

CURRICULUM GUIDE FOR THE KWADASSO AGRICULTURAL
COLLEGE, GHANA, BASED ON OPINION-SURVEY OF
SPECIFIED ASPECTS OF THE CURRICULUM

by 6408

KWAME GYAMFI

B. S., California State Polytechnic College, 1964

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

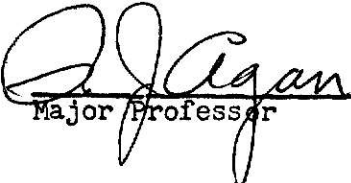
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

Approved by:


Major Professor

LD
2668
R4
1971
G9
C.2

ACKNOWLEDGMENTS

A report that was contributed to by people living on the two sides of the Atlantic has had more helpers than can be personally acknowledged. Therefore, the following acknowledgments, while directed to specific individuals, are also directed to those who, because of the limitations of time and space, must go unnamed.

Appreciation is expressed to Mr. Thomas B. Biney, Chief Agricultural Training Officer, Accra, Ghana, who, not only granted permission for the study, but played a major role in the distribution of the questionnaires to the respondents scattered throughout the eight regions of Ghana; to Dr. Raymond J. Agan, Professor of Education, Adult and Occupational Education, College of Education, for invaluable assistance in the preparation of the questionnaires and the writing of the report; and to Dr. John Roscoe, Associate Professor, Administration and Foundations of Education, College of Education, for advice and help on statistical procedure.

Finally, but nonetheless significant, special thanks are extended to the reporter's "better half," Hawa, who gave continued understanding and support throughout this study.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	vi
LIST OF FIGURES	vii

Section

I.	INTRODUCTION	1
	BACKGROUND INFORMATION	2
	Ministry of Agriculture	4
	The Kwadaso Agricultural College	5
	STATEMENT OF PURPOSE	6
	IMPORTANCE OF STUDY	6
	LIMITATIONS OF STUDY	7
	DEFINITIONS OF TERMS USED	9
II.	REVIEW OF SELECTED LITERATURE	11
	WHAT IS THE CURRICULUM	11
	CONFUSION IN CURRICULUM PLANNING	14
	THE EVOLUTION OF THE CURRICULUM	19
	The Religious Motive	20
	The Political Motive	22
	The Utilitarian Motive	23
	The Motive of Mass Education	30
	The Motive of Excellence in Education	30

Section	Page
THE CURRICULUM THEORISTS AND THEIR CONTRIBUTIONS	31
The McMurrays as Representative Herbartians	31
John Dewey	43
Franklin Bobbitt	47
Werret W. Charters	52
Harold Rugg	55
Hollis L. Caswell	62
PATTERNS OF CURRICULUM ORGANIZATION	71
The Subject Curriculum	71
The Related Subjects Curriculum	76
Social Processes and Life Functions Curriculum	80
The Activity Curriculum	82
III. METHOD OF PROCEDURE	87
THE SAMPLE	87
THE INSTRUMENT	88
ANALYSIS OF DATA	90
IV. FINDINGS OF THE STUDY	107
OPINIONS OF THE AGRICULTURAL ASSISTANTS	107
PATTERNS OF AGRICULTURAL ASSISTANTS' OPINIONS	107
OPINIONS OF SENIOR OFFICERS	113
V. CURRICULUM GUIDE	117
A STATEMENT OF PHILOSOPHY	117
ASSUMPTIONS	118
About the Learning Process	118

Section	Page
About the Needs of the Individual	119
About the Needs of Society	119
EDUCATIONAL OBJECTIVES	119
Guidelines for Writing Behavioural Objectives	120
OCCUPATIONAL INFORMATION	122
IMPLEMENTING THE CURRICULUM	124
Decisions about Scope	124
Decisions about Sequencing	125
Decisions about Staffing	125
Decisions about the Time Table or Scheduling	126
Decisions about Organizing Instruction	127
EVALUATION	128
VI. SUMMARY	130
BIBLIOGRAPHY	133
APPENDIX	139