An Evaluation of the African Studies Curriculum: Student's Motivation for Selection of Courses at the University of Education, Winneba (UEW), Ghana

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Abstract: *The African Studies Curriculum at the University of Education, Winneba (UEW) has been implemented for over two decades. Its challenges include students' motivations, cultural content, teaching methods, techniques and strategies. With a pragmatic worldview rooted in the Constructivist Learning Theory, the Self-Determination Theory (SDT), and the Expectancy-Value Theory, empirical literature within the domain of curriculum implementation in African Studies was critically reviewed. An explanatory sequential design within the mixed method approach was adopted, while the Krejcie and Morgan Table for sample size determination was employed to sample three hundred and seventy-five (375) students from a total of 12,009 first-year students offering African Studies courses in the 2022/23 academic year at the University of Education, Winneba (UEW). Nine (9) students were purposively selected from the sample size of 375 for the qualitative data. Again, five (5) lecturers from the African Studies Centre of UEW were purposively selected for the study. Instruments for data collection included questionnaires, interviews and focus group discussions. Quantitative data analysis was done by using SPSS statistics analytical software. Descriptive and inferential statistics were employed for the quantitative analysis, whilst thematic analysis was used to analyse the qualitative data. In the context of explanatory sequential mixed method design (QUAN → qual), a Directed Content Analysis (DCA) was employed. This approach aids in interpreting and explaining the quantitative results. Findings showed that even though students are motivated by a series of factors when selecting courses in the African Studies curriculum, they are influenced by external factors such as department, colleagues, and the popularity of the courses. It was concluded that some Departments choose specific courses based on relativity to their areas of specialism and future academic pursuits. It was recommended that, there is the need for course recommendation systems in physically-based university environments like the University of Education, Winneba in Ghana. This has become necessary since African Studies courses are mandatory to re-orient students' misconceptions concerning the continent and carve a positive African image. Fresh students should be oriented to alleviate the misconceptions associated with course selection.*

Keywords: African studies, course selection, curriculum, evaluation, motivation, students, university of education.

INTRODUCTION

The core African Studies curriculum at the University of Education has 27 courses, a few of which are Language and Ethnicity in Africa, Traditional Festivals and Development in African Societies, African Family and Kinship Systems, African Oral Literature, African Traditional Religions, Impacts of Slavery and Slave Trade on African's Development among others. First-year undergraduate students offer these courses in the second semester of every academic year. Each course has well-drafted course descriptions and outlines that show how the courses are packaged, delivered and assessed. These courses are mounted, and students can select a preferred course from the many offered in the Centre. Specific courses do not attract enough students for one reason or another. The reasons which are not known deserve to be investigated. Few underground studies have it that some students choose courses for various reasons that call for investigation.

Curriculum, which is regarded as the knowledge, skills, values and attitudes packaged and presented to learners to change their behaviour, must reflect what people do, feel, and believe in their various cultures (Mulenga, 2018). Offorma (2016), therefore, argues that "any society whose education (content) is not founded on its culture is in danger of alienating the products (learners) of that system from their culture." Martin and West (1995) posit that the majority of students in universities see the African Studies programme as a spectre of irrelevance and offer it because it is a requirement for certification but not as something worthwhile in their prospects. How, then, could this misconception be addressed? Although few studies have attempted to address such issues as they fall among most general courses being offered at the universities, Sackey (2005) asserts that less effort has been made to make these courses very attractive and as practical as possible for learning. In the case of the University of Education, Winneba, specific courses for the African Studies curriculum are based on the availability of skilled and knowledgeable academic staff and other resources. Students are made to select a course from a pool of mounted courses in each particular semester. The researcher believes that little attention has been given to why students select specific courses over others. Examining the factors that influence students' motivation for course selection will help bridge the inter-course gap in terms of student enrolment in course selections.

The primary purpose of this study was to evaluate students' motivations for selecting African Studies courses at the University of Education, Winneba. This research question and hypothesis guided this paper: What motivates students to select African Studies courses at the University of Education, Winneba?; H_o: There is no statistically significant difference in the personal characteristics of students (sex, age, college/school/faculty) and the motivating factors influencing their choice of African Studies courses at the University of Education, Winneba.

The study's findings would bring to fore the conceptions of the African Studies. The research findings intend to provide guidelines for African Studies education in Ghana. It will help African Studies professionals in institutions like the University of Education, Winneba, develop a student-friendly curriculum in African Studies to help the students better understand African identity.

The study was delimited to the Centre for African Studies in the University of Education, Winneba, both Ajumako and Winneba campuses. The study was further delimited to the African Studies curriculum at the University of Education, Winneba, Ghana. This enabled the researcher to reach out to all the respondents within the time constraint and to ensure speedy analysis of collected data and report writing. Although, the African Studies curriculum focuses on economic, socio-political, business issues and others, this research centred on the students' motivations for selecting African Studies courses at the University of Education, Winneba. It is solely centred on the affective outcomes for in-depth and quality study.

REVIEW OF LITERATURE AND THEORETICAL PERSPECTIVES

This chapter thoroughly reviews theories and related empirical literature on curriculum and motivation for course selection. Evaluating the African Studies curriculum at UEW through the lenses of motivational theories and literature on course selection reveals a complex interplay of personal, cultural, and societal factors.

The first part of the review discusses the theoretical framework that underpins this study. The second part addresses the relevant conceptual issues that pertain to the study's subject matter. The theories underpinning the Research are the Constructivist Learning Theory, the Self-Determination Theory (SDT), and the Expectancy-Value Theory.

Constructivist Learning Theory

Constructivist theories suggest that learners construct their understanding and knowledge of the world through experiencing things and reflecting on those experiences. This theory can be applied to understand how students at the University of Education, Winneba (UEW) engage with the African Studies curriculum. By considering how personal experiences and cultural backgrounds influence course selection, this framework highlights the role of motivation in learning.

Constructivist Theory underscores the significance of personal experiences in shaping understanding. According to Dewey (1938), education should be grounded in real-world experiences that relate to learners' lives. This aligns with the context of African Studies at the University of Education, Winneba, where students' cultural backgrounds and experiences can profoundly impact their engagement with the curriculum. Research indicates that when students relate course material to their own experiences, they are more likely to understand better and retain information (Kolb, 1984).

Cultural background plays a crucial role in constructivist learning. Researchers like Ladson-Billings (1994) advocate for culturally relevant pedagogy, which asserts that students learn best when the curriculum reflects their cultural contexts and lived experiences. This is particularly relevant in African Studies, where students may derive motivation and engagement from content that resonates with their cultural identity. Studies show that incorporating students' cultural perspectives into the curriculum enhances their interest and investment in learning (Gay, 2010).

Reflection is a critical component of constructivist learning, allowing learners to make sense of their experiences. Schön (1983) highlights the importance of reflective practice in education, suggesting that reflection leads to deeper understanding and personal growth. In African Studies, encouraging students to reflect on their cultural heritage and societal issues can facilitate a more meaningful learning experience. Research indicates that reflective learning fosters critical thinking and helps students connect theoretical knowledge with practical realities (Moon, 2004).

Motivation is intricately linked to constructivist learning, as students who find personal relevance in their studies are more likely to engage deeply with the material. Self-Determination Theory (Deci & Ryan, 2000) aligns with constructivist principles by emphasising that autonomy, competence, and relatedness are critical for intrinsic motivation. In the African Studies curriculum, providing students with choices and encouraging exploration of topics that resonate with their identities can enhance their motivation to learn.

Self-Determination Theory (SDT)

Self-Determination Theory (SDT), developed by Deci and Ryan (1985), posits that human motivation is influenced by three fundamental psychological needs: autonomy, competence, and relatedness. These needs are critical for fostering intrinsic motivation, affecting learning outcomes and engagement. This literature review explores the core components of SDT and its implications for course selection, particularly in the context of African Studies at the University of Education, Winneba (UEW). If the curriculum fosters a sense of autonomy in choosing courses that resonate with their identities and cultural backgrounds, it may enhance their motivation and engagement.

There are core components of Self-Determination Theory. Autonomy refers to the need to feel in control of one's behaviours and choices. When students can select courses that align with their interests and values, they are more likely to feel motivated and engaged in their learning (Deci & Ryan, 2000). In the context of African Studies, allowing students to choose a given course or topics for projects that resonate with their personal and cultural identities can enhance their sense of autonomy.

Also, there is the need to exhibit competence. The need for competence involves the desire to feel capable and compelling in one's activities. Research shows that students' motivation increases when they perceive their abilities as sufficient to meet challenges (Vallerand, 1997). In African Studies, providing opportunities for skill development and mastery through hands-on lived experiences can foster this sense of competence.

The issue of relatedness factored in this theory: This need pertains to the desire to feel connected to others and to belong within a community. Building a sense of relatedness in the classroom can be achieved through collaborative learning experiences, discussions, and peer interactions. Students' motivation is likely to increase when they feel connected to their peers and instructors, particularly in culturally relevant contexts (Baumeister & Leary, 1995).

Research indicates that fulfilling the three basic needs outlined in SDT can significantly impact students' choices regarding course enrolment. Studies show that students are more inclined to select courses they perceive as meaningful and relevant (Ryan & Deci, 2000). In the African Studies curriculum at UEW, aligning course offerings with students' cultural backgrounds and personal interests can enhance their motivation to engage in these courses.

Empowering students to have a voice in their learning can foster greater autonomy. For instance, offering elective courses within the African Studies program allows students to pursue subjects that interest them. Research by Black and Deci (2000) suggests that when students are given choices in their educational experiences, their intrinsic motivation is enhanced, leading to better academic outcomes.

Designing courses that challenge students while providing adequate support is essential to supporting the need for competence. Incorporating formative assessments and feedback mechanisms can help students recognise their progress and abilities. Studies have shown that when students see their growth and development, their motivation to engage with the material increases (Schunk, 2003).

Creating a supportive classroom environment is crucial for fulfilling the need for relatedness. Facilitating group projects, discussions, and peer mentoring within the African Studies curriculum can help build community among students. Research highlights that students who feel connected to their peers and instructors are likelier to engage actively and persist in their studies (Astin, 1993).

The theory has unique cultural relevance and identity in the curriculum. The African Studies curriculum must also address students' cultural identities and experiences. When courses are designed to reflect and validate students' cultural backgrounds, it can enhance their sense of autonomy and relatedness, further motivating them to engage with the primary goal and relevance of the curriculum. Studies indicate that culturally relevant pedagogy increases student motivation and achievement (Ladson-Billings, 1994).

Expectancy-Value Theory (EVT)

Expectancy-Value Theory provides a framework for understanding how students make decisions about their educational pursuits based on their expectations of success and the perceived value of the outcomes. This theory emphasises that students' choices are influenced by their expectations of success and the value they place on the outcome. Exploring how students perceive the relevance and value of the curriculum in terms of their career goals and personal interests can enrich the understanding of students' motivations for selecting African Studies courses. This theory, developed by Wigfield and Eccles (2000), posits that individuals' choices are driven by two main components: the expectancy of achieving success in a task and the subjective value they assign. This literature review examines the core principles of EVT and its implications for course selection, particularly in the context of African Studies at the University of Education, Winneba (UEW).

Expectancy of success is a core component of the EVT. This component refers to a student's belief in their ability to succeed in a particular task or course. Research has shown that higher expectations of success can lead to greater motivation and persistence (Bandura, 1997).

There should be an act of value exhibitions. The value component encompasses the importance or usefulness that students attach to the outcomes of their efforts. Wigfield and Eccles (2000) identify several types of value, including intrinsic value (interest in the subject), utility value (perceived relevance to future goals), attainment value (importance of doing well), and cost (perceived drawbacks of engaging in the task). In African Studies, students will likely weigh how the curriculum aligns with their career aspirations and interests.

The issues of influence of expectancy on course selection is paramount in curriculum design and implementation. Students' expectations significantly influence their course choices. Research indicates that students who believe they possess the necessary skills and resources to succeed in a course are likelier to enrol (Eccles & Wigfield, 2002). Understanding the perceived value of African Studies is crucial for motivating students. Studies have shown that students are more inclined to choose courses relevant to their lives and future careers (Schunk et al., 2008). Expectancy-Value Theory also intersects with students' identities and personal experiences. Research indicates that when students see their cultural identity reflected in the curriculum, it enhances their perceived value of the course (Ladson-Billings, 1994).

Curriculum Design in African Studies

Research has highlighted that African Studies curricula often reflect the continent's complexities and diversities. Studies suggest that inclusive and relevant curriculum designs are crucial for attracting students. Authors like Nzongola-Ntalaja (2002) argue that the curriculum should integrate local contexts and histories to resonate with students' experiences.

Motivation and Course Selection

Several studies have examined the factors influencing students' motivation in course selection. For example, a study by Deci and Ryan (2000) shows that intrinsic motivation significantly affects students' academic choices. Other research indicates that students are more likely to select courses that align with their personal interests and future aspirations (Gulley, 2019).

Cultural Relevance in Education

Cultural relevance is essential in education, particularly in African contexts. Ladson-Billings (1994) emphasises the importance of culturally relevant pedagogy, which can foster higher student engagement and motivation. This is particularly relevant in African Studies, where students may feel more connected to content that reflects their cultural backgrounds.

Challenges in African Studies Education

Despite its importance, the African Studies curriculum faces challenges such as underfunding, lack of resources, and negative perceptions regarding its value compared to other disciplines

(Makoni & Meinhof, 2003). These factors can impact students' motivation and decisions to enrol in these courses.

Case Studies from Ghana

Research in Ghana indicates that students often select courses based on perceived job prospects and societal expectations (Abakah, 2021). Understanding these local contexts is crucial for evaluating the effectiveness of the African Studies curriculum at UEW.

METHODOLOGY

This research adopted the mixed method approach with the explanatory sequential design. Johnson and Onwuegbuzie (2004) describe a "mixed-method research approach as the type of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study." Creswell and Plano-Clark (2007) gave an extensive exposition on mixed methods:

> "A research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analysing and mixing quantitative and qualitative data in a single study or series of studies. Its central premise is that using quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone." (p. 5)

Explanatory sequential mixed method design "starts with the quantitative data collection and analysis of findings that have the priority to answer the questions of the research and then continues with a corresponding qualitative data collection and analysis" (Creswell & Plano-Clark, 2018). The design helps "interprets how the qualitative results help explain the initial quantitative results" (Creswell & Creswell, 2018). "The main challenges of this design, however, are determining which qualitative results to use and selecting samples for both phases" (Creswell & Creswell, 2018). A visual model of explanatory sequential design was combined, as shown in Figure 1.
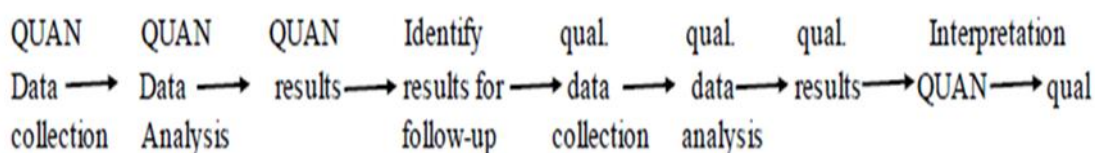
Figure 1: Visual diagram of explanatory design
Source: Creswell & Plano-Clark, (2011)

The population for this study included all first-year students offering African Studies and all lecturers of the Centre for African Studies, University of Education, Winneba. The students were concerned with directly attaining practical outcomes to motivate them to select African Studies courses. The number of students offering African Studies courses at the time of data

collection was 12,009 in the 2022/23 academic year. Thus, these university students were reasonably accessible, and the research sample (actual participants) was drawn from them.

The sample size for the study comprised three hundred and seventy-five students (375) drawn from the first-year students offering African Studies at the University of Education, Winneba. Fugard and Potts (2015) state that "the study sample size is critical to producing meaningful results. When there are too few subjects, it may be difficult to detect the effect or phenomenon understudied, thus providing inconclusive inference-making." The authors further stressed that "on the other hand, if there are too many subjects, even trivially small effect can be detected, but the findings will be of insignificant value, wasting valuable time and resources."

To ensure adequate representation of the sample, Krejcie and Morgan's (1970) table for determining the appropriate sample size from a given population was used to determine the number of students to be selected from the first-year African Studies students to form the sample given that the total number of first-year students was estimated at twelve thousand and nine (12,009) for the study. The National Education Association [NEA] of the United States of America developed the formula $s = X^2 NP (1 – P) \div d^2 (N – 1) + X^2 P (1 – P)$ to be used to determine the appropriate sample size from a given population for research. Krejcie and Morgan (1970) realised the need to use the formula to develop a table that would make it relatively simple to determine the appropriate sample size from a given population without laboriously going through calculations using the formula. The table was employed to sample three hundred and seventy-five (375) respondents out of all the level 100 students from the nine colleges/schools/faculties in the university, totalling twelve thousand and nine (12,009) students in the University of Education for the quantitative data. Based on the Table, the appropriate sample size (S) for a population (N) of students from the nine colleges/schools/faculties offering African Studies was estimated at 12,009. This resulted in 375 students as the sample size for the quantitative data. Figure 2 shows the mathematical formula for determining sample size by Krejcie and Morgan (1970).

Formula for determining sample size

$$s = X^2 NP(1 - P) \div d^2 (N - 1) + X^2 P(1 - P)$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970

Figure 2: Mathematical formula determining sample size

Generally, out of the three hundred and seventy-five (375) students selected for the study, nine (9) students, representing 2.4%, were purposively selected from the nine (9) colleges/schools/faculties at the UEW, Winneba, and Ajumako campuses to collect data for the qualitative aspect of the study. Five Centre for African Studies lecturers were also purposively selected for interviews.

Determining an appropriate sample size for a qualitative study has been a matter of intense discussion in qualitative research literature (Morse, 2000). There is a lack of consensus regarding a definite or ideal sample size for qualitative research (Morse, 2000). The issue of an appropriate size of a sample for qualitative study depends mainly on the type of research, research questions set out to be answered, the type of data needed for the study, the type or nature of data analysis intended, and also the resources needed or available to support the study (Morse, 2000).

In this study, a sample of nine (9) students and five (5) lecturers was involved in the qualitative aspect. The nine (9) students and five (5) lecturers satisfactorily met the necessary conditions or characteristics (Schutt, 2009) required to be purposively selected for the qualitative aspect of the study. Thus, a lecturer must have taught at the Centre for African Studies for not less than three years to be selected. Simple random sampling was employed to select respondents for the study. It was favourable because the study population was homogeneous. Because the population size was large, the simple random sampling technique helped to reduce the bias involved in the sample, thus guiding the researcher to create a representative sample size for this study. This technique helped the researcher pick a smaller sample size from the larger population for the quantitative aspect of the research. In this selection method, all the individuals had an equal opportunity to participate in the study.

Purposive and convenience sampling techniques were employed to select the participants for the qualitative data. Purposively, a student was selected from the nine colleges/schools/faculties for the interview. Conveniently, nine (9) students and five (5) lecturers were interviewed for the qualitative data. There was a homogenous criterion for selection in that all the chosen students were offered African Studies courses in the Centre for African Studies, and what was needed from them within the domain of the course of study was readily available. The selection of the nine (9) students and five (5) lecturers was based on the point of data saturation.

Questionnaires, interview guides, and focus group discussion checklists were the data collection instruments used to elicit data from the respondents for analyses. To legitimise the data collection instruments employed in this study, Onwuegbuzie and Johnson (2006) analysed Teddlie, and Tashakkori's (2006) model was used. They observed that in doing mixed-method research, the legitimisation component model and proposed legitimate processes must tackle each research stage. They identified nine legitimation types which takes care of the trustworthiness of qualitative data and validity and reliability of quantitative data and their analytical processes. These are: "Sample integration; Inside-outside; Weakness minimization; Sequential; Conversion; Paradigmatic; Commensurability; Multiple validities; and Political"

Therefore, for this research, the framework used was the Onwuegbuzie and Johnson (2006) typology, and four of the above components became relevant during the data collection procedure and the analysis: sample integration, insider-outsider, pragmatic mixing, and political. With the sample integration component, respondents for the quantitative data and the participants for the qualitative data are integrated. Each student offering African Studies stood an equal chance of being selected through simple random sampling. The inside-outside process was ensured whereby the researcher's role in the quantitative component was seen as an outsider, where the data was dealt with objectively, and it changed to an insider in the qualitative component, which dealt with the data's subjectivity. Again, pragmatic mixing was engaged through the component used to address the systematic mixing of the two approaches determined by the explanatory sequential design, which demanded that the quantitative data be collected and analysed before the qualitative data was analysed to arrive at the findings. In a nutshell, the political component addressed the issue of politics in legitimisation and ensured that the data collected adequately addressed the research question.

Quantitative and qualitative data about the research question were collected, presented, and analysed sequentially. The quantitative data collected from the various questionnaire sections were analysed using the Statistical Package for the Social Sciences (SPSS) software version 27.0. Descriptive statistics such as mean, and standard deviation were used to analyse the data, whilst the qualitative data were thematically analysed based on the emerged themes from the interview, and focus group discussion in a directed content analysis. The quantitative data was presented using tables. Since the study is explanatory sequential mixed methods research (QUAN —> qual), I use Directed Content Analysis (DCA). According to Hsieh and Shannon (2005), In DCA, coding is guided by quantitative findings. According to the authors, a directed approach analysis starts with a theory or relevant research findings/themes as guidance for initial codes deduced from the quantitative data. The DCA helps interpret or explain the quantitative results.

The researcher is a lecturer in the Centre for African Studies at the University of Education and has been teaching Arts and culture-related courses and has been teaching in the Centre for African Studies for over five years. I cannot, therefore, say I am an outsider in this research. I know that I am researching in an area I am familiar with. I also know that my experience and preconceived views about curriculum evaluation could influence my study. In addressing that, I bracketed my thoughts, preconceived views, and feelings about evaluating the African Studies curriculum. I also questioned myself and reflected throughout the research process. This helped me overcome my biases and maintain a critical distance from my research issue. The needed issues carved around the research question and hypothesis were infused into a constructed questionnaire to probe for the outcome in the quantitative data outcomes from the respondents and also interacted with the research participants and allowed their views to inform this work. The legitimisation components like sample integration, insider and outsider and pragmatic mixing also address the issue of positionality.

Ethically, the issue of consent, anonymity, and confidentiality was ensured for all the respondents in the study. This was meant to assure the participants that any information elicited was to be used solely for academic purposes and nothing else. Also, each participant's consent was sought freely, not under duress. This also allowed the researcher to personally declare the

research's purpose to the participants. The questionnaire instruments had an introduction to all the sections that indicated the type of information being sought, a direction on how to answer the questionnaire items and an assurance of the respondents' anonymity and confidentiality. In the case of the interview guide and focus group discussion checklist, at the analysis and discussion stage, the identities of all participants interviewed and observed were concealed by giving them pseudonyms.

FINDINGS AND DISCUSSION

Response Rate
Three hundred and seventy (370) questionnaires out of the three hundred and seventy-five (375) administered to the respondents were filled and returned, representing a return rate of 98.7 percent. This response rate was realised because 1.3 per cent of the respondents did not return their questionnaires after several attempts were made to retrieve them. However, this return rate was adequate for the study based on the suggestion of Mugenda and Mugenda (2009) that a 50% return rate is adequate in surveys. This indicates that no drawbacks were going with the 98.7 percent of response rate for the analytical processes.

4.2 Demographic Characteristics of Respondents
The demographic characteristics of the respondents were examined, and the results are shown in Table 1.

Table 1: Demographic characteristics of respondents

Variables	Categories	Frequency	Percent
Gender	Male	189	50.8
	Female	181	49.2
	Total	**370**	**100.00**
Age	16-20	65	17.7
	21-25	207	56.3
	26-30	44	12.0
	31-35	40	10.9
	36-40	14	3.3
	Total	**370**	**100.00**
College/Faculties/School Which Students Belong	Educational Studies	19	4.6
	Social Sciences Education	78	21.2
	Science Education	37	10.1
	Health, Allied Sciences and Home Economics Education	62	16.8
	Foreign Languages Education	27	7.3

School of Communication and Media Studies	23	6.3
School of Creative Arts	45	12.2
School of Business	42	11.4
College of Ghanaian Languages Education	37	10.1
Total	**370**	**100.00**

Source: Field Data, 2023

As indicated in Table 1, more male students (n=189, 50.8%) than female students (n=181, 49.2%) were involved in the study. The demographic information further revealed that more than half of the students who participated in the study were within 21-25 years age bracket (n=207, 56.3%) than those who fell between 16-20 years age bracket (n=65, 17.7%), 26-30 years age bracket (n=44, 12.0%), 31-35 (n=40, 10.9%), years age bracket as well as those who were between 36-40 years age bracket (n=14, 3.3%). The distribution of the respondents on the college/school/faculty to which they belong revealed that most of the students who participated in the study came from the Faculty of Social Sciences Education (n=78, 21.2%) as compared to those who came from the Faculty of Health, Allied Sciences and Home Economics Education (n=62, 16.8%), School of Creative Arts (n=45, 12.2%), School of Business (n=42, 11.4%), College of Ghanaian Language Education (n=37, 10.1%), Foreign Language Education (n=27, 7.3%), School of Communication and Media Studies (n=23, 6.3%) with Educational Studies being the least (n=19, 4.6%). The demographic composition of the students showed that the sample was drawn from students with diverse colleges/schools/faculty, leading to the collection of rich, unbiased data. Besides the demographic factors, data were used to determine the extent to which they influenced students' perceptions of the motivating factors influencing their selection of the African Studies courses. The data were analysed, and the findings and discussion were presented based on the research question and hypothesis guiding the study.

Motivation for the Selection of African Studies Courses
This section is guided by research question one: *What motivates students to select courses in the African Studies curriculum at the University of Education, Winneba?* The first research question sought to collect the students' views on their motivation for selecting the African Studies courses at the University of Education, Winneba. The research proposes, "for example, that aspects of the learning environment can both trigger and sustain a student's curiosity and interest in ways that support motivation and learning" (Hidi & Renninger, 2006). A key factor in motivation is an "individual's mindset: the set of assumptions, values, and beliefs about oneself and the world that influence how one perceives, interprets, and acts upon one's environment" (Dweck, 1999). Knowing students' motivation to select courses has become imperative in the contemporary literature discourse (Ma et al., 2021). Findings from data analysis related to research question one are highlighted and discussed in subsequent paragraphs. Twenty-four factors were outlined in the study, and the analysis results are shown in Tables 2a and 2b.

Table 2a: Motivation for selection of African Studies course

S/N	Statement	Responses from Questionnaire					Total
	My choice was based on …	SA (%)	A (%)	U (%)	D (%)	SD (%)	(%)
1	My department asked me to do it (Departmental influence).	263 (71.0)	85 (23.1)	1 (0.3)	16 (4.2)	5 (1.4)	370 (100)
2	Title of the course	250 (67.5)	98 (26.4)	10 (2.7)	9 (2.6)	3 (0.8)	370 (100)
3	Popularity of the course	240 (64.8)	80 (21.3)	15 (4.2)	20 (5.5)	15 (4.2)	370 (100)
4	Colleagues' influence.	220 (59.5)	62 (16.8)	12 (3.2)	50 (13.5)	26 (7.0)	370 (100)
5	Less number of courses to choose from (no favourable choice)	205 (55.4)	82 (22.1)	15 (4.0)	40 (10.8)	28 (7.7)	370 (100)
6	Predecessors' influence.	202 (54.5)	70 (19.0)	10 (2.7)	50 (13.5)	38 (10.3)	370 (100)
7	Registration and enrolment challenges.	204 (55.2)	90 (24.4)	11 (2.9)	50 (13.5)	15 (4.0)	370 (100)
8	Lecturer's influence (prior notice).	200 (54.0)	100 (27.0)	8 (2.1)	37 (10.0)	25 (6.9)	370 (100)
9	Popularity of the lecturer.	174 (47.3)	149 (40.5)	9 (2.4)	25 (6.8)	12 (3.0)	370 (100)
10	Gender of the lecturer.	118 (31.9)	139 (37.6)	9 (2.4)	73 (19.7)	31 (8.4)	370 (100)
11	Quota system.	108 (29.1)	148 (40.0)	7 (1.9)	70 (19.0)	37 (10.0)	370 (100)
12	Venue for the lectures.	150 (40.6)	117 (31.8)	9 (2.4)	67 (18.3)	25 (6.9)	370 (100)
13	Records of examination results	115 (31.0)	74 (20.0)	19 (5.2)	121 (32.8)	41 (11.0)	370 (100)
14	Course exemptions.	62 (16.8)	64 (17.3)	9 (2.4)	120 (32.4)	115 (31.1)	370 (100)
15	Number of students who offer the course.	66 (17.9)	73 (19.8)	13 (3.5)	105 (28.3)	113 (30.5)	370 (100)
16	Time for the lectures.	90 (24.3)	126 (34.0)	8 (2.2)	80 (21.6)	66 (17.9)	370 (100)
17	Personality of the lecturer	115 (31.2)	132 (35.6)	9 (2.4)	77 (20.8)	37 (10.0)	370 (100)
18	Communication skills.	41	48	6	128	147	370

Global Journal of Arts, Humanities and Social Sciences

Vol.12, No.9, pp.18-43, 2024

Print ISSN: 2052-6350(Print)

Online ISSN: 2052-6369(Online)

Website: https://www.eajournals.org/

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		(11.1)	(12.9)	(1.6)	(34.5)	(39.9)	(100)
19	Availability of course material(s).	60	83	8	131	88	370
		(16.2)	(22.4)	(2.1)	(35.5)	(23.8)	(100)
20	Course outline.	44	89	10	143	84	370
		(12.0)	(24.0)	(2.7)	(38.6)	(22.7)	(100)
21	Lecturer's first impression (introductory lecture).	46	60	9	134	121	370
		(12.4)	(16.3)	(2.4)	(36.2)	(32.7)	(100)
22	Relevant previous knowledge of the course.	29	51	9	142	139	370
		(7.9)	(13.8)	(2.4)	(38.4)	(37.5)	(100)
23	Nature of course.	44	44	6	132	144	370
		(11.9)	(11.9)	(1.6)	(35.6)	(39.0)	(100)
24	Personal choice	41	61	14	112	143	370
		(11.0)	(16.5)	(3.8)	(30.2)	(38.5)	(100)

Key: SA-Strongly Agree, **A-**Agree. **U-**Undecided**, D-**Disagree, **SD-**Strongly Disagree

Table 2b: Descriptive statistics on students' motivation for selecting courses in the African Studies curriculum at the University of Education, Winneba

S/N	Statements on the List of Motivating Factors	Min.	Max.	Mean	Std. Dev.
1.	My department asked me to do it (Departmental influence).	1	5	4.26	1.19
2.	Title of the course	1	5	3.86	1.27
3.	Popularity of the course	1	5	3.79	1.38
4.	Colleagues' influence.	1	5	3.79	1.37
5.	Less number of courses to choose from (no favourable choice)	1	5	3.70	1.40
6.	Predecessors' influence.	1	5	3.67	1.43
7.	Registration and enrolment challenges.	1	5	3.62	1.39
8.	Lecturer's influence (prior notice).	1	5	3.54	1.51
9.	Popularity of the lecturer.	1	5	3.48	1.47
10.	Gender of the lecturer.	1	5	3.44	1.50
11.	Quota system.	1	5	3.38	1.37
12.	Venue for the lectures.	1	5	3.34	1.52
13.	Records of examination results	1	5	3.33	1.48
14.	Course exemptions.	1	5	3.29	1.45
15.	Number of students who offer the course.	1	5	3.29	1.53
16.	Time for the lectures.	1	5	2.74	1.48
17.	Personality of the lecturer	1	5	2.64	1.53
18.	Communication skills.	1	5	2.42	1.37

19.	Availability of course material(s).	1	5	2.40	1.35
20.	Course outline.	1	5	2.35	1.33
21.	Lecturer's first impression (introductory lecture).	1	5	2.24	1.35
22.	Relevant previous knowledge of the course.	1	5	1.96	1.23
23.	Nature of course.	1	5	1.78	1.00
24.	Personal choice	1	5	1.42	0.82

Source: Field Data, 2023

The itemised descriptive statistics on students' motivation for selecting courses in the African Studies curriculum at the University of Education, Winneba, revealed that all the motivated factors enumerated in the study were the various reasons given by the students as being the motivating factors informing their choice of selection of African Studies courses. However, they are of varied magnitude. Specifically, the findings pointed out that their department asked them to select (Departmental Influence) was rated highest among the motivating factors (M=4.26, SD=1.19), as compared to title of the course (M=3.86, SD=1.27), popularity of the African Studies course (M=3.79, SD=1.3 colleagues' influence (M=3.79, SD=1.37), Less number of courses to choose from (no favourable choice) (M=3.70, SD=1.40), predecessors' influence (M=3.67, SD=1.43), registration and enrolment challenges (M=3.62, SD=1.39), colleagues influence (M=3.54, SD=1.51), popularity of the lecturer (M=3.48, SD=1.47), gender of the lecturer (M=3.44, SD=1.50), quota system (M=3.38, SD=1.37), venue for the lectures (M=3.34, SD=1.52), records of the examination results (M=3.33, SD=1.48), course exemptions (M=3.29, SD=1.45), number of students who offer the course (M=3.29, SD=1.53), time for the lectures (M=2.74, SD=1.48), personality of the lecturer (M=2.64, SD=1.53), communication skills (M=2.42, SD=1.37), availability of course materials (M=2.40, SD=1.35), course outline (M=2.35, SD=1.33), lecturer's first impression/introductory lecture (M=2.24, SD=1.35), relevant previous knowledge of the course (M=1.96, SD=1.23), nature of course (M=1.78, SD=1.00), while personal choice (M=1.42, SD=0.82), recorded the least of the motivating factors influencing student selection of African Studies courses at the University of Education, Winneba. Based on the 5-point Likert scale used for the data where the mean is 3.0 (1+2+3+4+5/5), it could be noticed that the majority (thus, 15 out of 24) of the motivating factors outlined in the study were standard in the list of motivations behind students' selection of African Studies courses at the University of Education, Winneba.

The varied reasons for the selection of African Studies courses augment the findings from research conducted by Ma et al. (2021) on investigating course choice motivations in university environments, which proved that "the range of motivators that influence students to take a course are nearly as numerous as the number of students who enrol." To the authors, for some, enrolment reflects an intrinsic interest in the topic. For others, it is a required course. For others, it is the only class option that fits their schedule. Some think it will be an easy task. Some students enrol because other friends are also taking the course, and it offers an opportunity to see each other and interact. This signifies that the motivation for selecting the African Studies courses per the quantitative outcomes falls within the scope. Beyond the findings obtained from the quantitative data on the student's motivation for choosing courses, the interview data analysis found the following: to ascertain whether there are consistent quantitative outcomes.

In this section, the quantitative results and discussion above are augmented with the qualitative findings to check for consistency. The quantitative data from Table 2a on Motivation for Selection of African Studies courses helped tackle the most emerged choice, the mid, and the least for emphasis for the qualitative data. Tables (2a & b) were purposefully used to analyse the results and discussion sequentially. The outcomes from Tables (2a & b) were used to ascertain the consistency between the quantitative and qualitative data on the motivation for selecting African Studies courses. The study employs an explanatory sequential mixed method design (QUAN → qual) using Directed Content Analysis (DCA). As Hsieh and Shannon (2005) outlined, DCA involves coding guided by quantitative findings, starting with established theories or themes to create initial codes from the quantitative data. This approach aids in interpreting and explaining the quantitative results.

Ascertaining whether the outcomes of the interviews were consistent with the quantitative outcomes of My choice was based on what my department asked me to do *(Departmental influence).* Participant 1 had this to say:

> *My examination officer told me to choose from some selected courses. The department has decided on some courses that will benefit our study programme. We, the students of the Psychology Department, are always asked to choose between Conflicts and conflict resolutions and the Impact of slavery and the slave trade.*

More than two-thirds of the participants strongly agreed with the departmental influence on the choice of courses because they were ready to go with the instructions from their department. This indicates that, although, most of the students were influenced by their department in the selection the courses, some of them were also influenced by other reasons. On this wavelength, user motivations are being perceived by researchers to influence the variance in user preferences and behaviour in recommendation systems, which can help match users with similar interests and even help with the cold-start problem (Jameson et al., 2003; Chen et al., 2013). To improve quality, "recommendations need a deeper understanding of students and their motivations" (McNee et al., 2006). From the thought of lecturers concerning departmental influence on the choice of courses, it was inferred that students picked courses because their department tasked them to do so. It was later explained that the content bears credence to some of the content areas of their program. For course selection and recommendations in university environments, it is acknowledged that students have different reasons for enrolling in courses. For example, to improve their skills, gain access to new knowledge, dabble in an area they find intriguing, meet graduation requirements, and so on.

McGoldrick and Schuhmann (2002) indicated that "course selection is more of a function of relevance toward future careers and perceived interest in course topics. For some, too, enrolment into a course reflects an intrinsic interest in the topic" (Ma et al., 2021). To ascertain the outcome from the questionnaire, my choice was based on the course title; this question was asked – Was your choice for selecting the African Studies course influenced by the course title? Explain your answer. Participant 4 has this to say:

> *We are not given any form of pre-briefing before selecting the courses, so I choose based on the keywords in the course title. Most people who do not know about a course pick the idea from the title.*

More than half of the participants agreed that students' choice of African Studies course is based on the course title. This indicates that, apart from the other options in choosing an African Studies course, the keywords in the course title were seen as very important.

Ascertaining whether the outcomes of the interviews were consistent with the quantitative outcomes, *my choice was based on colleagues' influence*. This question was asked: Was your choice of African Studies course influenced by colleagues? Explain your answer. All six students mentioned that their colleagues influenced them to enrol in the course they selected. Potts et al. (2018) conclude that "the risk of social isolation is a problem in the learning process, especially for first-year university students who have difficulty navigating their new academic and new environment. Social factors also play a part in the course selection process." Tinto (1997) concludes that "participation in a collaborative learning group enables students to develop a network of support." This community of classroom-based peers (the support network) encourages student attendance and class participation. Participant 10 had this to say:

> *A colleague of mine told me about the course after she had attended the lecture twice, and I decided to offer it.*

The majority of the participants were influenced by their colleagues. They choose the course by considering what they heard from their colleagues. In addition, the social ties of predecessors and friends can be significant as some students are influenced by their seniors' comments and recommendations when choosing the most suitable course. In the interview on "Was your African Studies course selection based on the predecessor's influence'', why? What made you choose the African Studies course? The following were some of the views of the participants. Participant 1 had this to say:

> *My sister offered that course and had all the reading materials and information I needed, so I chose the same course. She told me how the lecturer used to create fun in class and many exciting things about him, so I offered it.*

More than half of the respondents agreed that their predecessors influenced them. They chose the course based on prior knowledge of their predecessors, including information on the lecturer and the course description and content. The outcome indicates that though few students receive information about what goes into some courses, most of them are influenced by their predecessors.

Item 13 of the questionnaire gave findings depicting the majority of respondents agreeing that *their choice of the African Studies course was based on examination records*. Participant 6 had this to support that:

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> *I learned that students pass this course, so I chose it. The posted results of the previous semester indicate that several students who offered the course failed, while some also had incomplete results.*

This indicates that previous examination records are also considered when selecting African Studies courses. Also, the majority of lecturers indicated that the manual publication of results has become an indicator that students hinge on to select courses. At a perfunctory glance, students discuss among themselves and change their courses, although they might have attended lectures for some time.

The outcome agrees with Ma et al. (2021) research that "students are influenced by other reasons such as the possibility of obtaining a higher grade, the popularity of professors, and recommendations from peers."

There are myriad reasons for course selection in the universities. In the words of Ma et al. (2021), other reasons, "such as location, time, job-related commitments, and the physical facility such as air conditioner and WiFi connectivity are the reasons. To them, it is worth noting that many students gave more than one reason, indicating the problem's complexity." This research outcome is in line with the outcome from item 16 on the questionnaire, which reads *My choice for course selection was based on time for the lectures*. The interview outcome collaborated with the quantitative outcome. On this wavelength, Participant 5 had this to say:

> *African Studies courses have always been on Fridays when most people go home for the weekend. I prefer an early morning lecture so that I can finish early and go home for the weekend.*

This indicates that most participants attested that apart from the other motivating factors, time allocated for the African Studies lectures encouraged them in their selection. Few students' motivation lies in other factors.

Personality here includes knowledge, skills and attitudes. Marlina et al. (2019) believe that "personality displayed by lecturers in teaching will be seen, observed and assessed by students so that it arises from the students' perceptions of the personality of the lecturer." Item 17 on the questionnaire, which reads, 'My choice of the African Studies course was based on the personality of the lecturer'', indicated that most respondents agreed with the assertion. Participants were interviewed on whether their African Studies course selection was based on the lecturer's personality, and the majority said yes. Participant 3 had this to say:

> *I had one entire semester to inquire about the behaviour and personality of the lecturers from my predecessors. I had much information on that. That helped me to select the African Studies course. It was that simple.*

More than half of the participants chose the African Studies course based on the lecturer's personality. They choose the course without knowing the prior classroom behaviour of the lecturers teaching them and indicating that "lecturers must also be able to create situations that

can support student learning development, including fostering learning motivation. This is inseparable from how the lecturer displays his personality abilities in the teaching-learning process. This is what is called the lecturer role as a motivator" by Makmun (1996). This is also in line with what was stated by Surya (1996), which is that "lecturers who act as motivators will help optimise student learning outcomes. Lecturer behaviour in teaching directly or indirectly influences positive and negative student learning motivation" (Surya, 1996). That is, if the personality displayed by the lecturer in the teaching process is to the expectations of students, then students will be motivated to study well. This indicates that apart from the lecturer's personality in choosing an African Studies course, the relevance of the course to the programme offering was acknowledged by students.

Course selection is a non-trivial task. It is asserted that "before every academic term, students make a series of course selection decisions. Their course selections create reactions that influence future course choices, skill development, and job decisions" (Huang et al., 2019). This confirms Item 24 on the questionnaire, which indicated that most respondents chose otherwise and that their *course selection was based on personal choice*. A participant said this:

> *I heard it was a compulsory course, so I could not do anything about it. So, I selected one out of the many mounted in my portal. The programme I was offering restricted me based on my course. I was not free to choose.*

From the above excerpts, most of the students chose their courses based on external influences but not on personal decisions. The outcome of both the questionnaire and the interview indicated that the choice of courses was based on external influences rather than personal choice. Few lecturers commented that, their courses seem not attractive to students because they seem to lack interesting cultural content that pulls students along.

Based on the research question, the previous findings from the questionnaire and interviews confirmed the focus group discussion. With the focus group discussion on the motivation of students' selection of African Studies courses, it was deduced that most students are tasked by their departments to select particular courses. There were various reasons, such as the connection between students' programme of study and selected courses; others wanted their results from one particular lecturer because of results publication challenges and course exemptions. This scenario calls for attention to eliminate course exemptions and try to Africanise the curriculum so that the similarity in content shall be reduced and instead be integrated for worthwhile outcomes.

Test of the Study's Hypothesis

H_{o1}:   There is no statistically significant difference in the personal characteristics of students (sex, age, college/school/faculty) and the motivating factors influencing their choice of African Studies courses at the University of Education, Winneba.

H_1:   There is a statistically significant difference in the personal characteristics of students (sex, age, college/school/faculty) and the motivating factors influencing their choice of African Studies courses at the University of Education, Winneba.

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This hypothesis aimed to determine whether students' personal characteristics statistically significantly influenced their perception of the motivating factors influencing their selection of African Studies courses at the University of Education, Winneba. The influence of students' sex on their motivation for selecting courses in the African Studies curriculum at the University of Education, Winneba, was investigated with the aid of the independent samples t-test, and the results are shown in Table 3.

Table 3: Independent Samples T-test results for sex and motivating factors influencing their selection of African Studies courses

Variable	Sex	Mean	Std. Deviation	t	Df	P-value
Motivating Factors	Male	3.11	0.74	-1.10	368	0.278
	Female	3.03	0.78			

Source: Field Data, 2023

The independent samples t-test results in Table 3 indicated that, although male students recorded higher mean scores (M=3.11, SD=0.74) than female students (M=3.03, SD=0.78), the independent samples t-test results showed that there were no statistically significant differences between male and female teachers on their motivation [t (368) = -1.10, p=0.278, 2-tailed] at 0.05. The results implied that sex did not statistically significantly influence students' perception of the motivating factors influencing their selection of the African Studies courses at the University of Education, Winneba.

It could be inferred from the results that sex did not significantly influence the factors motivating students in selecting African Studies courses at the University of Education, Winneba. The results suggest that male and female students hold similar views on the motivating factors influencing their selection of African Studies courses at the University of Education, Winneba. Hence, the hypothesis that no statistically significant difference exists between students' sex and the motivating factors influencing their selection of African Studies courses at the University of Education, Winneba, was supported, whilst the alternate was not.

To determine the effect of students' age on the motivating factors influencing their selection of African Studies courses at the University of Education, Winneba, a one-way between-groups ANOVA was used, and the results are presented in Table 4.

Table 4: One-way between groups ANOVA results for age and motivating factors influencing students' selection of African Studies courses

Age Range	Mean	Std. Dev.	Sum of Squares	Df	Mean Square	F	Sig.
16-20	3.21	0.65	2.164	5	0.541	0.940	0.441
21-25	3.06	0.80	208.963	365	0.576		
26-30	2.93	0.74	211.127	370			
31-35	3.05	0.74					
36-40	3.15	0.72					
Total	**3.07**	**0.76**					

Source: Field Data, 2023

To verify whether the assumption of homogeneity of variances for the dependent variables across the various age groups was satisfied, the results (Appendix F1) have indicated that this assumption was not violated (Levene Statistic=1.780, p>0.05). Therefore, a one-way between-groups ANOVA test was carried out, and the results in Table 4 revealed that there were no statistically significant differences between students age and their perception of the motivating factors influencing their selection of the African Studies courses at the University of Education, Winneba [F (5, 365) =1.940, p=0.441]. The results have implied that age did not significantly influence the perception of students on the motivating factors influencing their selection of African Studies courses at the University of Education, Winneba. Hence, the null hypothesis that age will not statistically significantly influence students' perception of the motivating factors influencing their selection of African Studies courses at the University of Education was supported, whilst the alternate hypothesis was not supported.

To ascertain the extent to which college/school/faculty of students influenced their perception of the motivating factors influencing their selection of African Studies courses at the University of Education, Winneba, the results are presented in Table 5.

Table 5: One-way between groups ANOVA results for college/school/faculty and motivating factors influencing students' selection of African Studies courses

College/School/Faculty	Mean	Std. Dev.	Sum of Squares	Df	Mean Square	F	Sig.
Educational Studies	3.11	0.57	8.053	9	1.007	1.780	0.080
Social Sciences Education	3.02	0.71	203.074	361	0.566		
Science Education	3.00	0.69	211.127	370			
Health, Allied Sciences and Home Economics Education	2.90	0.76					

Foreign Languages	2.99	0.91
School of Communication and Media Studies	3.14	0.65
School of Creative Arts	3.41	0.86
School of Business	3.15	0.82
College of Ghanaian Languages	3.03	0.67
Total	**3.07**	**0.76**

Source: Field Data, 2023

A check for homogeneity of variances for the dependent variables across the various groups (college/school/faculty) using Levene's test has indicated that (Appendix F2) this assumption was not violated (Levene Statistic=0.914, p>0.05). A one-way between groups ANOVA test was carried out, and the results in Table 5 discovered that there were no statistically significant differences between college/school/faculty of where students belong to and motivation factors influencing their selection of African Studies courses in the University of Education, Winneba [F(9, 361) =1.780, p=0.080]. Based on these results, it could be concluded that the college/school/faculty where students belong is not a determinant in their perception of factors motivating their selection of the African Studies courses at the University of Education, Winneba. Therefore, the hypothesis that college/school/faculty of where students belong to will statistically significantly influence the perception of students on the motivating factors influencing their selection of African Studies courses at the University of Education, Winneba, is not supported, whilst the alternate hypothesis is supported.

CONCLUSIONS AND RECOMMENDATIONS

In the contextual perspective of the Constructivist Learning Theory, the Self-Determination Theory (SDT), and the Expectancy-Value Theory, students' entry behaviour in selecting courses in African Studies at the University of Education, Winneba, is influenced by various factors. These include departmental, colleagues', and predecessors' influences, as well as the title and popularity of courses. However, it is crucial to recognise that external decisions play a significant role in this process. Some departments choose specific courses based on their connection to their content domain or their feeling that the courses will help their students in their future academic pursuits.

Although male students recorded higher mean scores than female students, there were no statistically significant differences between male and female teachers in their motivation for course selection. There were no statistically significant differences between students' age and perception of the motivating factors influencing their selection of the African Studies courses at the University of Education, Winneba. There were no statistically significant differences between the college/school/faculty where students belong and the motivation factors influencing their selection of the African Studies courses at the University of Education, Winneba.

Based on the findings and conclusions of the study, the following recommendations are submitted:

The Centre for African Studies at UEW must introduce a Course Recommendation System (CRS) to orient students to African Studies courses and their detailed descriptions and provide well-informed factors that will enhance their motivations in their course selections.

There is a need for course recommendation systems in physically based university environments in Ghana. This has become necessary since African Studies courses are seen as a core whose essence is to re-orient students' misconceptions concerning the continent and carve a positive African image. Fresh students should be oriented to alleviate the misconceptions associated with course selection. The Centre for African Studies must enforce the quota system on their course selection system through an effective registration system to allow students to learn contents from other subject areas since they are still courses within the same curriculum. Students who enrolled in the same course may have completely different orientations. As a result, they should be allowed to change course within the first two weeks to their interest. It can be confirmed that the design and implementation of course recommendation systems through brochures, flyers or front desk service will help give students the nature of reasons and different demands involved in course selection in African Studies at the University of Education, Winneba and other Teacher Education Institutions (TEIs) in Ghana. Again, posting results on the notice boards, which depict students who failed and had incomplete students who offered African Studies, must be seized. This will help reflect the natural motivation for selecting courses in the African studies curriculum. This can be done correctly when students' results are published to reflect in their individual students' portals for their private viewing only.

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