.0	890	100

Data from Table 19 show that majority of the students, 70%, graduates, 72.7% and lecturers, 55.6% claimed that the human resources available for the implementation of the BEDECP are not adequate. Also, 21.7%, 22.1% and 22.2% of the students, graduates and lecturers respectively opined that the available human resources are fairly adequate. Further, 7.6%, 11.3% and 22.2% of the students, graduates and lecturers described the BEDECP course contents very adequate. However, it is concluded from the results that most of the participants, 634 (71.2%) including the lecturers themselves described the human resources for implementing BEDECP as not adequate. The results of the analysis of the mean scores are shown in Table 20.

Table 20: Summary of Mean and Standard Deviation on Adequacy of Human Resources

Respondent	N	Composite Score		Mean ($\bar{x}$)	Standard Deviation
		Minimum	Maximum		
Students	420	11	26	15.42	3.94
Graduates	461	10	24	15.17	2.45
Lecturers	9	27	28	16.00	3.21
Overall				15.83	2.13

Data from Table 20 show that the means and standard deviations of students, $\bar{X} = 15.42$, $SD = 3.94$, graduates $\bar{X} = 15.17$, $SD = 2.45$ and lecturers $\bar{X} = 15.89$, $SD = 3.21$ all fall in the category of not adequate. Further, the overall mean and standard deviation of these stakeholders on adequacy of human resources are $\bar{X} = 15.38$ and $SD = 2.13$. This means students, graduates and lecturers held the general view that the available human resources for the implementation of BEDECP were not adequate. This is on the backdrop that the overall mean also falls in the range of scores, 14-16 categorised as 'Not Adequate Human Resources'.

The results from FGD on the adequacy of human resources for the implementation of BEDECP showed about 95 % of the students and graduates expressed dissatisfaction on the available human resources for the implementation of programme objectives. From the discussion, one of the respondents indicated that:

'...I can conveniently say that the lecturers employed to help implement the BEDECP, are woefully inadequate to take care of the number of courses and students on the programme in the department' [SFP]

Another student also lamented

'...how can the lecturers in the department who are handling at least three courses each with lecturer-student ration of about 1:160 be adequate to take care of all these herculean tasks?' Lecturers for the BEDECP I am pursuing are just insufficient to adequately prepare the pre-service teachers to become competent professional teachers[SFP].

The alumni or graduates of the programme did not mince words to assert that

...even when they brought lecturers from other departments with different specialisation to assist, the number of lecturers handling the courses on the programme were not enough to meet the demand of the programme and students. Now that some of them are on retirement, how does the number of lecturers become adequate?[GFP].

Another participant who claimed to have been part of the first batch to graduate from BEDECP reported that

...During our stay on campus with few students' enrolment on the programme, lecturers in the department were not sufficient. Now, with the increase in student population and same number of lecturers, it is clear that academic staff for the BEDECP are not adequate to facilitate the implementation of the programme.[GFP].

The finding suggests that respondents were aware that human resources for the implementation of the BEDECP fell short of expectation.

Observation from the demographic data of lecturers suggests, that of the nine lecturers in the department including the Head, only two are specialists in ECE with the rest being non-ECE specialists. Results from both quantitative and qualitative data complement each other and support the fact that the available human resources of BEDECP are not adequate.

Research Question 5: *What is the quality of learning resources available for the implementation of the BEDECP?*

This research question seven sought to assess the quality of learning resources available to promote teaching and learning which it is envisaged, could help achieve the purpose for which BEDECP was introduced. Each item measuring the quality of learning resources found in section E of the questionnaires for students, graduates and lecturers was rated 1-5. A rating of 1= very low quality, 2 = low quality, 3= moderate quality, 4 = high quality and 5 = very high quality learning resources. Means and standard deviations of the respondents' composite ratings were computed, categorised and judged as 11-21.7= low quality learning resources, 21.8-32.3= moderate quality learning resources and 32.4-42.0 = high quality learning resources. The distribution of these responses are presented in Table 21.

Table 21: Stakeholders' Assessment of the Quality of Learning Resources

Respondents	Low		Moderate		High		Total	
	N	%	N	%	N	%	N	%
Students	116	27.6	279	66.4	25	6.0	420	100
Graduates	140	30.4	273	59.2	48	10.4	461	100
Lecturers	-	-	7	77.8	2	22.2	9	100
Total	256	28.8	559	62.8	75	8.4	890	100

Data from Table 21 show that 116 (27.6%) and 140 (30.4%) of the students and graduates respectively noted that the quality of learning resources for transacting the BEDECP was low. Further, 25(6%), 48 (10.4%) and 2 (22.2%) of the students, graduates and lecturers respectively described the quality of the learning resources as high. However, majority of the participants, 559 (62.8%) [students (66.4%), graduates (59.2%), lecturers (77.8%)] seemed not to be satisfied with the quality of materials and facilities available for the implementation of BEDECP and so described their quality as moderate. It can thus be summarised from the results that generally, the quality of learning resources for the implementation of BEDECP was moderate based on 62.8% participant agreement.

Analysis of the means and standard deviations from the ratings are presented in Table 22.

Table 22: Summary of Mean and Standard Deviation on Quality of Learning Resources

Respondent	N	Composite Score		Mean ($\bar{x}$)	Standard Deviation
		Minimum	Maximum		
Students	420	11	30	24.25	3.04
Graduates	461	11	29	23.59	2.05
Lecturers	9	22	42	26.34	2.70
Overall				25.63	7.75

Results from Table 22 indicate that the means and standard deviations of Students ($\bar{X} = 24.25$, $SD = 3.04$), graduates ($\bar{X} = 23.59$, $SD = 5.05$) and lecturers ($\bar{X} = 26.34$, $SD = 2.70$) all fall in the category moderate quality learning resources. This means that per their ratings, the quality of the available learning resources for the implementation of the BEDECP is moderate. The overall mean and standard deviation $\bar{X} = 25.63$, $SD = 4.74$ further suggest that the quality of the learning resources for the BEDECP is moderate. If the programme is aimed at the intended outcome, then the observed moderate quality state of learning resources fall below the expectation of BEDECP.

Comments and observations by the participants during the FGD on the quality of learning resources are summarised in the following. Some of the participants expressed opinions that,

'...I will rate the quality of the available learning resources excluding the library and aspects of some lecture halls as average. They cannot be below average neither can they be very satisfactory' [SFR]

Some projectors were fitted in the lecture halls but had ceased functioning within few months [SFP]

Most of the computers meant to facilitate administrative functions have broken down. I don't want to believe the authorities acquired inferior materials or low quality learning for the departments.[SFR]

The internet connectivity facility meant for accessing information worldwide are beyond poor quality. It takes more than 30minutes to launch into a webpage. I cannot describe such a facility as high in quality.[GFR]

'...I learnt from the University ICT workers that wireless receptors installed on campus have a limited capacity to accommodate only 50 people at a time and anything more than that creates traffic and deprives students of the connectivity [SFR].

'...the few overhead projectors, writing materials, computers and office equipment are not of quality to stand the pressure of use of their services to both lecturers and students. Where were they bought from?[GFR].

It is evident from the results of the FGD that though some of the learning resources available for the BEDECP are satisfactory in terms of quality, about 80% of the respondents were convinced that most of the learning resources generally fall into fairly satisfactory based on their assessment. The findings from the FGD complement the quantitative results earlier obtained. A visit to assess the quality of learning resources by the researcher revealed that most of the projectors installed in the various lecture theatres were not functioning though they had been in existence for barely a short period. Most of the available computers, printers and other teaching materials had been sent for repairs. Internet connectivity was not reliable with majority of the students browsing at the same time. There is therefore every reason to suggest that learning resources for the implementation of the BEDECP are explicitly not of high quality.

Research Question 6: *How adequate are the learning resources being used to implement the BEDECP?*

The objective of research question six was to determine the sufficiency of the learning resources for the attainment of the BEDECP objectives. Items found on section E of the questionnaires for students, graduates and lecturers were used to answer this research question. Each item measuring adequacy of material resources was rated between 1-3. A rating of 1 indicated very inadequate, 2 indicated not adequate, 3 indicated fairly adequate, 4 meant adequate and 5 meant very adequate learning resources. Means and standard deviations computed from respondents' composite ratings were categorised and judged as 10-19.3 = not adequate learning resources, 19.4-28.7 = fairly adequate learning resources and 28.8-38.0 = very adequate learning resources. The summary of these ratings by the sampled stakeholders are presented in Table 23.

Table 23: Stakeholders' Assessment of the Adequacy of Learning Resources

Respondents	Not Adequate		Fairly Adequate		Very Adequate		Total	
	N	%	N	%	N	%	N	%
Students	295	70.2	100	23.8	25	6.0	420	100
Graduates	338	73.3	103	22.3	20	4.4	461	100
Lecturers	5	55.6	3	33.3	1	11.1	9	100
Total	638	71.7	206	23.1	46	5.2	890	100

Results from Table 23 reveal that majority of the students 295 (70.2%), graduates 338 (73.3%) and lecturers 5 (55.6%) perceived the material resources for implementing BEDECP not to be adequate. Also, 100 (23.8%), 103 (22.3%) and 3 (33.3%) of the students, graduates and lecturers respectively were of the view that the human resources were fairly adequate. Further, 25 (6.0%), 20 (4.4%) and 1 (11.1%) of the students, graduates and lecturers described the material resources as very adequate. It is however noted from the results that most of the of the participants, 638 (71.7%) [70% students, 73.3% graduates and 55.6% lecturers], perceived the material resources for the implementation of the BEDECP objectives to be inadequate.

The mean scores were also subjected to analysis and the results are presented in Table 24.

Table 24: Summary of Mean and Standard Deviation on Adequacy of Material Resources

Respondent	N	Composite Score		Mean ($\bar{x}$)	Standard Deviation
		Minimum	Maximum		
Students	420	12	36	18.43	5.92
Graduates	461	10	34	17.54	6.43
Lecturers	9	12	38	26.51	7.61.
Overall				17.68	4.74

Results from Table 24 show that the students ($\bar{X} = 18.43$, $SD = 5.92$) and graduates ($\bar{X} = 17.54$, $SD = 6.43$) perceive the material resources available for BEDECP not to be adequate. But per the mean and standard deviation of the lecturers $\bar{X} = 16.00$, $SD = 5.21$, the material resources available for implementing the BEDECP are fairly adequate. However, the overall mean, $\bar{X} = 15.38$ and standard deviation of $SD = 4.68$ depicted inadequacy of the material resources for the implementation of the BEDECP. It can thus be concluded from the mean analysis of the responses in Table 24 that the learning resources for the implementation of the BEDECP are not adequate.

From the results of the FGD as presented in the ensuing write-up, findings are not different from the quantitative data. On how adequate are the learning resources and facilities for achieving the objectives of BEDECP, participants shared their views in the following comments. One student said:

...teaching and learning materials for the whole programme are just not sufficient[SFP].

Another participant was of the view that:

...the nature of the ECE programme we are pursuing calls for at least a demonstration theatre or a model school where the setting is serene so that the theoretical aspects of the programme can practically be demonstrated. These are non-existent [SFP].

Yet other respondents stated the following observations:

'...overhead projectors in the department for lectures are woefully inadequate. One computer for accessing information at the ECE department's general office is woefully not sufficient. Internet connectivity at the office is just unreliable [SFP].

'...the department does not have TV sets, Tape recorders, DVD players, DVDs, cassettes, among others to be used for lesson presentations and for observation and critiquing of certain behaviours and scenarios in ECE [SFP]

...The internet or electronic facility is not sufficient for all students. I am forced to rely on data bundle to access non-available websites. [SFP].

...I had to rely on outside source of internet to fish for information to do my assignments and other academic related works[GFP].

...Early childhood books, journals and periodicals were not available in the library after several visits to the place and those that were found, were woefully inadequate, outmoded and foreign in the Ghanaian context[GFP].

...Where were you going to have materials with which to do ECE assignment? In the library or from the internet? The lecturers themselves could not give us materials but relied on answers from our assignments, put them together and returned them as resource materials [GFP].

Learning resources and facilities are needed to promote effective teaching and learning. But, it is evident from the outcome of about 90% of the FGD participants that the available learning resources for enhancing effective delivery of BEDECP and also make teaching and learning more meaningful are but not adequate.

The researcher's observation of learning resources revealed that ECE journals, periodicals, textbooks were completely absent from the shelves in the library and the few available ones were archaic and in foreign taste. Projectors, computers, slides among others were physically found to be inadequate to cater for students and instructions almost at the same time. Demonstration centre for the BEDECP was yet to be considered. In summary, it is gathered from both the qualitative and quantitative findings that learning material resources that could help enhance teaching and learning for achieving BEDECP objectives were not adequate.

Research Question 7: *How appropriate are the instructional methods being employed for implementing the BEDECP?*

Research question eight was intended to assess the opinion of the respondents on the appropriateness of instructional methods lecturers adopt in making the abstract concepts in the various courses of the BEDECP clear and meaningful to grasp. In answering this research question seven, items measuring the appropriateness of instructional methods of lecturers found on section F of the questionnaires were used. Each of the items was rated in the range of 1-5. A

rating of 1 indicated very inappropriate instructional methods, indicated inappropriate instructional methods, 3 meant fairly appropriate instructional methods, 4 meant appropriate instructional methods and 5 referred to very appropriate instructional methods. The means and standard deviations of the ratings were computed, categorised and judged as 10-26= inappropriate instructional methods, 27-34= fairly appropriate instructional methods and 35-50= appropriate instructional methods. Distribution of the stakeholders assessment of the appropriateness of the instructional methods based on their ratings are presented in Table 25.

Table 25: Stakeholders' Assessment of the Appropriateness of Instructional Strategies

Respondents	Inappropriate		Fairly Appropriate		Appropriate		Total	
	N	%	N	%	N	%	N	%
Students	155	36.9	239	56.9	26	6.2	420	100
Graduates	174	37.7	254	55.1	33	7.2	461	100
Lecturers	-	-	-	-	9	100.0	9	100
Total	329	37.0	492	55.4	68	7.6	890	100

Data from Table 25 reveal that 155 (36.9%) of the students indicated that the lecturers' instructional strategies were inappropriate, 239 (56.9%) of them opined, they were fairly appropriate while the rest, 26 (6.2%) claimed they were appropriate. As regards the graduates, 174 (37.0%) perceived the instructional methods to be inappropriate, 254 (55.1%) said they were fairly appropriate while the rest 33 (7.2%) perceived them to be appropriate. All the lecturers 9 (100%) perceived their instructional strategies for BEDECP to be appropriate. Findings as gathered from the results in Table 25 show that while most of the students and graduates rated lecturers' instructional methods for he BEDECP as fairly appropriate, lecturers were convinced that their instructional methods were very appropriate. But a cursory look at the results in Table

25 suggest that majority of the respondents, 492 (55.4%) agreed that lecturers' instructional strategies for implementing BEDECP is fairly appropriate.

The means and standard deviations of the stakeholders' ratings were subjected to analysis as shown in Table 26.

Table 26: Summary of Mean and Standard Deviation on Appropriateness of Instructional Methods

Respondent	N	Composite Score		Mean ($\bar{x}$)	Standard Deviation
		Minimum	Maximum		
Students	420	12	44	27.53	5.04
Graduates	461	11	50	21.24	3.80
Lecturers	9	32	46	38.00	4.19
Overall				28.58	6.64

Results from Table 26 suggest that while lecturers ($\bar{X} = 38.00$, $SD = 4.19$) described their instructional methods or strategies for implementing BEDECP as appropriate, the students, ($\bar{X} = 27.53$, $SD = 5.04$) and graduates ($\bar{X} = 21.24$, $SD = 3.80$) were of the view that they were fairly appropriate. Deduction from the results suggests, that the overall mean and standard deviation of $\bar{X} = 28.58$, $SD = 6.64$ meant the instructional methods or strategies adopted by the lecturers for implementing the BEDECP fall in the category of fairly appropriate.

In addition to the results in Tables 25 and 26, responses from the FGD seem to support the trends in the quantitative findings as most of the participants (80%) for the FGD shared the same position. Some of the participants gave the following observations as regards the quality of instructional strategies or methods adopted by the lecturers in the instructional process.

Objectives of individual lessons are not often presented neither are they explained after the distribution of course outlines[SGP].

'...I am yet to witness sequential presentation of concepts and instruction by certain lecturers from which to emulate' [GFP]

'Most of the instructional methods adopted by lecturers are monotonous and are short of variation during the instructional process. They lecture and lecture, that is all [SFP].

...motivating students develop interest in the content presentation by the lecturers is an issue during lectures [GFG, SFG]

'...on few occasions, Science, Mathematics and Music lecturers adopt activity-based, role-play and demonstration methods in lesson presentations [GFP, SFP]

'...students researching into given topics and presenting findings for discussion is not part of the instructional strategies most lecturers employ in their teaching' [SFR]

Showing how children learn through the use of audio-visuals like TV, Videos among others to teach concepts and behavioural changes in children did not happen when I was pursuing the BEDECP. [GFR]

Some of the lecturers ask the students to read in turns from photocopied material for them to explain or read and from their textbooks[GFP].

...debating on an issue related to childhood education for consensus to be reached to deepen the understanding of contemporary childhood education issues does not happen. Lecturers do all [SFG]

...revision of previous lessons presented as part of instructional methods to build on already taught content, are hardly done [SFP].

...formative assessment during instructional processes are sometimes but hardly done [SFG].

Results from the FGD reveal that students and graduates alike were not satisfied with the instructional strategies adopted by lecturers. Results from observation of lecturers' instructions indicated that instructions were dominated by lecture method contrary to the eclectic methods of teaching by most teaching institutions. This made most of the instructional process teacher-centred. It was revealed that contents presented by the lecturers were averagely suitable. Lecturers who have firm grip of their area of specialisation demonstrated expertise in their articulation. Others were found to be struggling to come to terms with realities in the classroom. Sequence of instruction was also observed to be inconsistently done thus exposing their

shortcomings in teaching methods. Evaluation of learning during the instructional processes was poorly done in terms how the questions were crafted and distributed to bring out the best in the learners. Apart from few of the lecturers who employed technology using computers and projectors, most of the lectures were virtually done in abstraction. It is summarily gathered from the responses of the participants that the instructional strategies or methods adopted by lecturers are fair in quality. The researcher believes that fair quality of instructional strategies adopted by the lecturers during instruction is a true reflection of the realities on the ground. Both quantitative and qualitative findings thus complement each other.

Research Question 8: *What is the quality of assessment methods being employed for the implementation of the BEDECP?*

This research question was formulated to help assess the quality of assessment methods employed by the lecturers and the programme to determine the extent to which students have made progress and objectives attained on the BEDECP. In answering this research question, items found on section G of the questionnaires for students, graduates and lecturers were used. These items were rated 1-5 where 1 meant very poor, 2 indicated poor, 3 indicated fair, 4 meant good and 5 indicated very good assessment methods. Means and standard deviations of the ratings were computed, categorised and judged as 9.0-17.3 = poor assessment methods, 17.4-25.7 = fair assessment methods and 25.8-34.0 = good assessment methods. Distribution of stakeholders assessment of lecturers' evaluation methods on the programme based on their ratings are presented in Table 27.

Table 27: Stakeholders' Assessment of the Quality of Assessment Methods

Respondents	Poor		Fair		Good		Total	
	N	%	N	%	N	%	N	%
Students	371	88.3	39	9.3	10	2.4	420	
Graduates	257	55.7	183	39.7	21	4.6	461	
Lecturers			1	11.1	8	88.9	9	
Total	629	70.7	242	27.2	39	4.4	890	

Data from Table 27 shows that the 371 (88.3%) and 257 (55.7%) of students and graduates respectively claimed the quality of assessment methods employed by the lecturers and the programme to evaluate students' learning were poor. Further, 39 (9.3%), 183 (39.7%) and 1 (11.1%) of students, graduates and lecturers respectively perceived the quality of lecturers' assessment methods on the programme to be fair. Also, 10 (2.4%), 21 (4.6%) and 8 (88.9%) of the students, graduates and lecturers respectively believed that assessment methods employed by the lecturers to evaluate students' progress on the BEDECP were of good quality. Based on the results, it is inferred that majority of the respondents 629 (70.7%) were of the view that the quality of assessment methods employed or executed on the BEDECP was poor. While the students (88.3%) and graduates (55.7%) agreed with this fairly quality of assessment methods, lecturers (88.9%) disagreed for good quality.

The analysis of the mean ratings of these selected stakeholders are presented in Table 28.

Table 28: Summary of Mean and Standard Deviation on Quality of Assessment Methods

Respondent	N	Composite Score		Mean ($\bar{x}$)	Standard Deviation
		Minimum	Maximum		
Students	420	10	33	17.22	3.40
Graduates	461	9	33	17.14	3.91
Lecturers	9	22	34	27.67	3.51
Overall				17.31	4.41

Results from Table 28 show that the lecturers ($\bar{X} = 27.67$, $SD = 3.51$) were of the view that the assessment methods being employed to implement the BEDECP were of good quality. Students ($\bar{X} = 17.22$, $SD = 3.40$) and graduates ($\bar{X} = 17.14$, $SD = 3.19$) however claimed the assessment methods being employed for BEDECP were being executed poorly. It can be deduced from the results, that the overall mean and standard deviation of $\bar{X} = 17.31$, $SD = 4.41$ falling in the category of poor, suggest that the assessment methods employed on the BEDECP to evaluate students' learning were being poor executed.

The following are the results from the FGD on assessment methods employed by the lecturers to evaluate students' learning.

...about 20% of the lecturers in the department discuss the assessment methods to be employed in the course with us [SFP]

As for me, it was my predecessors who hinted me on the forms the continuous assessments of the programme will take [GFP]

...two quizzes were organised for us, no presentations, no assignments, no project and that affected my performance [SFP]

I was given two assignments for continuous assessment which improved my expressions and performance in the programme [GFP]

'...one test and one take home assignment is what our year group went through' [GFP]

I saw my quiz and assignment papers and scores after taking the semester examinations and it was too late to correct any mistake I had made to avoid repetition in examinations [GFP]

Content of examinations were made of few topics of what were presented at lectures [GFP]

Semester examinations were made of constructed response type though occasionally a mixture of both selected and constructed responses were given [SFP]

The period between courses and examinations were too close for revision for better performance in examinations [SFP]

Results from the FGD show that students and graduates differed in their position on the quality of assessment methods employed by the lecturers on the BEDECP. But most of the respondents seem not to be satisfied with the quality of assessment methods employed on the programme. The researcher's critical scrutiny of samples of examination questions and tests suggest a mixture of both constructed and restricted response type items but most of them were essay type. Further, though some lecturers were found to discuss assessment procedures, employ multiple assessment methods and give feedback from assessments, among others, they were below the required minimum number. The general view from the analysis of both quantitative and qualitative data suggests that the assessment methods employed on the programme is poor in quality.

Research Question 9: *What is the quality of BEDECP graduates from the perspective of the lecturers, employers and primary school heads?*

Research question nine explored the degree of quality of BEDECP graduates as viewed by the employers represented by the ECE coordinators, PSHT, lecturers and performance as portrayed by graduation results. Further some of the competencies expected of the graduates were also considered. In answering this research question, all the items on the graduate teacher appraisal scale meant for the ECE Coordinators and PSHT were used. Each item was rated between 1 and 3. A rating of 1 showed poor quality, 2 referred to fair quality while 3 meant good quality. Means and standard deviations were computed from the composite ratings, categorised and judged as poor, fair and good based on the range of composite rating for a specific construct.

The results are presented in Tables 29-38 while the summary of performance of the ECE graduates since their first convocation is also presented in Table 39.

Table 29: Assessment of Graduates' Knowledge of Child Development and Curriculum

Respondents	Poor		Fair		Good		Total	
	N	%	N	%	N	%	N	%
Primary School Head Teachers	15	12.5	60	50.0	45	37.5	120	100
ECE Coordinators	10	13.3	35	46.7	30	40.0	75	100
Total	25	12.8	95	48.7	75	38.5	195	100

The results on PSHT' and ECE Coordinators' assessment of ECE graduates' knowledge of child development and curriculum are shown in Table 30. The results reveal that 12.5%, 50% and 37.5% of PSHT perceived that the graduate ECE teachers respectively demonstrated poor, fair and good knowledge of child development and curriculum. Also, 13.3%, 46.7% and 40% of the ECE coordinators opined that the graduate ECE teachers were poor, fair and good respectively in knowledge of child development and curriculum they possess. It is gathered from the results that a total of 95 (48.7%) of the respondents claimed that the graduate ECE teachers have fair knowledge of child development and curriculum.

Results on the analysis of mean and standard deviation of PSHT and ECE Coordinators on the graduates' knowledge of child development and curriculum are also presented in Table 30.

Table 30: Responses on Graduates' Knowledge of Child Development and Curriculum

Respondent	Minimum Score	Maximum Score	Mean	Standard Deviation
Primary School Head Teachers	10	25	19.25	3.11
ECE Coordinators	17	35	22.24	4.00
Overall			21.62	3.54

Data from Table 30 show that the mean and standard deviation of PSHT on the knowledge of child development and curriculum of BEDECP are $\bar{X} = 1.25$ and $SD = 3.11$. That of ECE Coordinators are $\bar{X} = 22.24$ and $SD = 4.00$. By the means and the standard deviations of ECE Coordinators and PSHT, the participants differ in their assessment of the graduates' knowledge in child development and curriculum, but the overall mean, $\bar{X} = 21.62$ and $SD = 3.54$ suggest, that the knowledge of child development and curriculum of the graduate teachers is fair. Thus complementing the findings in Table 29.

Table 31: stakeholders' Assessment of Graduates' Instructional Delivery

Respondents	Poor		Fair		Good		Total	
	N	%	N	%	N	%	N	%
Primary School Head Teachers	16	13.3	75	62.5	29	24.2	120	100
ECE Coordinators	18	24.0	47	62.7	10	13.3	75	100
Total	34	17.4	122	62.6	39	20.0	195	100

Table 31 shows the results on assessment of graduates' instructional delivery skills by the PSHT and ECE Coordinators. The results revealed that 13.3%, 62.5% and 24.2% of PSHT indicated that the graduate ECE teachers respectively demonstrated poor, fair and good instructional delivery skills. Further, 24%, 62.7% and 13.3% of the ECE coordinators perceived graduate ECE teachers' instructional delivery skills to be respectively poor, fair and good. Summarily, it has been found from the results that a significant number 122 (62.6%) of both the PSHT and ECE Coordinators agree that the quality of graduate ECE teachers' instructional delivery skills is fair.

Analysis of the means and standard deviations of responses on graduates' instructional delivery skills is presented in Table 32.

Table 32: Summary of responses on Graduates' Instructional Delivery

Respondent	Minimum Score	Maximum Score	Mean	Standard Deviation
Primary School Head	10	19	14.35	2.26
ECE Coordinators	7	23	11.01	3.58
Overall			12.74	2.84

Results from Table 32 show that the means and standard deviations of PSHT and ECE Coordinators on graduate teachers' instructional methods are respectively $\bar{X} = 14.35$, $SD = 2.26$ and $\bar{X} = 11.01$, $SD = 3.58$. The overall mean, $\bar{X} = 12.74$ and standard deviation, $SD = 2.84$ suggest a moderate or average performance of graduate teachers in the instructional delivery process. It is therefore concluded that the performance of graduate teachers on instructional delivery is average or fairly satisfactory. Though, while PSHT who are always with the graduate ECE teachers agree with the fair satisfactory, ECE Coordinators claim say the performance is poor.

Table 33: Assessment of Graduates' Communication Skills

Respondents	Poor		Fair		Good		Total	
	N	%	N	%	N	%	N	%
Primary School Head Teachers	12	10.0	30	25.0	78	65.0	120	100
ECE Coordinators	5	6.7	19	25.3	51	68.0	75	100
Total	17	8.7	49	25.1	129	66.2	195	100

Table 33 shows the results on assessment of graduates' communication skills by the PSHT and ECE Coordinators. The results showed that 10%, 25% and 65% of PSHT were of the view that the graduate ECE teachers respectively possessed poor, fair and good communication skills. Also, 6.7%, 25.3% and 68% of ECE Coordinators perceived that the graduate ECE teachers respectively had poor, fair and good communication skills. The consensus from a

greater number of the participants, 129 (66.2%) was that graduate ECE teachers' communication skills for transacting the teaching learning process is good.

Analysis of the means and standard deviations of responses on communication skills of graduate ECE teachers is also presented in Table 34.

Table 34: Summary of Responses on Graduates' Communication Skills

Respondent	Minimum Score	Maximum Score	Mean	Standard Deviation
Primary School Head Teachers	14	33	21.53	4.00
ECE Coordinators	15	31	19.17	1.55
Overall			21.27	3.21

Data in Table 34 show that both the PSHT, $\bar{X} = 21.53$, $SD = 4.00$ and ECE Coordinators, $\bar{X} = 19.17$, $SD = 1.55$ perceived the communication skills of the graduates ECE teachers to be good. The overall mean and standard deviation, $\bar{X} = 21.27$ and $SD = 3.21$ also indicate that the graduate ECE teachers possess good communication skills in their instructional delivery process. It is therefore observed that generally, graduate teachers communicate efficiently and effectively during their instructional delivery processes.

Table 35: Assessment of Graduates' Monitoring and Assessment Skills

Respondents	Poor		Fair		Good		Total	
	N	%	N	%	N	%	N	%
Primary School Head Teachers	65	54.2	40	33.3	15	12.5	120	100
ECE Coordinators	38	50.7	24	32.0	13	17.3	75	100
Total	103	52.8	64	32.8	28	14.4	195	100

The results on ECE graduate teachers' monitoring and assessment skills by PSHT and ECE Coordinators are shown in Table 35. The results indicate that 54.2%, 33.3% and 12.5% of PSHT claimed that graduate ECE teachers possess respectively poor, fair and good monitoring and assessment skills. Again, 50.7%, 32% and 17.3% of the ECE coordinators opined that the graduate ECE teachers respectively exhibited poor, fair and good performance in monitoring and assessment skills. It is therefore concluded from the results that most of the respondents, 103 (52.87%) perceived the graduate ECE teachers to possess poor monitoring and assessment skills. This observation is supported by 54.2% of PSHT and 50.7% of ECE Coordinators.

Further analysis on the means and standard deviation of PSHT and ECE Coordinators on the graduates' monitoring and assessment skills is presented in Table 36.

Table 36: Summary of Responses on Graduates' Monitoring and Assessment Skills

Respondent	Minimum Score	Maximum Score	Mean	Standard Deviation
Primary School Head Teachers	6	15	9.58	2.33
ECE Coordinators	7	17	9.27	1.65
Overall			9.62	2.64

Data from Table 36 show that with an overall mean and standard deviation of $\bar{X} = 9.92$, $SD = 2.64$ compared to the maximum score of 17, the quality of monitoring and assessment skills of ECE graduates can be described as poor or below average because it falls within the range of 6-9.67 categorised as poor. This finding is supported by both the primary school heads with a mean score of $\bar{X} = 9.58$ and $SD = 2.33$ and ECE Coordinators, $\bar{X} = 9.27$, $SD = 1.65$. This suggests that the monitoring and assessment skills adopted by the graduate ECE teachers are generally not good. The researcher is not surprised because it had earlier been found that the assessment methods employed by the lecturers in measuring the progress of the pre-service ECE

students were fairly satisfactory. The graduates learning from their lecturers are thus exhibiting same experiences in the discharge of their professional duties.

Table 37: Assessment of Graduates' Job Performance Characteristics

Respondents	Poor		Fair		Good		Total	
	N	%	N	%	N	%	N	%
Primary School Head Teachers	10	8.3	30	25.0	80	66.7	120	100
ECE Coordinators	5	6.7	16	21.3	54	72.0	75	100
Total	15	7.7	46	23.6	134	68.7	195	100

The results on job performance of ECE graduate teachers as assessed by PSHT and ECE Coordinators are shown in Table 37. It is observed from the results that 8.32%, 25% and 66.7% of these respondents claimed that the graduate ECE teachers exhibited poor, fair and good work performance respectively. Again, 6.7%, 21.3% and 72% of the ECE Coordinators perceived that the graduate ECE teachers respectively demonstrated poor, fair and good work performance in their assigned duties. It could therefore be inferred from the results that most 134 (68.7%) of the PSHT and ECE Coordinators are in agreement that the graduate ECE teachers demonstrated good performance in the various responsibilities assigned them. This was confirmed by 66.7% of PSHT and 72% of ECE Coordinators.

Further analysis on the means and standard deviation of PSHTs' and ECE Coordinators' assessment of job characteristics of the graduates ECE are presented in Table 38.

Table 38: Summary of Responses on Graduate Teacher's Performance on the Job

Respondent	Mini. Score	Maxi. Score	Mean	Std Deviation
Primary School Head Teachers	12	22	16.80	1.14
ECE Coordinators	9	29	15.63	3.90
Overall			15.86	3.53

Data from Table 38 show that the mean and standard deviation of the PSHT on work performance of graduate ECE teachers are respectively $\bar{X} = 16.80$, $SD = 1.14$. That of ECE Coordinators are $\bar{X} = 14.63$ and $SD = 3.90$. With an overall mean, $\bar{X} = 15.86$ and standard deviation, $SD = 3.53$, graduate ECE teachers' job performance is described as good. This observation is agreed on by both the PSHT and ECE coordinators. Results from the data sets in Tables 37 and 38 complement each other on the job performance of the graduate ECE teachers.

In addition to the quality indicators of the graduate ECE teachers so far analysed, the general performance of the graduates as revealed in the convocations since the inception of the BEDECP is also presented in Table 39.

Table 39: Distribution of Performance of Graduates between from 2009 to 2016

Academic Year	Class					Total
	1st	2nd Upper	2nd Lower	3rd	Pass	
2009	2	50	52	17	1	122
2010	0	57	75	16	2	150
2011	0	40	52	14	3	109
2012	6	94	77	9	0	186
2013	3	71	48	7	0	129
2014	2	54	69	19	3	147
2015	4	52	60	14	1	131
2016	6	41	24	9	3	83
TOTAL	23	459	457	105	13	1057

Source: UEW, Vice Chancellor's Annual Report (14th - 21st Congregation) 2009-2016

Data as shown in Table 39 indicate that of the 1057 graduates of BEDECP since its first convocation in 2009, 23 (2.2%) had first class, 459 (43.4%) obtained second class upper

division, 457 (43.3%) fell into second class lower division while 103 (9.9%) and 13 (1.2%) respectively had third class and pass. It can be deduced from the results that the graduation rate for the BEDECP is very good. It is also found that a greater majority 939 (88%) of the graduates were first and second class graduates while 118 (11.2%) were third class and pass graduates. Apart from 2016 when the BEDECP recorded 7.2% first class graduates, the rest of the graduation years recorded less than 5% in the first class honours degree. The overall performance of graduates as suggested by 77.8% of the lecturers is excellent. But 80% of PSHT and 81% of ECE Coordinators rated it as fairly good for basic school in Ghana. Further, it is inferred from the results in Table 39 that the number of graduates is falling suggesting student enrolment into BEDECP is dwindling.

It can gathered that graduates of the BEDECP are moderately qualitative in knowledge of child development, curriculum, instructional delivery, communication skills and work performance, they are poor in monitoring and assessment. Based on the graduation rates, the quality graduates was also about the best.

Table 40: Summary of Overall Quality BEDECP Graduates on the field

Respondent	Low Quality		Moderate Quality		High Quality	
	N	%	N	%	N	%
Lecturers		11.1	2	22.2	7	77.8
Primary School Head Teachers	8	6.7	72	60.0	40	33.3
ECE Coordinators	3	4.0	51	68.0	21	28.0
Total	11	5.9	122	59.8	68	33.3

Data from Table 40 show that a total of 14 (6.9%) of the respondents (lecturers, PSHT and ECE Coordinators) used for this purpose were of the view that the overall quality of the ECE

graduates produced by BEDECP was low. Again, 68 (33.3%) viewed the graduates of BEDECP as high quality teachers. However, most of the respondents, 122 (59.8%) were of the conviction that graduates from BDECEP were moderate in quality taking into consideration, the knowledge of the content, pedagogy and related skills. An interaction with some of the respondents revealed that BEDECP graduates always chanced on the available training programme to update their knowledge and practical skills but were not adequate. They were also ready to learn from the most experienced colleagues in the field but were seen as threat to their positions.

Taking into accounts the performance of all the aspects of the programme from the objectives through the products (graduates), it can be inferred from the analysis of the results that the BEDECP is moderately qualitative.

Summary of the Findings

Based on the results of the analysis of data on Evaluation of Quality of Bachelor of Education in Early Childhood Programme in University of Education, Winneba, Ghana, the following were the findings;

1. There was a consensus among the curriculum experts that BEDECP adequately covered the objectives of ECE in Ghana.
2. The course contents of the BEDECP were found by the stakeholders to be fairly adequate for achieving the programme objectives.
3. Quality of human resources employed for the implementation of the BEDECP was generally found to be moderate, though lecturers and graduates perceived them it to be respectively high and low.
4. Human resources available for the implementation of the BEDECP objectives were found not to be adequate.

5. The quality of learning resources earmarked for teaching and learning during instructional processes was found to be fair.
6. Regarding the sufficiency of learning resources and facilities for teaching and learning processes in the BEDECP, the study found those learning resources not to be adequate.
7. Generally, the study found the quality of instructional methods employed by lecturers on the BEDECP to be fairly appropriate.
8. The quality of assessment methods employed by lecturers to assess the extent to which learning had taken place on BEDECP was found to be poorly executed.
9. The BEDECP graduates from were found to be moderate in quality. The graduates were generally found to be fair in communication skills, work performance, knowledge of child development and instructional delivery. However, they were found to be poor in monitoring and assessment skills for measuring children's learning.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to evaluate the quality of Bachelor of Education in Early Childhood Programme (BEDECP) in University of Education, Winneba, Ghana. Nine research questions were raised to guide the study. Adopting the Context, Input, Process, Product (CIPP) evaluation model, the study was mainly descriptive employing mixed methods convergent parallel design. This design lent itself to the collection of both quantitative and qualitative data from the students and graduates of BEDECP, lecturers in ECE department, ECE Coordinators and primary school head teachers (PSHT) under whose jurisdiction the BEDECP graduate teachers work. Data were gathered from the participants through the use of questionnaires, lecturers' observation scale, graduate appraisal scale and focus group discussion. Data collected were analysed employing, percentages, means and standard deviations. This chapter is thus devoted to the discussion of findings summarised in chapter four, conclusions drawn from the findings and recommendations made for the stakeholders of the programme. Limitations and suggested areas for further studies are also taken care of.

Discussion of Findings

Coverage of ECE Objectives

In this study, BEDECP objectives were found to have adequately captured the objectives of ECE in Ghana. Objectives are considered vital elements of educational programmes as they are the starting points for defining educational processes and approaches to be incorporated. Adequate coverage of national ECE objectives on the BEDECP means the main components of child's education which foster the development of cognitive, affective and psychomotor domains

have been sufficiently taken care of. This is because teaching plans, curriculum contents and appropriate educational tasks are all selected based on programme objectives (Shaheen, 2012). The finding indicates that the objectives of BEDECP are consistent with the national educational goals from which ECE objectives in Ghana were crafted. It also mean that the BEDECP is an appropriate and relevant channel through which the country's philosophy of education can be transmitted to its younger generation. Implication of this finding is that the BEDECP has the capacity to equip pre-service teachers with all the needed knowledge about ECE to function well as professional ECE teachers. Further, it may also build public confidence in the BEDECP on the extent to which its objectives align with those of ECE in Ghana. The BEDECP achieved this feat perhaps due to how experience and knowledgeable the experts constituted to craft the programme to meet both local and international standards for curriculum development were. The finding is further consistent with the study of Noor (2017) which surmised that when the objectives of an ongoing educational programme are in line with the philosophy and goals of a given entity or society, they are very significant to help attain and accomplish the broader education goals.

Course Contents

This study showed that the course contents for the programme were fairly adequate to achieve the objectives of BEDECP. Course contents are topics expressed in knowledge, and experiences expected to reflect the philosophy of programme of study and their adequacy are dependent on the composition of well crafted themes. Sheheen (2012) had stated, that anything contrary to the alignment, clarity and appropriateness of objectives with strategic priorities and distinctive identity of the programme to the various learning and professional education development as the major determinants of adequate course contents connote inadequacy. Where

programme contents are fairly adequate, they might not wholly capture all themes out of which the intended objectives could be derived for adequate pre-service preparation. Further, having course contents that are fair in capturing evaluation and assessment components, instructional methods and do not make provision for specialisation may mean the products of the programme are not been well prepared or equipped with the needed relevant skills to apply with, on completion. This finding might have come about as a result of the absence of formal independent review of the programme since its inception to ascertain the extent to which every aspect of the programme is faring. The course contents of BEDECP are adequate should it have the capacity to help the University meet its main objective: train and provide a highly motivated and efficient teachers for all levels of education and provide high quality teachers with professional competence for teaching in pre-tertiary institutions, especially basic education.

This finding is consistent with the findings of Ibrahim (2014) and Abel (2015) who submitted that what students learn in their programme of study has a significant relationship with what is needed to perform a job, professional career development and to meet national aspiration; and if half-way, might not accomplish the intended objectives. Again, the finding corroborates that of Kang' ethe, Jane, & Karanja (2015) and Noor (2017)) that the contents of teacher preparation programmes if not fully adequate, have the potentials not to fully reinforce students' knowledge, skills, attitudes, and values for gainful employment and thus affecting efficiency in the discharge professional tasks. However, the finding is contrary to that of Diene, Early and Winton (2005) which concluded that course contents for pre-service early childhood teacher preparation programmes are usually not adequate to meet the needs of pre-service teachers because new issues keep coming up which eventually render the existing ones progressively inadequate. Implications are that though BEDECP seem producing professional

teachers for ECE settings, helping achieve national goals of education through teacher preparation programme, it does not seem to be fully equipping the pre-service teachers with the needed skills.

Human Resources

On the quality of human resources available for the implementation of BEDECP, the study found that generally, the lecturers employed on the BEDECP were moderate in quality. Darling-Hammond, Newton & Wei (2013) had reiterated that teacher quality as the most influential component in student performance strongly correlates the quality of teacher education programme. The finding suggests that lecturers on the programme might be deficient in subject matter, ability to exquisitely explain the contents, motivating students to learn and are shadows of themselves on currency of knowledge in the ECE among others. These variables are in line with the observation of Muzend (2013) that quality of lecturers is determined by in-depth knowledge of staff's area of specialisation, adaptability with currency of content knowledge, ability to integrate contents with modern technology and readiness to carry students along in the subject area. The finding collaborates the study of Mohd (2011) and Karatas and Fer (2008) which concluded replacing high quality teachers regarded as the best ingredients for achieving high quality programme outcome for moderate quality, leads to the production of half-knowledgeable graduates regarded as the worse channel for achieving the objectives of any country's education. The implications are that when lecturers are rich and innovative in ideas and more competent in their specialised areas, pre-service ECE teachers may better be prepared to function well in their chosen profession.

Regarding the extent of adequacy of human resources, especially the lecturers, as an important input component of the programme for achieving the objectives of the BEDECP, the

study found that they were not adequate. This observation was shared by all the stakeholders: students, graduates and lecturers selected for the study. It emanated from the demographic data that only two out of the nine lecturers had specialisation in ECE and with lecturer-student ratio of 1:160. It is unequivocally clear that the human resources for implementing BEDECP are insufficient. The BEDECP was introduced with lecturers from other areas of specialisation due to virtually non-existent ECE experts in Ghana, envisaging that with time, academic staff would develop interest, specialise and professionally develop in ECE to make up for non availability of the specialists in the area. However, interest might have not been whipped up in the personnel to pursue ECE at higher levels resulting in inadequate academic staff in this foundational programme. Management might have relaxed because the intended BEDECP objectives are perceived to being achieved.

Further, the increasing student numbers and additional programmes introduced in ECE Department might have also rendered the available academic staff inadequate. Inadequacy of human resources implies certain courses which will adequately prepare the pre-service teachers to firmly grasp issues related to children's education might be poorly done or not covered. Equally certain courses related general personal development of the students might be set aside due to unavailable personnel. This might render the products of the BEDECP half-baked. Inadequacy of human resources thus have adverse effects on how pre-service students are prepared to handle children at their foundation stage.

On qualification of the lecturers, it was found that only one lecturer had Doctoral Degree in ECE contrary to the 70-100% PhD academic staff requirement for programmes in public Universities in Ghana and elsewhere. The implications are that the few qualified lecturers are overburdened with many courses to teach. The unqualified lecturers, invariably may struggle to

understand issues in ECE which might not correspond with that of specialists in ECE thereby exposing their ignorance and deficiencies. The implication is that the BEDECP may be subjected to public ridicule on the calibre of graduates produced by inadequate and unqualified lecturers.

The findings are in line with that of Omebe (2014), Adaboh (2014) and Brennan (2008) who concluded that the inadequate staff for implementing teacher education programmes generally breed ineffective teaching and learning and has the potential of watering down the quality of the programme in view. The finding also supports the earlier study of Darling-Hammond (2010) which surmised that the extent of adequacy of teachers on a given teacher preparation programme is one of the most influencing determinants of quality teacher education programmes and the products. Adequacy of qualified lecturers for BEDECP is thus a sine qua non for effective teaching.

Learning Resources

One of the objectives of this study was to assess the quality of learning resources allotted for the implementation of the BEDECP. The study disclosed, that generally the quality of material resources and facilities for enhancing teaching learning process was moderate or fairly satisfactory. One needs to use the same learning resources for quite a long time to teach the same and varied concepts at different times to different people during instructional process. Such learning might have been durable to stand the test of time and pressure of their usage. Resources which lack quality, may give wrong results for inaccurate interpretation, stalls progress and promote teaching in abstraction. The products of such programmes invariable will transfer same experiences gained to students they would handle in future.

The finding buttresses the study findings of Manjunath and Mallinath (2007), Olajide (2017) that unsatisfactory or inadequate learning resources and facilities are among the many

factors, lead to poor student performance, hinder students' learning opportunities and access and affect the entire quality of the academic programme. They further surmised, that under-sourcing of teacher education programme is a functional threat to long-term viability and on-going-quality improvement. The implications are that since the learning resources are not satisfactory or inadequate, learning will seriously be affected thereby hampering students' intellectual, professional and technical development in the programme of study.

Another objective of the current study sought to assess the extent of adequacy of learning resources being used to facilitate the instructional delivery of the BEDECP. The study found that the learning resources available for the implementation of BEDECP were not adequate. This may be attributed to lack of proactiveness of the leadership of the programme, unavailability of funds for their procurement and perhaps bizarre perception about BEDECP by other stakeholders. This observation has the potential of inhibiting the successful implementation of the BEDECP since the resources are needed to facilitate the entire instructional and learning processes to help pre-service teachers acquire first hand information about their preparation. Adequacy of learning resources may put the theoretical concepts into practical perspective during revision, introduction, delivery of lessons, classroom management and assessment as well as other learning activities.

Inadequate learning resources is considered one of the bane of successful preparation of pre-service teachers (Chisholm, 2005). Lack of sufficient learning resources also affects the pre-service teachers' skills acquisition during their preparation and eventually their performances. It further affects lecturers' motivation in the courses they handle and commitment to improving programme goals. The finding affirms the findings of Ogbu (2015), Wale (2006), Lemaire et al. (2013) and Jinapor (2014) that inadequate supply of learning resources pose a challenge for

effective instructional delivery and implementation of teacher education programme. It also corroborates the findings of Okon (2008) that absence of appropriate and relevant learning resources for demonstrating how to handle children in pre-schools are absent, the purpose for which lessons are presented is adversely affected. Wale (2006) intimated that successful teacher education programme to produce effective quality pre-service teachers to a large extent, is dependent on adequate provision of learning resources.

Instructional Methods

The seventh objective of the study sought to determine the appropriateness of instructional strategies or methods lecturers employ during their teaching on the BEDECP. The study found the instructional methods employed by lecturers to be fairly appropriate. The various instructional methods pre-service teachers are exposed to during their training determine which one or a combination of them should be applied to which situation to the field of teaching. It came to light that while lecturers were of the view that their instructional strategies were relevant and very appropriate, students described them as fairly appropriate yet the graduates rated them as inappropriate. Perhaps, students were being charitable but seemed compromising with the realities about the programme based on their observation. Experiences of the graduates on the field might have informed their view on lecturers' instructional methods.

Observation of lecturers' instructional processes showed that with lecturing as the dominant instructional method, there was lack of a variety of teaching approaches employed by the instructors and that some of these approaches were not relevant for contents presented. Such teacher-centred method of teaching was thus not making room for different learning styles of students. The lecture method of teaching thus encouraged passiveness in the students during instruction. While this might be appropriate for pupils in primary and secondary education, it is

entirely inappropriate at the university level, where students are supposed to take responsibility for their own learning and not sit passively and wait for knowledge to be poured into their heads. Observation of lecturer's instructions further revealed, that constructive alignment which requires teaching-learning activities and assessment tasks to be systematically aligned to intended learning outcomes (Biggs & Tang, 2011) were not being adhered to. This might have contributed to lecturer's inability to select appropriate and quality instructional methods to propel students to delve into more complex concepts, principles and relationships within the topics to explore their understanding in more intricate and multifaceted manners.

More so, due to the fact that some of the lecturers' specialisation was not in ECE, their exposition to link the content being presented to the contemporary issues in childhood education, was far from convincing, thus exposing their shortcomings. The revelations support the study findings of Morris (2008) and Biggs and Tang (2011) which concluded that a lecturer's teaching quality or method differs due to the professional qualification and subject matter. In addition, lecturers who did not have professional education background and were deficient in their method of teaching did not really emphasise on their teaching objectives during teaching and learning processes. The 'how' of instructional processes was not systematically executed to make abstract concepts meaningful, students tend to imbibe wrong learning experiences, thus affecting their preparation and performance.

Assessment Methods

Information on the degree of quality of students assessment or evaluation being employed on the BEDECP is what research question eight elicited. The study found that assessment methods for evaluating BEDECP pre-service teachers' learning was poorly executed and not satisfactory. Most of the respondents especially, students (88.3%) and graduates (55.7%) were

critical about the assessment or evaluation done on the BEDECP suggesting that generally, the assessment procedures employed on the programme were not good. Students' and graduates' concern on assessment methods may have been due to their unhappiness with no or long delay feedback they receive and inadequate contents of the examinations. O'Donovan, Rust and Price (2016) acknowledged that timely feedbacks and rich content examinations are important recipe for improvement and achievement. Students' assessment and evaluation are meant to gather substantial information about the learner and the programme to inform innumerable decision making. These decisions are aimed at improving instruction, performance, programme and to motivate students among others.

The findings show that the general assessment philosophy used by the lecturers in the BEDECP is traditional, focussing on one or two tests and final examination that rote-test learned materials. This finding confirms the study of Mussawy (2009) on the perception of students on assessment. Mirroring the findings of the current study, Ahmad (2012) and Mussawy (2009) reported that students and graduates alike were unhappy about the methods of assessing their academic works and would like to see more alternatives including paper presentation, project works, among others. It is believed that while different forms of traditional testing methods are still of value to the BEDECP context, other assessment techniques can play a significant role. Students' learning and the programme should be assessed on a regular basis using multiple and appropriate methods of assessment to give clearer pictures and not on rote learning.

Quality of ECE Graduates

Research question nine was crafted to investigate the quality of graduate produced by BEDECP as perceived by their employers (ECE Coordinators and PSHT) and lecturers. From the cumulative components with which quality of BEDECP graduates were determined, it was found

that generally, the quality of graduates ECE teachers from the BEDECP was moderate relative to graduates' knowledge in child development and curriculum, communication skills, instructional delivery, monitoring and assessment and work performance.

One of the findings was that the knowledge of graduate teachers in child development and curriculum was average suggesting that they did not firmly grasp the content in their area of specialisation. It might also mean that due to the generalist nature of the BEDECP premium is not placed on the content knowledge of the subject-matter. Further, since most of the lecturers are not specialists in ECE, imparting concise content ECE knowledge, might have superficially been done thus, manifesting in their output of work. This finding supports the submission by Hyson, Tomlimson & Morris (2009), Bornfreund (2012) that teachers lack both basic knowledge about teaching and the ability to teach under an ideal setting, due to their ill-preparation in content of their specialisation. They further intimated that high quality teachers consistently produced higher students' achievement gains compared to average quality teachers. Implications are that since the graduate teachers do not have firm grip of subject matter content of childhood development and related curriculum, children being taught by such educators will equally be handicapped in learning.

Another finding related to the quality of ECE graduate teachers was that their instructional delivery was perceived to be fair. This finding corroborates the submission of Zhang (2015) that the strength of a teacher's content knowledge is central to the use of instructional resources in a careful appropriate instructional processes. This finding is interpreted to mean that once the graduates were ill-prepared by moderate quality human resources, average instructional methods coupled with inadequate learning resources during their experiences on the

programme, they cannot give more than they had experienced or imbibed. This is in line with the general statement that 'garbage in, garbage out'.

Another finding on the quality of communication skills of ECE graduates during instructional processes revealed that the level of proficiency of these graduates was also fairly good. This means that when it comes to organisation and execution of teaching in the classroom, they do not have all the skills needed to communicate with their pupils and facilitate the fulfilment of teaching objectives. This corroborates the observation of Booth-Butterfield and Ashokan (2014) and Allen (2008) that ECE teachers who demonstrate fair or moderate communication skills are unable to employ interactive and non-verbal communication skills, the heart of childhood foundation education. This finding is in congruence with the study of Ekron (2015) which concluded, that application of effective non-verbal communication skills in the instructional presentations are not characteristics of moderate or fairly quality teachers who make learning difficult for students. The author further indicated that when communication strategies in the instructional processes become hindrance, teaching and learning are in disarray. Implications are that good communication skills employing interactive and non-verbal strategies create congenial setting for children's learning.

Further, the study found that the monitoring and assessment skills employed by graduates ECE were poor. This might have emanated from the use of wrong and inappropriate assessment techniques for monitoring and assessment of children's learning and related activities. Perhaps, the graduate teachers are not conversant with the various assessment procedures and the rationale for using a particular one, thus affecting the assessment and monitoring skills expected of them. This finding is in line with that of Zhang (2015) and Bornfreund (2012) concluding that teachers apply inappropriate assessment methods and tools due to lack of knowledge, understanding and

use of these techniques. Implications from this finding is that, application of wrong assessment procedures generate defective assessment results for wrong interpretation, decision about the child and instruction which have dire consequences on the child and the teaching processes.

On job characteristics that lead to job performance, it was found that generally, BEDECP were performing averagely on the job. Performance implies aggregate of a host of characteristics or tasks which the graduate ECE teacher is expected to execute leading to the achievement of the purpose for which he/she was employed. This finding seem not surprising because it is generally believed that how one is prepared during training determines how the person should perform. It might mean graduate ECE teachers perhaps are not serious with the on-the-job training, workshops and in-service trainings being organised by some of the education districts for teachers with the aim to update their skills. It came to light from the responses of graduates that some of them enrolled on practical training programmes meant for ECE teachers on completion the BEDECP to update their knowledge perhaps majority could not enrolled on that programme..

'...myself and three other colleague enrolled on the practical training programme organised by Ghana Education Service for Nursery and Kindergarten teachers, through for a fee.'

Findings on the quality of BEDECP graduates support an earlier assertion by Darling-Hammond, Holtzman, Gatling and Heilig (2005) that pre-service teachers may academically be deficient, and may continue in that situation if they fail to access the practical orientation and in-service training available for field teacher to gain experiences. Implication of the finding is that good work performance of ECE graduates could emanate from induction service, training workshops and seminars which the capacity to repair and make-up for deficiencies in knowledge, pedagogy and skills for effective execution of work.

Performance of the BEDECP products since the first graduation in 2009 was also considered to ascertain the quality of ECE graduates. The findings revealed that graduation rate

of the products of the programme had been good and consistent. This implied, graduates are satisfied with the completion rate, believed to be one of the indicators for quality. The performance rate of the graduates also seem encouraging because most of the alumni fall in the category of first and second class honours. However, per the general assessment of the lecturers, ECE Coordinators and PSHT, the quality of ECE graduates was moderate. This general observation is in line with the findings of King (2008) which concluded that generally quality of products of educational programmes has cumulatively been moderate though other inherent factors had either been good or poor.

Conclusions

The quality of BEDECP being pursued in the University of Education, Winneba, is moderate. The reason might have arisen from inadequate human and learning resources coupled with poor assessment methods employed by the academic staff, though the programme objectives and course contents are adequate. Since the few available lecturers have to serve a host of students and cover a wide course contents with limited learning resources, they are constrained to employ the simplest instructional and easier assessment procedures to obtain results. These identified constraints are making the programme objectives not to be adequately achieved thereby calling into question the quality of the programme. However, in the context of the model used in this programme evaluation study, it can be concluded that the:

- i. context component of the programme which relates to the objectives of the BEDECP were found to be adequate for attaining the purpose of the programme;
- ii. input component of the BEDECP comprising course contents, human and learning resources, it was not adequate though, but was found to be fairly satisfactory for achieving BEDECP objectives;

- iii. process component of the BEDECP which is made up of teaching learning processes and assessment procedures for instruction, was found to be moderately adequate and qualitative;
- iv. product component of BEDCP which assess the quality of the graduates, was found to be moderate relative to child development and curriculum, communication skills, instructional delivery, work performance but poor in monitoring and assessment of learning.

Findings of this study has shown that the BEDECP is laudable programme for preparing pre-service ECE teachers for Ghanaian basic schools and so it should be retained with improvement in the identified areas to enhance the high quality envisaged.

Implications of the Study

- i. Curriculum developers should involve academic experts in ECE during programme design so that their inputs would enrich the contents of the programme. Inputs could also be solicited from experienced Early Childhood Educators to enhance quality of the contents of the programme.
- ii. The university should also consider introducing knowledge of child development as a pre-requisite for enrolment onto the BEDECP programme either through entrance examination or interview.
- iii. The success of the programme cannot thrive in the atmosphere of fairly quality and inadequate human and learning resources. The University administration should engage the service of more qualified ECE lecturers to facilitate proper implementation of the programme.

Recommendations

Based on the findings of the study, the following recommendations have been made.

1. The study found that objectives of ECE in Ghana were adequately covered in the BEDECP. It is recommended that efforts should be made by the University to maintain or review them to include contemporary areas found to be relevant to the programme to further enrich it.
2. The study revealed that the course contents for achieving the objectives of the BEDECP were fairly adequate. A review of every course of the BEDECP for relevance, appropriateness, broadness, relatedness or otherwise to incorporate the emerging and contemporary issues in ECE to enhance adequacy, is recommended.
3. Human resources for the programme were found to be moderate in quality. Workshops on current trends and issues pertaining to ECE should be organised for the lecturers to professionally develop so as to incorporate these new developments in their instructions.
4. The available human resources for implementing the BEDECP were found to not to be adequate to achieve the programme objectives. To ensure that workloads are reduced for effective implementation of the BEDECP to yield the quality desired, management in corroboration with the government should recruit more lecturers whose specialisation is in ECE to ensure proper implementation of the programme.
5. Learning resources available for implementing the BEDECP were also found in this study to be moderate in quality. To ensure accurate presentation of instruction and interpretation of conceptual results, as well as ensuring their worthiness to stand the test of time and pressure, durable learning resources, should be procured and made available for the BEDECP use.

6. It was found by the study results that learning resources to facilitate lecturers' instruction were not adequate. To ensure effective and meaningful teaching and learning process, the University should consider providing learning resources to facilitate lecturers' instruction.
7. The study also revealed that lecturers applied inappropriate instructional strategies due to their heavily dependent on teacher-centred style neglecting other teaching methods or eclectic instructional methods suggested for early childhood education programmes. Educational workshops, seminars and in-service training should be organised for the lecturers to update their knowledge and skills in instructional strategies to cater for students' different learning styles for better instructional process.
8. Assessment methods for the programme and student learning were found be poorly executed. It is recommended that regular workshops on knowledge and development of various assessment techniques or instruments and their application for the various purposes should be organised for the lecturers to enhance multiple use of these assessment procedures in the BEDECP for clearer pictures of students' performance.
9. The study found the quality of BEDECP graduate to be moderate in instructional delivery, communication skills and knowledge in child development and curriculum but poor in assessment methods. Management of the University should consider making basic knowledge in Childhood Education a pre-requisite for applicants of BEDECP through test or interview.

Limitations of the Study

Even though the researcher took steps to mitigate potential limitations in the current research, the following might have affected the study results:

1. Generalisability of the findings of this study is limited because it was done in one university.
2. Testing to assess the content knowledge, pedagogy and practical skills acquired to determine the competency level of both students and graduates could have been included to enrich data collected.
3. Lecturers and Primary School Heads could have as well been interviewed for an in-depth assessment of the quality of graduates of the BEDECP.
4. Threats to internal validity may have occurred since the researcher is an academic member of the institution where this study was undertaken; perhaps, the participants were not as inclined to respond freely and truthfully to the survey questions.

Suggestion for Further Studies

1. A comparative study on the quality of Bachelor of Education in Early Childhood Programme (BEDECP) at both University of Education, Winneba (UEW) and University of Cape Coast (UCC) in Ghana could be conducted.
2. A study to assess competencies of pre-service BEDECP students in content and pedagogical knowledge and practical related skills and their effects on academic performance of early childhood pupils in Ghana is suggested.
3. Investigation into the quality of ECE graduates by lecturers and Primary School Head Teachers through qualitative research approach is suggested.
4. Meta-evaluation by an independent evaluator on the quality of Bachelor of Education in Early Childhood Programme in the University of Education, Winneba is proposed.

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APPENDIX A

UNIVERSITY OF ILORIN, ILORIN, NIGERIA
DEPARTMENT OF SOCIAL SCIENCES EDUCATION
QUESTIONNAIRE ON BEDECP RESOURCES FOR BEDECP STUDENTS

Dear Student,

This questionnaire is meant to collect data for a study being conducted by EFRIM, Paul Kobina, a student from the above named university in connection with a PhD thesis titled 'Evaluation of Quality of Bachelor of Education in Early Childhood Programme (BEDECP) in the University of Education, Winneba, Ghana'. The information you provide will help researchers, management and other stakeholders to understand the extent to which BEDECP goals are being achieved, identify any hitches and provide data for improving its quality. You are assured that information you provide will be given the utmost confidentiality in addition to non-disclosure of your identity should the data be published. Taking part in this study is however voluntary.

Thank You

SECTION A: Background Information

DIRECTIONS: Please tick (✓) the box corresponding to your choice(s) concerning each statement below.

1. What is your sex?
☐ Female
☐ Male
2. What is your academic level?
☐ 200
☐ 300
☐ 400
3. What is your age?
☐ 20 – 24
☐ 25 – 29
☐ 30 – 34
☐ 35 - 39
4. What is your mode of entry into University of Education Winneba?
☐ Direct
☐ Mature
5. What is the grade aggregate from your SSSCE/WASSCE? SSSCE..... WASSCE.....

INSTRUCTIONS: Please read the following statements and measure each of them by ticking (✓) the appropriate cell that expresses the degree of measurement with each of the statements with respect to the themes for the various sections. State or list your responses to other questions where appropriate.

SECTION B: Adequacy of Course Content

Key: 1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate

S/N	Statement	1	2	3	4	5
6	Provision of written objectives for each course in BEDECP to students					
7	Clarity and appropriateness of objectives for every course in BEDECP					
8	Agreement of BEDECP objectives with the needs and expectations of students					
9	Alignment of courses with the goals and objectives of the BEDECP					
10	Organisation of courses in BEDECP					
11	Courses in BEDECP challenge me to higher academic performance					
12	Development of students' knowledge in ECE through BEDECP courses					
13	Integration of course contents with modern technologies					
14	Relevance of general courses in BEDECP to the growth of ECE teachers					

SECTION C: Quality of Human Resources

Key: 1= Very Low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very High

S/N	Statement	1	2	3	4	5
15	In-depth knowledge of the subject matter relevant to BEDECP					
16	Ability to explain lessons with expertise					
17	Being abreast with current trends in ECE					
18	Receptiveness to student's questions					
19	Assistance to student's studies outside teaching					
20	Motivation to student to be serious with studies					
21	Punctuality and regularity during instructional hours					
22	Availability during consultation period					

SECTION D: Adequacy of Human Resources

Key: 1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate

S/N	Statement	1	2	3	4	5
23	Lecturers in the ECE Department					
24	Qualified ECE lecturers in the ECE Department					
25	Lecturers for elective ECE Courses in the Department					
26	Lecturers for Education Courses					
27	Lecturers for General Personal Development Courses					
28	Lecturers for project work supervision					
29	Lecturers for Internship Programme					
30	Availability of lecturers during consultation period					

SECTION E: Quality and Adequacy of Learning Resources

Key: Quality: 1 = Very Low Quality, 2 = Low Quality, 3 = Moderate Quality, 4 = High Quality, 5 = Very High Quality,

Adequacy: 1 = Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate;

S/N	Quality					Statement	Adequacy				
	1	2	3	4	5		1	2	3	4	5
31						BEDECP books in the library/Resources centre					
32						Currency of teaching aids - projectiles/computers					
33						Online ECE journals, periodicals and books					
34						Projectors, PA system, slides, computers					
35						Television, Radio/Cassette player, CDs, DVDs					
36						Demonstration theatre/lecture hall					
37						Internet accessibility/software applications					
38						Charts, Real Objects, board markers,					
39						Course outline/Study Guide					

SECTION F: Appropriateness of Instructional Methods

Key: 1 = Very Inappropriate, 2 = Inappropriate, 3 = Fairly Appropriate, 4 = Appropriate, 5 = Very Appropriate.

S/N	Statement	1	2	3	4	5
40	Concise explanation of the objectives of the lesson/lecture to students					
41	Outlining the learning outcomes of the lesson/lecture to students					
42	Demonstrating significance of the subject matter of the courses to students					
43	Integrating teaching methods to facilitate learning					
44	Moulding the pace of instruction in the ECTEP to the level of students					
45	Nature of instruction to make students progress through the curriculum					
46	Degree of difficulty of instructions in BEDECP					
47	Alignment of instructions with the objectives of the course of study					
48	Linking course materials to real life situations					
49	Coverage of new ideas in lessons presentations					

SECTION G: Quality of Student Assessment Methods

Key: 1 = Very Poor, 2 = Poor, 3 = Moderate, 4 = Good, 5 = Very Good.

S/N	Statement	1	2	3
50	Grading standards are made known to students at the beginning of the course			
51	Assessment procedures in the courses are discussed with the students			
52	Students are given adequate assignments, tests, presentation, etc to do			

53	Students' works are fairly graded according to well defined rubrics			
54	Immediate feedbacks following an assessment or test are given			
55	A wide variety of assessment methods are used			
56	Students are assisted to learn new things based on feedback from assessment			
57	Examinations are made of a mixture of selected and constructed responses			
58	Examinations/tests reflect the materials covered during instructions			

APPENDICES B

UNIVERSITY OF ILORIN, ILORIN, NIGERIA DEPARTMENT OF SOCIAL SCIENCES EDUCATION QUESTIONNAIRE ON BEDECP RESOURCES FOR BEDECP GRADUTES

Dear Graduate Teacher,

This questionnaire is meant to collect data for a study being conducted by EFRIM, Paul Kobina, a student from the above named university in connection with a PhD thesis titled 'Evaluation of Quality of Bachelor of Education in Early Childhood Programme (BEDECP) in the University of Education, Winneba, Ghana'. The information you provide will help researchers, management and other stakeholders to understand the extent to which BEDECP goals are being achieved, identify any hitches and provide data for improving its quality. You are assured that information you provide will be given the utmost confidentiality in addition to non-disclosure of your identity should the data be published. Taking part in this study is however voluntary.

Thank You

SECTION A: Background Information

DIRECTIONS: Please tick (✓) the box corresponding to your choice(s) concerning each statement below.

1. What is your sex?
☐ Female
☐ Male

2. What is your age?
☐ 20 – 24
☐ 25 – 29
☐ 30 – 34
☐ 35 - 39

3. For how long have you been Early Childhood Education professional teacher?
☐ 0 - 2 years
☐ 2 - 4 years
☐ 5 years and above

4. What was your mode of entry into University of Education Winneba?
☐ Direct
☐ Mature
5. What was the grade aggregate from your SSSCE/WASSCE? SSSCE..... WASSCE.....
6. In which region in Ghana do you teach?

INSTRUCTIONS: Please read the following statements and measure each of them by ticking (✓) the appropriate cell that expresses the degree of measurement with each of the statements with respect to the themes for the various sections. State or list your responses to other questions where appropriate.

SECTION B: Adequacy of Course Content

Key: 1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate

S/ N	Statement	1	2	3	4	5
7	Provision of written objectives for each course in BEDECP to students					
8	Clarity and appropriateness of objectives for every course in BEDECP					
9	Agreement of BEDECP objectives with the needs and expectations of students					
10	Alignment of courses with the goals and objectives of the BEDECP					
11	Organisation of courses in BEDECP					
12	Courses in BEDECP challenged me to higher academic performance					
13	Development of students' knowledge in ECE through BEDECP courses					
14	Integration of course contents with modern technologies					
15	Relevance of general courses in BEDECP to the growth of ECE teachers					

SECTION C: Quality of Human Resources (Lecturers)

Key: 1= Very Low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very High

S/N	Statement	1	2	3	4	5
16	In-depth knowledge of the subject matter relevant to BEDECP					
17	Ability to explain lessons with expertise					
18	Being abreast with current trends in ECE					
19	Receptiveness to student's questions					
20	Assistance to student's studies outside teaching					
21	Motivation to student to be serious with studies					
22	Punctuality and regularity during instructional hours					
23	Availability during consultation period					

SECTION D: Adequacy of Human Resources (Lecturers)

Key: 1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate

S/N	Statement	1	2	3	4	5
24	Lecturers in the ECE Department					

25	Qualified ECE lecturers in the ECE Department					
26	Lecturers for elective ECE Courses in the Department					
27	Lecturers for Education Courses					
28	Lecturers for General Personal Development Courses					
29	Lecturers for project work supervision					
30	Lecturers for Internship Programme					
31	Availability of lecturers during consultation period					

SECTION E: Quality and Adequacy of Learning Resources

Key: Quality: 1 = Very Unsatisfactory, 2 = Unsatisfactory, 3 = Fairly Satisfactory, 4 = Satisfactory, 5 = Very Satisfactory.

Adequacy: 1 = Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate;

S/N	Quality					Statement	Adequacy				
	1	2	3	4	5		1	2	3	4	5
32						BEDECP books in the library/Resources centre					
33						Currency of teaching aids - projectors/computers					
34						Online ECE journals, periodicals and books					
35						Projectors, PA system, slides, computers					
36						Television, Radio/Cassette player, CDs, DVDs					
37						Demonstration theatre/lecture hall					
38						Internet accessibility/software applications					
39						Charts, Real Objects, board markers,					
40						Course outline/Study Guide					

SECTION F: Appropriateness of Instructional Methods

Key: 1=Very Inappropriate, 2=Inappropriate, 3=Fairly Appropriate, 4=Appropriate, 5 =Very Appropriate

S/N	Statement	1	2	3	4	5
41	Concise explanation of the objectives of the lesson/lecture to students					
42	Outlining the learning outcomes of the lesson/lecture to students					
43	Demonstrating significance of the subject matter of the courses to students					
44	Integrating teaching methods to facilitate learning					
45	Moulding the pace of instruction in the ECTEP to the level of students					
46	Nature of instruction to make students progress through the curriculum					

47	Degree of difficulty of instructions in BEDECP					
48	Alignment of instructions with the objectives of the course of study					
49	Linking course materials to real life situations					
50	Coverage of new ideas in lessons presentations					

SECTION G: Quality of Student Assessment Methods

Key: Unsatisfactory = 1, fairly satisfactory = 2, Satisfactory = 3.

S/N	Statement	1	2	3
51	Grading standards were made known to students at the beginning of the course			
52	Assessment procedures in the courses were discussed with the students			
53	Students were given adequate assignments, tests, presentation, etc to do			
54	Students' works were fairly graded according to well defined rubrics			
55	Immediate feedbacks following an assessment or test were given			
56	A wide variety of assessment methods were used			
57	Students were assisted to learn new things based on feedback from assessment			
58	Examinations were made of a mixture of selected and constructed responses			
59	Examinations/tests reflected the materials covered during instructions			

APPENDICES C

UNIVERSITY OF ILORIN, ILORIN, NIGERIA DEPARTMENT OF SOCIAL SCIENCES EDUCATION QUESTIONNAIRE ON BEDECP RESOURCES FOR LECTURERS

Dear Lecturer,

This questionnaire is meant to collect data for a study being conducted by EFRIM, Paul Kobina, a student from the above named university in connection with a PhD thesis titled 'Evaluation of Quality of Bachelor of Education in Early Childhood Programme (BEDECP) in the University of Education, Winneba, Ghana'. The information you provide will help researchers, management and other stakeholders to understand the extent to which BEDECP goals are being achieved, identify any hitches and provide data for improving its quality. You are assured that information you provide will be given the utmost confidentiality in addition to non-disclosure of your identity should the data be published. Taking part in this study is however voluntary.

Thank You

SECTION A: Background Information

DIRECTIONS: Please tick (✓) the box corresponding to your choice(s) concerning each statement below.

1. What is your Sex?
☐ Female
☐ Male
2. Which of the following best describes your level of education?
☐ M. Phil, M. Ed, M.A, M.Sc
☐ PhD/Ed.D
3. What is your professional qualification? (eg. M.Phil Mathematics, M.Sc. Physics, PhD Guidance and Counselling) Please State.

4. What is your age?
☐ 35 – 40 years
☐ 41 – 45 years
☐ 46 – 50 years
☐ 51 - 55 years
☐ 56 - 60 years
5. For how long have you been teaching in the Department of Early Childhood Education?
☐ 1 - 5 years
☐ 6 – 10 years
☐ 11 – 15 years
☐ 16 - 20 years
☐ 21 - 30 years
6. How many courses do you teach in the University?
☐ One
☐ Two
☐ Three
☐ Four
7. What is your employment status in the University?
☐ Full-Time
☐ Part-Time
☐ On Contract
8. How many publications in Early Childhood Education do you have so far?
☐ 1 - 2
☐ 3 - 4
☐ 5 - 6
☐ 7 and above

INSTRUCTIONS: Please read the following statements and measure each of them by ticking (✓) the appropriate cell that expresses the degree of measurement with each of the statements with respect to the themes for the various sections. State or list your responses to other questions where appropriate.

SECTION B: Adequacy of Course Content

Key: 1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate

S/ N	Statement	1	2	3	4	5
9	Provision of written objectives for each course in BEDECP to students					
10	Clarity and appropriateness of objectives for every course in BEDECP					
11	Agreement of BEDECP objectives with the needs and expectations of students					
12	Alignment of courses with the goals and objectives of the BEDECP					
13	Organisation of courses in BEDECP					
14	Courses in BEDECP challenge students to higher academic performance					
15	Development of students' knowledge in ECE through BEDECP courses					
16	Integration of course contents with modern technologies					
17	Relevance of general courses in BEDECP to the growth of ECE teachers					

SECTION C: Quality of Human Resources (Lecturers)

Key: 1= Very Low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very High

S/N	Statement	1	2	3	4	5
18	In-depth knowledge of the subject matter relevant to BEDECP					
19	Ability to explain lessons with expertise					
20	Being abreast with current trends in ECE					
21	Receptiveness to student's questions					
22	Assistance to student's studies outside teaching					
23	Motivation to student to be serious with studies					
24	Punctuality and regularity during instructional hours					
25	Availability during consultation period					

SECTION D: Adequacy of Human Resources (Lecturers)

Key: 1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate

S/N	Statement	1	2	3	4	5
26	Lecturers in the ECE Department					
27	Qualified ECE lecturers in the ECE Department					
28	Lecturers for elective ECE Courses in the Department					
29	Lecturers for Education Courses					
30	Lecturers for General Personal Development Courses					
31	Lecturers for project work supervision					
32	Lecturers for Internship Programme					
33	Availability of lecturers during consultation period					

SECTION E: Quality and Adequacy of Learning Resources

Key: Quality: 1 = Very Unsatisfactory, 2 = Unsatisfactory, 3 = Fairly Satisfactory, 4 = Satisfactory, 5 = Very Satisfactory.

Adequacy: 1= Very Inadequate, 2 = Inadequate, 3 = Fairly Adequate, 4 = Adequate, 5 = Very Adequate;

S/N	Quality					Statement	Adequacy				
	1	2	3	4	5		1	2	3	4	5
34						BEDECP books in the library/Resources centre					
35						Currency of teaching aids - projectiles/computers					
36						Online ECE journals, periodicals and books					
37						Projectors, PA system, slides, computers					
38						Television, Radio/Cassette player, CDs, DVDs					
39						Demonstration theatre/lecture hall					
40						Internet accessibility/software applications					
41						Charts, Real Objects, board markers,					
42						Course outline/Study Guide					

SECTION F: Appropriateness of Instructional Methods

Key: 1=Very Inappropriate, 2=Inappropriate, 3=Fairly Appropriate, 4=Appropriate, 5=Very Appropriate

S/N	Statement	1	2	3	4	5
43	Concise explanation of the objectives of the lesson/lecture to students					
44	Outlining the learning outcomes of the lesson/lecture to students					
45	Demonstrating significance of the subject matter of the courses to students					
46	Integrating teaching methods to facilitate learning					
47	Moulding the pace of instruction in the ECTEP to the level of students					
48	Nature of instruction to make students progress through the curriculum					
49	Degree of difficulty of instructions in BEDECP					
50	Alignment of instructions with the objectives of the course of study					
51	Linking course materials to real life situations					
52	Coverage of new ideas in lessons presentations					

SECTION G: Quality of Student Assessment Methods

Key: 1=Very Unsatisfactory, 2=Unsatisfactory, 3=fairly satisfactory, 4=Satisfactory, 5=Very Satisfactory.

S/N	Statement	1	2	3	4	5
53	Making Grading standards known to students at the beginning of the course					
54	Discussion of Assessment procedures in the courses with the students					
55	Adequate assignments, tests, presentations, etc given to students to do					
56	Grading of students' works done according to well defined rubrics					

57	Immediate feedbacks following an assessment or test given to students					
58	A wide variety of assessment methods applied to learning process					
59	Assistance to students to learn new things based on feedback from assessment					
60	Examinations are made of a mixture of selected and constructed responses					
61	Examinations/tests reflect the materials covered during instructions					

62. What is the Lecturer-Student Ratio? Please state

63. In your estimation, what is the quality of BEDECP graduates relative to each of the following?

- | | |
|---|-----------------------------|
| (a) knowledge of child development and curriculum | (Poor, Moderate/Fair, Good) |
| (b) instructional delivery | (Poor, Moderate/Fair, Good) |
| (c) communication skills | (Poor, Moderate/Fair, Good) |
| (d) assessment methods | (Poor, Moderate/Fair, Good) |
| (e) general work performance | (Poor, Moderate/Fair, Good) |

APPENDIX D

UNIVERSITY OF ILORIN, ILORIN, NIGERIA
DEPARTMENT OF SOCIAL SCIENCES EDUCATION

OBSERVATION RATING SCALE FOR EARLY CHILDHOOD EDUCATION LECTURERS

SECTION A

Lecturer' Gender----- Course Code:-----

Level of Class: ----- Date: -----

Observer: -----Time:-----

SECTION B

Respond to each of the statements below by selecting the number that most closely corresponds to your observation.

KEY: 1= Very Unsatisfactory, 2= Unsatisfactory, 3= Fairly satisfactory, 4= Satisfactory, 5 = Very Satisfactory

Suitability of Content						
S/N	Statement	Responses				
		1	2	3	4	5
1	The material presented is related to course objectives in the outline.					
2	Students seem to have entry knowledge of the lecture material					
3	The examples used drew upon students' experiences					
4	Used clear and simple examples.					
5	A sufficient amount of material was included in the lecture					

Organisation of Content						
6	Stated the purpose of the lecture					
7	Presented brief overview of the lecture content					
8	Arranged and discussed the content in a systematic and organised manner					
9	Summarised the main ideas in the lecture					
10	Restated what students were expected to gain from the lecture					
Presentation Style						
11	Voice could be heard with or without PA system					
12	Established eye contact with students in the class					
13	Listened carefully to student's comment and questions.					
14	Demonstrated enthusiasm for the subject matter					
15	Used instructional materials to facilitate important points					
16	Define terms, concepts and principles					
17	Encouraged students to answer questions by providing cues					
Assessment Methods						

18	Repeated answers when necessary so that entire class could hear					
19	Assigned readings for the next class meeting					
20	Responsive to students' questions					
21	Asked questions periodically to determine whether students understood the lecture					
22	Encourages students to ask questions and provide answers					
23	Asked critical thinking questions to help students explore					

Instructional Resources						
S/N	Use of	Responses				
		1	2	3	4	5
24	Public address system					
25	Slides					
26	Real objects					
27	Charts or pictures					
28	Journals					
29	Textbooks					
30	Board markers					
31	ICT					

SECTION C

Observer's Comment

31. Record your observation of each of the variables in the spaces provided

- clarity of objectives
- Instructional methods
- Course activities
- Course organisation
- Pace of the class
- Time allotted for the lecture

32. What is the least and most valuable about the lecture?

.....

.....

Thank You

APPENDIX E

UNIVERSITY OF ILORIN, ILORIN, NIGERIA DEPARTMENT OF SOCIAL SCIENCES EDUCATION GRADUATE TEACHER APPRAISAL SCALE

Dear Sir/Madam,

This questionnaire is meant to collect data for a study being conducted by EFRIM, Paul Kobina, a student from the above named university in connection with a PhD thesis titled 'Evaluation of Bachelor's Degree in Early Childhood Education Programme (ECEP) in the University of Education, Winneba, Ghana. The information you provide will help researchers, management and other stakeholders to understand the extent to which Early Childhood Teacher Education Programme (ECTEP) goals are being achieved, identify any hitches and provide data for improving its quality. You are assured that information you provide will be given the utmost confidentiality in addition to non-disclosure of your identity should the data is published. Taking part in this study is however voluntary.

Thank You

SECTION A: Demographic Information

Sex: Male Female
Year joined your school:
Educational Qualification: B.Ed M.Ed B.Ed & M.Ed
Which Region in Ghana is your school located?

SECTION B: Teacher Competences

KEY: 1= Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Very Good.

	Knowledge of Child Development and Curriculum	1	2	3	4	5
1	Identification of child growth problems in class					
2	Knowledge of child development to inform teaching method					
3	Ability to Identify children's needs/problems					
4	Knowledge of child development to inform referral					
5	Attention to children on specific issues					
6	Understanding of theories and recurrent developmental issues					
7	Applications of knowledge to particular problems or situations					
8	Knowledge of basic facts in early childhood					
9	Knowledge of content early childhood curriculum					
Instructional delivery						
10	Knowledge of child development for grouping children for activities					
11	Knowledge and understanding of instructional practices for children					
12	Carving instructional processes based on level of children					
13	Choice of appropriate teaching methods					
14	Choice of appropriate teaching learning materials					

15	Skills for teaching other ECE subjects					
	Communication Skills					
16	Communicate skills at children's level					
17	Communicate to children through verbal, writing and gestures					
18	Fluent in common language understood by children					
19	Communicate with teachers, parents etc					
	Monitoring and Assessment					
20	Monitoring of children behaviour					
21	Skills for monitoring and assessment of children					
22	Application of assessment on children					
23	Knowledge and skills in assessment practices					
24	Application of assessment results for referrals					
25	Application of assessment results to improve instruction					

SECTION C: Teacher on the Job Characteristics

KEY: 1= Very Poor work performance, 2 = Poor work performance, 3 = Fair work performance, 4 = Good work performance, 5 = Very Good work performance

	Statement	1	2	3	4	5
26	Meeting teaching schedules, routines and emergencies					
27	Dependability in carrying out routine and teaching assignments on time; consistent application to duties; levels of integrity					
28	Adaptability to work tasks; capacity to change; willingness to assume new tasks and responsibilities					
29	Appearance in terms of stability, self-control, good health, friendliness					
30	Initiative in terms of eager to learn, accept work and responsibilities					
31	Actively participates and seeks opportunities for professional development; ability to make teaching improvements					
32	Ethics in terms of punctuality, courtesy, tolerance, helpful, cooperative, dedicated to work, fair with children and others					
33	Acceptance and follows up on supervision; guidance; engages in meaningful teacher-supervisor dialogue; considers the supervisor a friend.					

34. In your estimation, what is the quality of BEDECP graduates relative to each of the following?

- | | |
|---|-----------------------------|
| (a) knowledge of child development and curriculum | (Poor, Moderate/Fair, Good) |
| (b) instructional delivery | (Poor, Moderate/Fair, Good) |
| (c) communication skills | (Poor, Moderate/Fair, Good) |
| (d) assessment methods | (Poor, Moderate/Fair, Good) |
| (e) general work performance | (Poor, Moderate/Fair, Good) |

APPENDIX F
UNIVERSITY OF ILORIN, ILORIN, NIGERIA
DEPARTMENT OF SOCIAL SCIENCES EDUCATION
FOCUS GROUP INTERVIEW GUIDE FOR STUDENTS AND GRADUATES

1. Briefly describe about your experience teaching young children?
2. First, I would like to talk about your decision to pursue early childhood education. Why did you decide to read Bachelor's Degree in Early Childhood Education? How did you gain admission into the programme? Was it by direct or mature?
3. What is your view as regards the quality of the early childhood teacher education programme? Consider course content, its adequacy and objectives. Different courses?
4. What do say about the quality of academic staff handling ECTEP? Consider knowledge in early childhood education (ECE), attitude and assistance to students' learning.
5. How do you rate the quality of material resources and facilities for teaching and learning in ECTEP? Computers, projectiles, library books, lecture halls, etc.
6. How will you describe the quality of the programme of instruction? Consider lecturers' presentation style, content coverage, level of difficulty of instruction, etc.
7. What about quality of assessment? Lecturers' knowledge and choice of assessment procedures, adequacy of assessments and nature of examinations in ECTEP.
8. Could you highlight some of the competences you gained from the ECTEP? How have they changed your interactions with children from when you became ECE teacher?
9. What makes you think the quality of graduates of ECTEP in UEW different from other teachers?

10. What areas do you wish to see maintained and or improved?

Thank you very much

APPENDIX G

UNIVERSITY OF ILORIN, ILORIN, NIGERIA.

UNIVERSITY ETHICAL REVIEW COMMITTEE

Visiting Honorary: Prof. A.G. Ambali
DVM (ABU), M.V. Sc., Ph.D (Liverpool, UK),
MVCN, MCVS, MNVMA, FCVSN
Registrar: Mr. E.D. Obafemi
B.A. (Hons), Cert. Public Information (Kaduna),
MNIPR



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Our Ref:

UIL/UERC/13/68OI003

Date:

9TH February, 2017

Protocol Identification Code: UERC/EDU/108
UERC Approval Number: UERC/ASN/2017/729

EVALUATION OF BACHELOR'S DEGREE IN EARLY CHILDHOOD EDUCATION PROGRAMME IN UNIVERSITY OF EDUCATION, WINNEBA, GHANA

Name of applicant/Principal Investigator: EFRIM, Paul Kobina
Address of Applicant: Department of Social Sciences Education,
Faculty of Education,
University of Ilorin, Ilorin.

Type of Review: Full Committee Review
Date of Approval: 09/02/2017

Notice of Full Committee Approval

I am pleased to inform you that the research described in the submitted proposal has been reviewed by the University Ethical Review Committee (UERC) and given full Committee approval.

This approval dates from 09/02/2017 to 08/02/2020, and there should be no participant accrual or any activity related to this research to be conducted outside these dates.

You are requested to inform the committee at the commencement of the research to enable it appoints its representative who will ensure compliance with the approved protocol. If there is any delay in starting the research, please inform the UERC so that the dates of approval can be adjusted accordingly.

The UERC requires you to comply with all institutional guidelines and regulations and ensure that all adverse events are reported promptly to the UERC. No charges are allowed in the research without prior approval by the UERC. Please note that the UERC reserves the right to conduct monitoring/oversight visit to your research site without prior notification.

Thank You

Ismaila Isah

For: University Ethical Review Committee



APPENDIX H

UNIVERSITY OF ILORIN, ILORIN, NIGERIA

DEPARTMENT OF SOCIAL SCIENCES EDUCATION

FACULTY OF EDUCATION

Head
Prof. (Mrs) A. A. Jekayinfa
B.A.(Ed), Ph.D (Ilorin)
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13th February, 2017.

Our Ref: _____ Your Ref: _____ Date: _____

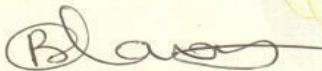
TO WHOM IT MAY CONCERN REQUEST FOR RESEARCH ASSISTANCE

EFFRIM, Paul Kobina (Matric.No: 13/68IO003) is a Postgraduate Student of the Department of Social Sciences Education, University of Ilorin. He is currently undergoing a Research Project on:

"Evaluation of Bachelor of Education in Early Childhood Programme in the University of Education, Winneba, Ghana."

Kindly render him all possible assistance in this regard.

Thanks for your anticipated understanding and cooperation.


Dr. (Mrs.) B. O. Olawuyi
Head of Department

Professors in the Department: PROF. C. O. DARAMOLA, PROF. O. E. ABDULLAHI,
PROF. (MRS.) F. A. O. OLASEHINDE-WILLIAMS, PROF. (MRS.) A. A. JEKAYINFA

