

UNIVERSITY OF CAPE COAST

EFFECTIVENESS OF PRE-SERVICE ECONOMICS TEACHER EDUCATION  
PROGRAMME OF THE UNIVERSITY OF CAPE COAST: PERSPECTIVE OF  
ECONOMICS TEACHER-TRAINEES

NICHOLAS QUARTEY

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ECONOMICS TEACHER-TRAINEES

BY

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the College of Education Studies, University of Cape Coast, in partial fulfillment  
of the requirements for the award of Master of Philosophy degree in Curriculum  
and Teaching (Economics)

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## DECLARATION

### **Candidate's Declaration**

I hereby declare that this thesis is the results of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's signature:..... Date:.....

Name: Nicholas Quartey

### **Supervisors' Declaration**

We hereby declare that the preparation and presentation of the project work were supervised in accordance with the guidelines on supervision of project work laid down by the University of Cape Coast.

Principal Supervisor's Signature: ..... Date:.....

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Co-supervisor's Signature: ..... Date:.....

Name: Dr. James Atta Peprah

## ABSTRACT

The thrust of this study was to assess the effectiveness of the pre-service Economics teacher education programme of the Department of Arts and Social Sciences Education, UCC from the viewpoint of Economics teacher-trainees. The study used the modalities, as prescribed by the Importance-Performance Analysis (IPA) theory and 54 Economics teacher trainees who were in their final year of study (2015/2016 academic year) to address the purpose of this study. Questionnaire and semi interview guide were used as data collection instruments to elicit the background information of the respondents, as well as relevant data to answer the research questions. Descriptive and inferential statistics, the IPA model and thematic analysis were used to analyze the data gathered. It was found that the Economics teacher-trainees perceived the B.Ed. Social Sciences (Economics) programme to be effective in addressing certain aspects of the programme and not effective in addressing other aspects. Again, it was found that the perception about the programme's effectiveness as reported by Economics teacher-trainees studying Economics education with different minor subjects was the same. It was therefore recommended that, the Department of Arts and Social Sciences Education should consolidate effort in the areas where it has been shown that it has strength and pay attention to those aspects found in the 'concentrate here' quadrant of the IPA grid.

## KEY WORDS

Economic teacher education programme

Effectiveness

Importance-Performance Analysis

Perception

Pre-service teacher trainees

Teacher education

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DEDICATION

To my parents

Joseph Quartey, Gifty Abossey

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## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

The importance of education cannot be overstressed. Education lays the foundation for the advancement of the human resources of every nation. It is important to bear in mind that “a sound education structure leads to an enlightened society and manpower development, which is able to lead to a crusade for social transformation and economic progress” (Asare, 2011, p.43). This explains why it is recognized everywhere in the world that, education is an effectual means for social reconstruction. By the same token, it provides, to some extent, solutions to the problems and challenges that societies are faced with. These problems may be economic, social, cultural, political, moral, technological, ecological and educational. It is these problems that are researched into and accordingly, solutions are proposed, packaged and disseminated for use by the school system for the purpose of educating the children. In view of the fact that the teacher plays a major role in the education of children (Darling-Hammond, 2006) their own education becomes a matter of vital concern. Teacher education must, therefore, create the necessary awareness among teachers about their roles and responsibilities (Singh, 2014).

University-based teacher education programmes and all of their components, including the subject disciplines such as Economics, Business, Mathematics and Science, are undergoing unprecedented degree of scrutiny and challenge. Teacher preparation programmes have always drawn criticisms, but for many years most of those criticisms came from higher education itself, especially from faculty in traditional liberal arts discipline. Today, the entire

concept of university-based teacher preparation is being questioned (Russell & Wineburg, 2007). This implies that educators in the university-based programmes must offer credible and persuasive evidence of the effectiveness of their programmes or risk losing out to a host of existing and emerging competitors providing alternative routes to teacher licensure.

Until recently, teacher education in Ghana has not attracted much attention by way of intense structure and curriculum reform. Changes began rapidly after the advent of the general education reforms of pre-tertiary education in 1987 (Akyeampong, 2010). The initial emphasis of the Education Reform Programme (ERP) in 1987 was on increasing access, improving educational inputs and restructuring the educational system. This had become essential because inputs in education had deteriorated considerably as a result of a declining economic climate evidenced by the real value of government financing for education falling sharply from 6.4% of GDP in 1976 to 1.4% by 1983. Thus, from 1987 a great deal of resources were channeled into providing textbooks, instructional materials, building new schools among others to fulfill the vision of expanding educational access and providing the basic materials that schools needed to improve teaching and learning (Akyeampong, 2003). An overarching message of the 1994 Education Reform Review Committee (ERRC), a committee set up in 1994 to evaluate the achievements of the 1987 reforms, was that the expansion of access to basic education and increases in physical input could not be sustained unless accompanied by improvements in teaching and learning in schools. In response, the Government of Ghana (GoG) initiated the “Free, Compulsory and Universal Basic Education” (FCUBE) Programme.

FCUBE was launched in 1996 and was designed to address the weaknesses of the 1987 reform in two phases; from 1996–2000 and from 2001–2005. Evidences emerging from small to large scale evaluation studies for pupil performance also suggested that perhaps teacher quality in terms of effective teaching was lacking. For example, a research conducted by the Centre for Educational Research, Evaluation and Development (CERED) at the University of Cape Coast showed that despite the reform efforts, pupils' achievement had not made any significant gains, and were in fact embarrassingly poor (Akyeampong, 2003). The question that readily comes to mind is what was the essence of those educational reforms? Quality education!

Fundamental to the educational enterprise is the teacher. The role of the teacher is as critical that no nation can afford to discount it. This is due to the fact that, "Education is a condition for development and the teacher is the ultimate definer of its reality" (Adegoke, 2003, p.5). Ghana has over the years put forth efforts to train and develop teachers to form the bedrock of training the manpower needs of the country. The Presidential Committee on Education (2002), a committee that worked on educational reforms in Ghana, 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) also indicated that the mission of Ghana's teacher education is to provide a comprehensive teacher education programmes through pre and in-service training that would produce *competent, committed* and *dedicated* teachers to improve the quality of teaching and learning. The emphasis now is on teacher education programme.



Teacher education in the University of Cape Coast is the mandate of the College of Education Studies, formerly the Faculty of Education. The Department of Arts and Social Sciences Education (DASSE) is one of the six departments under the College of Education Studies responsible for training qualified teachers in Arts and Social Sciences education. The department runs undergraduate courses such as B.Ed. (Accounting), B.Ed. (Management), B.Ed. (Social Sciences), B.Ed. (Arts) and B.Ed. (Social Studies). These programmes are expected to adequately prepare the pre-service teachers with content knowledge, pedagogical knowledge, educational psychology, counseling expertise, classroom management and control abilities, motivational competences, teacher material utilization competences, teacher evaluation competences among others, so that ultimately, quality education is enhanced in the classrooms during in-service.

DASSE provides general and subject-specific teacher education to prospective teachers. This is as a result of the conviction that the generic knowledge and skills needed to be an effective teacher is not the same throughout the disciplines. Martinez (1994) accordingly mentioned that, arguably teachers see themselves as content or age-level specialists and it is important that teacher education programmes reflect this, as the teaching knowledge and skills required for teachers to be effective differ depending on discipline specialization. On this account, Economics education, one of the discipline specializations, is provided to students so that they can effectively teach Economics which is a distinct discipline with distinct nature, description, method of enquiry and teaching demands.

Economics education is one of the B.Ed. (Social Sciences) programmes, apart from Accounting education, Geography education, and Management education, provided by the Department of Arts and Social Sciences Education (DASSE) in UCC. The B.Ed. Social Sciences programme, Economics option, typically trains students as future Economics teachers and allows them a minor-subject option to acquire content knowledge in Geography, Mathematics or Management. Students study their main subject area in depth and have supplementary subjects in other courses to strengthen their future expertise. Therefore, the B.Ed. Social Sciences, Economics combinations are; Economics-Geography, Economics-Mathematics and Economics-Management. The assumption is that the programme trains students to, in equal rigour and effectiveness, teach their minor subjects when the need arises. However, the subject combinations within the Economics education programme only seem to point to the fact that course-structure experiences are not the same for all the Economics education students. Their programme constituents may be different and as such their educational experiences may accordingly be different.

### **Statement of the Problem**

Pre-service teacher education programmes are designed to equip prospective teachers with the knowledge and skills to teach in the classrooms. As the quality of teaching occurring in the classroom can directly be attributed to the pre-service teacher preparation that teachers received (Darling-Hammond, 2000a), it has become crystal clear that the quality of teacher education is of immense importance to the teaching profession. Accordingly, improving on the effectiveness of pre-service teacher education programmes is vital if the quality of classroom teaching is to improve. How effective then are

teacher education programmes in preparing students for the realities of the classroom?

Efforts toward answering the above question have marked teacher education as a separate research area, an area where authors have tried to investigate with varied focus and in different contexts. However, a literature search seems to suggest that there is limited local empirical investigation into the impact of pre-service teacher education on teachers' preparedness to function effectively. For example, Gujjar and Dogar (2006) assessed the educational offerings of two tertiary institutions, one in the United States, and the other in Pakistan. The study assessed the presence or otherwise, the appropriateness, and effectiveness of facilities in the institutions as a measure of the worthwhileness of the post-graduate teacher education programmes offered by these institutions. Clearly, the endeavour was very well placed as it tried to gather input-measure evidences (Feuer, Floden, Chudowsky&Ahn, 2003) of evaluation or assessment. The claim by Feuer et al. (2003) that 'substance of instruction' is a very important measure of an effective programme delivery provided a justification for their study. Similarly, Hussain (2004) assessed how teacher training programme foster the development of professional attitude in prospective secondary school teachers. The main focus of this study was limited to how effectively the teacher education programme promote professional attitude in teachers.

Fatima (2010) and Ansong (2011) also conducted an evaluative study on teacher education programmes using the Context, Input, Product and Process(CIPP) model as a methodological tool. Ansong(2011) particularly did not adequately cover all the rubrics of the CIPP model; she exempted the

'Process' rubric. More so, it is clear that the interests of these authors centered on the educational offerings, and the quality and substance of instruction. Emphasis was far from satisfaction and importance, two criterions that consumers use to make choices (Kitcharoen, 2004). Again, these studies did not consider the components or rubrics (such as teaching practice, classroom management expertise, content knowledge acquisition and mastery, counselling expertise etc.) of a teacher education programme for which the attainment of these could be a sign of an effective teacher education.

Elsewhere, Zairi(1995)posits that students are the consumers of educational services;as such they should be fit to measure the quality of an educational output. Oldfield and Baron (2000) suggest that institutions should pay better attention to what their students want instead of collecting 'data based upon what the institutions think students perceive to be important'. This provides a different method for evaluative studies. In that respect,Ballantyne (2005) investigated the effectiveness of pre-service music teacher education programme using early-career music teachers as the study's participants. Early-career teachers are ex-consumers of the programme. However, it can be argued that accurate information can be collected from current consumers of the programme than from ex-consumers. Hence, this current study is designed to, among other things, partly fill the gaps associated with the studies cited in the preceding paragraphs by examining the effectiveness of the pre-service Economics teacher education (that is, the various aspects of the programme) of UCC using pre-service teachers as the participants of the study.

## **Purpose of the Study**

The researcher sought to assess, using the participant oriented approach, the effectiveness of the B.Ed. Social Sciences programme, Economics option, from the perspective of the Economics student-teachers of the University of Cape Coast. The study, through the Importance-Performance Analysis (IPA) theory, broke the pre-service preparation programme into various aspects and determined how important they are, and how satisfied student-trainees are with their performance (the aspects of the B.Ed. Social Sciences programme) in addressing their pre-service preparation needs. Another aim of this research was to determine the perceived effectiveness of the B.Ed. Social Sciences programme as it differs among prospective Economics teachers offering B.Ed. Social Sciences (Economics) option, with different minor-subject combinations. Specifically, the study sought to:

1. ascertain the perception of Economics teacher-trainees about the effectiveness of the B.Ed. Social Sciences programme, Economics option, in preparing them for teaching in schools.
  - a. ascertain how Economics teacher-trainees perceive the importance of the various aspects (the knowledge, skills and values) of their pre-service preparation.
  - b. ascertain how Economics teacher-trainees perceive the performance of the programme in addressing various aspects (the knowledge, skills and values) of their pre-service preparation.
2. describe how teacher education traditions influence the prospective Economics teachers' perception of the effectiveness of their pre-service preparation.

3. ascertain out how prospective Economics teachers perceive their needs in relation to pre-service preparation.
4. determine how Economics teacher-trainees with different minor subjects perceive the effectiveness of the B.Ed. Social Sciences programme.

### **Research Questions**

The study was guided by the following research questions.

1. What is the perception of Economics teacher-trainees about the overall effectiveness of their pre-service programme in preparing them for teaching?
  - a. How do Economics teacher-trainees perceive the importance of the various aspects (the knowledge, skills and values) of their pre-service preparation?
  - b. How do Economics teacher-trainees perceive the performance of existing programmes in addressing various aspects (the knowledge, skills and values) of their pre-service preparation?
2. What influence does teacher education traditions have on prospective Economics teachers' perception of the effectiveness of the B.Ed. Social Sciences (Economics) programme?
3. What are the needs of prospective Economics teachers in relation to their pre-service preparation?

### **Research Hypothesis**

H<sub>0</sub>: There is no statistically significant difference in the effectiveness of the B.Ed. Social Sciences programme (Economics) as perceived by Economics teacher-trainees with different minor subjects.

H<sub>1</sub>: There is a statistically significant difference in the effectiveness of the B.Ed. Social Sciences programme (Economics) as perceived by Economics teacher-trainees with different minor subjects.

### **Significance of the Study**

The study may provide “useful feedback” to already-enrolled, yet-to-enroll students, parents, staff, administrators, etc. The findings of this study may establish confidence in student-teachers about their programme. This is because the findings will enable them to know where their professional strengths lie. They may also have a sense of satisfaction as they are made judges of the quality of their own preparation needs. In essence, the study might aggregate the perceptions of students regarding their preparation programme and send it to the doorstep of the authorities of the university, for considerations.

University staff, authorities and administrators of the programme will not be left out. As there are many stakeholders of quality education, hence quality teacher education, the findings of this study may provide essential data for the re-conceptualization, if necessary, of the pre-service Economics teacher preparation programme in the University of Cape Coast. Authorities and lecturers of the university will be prompted to areas of the Economics education where concentration or improvements are needed, if any.

Although the study focuses on the views of student-teachers of DASSE, the results could have wider application, generating further questions and areas that need to be investigated in depth within the field of pre-service teacher education. This means that the study will, as much, be relevant to researchers and in the creation of knowledge.

## **Delimitation**

Teacher education is a long-lived subject that has received attention over the years. Numerous studies have been conducted on this subject at different research sites or geographical locations. Scholars have investigated the effectiveness of graduate programmes of teacher education (Fatima, 2010; Gujjar&Dogar, 2006; Hussain, 2004) over the years using different methodologies such as the CIPP model. This study however, sought to explore the effectiveness of the B.Ed. Social Sciences (Economics) programme (undergraduate programme) of the University of Cape Coast, but from the viewpoint of the final year Economics student-teachers (i.e. the study used the participant oriented approach to evaluation). A similar study was conducted by Ballantyne (2005) in Australia with early-career music teachers, but in this study emphasis was placed on exploring the difference or not as it appears in the perception of student-teachers offering Economics education but combining it with other minor subjects.

## **Limitations**

The study was not an exhaustive evaluation of pre-service teacher education programmes in the University of Cape Coast as far as the concept 'effectiveness' is concerned. It was designed, according to the modalities of the IPA model, to elicit both evaluative and theoretical findings through the investigation of pre-service Economics teachers' perception of their pre-service experiences. The study was considered only the perception of the Economics student-teachers of UCC. This means that the perceptions that were reported were relevant specifically to the experiences of these student-teachers and could not or cannot necessarily be generalized to other contexts or over time. The



research design chosen made use of questionnaire and interview schedule as instruments for the data collection. There are problems associated with the use of the questionnaire. These may include misinterpretation on the part of the respondents and the tendency that respondents may try to impress the researcher or portray themselves as well-informed. These could threaten the reliability of the results. Again, these problems could have manifested during the interview, hence interview findings are also limited to the opinions expressed. That is to reiterate that, the results cannot be generalized since the study had limited coverage area.

However, the researcher took some steps to minimize the threat posed by these problems. The questionnaires were delivered personally, so that seemingly difficult statements were explained to clear any misconceptions. Respondents were also encouraged to be objective and natural about their impressions.

### **Organisation of the Study**

Chapter one provides background to the study, statement of the problem, purpose of the study, research questions and hypothesis, significance of the study, delimitation, and lastly, limitations of the study. Chapter Two reviews the theoretical and empirical literature related to the study. Chapter Three discusses the research methodology. It focuses on the research design, population, sample and sampling procedures, data collection instruments, validity of the instruments, data collection procedures, data processing and analysis, and ethical considerations. Chapter Four dwells on the results and discussion of the data collected and analysed. Chapter Five presents the summary, conclusions and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **Overview**

This chapter reviews related literature on teacher education programmes effectiveness, teacher education reforms and models, and the teaching profession in Ghana; with emphasis on Importance-Performance Analysis (IPA) theory. The relevance of this is to gather a pool of knowledge on the topic under study to create ample opportunity for analyzing the data. The theoretical section reviews the theory upon which this study hinges. The conceptual framework highlights the concepts relating to the key variables in the study, providing the framework for the researcher to conceptualize the focus of this study. The empirical review appraises and brings to bear other studies carried out by other scholars that relate to this current study. The empirical review is done for the purpose of comparing the findings of this study with other related studies to either confirm or rebut conclusions drawn by early researchers. The review is carried out under the following themes:

- a. Importance-Performance Analysis (IPA) Theory
- b. The Teaching Profession
- c. Pre-service Teacher Education
- d. Teacher Education Models
- e. The Four Teacher Education Traditions
- f. Teacher Education in Ghana
- g. Pre-service Economics Education
- h. Conceptualizing an Effective Economics Teacher Education Programme
- i. Empirical review

## **Theoretical Framework**

This study is situated within the framework of the Importance-Performance Analysis (IPA) theory and its accompanying relevant constructs. This is discussed below.

### **Importance-Performance Analysis (IPA) theory**

Importance-Performance Analysis (IPA) was pioneered and brought to prominence by Martilla and James into the field of marketing in 1977. The main thrust of this theory was to serve as a framework for analyzing service/programme attributes, so that ultimately the effectiveness of the service/programme is assessed. The IPA evaluates identified set of attributes relating to a particular service/programme on the basis of how important each attribute is to the consumer and how the service/programme performs relative to each attribute (Olujide&Mejabi, 2007). Conceptually, the Importance-Performance Analysis relies on multi-attribute models to send the perception of consumers about service/programme to the doorsteps of the providers of such services or programme.

This theory, which in itself is an analytical tool, isolates strengths and weaknesses of a market offering and, in recent times, educational offering in terms of two criteria that consumers expend in making a choice. One criterion is the relative importance of attributes whilst the other is consumers' evaluation of the offering or their satisfaction in terms of those attributes (Kitcharoen, 2004). A closely observed implication is that, the use of this theory only allows for the definition of "effectiveness" of a market or educational offering in terms of importance vis-à-vis inherent-derived satisfaction, as far as the concept is being measured from the perspective of the consumer. This definition, as if it is

without shortcomings, could not be an all-embracing definition as far as the indicators or rubrics of effectiveness are concerned. However, the insightful use and benefits accruing to the theory is not downplayed by any means. After all, the concept “effectiveness”, like “freedom, happiness etc.” is, a complex construct that is arbitrary and open to subjective interpretations (Acquah, 2014). Effectiveness could therefore be conceived of as a phenomenon in the eyes of the beholder.

The use and application of the IPA, as posited by Martilla and James (1977) is an easy-to-understand technique that yields insightful information. The first stage of the IPA is to determine which attributes to measure. That is, a particular application of the technique starts with the identification of the attributes that are relevant to the chosen situation to be investigated. According to Martilla and James, the task of ascertaining what attributes to measure is critical because if any evaluative factors important to the consumer are overlooked, the usefulness of IPAanalysis will be severely limited. On that account, they opine that the list of attributes can be developed after soliciting, inspecting and consulting relevant literature, conducting focus group interviews, or using managerial judgment and experiences.

The second phase is to create an artificial dichotomy between the importance and the performance measures. This evaluation is typically accomplished by surveying a sample of customers. After determining those attributes that are worthy of subsequent examination, consumers are asked two questions. One relates to the salience of the attributes and the other to the company’s or institution’s own performance in terms of delivery of these attributes. Thirdly, once calculated, the importance and performance means for

each attribute are plotted on the vertical and horizontal axes of the importance-performance grid. By using a central tendency, for example, the mean, median or a rank-order measure, the attribute importance and performance scores are ordered and classified into high or low categories; then by pairing these two sets of rankings, each attribute is placed into one of the four quadrants of the importance performance grid (Crompton & Duray, 1985).

The fourth phase is to analyse the importance-performance grid (Martilla & James, 1977). As seen in Figure 1, the “concentrate here” quadrant indicates high importance of an attribute but low satisfaction with the performance of the attribute. The “keep up with the good work” quadrant shows high importance of an attribute and high satisfaction with the performance of the attribute. The “low priority” quadrant shows low importance of an attribute and low satisfaction with the performance of the attributes. The “possible overkill” quadrant indicates low importance of an attribute and high satisfaction with the performance of the attribute (Martilla & James, 1977).

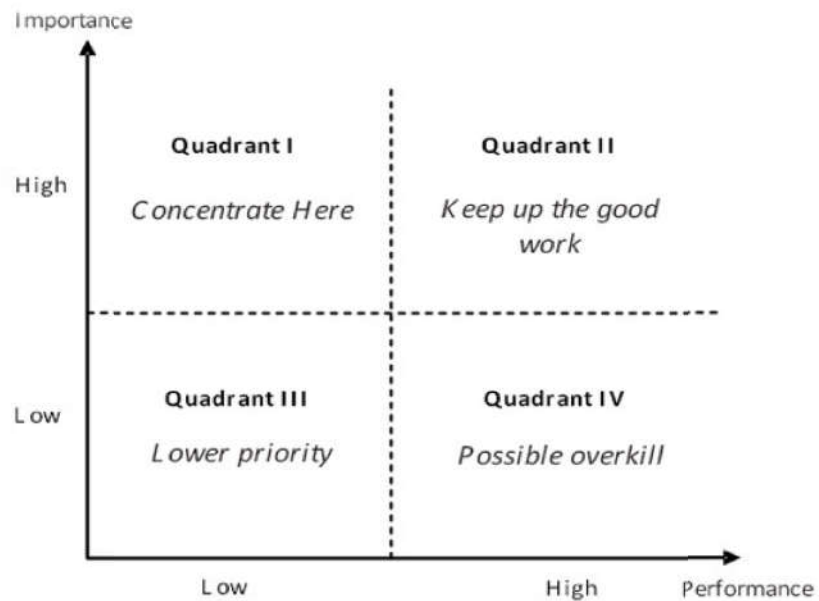


Figure 1: Importance - Performance Analysis grid (Martilla & James, 1977)

This grid or matrix, as shown in Figure 1, is used to prescribe prioritization of attributes for improvement (Slack, 1994) and can provide guidance for strategy formulation (Burns, 1986). Slack (1994) presented an IPA model that considered a relationship between importance and performance, for which he did not hesitate to theorize that target levels of performance for particular product/programme attributes ought to be proportional to the importance of those attributes. In other words, importance is seen or viewed as a reflection of the relative value of the various quality attributes to consumers. According to Barsky (1995), lower importance ratings are likely to play a lesser role in affecting overall perceptions, while higher importance ratings are likely to play a more critical role in determining consumers' satisfaction.

The objective is to identify which attributes, or combinations of the attributes are more influential in replication of patronage behaviour and which have less impact. The information is valuable for the development of marketing strategies in organizations (Ford, Joseph & Joseph, 1991). This view is confirmed by Lovelock (1998), when he stated that importance-performance analysis is an especially useful management tool to “direct scarce resources to areas where performance improvement is likely to have the most effect on overall customer satisfaction”. It also has the benefit of pinpointing which service attributes should be maintained at present levels and “those on which significant improvement will have little impact”.

Importance-Performance theory has been useful in various industries such as service quality (Deacon & Du Rand, 2013; Tzeng, & Chang, 2011; Wang, 2012), travel and tourism (De Nisco, Riviezzo, & Napolitano, 2009; Wade & Eagles, 2003), leisure and recreation (Chen, Stanis, Barbieri, & Xu,

2012;Chu, & Choi, 2000), education (Alberty&Mihalik, 1989; Kitcharoen, 2004; Ballantyne, 2005;Silva &Fernandes, 2011), and healthcare marketing (Dolinsky& Caputo, 1991). What's more, Importance-Performance Analysis (IPA) has been useful in a number of other contexts with relatively little or no modification of its outlook. For example, Chon, Weaver, and Kim (1988) made use of the IPA modalities for the Visitors Bureau of Norfolk, Virginia.

The traditional Importance-Performance Analysis, however, has two inherent weaknesses. First, while the technique considers an object's own performance in terms of a particular attribute, it ignores its performance relative to competitors (Burns, 1986). Yet consumer evaluations of an object do not occur in a competitive vacuum. On the contrary, the ultimate degree of a differential advantage a product enjoys is determined by its performance relative to competitors. In other words, the absolute own performance measure of the traditional importance-performance analysis needs to be augmented with a relative performance measure. Therefore, Burns (1986) added "performance" of "competitors" as a third dimension.

### **Service/programme quality in educational institutions**

Studies have paid attention to service quality in higher education in earlier years. The emphasis of those studies were on academic rather than administrative areas. They concentrated on effectiveness of course delivery mechanisms and the quality of courses and teaching (Athiyaman, 1997; Bourner, 1998). The means for measuring service quality of courses and programmes had often relied on research instruments (e.g. student feedback questionnaires) conceived by prime stakeholders of the higher education institutions. For example, Abouchedid and Nasser (2002) measured students'

perception of registration and academic advising across different faculties and other administrative services to assure positive quality service. Their efforts complemented works that have been done in the area of service quality in academics. With these backdrops, the essence of this study is also to add to service quality in academics by assessing the B.Ed. Social Sciences(Economics) programme quality through students' satisfaction ratings.

### **Measure of students' satisfaction**

In measuring of organizational performance, Kanji, Malek and Tambi (1999) note that consumer satisfaction gives a lead to total quality management. Student satisfaction is seen by Elliott and Healy (2001) as a short-term attitude that emanates from the evaluation of their experience with the education service they received. In the light that students are the customers of the educational service, they should measure the quality of the educational output and be the judge of its quality, just as the case in the industrial context (Zairi, 1995). The concept of students as customers is no new topic in the literature (Hill, 1995). Yorke (1999) argues that this supplier/customer relationship is hard to delineate, because students are also "partners" in the learning process. Sirvanci (1996) identifies four different roles for students: product-in-process, internal customers for facilities, labourers in the learning process and internal customers for the delivery of course materials.

Student satisfaction is regarded as assessing the services provided by higher education institutions (Wiers-Jenssen, Stensaker&Grogard, 2002). Student satisfaction surveys can be looked at as a more comprehensive means to identify institutional strengths as well as the areas to be improved so as to enhance students' learning experience. It can therefore, be thought of as a



managerial mechanisms used by institutions to adjust to changing economic circumstances (Wiers-Jenssen et al., 2002). As a matter of fact, to advance the worth of teaching and learning, most European higher education institutions have already started employing some form of student satisfaction measurement as a feedback mechanism to determine the quality of education (DeShields, Kara & Kaynak, 2005; Mai, 2005).

### **Taking the student's standpoint**

Oldfield and Baron (2000) suggest that institutions should pay better attention to what their students want instead of collecting 'data based upon what the institutions think students perceive to be important'. Similarly, Joseph, Yakhou and Stone (2005) point out that traditional approaches leave decisions about what constitutes quality of service (e.g. such as deciding on what is "most important" to students) exclusively in the hands of administrators and/or academics. Joseph et al., therefore, suggest that academic administrators should focus on understanding the needs of their students, who are the specific and primary target audience. Again, Douglas and Douglas (2006) suggest that the students' experience and its improvement 'should be at the forefront of any monitoring of higher education quality'. Therefore, in order to understand students' needs, universities can collect feedback from them.

According to Leckey and Neill (2001), student feedback plays a major role in delivering quality in higher educational institutions. Student feedback in this context can be described as the expressed opinions of students about the service they receive as students. This may include perceptions about the courses or programme of study, teaching and learning, learning support facilities (such as libraries, computing facilities), learning environment (lecture rooms,

laboratories, social space and university buildings), support facilities (refectories, student accommodation, health facilities, student services) and external aspects of being a student (such as finance, transport infrastructure).

### **Conceptual Review**

This section of the study reviews the up-coming concepts in order to eventually conceptualize the focus of the study; conceptualizing an Effective Economics Teacher Education Programme (ETEP). The essence of this is to ultimately identify the aspects or attributes of the Economics teacher education programme for which the IPA theory was applied.

### **The Teaching Profession**

Is teaching counted as a profession? The term “professional” as associated with the term ‘profession’, is a loosely used concept. Today, there are records of large numbers of occupational groups, most of which are having university ties and licensing confinements, who are claiming professional status (Leino, 1996). Occupations without these and many more characteristics or credentials are also making the same claim. This is partly attributed to the fact that, it appears there is a contention in the literature as to what group of workers or occupation could secure the status of a profession. The field of teaching has had its own bit of the debate. Whether teaching counts as a profession or not has long been a contested issue (Baggini, 2005; Wilkinson, 2005). While the most powerful professions of law and medicine are commonly perceived as the ‘ideal type’, public-sector professions with significantly less power such as teaching and nursing, were described by Etzioni (as cited in Gamble, 2010; Ololube, 2006) as ‘semi-professions’. The question is, why is teaching, a very noble occupation considered a semi-profession?

The conceptual framework with which the notion of teacher professionalism has been interrogated has been analysed in different ways and approaches. It is therefore, prudent that these are considered in order to note the issues and vocabularies that emerge from the different analytical approaches.

### **The trait or inventory interpretations of a profession**

There is common harmony in the literature around professions and professionalism that, the focus and role of professionalism is on maintaining social order. To achieve this social cohesion, what is generally known as the ‘essential trait’ or ‘inventory’ approach emerged; which involved naturalistic case studies and the compilation of typologies or lists of common attributes of accepted professions (usually law and medicine as a yardstick) as evidence in determining the mannerism-credentials or fitness of that established professions. Essential mutual traits acknowledged in Esland(1988),Freidson(1994), Crook(2008) and many other sources are succinctly summarised in the list put forward by Beck and Young (2005):

1. “that “established” professions historically achieved an exceptional measure of collective collegiate autonomy over their conditions of professional training, certification of professional competence, and conditions of work and practice.
2. that such professions themselves largely defined the boundaries of their own knowledge base, which in most cases was eventually institutionalised in the form of a curriculum taught by a “professional school” based within institutions of higher education
3. that as a condition of maintaining trust on the part of both their clients and the State, such professions were constrained to develop and

implement a code of ethics through which individual professionals could be held to account by the profession itself; and

4. that professional training typically involved more than the imparting of specialist expertise; it also involved intensive socialisation into the values of a professional community and its standards of professional integrity, judgement, and loyalty – in other words, the creation of a professional habitus’ (p.188).

A critical look at the first and second bulletin suggests that there is an ‘entreaty’ being placed at the doorstep of institutions (such as the institutions responsible for training lawyers, doctors, nurses, teachers, etc.) that render professional specialized education. To this end, this review is interested in university-based teacher educators. It is obvious that teacher educators have a role to play if teaching is to be counted as a profession. What essential traits are teacher educators institutionalizing into teachers? Are teacher educators making teachers aware of their responsibilities and incentives? According to Beck and Young (2005), it may be useful to unpack the notion of ‘autonomy’ to include responsibility and self-motivation. Going by these interpretations, it becomes necessary to interrogate what teacher educators, especially university-based teacher educators are doing to satisfy the trait credentials or confidence of teachers. It may therefore be conveniently argued that the essential trait or inventory interpretation of professionalism could be used as an avenue to partly answer the question “what are the traits or qualities of an effective teacher?”

### **Professionalism as occupational self-interest**

This approach paid attention to the phases or stages by which occupational groups achieved professional status and attempted to elucidate

sequences or common patterns of professionalization towards elite status. Professionalisation theories dedicated efforts to issues of power and conflict to demonstrate how professional groupings achieved both knowledge and economic monopoly and dominance. Abbott (1988) posits that earlier 'trait' theory work was 'unmasked' as ideological; and professionalism was often described as representing 'unjustified elitism that reinforces the class system and ... and interferes with the operation of a free and putatively efficient labour market' by using social closure to limit opportunity (Freidson, 1994) or as 'elites of practitioners who seek personal reward through collective mobility' (Abbott, 1988). Again, the idea put forward by this approach is that the phases through which a teacher gains professional status is very important. At what point is a teacher or group of teachers eligible for professional status and recognition? By that token, it is in the self-interest of the teaching profession to delineate the duration or time or institutional phases considered relevant, adequate and representative of elitism. This can be considered as "*profession frontier of the teaching profession*" – a locus of phases that defines the teaching profession.

### **Professionalism as occupational control**

A third approach, which is currently dominant, is a study of professions as a means of occupational control. Wilkinson (2005) argues:

Professions, then, are those occupational groups which have, by virtue of their formal knowledge, been granted collective license by the state to control the training, the qualification process and the regulation of qualified practitioners. Moreover, only those whose qualifications are recognised by the profession, usually represented by the professional

body, are entitled to engage in professional work and so professions have a monopoly over the provision of the services they control (p.423).

The emphasis here is rigorously on the gain of dominion or proficient control through licensure. The contribution of Abbott (1988) in this regard is however not overlooked in this analysis. Abbott's idea of control of 'professional jurisdiction' which is argued to have provided a scheme, a 'theory of knowledge base', on which professionalism rests is vital. He contends that an occupational grouping's knack to gain and maintain control is contingent on ownership and control of a form of abstract knowledge which uniquely qualifies the occupational grouping to exercise professional jurisdiction. It is the degree of abstraction of the knowledge base that is 'the ultimate currency of competition between professions'. This approach appears as a build-up on the 'trait or inventory' approach as abstract knowledge base peculiar to occupational grouping may amount to or constitute a 'trait'. However, the 'trait or inventory' approach may again be inherent in this third approach.

With these frameworks as benchmark, teaching fails to be an 'ideal-type' profession or classical profession (Gamble, 2010), but rather a quasi or semi profession (Kerchner&Caufman, 1995). However the kind, Eraut (1994) emphasized the importance of professional preparation and higher education, stating that occupations now claiming to be professions have employed several modes of training and preparation, often in combination. These include:

1. A period of internship, during which students spend a significant amount of time (up to five years) learning their 'craft' from an expert;
2. Enrolment in a 'professional college' outside the higher-education system;

3. A qualifying examination, normally set by a qualifying association for the occupation;
4. A period of relevant study at a college, polytechnic or university leading to recognized academic qualification; and
5. The collection of evidence of practical competence in the form of a logbook or portfolio (Eraut, 1994, p.6).

Ololube (2006) maintains that each of these modes make a distinctive contribution to the student's knowledge base and to his or her socialization into the occupation. Nonetheless, the claim made by Eraut leaves the teaching profession dominantly satisfying or employing the fourth bulletin or mode. The period of internship as far as the teaching profession is concerned also leaves much to be desired. This implies that the field of teaching is, by a great magnitude, not exhaustive of the pure traditional or acceptable modes of professionalism. This observation is very much noted by scholars, and thus, Abdal-Haqq (1992) argued that teaching is not strictly a technical/rational, skill-driven task. The context of teaching is closer in texture to parenting than to debating in a courtroom or overseeing surgery in an operating room. The nature of teaching, the context in which it is performed, and the process by which occupations traditionally have become professions make it impractical and undesirable to use traditional models of professionalization for teaching. This practically explains why key features of professionalism are missing from teaching.

Regardless of this position, there is a drive towards what is perceived as 'professionalism' by teachers. Shacklock (1998) attempting to keep an up-close understanding of the significance attached to professionalism and ascertaining

the voice of teachers in that regard compelled Ololube (2006) to summarise that a profession is an occupation requiring special training. In addition, a professional is one “who is suitable and extremely competent in a job”. Leino (1996) says that a profession is a guild of practitioners who are expected to be masters of a knowledge base and skill area. Going by these purviews, it seems there are efforts geared towards approaching the development of tools for successful teacher learning which should eventually lead to professional growth and development throughout his/her career.

Tools being used by many countries across the world to facilitate teacher professional formation and growth have come in the form of major teacher education reviews and institutionalization of acceptable sets of standards. For example, The European Union Tuning Project (Drudy, Gunnarsson&Gilpin, 2009) relates generic and subject-specific competences to degree cycles covering initial, Masters and Doctoral expectations. Other frameworks have different approaches to differentiating the application of standards but they all serve the same broad purposes of signalling what twenty-first century teachers should look like and also providing criteria for assessing professional and personal growth (Vizek-Vidović&Velkovski, 2013). Taken together, all these developments point to a clear way forward for the teaching profession and this surely has direct implications for the selection, initial education and career-long learning of a potential and serving teacher. Well-judged and clear standards can help to align policy and practice and provide the basis for the formation and career-long growth of such teachers. All these boil down to teacher education.



## **Pre-Service Teacher Education**

Research suggests that pre-service teacher education often provides the first step in the professional development of teachers. It exposes pre-service teachers to new perspectives as well as prepares them in knowledge and skills (Wilke, 2004). However, much of what teachers need to know to be successful is invisible to lay observers, leading to the view that teaching requires little formal study (Darling-Hammond, 2006). This supposition was given live after when Darling-Hammond and Bransford (as cited in Darling-Hammond, 2006) described the National Academy of Education Committee's report as follows:

To a music lover watching a concert from the audience, it would be easy to believe that a conductor has one of the easiest jobs in the world. There he stands, waving his arms in time with the music, and the orchestra produces glorious sounds, to all appearances quite spontaneously. Hidden from the audience – especially from the musical novice – are the conductor's abilities to read and interpret all of the parts at once, to play several instruments and understand the capacities of many more, to organize and coordinate the disparate parts, to motivate and communicate with all of the orchestra members. In the same way that conducting looks like hand-waving to the uninitiated, teaching looks simple from the perspective of students who see a person talking and listening, handing out papers, and giving assignments. Invisible in both of these performances are the many kinds of knowledge, unseen plans, and backstage moves – the skunk works, if you will, that allow a teacher to purposefully move a group of students from one set of understandings and skills to quite another over the space of many months (pp.1-2).

Generally, scholars in teacher education will bet to differ as far as the above supposition or observation is concerned. The reason is not far-fetched as all and sundry associated with education will readily agree that education policies, however well-intentioned; and official curricula, however well crafted, cannot flourish without the teacher, whose professional ingenuity and management of the teaching-learning process ensures that education does not really remain a mirage but rather a reality. Teachers have to know what they have to know to be able to do what they have to do in order for educational success to emerge. This makes pre-service teacher education very crucial as well as an integral component of the educational system. One can conveniently argue that teacher education is closely allied with humanity and society; and it is predisposed by the culture, needs, and aspirations, feelings and belief system, purpose and character of a nation.

In that light, Rajput, Anand, Dewal and Joshi (2005) opine that the constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed. In essence, teacher education is a 'societal-problem-responsive phenomenon' as culture, problems and challenges faced by society do not remain the same over time. Thus, it is a phenomenon that endeavours to satisfy and solve yesterday, today and tomorrow's problems and needs of the society, but first meets the professional academic needs of an educator. Kansanen (2011) posited that the programme of teacher education should therefore be general so that it will be applicable, too,

in the future, when the conception of what makes a good teacher and good teaching has developed away from the conception current at the time the teacher education was carried out.

According to the Health and Education and Advice Resource Team [HEART] (2015), teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Speaking to the same issue but with different choice of words, Aggarwal (as cited in Fatima, 2010) conceptualises teacher education as that knowledge, skill and ability which is relevant to the life of “teacher as a teacher”. Similarly, Shah (as cited in Fatima, 2010) concurs with Aggarwal when he posited that teacher education should emphasize the development and character building of a teacher. It is clear that development and character building in this context is a manifestation of acquisition of the right knowledge, skills, attitude, disposition, and ability so that one can do what he/she could not do before – this should be the focus of teacher education.

However, a well-known conundrum in teacher education is that the idea of what makes a good teacher and good teaching changes over the years (Kansanen, 2011). The problem stems from the fact that who an ideal or effective teacher is, defies a consensual definition. Nonetheless, it is universally agreed that content studies, pedagogic ingenuity, and most recently professional values and reflection have been identified as central to teacher education.

According to Hollins (2011) learning to teach is a complex and multidimensional process that depends on the ability to synthesize, integrate, and apply knowledge from multiple sources (Abudu&Donkor, 2014) in

constructing an understanding of how to facilitate learning in complex dynamic contexts with a multiplicity of aspects that require attention and action. He further states that the challenge for teacher educators is to provide opportunities for teachers to acquire deep knowledge and understanding in a wide range of areas and to learn the professional discourse and practices and the conditions of engagement and enactment in ways that facilitate learning.

Hargreaves and Fullan (1992) sharing similar views posit that teacher education or development is a complex, multi-faceted process, made up of initial teacher training, in-service training (or continuing education) and lifelong education. In effect, teacher education is a life-long learning and adjustments to novel and complex dynamic contexts, not forgetting the management of learning processes so that the ultimate aim of education emerges because someone (the teacher) has acquired the necessary knowledge, skills, attitudes, aptitude and disposition relevant to the work of the teacher. This can only happen in an institutional setting that adequately create the opportunities, structures, programmes and activities that necessitate the acquisition and in fact, the development of these virtues and more. The overriding aim of teacher education is to facilitate and develop in the would-be teachers the self-awareness and interpersonal skills that would enable them to function better in the world of school.

### **Pre-Service Teacher Education in Ghana**

Just as Zeichner and Liston (1990) prompt that reform movement in U.S. teacher education lacks historical consciousness, the case of Ghana is not different. Limited evidence, in terms of literature, was found discussing pre-service teacher education reforms in the Ghanaian setting (HEART, 2015). This

could be ascribed partly to the fact that Ghana saw the need to take teacher education very sensitive and paramount... but this came a bit late. Major changes in Ghana's teacher education endeavours, in terms of curriculum structure and reforms began following the introduction of the pre-tertiary education reform in 1987. After decades of changes in pre-service teacher education, there is apprehension about how and what institutions are doing in their quest to preparing future generation of teachers to possess the characteristics or features needed to meet the 21st century needs of education. This concern is occasioned by the fact that many teachers lack adequate skills when they come out of training (Agbenyega, 2011; Kuyini& Desai, 2008).

To address the situation, it appears various initiatives have been undertaken. Quashigah, Dake, Bekoe, Eshun, and Bordoh (2014) stress that there have been various initiatives used to structurally transform the education system and improve considerably, access to quality teaching and learning, infrastructure delivery as well as management efficiency. The present-day Ghana has two customary lines of development in its teacher education endeavours (Anamuah-Mensah and Benneh, n.d.). The first and oldest line of teacher education development is the preparation of teachers through the Teacher Training Colleges (TTC), now the Colleges of Education (CoE). This development concerns itself with the education of teachers for elementary or basic schools (primary schools and junior high schools). Closely linked to this line of development is the education and training of kindergarten teachers. Given the gap in qualification, trained teachers from this line of development are not fit to teach at the senior high school level. The other line of development refers to the concerns to educate teachers for second-cycle or senior high

schools, vocational and technical schools and colleges of education. Pre-service teacher education programmes currently running in Ghana have been presented by Anamuah-Mensah and Benneh (as cited in Asare&Nti, 2014) as follows;

1. Three (3)-year Diploma in Basic Education. This programme is for teachers of basic school (kindergarten, primary, and junior high school teachers). The Colleges of Education are charged with this mandate.
2. Two (2)-year post-Diploma in Basic Education. Again, this is for basic school teachers. The University of Education, Winneba or the University of Cape Coast trains these teachers. The prerequisite is that, these teachers should have already acquired the Diploma in Basic Education certificate.
3. Four (4)-year bachelor's degree [Bachelor of Education (B.Ed.)] for second cycle schools teachers. Teachers with this certificate qualify to teach in the junior high schools as well. Again, the University of Cape Coast and University of Education, Winneba, train teachers for this purpose.
4. Master's degree for prospective teachers intended for second cycle schools and the Colleges of Education. The teachers with this qualification graduate from the University of Education, Winneba and University of Cape Coast.
5. The Colleges of Education and the University of Cape Coast also offer a two-year Diploma in Basic Education programme (on sandwich basis) for teachers who have already acquired initial professional teacher's Certificate "A" 3-Year post-secondary qualification.

6. The Colleges of Education in collaboration with the Teacher Education Division(TED) of the Ghana Education Service makes provision for non-professional teachers. They offer a Four-year Untrained Teacher's Diploma in Basic Education (UTDBE) programme for practicing teachers who have not received initial professional teacher training on a distance-education mode.
7. Furthermore, the partnership between the two institutions (i.e., CoE and TED) offers a three (3)-year Certificate "A" programme for practicing teachers who enrolled on the UTDBE programme but could not satisfy all the requirements for the award of the certificate. These teachers too have not received initial professional teacher training.

Anamuah-Mensah and Benneh (n.d.) highlighted that, apart from the traditional or customary line of development above, other modes to teacher development are available. These include the following: in-service programs intended to improve qualifications of serving teachers; in-service training at school, cluster, and district levels; and distance education programs to ensure continuous, lifelong teacher education process. This is a non-residential line of development with pre-planned face-to-face sessions at designated centers.

### **Teacher Education Models**

Given that the teaching profession makes demands(in terms of knowledge, skills, values, disposition or outlook) on teachers, how can we produce teacher education programme that isadequately effective in ensuring that teachers succeed? The question presupposes that the ideal way to preparing teachers is being sought after. Again, associated to the question is the idea of how teacher preparation acquires its characteristic shape and where some of the

major ideas about learning to teach have come from. Readily, it is obvious that the focus here is on the different ways of conceiving and carrying out teacher preparation. At this juncture, conceptual alternatives that reflect different views of teaching and learning to teach; and different orientations to the preparation of teachers are discussed.

### **Competency-Based Teacher Education (CBTE) Model**

The mid-20<sup>th</sup> century saw the birth of a conceptual reflection of how to conceive teaching and learning to teach called the competency-based model in teacher education. Alternatively, it is the performance-based model. This model represents the use of research-based, observable and concrete attributes that epitomizes best practices for assessing an effective teacher. Here, there is characterization of teacher effectiveness. The impression created by this is that concrete, observable behavioural standards could serve as a basis for the preparation of novice or pre-teachers. For years, scholars carried out so-called process-product investigations in an attempt to pinpoint the teaching behaviours and attributes that showed utmost correlation with the learning achievements of children. This was eventually coded into the identifiable concrete competences that teachers should acquire to function effectively in the forefront of the classroom and its immediate environment (Korthagen, 2004).

It can be observed that the CBTE model is somewhat rooted in the 'teaching as a science' notion of conceiving teaching. However, Yidana and Lawal (2015) presenting the dimensions of the level of competence as it relates to the teacher's professional identity leaves this orientation quite inadequate. They argue that the teacher should give evidence of acquired professional knowledge and skills, values and reflective practice for the effective



implementation of the curriculum, regardless of the school system. The impression created is that, knowledge and skills are not enough; teacher's value system and character are necessary conditions. That is to say that one of the most important assets we have in public education is the goodwill (i.e., value of teaching apart from knowledge and skills) of teachers; if we lose that we are in serious trouble. This led to the birth of another orientation called the humanistic-based model.

### **Humanistic-Based Teacher Education (HBTE) Model**

Although observable, measurable competences that can every now and then take the form of professional knowledge and skills are clearly necessary, it is not sufficient to make a good teacher. This led to the emergence of a contrasting way of conceiving how teachers should be educated. It is clear that the humanistic-based model is a build-on-concept to the generic competency-based teacher education model. In other words, the pioneers of this conceptual reflection recognize the significance of measuring and observing concrete professional competences, only that they think conceptualizing teacher education in that manner will ultimately limit the meaning given to a good teacher. Attitudinal relationships and teacher characteristics become prominent, according to scholars who favour humanistic-based model. Petterson and Purkey (1993) citing the exact words of Roger report that:

I see the facilitation of learning as the aim of education... we know... that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his lectures and presentations, not upon an abundance of books, though each of these might at one time or another

be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner(p.147).

According to Lei (2007), humanistic approach emphasizes the importance of the inner world of the learner and places the individual's thought, emotions and feelings at the forefront of all human development. Due to this new shift of focus, education and pedagogy moved away from the previous behaviouristic and mentalistic approaches.

Joyce (as cited in Korthagen, 2004) notes that HBTE places premium on the unicity and dignity of the individual. In this view of education, a central role is reserved for personal growth [Maslow (1968), uses the term self-actualization]. As Joyce (as cited in Korthagen, 2004) maintains, the viewpoint of HBTE cannot be reconciled with the laying down of standardized teaching competences. The classical controversy between a competency-based view of teachers and an emphasis on the teacher's self can still be found in present discussions on teaching and teacher education. Where policy-makers generally focus on the importance of outcomes in terms of competences, many researchers emphasize the more personal characteristics of teachers (Tickle, 1999), such as enthusiasm, flexibility, or love of children.

#### **The Four Teacher Education Traditions of America**

Given these afore-discussed models of teacher education, the opportunity is created to further explore the conceptual orientation(s) that underpin the thrust of teacher education programmes/reforms. According to Feinman-Nemser (1990), an orientation refers to a set of ideas about the goals of teacher preparation and the means for achieving them. She adds that, ideally a

conceptual orientation includes a view of teaching and learning and a theory about learning to teach. Such ideas should give direction to the practical activities of teacher preparation such as program planning, course development, instruction, supervision, evaluation. A question that may represent the idea expressed by Feinman-Nemser (1990) is, what is or should be the focus of a given teacher education programme?

Zeichner and Liston (1990) provide a useful framework to analyse this question, as well as analyse teacher education in a manner that context does not pose a limitation or even render the benefits accruing to the framework any less useful. This implies that, arguably the four teacher education traditions or orientations of America are therefore useful in examining teacher education in Ghana, specifically in the University of Cape Coast. Zeichner and Liston (1990) outline four major traditions in teacher education reform: the academic, social efficiency, developmental and social reconstruction. The up-coming paragraphs discuss each of the four traditions or orientation briefly.

### **The academic tradition**

The most effective way to prepare teachers for job success is through the liberal arts education, in the company of apprenticeship - this is the view point that persisted around the 20<sup>th</sup> century as the academic tradition. According to Borrowman (1965) the person educated in the “liberal” way is prepared to teach. The academic tradition places premium on the fostering of intellectual habits and skills which is holistically complemented with practicum experiences in the classroom. Ballantyne (2005) asserts that the teacher education programme that breeds this orientation focuses on the importance of disciplinary knowledge and for that matter the most important goal of teacher

education is the mastery of subject matter. She agrees that opportunity should be created for pre-service teachers to learn how to teach in the company of a more experienced mentor. She calls this a “disciplinary and apprenticeship model”.

Associated with this orientation is the idea that the teacher is regarded as an erudite scholar and subject matter specialist (Zeichner & Liston, 1990) to whom all academic issues are directed for solution. Therefore, the teacher education programme should equip the pre-service teacher to that effect. Accordingly, it is worth noting that the disciplinary or intellectual demands of this approach will have the effect of drawing academically gifted students to the teaching profession.

### **The social efficiency tradition**

The social efficiency tradition focuses on scientific conception of teaching. The proponents of this orientation or tradition instil faith in the power of science to provide the basis for the construction of a teacher preparation curriculum. It would be plausible to infer that this orientation has its philosophical root from the conception that teaching is a science. Tamakloe, Amedahe and Atta (2005) maintains that teaching as a science incorporates a body of systematized knowledge on teaching methodology, human development and human learning or educational psychology.

Similarly, Cremin (1953) in reflecting upon this development of teacher education, observed that growing out of this faith (in science) came innumerable attempts during the 1920's to break down and analyse the teaching task into component parts and to build a teacher education programme around such technical analysis. It is therefore not a wonder that one of the subsequent

manifestations of this perspective in the U.S. teacher education was the emergence of Competency/Performance Based Teacher Education (C/PBTE) model in the 1960s and 1970s to break complex teaching into more definable specific skills using microteaching. Such skills include the involvement of students in the lesson; using questions effectively, utilizing rewards and punishments effectively, mastery of content knowledge, methodological competences, to mention a few. What this only means is that the teacher education that embodies this approach of education emphasizes the acquisition of specific and observable skills of teaching which are assumed to be related to pupil learning (Zeichner& Liston, 1990). According to Ballantyne (2005), many contemporary teacher education reform reflects this orientation but under a new brand ‘research-based teacher education’.

### **The developmentalist tradition**

Exponents of the developmentalist tradition believe in the teacher’s ability to have a good understanding of children’s pattern of growth and development – that is, the developmentalist philosophy. This orientation spilled out in the 20<sup>th</sup> century in the U.S. teacher education through a movement initiated by G. Stanley Hall and other scholars (Zeichner& Liston, 1990). Rooted in the child development movement, the assumption is that natural development of learners provide the basis for determining what knowledge, skills and values should be introduced to both pupils in the public schools and their teachers (Ballantyne, 2005) was a distinct characteristic of the developmentalist tradition. The argument is that there is a natural order (i.e., various stages of development) through which the child/learner grows and develops and for that matter, a scientific study of children’s behaviour as

conditioned by the stages of their development is carried out and a school environment upon the basis of such a study of growth is planned. As such, creative and imaginative teachers who understand the psychology of growth, development and learning are end-products of this orientation.

According to Perrone (1989), three central metaphors were associated with early manifestations of this progressive/developmentalist tradition in teacher education:

- (a) the teacher as naturalist – that is, has the skills to observe children's behaviour and be capable of building a curriculum and classroom environment that is consistent with the observed pattern of child development as well as the interest of the child. This was a key feature in developmentalist proposals for teacher education reform;
- (b) the teacher as artist – that is, has a deep understanding of the psychology of child development, is able to excite children about learning by providing them with carefully guided activities in a rich and stimulating learning environment; and
- (c) the teacher as researcher – that is, fostering an experimental attitude toward practice on the part of the teacher. Child study was to become the basis for teachers' inquiries, and teacher educators were to provide instruction to prospective teachers about how to initiate and sustain ongoing inquiries in one's own classroom about the learning of specific children.

By implication, should teacher education place focus on this orientation, then that teacher education wants to scientifically make learning contingent on the various stages of child's development. Another prominent developmentally

oriented program of this period was the "Personalized Teacher Education Program" at the University of Texas which was grounded in Fuller's (1972, 1974) studies of teachers' concerns. Attempts were made to conduct this program in a manner so that the curriculum of the program addressed students' concerns as they experienced them. The assumption was that if the program was conducted in accordance with the developmental needs of students that the students would progress through various "stages of concerns" toward maturity as teachers.

### **The social reconstructionist tradition**

The social reconstructionist tradition, defines both schooling and teacher education as crucial elements in a movement toward a more just society. Here, teachers were challenged to reach for political power and lead nations to socialism. The idea associated with social reconstructionist is that, to a much greater degree teachers and teacher educators should consciously indoctrinate their students with socialist and collectivist values or rely on the methods of experimentalism and reflective inquiry to bring about social improvements. By that, the teaching profession was required by the "frontier educators" to assume a leadership role in the reconstruction of the American society – teacher education was hence viewed as playing a key role in the process. Teacher educators in this regard were not left out or isolated as the teaching profession is a profession by the teacher educator. Brown wrote that:

The duty of the teachers' colleges is thus clear. They must furnish over a period of years a staff of workers for the public schools who thoroughly understand the social, economic, and political problems with which this country is faced who are zealous in the improvement of present

conditions and who are capable of educating citizens disposed to study social problems earnestly, think critically about them, and act in accord with their noblest impulses (as cited in Head, 2008, p. 34).

### **Pre-Service Economics Teacher Education and Teaching Economics**

When considering the effectiveness of a teacher preparation programme, discipline area should be a major focus (Ballantyne, 2005). This is because the nature of teaching practice is largely dependent on the discipline being taught and the ages of the students (Martinez, 1994). Sharing a similar view, Shulman and Sparks (1992) accuse teachers of having affinity with their subject area. They assert that:

Teachers never teach something in general – they always teach particular things to particular groups (of students) in particular setting... Individuals who have studied teaching and learning over the past decade have become increasingly convinced that most human learning and teaching is highly specific and situated. There is much less broad transfer and generalizability from one domain to another than we have thought (p.14).

If teaching and learning are highly specific and situated, then Economics as a strand of accredited disciplines calls for situated and specific teaching. This further implies that pre-service teacher education programmes in Economics cannot overlook this perspective or ideology to teaching, if prospective teachers are expected to carry the impression that they have been well-prepared for the realities of teaching.

Economic thoughtfulness and awareness is indispensable if people wish to satisfy his/her responsibilities as citizens and participants in a basically



private enterprise economy. If we are to go by this, it only suggests that the subject Economics must be taught in schools. Again, if Economics must be taught in the schools, then teachers must be prepared to do the job. To this end, Leet and Lopus (2012) state that because Economics is increasing in importance in the high school curriculum, it is critically important that it is taught well by well-trained teachers. No one can tell *exactly* how much training is necessary for this purpose, but it can be argued that the nature of Economics can give some level of guidance to this effect. Jawawi (2009) maintains that the nature of Economics may tend to influence how Economics teachers think. That is to say that he agrees that teaching Economics may be influenced by the epistemology (knowledge) and ontology (existence) of Economics as a subject discipline.

### **Nature of Economics**

Gess-Newsome (1999) identifies the nature of a discipline as that which includes a teacher's understanding of the history, philosophy, and sociology of the discipline, as well as the questions asked within the discipline, the modes of inquiry used, the nature of discourse, and the canons of evidence that characterize accepted answers. Lederman (1992) argues that the nature of the discipline refers to the values and assumptions inherent to the development of scientific disciplinary knowledge. According to Jawawi (2010), findings have shown that novice teachers with no understanding of the nature of their disciplines, struggle to learn their content and maintain the flow of classroom life. It therefore, becomes pertinent for pre-service teachers to understand broadly the structures of Economics so that they can relate their understanding to what they are teaching in the classroom. For example, it is only when pre-service teachers have broad understanding of Economics theories that they can

develop an economic analysis that has the potential of guiding students' learning (Jawawi, 2010).

Economics is a science but a 'soft' or 'social' science. Economics is regarded as an 'unpredictable' science because it studies human behaviour which does not lend itself to predictability. The nature of Economics consists of its basic features and characteristics which make it what it is and which distinguishes it from the other social sciences like Geography, Sociology, Anthropology, among the rest. Usually, two key things are considered in identifying the nature of Economics. These are: (a) the Subject Matter (Content) and (b) the Method of Enquiry. These two, adequately establish and describe the true nature of Economics. It is therefore, inappropriate to rely on only content or method to explain the nature of Economics (Acquah, n.d.). Beard (as cited in Acquah, n.d.) sees the content of Economics as a "seamless web too large for the human eye." The content of Economics is replete with theories, concepts, generalizations, laws, axioms, postulates, assumptions, models, mathematics and diagrams. To this end, Bartlett (1995) finds that the Economics is abstract and mathematical in nature, and this is perceived by secondary school students as 'off-putting'. Lawson (2003) also finds that academic Economists at university's faculties of Economics are currently concentrating on the use of mathematical models. Eventually, Yidana, Acquah and Anti Partey(2010) posit that Economics is perceived to be very demanding, requiring students to master and apply abstract concepts to real life situations.

On one hand, one may then say that the things that describe the nature and/or basic features of Economics could make the study of Economics abstract. This could make the whole essence of studying Economics a bit defeated and

meaningless. On another hand, one may also argue that Economics is not abstract. It is real; it lives among us; it is objective and intellectual. Only that, the teaching of economic theories, economic models, diagrams, axioms and assumptions may bring about non-figurativeness and confusion when they are not well taught. The teaching of Economics should therefore, be grounded in deep knowledge and understanding; the responsibility of the Economics teacher educators and the Economics teacher.

### **Teaching Economics**

Magnusson, Krajcik and Borko (1999) conceptualize that teaching is a transformation of knowledge of subject matter, pedagogy, and contexts. They conceptualize that the transformation of subject knowledge into teaching consists of four components: *conceptions of purposes for teaching subject matter, knowledge and beliefs about subject curriculum, knowledge and beliefs about students' understanding of specific subject topics, and knowledge and beliefs about teaching strategies for teaching subject matter*. This conceptualization puts forward the idea that the Economics teacher should be able to metamorphosize the 'so-called' abstract content of Economics into learnable bits for assimilation and internalization. That is, the Economics teacher should have a conception of the goals of the subject matter so that s/he becomes better positioned to use problem-solving and creative skills to put the content of the subject in contexts which are familiar to the students. In other words, he/she must bring the lessons down to the level of the learners, without which the learner ceases to move in a developmental fashion towards the goals of the lesson.

Siegfried (1998) argues that both problem-solving skills and creative skills by pre-service teachers are as significant to the discipline (Economics) as the development of logically coherent theories of Economics. Walstad and Saunders (1998) maintain that teaching Economics using problem solving and creative skills is only facilitated by the pre-service teachers' breadth and depth of Economics knowledge. The teacher's breadth and depth of Economics knowledge emphasizes the mastery and understanding of the content (theories, models, concepts, laws, axioms and diagrams) of Economics. Therefore, an Economics teacher can cause success in a child's learning when the teacher is able to show mastery of subject matter and able to link the role of context in presenting Economics content.

This usually means that the pre-service Economics teacher must take enough credits in education courses and content area (Economics) courses in order to qualify for licensure. Education courses seem to promote pedagogic expertise; hence could be regarded as pedagogy courses. Furlong, Barton, Miles, Whiting and Whitty (2000) articulate that pedagogy courses in higher education have always seen themselves as responsible for providing pre-service teachers with a sense of what constitutes good practice in their subject area. Similarly, content area (Economics) courses promote knowledge and expertise in course area. In the Department of Arts and Social Sciences Education, content area (Economics) expertise is acquired from another department – the Department of Economics. This could pose some challenges – the situation that the Economics topics are learned at one place whereas how to teach these topics is also learned at another place. This is regarded as fragmented curriculum (Ferry, Kervin, Turnbull, Cambourne, Hedberg, Jonassen, *et al.*, 2004).

Associated with this type of curriculum is the tendency that the synergy and integration that should exist directly between content and pedagogy could be lost. This is what Ballantyne (2005) termed as 'contextualization'. Accordingly, for teacher education to address this issue and more, the following literature suggest what are needed (Ballantyne, 2005).

- a. Pre-service courses need to have collaborative and integrated approaches to curriculum, as the fragmentation of subjects and the cellular nature of higher education do not enable an articulated and holistic view of teaching (Flores, 2001).
- b. Pre-service teachers need to be provided with basic understanding of the organisational life of schools. They also need to develop the political skills to deal with the problems and challenges associated with the organisational pressure of school (Kelchtermans& Ballet, 2002).
- c. Pre-service teachers need to be provided with the skills to take advantage of socialisation opportunities. This involves the continual examination and reconstruction of their personalities as teachers (Gratch, 2001).
- d. Pre-service courses should be linked with the secondary curriculum (Cuoco, 1998) and incorporate both theory and practice (Flores, 2001; Yourn, 2000).
- e. Student-teachers and beginning teachers should be provided with ample opportunities to analyse and reflect on their own beliefs and implicit theories of learning. Hawkey (1996, p.101) calls for early articulation of image to help "pre-service and beginning teachers to start the process of

interpreting their experiences within class and of developing as reflective professionals”.

- f. Pre-service programmes should reflect the link between teacher efficacy and teacher effectiveness (Gerges, 2001). By addressing personal teaching efficacy, teaching in the schools is likely to improve (Gerges, 2001; Wheatley, 2002).
- g. Teacher education programmes should offer subject specific method courses, so that teachers may learn how to teach their specialised subject (Gerges, 2001).

### **Conceptualizing an Effective Economics Teacher Education Programme (ETEP): The Rubrics or Facets**

A teacher education programme carries the intentions of teacher education. It represents the activities, experiences, courses captured under the programme and their delivery, and the values that give shape to the intention of teacher education. Teacher education programmes are meant for the direct consumption and benefit of pre-service student-teachers. The relationship between the student-teacher and the teacher education programme can be likened to water and the container that holds the water. The student is the water. Like water, the student is with an empty mind, he is formless, and shapeless. Therefore, just as the water takes the form of the container, the student-teacher takes the shape and form of the teacher education programme he is exposed to. By implication, the student-teacher should be subsumed in the thrust of the teacher education programme.

The task of designing an effective teacher education programme is not an easy one, as defining who an effective teacher is has equally been a difficult

task. However, Korthagen (2004) maintains that there are two central questions that determine the design of a teacher education programme: (1) What are the essential qualities of a good teacher, and (2) How can we help people to become good teachers? The questions stress the search for the effective teacher and efforts of teacher educators in that regard.

Shulman (1986) clearly stipulates specific requirements for teaching, which provide the basis for designing a teacher education programme and eventually, ascertaining who an effective teacher is. These are as follows; knowledge of content, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of students, knowledge of educational contexts and knowledge of educational ends, purposes and values. These he termed as professional knowledge or “knowledge base” of teachers. Ololube (2006) similarly posits that there are some professional competences necessary for the successful functioning of the teacher. These, he labelled as follows; methodological competences, motivational competences, instructional process competences, teacher material utilization competences, teacher evaluation competences.

Yidanaand Lawal (2015) also identify professional values and reflective practice, among other rubrics, as important competency-based rubrics for the effective implementation of a proposed curriculum. Again, Feuer, Floden, Chudowsky and Ahn (2013) assert that attributes of teacher preparation that may not be directly observable could be of interest to TPP evaluators. These attributes, which are not necessarily amenable to direct measurement, might include the following: quality and substance of instruction (i.e., structure of courses), quality of student teaching experience (i.e., practicum experiences),

and faculty qualifications (i.e., quality of lecturing), among others. Harrison's (2004) research also indicates that there were a number of areas of skills, knowledge and attributes that pre-service and experienced teachers described as being important. These included management skills incorporating organisation, behaviour management, time management, classroom management and skills in managing technology.

These literature-based requirements for effective teaching and evaluation identified in the preceding paragraph provide a basis for the operational design of an effective teacher education programme in Economics. In other words, teacher education programme serves as a vehicle to making the Economics teacher effective through the attributes identified. By implication, the amalgamation of these attributes gives a conception of an effective teacher education programme. Thus, the aspects of Economic teacher education programme in the context of UCC are as follows:

- i. Professional knowledge
  1. Subject matter knowledge (knowledge of economic theories, concepts, generalizations, laws, models, diagrams in the subject area)
  2. Knowledge of children and their learning (educational psychology)
  3. Knowledge of the curriculum (knowledge of Economics' tool of trade)
  4. General pedagogy (knowledge of repertoire of teaching methods and approaches to delivering Economics)
  5. Knowledge of teacher's roles
- ii. Professional skills and competences
  6. Pedagogical content knowledge (Teacher craft or ability/skill of mixing content and pedagogy)



- 7. Motivational competences
- 8. Instructional process competences
- 9. Teacher resource utilization competences
- 10. Teacher evaluation competences
- 11. Lesson preparation/ lesson note preparation
- 12. Classroom control and management
- 13. Counselling expertise (behaviour management)
- iii. The quality of lecturing (delivery elements of courses)
  - 14. Education lecturer's delivery
  - 15. Social Science's lecturer's delivery
- iv. Professional value
  - 16. Professional value (enthusiasm, love for the profession)
- v. Professional reflection
  - 17. Reflective practice
- vi. Practicum experiences
  - 18. Teaching practice
- vii. Non-pedagogical professional knowledge
  - 19. Knowledge of educational system
- viii. Quality and Substance of Instruction
  - 20. Structure of courses (structural elements of the courses and sequence of preparation)

This is shown in Figure 2.

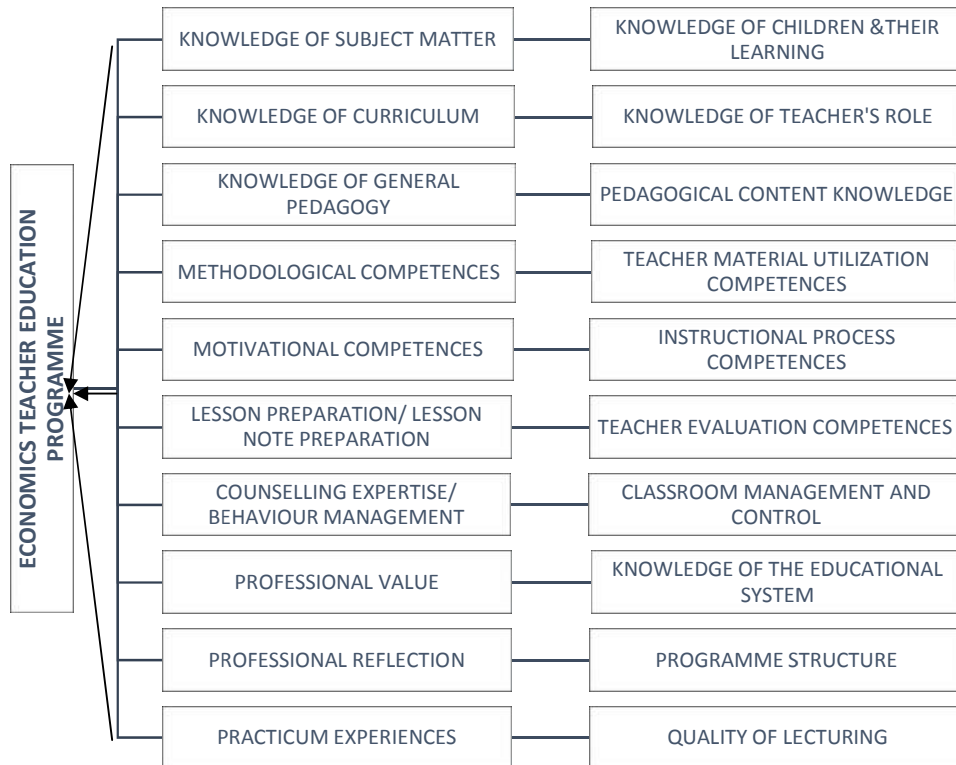


Figure 2: Rubrics of an Effective Economics Teacher Education Programme (EETEP) of UCC

Source: Author's construct, 2016

It is conceived in Figure 2 that, the 20 identified aspects come together to make up the experiences, knowledge, skills and values of the Economics teacher education programme in the University of Cape Coast. This means that the pre-service Economics programme holds the 20 identified aspects together for the attainment of the programme's objective. The implication is that, effective accomplishments in these aspects leads to an effective teacher education programme, and thus effective teacher education as a whole.

As shown in Figure 2, the one-side-pointed arrows suggest that there is a unidirectional relationship between the Economics pre-service programme (one entity) and the 20 identified attributes of the programme (another entity). The 'another entity' affects the 'one entity' in a positive manner in the realisation

of the general aims of Economics teacher education. However, the non-directional lines (bars) in Figure 2 implies that the 20 identified attributes of the programme are independent of each other. There is no kind of relationship between them, only that a measure of effectiveness in them (the attributes) signifies a positive influence on the Economics teacher education programme.

This conceptualisation has the relevance of providing the study with the attributes of the B.Ed. Social Sciences (Economics) programme, for which the IPA would be applied. Furthermore, this conception may guide future study on the programme or department.

### **Empirical Review**

This part of the study critically examines the empirical works of other authors as far as the main variable (programme effectiveness) of this study is concerned. The purpose of this is to fill gaps in knowledge as far as these works are concerned. That is, the identified works provide the opportunity to confirm, question or refute the conclusions, findings and other important elements of these works in order to situate this current study within context.

Far away from the setting of the present study, Gujjar and Dogar (2006) have conducted “A Comparative study of Post Graduate Level Teacher Training Programmes offered by Plymouth State University, USA and Federal College of Education, Pakistan”. The study focused on the presence and effectiveness or not of academic facilities (input-measure evidences) in the two universities. The sample comprised selected members of Faculty, Administration, library staff and laboratory staff at Plymouth State University and Federal College of Education. Ten faculty members of both institutions, ten members of Lemson library, four staff members of Federal College of Education library, four

laboratories in charge of Federal College of Education and two laboratories in charge of Plymouth State University were included in the sample.

As a result of statistical analysis of responses from both institutions, the researcher found that classrooms of Plymouth State University are loaded with the audio-visual aids and latest equipment while at Federal College of Education, the teachers have to do all the work with chalk and board. The lack of physical facilities in the classrooms makes the teacher's work more difficult. The library at Federal College of Education is not up to the acceptable level. There are very few books in the library. Moreover, it does not have the facility of multimedia and the internet. The teachers at Plymouth State University adopted a much-varied amount of techniques and methods as compared to the teachers at Federal College of Education where teachers used the traditional methods. All the faculty members of Plymouth State University used incentives as motivational techniques, but none of the Federal College of Education faculty members used it. About the lecturing activities, only seminars and workshops are arranged for students of Federal College of Education whereas seminars, educational conferences, symposium and workshops are arranged for students of Plymouth State University.

Another study was conducted by Hussain (2004) on the title "Effectiveness of Teacher Training in developing professional attitude of prospective secondary school teachers". Differently from Gujjar and Dogar's (2006) study, Hussain (2004) place emphasis on identifying certain professional competences in teacher training programmes that promote positive attitudes in prospect teachers. The sample of the study comprised three groups named as final, mid and new groups. Twenty-five male and female students were

randomly selected from all the groups. It was found that majority of teacher training institutions were not successful in developing positive professional attitude among their prospective teachers. The teacher training institutions did not enhance the development of professional competences of the student-teachers. The majority of the student-teachers wished to adopt new teaching methods instead of the traditional methods.

Similarly, Fatima (2010) conducted an evaluative study on post-graduate programmes of teacher education in Pakistan. The thrust of the study was to evaluate the MA Education programmes of teacher education in public sector universities and colleges on the basis of the *Context, Input, Process and Product* (CIPP) model of evaluation. She also sought to explore the weaknesses and strengths of the MA Education programme and suggested improvements in existing curriculum and eventually proposed an effective model for post-graduate teacher education in Pakistan. Fatima's (2010) study was closely related to the work of Gujjar and Dogar (2006). However, it appears to have a broader focus, in that, it did not only gather input-measure evidences but also focused on looking at many different aspects of the teacher education curriculum ('Context', 'Process', and 'Product').

The population of the study was all heads of education departments of public universities, heads of government colleges of education, teacher educators of public universities and government colleges of education and prospective teachers enrolled in public universities and government colleges, where the Masters degree of Education (MA Education) programme was offered in Pakistan. In all 276 study units were sampled through the cluster random sampling technique to respond to the researcher's questionnaire. The

study concluded that the teaching faculty members of the (MA Education) programme used a variety of teaching methods according to the nature of objectives, content and students. Evaluation systems for students of MA Education programme were found to be satisfactory. The study revealed that admission criteria for MA Education programme required to be restructured.

In Australia, Ballantyne (2005) conducted a study to assess the effectiveness of pre-service music teacher education programme from the perspective of early-career music teachers in Queensland. The study focused on determining the usefulness various knowledge, skills and experiences provided by the music teacher education programme. Unlike earlier studies cited above, Ballantyne (2005) recognised the participant-oriented approach to undertaking evaluative study.

Hence, the study used 76 secondary classroom teachers in their first four years of teaching (who can be regarded as ex-consumers of the programme she scrutinised). Fifteen of these teachers were also interviewed. The study, after analysis of the data, found that, teacher education courses need to be contextualized, integrated and allow for the continual development of knowledge, skills and experiences to meet school demands. The researcher provided an empirical basis for the reconstruction of music teacher education courses and threw light on very pressing issues that need to be addressed by music teacher educators to ensure that pre-service teachers are adequately prepared.

Drawing close to a setting that may have many common characteristics with the setting of this research, Quashigah, Dake, Bekoe, Eshun, and Bordoh (2014) evaluated the College of Education (CoE) Social Studies curriculum vis-

à-vis the junior high school (JHS) Social Studies curriculum in Ghana. Here, the researchers had two comparative analytical bases that aided in a pure document analysis of the curricula documents: (1) The course description and objectives for offering the Social Studies programme at Colleges of Education vis-à-vis the rational and objectives of the JHS syllabus; and (2) Content and nature of Colleges of Education Social Studies vis-à-vis the JHS Social Studies syllabus.

They however, found that there were differences in how the subject is structured to prepare teachers to teach the subject at the JHS level. The study further exposed that Colleges of Education subscribe to and use a cross disciplinary perspective whereby facts, concepts and generalizations are lifted from the social science subjects which is dominated with geographical concepts, whilst the JHS subscribes to and uses trans-disciplinary approach which is holistic, theme-based and problem solving. It was then necessary for a national curriculum policy on Social Studies that all pathways to teaching of the subject should follow according to such national standards.

Again, Sampong (2009) used an adaptation of Provus' discrepancy evaluation model to evaluate a distance teacher education program in the University of Cape Coast, the premier teacher education institution in Ghana. The study involved comparing performance data of the program as perceived by students and faculty/administrators to standards prepared from the program's design. Performance data was obtained by administering two survey instruments on a random sample of students and faculty/administrators. Discrepancies between performance and standards were reported. The study concluded that although there were some discrepancies between program standards and performance the program is fulfilling its purpose of upgrading the professional

and academic performance of a large number of teachers in the public K-8 schools in Ghana.

Finally, within the setting of this study, Ansong (2011) used the Context, Input, Process, and Product (CIPP) model to evaluate the effectiveness of the History teacher education programme in the Department of Art and Social Sciences Education, UCC. The study made use of both quantitative and qualitative approaches to research and employed the use of questionnaire and interview guide for data collection. The results showed that student-teachers entered the programme with good aggregates; resources available for the programme were insufficient and ineffective. Again, majority of the content and pedagogy courses in the programme had relevance for the professional development of teachers.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Overview**

This chapter explains how the study was conducted and consists of the methods and techniques that were used by the researcher to gather information for the study. The chapter describes the research design, population of the study, sample and sampling procedure, detailed description of instruments, validity of the instruments, data collection procedure and analysis.

#### **Research Design**

The main aim of the study was to ascertain the perception of Economics student-teachers regarding the effectiveness of the B.Ed. programme (Economics option) in preparing them to teach. Consequently, it was decided that the mixed (QUAN-qual) method will be appropriate, particularly the fixed mixed method. According to Creswell and Clark (2011), the mixed method is fixed when the use of both quantitative and qualitative methods are predetermined and planned at the start of the research process, and the procedures are implemented as planned (p.54). Basically, the quantitative approach was used to elicit predominantly quantitative data to give a general picture of the research area, and it was then followed by the qualitative approach to refine, extend or explain the general picture. The design chosen for the study is called explanatory sequential design (Creswell & Clark, 2011). By using this approach, the researcher sought to integrate two methods to measure different but overlapping facets of the phenomenon under study. The benefit that accrued to this was that rich, elaborated data were generated leading to an in-depth understanding of the phenomenon under study. Consequently, the

approach gave both complementarity and developmental touch to the study (Greene, Caracelli & Graham, 1989).

According to Creswell and Clark (2011) the explanatory sequence design is a two-phase structure that makes it straightforward to implement. This is because the researcher conducts the two methods in separate phases and collects only one type of data at a time. This means that a single researcher can conduct this design; a research team is not required to carry out the design. Again, they posit that the use of this design allows for the final report to be written in two phases, making it straightforward to write and providing a clear delineation for readers.

However, the two-phase approach requires considerable time to implement and for that matter researchers need to recognize this factor and build time into their study plan (Creswell & Clark, 2011). Decisions regarding the sample and sample size can pose a challenge as far as this design is concerned.

#### **Procedural issues according to the research design**

The use of the mixed method meant that the issues of priority, implementation and integration of the quantitative and qualitative approaches had to be dealt with.

***Priority;*** The study placed more weight on the quantitative strand so that most of the data collected for answering the research questions in the study were predominantly quantitative, as emphasized by the explanatory sequential design.

***Implementation;*** Data collection and analysis was done in sequence, where quantitative data was collected first and analysed, for which the outcome informed the qualitative phase of the study.

**Integration;** Here, the stage(s) in the research process where mixing of the quantitative and qualitative methods occurred is espoused. In this study, the mixing was done at various stages of the research process. That is, at the beginning stage, where the purpose of the study and the research questions were given both quantitative and qualitative touch. Again, mixing was done at the data collection stage, where results from the quantitative phase connected to the building or development of the qualitative data collection. Finally, mixing was done once more at the data interpretation stage, where findings from both strands were used as basis for discussion.

### **Population**

The population of this study covered all 54 level 400 Bachelor of Education (Social Sciences) Economics major students of the University of Cape Coast in the 2015/2016 academic year. The study was confined to UCC Economics education students. The accessible population was all 54 level 400 Economics education students.

### **Sample and Sampling Procedures**

The participants of the study were all the 54 B.Ed. Social Sciences level 400 Economics students who had returned from teaching practice. All the 54 students were used because, given the year for which this study was conducted, the 54 participants formed a complete cohort for the study. Even though the researcher wished he could have increased the sample size, they were the number of potential respondents available as of the time the study was undertaken. Besides, the sample size was enough to allow for any statistical proceedings to be carried out (Cohen, Manion & Morrison, 2007). Final year students were captured by this study because they had undertaken almost all of

the educational offerings and experiences that the department provides. To this end, they were considered key informants who were better placed to provide relevant and accurate data for the study.

The participants were made up of both male and female students studying B.Ed. (Social Sciences), majoring in Economics and minoring in other subjects such as Geography, Mathematics or Management. Census was used to involve all the respondents at the first phase of the study (i.e., collection of quantitative data). As explained earlier, census was used because, with a given population of 54, the researcher could not sample if the findings of this study could significantly serve the intended purpose. This means that all members constituting the various Economics combinations were used, and therefore there was no need for sampling.

Furthermore, to initiate the second phase of the study, 10 Economics teacher-trainees who were already involved in the first phase (quantitative data collection) were conveniently selected for interview. This is because after the 8<sup>th</sup> person, the main ideas or themes emanating from the interview were almost the same. According to Nastasi (n.d.), “for researches that seek to report the subjective structure of consciousness as experienced by the first person, access to 10 people is enough to reach saturation or information redundancy” (p.4).

### **Data Collection Instruments**

The design, nature and purpose of this current study demanded the use of a quantitative data collection instrument as well as qualitative instrument. Whereas quantitative methods permit gathering of information from large groups yielding generalizable information, qualitative methods allow deep digging beneath the surface of broad responses, producing an abundant amount

of information from a smaller group of people (Patton, 2002). In that regard, the questionnaire and semi-structured interview guide were used for the purpose of data collection. The questionnaire was used to investigate level 400 student-teachers' perception of the effectiveness of their pre-service preparation programme [B.Ed. Social Sciences (Economics)]. Again, through the use of the questionnaire, the extent to which the four teacher education traditions of America influenced the perceived effectiveness of their pre-service programme was ascertained.

A questionnaire developed and assured of validity by Ballantyne (2005) was adapted for the study. Items of the questionnaire for the study were excerpts from Ballantyne's questionnaire that relates to the current study, as her questionnaire was designed for early-career music teachers.

The questionnaire was preferred because it generates quantifiable data ready for statistical analysis. Questionnaire allows each of the respondents to read and answer identical questions, thereby ensuring consistency in the demands of what respondents are to give as answers. Questionnaires generate standardized data, which make the process of responses easier. Standard data also helps to increase the validity and reliability of results (Denscombe, 2000).

The questionnaire was responded to by only Economics student-teachers. It consisted of both close-ended and open-ended items; and was a six-sectioned structured tool, with items running from section A through to section E. Items in section A sought to describe the bio-demographic data (i.e., gender, age and course combination) of respondents. The use of demographic information did not only assist in describing the sample but also helped in the testing of the hypothesis formulated in the study. Items in section B sought to

explore the effectiveness of the Economics teacher preparation programme via the relevance and satisfaction student-teachers attach to various aspects of the preparation programme.

Section E further investigated in detail, the perception of student-teachers regarding the effectiveness of various aspects of the pre-service programme. Twenty (20) items relating to Economics teachers' knowledge, skills and value were presented to the respondents in a table to react to on a five-point scale measuring importance and performance traits of the Economics teacher education programme. This was placed at the end of the questionnaire to prevent the items in it from influencing the responses of the earlier open-ended questions.

Section C contained items that collected data on the perception of student-teachers regarding what should be the focus of their teacher education programme, considering the four teacher education traditions or framework presented by Zeichner and Liston (1990). The goal was to use the opinions of student-teachers on what teacher education should focus as the basis for ascertaining how the four traditions may have influenced their view of the effectiveness of their preparation programme. Finally, data on student-teachers' needs in relation to their pre-service preparation were elicited in section D.

Furthermore, semi-structured interview guide was used to investigate in-depth the trend identified from the analysis of the questionnaire data. The interview items were seven (7). The items in the schedule were generated from areas of concern that emerged from the analysis of the questionnaires. This implies that, the items were open-ended and identical for all respondents. However, new areas were very well noted as they emerged from the interview,

as far as they conformed to the research questions. These new emerging areas thus, gave a new outline to the interview guide.

An interview was preferred because the researcher sought to avoid the likelihood that the responses of one participant influenced other participants; as this could be the case if focus group discussion was used. This is to say that, the researcher could have used a focus group discussion for the second phase of the study.

### **Validity of the Instruments**

The quality of research is related to the possession of the quality of strength, worth, or value (Keeves, 1997). A valid research finding is one in which there is similarity between the reality that exists in the world and the description of that reality. Kerlinger (1973) asserts that the commonest definition of validity is epitomized by the question: what are we measuring? Validity refers to the degree of success with which a technique or other instrument is measuring what it claims to measure (Verma & Beard, 1981).

On this account, the study adapted excerpts of a validated questionnaire by Ballantyne (2005). Nevertheless, there was a pre-testing to confirm the validity of the instrument since Ballantyne's questionnaire was validated in a different context. Besides, the questionnaire for this study appeared as an edited form. Prior to the pre-testing, the questionnaire was shown to colleagues and experienced researchers for their adept directions and guidance. This was to take care of face and construct validity of the instrument. Statistically, the Cronbach alpha value of .748 was used to justify the degree of reliability of the instrument. The semi-structured interview guide was also shown to experienced researchers for their guidance. Once more, the interview, as it ensued between

the researcher and the interviewees were made to be confirmed by the interviewees.

### **Data Collection Procedures**

The questionnaires were administered to and collected instantly from 54 level 400 Economics student-teachers who had just returned from their off-campus teaching practice. The questionnaires were delivered personally to students. The advantages of personally delivering the questionnaires are that the researcher could assist the respondents with difficult questions as well as encouraging them to fully complete the questionnaires. In this manner, retrieving 100.0% of the questionnaires that were handed out was successful. Again, although all the 54 student-teachers were legible for the interview, 10 were selected conveniently for a semi-structured interview independently, at different times and different places – mostly on the university campus. As mentioned earlier, the 10 students were enough to achieve data saturation. The interview started six weeks after the quantitative data collection. The interview, which was a conversation with a purpose, lasted between 20 to 25 minutes. The interviews were audio recorded and then transcribed with participants' consent.

### **Data Processing and Analysis**

All copies of the questionnaires were examined to check for accuracy and completeness. The responses from the questionnaires were first numbered serially, edited, coded and analysed using descriptive statistics (that is, frequencies and percentages) and inferential statistics (that is, ANOVA and t-test). A computer software, known as Statistical Package for Service Solution (SPSS) version 22.0 was used to analyse the data. Specifically, the analysis and interpretations of data were done using the Importance-Performance Analysis



(IPA) grid, means, standard deviations, t-test of significance, analysis of variance (ANOVA) and thematic analysis; where findings were reported using pseudonym. Specifically, a qualitative data analysis software known as Nvivo was also used to analyse the qualitative data by creating nodes and themes. Interview data were analysed in the light of the research questions and trends that were identified in the analysis of the quantitative data. The results were reported using pseudonyms.

Table 1 - *Analytical Tools at a Glance*

Research question/ hypothesis	Nature	Statistical tool(s)
Research question 1	Quantitative & Qualitative	Frequency, percentage, mean, standard deviation, IPA model, one-sample t-test & thematic analysis
Research question 2	Quantitative & Qualitative	Frequency, percentage and thematic analysis
Research question 3	Quantitative & Qualitative	Frequency, percentage and thematic analysis
Hypothesis 1	Quantitative	One-way ANOVA

Source: Author's construct, 2016

### **Ethical Considerations**

Respondents were involved in the study on their willingness to participate in the answering of the questionnaire and the interview (a list was sent round for them to write down their contact numbers if they wished to be involved in the interview). They were not coerced in anyway and their identities were held confidential.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Overview**

This chapter is devoted to the presentation and discussion of the results and findings that were brought to light through the analysis of the responses given by the participants of this study. The responses were generated with the main aim of assessing the effectiveness of the pre-service Economics teacher education programme of DASSE, UCC. In that regard, research questions concerning pre-service teachers' perception about the effectiveness of the Economics teacher preparation programme and the kinds of teacher education orientation(s) that should be the focus of teacher education, guided the study. The opportunity to critically examine the data generated, so that interpretations, inferences and implications are drawn through logical deductions is also provided by this chapter. Furthermore, the researcher discusses the synthesised data with relevant literature based on themes and educational practices. This chapter is presented in two sections; the discussion of preliminary data (bi-demographic characteristics of respondents) and the discussion of the main results in order to address the research questions and the hypothesis that were formulated to guide the study.

#### **Demographic Characteristics of Student-teachers**

This section discusses the background information of the respondents. It deals with the sex composition, age distribution, and the major-minor-course combinations of the student-teachers from whom data were collected. These demographic characteristics were considered important, particularly the course combinations information of teacher-trainees, because it assisted in the analysis

of the research hypothesis that was formulated. Furthermore, the biodemographic data has the relevance of enriching the understanding of readers on the category of respondents who were involved in the study. The results are presented in Table 2.

Table 2 - *Background Information of the Student-teachers*

Variable	Sub-scale	Frequency	Percentage
Sex	Male	43	79.6
	Female	11	20.4
Age (in years)	21 – 25	43	79.6
	26 – 31	10	18.5
	30 and above	1	1.9
Course combination	Economics-Management	16	29.6
	Economics-Geography	26	48.1
	Economics-Mathematics	12	22.2

Source: Field Data, 2016.

As seen in Table 2, the study was male dominated as majority 43(79.6%) of the respondents who participated in the study were males, whereas only 11(20.4%) were females. This is not surprising as the programme under scrutiny is preparing students to learn how to teach Economics, which most females have a dislike for because of the perception that Economics is replete with Mathematics (Kiptum, Rono, Too, Bii, & Too, 2013). The dominance of male student-teachers also lends credence to the general assertion that the University of Cape Coast admits more males than females (Ghana News Agency, 2015).

Again, Table 2 clearly shows that majority 43(79.6%) of the respondents were between the age bracket of 21-25 years, whereas 10(18.5%) were in the 26-30 age bracket. Only 1(1.9%) person was aged above 30 years. This could be explained by the fact that the average Ghanaian student completes a four-year degree programme at age 23, given an educational reform which stipulates six years of primary education, three years of junior high education and three years of senior high education. The result appears as favourable to the teaching profession in Ghana. This is because it creates the impression that the profession is privileged with up and coming young people with a lot of energy.

Lastly, it can be seen that student-teachers who were majoring in Economics, but minoring in Geography dominated in the study with a tally of 26(48.1%) out the 54 respondents. Sixteen (26.9%) of the respondents were studying Economics (major) and Management (minor), as only 12(22.2%) of them were into Economics (major) and Mathematics (minor). Once more, the claim of 'dislike for Mathematics' is being confirmed here as Economics-Mathematics recorded the lowest tally.

### **Discussion of Main Results**

This section presents the responses of the Economics teacher-trainees to each of the questions posed to them in order to find answers to the researchers' questions. This is done quantitatively and then qualitatively in order to further explain the findings. The presentation is done with respect to the order in which the research questions were formulated, and the order in which items appeared on the questionnaire.

## **Perception of the Economics Teacher-trainees about the overall Effectiveness of their Pre-service Programme**

Research question one: What is the perception of Economics teacher-trainees about the overall effectiveness of their pre-service programme in preparing them for teaching? To address this research question, subsidiary questions were formulated, in accordance with the dimensions of the IPA theory, so that addressing these questions ultimately led to answering the broader research question. These questions are;

- a. How do Economics teacher-trainees perceive the importance of the various aspects of their pre-service preparation?
- b. How do Economics teacher-trainees perceive the performance of existing programmes in addressing various aspects of their pre-service preparation?

Therefore, these questions are addressed one at a time. It is worth noting that this research questions were addressed both quantitatively and qualitatively so that a broader perspective of interesting findings were reported.

### **Perceived importance of the various aspects of B.Ed. Social Sciences Economics programme**

Here, the researcher sought to ascertain the importance of various aspects covered by the Economics teacher education programme from the viewpoint of the teacher-trainees. In order to satisfy this objective, Economics teacher-trainees were asked to list three things that they found 'most useful' and 'least useful' as they undertook teaching practice. Further exploration was done when they were asked to describe ways in which the areas stated were useful or otherwise. Again, they were asked to rate the importance of various areas of

knowledge, skills and values which are covered in their current preparation programme, on a five-point Likert scale measure (see appendix A, section E). The questionnaires were subsequently analysed by tallying the number of times a particular area or aspect was stated by respondents, so that the percentages relative to the number of respondents were reported. This is shown in Table 3 and Table 4.

Analysis of the data generated (both quantitative and qualitative data) is indicative that Economics teacher-trainees regard the B.Ed. Social Sciences (Economics) programme, with virtually all of its constituent components, as an education package that is of immense importance to the business and success of the Economics teacher. For example, Des stated in the interview that:

*Des*            *“I will say it’s a good programme given the fact that it gives you at least exposure to the social sciences and you can also take up the education thing as well. So at least you are exposed to two major areas”.*

However, respondents lamented that the programme impedes their continuous professional development, as they felt that the arrangement of the course strictly encourages Economics teaching in the senior high schools and nowhere else. This virtually could make ambitions toward adventures outside the classroom or even in higher Economics classrooms nearly impossible. Bab intimated:

*Bab*            *I love teaching but I don’t want to teach in the senior high school, I want to go further, that’s my aim. For example, like this one... it means I can’t further my this thing [education] in Economics*

In this instance, Bab sought to say that it would be difficult for him to pursue advanced studies in the field of Economics. Interviewees attributed this

challenge to the claim that they are exempted from studying courses such as Econometrics, Economic Growth and Development among others, which are considered prerequisite for advance study in Economics.

Giving specific details to the assessment of their pre-service programme, the majority (66.7%) of the Economics teacher-trainees pointed out that mastery of subject matter or content knowledge competence is very indispensable, followed by lesson preparation (46.2%) and then, classroom management and control (42.6%). The results are shown in Table 3.

Table 3 - *Areas of Economics Teacher Preparation Programme Perceived as Most Useful to the Economics Teacher-trainees*

Response	Percent
Mastery of content Knowledge	66.7
Lesson planning and preparation	46.2
Classroom control and management	42.6
Pedagogical skills	35.1
Motivational strategies and competence	24.1
Teacher evaluation knowledge and skills	13.0
Knowledge of children and their learning	11.1
Knowledge of the curriculum	9.3

Source: Field Data, 2016.

It appears that Economics teacher-trainees consider content knowledge in Economics to be very important as far as their preparation is concerned. The implication is that, to a larger extent they are in support of the general belief that 'you cannot give out what you do not have'. Teachers impart the knowledge and skills that they have acquired (Jadama, 2014). It has therefore become very

imperative for every prospective teacher to get the understanding of the knowledge, concepts, principles, generalizations, and theories, methods of enquiry, techniques and procedures for the teaching of the subject. It can therefore be inferred that, it is this aspect of Economics teacher education that Economics teacher-trainees are giving recognition to, when they rated it as being very important to the Economics teacher.

A qualitative follow-up revealed the same impressions of the perception that student-teachers have about their programme, as content knowledge in subject area, pedagogical techniques, motivation and classroom management emerged as labels in the interview analysis. The Economics teacher-trainees spoke positively about content knowledge in Economics. They viewed content knowledge as the 'core' of Economics teaching; and for that matter, it has to be general as much as adequate. Des particularly had this to say:

*Des            The knowledge of subject matter is very very important. I mean this is the core of the whole thing and so if you are not aware...the methodology and all that, you can have them but if you don't know what you are doing, if you don't know your subject matter, I think it will be hellish for you.*

*Agro            You need it [content knowledge], I mean that is what you are going to do, except [without] that you're just like any other person on the street.*

This confirms the earlier supposition that the Economics teacher should have in depth knowledge in Economics related concepts and issues. Lizha had a figurative way of putting it;



*Lizha*            *Every teacher...you should be able to teach every [Economics] topic under the sun... whiles it falls in your programme you should be able to teach it.*

This agrees with the finding of Casey (2008) which reported that teachers need a substantial knowledge base for teaching the specific topic of correlation coefficient in Statistics, thus it is necessary for teachers to know the ‘how’ and ‘why’ of concepts to meet the demands of teaching.

Subject matter mastery in Economics is as relevant as the discipline ‘Economics’. This is because it can be argued that the subject matter of Economics partly describes the discipline (Acquah, n.d.). Therefore, as shown in the responses from respondents, the relevance of the mastery of Economic knowledge represents an embodiment of the discipline; and this offers enormous benefits to the Economics teacher. These benefits include;

1. adequate content knowledge boosts confidence in Economics teachers.
2. adequate content knowledge enables the teacher to skilfully integrate concepts among and across the discipline to enhance student’s understanding, where necessary.

This was particularly evident in the voice of Bend.

*Bend*            *Yeah it [is] very necessary because when I went to the off campus we had the idea that we are going to teach demand and supply but when we went there they said they have already taught demand and supply during their vacation classes, so we should start with agriculture, industrialization and those things. So imagine if you don’t have knowledge generally about Economics, how are you going to...? Is it now that you are going*

*to study or what? And beside that in the course of the teaching I student asked a question... it wasn't about what I was teaching but it was an Economics topic. It was even above them [form 3 something]. It was because... they asked the question because they needed that answer to explain a point that I was explaining. So I had to go back and go to the form 3 topic that moment and talk about it... it was about stock exchange but I was treating industrialization, so I had to refer to stock exchange and explain something small for them to get fair idea of how to explain the point. So getting yeah [content knowledge] is very important.*

3. adequate content knowledge makes a significant bearing on the choice of pedagogy that can facilitate smooth delivery of lessons.

Here, it is obvious that Economicsteacher-trainees are not only showing affinity (Shulman & Sparks, 1992) with their subject area but they also consider subject matter knowledge as the backbone of the Economics teacher. This finding shares a lot in common with the finding of Harrison (2004) when his study reported that pre-service teachers perceive knowledge of content, pedagogy and curriculum documents to be important among some other areas.

The Economics teacher-trainees also spoke about the relevance of the content of Economics in terms of the issues considered in the university and those considered in the senior high schools. They reported that the content of Economics in these two contexts is quite different; and that it is only in their first year of the course at the university that caters for their 'relevant' content knowledge as far as the teaching of Economics at the senior high schools is concerned.

*Des Ermm I would say it's totally different, 90%... because basically when we come here the way they...the courses that we read here, it's more or less... it differs from what we learned at the SHS level. It's only 10% that matches up... majority is different.*

*Bab When you go to level 200... level 300...that one that [that's where] you will do the advanced one.*

The result implies that, to an appreciable degree Economics teacher-trainees could be faced with content knowledge challenges, since 90% of the content they learn at the university differs from what prevails at the senior high schools. That is, the Economics teacher could be *'uninformed'* (Jadama, 2014) or have a *'cursory understanding'* of concepts (Floden&Meniketti, 2005), and as such could pass inaccurate ideas to students or use texts or Economics diagrams unsuitably. S/he may not be able to correct students' misconceptions as well. Another possibility is that, the half-informed Economics teacher (Ball, 2000) may manipulate the curriculum to marginalize those areas in which he is less confident (Rynne&Lambert, 1997). These problems could be apparent. This is because, as stated by the interviewees, one out of four academic years is devoted to the teaching of topics or issues stipulated in the SHS syllabus. However, interviewees believed that the other Economics related subjects that they study from the second year of their programme are highly relevant, as they go a long way to broaden their horizon in Economics. This has the effect of adding to their knowledge in Economics above the level of the brightest Economics student at the senior high schools. By implication, a graduate Economics teacher should have knowledge that is above knowledge of concepts known to his/her students.

*Des                    Yeah ermm... It's very useful. It was very useful considering the content. It was very useful because when we talk about ISLM and all those things you will be able to... you really get to understand some of the international trade that you study when you were in SS [senior high school]... you get to understand it better and at the same time some of the content also help us to understand demand and supply... you got to understand its implications as in real life. So when we went to the off-campus [teaching practice] and we were teaching, we were able to teach them well because we understand from end to end.*

Nevertheless, they were of the view that the senior high school Economics syllabus should influence the kind of content, topics or issues they study at the university, so that content-wise, the content of Economics in both contexts is synonymous. This implies that, the pre-service Economics preparation programme of the university should be linked with the SHS curriculum (Cuoco, 1998; Yourn, 2000; Flores, 2001).

After confidence is put in the teacher because he has mastery of the subject matter, he may fail if he does not plan for his lesson. The aforementioned is the implication associated with the results as the student-teachers rated 'Lesson planning and preparation' as the second most useful aspect of Economics teacher training. It is therefore important that, students are given adequate training in lesson preparation and lesson note writing.

A look at Table 3 confirms that many different inter-related and inter-connected activities must prevail in the classroom for the Economics teacher to be able to succeed, given that educational ends must ultimately be met. For

example, student-teachers alluded to the claim that classroom control and management, pedagogical skills, motivational and teacher evaluation competences must all be appropriately demonstrated by the teacher in order to bring about the desired student learning outcomes. This claim is justified by the manner in which the prospective Economics teachers assisted in throwing light on the areas of their preparation they found useful (see Table 3).

It can also be inferred from the details in Table 3 that the Economics teachers could possess all the areas considered important for effective teaching, but may fail if they miss out on classroom management (CM), motivational skills (MS) and knowledge of children and their learning (KCL); especially when the level of dexterity in these areas (i.e., CM, MS, and KCL) is deficient. This is because these areas (i.e., CM, MS, and KCL) impact directly on the pupils (learners) and their disposition. The other areas (see Table 3) do not have a direct upshot on the pupils but rather on the teacher and his/her disposition. For example, content knowledge, pedagogy, knowledge of the curriculum among others directly affect the teacher and his level of preparedness (and thus must have control over those). However, students' behaviour and managing it is unpredictable and thus the teacher can only improvise in managing students' behaviour and getting them ready to learn.

The argument therefore is that, classroom practices are likely to affect students' readiness to learn and human relations in the classroom irrespective of the teacher's level on content knowledge, planning or preparation and pedagogic expertise. Thus, such practices as patience, determination, consistency, appropriate use of consequences to overturn disruptive classroom behaviours, motivation among others (all on the part of the teacher) are highly

relevant to classroom success. This finding is in consonance with the finding of Harrison (2004) when he reported that management skills such as organization, behaviour management and classroom management and control were described as being important by pre-service and experienced teachers. Again, a study conducted by Rosas and West (2009) showed that both the pre-service (M=7.30, SD=1.08) and in-service (M=7.35, SD=.29) teachers have high regard for classroom management (on the 9-point Likert scale).

Data on the areas that student-teachers found as least useful when they undertook teaching practice was elicited from respondents. The responses generated were widely dispersed, as most of the areas that respondents revealed as least useful were many, with some showing up only a few times. This is presented in Table 4.

Table 4 - *Areas of Economics Teacher Preparation Programme Perceived as Least Useful to the Economics Teacher-trainees*

Response	Percentage
Counselling expertise	42.6
Insistence on use of teaching and learning resources for the teaching of each lesson	35.2
Efforts of lecturers from Department of Economics to equip students with subject matter competence	25.9
Instructional process competences	25.9
Course structure	20.4
Knowledge of the educational system	16.7
Knowledge of children and their learning	9.3

Source: Field Data, 2016

From Table 4 it can be observed that, 43% of the student-teachers regarded counselling expertise as least useful components of their preparation. This is followed by the insistence on the use of teaching and learning resources (TLR) during the delivery of every lesson (35.2%). It is also seen that even though Economics teacher-trainees perceived mastery of content knowledge to be very useful, they (25.9% of the respondents) regard the effort of lecturers from the department responsible for this task to be least useful. In fact, the Department of Economics is expected to equip the Economics teacher-trainees with content knowledge, and yet their effort is being questioned? A qualitative follow-up was deemed desirable. The discussion of the results are presented as part of the discussion of Table 11, where student-teachers' rating of the effort of lecturers from the Department of Economics is reported (see Table 11). Further to these, student-teachers rated instructional process competences, knowledge of the educational system and course structure as least useful as they undertook macro teaching practice. By implication, the number of courses one studied, the sequence of such courses, and at what stage those courses are studied do not really matter to student-teachers. This means that they seem ready to study any course at any level during their preparation.

Overall, the perceived importance of the various aspects of the pre-service Economics preparation programme was ascertained at the 'importance' part (Question 17) of the importance-performance analysis section (see appendix A). This was ascertained by using twenty (20) items showing the various aspects of the Economics teacher education programme; and were measured on a five-point Likert scale as 'not important' (1), 'slightly important' (2), 'important' (3), 'very important' (4) and 'extremely important' (5). A cut-

off point value of 2.5 was used as the criterion measure. The attributes of the Economics teacher education are assumed to be important, at least; thus the use of a cut-off point of 2.5 is justified. Therefore, the maximum score is 100 (that is, 20 statements by 5) and the minimum is 20 (that is, 20 statements by 1), thus the mean acceptable level of importance on the perceived importance of the various aspects is 50 (that is, 20 statements by cut-off point of 2.5). The analysis showed that the overall mean was 4.09 or 81.9 (that is, 20 statements by overall mean of 4.09) with standard deviation of .19.

Therefore, the one-sample t-test,  $t(19) = -1101.4$ ,  $p = .000$ , is statistically significant at alpha level .05. With the score of acceptable level of importance fixed at 50, the result means that the level of perceived importance of the various aspects of the pre-service Economics teacher education programme is above the acceptable level of importance. This implies that the perceived importance of the overall programme is very high, and the responses of student-teachers were homogeneous (standard deviation less than one). The outcome is expected to play a critical role in determining student-teachers' satisfaction (Barsky, 1995).

### **Economics teacher-trainees' satisfaction with the programme delivery**

This section of the study sought to ascertain how Economics teacher-trainees perceive the performance of the B.Ed. Social Sciences (Economics) programme in addressing various aspects of their pre-service preparation. In order to satisfy this objective, student-teachers were asked to rate and indicate how satisfied they were with the main organizational areas of their pre-service preparation. Again, they were made to state reasons for their satisfaction or otherwise. The questions were measured on a four-point and five-point Likert



scale measures depending on the nature of the question and the extent to which the researcher wanted the respondents to represent their feelings and impressions. The questionnaires were analysed using means and standard deviations. Broadly speaking, the various aspects of the Economics preparation programme were again presented to the student-teachers to rate their satisfaction regarding the effort of DASSE, provider of the programme, in covering these aspects or areas of the programme (at the 'performance' part of the IPA reaction section – appendix A).

Confidence generally signifies the level of certainty that a person has towards a chosen course of action. Confidence has the tendency of making people to believe that they are on the right path and for that matter, they appear satisfied with prevailing conditions. Accordingly, respondents were queried as follows, "Do you believe in the pre-service preparation you are receiving at the university is relevant to your needs as a prospective teacher?", "How satisfied are you with the pre-service preparation that you are receiving at the university? The questions were on a four-point Likert scale where mean and standard deviations were used to offer statistical details to the analysis. This is presented in Table 5 and Table 6.

Table 5 shows the result of the extent to which the student-teachers consider their pre-service programme as relevant to their needs as prospective teachers. This was ascertained from the level of confidence they have in the programme.

Table 5 - *Economics Teacher-trainees' Level of Confidence in the Pre-service Preparation they are receiving*

Response	Frequency	Percentage
Yes, absolutely	29	53.7
Yes, mostly	20	37.0
Not really	4	7.4
Definitely not	1	1.9
Total	54	100.0

Source: Field Data, 2016

*Mean = 3.43; SD = .72*

From Table 5, respondents felt that their programme is 'mostly relevant' ( $M=3.43$ ,  $SD=.72$ ) to their needs, since 20(37.0%) of them chose 'Yes mostly'. Majority 29(53.7%) of them chose 'Yes absolutely'. This suggests that Economics teacher-trainees feel adequately prepared to teach Economics ( $M=3.43$ ). The standard deviation value ( $SD=.72$ ) shows that the responses are homogeneous. This finding is consistent with the finding of Rosas and West (2011) when they found that pre-service teachers in both public ( $M=3.29$ ,  $SD=.14$ ) and private ( $M=3.31$ ,  $SD=.15$ ) colleges in Ohio felt adequately prepared to teach Mathematics. It is therefore clear that, student-teachers are prompting the need for improvement not only because the mean value suggests it but because there is harmony in their responses. However, the finding contradicts the discovery of Hine's (2015) study when it reported that students who enrolled at that Unit ED2315 of the University of Notre Dame, Australia felt more than adequately ( $M=3.85$ ,  $SD=1.06$ ) to teach Mathematics.

Table 6 - *Economics Teacher-trainees' Level of Satisfaction for their Pre-service Preparation*

Response	Frequency	Percentage
Very satisfied	19	35.2
Somewhat satisfied	30	55.6
Somewhat dissatisfied	3	5.6
Very dissatisfied	2	3.7
Total	54	100

Source: Field Data, 2016

*Mean = 3.22; SD = .72*

Again, it is very clear from Table 6 that, majority 30(55.6%) of the respondents were 'somewhat satisfied' with the pre-service preparation they are receiving at the university. The mean value and standard deviation value lend support to this finding (M=3.22, SD=.72). This can be attributed to the fact that the student-teachers felt adequately prepared. Nevertheless, it can be inferred that this level of satisfaction reflects the need for continuous upgrading and perhaps, for some positive changes or improvements in the programme.

#### **Rating of the five main Organizational Areas of the Economics Teacher Preparation Programme**

In the University of Cape Coast, the Economics teacher preparation programme could generally be perceived to be structured or organized along the following areas; courses focused on general education, courses focused on specific Economics teaching, practicum experiences. However, it is very pertinent to note that efforts of the teacher educators are very critical to effective management of the above mentioned areas. Therefore, as far as the Economics teacher preparation is concerned the organizational areas stretch to

include efforts of College of Education Studies' lecturers and efforts of Department of Economics' lecturers, given that the student-teachers of Economics take instructions from these two categories of lecturers. The rating of these organizational areas by student-teachers is presented in Table 7 through to Table 11. Subsequently, these areas are ranked to give a further description of which areas student-teachers are most satisfied with and which areas they are not satisfied with.

Table 7 - *Rating of Courses that focus on General Education Knowledge and Skills for Teaching Economics*

Response	Frequency	Percentage
Excellent	12	22.2
More than adequate	6	11.1
Adequate	31	57.4
Less than adequate	2	3.7
Very poor	3	5.6
Total	54	100.0

Source: Field Data, 2016

*Mean = 3.41; SD = 1.06*

As seen in Table 7, out of 54 participants who were involved in the study 31(57.4%) of them perceived 'general education knowledge and skills' courses as being adequately managed and delivered. This is confirmed by the mean value, but respondents' responses are heterogeneous ( $M=3.41$ ;  $SD=1.06$ ). Twelve (22.2%) of the respondents were of the view that, this area of the preparation programme is excellently being delivered, with 6(11.1%) of them tagging the area with 'more than adequate' description.

Table 8 - Rating of Courses that focus on Specific Knowledge and Skills for  
Teaching Classroom Economics

Response	Frequency	Percentage
Excellent	10	18.5
More than adequate	10	18.5
Adequate	29	53.7
Less than adequate	3	5.6
Very poor	2	3.7
Total	54	100.0

Source: Field Data, 2016

*Mean = 3.43; SD = 1.98*

Shifting attention from general education courses to courses that focus on Economic-specific knowledge and skills, Economics teacher-trainees did not express any different feeling. Majority 29(53.7%) of them affirmed an 'adequate' description to classroom Economic-specific courses which are provided by DASSE; the mean value also points to this finding (M=3.43; SD=1.98) even though the responses are heterogeneous. It is important that DASSE makes effort to further enhance this area of the programme. This is because this aspect of the programme expands future teachers' conceptual and pedagogical knowledge in their subject area (Usiskin, 2001; Darling Hammond, 2000b). Again, it is with this area that pre-service teachers complete methods of teaching coursework and field experiences so that they could make affinity with the subject area (Ramsey, 2000). Issues that border on pedagogical content knowledge are addressed here, so that in the final analysis a teacher with pedagogical content knowledge is able to;

1. understand the central topics, skills, and attitudes in Economics

2. know what aspects of these topics will be interesting and/or difficult to understand for students. The teacher makes a conception of the prior knowledge of students.
3. develop and/or selects examples that best represent central ideas in a field
4. question students effectively about these topics (Shulman& Sykes, 1986 p. 6).

It is also confirmed in Table 9 that Economics teacher-trainees perceive the ‘practicum experiences’ aspect of their pre-service preparation as being ‘more than adequately’ managed and delivered. The mean value points to this fact (M=3.69, SD=1.13) even though majority 21(38.9%) of the respondent viewed the area as being ‘adequately’ delivered.

Table 9 - Rating of Practicum Experiences

Response	Frequency	Percentage
Excellent	18	33.3
More than adequate	9	16.7
Adequate	21	38.9
Less than adequate	4	7.4
Very poor	2	3.7
Total	54	100.0

Source: Field Data, 2016

*Mean = 3.69; SD = 1.13*

Table 10 - *Rating of Effort of 'Education' Lecturers*

Response	Frequency	Percentage
Excellent	22	40.7
More than adequate	6	11.1
Adequate	24	44.4
Less than adequate	2	3.7
Total	54	100.0

Source: Field Data, 2016

*Mean = 3.89; SD = 1.00*

Similarly, it is seen that the effort of the lecturers from the College of Education Studies (Education lecturers) are performing above adequate ( $M=3.89$ ,  $SD = 1.00$ ), as reported by the participants (see Table 10). The standard deviation value suggests that the response were heterogeneous, and this explains why even though 22(40.7%) and 24(44.4%) of the respondents rated education lecturers' efforts as excellent and adequate respectively, the finding is that the average lecturer is performing above the adequate level.

Table 11 - *Rating of Effort of Department of Economics' Lecturers*

Response	Frequency	Percentage
Excellent	8	14.8
More than adequate	3	5.6
Adequate	21	38.9
Less than adequate	9	16.7
Very poor	13	24.1
Total	54	100.0

Source: Field Data, 2016

*Mean = 2.70; SD = 1.31*

However, Table 11 shows that the lecturers from the Department of Economics are adequately performing ( $M=2.70$ ,  $SD=1.31$ ) in their extended mandate to equip the Economics teacher-trainees with content knowledge. A look at the table clearly indicates that 13(24.1%), almost one-fourth of the respondents intimated that the effort of the lecturers is poor, 9(16.7%) of them also described their effort as less than adequate, while 21(38.9%) reported an 'adequate' description to the performance of lecturers from the Department of Economics who taught these student-teachers.

In a qualitative follow-up, student-teachers revealed that the lecturers from the Department of Economics who taught them are good at what they do, given that they are Economics lecturers. However, they felt that they (lecturers) do not bring lessons down to their level as prospective Economics teachers. The likes of Des blatantly lamented about this:

*Des*            *Those lecturers are very good...they know the thing, okay erh [but] I don't know if most of them didn't go through the education thing. Most often these lecturers, though, they know the thing but in delivering you realize that they are not using the right methods and all of that.*

Bab was very emphatic about this issue:

*Bab*            *...In fact if you look at Econs Department per sey, I would not even advice the department [DASSE] to even...for us to go and do courses from there [Department of Economics], because right from level 100 most of the courses that they taught us they...such courses encouraged rote learning.*



The implication of this is that, the knowledge base and the level of understanding of concepts of these student-teachers would be inadequate, which would in turn have a rippling effect on the pupils' understanding of subject matter (Conant, 1963). The voice of Lizha, for example, points to this fact.

*Lizha*            *when it comes to how they teach they don't really teach for it to come to the level of students' understanding and so with that you always leave the class confused.*

Magnusson, Krajcik and Borko (1999) conceptualize that teaching is a transformation of knowledge of subject matter, pedagogy, and contexts. Therefore, the case that the lecturers from the Department of Economics show evidence of subject matter knowledge but miss out on the right pedagogies, gives an indication that there is a missing element. The way out of this situation may be many, but immediately the Economics lecturers need to have a conception of the purpose of teaching the subject matter (Magnusson, Krajcik & Borko, 1999); which in this case, is to equip prospective Economics teachers with content knowledge in Economics for their future classroom endeavours. It is for this reason that the Economics teacher-trainees felt that they deserve a different kind of attention altogether as far as their pre-service preparation is concerned. There was also the claim that they are being taught to go and teach another person or people. This finding seems to suggest that, Economics student-teachers were bothered by the situation because, as prospective teachers, their professional 'personal effectiveness' (Farmer, 2015) is at stake.

Arguably, teachers acquire knowledge not for their own sake, but for the sake of imparting it to learners. This therefore, reminds us of the need for pre-service teachers not to only have content knowledge in Economics but also have

a thorough understanding of it and its related concepts. Economics teacher-trainees felt that the following actions could be useful:

1. The Department of Arts and Social Sciences should take charge of the content knowledge needs of student-teachers.
2. Lecturers from the Department of Economics should study PGDE programmes; if they have, they should apply it to their teaching.

An example of this is provided in the plea of Lizha

*Lizha*            *With the lecturers coming from the Department of Economics in UCC, I think if we would have gotten people from the DASSE to really handle courses... are coming from there I think that will help.*

#### **Ranking of the 5 main organizational areas as reported by respondents**

Table 12 shows the ranking of the 5 main organizational areas of the B.Ed. Social Sciences (Economics) programme of the University of Cape Coast, as hypothesized by the researcher. This ranking shows the ordinal arrangement of the areas in terms of how Economics teacher-trainees of UCC showed satisfaction with the existing programme in addressing their needs as prospective Economics teachers.

From Table 12, it can be observed that student-teachers are placing the significance of the effort of education lecturers above the other four organizational areas. This is because 'Effort of education lecturers' has the highest mean value (M=3.9) and the responses are heterogeneous (SD=1). This result could be attributed to the fact that the roles and effort of 'education' lecturers occupy a greater position in the whole business of teaching the student to learn how to teach. For this reason, their functions, specialties and fortes are

felt by the student-teachers at absolutely almost all aspects of the preparation programme.

Table 12 - *Ranking of the 5 Main Organizational Areas as reported by the Respondents*

Organizational Areas	Rating						
	VP (%)	LA (%)	A (%)	MA (%)	E (%)	M	SD
Ability/efforts of education lecturers.	0.0	3.7	44.4	11.1	40.7	3.9	1.0
Practicum experiences.	3.7	7.4	38.9	16.7	33.3	3.7	1.1
General education courses	5.6	3.7	57.4	11.1	22.2	3.4	1.0
Specific knowledge and skills courses require for teaching Economics	3.7	5.6	53.7	18.5	18.5	3.4	1.0
Ability/efforts of department of Economics lecturers.	24.1	16.7	38.9	5.6	14.8	2.7	1.3

Source: Field Data, 2016

**key:** *VP = Very Poor; LA = Less than adequate; A = Adequate; MA = More than adequate; E = Excellent; M = Mean; SD = Standard deviation*

The Student-teachers also hinted through the level of satisfaction for their practicum experiences that, teaching practice has relevance when it is well managed, proactively supervised and effectively delivered. With a mean value of 3.7, ‘Practicum experiences’ is ranked second. This contradicts the findings of Ballantyne (2005) as the early-career music teachers considered their practicum experiences as number one (M=4.2). Courses that focus on general knowledge and skills required for teaching Economics is ranked third with a mean value of 3.4. Therefore, student-teachers seem quite gratified with the delivery of courses such as ‘Principles and Practice of Curriculum and Instruction’, ‘Social and Philosophical Foundation of Education’, ‘Educational

Psychology', 'Special Education' among others. Also ranked third is 'Courses that focus on specific knowledge and skills' for teaching Economics. Here, courses that readily come to mind are 'Curriculum Studies in Economics', 'Nature of Economics', 'Principles of Economics I & II', 'Elements of Economics I & II', 'Intermediate Economics I & II', 'Methods of teaching Economics' among others. However, respondents' level of satisfaction however, suggests considerable room for improvement. Last on the ranking is the 'Effort of lecturers from the Department of Economics', even though it is reported that their performance is 'adequate' ( $M=2.7$ ,  $SD=1.3$ ).

Again, the perceived performance of DASSE or the Economics teacher education programme in addressing prospective Economics teachers' needs is ascertained at the 'performance' part (Question 18) of the importance-performance analysis section (see appendix A). This was again measured by using the same twenty (20) items showing the various aspects of the Economics teacher education programme of UCC. These aspects were given a five-point Likert scale as, 'not satisfied' (1), 'slightly satisfied' (2), 'satisfied' (3), 'very satisfied' (4) and 'extremely satisfied' (5). A cut-off point value of 2.5 was used as the criterion measure. The performance of DASSE in addressing the various aspects of the programme assumed to be satisfactory at least; thus the use of a cut-off point of 2.5 is justified. Therefore, the maximum score is 100 (that is, 20 statements by 5) and the minimum is 20 (that is, 20 statements by 1), thus the mean acceptable level of satisfaction for the perceived satisfaction of the various aspects is 50 (that is, 20 statements by cut-off point of 2.5).

The analysis showed that the overall mean was 3.47 or 69.4 (that is, 20 statements by overall mean of 3.47) with standard deviation of .17. Therefore,

the one-sample t-test,  $t(19) = -1219.2$ ,  $p = 0.000$ , is statistically significant at alpha level .05. With the score of acceptable level of satisfaction fixed at 50, the result means that the level of perceived performance of the pre-service Economics teacher education programme is above the acceptable level of performance. This implies that the perceived performance of the overall programme is high, and the responses of the Economics student-teachers were homogeneous (standard deviation less than one). However, the perceived importance is higher than the perceived performance, as the overall mean values attest. This is inconsistent with the claim of Slack (1994) that target levels of performance for a particular product/programme's attributes ought to be proportional to the importance of those attributes. It is therefore reasonable to conclude that the realization of the case theorized by Slack (1994) creates the impression that the ideal needs of the consumers are being met by the product/programme; otherwise, there is what could be described as '*satisfaction deficit*', which the findings of this study reflect.

### **Importance-Performance Analysis(IPA) of Results**

In this section of the study, the researcher sought to explore in a broader perspective the perception of Economics student-teachers regarding the effectiveness of their pre-service preparation programme so that ultimately the aspects of the programme that deserve upgrading are pinpointed, as the use of the IPA model guarantees this endeavour. In the light of this, it became necessary to present to respondents the various components or aspects (20 items) of the Economics teacher education programme, as identified through literature, so that they can react to, in terms of the two dimensions upon which

the IPA model operates; importance and performance. The resulting mean and median values associated with each aspect is shown in Table 13.

Table 13 - *Economics Teacher-trainees' Rating of their Pre-service Programme in terms of 'Importance' and 'Performance'*

Aspects of pre-service Economics teacher education programme	Importance		Performance	
	Mean	MD	Mean	MD
<sup>1</sup> . Subject matter knowledge in Economics	4.57	5.0	3.48	4.0
<sup>2</sup> . Knowledge of children and their learning	4.17	4.0	3.43	3.0
<sup>3</sup> . Knowledge of the Economics curriculum	4.35	4.5	3.49	4.0
<sup>4</sup> . General pedagogy (knowledge of variety of general teaching methods and approaches)	4.22	4.0	3.80	4.0
<sup>5</sup> . Knowledge of teacher's roles	4.19	4.0	3.48	4.0
<sup>6</sup> . Pedagogical content knowledge (teacher craft)	4.26	4.0	3.72	4.0
<sup>7</sup> . Motivational competences	3.96	4.0	3.22	3.0
<sup>8</sup> . Instructional process competences	4.09	4.0	3.57	4.0
<sup>9</sup> . Teacher resource utilization competences	3.98	4.0	3.41	4.0
<sup>10</sup> . Teacher evaluation competences	4.00	4.0	3.37	3.0
<sup>11</sup> . Lesson preparation/ lesson note preparation	4.04	4.0	3.72	4.0
<sup>12</sup> . Classroom control and management	3.91	4.0	3.63	4.0
<sup>13</sup> . Counselling expertise (behaviour management)	3.94	4.0	3.26	3.0
<sup>14</sup> . Education lecturers' effort	4.19	4.0	3.61	4.0
<sup>15</sup> . Social Sciences lecturers' effort	4.19	4.0	3.39	3.0
<sup>16</sup> . Professional value (enthusiasm, love, etc)	4.17	4.0	3.48	3.0
<sup>17</sup> . Reflective practices	3.78	4.0	3.31	3.0
<sup>18</sup> . Practicum experiences	4.04	4.0	3.56	4.0

Table 13, continued

<sup>19</sup> . Knowledge of educational system	4.04	4.0	3.30	3.0
<sup>20</sup> . Structure of courses	3.81	4.0	3.20	3.0

Source: Field Data, 2016

*key: MD = Median*

Table 13 shows the mean and median values computed for the various aspects of the B.Ed. Social Sciences (Economics) programme as far as student-teachers' perceived importance and satisfaction are concerned. It is pertinent to note that the mean values for the 'importance' and 'performance' measures of these aspects (see Table 13) were used to cast the IPA grid/matrix in Figure 3.

Generally, it is seen that the respondents considered all the aspects to be very important (mean > 3.4, median = 4). However, content knowledge in Economics was particularly rated as extremely important (mean > 4.4, median = 5), with knowledge of Economics curriculum almost rated extremely important (mean = 4.4, median = 4.5).

Furthermore, question 18 (see Appendix A) presented the same items (that is, the aspects) listed in question 17 for student-teachers to rate their satisfaction with the effort of the Department of Arts and Social Science Education in covering these aspects. As seen from the results, Table 13 shows that the effort of DASSE (or the B.Ed. Social Sciences [Economics]) in addressing the aspects is at least adequate (mean > 2.5, median = 3). By that, the Economics student-teachers considered the performance of the Department (or the programme) to be satisfactory. The results do not reflect an all-out performance, but rather a half-way performance (median=3 on a five point scale) of the Department. This is because the measurement scale ranged from 'not satisfied' (1), 'slightly satisfied' (2), 'satisfied' (3), 'very satisfied' (4) to

‘extremely satisfied’ (5). Therefore, an all-out performance should reflect a mean of 5 (that is, Mean > 4.4).

Importance-Performance Analysis grid relies on two dimensions to provide a graphical analysis of data, which in this case, is the importance and performance ratings of attributes or aspects of the B.Ed. Social Sciences (Economics) programme of UCC. As far as the use of the IPA is concerned, Martilla and James (1977) postulate that locating the crosshairs (horizontal and vertical axes) within the grid is an issue that borders on personal judgement. They justify this with the claim that the value of the IPA approach lies in identifying relative, rather than absolute, levels of importance and performance. In that regard, Olujide and Mejabi (2007) report that the IPA crosshair has been constructed either arbitrarily, or using the mean or median of the ratings across all attributes (that is, grand mean, grand median), or using scale means.

Accordingly, in this study the vertical axis was obtained using the grand mean of the ‘performance’ ratings. However, because the ‘importance’ ratings were high the positioning of the horizontal axis was such that the items were divided into three equal groups – one third being classified as items with relatively poor performance (mean < 3.9) and two third being classified as items with relatively high performance (mean > 3.9). This partitions the IPA grid into 4-quadrants so that the essence of the model is fully realised by considering each attribute in order of its relative importance. This is shown in Figure 3; and the discussion and interpretation are as follows.



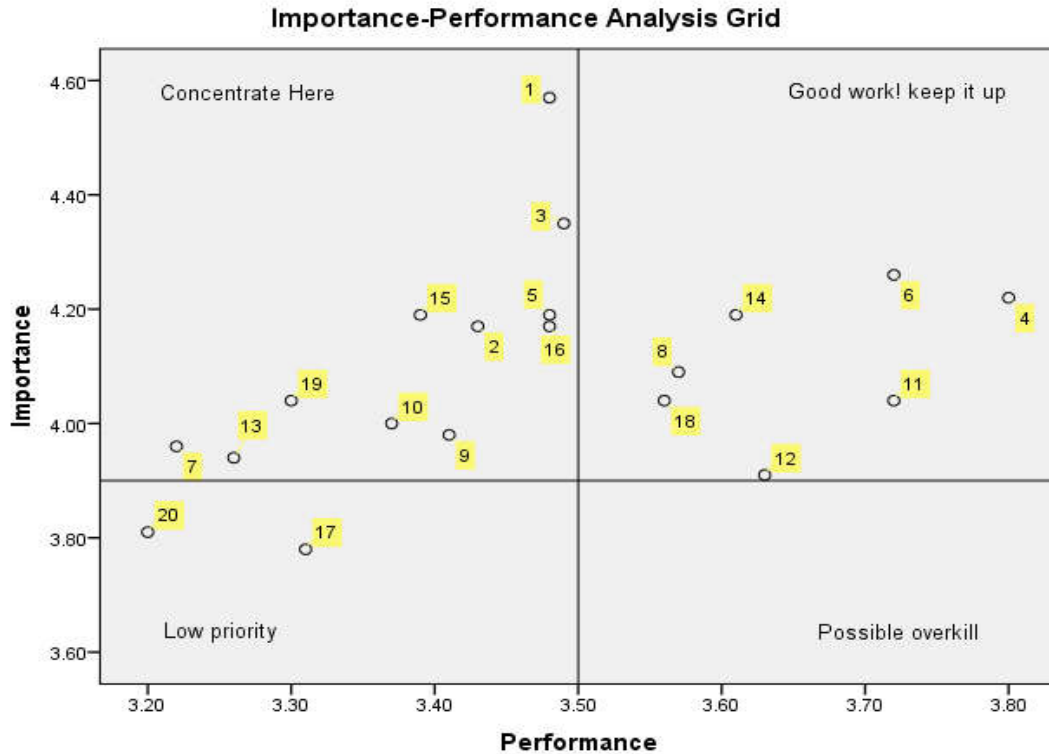


Figure 3: Importance-Performance Analysis of the Economics teacher education programme of the University of Cape Coast

Source: Field Data, 2016

**Quadrant I: Concentrate here**

As reported by the student-teachers, eleven items require utmost attention of the Department of Arts and Social Sciences Education. The need for some strategic efforts to improve upon the delivery of certain aspects of their preparation programme is what Economics student-teachers are giving recognition to (Martilla & James, 1977; Hawes & Rao, 1985; Myers, 2001). As shown in Figure 3, these areas include <sup>1</sup>subject matter knowledge in Economics, <sup>2</sup>knowledge of children and their learning (Educational psychology), <sup>3</sup>knowledge of Economics curriculum, <sup>5</sup>knowledge of teacher's role, <sup>7</sup>motivational competences, <sup>9</sup>teacher resource utilization competences, <sup>10</sup>teacher evaluation competences, <sup>13</sup>counselling or behaviour management

expertise, <sup>15</sup>effort of lecturers from Department of Economics, <sup>16</sup>professional values and <sup>19</sup>knowledge of educational system. In the setting where the study was undertaken, two of these aspects, ‘Educational Psychology’ and ‘Guidance and Counselling in Education’, are particularly courses that student-teachers study on full-time basis, whereas the rest of the aspects under this quadrant are put into other courses as topics or major themes to be imparted to the student-teachers. The implication is that, this could limit the knowledge base of the student-teachers, given that most of these aspects are treated as topics and not as full-time courses. The suggestion is that the efforts required for any improvement in these areas have to be holistic, comprehensive and purpose-driven, especially for those areas that are treated under topics.

#### **Quadrant II: Keep up the good work**

Noticeable in this quadrant are <sup>4</sup>general pedagogy, <sup>6</sup>pedagogical content knowledge (teacher craft), <sup>8</sup>instructional process competences, <sup>11</sup>lesson preparation/lesson note preparation, <sup>12</sup>classroom management and control, <sup>14</sup>effort of education lecturers, <sup>18</sup>practicum experiences of student-teachers. The implication is that, these aspects were perceived as very important to the task of preparing the Economics teachers and at the same time DASSE (or the existing Economics preparation programme) is effectively addressing these aspects. Again, it is clear that DASSE, despite the prompt for improvement in certain areas, seems to be competent in the delivery of some other aspects of the Economics teacher preparation programme. These aspects are those found in the 2<sup>nd</sup> quadrant of the grid. The implication is that, the Department has major strengths in these attributes and as such there is the opportunity for the Department to maintain competitive advantage (Myers, 2001). Also associated

with this quadrant is the assertion that, the student-teachers are satisfied with the performance towards these areas; as such, their loyalty to the programme is most likely to increase (Metzler, Bailom, Hinterhuber, Renzl&Pichler, 2004).

### **Quadrant III: Low priority**

Furthermore, the student-teachers revealed that there are certain aspects of their preparation programme that have relatively low importance and for that matter they have low satisfaction for them alike. In other words, the Department's performance towards these areas is relatively not encouraging. These areas include the inculcation of <sup>17</sup>reflective practices into the Economics student-teachers and the <sup>20</sup>structure of courses. Items found here are considered low priority because of the relative low level of perceived importance ascribed to them by the student-teachers. Deng, Kuo, and Chen (2008) and other scholars (Martilla& James, 1977; Barbieri, 2010; Tzeng& Chang, 2011) even regard attributes in this quadrant as minor weaknesses and as such, do not require any additional effort. However, it can be argued that these areas are provided because they were considered important by the provider. Therefore, it is instructive to state that the 'importance' ratings of attributes in this quadrant defy the intentions for providing these attributes. This means that, there is no congruence between the levels of 'importance' placed on these attributes by the provider and the consumers (student-teachers).

It is therefore plausible to mention that there is a basis for the programme providers (DASSE) to reinforce efforts in order to enlighten student-teachers on the relevance of these aspects, just as it was originally intended. This would put 'importance' as viewed by the programme provider and programme consumer, on the same pedestal. In this sense, it can be realised

that some efforts are needed for this to be achieved. This then implies that quadrant III can be thought of as an extension of the 'concentrate here' quadrant (quadrant I).

#### **Quadrant IV: Possible overkill**

In this quadrant, items found here denote low importance and high performance and therefore suggestive of the fact that cut-back in terms of efforts and resources is feasible. However, no item is found in this quadrant, which suggests that efforts or resources are not channelled to areas where they are not needed. The caution however is that, the situation seems what it is because all items were rated high on the 'importance' dimension (that is, mean > 3.4 and median = 4). Consequently, the finding that no item is found in this quadrant can be attributed to the placement of the horizontal crosshair.

#### **Influence of Teacher Education Traditions on the Economics Teacher-trainees' perception of their Programme Effectiveness**

Research question two: What influence does teacher education traditions have on prospective Economics teachers' perception of effectiveness of B.Ed. Social Sciences (Economics) programme? The aim of the researcher was to ascertain how the various perspectives for designing teacher education programme (i.e., the four teacher education tradition of America) as theorized by Zeichner and Liston (1990) might have played on the perception of the Economics student-teachers regarding the effectiveness of their preparation programme. This was done by tallying the number of times student-teachers gave 1<sup>st</sup> preference to each of the four perspectives of teacher education. Another objective of this research question is to describe and prompt a hint to student-teachers' ideal teacher education programme as far as these four

perspectives are concerned. To this end, question 13 (see appendix A) elicited information from respondents by asking them to read statements representing each of all four perspectives (in no particular order) and rank their preference for them in the design of their preparation programme. The results are shown in Table 14.

Table 14 - *Number of Student-teachers who gave 1<sup>st</sup> Preference to each of the Four Teacher Education Traditions*

Teacher Education Tradition	Emphasis	Most Important Tradition	
		Freq.	Percent
Academic tradition	Cultivating high levels of economics skills and knowledge in prospective teachers (i.e., mastery of adequate general and content knowledge and skills).	17	31.5
Reconstructionist tradition	How prospective teachers can use education to move towards a more socially just society.	9	16.7
Developmentalist tradition	Teaching prospective teachers about the developmental needs of students and how to use this knowledge to teach effectively in school.	6	11.1
Social efficiency	Providing prospective teachers with the skills and competences that they will require for their working lives in school	22	40.7
Total		54	100.0

Source: Field Data, 2016

Results from Table 14 designate that the social efficiency tradition provides the most significant description of what the focus of Economics teacher education should be. By this, student-teachers are unanimously describing the rubrics of their ideal programme as one which should provide them with the skills and competences that are very essential for their working lives in school. This is evident by the fact that majority of the respondents felt

so. Apparently, they are also endorsing the scientific conception of teaching, so that as postulated by Tamakloe, Amedahe and Atta (2005) teaching should incorporate a body of systematized knowledge on teaching methodology, human development and human learning or educational psychology. In essence, student-teachers are alluding to the claim that their preparation programme should be conceptualized in such a way that the teaching tasks are analysed and broken down into components so that the skills and competences required to address these components are provided by teacher educators. It is therefore, not a wonder that they rated all the components of their preparation programme as relatively very important, at least. Furthermore, a qualitative follow up revealed that they are particularly pleased in the scientific nature even though some of them alluded that it makes the whole learning to teach process a bit mechanistic that has the effect of stifling teachers' ingenuity.

*Bend*            *Yes! It's perfect the way they separated it and made it one after the other. It's the best way.*

Bend sought to say that it is perfect the way the Economics programme is separated into various components so that respective components or aspects are addressed independently. Des however, criticized this orientation when he accused it of killing creativity among Economics teachers:

*Des*            *...you have this form A and form B, certain things you are supposed to go by and I think most of these specifications on those forms will stifle you. I mean if there is a little ingenuity you have to bring aboard because you know there is a supervisor sitting there going by a particular form you will even be scared to bring out your own ingenuity.*

This assertion by Des is evident in the fact that this orientation (social efficiency) emphasizes concrete, observable and measurable behaviours. In that, teachers must comply with certain acceptable standard; which has the tendency of reducing teacher craft. As indicative of Table 14, the second most influential orientation as reported by Economics teacher-trainees is the academic tradition. This is where intellectual habits and skills (mastery of content knowledge) is holistically complemented with practicum experience (Zeichner & Liston, 1990). With earlier analysis affirming that the student-teachers hold mastery of 'Economics' knowledge in high esteem, it becomes plausible to conclude that the academic tradition made a significant bearing on their perception of the Effectiveness of their pre-service programme.

It is therefore clear that the study's conceptualization of effective Economics teacher education programme reflects mostly the exact conception of an 'ideal' teacher education programme for student-teachers who were involved in the study. This conception suggests a drive towards teacher professionalization – producing teachers as professionals – in Economics education in Ghana (Cochran-Smith, 2002; Ballantyne, 2004), and a confirmation of the dominance of the social efficiency tradition in teacher education (Ballantyne, 2004). This is expressed through “standards” and “accountability” expectations of teachers and therefore teacher education courses (Ballantyne, 2004). However, it contradicts the revelation made by Ballantyne (2005) when she reported that early-career music teachers in Queensland, Australia, gave first preference to academic tradition and second preference to social efficiency tradition. Ballantyne (2006) in another study

concluded that early-career teachers desired that their preparation should integrate and incorporate all of the teacher education traditions.

### **The needs of the Economics Teacher-trainees in relation to their Pre-service Preparation**

Research question three: What are the needs of prospective Economics teachers in relation to their pre-service preparation? This part of the work sought to find out the needs of Economics teacher-trainees as they relate to their pre-service preparation. Here, it was the objective of the researcher to expose through the student-teachers, the kind of knowledge and skills perceived pre-requisite for the successful implementation of the Economics curriculum. These could also be any arrangements or provisions that the student-teachers wish that they are effected in their preparation experiences. Therefore, questions 14 – 16 elicited data to that effect (see appendix A). The questions were the open-ended type, which generated a collection of varied responses and were analysed under themes, as presented in Table 15.

Result in Table 15 presents the perceived ‘needs’ of the Economic teacher-trainees of the University of Cape Coast. This was generated after the respondents were asked to state the knowledge and skills that they think Economics teachers should possess by the end of their pre-service experiences. The responses generated were varied and some even showed up just a few times. However, a critical look at Table 16 gives the impression that, generally Economics teachers can depend on many different things for their professional survival, but prominent among them are the following six; content knowledge acquisition, knowledge of children and their learning, teacher craft, class management, lesson planning and motivational skills.



Table 15 - *'Knowledge and Skills Needs' of the Economics Teacher-trainees*

Areas of needs	Specific categories of needs	Percentage
Knowledge	Content knowledge acquisition	98.1
	Knowledge of children and their behaviour	27.8
Skills	Teacher craft (Pedagogical Content Knowledge)	61.1
	Motivational skills	24.1
	Classroom management skills	20.4
	Lesson planning skills	18.5

Source: Field Data, 2016

Associated with this is the idea that, the teacher's work could be given a parochial description with the aforementioned areas. By that, the Economics teacher is considered good if s/he has adequate content knowledge in Economics; has a better understanding of children, their learning and behaviour; and can competently deliver Economics concepts to pupils for maximum understanding. According to the student-teachers, the teacher's accomplishment in these areas is not enough. The teacher should also be able to effectively plan his lessons and stimulate pupils to learn by creating a warm and accommodating environment in the classroom. This gives a clue to specific areas of 'needs' that pre-service Economics teachers generally desire. The implication is that, when teacher educators focus their efforts on developing these areas adequately, they have, to a larger extent, made a 'teacher' out of the prospective Economics teacher.

All these areas of knowledge and skills are recognised in literature as very essential contributors to the success of teachers (e.g., Mergler, & Spooner-Lane, 2012; Özmen, Özmen, & Yalçın, 2010; Chong, & Cheah, 2009; Kyriacou, 2007). For this to be realised, it is very imperative that teacher education is viewed as a continuum (Organization for Economic Cooperation and Development (OECD), 2005) so that phases or aspects of the pre-service experiences are interconnected to create a more coherent learning and development system for the teachers

Again, a qualitative follow-up brought out more interesting ‘needs’ of the Economics student-teachers as far as their pre-service preparation is concerned. Interviewees requested that the teaching of Economics in the university should be made practical, particularly those courses that focus on the acquisition of pedagogical skills. Agro had this to say:

*Agro ...the programme should be made practical...yeah, because there are things that we go teaching out there that... it looks a little bit theoretical, so I will suggest we make the programme ermmm a little bit practical... because in teaching...when you are teaching the theoretical part and the students are not getting it then you should bring in...practical things, you use diagrams and those stuff. But here is the case that everything we do is theory.*

*Laca ...they should make the curriculum that we have in the more related to whatever is transpiring as to wherever you are going to find ourselves. There [are] ... those at the corporate sector call something industrial attachment...whatever they learn here is what they go and practice there*

Additionally, it was the desire of the interviewees that DASSE handles courses that focus both on content knowledge and pedagogical skills acquisition. Here, analysis of the responses from interviewer creates the impression that major aspects of the B.Ed. Social Sciences (Economics) programme are not in harmony with each other—curriculum fragmentation (Ferry, Kervin, Turnbull, Cambourne, Hedberg, Jonassen, *et al.*, 2004). This may hinder efforts to practicalize specific Economics concepts. Laca for instance, hinted that he is not at the university for grades but to gain understanding of concepts.

*Laca*            *...I don't see the need to be in the university and not understanding concepts...just passing through and say I want grade... for me I wanted the course for something I have to understand and apply so it's not a matter of just getting the grade...*

Again, the Economics teacher-trainees shared the need for a 'more improved' practicum experiences. They want the length of the off-campus teaching practice to be extended to at least one academic year. Moreover, supervision of prospective teachers during off-campus teaching practice should be done by personnel with education background. They believe this would alleviate some of the conflicting views of supervisors during the exercise. Again, they expressed the desire for the teaching practice exercise to be mentor-oriented. This means that the teaching practice unit of the university should follow up on teacher-trainees to ensure that they have mentors at their practicing schools.

*Saac*            *the supervisors, they were not coming...and so I think the university should dwell more on the mentorship issue. I*

*think...the mentors were 100% available but the university didn't give them that chance to do it...and so we (were)always waiting for the external supervisors.*

Literature recognises that the pre-service Economics teachers' perceptions of an 'ideal' programme are valuable in designing teacher education courses to align with their needs (Youm, 2000). Accordingly, it becomes very imperative that these 'needs' are considered in line with the student-teachers' description of an idea programme explicated in research question two.

### **Difference or not in the Perception of Teacher-trainees studying Economics with different Minor Subjects**

Research Hypothesis:  $H_0$ : There is no statistically significant difference in the effectiveness of the B.Ed. Social Sciences (Economics) programme as perceived by Economics teacher-trainees with different minor subjects. In this part of the study, the researcher sought to formulate a proposition that there is no significant difference in the perceived effectiveness of the B.Ed. Social Sciences (Economics) programme as reported by Economics teacher-trainees with different minor subjects. In order to achieve this objective, Analysis of Variance (ANOVA) was used to test the hypothesis. The results are presented in Table 16.

In Table 16 a one-way between-groups analysis of variance was conducted to explore the influence of course combination on programme effectiveness, as measured by perceived satisfaction. Course combinations were observed as three groups (Economics-Management, Economics-Geography and Economics-Mathematics).

Table 16 - ANOVA Results of the Economics Programme's Effectiveness by Economics Teacher-trainees with different Minor Subjects

	Sum of		Mean		
	Squares	df	Square	F	Sig.
Between Groups	1.012	2	.506	.912	.408
Within Groups	28.289	51	.555		
Total	29.301	53			

$p > .05$

Source: Field Data, 2016

The result shows that there was no statistically significant difference at the  $p > .05$  level in the perceived effectiveness of B.Ed. Social Sciences (Economics) programme for all three groups of course combinations [ $F(2, 51) = .91, p = .41$ ]. Therefore, the null hypothesis ( $H_0$ ) is favoured to the alternate hypothesis ( $H_1$ ). By implication, Economics teacher-trainees' perception about the effectiveness of B.Ed. Social Sciences (Economics) programme does not border on the course combinations they study. This can be attributed to the fact that, all of them go through most of the educational experiences together, although they study different course-combinations.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Overview

This chapter summarizes the study to highlight the methodologies adopted in collecting and analysing the data so as to come out with the main findings. Based on the main findings, conclusions are reached to permit the provision of appropriate recommendations. This part is divided into two sections. The first section summarises the process of the research, and the second presents summarized findings of the study.

#### Summary of Research Process

The research was undertaken to assess, using the participant oriented approach, the effectiveness of the B.Ed. Social Sciences programme, Economics option, from the perspective of the Economics student-teachers at the University of Cape Coast. The study, through the Importance-Performance Analysis (IPA) theory, broke the pre-service preparation programme into various aspects and determined how important they are, and how satisfied student-trainees are with their performance (the aspects of the B.Ed. Social Sciences programme) in addressing their pre-service preparation needs. Other subsidiary objectives included finding out the perceived effectiveness of the B.Ed. Social Sciences programme as it differs among prospective Economics teachers studying B.Ed. Social Sciences (Economics) option, with different minor-subject combinations. The following research questions guided the study.

1. What is the perception of B.Ed.Economics teacher-trainees of the overall effectiveness of their pre-service programme in preparing them for teaching?

- a. How do Economics teacher-trainees perceive the importance of the various aspects of their pre-service preparation?
  - b. How do Economics teacher-trainees perceive the performance of existing programmes in addressing various aspects of their pre-service preparation?
2. What influence does teacher education traditions have on prospective Economics teachers' perception of effectiveness of B.Ed. Social Sciences (Economics) programme?
  3. What are the needs of prospective Economics teachers in relation to their pre-service preparation?

Using the explanatory sequential design, questionnaires were used to collect relevant data that could help address the research objectives, after which interview items were generated from the findings of the quantitative data in order to further expand the phenomenon under study. All the 54 final year student-teachers studying Economics for the academic year 2015/2016 were consensually involved in the answering of the questionnaires. However, 10 interviewees among these student-teachers were purposively sampled for the eventual interview and the resulting data were analysed and then, connected to the quantitative findings in order to thoroughly explain the findings. The study made use of statistical tools such as frequencies, percentages, means, standard deviations, one-sample t-test, ANOVA to analyse the quantitative data and thematic or pattern analysis was used to analyse the qualitative data.

### **Key Findings**

The following key findings were obtained after a thorough discussion of the results;

1. The study basically found that Economics teacher-trainees regard their pre-service programme as effective in addressing certain aspects of the programme and not effective in addressing other aspects. Particularly, it was revealed that:
  - i. the pre-service Economics teacher education programme has a demonstrable strength in the delivery of the following aspects: general pedagogy, pedagogical content knowledge (teacher craft), instructional process competences, lesson preparation/lesson note preparation, classroom management and control, provision of practicum experiences for student-teachers, and the overall efforts of the 'education' lecturers.
  - ii. the pre-service Economics teacher education programme is sluggish in the delivery of the following aspects; inculcation of subject matter knowledge in Economics, knowledge of children and their learning (Educational psychology), knowledge of Economics curriculum, knowledge of teacher's role, motivational competences, teacher resource utilization competences, teacher evaluation competences, counselling or behaviour management expertise, professional value, knowledge of educational system and efforts of lecturers from Department of Economics.
  - iii. the perceived importance associated with the various aspects of the B.Ed. Social Sciences (Economics) was higher than the efforts of the Department of Arts and Social Science Education in covering or addressing these areas of the programme.



- iv. content knowledge was perceived most important aspect of the pre-service Economic teacher education programme, yet it is not adequately covered by the programme.
2. It was also found that the Economics teacher-trainees consider that their pre-service preparation programme and experiences should be designed and permeated with the outlooks and viewpoints of the ‘social efficiency’ and ‘academic’ traditions to developing a teacher education programme. Majority 22(40.7%) of the Economics teacher-trainees gave 1<sup>st</sup> preference to social efficiency tradition, while 17(31.5%) gave 1<sup>st</sup> preference to the academic tradition.
3. It was also found that the perceived needs of Economics teacher-trainees are professional in nature and that they relate to the work and identity of the teacher. These include professional knowledge, professional skills and professional values which are broad headings that subsume the ‘need’ for mastery of content knowledge; teacher dexterity for teaching Economics concepts and theories; motivational skills; knowledge of children and their learning; enthusiasm; tolerance; patience; communicative skills, and technological pedagogical content skills. The following also came up as far as the existing programme is concerned;
  - i. courses that focus on teaching Economics do not practicalise the relevance of the subject.
  - ii. courses that focus on mastery of content knowledge are not taught in association with the pedagogy courses.
  - iii. the length of the practicum experiences is not satisfactory to student-teachers.

4. It was again, revealed that regardless of the course combinations that Economics teacher-trainees pursue, their perception of effectiveness of the pre-service preparation was the same. That is, the results as reported by Economics teacher-trainees, even though unanimous, create the same impression of the B.Ed. Social Sciences (Economics) programme.

### **Conclusions**

The finding that the pre-service Economics teacher education is effective relative to certain areas of the programme confirms the claim that there is room for improvement in any human undertaking and the desire to produce exemplary and effective teachers is no exception. It is therefore important that restructuring of the programme is carried so that quality Economics teachers are produced. This conclusion becomes pertinent although the theory that underpinned the study relied on relative values rather than absolute values. In effect, Ghana needs well-trained Economics teachers and it is the responsibility of teacher educators to constantly improve the pre-service experiences.

Again, the knowledge that there was performance deficit in the perception of the Economic teacher-trainees further suggests that the efforts and arrangements needed to effectively deliver the various aspects of the programme should commensurate the level of 'importance' that justified their inclusion in the overall programme; if not, the original purpose of the programme will be defeated in the long run. Given that the IPA theory thrives on two factors, importance and performance, to judge programme effectiveness, the aforementioned conclusion becomes very paramount.

Economics teacher-trainees' preference for the social efficiency and academic tradition creates the impression that a marriage between the 'social

efficiency' orientation and 'academic' orientation to teaching perfectly describes their ideal Economics teacher education programme. It means that Economic teacher-trainees appreciate the beauty of both traditions and have faith in the way the overall programme is broken down into observable and measurable aspects, of which the academic tradition is subsumed.

As far as the needs of the Economics teacher-trainees are concerned, they placed much premium on content knowledge and pedagogy, be it general pedagogy or Economics-specific pedagogy. They are relatively satisfied with 'pedagogical' handlings by the programme but are not satisfied with content knowledge arrangements and delivery by the programme. Such happening seems to indicate that there is no synergy, integration, or any form of relation between content and pedagogy. In other words, there is what can be described as '*pedagogical content knowledge dissonance*' in the overall programme delivery; which opposes what the term 'pedagogical content knowledge' rather suggests. Hence, student-teachers are likely to encounter difficulties in delivering Economics concepts to pupils at the senior high schools, since PCK could be the difference between someone with profound content knowledge in Economic and another with general dexterity in teaching, considering the unique nature of the discipline Economics.

Again, it can be concluded that, the Economics teacher-trainees' perception of B.Ed. Social Sciences (Economics) programme effectiveness does not border on the course combinations they study. Perception of the student-teachers about the effectiveness of their pre-service programme, in this instance, was not differentiated.

## **Recommendations**

The findings obtained suggest some form of adjustments to be made, if the Economics teacher education programme is expected to yield the intended effect on student-teachers. Therefore, taking note of such findings, the following recommendations are made.

1. The Department of Arts and Social Sciences Education should consolidate efforts at the delivery of such aspects as general pedagogy, pedagogical content knowledge (teacher craft), instructional process competence, lesson preparation/lesson note preparation, classroom management and control and the provision of practicum experiences for student-teachers, by motivating the lecturers of the department to keep up with what they are doing. This motivation should particularly be extrinsic in nature since extrinsic motivation strategies readily appeal to the human sub-conscious mind.

The Department of Arts and Social Sciences Education should consider restructuring of the programme by paying attention to the following;

- i. Extending the length of Practicum Experiences to at least one academic year.
- ii. Take charge of equipping Economics teacher-trainees with adequate content knowledge in Economics as far as the senior high school syllabus is concerned.
- iii. A proposed course titled 'Senior High School Economics' that reflect the senior high school Economics syllabus should be mounted for teacher-trainees apart from those Economics courses they read from the Department of Economics. Content of this course should be

spread over three academic years of their study; so that Economic teacher-trainees would be well indoctrinated in the discipline.

- iv. Interdisciplinary integration approach to teaching the new course ‘Senior High School Economics’ and courses that focus on specific-Economics pedagogy should be emphasized; where content knowledge is taught in association with pedagogy, so that the whole essence of pedagogical content knowledge is gracefully enhanced.
  - v. The aspects of the programme that were captured under the ‘concentrate here’ quadrant should be mounted as individual courses, if possible; so that enough content and time is devoted to their delivery instead of treating them in a parochial manner as topics fused in some courses. For example, motivational competence can have a whole course mounted to cater for it.
2. The Department of Arts and Social Sciences Education should effectively emphasise the science of teaching (social efficiency tradition) and intellectual habit (academic tradition) in the design of the Economic teacher education curriculum.
  3. The designers of the B.Ed. Social Sciences (Economics) programme should place priority on meeting the professional needs of the Economics teacher-trainees. Meeting these needs first should be the focus of the programme.
    - i. The management of the University of Cape Coast should ensure that all lecturers of the university get education background by reading programmes in Education; the Post Graduate Diploma of Education programme a good example. If they already have, they

should be encouraged to apply principle of good teaching in their delivery.

### **Suggestionsfor Further Studies**

The study assessed the effectiveness of the pre-service Economics teacher education programme of the University of Cape Coast using the modalities as prescribed in the IPA theory. It employed the mixed method of enquiry in collecting and analysing data. It is therefore recommended that;

1. similar study is conducted in the University of Education, Winneba and other universities; so that the situation there could also inform efforts towards quality senior high school Economics education in Ghana.

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**UNIVERSITY OF CAPE COAST**

**COLLEGE OF EDUCATIONAL STUDIES**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION**

**QUESTIONNAIRE FOR STUDENT-TEACHERS**

The purpose of this study is to explore the effectiveness of the B.Ed. Social Sciences programme, Economics option, from the lenses of the Economics student-teachers. All information will be treated with strictest confidence, where all participants will remain anonymous.

**Instructions**

Kindly answer the questions that are in the questionnaire. Using the scales assigned to each statement, indicate by ticking [] the appropriate bracket that answers the questions. Please write the response where necessary.

**SECTION A: BIO-DEMOGRAPHIC DATA**

1. Sex

Male [  ]      female [  ]

2. Age

21-25years                      [  ]

26-30years                      [  ]

30+ years                        [  ]

3. What course combination do you read?

Economics-Management [  ]

Economics-Geography [  ]

Economics-Mathematics [  ]

**SECTION B: OVERALL EFFECTIVENESS OF PRE-SERVICE  
PREPARATION**

4. Think through your pre-service preparation (i.e., the knowledge, skills and values that you are being taught).

a. List **three** things that you find to be **most useful** as you went on off-campus teaching practice.

.....  
.....  
.....

b. In what way(s) were they useful?

.....  
.....

c. List **three** things that you find to be **least useful** as you went on off-campus teaching practice.

.....  
.....  
.....

d. In what way(s) were they not useful?

.....  
.....

5. Do you believe that the pre-service preparation you are receiving at the university is relevant to your needs as a prospective teacher?

Yes, absolutely	[    ]	Yes, mostly	[    ]
Not really	[    ]	Definitely not	[    ]



b. Any comments? .....

11. How would you rate the **abilities** of the **economics education lecturers** to prepare you for teaching economics?

Excellent [ ] More than adequate [ ]

Adequate [ ] Less than adequate [ ]

Very poor [ ]

b. Any comments? .....

12. How would you rate the **abilities** of the **economics lecturers from the Department of Economics** to prepare you for teaching economics?

Excellent [ ] More than adequate [ ]

Adequate [ ] Less than adequate [ ]

Very poor [ ]

b. Any comments? .....

### SECTION C: INFLUENCE OF THE FOUR TEACHER EDUCATION TRADITIONS

13. Please indicate your feelings regarding the importance of each of these perspectives in designing the economics teacher education programmes by ranking them from 1<sup>st</sup> to 4<sup>th</sup>.

Teacher education programmes should focus on;

Cultivating high levels of economics knowledge and skills in prospective teachers (i.e., mastery of adequate general and content knowledge and skills).	
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How prospective teachers can use education to move towards a more socially just society.	
Teaching prospective teachers about the developmental needs of students and how to use this knowledge to teach effectively in school.	
Providing prospective teachers with the skills and competence that they will require for their working lives in school.	

**SECTION D: PERCEIVED NEEDS OF STUDENT-TEACHERS**

Question 14 and 15 are similar, but they are looking for **two** separate aspects of the pre-service programme – **knowledge and skills**. Please try to separate your answers into these categories.

14. What knowledge should all classroom economics teachers possess by the end of their pre-service teacher education programme?

.....

.....

.....

.....

b. For each of the areas you specified in 25, how effectively is your pre-service programme addressing these needs?

Very effective            [   ]            Somewhat effective            [   ]

Somewhat ineffective    [   ]            Very ineffective            [   ]

15. What skills should all classroom economics teachers possess by the end of their pre-service teacher education programme?

.....  
.....  
.....  
.....

b. For each of the areas you specified in 26, how effectively is your pre-service programme addressing these needs?

Very effective            [    ]            Somewhat effective            [    ]  
Somewhat ineffective    [    ]            Very ineffective            [    ]

16. How would you change your pre-service experience to ensure that you are better prepared for teaching?

.....  
.....  
.....

**SECTION E: IMPORTANCE-PERFORMANCE ANALYSIS REACTION**

17. Considering your pre-service experiences, particularly your off-campus experiences, how **IMPORTANT** is it that the following areas of **knowledge**, **skills** and **value** are covered in the pre-service economics teacher education programme. Please represent your impression on the following scale: NI = Not Important; SI = Slightly Important; I = Important; VI = Very Important; EI = Extremely Important.

Area	NI	SI	I	VI	EI
<sup>1</sup> . Subject matter knowledge in economics					
<sup>2</sup> . Knowledge of children and their learning					
<sup>3</sup> . Knowledge of the economics curriculum					
<sup>4</sup> . General pedagogy (knowledge of variety of teaching methods and approaches)					
<sup>5</sup> . Knowledge of teacher's roles					
<sup>6</sup> . Pedagogical content knowledge (teacher craft)					
<sup>7</sup> . Motivational competences					
<sup>8</sup> . Instructional process competences					
<sup>9</sup> . Teacher resource utilization competences					
<sup>10</sup> . Teacher evaluation competences					
<sup>11</sup> . Lesson preparation/ lesson note preparation					
<sup>12</sup> . Classroom control and management					
<sup>13</sup> . Counselling expertise (behaviour management)					
<sup>14</sup> . Education lecturers' ability					
<sup>15</sup> . Department of Economics lecturers' ability					
<sup>16</sup> . Professional value (enthusiasm, love etc for profession)					
<sup>17</sup> . Reflective practice					
<sup>18</sup> . Practicum experiences					
<sup>19</sup> . Knowledge of educational system					
<sup>20</sup> . Structure of courses					

18. Please indicate how **SATISFIED** you are with the efforts of the Department of Arts and Social Science Education in covering these areas. Please represent your



impression on the following scale: NS = Not Satisfied; SS = Slightly Satisfied; S = Satisfied; VS = Very Satisfied; ES =Extremely Satisfied.

Area	NS	SS	S	VS	ES
<sup>1</sup> . Subject matter knowledge in economics					
<sup>2</sup> . Knowledge of children and their learning					
<sup>3</sup> . Knowledge of the economics curriculum					
<sup>4</sup> . General pedagogy (knowledge of variety of teaching methods and approaches)					
<sup>5</sup> . Knowledge of teacher's roles					
<sup>6</sup> . Pedagogical content knowledge (teacher craft)					
<sup>7</sup> . Motivational competences					
<sup>8</sup> . Instructional process competences					
<sup>9</sup> . Teacher resource utilization competences					
<sup>10</sup> . Teacher evaluation competences					
<sup>11</sup> . Lesson preparation/ lesson note preparation					
<sup>12</sup> . Classroom control and management					
<sup>13</sup> . Counselling expertise (behaviour management)					
<sup>14</sup> . Education lecturers' ability					
<sup>15</sup> . Department of Economics lecturers' ability					
<sup>16</sup> . Professional value (enthusiasm, love etc. for profession)					
<sup>17</sup> . Reflective practice					
<sup>18</sup> . Practicum experiences					
<sup>19</sup> . Knowledge of educational system					
<sup>20</sup> . Structure of courses					



UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATIONAL STUDIES

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

INTERVIEW SCHEDULE FOR STUDENT-TEACHERS

**Hello!! How are you? (Friendly establishment of rapport)**

**Thank you for taking some time out of your busy schedule to help me on this study. Is it okay if I record our conversation for future reference? (Wait for consent)**

Before we start, I just want to let you know that:

This is an academic study and I am the only person who will have access to transcripts of this interview. I won't ask you to reveal any personal information.

When reporting, I can assure you of confidentiality because I will be using a pseudonym instead of your real name.

Can we start? (Wait for consent)

1. Generally, what's your impression of the B.Ed. Social Sciences (Economics) programme?

Probe: What areas of the programme do you find most useful?

2. How is it important for the Economics teacher to acquire adequate content knowledge?

3. How then do you perceive the efforts of the lecturers from the Economics department in helping you acquire adequate content knowledge?

Probe: What of their pedagogical skills and ability to bring lessons to your level as prospective teachers?

4. How confident are you with the courses that you are reading that focus on the following:
  - General pedagogy
  - Content knowledge
  - Pedagogical content knowledge/ Economics curriculum
5. Could you please describe your ideal teacher education programme?
6. To help improve the B.Ed. Social Science (Economics) programme, what recommendation(s) do you have?