

Review of: "Curriculum Implementation with a Plan: An Exploratory Analysis of Pre-service Teachers' Application of Gagne's Nine Events of Instruction"

Suthiporn Sajjanroj¹

¹ Mahidol University

Potential competing interests: No potential competing interests to declare.

The article's notable enhancement lies in its establishment of connections among key research elements, including Gagne's instructional theory, teacher education, and the influence of teachers' gender. The research gap remains inadequately defined, leaving readers perplexed and prompting queries about the rationale behind pre-service educators' adoption of Gagne's theory, the specific unexplored aspects of teachers' gender requiring attention, and the urgency of implementing new standards in Ghana pertaining to this subject matter. The literature review requires a more comprehensive analysis, particularly regarding issues like the impact of teachers' gender on instruction, extensively studied by previous researchers. This study should provide deeper insights into the analysis of previous research.

Further clarification is necessary concerning the research instruments, including the nature of the original instrument, the adaptations made to accommodate Ghanaian traditional and diverse categorizations, and the distinctions among language speakers like Akan, Effutu, Ewe, and Hausa in relation to the study participants.

The findings should be presented in a statistically sound manner. Terms crucial to understanding, such as the distinctions between early grade, upper primary, and junior high, require clarification. Certain criteria were introduced without clear explication, like the 2.50 threshold, leading to potential misinterpretations of the data.

The article's coherence in language flow needs improvement, alongside the establishment of clear points. Citations pose a significant challenge throughout the text, with many sentences lacking proper referencing, while other numerical data was mentioned without adequate context, such as "...the lecture concept were 4.8, 0.3 for the lecture concept and realization and 4.7, 0.5 regarding motivation, participation, and climate."

Given the absence of several key points and the presence of ambiguities, the contributions of the results to the field remain unclear.