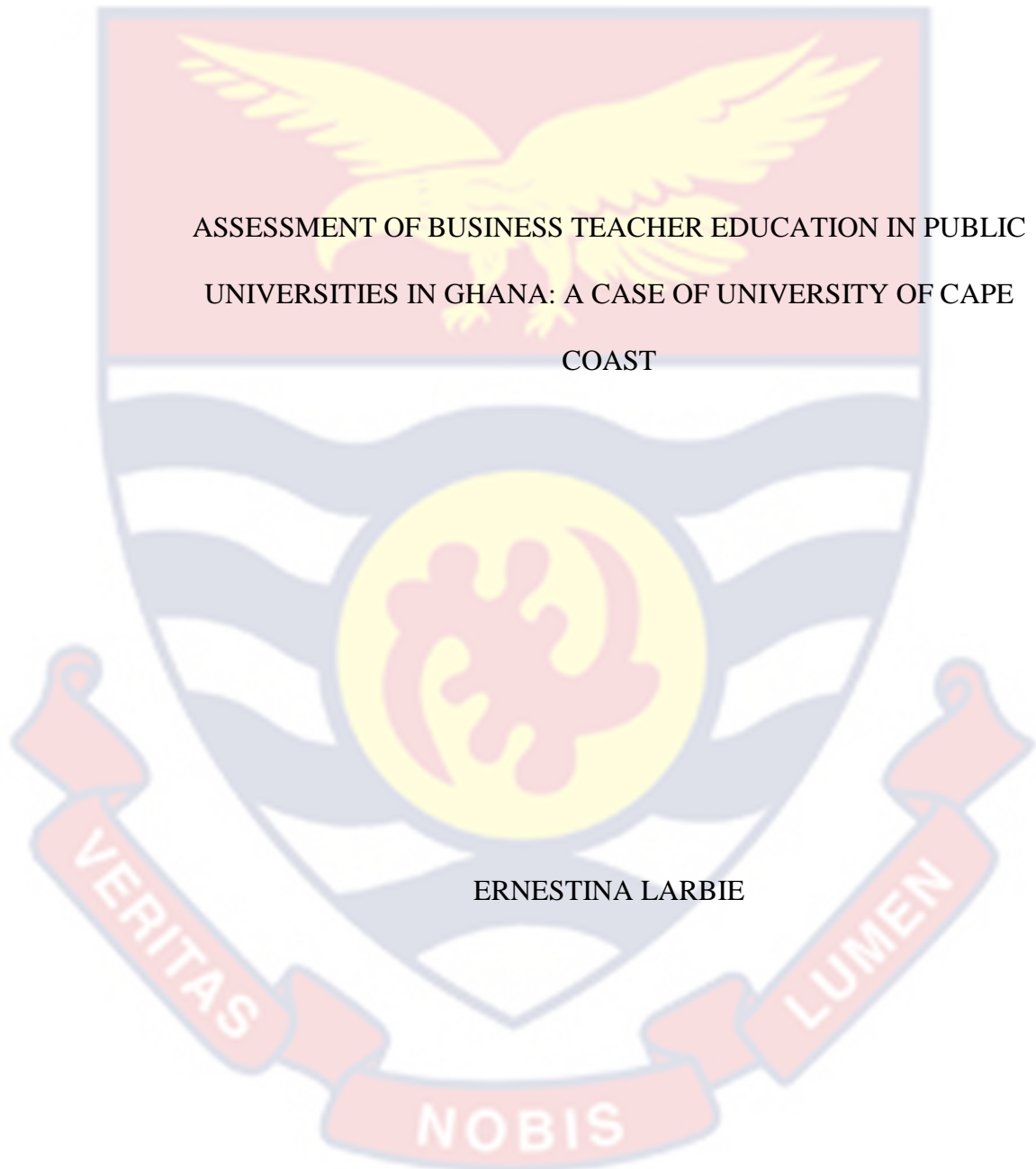


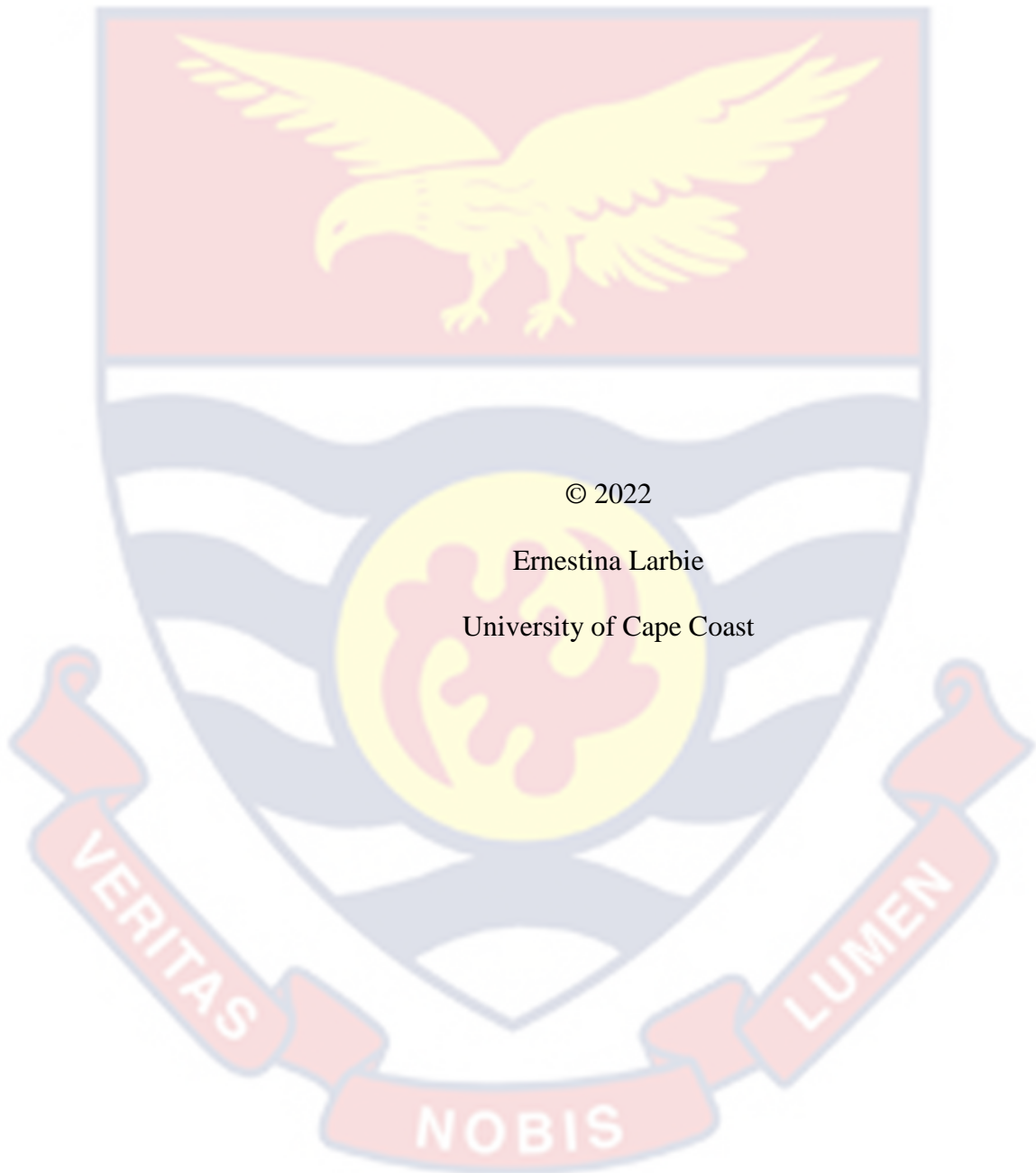
UNIVERSITY OF CAPE COAST



ASSESSMENT OF BUSINESS TEACHER EDUCATION IN PUBLIC
UNIVERSITIES IN GHANA: A CASE OF UNIVERSITY OF CAPE
COAST

ERNESTINA LARBIE

2022

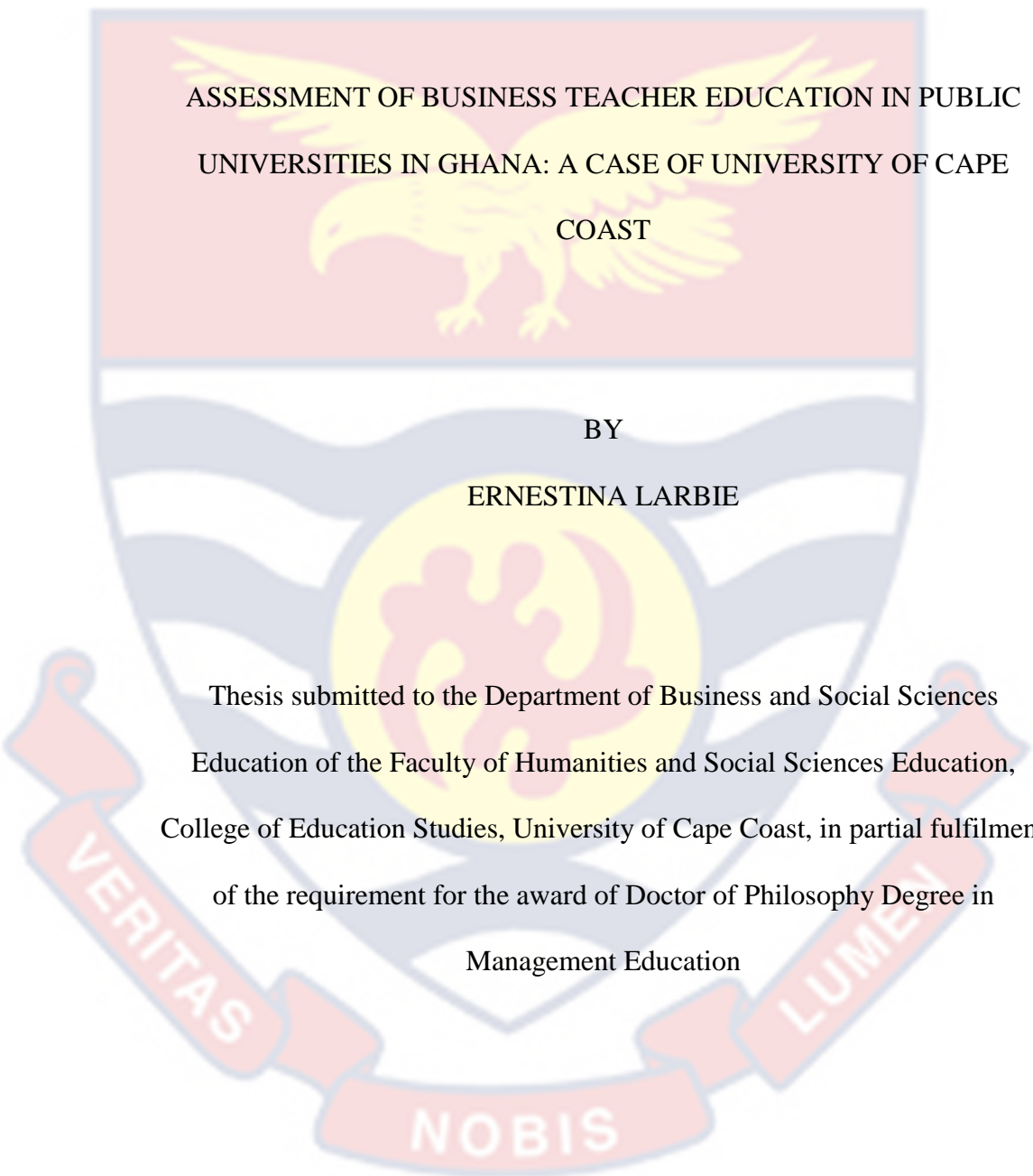


© 2022

Ernestina Larbie

University of Cape Coast

UNIVERSITY OF CAPE COAST



ASSESSMENT OF BUSINESS TEACHER EDUCATION IN PUBLIC
UNIVERSITIES IN GHANA: A CASE OF UNIVERSITY OF CAPE
COAST

BY

ERNESTINA LARBIE

Thesis submitted to the Department of Business and Social Sciences
Education of the Faculty of Humanities and Social Sciences Education,
College of Education Studies, University of Cape Coast, in partial fulfilment
of the requirement for the award of Doctor of Philosophy Degree in
Management Education

JUNE 2022

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

Name: Ernestina Larbie

Supervisors' Declaration

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

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

Name: Professor Cosmas Cobbold

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

Name: Professor Christine Adu-Yeboah

ABSTRACT

Initial teacher education in sub-Saharan Africa, including Ghana has been criticised for failing to prepare teachers adequately for the classroom. This study assessed the Business Teacher Education Programme (BTEP) offered at the Department of Business and Social Sciences Education (DoBSSE) in the University of Cape Coast, with the view to improve upon the programme delivery, by addressing challenges and deficiencies identified. The convergent parallel mixed method design was adopted to collect both quantitative and qualitative data. The total number of participants were 281. Interview guides and questionnaire were used to collect qualitative and quantitative data on the kind of teacher the BTEP seeks to produce, the content and pedagogies used, the principles underpinning the experience knowledge and the trainees' experiences of the BTEP. The qualitative data was analysed thematically whereas the quantitative data was analysed using descriptive and inferential statistics. The findings showed that though not documented, the teaching philosophy of the BTEP was reflective practices. Trainees did not have formal teaching experience but were intrinsically motivated to pursue the programme. Again, the lecturers viewed the BTEP as emphasising content and pedagogical knowledge and the pedagogical approach used was learner centred. Also, the principles guiding the experience knowledge were on-campus and off-campus teaching. Lastly, trainees expressed both negative and positive experience of the BTEP. It was concluded that the BTEP prepares preservice business teachers with an ability to evaluate their practices, adopt better teaching strategies for better future performance. It was recommended that the DoBSSE should work to ensure that the philosophy underpinning the BTEP is officially documented and shared to faculty members.

ACKNOWLEDGEMENTS

This study would not be complete if I fail to register my sincere gratitude to the following people for the diverse roles they played towards its successful completion.

I am sincerely indebted to my supervisors: Professor Cosmas Cobbold, Dean of Faculty of Humanities and Social Sciences Education (FoHSSE), UCC and Professor Christine Adu-Yeboah, the Director of Institute of Education, UCC for their immense contributions, patience, guidance, commitment and useful suggestions. Without them, this work would not have come into reality.

My profound gratitude goes to Dr. A. A. Owusu, Dr. Magdalene Brown, Dr. Prince Yeboah Asare, Mr. Benedict Doku Ntiamoah and Mr. Peter Anti Partey, for reading through this work and offered valuable suggestions. I am thankful to all the faculty members in the Faculty of Humanities and Social Sciences Education, especially, Prof. Charles O. Adabo, Dr. Bernard, S. Acquah, Dr. Leticia Bosu, Dr. Isaac Atta Kwenin, Dr. Eric Mensah, Dr. Bernard Fentim Darkwa, Dr. Gabriel K. Aboagye, Dr. Rev. Martin Owusu and the entire DoBSSE staff for their moral support. I am again thankful to Dr. Alex Asante, Mr. John Kofi Nyan, Mr Charles Dodoo, and Mr. Felix K. Agyare Wiredu who inspired me with their experience and support.

Finally, my heartfelt thankfulness goes to Mr. James Godfred Larbie, my father; my sister, Ms. Augustina Larbie and my two children, Patrick Langmah and Luna Lani-Langmah for their support, patience and encouragement and also enduring my long absence from home throughout my academic career.

DEDICATION

To my father, Mr James Godfred Larbie and my two children; Patrick

Langmah and Luna Lani-Langmah



TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	9
Purpose of the Study	16
Research Questions	16
Significance of the Study	17
Delimitation	18
Limitations	19
Definition of Terms	20
Organisation of the Study	21
CHAPTER TWO: LITERATURE REVIEW	
Overview	22
Conceptual Review	22
Teacher Education	22
Teacher Professional Development (TPD)	25
Teacher Professional Development Programmes	28
Teacher Proficiency	34

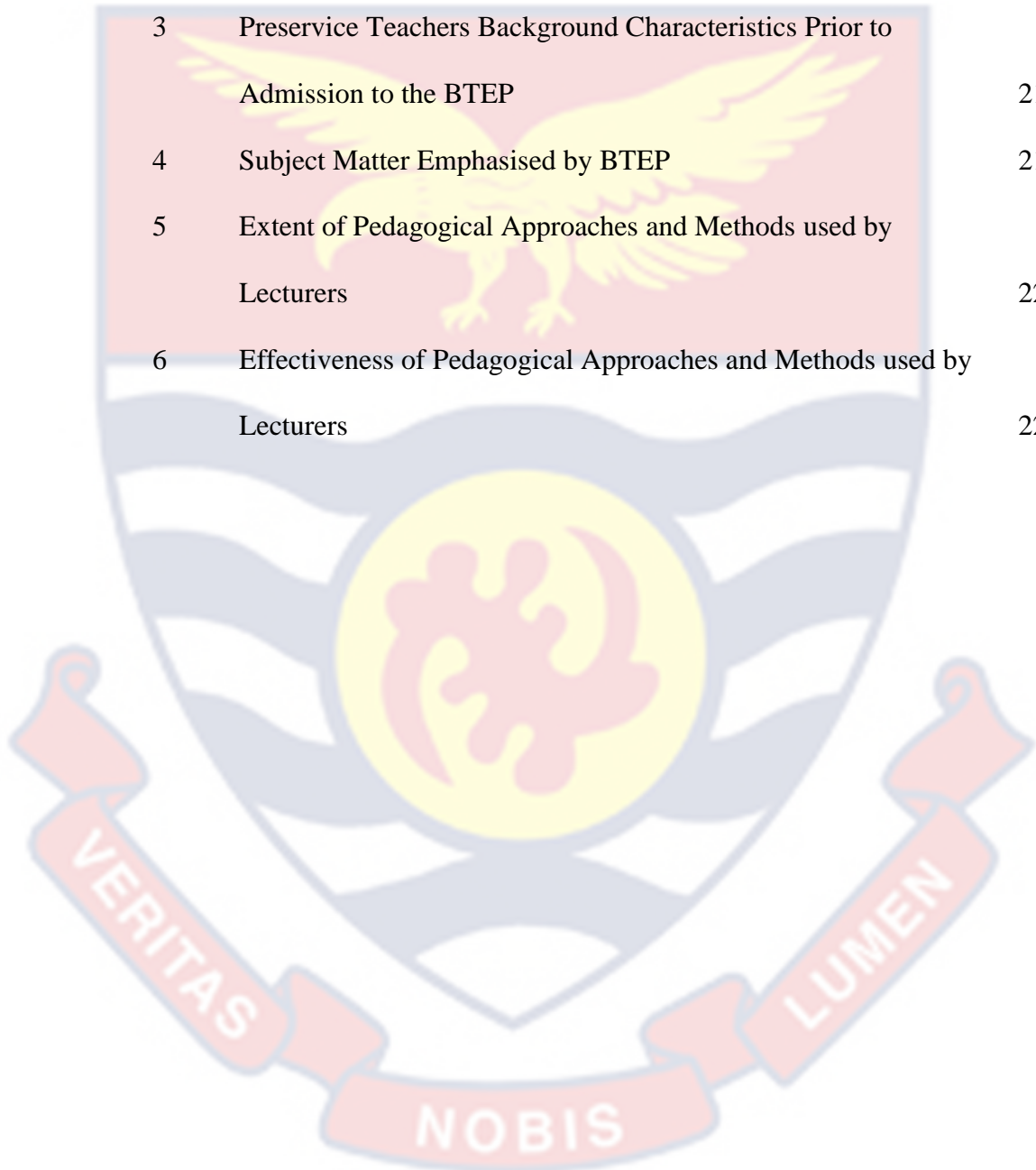
The National Teachers' Standards for Teacher Professional Development in Ghana	38
Knowledge Base for Preservice Teacher Education and Training Programme (Curriculum)	40
Elements of Knowledge Base for Teacher Education and Training Programme	49
Pedagogical Approaches (PAs)	64
Approaches used in Higher Education Institutions	68
Teaching Methods	75
Experience Knowledge (EK)	89
Conceptual Frame Work	107
Concept of Business Teacher Education	108
Business Education	108
Business Education as a Discipline	112
Business Education in Ghana	114
Business Teacher Education Programme in Ghana	120
Models for Teacher Education and Training Programmes	137
Consecutive Model for Teacher Education and Training Programme (CMTETP)	138
Concurrent Model of Teacher Education and Training Programme (CMTETP)	140
Empirical Studies on Preservice Teacher Education Programme	144
Teaching Philosophy	145
Background Characteristics of Preservice Teachers	146
Knowledge Base Emphasised by Teacher Education Programmes	151

Preservice Teacher Experiences of their Teacher Education and Training Programme and their Choice of Teaching as a Profession	159
Summary of the Literature Review	161
CHAPTER THREE: RESEARCH METHODS	
Overview	165
Research Paradigm	165
Research Approach	169
Research Design	170
Study Area	174
Population	175
Respondents and Participants	177
Data Collection Instruments	177
Validity and Reliability of Questionnaire	182
Data Collection Procedures	185
Ethical Considerations	188
Data Processing and Analysis	188
Chapter Summary	192
CHAPTER FOUR: RESULTS AND DISCUSSION	
Overview	194
Results	194
Research Question One	194
Research Question Two	212
Research Question Three	217
Research Question Four	220
Research Question Five	228

Research Question Six	231
Chapter Summary	258
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Overview	261
Summary of the Study	261
Key Findings	264
Conclusions	266
Recommendations	269
Contribution to Knowledge	271
Suggestions for Farthre Research	273
REFERENCES	275
APPENDICES	325
A Introductory Letter	325
B Ethical Clearance	326
C Questionnaire for Faculty Members	327
D Questionnaire for Preservice Business Teachers	331
E Interview Schedule for HoD	338
F Interview Schedule for Centre For Teacher Professional Development	341
G Interview Schedule for Trainees (Focused Group Discussion)	343

LIST OF TABLES

Table		Page
1	Population Distribution	176
2	Summary of Data Collection and Analysis	191
3	Preservice Teachers Background Characteristics Prior to Admission to the BTEP	213
4	Subject Matter Emphasised by BTEP	217
5	Extent of Pedagogical Approaches and Methods used by Lecturers	221
6	Effectiveness of Pedagogical Approaches and Methods used by Lecturers	225



LIST OF FIGURES

Figure		Page
1	The three domains of National Teachers' Standards for Ghana guidelines	39
2	The initial /basic knowledge base for preservice teacher	44
3	Relationship between pedagogical knowledge (PK) and content knowledge (CK)	45
4	Conceptual Framework, a journey of becoming a professional business teacher.	107
5	The convergent parallel mixed methods research process for the study	173
6	Mappings of the themes from the SHS Management subject with the courses that seek equip preservice business teachers with the content knowledge.	204
7	A mapping of the themes from the SHS Financial Accounting subject with the courses that seek equip preservice business teachers with the content knowledge.	205
8	Framework for the three basic components of knowledge base for preservice teacher education and training programme.	271

CHAPTER ONE

INTRODUCTION

It is generally known that education is key to the development of a nation. This is because education is seen as the vehicle through which societies develop their manpower for national growth, and the teacher is the key factor in this process. The importance of teachers cannot be underestimated because of the roles teachers play in the realization of educational objectives. Most researches have established that teachers perform pivotal roles in students' achievement and the linchpin in educational improvement of all kind. Teacher preparation is seen to be one of the most important requirements for quality education. However, the quality of education seems poor due to poor students' academic achievement; students lack critical thinking skills required for the world of work (West African Examination Council Chief Examiners Report, 2016). Even though many secondary causal factors (e.g., issues relating to teacher quality and school factors) have been examined, the primary causal factors (factors relating to initial teacher education) seem to have been ignored. This study, therefore, focuses on the nature of preservice business teacher education in a tertiary education institution.

Background to the Study

Educational policies, however well-intentioned, and with an officially structured curricula, will not achieve its goals effectively without the efforts of teachers, who are experts in managing the teaching and learning process to enable quality education to be achieved. The roles of teachers are so critical that no country will ignore it, this is because "Education is the condition for development and the teacher is the ultimate definer of its reality" (Adegoke,

2003 p. 5 as cited in Asare, 2014). Teachers are the final implementers of the curriculum; they interpret, design and administer learning programmes, courses and subjects in a manner that enables the goals and standards of the curriculum to be achieved. They are also responsible for evaluating learning outcomes.

Teachers as implementers of the curriculum draw a critical attention to the process of teaching in developing critical minds in learners. Enforcing this assertion, Asare (2009) indicated that the relationship that exist between teachers and learners is a vital element in the process of accomplishing quality education. Thus, “there should be a recognition that teachers and the methods they apply to impart knowledge in today’s . . . global economy is vital in defining and creating quality learners” (McFarlane, 2011, p. 15). This implies that teacher educators in various training institutions must use and emphasise the teaching of content and pedagogies that will equip preservice teachers with the knowledge and skills necessary for smooth and effective implementation of the curriculum at the pre-tertiary institutions.

Also, talking about interaction between teachers and learners, many people are of the view that teachers educate in the manner in which they were trained to teach. This perception should not be entertained because society is dynamic with changing needs, taste and preferences which can be addressed through robust teacher education programmes of which the business teacher education and training programmes not exempted (Asare & Nti, 2014). To change such an attitude and perception require a robust teacher education and training programme that will bring about such transformation. Interestingly, there was a discussion forum by some experts in teacher education and training on LinkedIn.com online on April 2013, where a question was posed: “If you

could re-do teacher preparation programmes, what would you like it to include to prepare you for real world teaching?” Responding to this, scholars in teacher education expressed varied views that comprised these: teacher education programmes must embrace best practices that seek to enhance students’ learning; teacher education and training programmes should integrate a competency-based approach that sees teaching as an interaction of knowledge, skills, and attitudes to promote learning; teachers must be trained to develop the habit of encouraging their colleagues to observe their lessons and discuss their observations with them. This practice of peer observation would help to promote reflective teaching as teachers.

Adding his voice to this discourse, Kwame Asare iterated that, how teaching is conducted must be the major focus of teacher education and training programmes. The author opined that, educators must be trained to involve learners in a manner that help the learners own and make sense of activities to promote learning (“Forum on teacher education and training,” 2013).

“Teacher education is the type of education and training given to and acquired by, an individual to make him or her academically and professionally proficient and competent as a teacher” (Government of Ghana, 2002, p. 161). It trains teachers for the common core curriculum (e.g., Mathematics, English, Science and Social Studies) and elective curriculum (e.g., Business, General Arts, and Geography etc.). The type and the rationale of a particular teacher education programme describe the content and pedagogies appropriate for the development of teachers.

The term “Business Teacher Education” (BTE) as used in this study refers to that kind of education given to the student teacher to equip him or her

with the required knowledge, skills, experiences, and the needed competence to enable such individuals to teach business courses or subjects at any level of the educational system. BTE is also the kind of teacher education and training offered to and attained by a learner to be academically and professionally proficient and competent in the teaching and learning of business subjects at the Senior High Schools (SHS).

Business teacher education programme must aim at producing business teachers capable of making an informed decision concerning different approaches, methods and tasks as well as prioritise issues about their teaching and implement them effectively (Stuart, Akyeampong & Croft, 2009). Secondly, teacher education programme such as BTE programmes must focus on training preservice business teachers who will be capable of using realistic and co-operative activities that place learners at the pivot of the learning process. Therefore, Teacher Training Institutions such as University of Cape Coast have the responsibility of providing quality business teacher education programmes that embrace content and pedagogical knowledge that seek to produce the reflective thinking- business teacher (TBT).

Research suggests that teacher quality is the most important educational variable which influences students' achievement (Nye, Konstantopoulos, & Hedges, 2004; Rowan, Correnti, & Miller, 2002). To achieve this, over the years, Ghana has made efforts to prepare and develop teachers as bedrock of the training of human capital needs of the nation. First, in 2002, a presidential committee (Anamuah-Mensah Committee) was set up to work on educational reforms in Ghana. The committee recommended among other things that, for Teacher Education (TE) to be relevant for national development, it required an

analytical review and strategy (Asare & Nti, 2014). Highlighting the functionality of TE, the committee also recommended that the mission of TE in Ghana should aim at providing a thorough teacher training programme via both preservice and in-service training to help churn out dedicated and capable teachers to advance the quality of education (Asare, 2014; Benneh, 2006; Adegoke, 2003).

Second, the government of Ghana has made significant efforts to enhance the quality of teaching through teacher professional programmes to ensure that the production of quality teachers in Ghana meets national goals and international standards. Different policy interventions have been executed at the colleges of education (CoEs) to enhance the quality of teachers who graduate from teacher education programmes. Among many efforts to produce quality teachers are the attempts to structurally transform the teacher education system at the colleges of education level to promote quality education (Quashigah, Dake, Bekoe, Eshun, & Bordoh, 2014). In this direction, teacher education at the colleges of education has seen contextual alignment of education to meet the needs of quality teacher development. A typical example of such development includes, the Untrained Teachers Diploma in Basic Education (UTDBE) programme for practising teachers without initial professional teacher, in-service programme designed to improve qualifications of practising teachers, and distance education programmes to ensure incessant, lifetime teacher education process. Again, the Transforming Teacher Education and Learning (T-TEL) programme is ongoing to improve delivery of teacher training in all CoEs in Ghana (Armah, 2017).

Again, recently, there have been institutional arrangements by the

government to enable Colleges of Education to admit teachers to pursue a four-year degree programme in education which commenced in October, 2018/19 academic year (Opoku Prempeh, 2019). The government of Ghana in collaboration with key stakeholders of teacher preparation such as National Teaching Council (NTC), National Accreditation Board (NAB) and tertiary institutions responsible for teacher education and other supporting agencies have developed The National Teachers' Standards (NTS) to guide teacher preparation and practice in Ghana. The standards are to serve as a professional tool for teacher educators, student teachers and other stakeholders (National Teachers Standards-Ghana, 2017).

However, all these reforms and efforts seem to be targeted at Colleges of Education and basic school teachers in Ghana. It has been observed that little attention has been given to teacher education and training programmes offered in the public universities in Ghana, especially the Business Teacher Education Programme (BTEP). It is therefore important to carefully examine the Business Teacher Education Programmes (BTEP) designed to produce teachers to teach business subjects in the senior high schools (SHS) in Ghana.

In Ghana, BTE programmes are offered by the higher education institutions such as the traditional universities as 4-year straight degree programmes for SHS leavers, as recommended by the Education Commission on Teacher Education which was set up in 1993 (Akyeampong, 2003). The BTE programmes offered in the traditional universities aim at preparing high calibre of personnel for the field of business education and administration in Ghana. Specifically, the BTE programmes seek to equip trainee teachers with the knowledge, skills, attitudes, and other competences to enable them to operate

effectively as business tutors in SHS and private business and commercial schools. The programmes also seek to equip the learners with the necessary skills needed to function effectively in the corporate sector of the economy. Lastly, it seeks to prepare them for higher academic and professional pursuits (Faculty of Education Brochure-UCC, 2005-2010).

The knowledge-based emphasis in the curriculum of the business teacher education programmes is the education-related knowledge also called the pedagogical knowledge (PK) and the content knowledge. These two aspects together described by Shulman (1992, as cited in Cobbold, 2015) as pedagogical content knowledge that emphasise teachers' knowledge and beliefs of learning, teaching and subject matter. They are key determinants of pedagogical strategies and techniques teachers use in any given learning environment.

Pedagogy can be explained as the art and science of teaching. It involves the teacher's ability to transmit knowledge and skills in a manner that students will understand, remember, and apply in their daily lives. Through PK, student teachers acquire knowledge of educational goals, aims, objectives and values of education which are a must know for all teachers (Pollari, 2015). This makes PK a necessary requirement of teacher education programmes such as the BTEP. Through the pedagogical content knowledge, preservice teachers gain understanding of learning in the viewpoints of learners and try to transform these teaching skills to learning. It is the way through which preservice business teachers equip themselves with professional skills and development for teaching (Darling-Hammond, 2000, 2001, 2005). According to Ashton and Crocker (1986), measures of pedagogical knowledge included knowledge of curriculum design, teaching methods and learning. It also included knowledge

of educational foundations, classroom teaching and professional practice (Smith & Zeichner, 2005).

Another component of the curriculum of BTE programme is the content knowledge (CK). It is the 'what' of the teaching: the actual subject matter in a specified discipline that the teacher learns to teach (Harris, Mishra & Koehler, 2007; Agyie, 2012). This aspect of the BTE programmes has also been organized around several components of business subject matter including introduction to business management, principles of business management, accounting, economics, business and partnership law, basics of computers, management and information systems, business communication and administration, human resource management, strategic management, entrepreneurship and practical experiences (internship).

In addition to these aspects, the business teacher education programmes curriculum in the public universities also emphasises the practical teaching experiences also called teaching practice. It is an aspect of the preservice business teacher education programme that offers the preservice business education teacher the opportunity to practice the knowledge acquired in real classroom settings, and to experience the school environment. Indeed, the performance of a business teacher can be effective if all these components of the pedagogical knowledge, content knowledge, and the practical teaching experiences are integrated for a robust BTEP (Darling-Hammond, 1999; 2001). These are very important components of teacher education programmes since they have a great effect on teacher performance. Without these, teachers are faced with more challenges which prevent them from designing curriculum,

planning syllabi, teaching courses or subjects, organizing classrooms and analysing learners' specific needs (Darling-Hammond, 2000, 2001, 2005).

Literature has shown numerous features that characterize proficient teachers such as: better knowledge, skills, attitudes the teacher requires to promote the learning process; teachers' knowledge of pedagogy and content knowledge; better problem-solving strategies and better adaptation for different learners. It also includes better decision-making, better attitude towards classroom activities and superior thoughtfulness to context; greater respect for students and their ability to communicate effectively and to alter students' performance (Pollari, 2015). Perhaps, effective business teacher education programme with strong nexus between the pedagogical knowledge and the content knowledge would help produce the proficient business teacher (PBT) (Based, & Rowan, 2005; Baumert, 2010; Kunter & Baumert, 2011).

Statement of the Problem

The problem is that, initial teacher education at colleges of education in Africa and particularly in Sub-Saharan Africa, including Ghana, has been criticized for failing to prepare teachers adequately for the realities of field teaching (Lewin & Stuart, 2003; Bakari, 2009). According to them, teachers trained from CoE lacked the capacity to make sure that effective teaching and learning takes place in the classroom. This could affect students' performance in schools and the nation at large in the near future.

Similarly, in Ghana, the Chief Examiners for all the business subjects at the Senior High School (SHS) have expressed concerns about the performance of business students in the past few years. Their reports on Business: Management, Financial Accounting, Clerical Office Duties and Principles of

Cost Accounting and Typing indicate that, performance of students has been very low for some time now. According to the reports, answers provided by candidates indicated that they were not adequately prepared. Also, a section of the report suggested that, solutions to questions portrayed candidates' poor knowledge of some of the topics in the syllabus, which was a clear indication that business students were ill-prepared (West African Examination Council Chief Examiners Report, 2016). A similar situation was seen in the Chief Examiners' report issued in 2017. According to the report, though performance in Financial Accounting saw a little improvement over the previous year, only a few candidates did well in Cost Accounting and Clerical Office Duties. Also, performance in Business Management was low whereas results for Typewriting were not encouraging at all (West African Examination Council Chief Examiners Report, 2017).

Additionally, the Chief Examiners' report for 2018 academic year also indicated that performance in Business Management was very low as compared to 2017 (West African Examination Council Chief Examiners Report, 2018). The examiners indicated that answers provided by students clearly showed that, most of the candidates' lacked understanding of basic management concepts and principles. According to the reports, even though performance in Financial Accounting, Principles of Cost Accounting, Clerical Office Duties, and Typewriting in 2018 academic year was relatively better than that of the 2017 academic year, the Chief Examiners indicated that the candidates could have done better (West African Examination Council Chief Examiners Report, 2018).

It is obvious that business students are not performing well in all their elective courses. Could that be as a result of the fact that teachers lacked the competences to promote effective learning in the classroom? (Lewin & Stuart, 2003; Bakari, 2009). With specific reference to business teachers, the problem that arises is, how is the business teacher education programme currently being run by teacher education institutions in Ghana preparing the business teachers who teach the business subjects at the secondary school? This question is pertinent to quality delivery of business education and yet it appears to have received little research attention in the literature.

There are few previous studies in Ghana which have been conducted to explore issues on the kind of teachers that general teacher training programmes offered at the tertiary institution seek to produce, not to talk about BTEP. For example, Asare and Nti (2014) conducted a study on the structure of teacher preparation in Ghana. The focus of the study was to determine whether the strategies teacher educators used in training preservice teachers could or could not lead to the acquisition of critical thinking skills of teachers. The study concentrated on the Colleges of Education (CoE) in Ghana with emphasis on the design of, the type of teacher training pursued, teacher preparation and pathways to teacher development in Ghana. It also examined how the approaches and methods used by teacher educators in preparing student-teachers can or cannot lead to the development of analytical thinking skills that are very important in promoting teacher efficacy. However, this study was limited to only teacher education programmes offered at the Colleges of Education without considering the business teacher education programme (BTEP) thereby creating a gap in the literature.

Also, there were substantiated scientific arguments which seemed to suggest that the initial teacher education (ITE) curricula in many African countries (including Ghana) were too theoretical, with little emphasis on practical knowledge and practice (Akyeampong, Lussier, Pryor & Westbrook, 2013). The looming danger with this kind of situation is that, these programmes could lead to the production of teachers who have little or no skills in using the acquired theoretical knowledge in real life teaching contexts. It is important to indicate that little is known about the BTE programme in Ghana. To address this problem, Akyeampong, Lussier, Pryor and Westbrook (2013) suggested that the ITE programmes must be reformed to make them practice-based, giving student teachers opportunities to observe and practise varied forms of professional knowledge and skills through direct practical experience in schools. Perhaps, this suggestion is relevant for the initial business teacher education and training programmes offered by public universities in Ghana, specifically at University of Cape Coast (UCC).

It has been found that teachers from diverse teacher education programmes have different skills and competences due to a number of reasons. The variations in philosophies among state-mandated institutions such as UCC and the rest, coupled with their autonomous statuses, appear to encourage variations in entry behaviour standards of students (Kwaah & Polojoki, 2018). This suggests different entry background characteristics of preservice teachers who enrol on BTE programmes in our public universities including UCC. Yet, little research has been conducted to examine the demographic characteristics, background knowledge and experiences of student teachers who come to be trained as business teachers. A study the researcher chanced on, with this focus

was conducted by Good, McCaslim, Tsang, Zhang, Wiley, Rabidue, Bozack, and Hester (2006). In their study, the authors made attempts to look into the type of teacher preparation that had evolved among different schools in New Jersey without delving into the demographic background of students, knowledge and experiences of students who received training as teachers. This creates a gap in the literature.

In Ghana, the only research related to this current study was conducted by Kwaah and Polojoki (2018). In that study, an attempt was made to look at the entry characteristics, achievement and practices of newly trained teachers who enrolled on the teacher education programme with senior high school (SHS) certificates and those from the untrained teacher diploma in Basic Education in Ghana. Even though the study was conducted in Ghana and on teacher education programme, it was conducted on colleges of education without touching on the BTEP. This therefore creates a gap in the literature in the area of BTE which needs to be addressed. Perhaps, the outcome of this study will show the differences in demographic characteristics and the background knowledge and experiences preservice teachers bring onto the teacher education and training programme, especially the BTEP which can influence the education and training they go through.

Additionally, tertiary institutions offer their business teacher education programmes in different forms and shades. For example, through main stream (regular stream), sandwich and distance education modes. This may lead to churning out different teachers (with its attendant problems) with different skills and standpoints to teach business subjects in the same senior secondary schools. A number of questions still beg for answers: 'what subject matter knowledge

base is emphasized by the BTEP offered by teacher training institutions specifically UCC?'; 'what pedagogical approaches are used in the running of the business teacher education programme (BTEP) by public teacher training institutions, particularly those in University of Cape Coast?'; 'what theory or philosophies inform the practical aspect of the BTEP in the teacher training institutions?'; and 'what kind of learning experiences are occasioned by the BTEP such that trainee teachers would want to take up teaching as a profession?'

These questions need to be investigated to unravel the realities involved in the production of quality teachers, specifically the business teacher, for quality delivery of business studies in Ghana. Looking into the literature, there appears to be few works on these matters. In fact, a few of such studies which I sighted only investigated the pedagogical approach (Fagbemi, 2015; Akyeampong, 2006). All these studies focused on the need to put in place measures to improve the pedagogical approaches and methods situation in Ghana but at the pre-tertiary level. Akyeampong, (2006) on his part, recommended that the National School Improvement Programme (NSIP) should provide more interactive modes of instruction and learner-centred approaches in Ghanaian classroom so as to impact teachers' pedagogical practise. Fagbemi (2015) specifically complained about teachers who remained conservative with certain traditional classroom practices that did not help their learners. Adu-Yeboah and Kwaah (2018) also conducted a study on field experience for preservice teachers and found out that, trainees are educated to follow predetermined processes of writing lesson notes and appropriate TLMs. This according to the researchers, had been a major practice in training

institutions and seemed to be the major focus in the training programme with very little emphasis on reflecting on the processes. Aside that, the authors reported that trainees found gaps between theories and practices during their observation visit. These concerns are all matters which relate to the preparation of teachers at the CoE. Could the situation be the same with the preparation of preservice business teacher at the public universities such as UCC? It may not be out of place for a study like this to be carried out to investigate the subject matter knowledge-based which is emphasized by the BTEP in the training of business teachers.

Methodologically, Adu-Yeboah and Kwaah (2018) employed exploratory and the sequential mixed method approaches. Fagbemi (2015) used the interpretive approach design whereas Akyeampong (2006) used the input-process-output design focusing on preservice initial teachers for basic schools. Perhaps, the use of different methodology will yield different outcomes. Therefore, I intend to use the convergent parallel mixed method approach. This approach will enable me gather data concurrently to implement both qualitative and quantitative strands during the same phase of the research process. This will help in an attempt to resolve the deficiencies associated with the designs of these studies. This study therefore seeks to fill existing methodological gaps on the topic. Also, looking at the extent to which the few previous studies failed to look into the pedagogical approaches emphasised in the running of the BTEP in public teacher training institutions in Ghana, this study seeks to fill pedagogical gap and hence, my motivation to conduct this study. Finally, the fact that the previous studies did not focus on the theory or philosophy that inform the practical aspects of the BTEP urged me on to conduct this study. The current

study, undoubtedly, helps to fill content, geographical and methodological gaps which have been identified in the literature on the subject.

Purpose of the Study

The purpose of the study was to assess the Business Teacher Education Programme (BTEP) offered by the Department of Business and Social Sciences Education (DoBSSE) at the UCC with the view to improving upon the current situation, by addressing the challenges and deficiencies identified. The study specifically sought to achieve the following objectives:

1. identify the kind of teacher the Business Teacher Education Programmes offered at the UCC seek to produce.
2. investigate the background characteristics students bring into the BTEP in the University of Cape Coast.
3. examine out the views of preservice business teachers (PBT) and the teacher educators on the knowledge base (content, pedagogy and experience) emphasized by the BTEP in the UCC.
4. examine the pedagogies (approaches and methods) used in the BTEP in the UCC.
5. explore the principles informing the clinical preparation aspect of the BTEP in University of Cape Coast.
6. explore how trainee teachers' experiences of the BTEP influence their choice of teaching as a profession.

Research Questions

1. What kind of teacher does the BTEP offered in the University of Cape Coast seek to produce?

2. What background characteristics do students bring into the BTEP in University of Cape Coast?
3. What are the views of PBTs and teacher educators on the knowledge base (content, pedagogy and experience) emphasized by the BTEP in University of Cape Coast?
4. What are the pedagogies (approaches and methods) used in the BTEP in University of Cape Coast?
5. What are the principles and guidelines that inform the clinical preparation aspect of the BTEP in UCC?
6. How do the trainees' experiences of the BTEP influence their choice of teaching as a profession?

Significance of the Study

The researcher is convinced that the realities which the study reveals would be beneficial to wide spectrum of policy makers including the Government, Ministry of Education (MoE), Ghana Tertiary Education Council (GTEC), Educational Planners and Administrators (EPA), Faculty Members (FM) and researchers in the universities running business teacher education programmes, current and potential students as well as the general public. First, to the Government, MoE and GTEC, the study seeks to unearth the current status of the BTEP and thereby serving as an empirical base for reforms to improve BTEP at the university level.

Secondly, critical analysis of the content knowledge base and the clinical preparation components of the BTEP has shown the kind of business teachers the programme seeks to produce. This informs the Government

through MoE and GTEC in decision making concerning hiring, appointing and posting of business education teachers.

The outcome and recommendations of the study is going to generate interest for further research by EPA, FM, researchers and students into other parts of business teacher education and training in Ghana and the world at large. This is because, developmental challenges are multifaceted and no one research is capable of addressing it completely.

Also, there are not enough materials and research documents in the area of BTEP in Ghana, hence, the findings of the study will serve as important facts in this area of research thereby contributing to the existing knowledge and literature on BTEP. The findings of the study will therefore be made known to the management of universities including faculty members in charge of BTETP, students and other researchers in developmental work for reference purposes. This will be done through presentations at seminars and conferences.

Lastly, a thorough assessment of the BTEP in relation to the research questions has brought to light the kind of business teacher the BTEP seek to produce. This will help faculty members, universities' management with regard to their decision making on whether to review the programme to improve upon its delivery.

Delimitation of the Study

The study limited itself to the Bachelor of Education (Management and Accounting) Programmes offered by the University of Cape Coast. The study used only the level 400 students and the implementers (FM including Heads of departments) responsible for BTEPs in the institution under study. The first, second and third year students of the programme were excluded because they

were yet to go through most of the courses and yet to experience the clinical (practical) aspect of the teacher education and training programme; hence, they might not be able to provide the needed information.

The study involved a critical analysis of the core courses (courses designed to help equip preservice teachers with the competences required of professional business teachers) as determined by the college, faculty and the department with the mandate to run preservice business teacher training programme in the UCC. This means that other courses such as the university core courses and liberal courses which are part of the business teacher education and training programme but do not directly relate to teaching are excluded from the study. Lastly, the study did not use students' performance (CGPAs) to assess the BTEP offered by the DoBSSE in UCC.

Limitations to the Study

The researcher herself is a product of the BTEP and there was the possibility of her being influenced in reporting the findings of the issues raised in the research questions. However, the researcher having realised this, put in precautionary measures (I identified my biases and distant myself from the data and worked as a researcher). This was to avoid being prejudiced, and reported issues as they exactly were. Students' responses could have been influenced by the fact that they were still on the programme and were not willing to come out with the real issues relating to their experiences of the programme in determining whether they would want to take teaching as a profession. This could have affected the accuracy of the findings; however, the researcher was able to explain to preservice business teachers the purpose of assessing the BTEP, which included improving upon the current situation by addressing

challenges and deficiencies identified. That encouraged them to open up and they responded to the issues.

Lastly, it is important to state that the findings of this study cannot be generalised to cover other institutions with different characteristics from that of the context: UCC. That notwithstanding, there could be an extension of generalization to institutions with unique characteristics that approximate the ones in the University of Cape Coast.

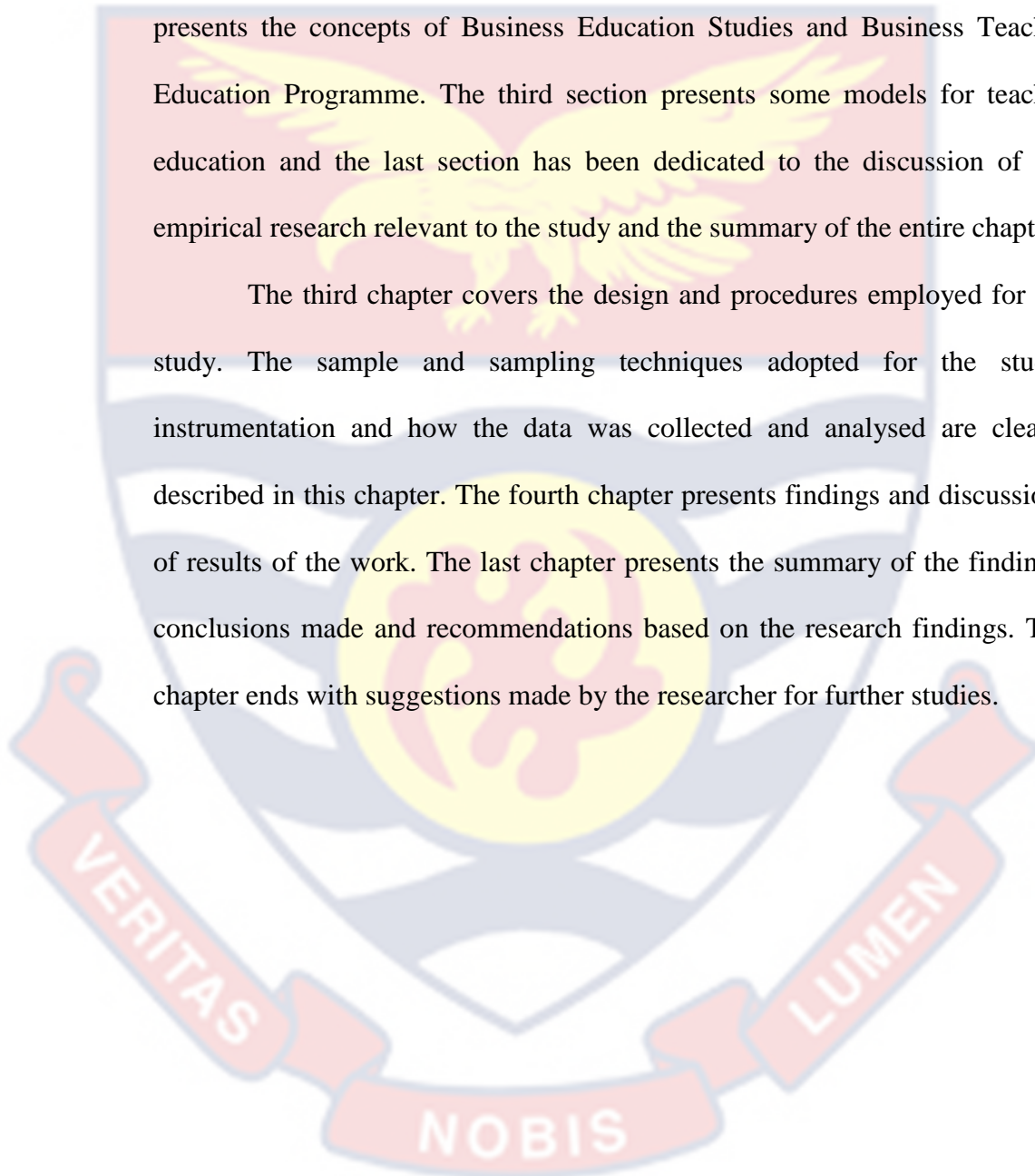
Definition of Terms

1. *Accounting Teacher Education Programme*: it is an aspect of business teacher education programme that focuses on equipping the student teacher with knowledge and skills required to be professional accounting teacher.
2. *Accounting Teacher*: a teacher who teaches accounting at the SHS level
3. *Management teacher Education Programme*: it is an aspect of business teacher education that seeks to equip the student teacher with the knowledge skills required to be a professional management teacher at the SHS level of education.
4. *Business Teacher Education*: education given to the student teacher to equip him or her with the required knowledge, skills, experiences, and the needed competence to enable such individuals to teach business courses or subjects at any level of the educational system.
5. *Background Characteristics of Students*: it refers to the entry characteristics of preservice business teachers, the entry qualifications: ages and teaching experiences that describe the entry behaviour of preservice business teachers.

Organization of the Study

The chapter two of the study comprises the review of related literature which has been further divided into four sections. The first section discusses the concepts of General Teacher Education (GTE). The second section also presents the concepts of Business Education Studies and Business Teacher Education Programme. The third section presents some models for teacher education and the last section has been dedicated to the discussion of the empirical research relevant to the study and the summary of the entire chapter.

The third chapter covers the design and procedures employed for the study. The sample and sampling techniques adopted for the study, instrumentation and how the data was collected and analysed are clearly described in this chapter. The fourth chapter presents findings and discussions of results of the work. The last chapter presents the summary of the findings, conclusions made and recommendations based on the research findings. The chapter ends with suggestions made by the researcher for further studies.



CHAPTER TWO

LITERATURE REVIEW

Overview

The focus of the study was to assess the business teacher education programmes in UCC. This was to determine whether the goals and the objectives of the programme were being achieved as determined. This chapter reviews relevant literature on concepts, models, and empirical works which highlight ideas underpinning the study. The review has been organised under four main sections. The first section discusses the concepts of General Teacher Education (GTE). The second section also discusses the concepts of Business Education Studies (BES) and Business Teacher Education Programme (BTEP). The third section presents some models for teacher education. Lastly, the final section has been dedicated to the discussion of the empirical studies relevant to the study and the summary of the entire chapter.

Conceptual Review

Concept of Teacher Education

Teacher education has been defined by The National Council for Teacher Education, US as a programme of education, research and training of persons to teach from pre-primary to higher education level (NCTE, n.d.). This implies that, teacher education is a programme of study that is connected to the development of teacher proficiency and competences that would enable the teacher to meet the requirements and challenges of the teaching profession. Richards and Farrell (2005) described teacher education as activities directed toward the current duties in achieving the short-term and immediate goals of the teacher.

In practice, teacher education and teacher training have been used differently. To Stuart, Akyeampong and Craft (2009), the goal of teacher education is “to produce teachers who can make decisions about their teaching... When they have taken these decisions, their training should enable them to implement the decision effectively” (p, 2). They said that, training involved all the activities that preservice teachers (trainees) go through consistently to, enable them perform more effectively and efficiently whereas education refers to those activities that help trainees to make an informed decision concerning their work as professional teachers (Steadman et al, as cited in Stuart, Akyeampong & Craft 2009). This implies that education prepares and equips the preservice teachers with the knowledge to choose wisely between different approaches, methods, responsibilities and prioritize their duties, whereas training enables trainees to implement decisions effectively.

In this way, education of the teacher can be described to mean the *what of teaching* while training is the *how of teaching*. It must be emphasized that, training of the teacher alone without education could lead to production of robot teachers who would be coping and repeating what they had been taught (Stuart, Akyeampong & Craft 2009). This situation could hinder the teachers’ ability to adjust to changes in learners, schools, or syllabus. This implies that Business Teacher Education Programme (BTEP) must focus on education and training of preservice business teachers to be functional in the teaching and learning of business subjects to achieve the aims and goals of business education.

To Richards and Farrell (2005), teacher training involves preparing and equipping the teacher trainees with required competences to enable them

appreciate the fundamental concepts and values, as requirements for teaching and the ability to use those principles and practices in any teaching and learning environment. They describe teacher education as encompassing all activities that aim at preparing and equipping the student teacher with professional skills, teaching skills, and sound pedagogical theory. In discussing these elements, Richards and Farrell (2005) first described teaching skills as provision of training and practices through the use of diverse methods and techniques, using different strategies and approaches which would help the potential teacher to design and impart instruction. Further, teaching skills involve those practices that allow the teacher to identify and select suitable reinforcement and conduct effective assessment. These skills enable student teachers to communicate, manage classroom activities and student behaviours effectively. Teaching skills enable preservice teachers to identify, prepare and use instructional materials effectively and efficiently (Richards & Farrell, 2005).

Pedagogical theory involves equipping the student teacher with the philosophical, sociological and psychological thoughts to help them develop sound basis for practicing teaching skills in the classroom (Richards & Farrell, 2005). Pedagogical theory is stage specific, dependent on the needs and requirements that characterize that stage.

Finally, Richard and Farrell (2005) described professional skills as an aspect of the training activities that embrace strategies, methods, and approaches that help teachers to develop their teaching profession. Teachers' knowledge of professional skills enables them to work towards attaining high status in the teaching profession. Professional skills according to Kilpatric (2008), help the teacher to develop soft skills and counselling skills, information

retrieving and management skills and lifelong learning skills. It is believed that a combination of teaching skills, pedagogical theory and professional skills would help generate the right knowledge, attitude and skills required to holistically develop the professional teacher. Teacher education programmes such as the BTEP is required to equip preservice business teachers with these skills along their content, pedagogical knowledge and experience for them to be professionally developed to be effective business teachers.

Teacher Professional Development (TPD)

Different researchers have described Teacher Professional Development (TPD) in different ways. Some defined it as a sequence of processes of activities which happen when teachers have graduated from teacher education institutions and are practicing in schools (Boyle, Lamprianou & Boyle 2005; Bruce, Esmonde, Ross, Dookie, & Beatty, 2010; Hofman & Dijkstra, 2010; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). Others also thought that, TPD began as early as when teachers were still in pre service teacher education institutions (Conway, Murphy, Rath, & Hall, 2009; Feiman-Nemser, 2001; Livingston, 2012; Livingston & Shiach, 2010). The nature of teacher education has also been described as a continuous process which encompasses both preservice and in-service components of teaching profession that complement each other (The International Encyclopaedia of Teaching and Teacher Education Dunkin, M.J. 1987). However, the above descriptions of TPD fail to provide detailed description of what constitutes preservice and in-service as part of professional development of the teacher.

The European Commission Report on Education (2010) defined TPD as a continuous supports of teachers' career-long development which is a lifelong

process that starts at initial teacher education till retirement. The commission suggested and categorized TPD into a three-phase model: Initial Teacher Education (ITE), Induction (I) (for new teachers, 3-5 years after graduation), and In-Service Teacher Education (ISTE). The first stage, according to the commission, concerns the preparation of teachers during initial teacher education, where those who want to become teachers master the basic knowledge and skills required for teaching. The second stage is the induction described as the first independent step of their first year of confrontation with the reality to be teachers in schools. The third phase is what the commission described as continuing professional development of teachers CPDT who have 'overcome the initial challenges of becoming a teacher' (European Commission, 2010, p. 3).

According to Stuart, Akyeampong and Croft (2009), teacher education and for that matter professional development of the teacher is a continuous process commencing from the Initial Teacher Education (ITE) through In-Service Education and Training (InSET) to Continuing Professional Development (CPD). The authors suggested that though ITE, InSET and CPD appear not to be the same, they, however, complement each other. According to Stuart, Akyeampong and Croft (2009), the first stage begins with the formal education and training programmes offered to student teachers by teacher education institutions such as universities and colleges of education. These kinds of education and training programmes are designed for people without experiences in any formal teacher education and training programme.

The second stage of teacher professional development is the In-Service Education and Training (InSET), which they describe as those short-term

courses and programmes specifically designed by teacher education institutions for serving teachers. Such programmes or courses are designed to focus on the specific needs of the serving teacher. They further suggested that the purpose of such programmes/ courses is to enable these service teachers to upgrade their status and also to allow the unqualified teachers, also called Untrained Teachers (UT)/ Pupil Teachers (PT) to enrol on their initial professional education and training programmes. Examples of such courses or programmes are the untrained teachers' diploma in basic education (UTDBE) and Post Graduate Diploma in Education (PGDE). Depending on the category and the needs of the teacher educator or trainee, the InSET courses/programmes could be run as short or long-term, focusing on general or specific needs of the preservice teacher.

The third stage of teacher professional development is the Continuing Professional Development (CPD). This, Stuart, Akyeampong and Croft (2009) meant all the opportunities available to the teacher to continuously undertake courses and programmes which are either general or specific with the intention of upgrading and developing their career in the teaching profession. They identified different ways through which the teacher could continuously develop his/her career. First, CPD of the teacher manifests itself in a form of coaching where colleagues work together to share ideas relating to their job. Secondly, the teacher goes through short courses or enrolls on a full (long term) programme to further better his/her qualifications in his/her special area in the teaching profession. According to the authors, like any other profession, CPD of the teacher is a gradual process that aims at improving the teacher's knowledge in the subject area, skills in teaching, observing, assessing and reflecting, hence a

lifelong learning. Although they perceived the nature of teacher education programmes and categorized it under these three stages, they, however, also believed CPD falls in a continuous line that are complementary to each other (Stuart, Akyeampong & Croft, 2009).

The variations in definitions and explanations of teacher professional development could be a clear indication that different experts defined teacher professional development differently. Some failed to show a clear distinction among the following stages in teacher professional development. First, the initial teacher preparation programme (ITPP) otherwise known as pre service preparation programme (PSPP) of the student teacher. Second, the teacher preparation and certification programme (PCP) also known as the induction service programme (ISP) (A programme mostly designed by a body responsible for teacher preparation and certification (e.g., National Teaching Council (NTC) in Ghana) for the beginning teacher (who has just graduated from the initial teacher preparation programme) to usher such teachers into the teaching profession. And lastly the Continuing Professional Development (CPD), a lifelong activity that teachers perform to develop their competence as professional teachers until they retire from the teaching service. The ensuing subheading discusses some of the teacher professional development programmes.

Teacher Professional Development Programmes

Teacher professional development programmes (TPDPs) refers to the preservice and in-service teacher preparation programmes. These programmes seek to develop and equip trainees with knowledge and skills for teaching. They also learn how to competently apply such competence in the teaching profession

(Loughran 2006). TPDP as used in this study describes the initial and in-service teacher education and training programmes (TETP) designed for all those involved in the dissemination of knowledge at all levels of education. The term “initial” emphasizes the fact that the professional education and training of teachers is a continuous progressive process. The professional knowledge and experiences acquired in an initial teacher education programme mark the commencement of the teacher professional development, a foundation on which to build. (Musset, 2010; Ijioma, Afurobi, Izuagba, & Ifegbo, 2014). It describes such programmes that aim at exposing preservice teachers to standard ideas and practices which continuously improve teachers’ ability to teach as professional teachers.

In this study, the researcher has categorized teacher professional development programmes into three continuous phases: the Initial Teacher Education and Training Programme (ITETP) also called (Pre- Service Teacher Education and Training Programmes (PSTEP), the Induction Service Programme (ISP) and Teacher Continuous Professional Development Programme (TCPDP).

Initial teacher education and training programme (ITETP)

The ITETP also called preservice teacher education and training programmes (PSTEP) in this study refers to a kind of teacher training and education programme designed by teacher education and training institutions (e.g., universities and colleges of education) for beginning teachers. This aspect of the TPDP ushers the student teacher into the teaching profession (Musset, 2010). In Ghana, ITETP is designed, organised and implemented by teacher education and training institutions under the auspices of the NTC, for student

teachers who have not experienced any form of formal teacher education and training (beginning teachers). Also, beginning teachers who have little classroom experience but have no formal teacher education and training experiences (Pupil Teachers (PT)) also enrol on such programmes.

The purpose of ITETP is basically to pave the way for people who are willing to be professional teachers to have formal teacher education and training, and also serve as a determinant of quality teachers in the educational system (Musset, 2010). The scope and the content that constitute the curriculum of the ITETP comprise a mixture of courses in teaching techniques (pedagogical knowledge), teaching practice knowledge and subject-matter (content knowledge). Apart from this, other courses that seek to develop the behavioural and social sciences and child development, research skills and content form part of the knowledge base for ITETP. The duration for such programmes ranges between two to five years depending on the nature (distance, regular, and sandwich) and the level (certificate, diploma, degree, etc.) of the certificate to be awarded.

Induction service programme (ISP)

The second stage of the teacher professional development programme is what the researcher describes as the induction service programme (ISP). This aspect of the teacher professional development programme commences immediately after the student teacher has graduated from the initial teacher education and training programme and has been certified by such institution as having fulfilled the requirement for the award of such certificate. The rationale for the induction service programme includes first, to officially usher the trained teacher into the teaching profession by way of issuing a professional license.

Teaching, just like any other profession (e.g., Medical, Legal, Nursing & Midwifery), requires compliance with professional codes and standards. Therefore, members of the teaching profession are required to be certified and issued a license to operate as professional teachers in their areas of specialization (Opoku Prempeh, 2018).

Professional teachers, apart from their academic certificates earned from different institutions, whose programmes and courses might not be the same across other institutions, need in addition, a professional license that recognises them as professional teachers (Addae Poku, Peace FM Morning Show, 22nd April, 2021). This license is awarded based on meeting a pre-defined criterion, mostly by passing a standardized examination (licensure examination) in the teaching profession. Hence, the Education Act (Act 778) of 2008 in Ghana established the NTC with the authority to supervise the practice of teaching in the country and issue licenses to its new members (newly trained teachers).

Secondly, the researcher describes the ISP as a period of professional socialization when the newly trained teachers are taken through series of programmes and activities to begin to associate themselves with the realities and the rudiments of the teaching profession. It is a period when the education unit, department or section of the education sector organises orientation programmes for its new teachers as a way of ushering them into the school system and actual work responsibilities. This orientation period is also used as a platform to tell new teachers about the structure of the education service system, welfare, decision making protocols and the opportunities available for career progression in the teaching profession.

The induction service period, is also characterized by an important stage of the teaching profession where the teacher experiences what is called the “reality shock” (Veenman, 1984); a condition when the newly trained teachers, come face-to-face with different behavioural tendencies of students. Here, the teacher being rudely shocked by the harsh and rude situations on the ground, soon realizes the reality of daily classroom life contrasts what they have been taught or experienced during the initial preparation period. When these new teachers are exposed to all these issues relating to their teaching work, satisfied and are ready for the job of teaching, then the NTC in collaboration with teacher education institutions organizes licensure course or examination for these new teachers and issue them with certificates as professional teachers in their respective areas and levels (professional status).

Teacher continuous professional development programme (TCPDP)

The last stage of the teacher PDP is what the researcher refers to as the teacher continuous professional development programme. The researcher describes this as all the activities, programmes, and courses that the professional teacher does in relation to his or her profession as a teacher as a means of developing his/her competences to attain a higher status in the teaching profession. This stage of the teacher PDP falls in two (2) categories. First, is what the researcher describes as ‘on the job’ education and training programmes (OJETP). The researcher refers to this as all the education, training and development activities, as well as events that teachers go through in connection with their work as professional teachers to make them effective in their current job and future career progression. Here, teachers go through programmes or courses while still at post or working. This implies that the

teacher does not vacate or leave his or her class for such programmes and courses but continues to teach and at the same time develops his/her career as a professional teacher by going through such programmes and courses. Such education and training programmes take place in the form of meetings, workshops, seminars, conferences and short or top-up courses and distance programmes organized outside the instructional hours such as during break periods, after school hours, weekends and during vacation breaks. One major advantage of this aspect of the TPDP is that, the teacher remains at post and no vacancy is created in the classroom for any form of replacement.

The second part of the continuous professional development of the teacher is what the researcher calls the off-the-job education and training programme (OJETP). Unlike the on-the-job education and training programmes, the off-the-job education and training programme refers to those short and long-term programmes and courses that teachers enrol in to enhance their status as professional teachers. Here, such teachers vacate their post, leave the classroom for the purpose of undertaking a programme or course of study in order to enhance their competences for effective work and to upgrade their status as professional teachers. Such programmes could be short courses lasting between 2-5 weeks. It could also be a fulltime education and training programme that could last from a year to 4 years. A practical example could be a teacher with certificate 'A' or diploma certificated teacher who enrolls on a degree programme in relation to their profession as teachers.

The purpose of this learning is to enable teachers to develop their competences in their areas of specialisation, and to upgrade their professional status. The major challenge associated with this kind of TETP is the cost

implication on the school and the government as a result of the vacancy created by teachers who leave the classrooms and would have to be replaced.

It must be stated that, each of these three phases of the teacher education and training programme focuses on equipping student teachers with the competences required to be proficient in their professional career. However, it must also be emphasised that unlike ISP and TCPDP which seek to equip professional teachers with competences to perform current and future duties, and to upgrade their professional status, the ITETP focuses on exposing the student teacher to all the rudiments of the teaching profession. The implication of this on the implementation of the business teacher education and training programme (BTETP) is that, it requires provision of training and practices that employ the use of diverse methods and techniques using different strategies and approaches that would help preservice business teachers to be proficient to impart knowledge after their ITETP (Richards & Farrel, 2005). This could be the focus of the business teacher education programme offered in the DoBSSE in UCC. The next subheading discusses teacher proficiency.

Teacher Proficiency

The quality of a teacher is always cited as the most significant efficiency of teacher education and training programmes. Proper teacher preparation is required for the realisation of students' achievements/performance, and to face the exigencies of the 21st century (OECD, 2005). This can be attained through proper teacher education programmes (e.g., BTEP) that have always been critical and a symbolically significant aspect of the educational development of a nation, in this case Ghana (Katitia, 2015). Research shows that, any education reforms, programmes and agenda that fail to recognise teacher education is

condemned to inefficacy (OECD, 1998). This suggests that, no matter how well the curriculum and its infrastructure or resources for teaching subjects are, if the human touch (the business teacher) is not well prepared to be proficient to implement the curriculum fiducially, the goals and purpose of education such as business education will be just an illusion. TEP such as the BTEP must therefore be ostensibly designed, developed and implemented to produce proficient business teachers for the established system of business education (Kafu, 2003). TEP is expected to develop the student teacher holistically for educational goals to be achieved.

Features of teacher proficiency

There a number of features that characterise teacher proficiency. Common features of teacher proficiency and ways through which preservice teacher education could help to develop the proficient teacher are discussed next.

Deep knowledge of and passion for content

First, TETP such as the BTEP is required to be explicitly defined in terms of the repertoire of pedagogical knowledge, the duration of academic preparation, the level and quality of subject matter knowledge, skills and experience that teachers are to possess to meet the needs of diverse learning situations. In addition, teachers are to attain certain level of professional sensitivity and show commitment in contemporary issues and problem. This can only be achieved through vibrant teacher education programme (curriculum).

Strong work ethics

Preservice teachers enrol into teacher education with values, beliefs, commitments, personalities and ethical codes from their upbringing and

schooling. This can affect who they are and their capacity to learn in teacher education and in teaching. To help produce proficient teachers, TETP must be designed to help preservice teachers critically examine their beliefs and values as they relate them to the vision of good teaching and learning of subject matter to guide and inspire their learning and their work. This must be a central task of PSTETP such as BTEP (Feiman-Nemser, 2001).

Decision making

Thirdly, teachers must be proficient in decision making. The National Academy of Education Committee's Report (Darling-Hammond & Bransford, 2005) wrote that:

on a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning (p.37).

In addition to foundational knowledge about the areas of learning and performance listed in the quotation, the authors stated that teachers must be able to take the steps necessary to obtain extra information so that they can make better informed decisions about what is going on and what tactics could be beneficial. However, more crucially, they further iterated that teachers need to keep what is best for the student at the centre of their decision making (Darling-Hammond & Bransford, 2005). The authors have the conviction that teacher education programmes and interventions effective on those professional

commitments or dispositions that are susceptible to modifications but not to remake someone's personality. This can be achieved through a well-designed PTETP that will be capable of reshaping attitudes of preservice teachers towards others rather than a developing personal role orientation towards teaching as a practice. This suggests that BTEP offered in the public tertiary institutions should be designed and implemented such that teachers are better equipped with such knowledge, skills, values and attitudes to enable them become functional in the teaching profession.

Adding to the above characteristics of proficient teachers' knowledge, the Ministry of Education's document, *Challenges of Education: A Policy Perspective* (1985) in India, has mentioned that teacher performance is the most crucial input in the field of education. Thus, whatever policies may be laid down, in the ultimate analysis, these have to be implemented by teachers' teaching and learning processes. TETP must therefore be designed to produce teachers who are likely to revolutionise the classroom teaching.

The teaching profession places obligations on teachers to acquire adequate competencies (knowledge, skills, interests and attitudes) towards the teaching profession. The teaching as a profession work "has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials" (Ministry of Education's document, *Challenges of Education: A Policy Perspective*, 1985, p.11). The teacher can, therefore, be made proficient with well planned, imaginative preservice programmes (curriculum) such as the BTEP. In Ghana, to ensure that teacher training institutions live up to expectation by designing programmes that will focus on equipping teacher candidates with required competences,

regulation bodies such as the NTC have developed standards that could serve as a base for measuring standards and direction of preservice teacher education and training programmes.

The National Teachers' Standards for Teacher Professional Development in Ghana

The National Teachers' Standards Ghana (NTS-G) is a novel collectively agreed standards developed to guide teacher preparation and practice in Ghana. As a professional tool, the NTS-G serves as a framework that guides all actors (e.g., teacher educators, and trainees) in teacher education to identify in clear and precise terms the quality, and the required behaviour of trainees. It places an obligation on the preservice teachers to be assessed successfully against the three domains of the standards upon completion of their education and training programme (National Teacher's Standards, 2017).

The three main domains of the NTS-Ghana

The NTS-G is organized into three main domains, each with its own sub-divisions. They are:

1. *professional values and attitudes*: Professional development and community of practice,
2. *professional knowledge*: Knowledge of educational frameworks and curriculum and knowledge of learners,
3. *professional practice*: Managing the learning environment for teaching and learning assessment.

These three domains encompass what teachers should value, know and do, which intersect with one another to develop teachers, competent enough to teach after their initial teacher education and training programmes. The three

domains of preservice teacher competences have been illustrated in the Venn diagram in Figure 1.



Figure 1: The Three Domains of National Teachers' Standards for Ghana Guidelines.

Source: National Teaching Council (2017)

The implications of the NTS-G on teacher education and training programmes in Ghana

The imports of the domains suggest and place certain responsibilities on the teacher education and training institutions such as UCC offering BTEP. First, the curriculum for the BTEP must reflect the three domains of set standards. Secondly, the domains suggest that there must be a strong partnership among stakeholders of teacher education and training institutions such as UCC, GES and the school of practice (heads of schools, mentors and or experienced teachers in the local schools). This will allow effective collaboration and understanding of the activities of each partner involved not only for effective design and implementation of PSBTEP, but also to enhance smooth posting of trainees to practice schools, and absorption/appointment and posting of newly trained business teachers into areas where their services are needed.

Lastly, lecturers responsible for teaching courses of the BTEP in UCC need to have relevant school experience, particularly if they have not been teachers themselves at the level at which the preservice teachers are to work. They are required to professionally develop themselves to understand the NTS-G to enable them to redesign their teaching to support it in both content and the pedagogy they use. In particular, lecturers are to support trainees to mirror back on their various school experiences and to help them make sense of what they have learnt.

It is important to say that teacher proficiency is critical to teacher professionalism. Therefore, teacher education and training programmes such as business teacher education programmes offered in universities specifically UCC be designed to include the knowledge base required for preservice teachers to be proficient in their career. The next subheading discusses the knowledge base for preservice teacher education and training programmes.

Knowledge Base for Preservice Teacher Education and Training Programme (Curriculum)

Nature of knowledge base for preservice teachers

According to Shulman (1987), teachers' knowledge is defined as knowledge exclusively applied to learning and teaching which plays a significant role for effective teaching and learning (Grossman 1990). Grossman and Richert (1988) also defined teacher knowledge as "a body of professional knowledge that encompasses both knowledge of general pedagogical principles, skills and knowledge of the subject matter to be taught" (p. 54). They indicated that teacher knowledge enables the teacher to fulfil his/her principal role of

teaching subject matter domains using appropriate pedagogical principles and skills.

Teacher Knowledge is relevant for teacher professional development (Berliner, 2001; 2004). Research has shown that teacher knowledge is significant for effective teaching, learning and student achievement (Darling-Hammond & Bransford, 2007; Grossman & McDonald, 2008; Munby, Russell, & Martin, 2001; Hoy et al., 2006; Gitomer & Zisk, 2015). The authors further indicated that teacher knowledge helps the teacher to fulfil his/her key role of teaching subject matter domains using appropriate pedagogical principles and skills. These definitions and explanations, therefore, suggest that teacher knowledge can be referred to as the competence required of preservice teachers for effective teaching and learning of specified content (in this case business subjects) for higher students' performance and achievement (OECD, 2005). Therefore, preservice teachers need to be equipped with such competence that will enable them to function well as professional teachers. PSTETP such as BTEP must focus on equipping PSBT with such essential knowledge required to be professional business teachers.

Sources of teacher knowledge

Studies have shown that preservice teachers' knowledge develops in different ways from different sources and at different levels (Friedrichsen et al., 2009; Grossman, 1990; Lortie, 1975). Grossman (1990) argued that teachers acquire knowledge for teaching from several sources. Explaining Grossman's investigation, Friedrichsen et al. (2009) distinguished three potential sources of preservice teacher knowledge: first, from preservice teachers' own learning experiences; second, from teacher education, training and professional

development programmes, and third, from teaching experiences. The authors' assert that, first, professional knowledge of preservice teachers begins to develop before candidates enrol on teacher education and training programmes. This confirms the views of Lortie (1975) who argued that prospective teachers' professional knowledge and beliefs were significantly shaped by their own previous schools' experiences. This implies that preservice teachers' knowledge is influenced by their background characteristics.

The second source of knowledge for preservice teachers is the knowledge acquired from teacher education, training and professional development (Friedrichsen et al., 2009). The authors' findings confirmed earlier studies which indicated that preservice teachers' knowledge develops through the use of different of explicit and implicit opportunities for learning offered by the teacher education and training programmes (Sternberg Grigorenko, 2003; Munby, Russell, & Martin, 2001 & Schön, 1987). Feiman-Nemser (1983), also suggested that TTEP sought not only to instil approaches to teaching, and learning to teach a discipline but also to influence the development of prospective teachers' understanding of subject matter (Ball et al., 2001). The third source of knowledge for preservice teacher is the knowledge the preservice teachers gain from their teaching experiences. This suggest that, apart from the knowledge preservice teachers acquire from their own experiences and that of the preservice teacher education and training programmes, trainees acquire knowledge from their practical experiences (practicum experiences).

Tynjälä (2008), in his analysis argued that there are three types of learning opportunities. First, preservice teachers acquired their knowledge through formal learning opportunities. Teacher education and training institutes

purposefully design and structure this based on learning objectives that typically lead to teacher professional credentials. The author went on to say that it was primarily purposeful, implying that trainees were aware of it. Preservice teachers had the explicit objective of acquiring knowledge and skills for teaching. Secondly, preservice teachers acquire knowledge through the informal learning. This also suggests that there are learning opportunities for preservice teachers that are neither deliberately organized nor structured and takes place incidentally, as a “side effect” (Tynjälä, 2008). The author argued that, that had no set objectives in terms of learning outcomes and was usually highly contextualized. It is often referred to as learning by experience (experience learning) (Tynjälä, 2008; Werquin, 2010).

The above argument suggests that preservice teachers acquire knowledge under no formal, but purposive learning conditions through mentoring, learning in peer groups, and intentional practicing of certain skills or tools which forms part of the knowledge required for one to be a professional teacher. This further proposes that, preservice teacher education and training programme such as BTEP offered by UCC should be designed and implemented in a way that will promote formal and informal learning of preservice business teachers. This will provide them the opportunity to acquire and develop the knowledge required of them to be functional and effective in the teaching profession especially in the teaching of business subjects.

Structure of knowledge base for preservice teachers

Historically, knowledge bases for teacher education and training programmes had emphasised the teachers’ knowledge of subject content matter (Shulman, 1986; Veal & MaKinster, 1999). Research in the past decades has

shown that, teacher education and training programme has shifted its attention basically from content to pedagogy, focusing on generic classroom educational procedures that are unrelated to the subject matter and frequently at the price of topic knowledge (Ball & McDiarmid, 1990). In this way, knowledge base for preservice teacher can be represented as content knowledge (CK) at one side and pedagogical knowledge (PK) at the other side as shown in the Figure 2 below.

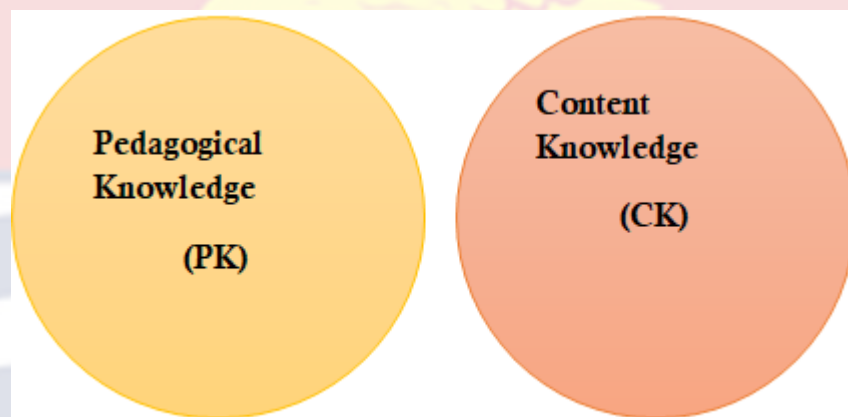


Figure 2: The initial/basic knowledge base for preservice teacher

Shulman (1986) in his quest for what constitutes preservice teacher knowledge introduced the idea of pedagogical content knowledge (PCK). Shulman (1987) further argued that the focus on teachers' subject knowledge and pedagogical knowledge as two key areas for preservice teachers were mutually treated as exclusive domains in research. In that way, the end result of that separation leads to the provision of teacher training and education programmes that focused dominantly on either subject matter or pedagogy. Therefore, to address this distinct dichotomy the author considered the necessary relationship between the two by introducing the idea of pedagogical content knowledge (PCK) as illustrated in Figure 3 (Shulman, 1987).

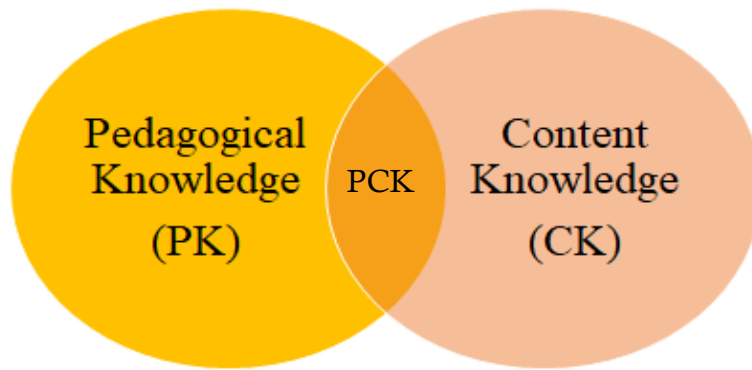


Figure 3: Relationship between pedagogical knowledge (PK) and content knowledge (CK)

Shulman (1986; 1987) advanced in his thinking about what seemed to be the knowledge base required of a professional teacher (teacher knowledge (TK)). Shulman (as cited Nuangchalem (2012)) suggested a conceptual framework and set of analytic differences in knowledge required of preservice teachers for effective teaching and learning of subjects. The framework integrates seven categories of teacher knowledge across teacher education and training programmes (curriculum). They include general pedagogical knowledge (which refers to the principles and practice of classroom management that are cross curricular); knowledge of learners' characteristics (cognitive motivational, emotional disposition of individual students); knowledge of educational contexts; knowledge of the purpose of education; content knowledge; curriculum knowledge and pedagogical content knowledge (Nuangchalem, 2012; Shulman, 1986; 1987).

Other researchers have also identified and distinguished three domains of teacher knowledge drawing on Shulman's framework (Baumert & Kunter, 2006; Bromme, 1997; Grossmann & Richert, 1988). These include content knowledge (CK), pedagogical content knowledge (PCK), and general pedagogical knowledge (GPK). Developing Shulman's idea of PCK, Mishra and Koehler (2006); Koehler and Mishra (2009) expanded teacher knowledge

classifications with regard to application of new media and other technology used to facilitate the delivery of teaching, learning and classroom activities. Therefore, technological pedagogical and content knowledge (TPACK) framework was developed. It must be stated that the framework has a clear relation to teaching and learning of subjects.

The above discussion about teachers' knowledge presents three key issues on what constitute knowledge base for the preservice teachers. First, the notion of PCK had 'been extended' and 'critiqued' by scholars after Shulman (Cochran, Kig, & DeRuiter, 1993; Van Driel, De Vos, Verloop, & Dekkers, 1998). Those authors are of the view that, Shulman's (1986) initial explanation to teacher knowledge base encompassed lots of categories, included knowledge of educational contexts and curriculum etc. Matters were further complicated by the fact that Shulman had himself proposed multiple lists, in different publications, that lacked, in his own words, "great cross-article consistency" (Van Driel et al., 1998, p. 8).

Secondly, concerns had been raised about evidence-based statements specifically with regard to the general pedagogy as a component of TETPs (Ball, Thames, & Phelps, 2008; Konig et al., 2011). Those authors had made broad claims about the uselessness or worthlessness of it, and about what future teachers needed to know at the end of their teacher education and training programme, with some requesting either to eliminate the general pedagogical knowledge (GPK) as a component of preservice teacher knowledge or to structure it in a new way (Grossman, 1992; Kagan, 1992). Those critiques further suggested that without empirical testing of such knowledge they had

their limits in the process of improving TETPs (Larcher & Oelkers, 2004; Loewenberg, Thames & Phelps, 2008).

Thirdly, all the definitions, descriptions and frameworks provided above, in trying to define what constitutes preservice teachers' knowledge, suggest that there appear to be two basic knowledge bases required of preservice teachers: content knowledge (CK) and pedagogical knowledge (PK). It is obvious that all the other construct of the framework such as PCK GPK TPACK are all indicating links and connections/relations between and among the content knowledge domain and the pedagogical knowledge domain framework.

However, studies have also shown that, apart from these two basic knowledge (CK & PK), preservice teachers learn and acquire knowledge through their practicum experiences (experience knowledge (EK) which is also key to teacher professionalism and must be part of the knowledge base framework of PSTETPs such as the BTEPs offered by public universities in Ghana (Hughes, 2005; Keating & Evans, 2001; Lundeborg, Bergland, Klyczek, & Hoffman, 2003; Margerum- Leys & Marx, 2002; Neiss, 2005; Zhao, 2003).

It is important to say that little attention has been given to the kind of learning that takes place and the knowledge preservice teachers acquire during their practical preparation (practicum) phase and the contributions of such knowledge towards the professional development of the preservice teacher. Although the practical teaching (practicum) is considered as the key component of the preservice teacher preparation programme, the knowledge preservice teachers acquire during the practical preparation, however, is many a time not recognised as part of the knowledge base framework required of preservice teachers. For example, most knowledge base frameworks for PTETPs such as:

CK, PK, PCK, GPCK by Shulman (1980); Grossman (1990) and TPACK by Koehler and Mishra (2009) emphasise two basic knowledge bases for preservice teacher education and training programmes. First, these knowledge frameworks define and explain a kind of knowledge which the preservice teacher learns to teach (CK) which is described as “*the what*” of teaching and learning. Secondly, these frameworks also emphasize the knowledge preservice teachers require to enable them to present the content knowledge effectively, which is “*the how*” of the teaching and learning (PK). It is clear that all these basic knowledge are formally and hierarchically structured and presented as major aspects of the PTETPs for preservice teachers.

However, the preservice teachers in the course of planning and executing their practical teaching activities go through certain learning processes and acquire knowledge from the practical experiences, (practicum) which is also a major component of the PSTETP. It is a self-experienced knowledge (Experience Knowledge (EK)) which the preservice teacher acquires at different stages of the practicum phase through reflecting on what he or she has done and then determines better ways of improving upon.

A major challenge that arises here is that, this kind of experience knowledge of the preservice teacher is mostly not seen to be part of the knowledge base frame works for PSTETPs. It is interesting to say that this practical knowledge of the preservice teacher seems to share much of the same problems that Shulman identified back in the 1980s. For example, preceding Shulman’s conference paper on knowledge of content, PCK and knowledge of pedagogy were considered separate and independent from each other. Comparably, today, the experience knowledge preservice teachers acquire from

teaching practice or practical experience is often considered to be separate from knowledge of pedagogy and content.

The researcher recognises the fact that experience knowledge is inseparable from both content and pedagogical knowledge. This study, therefore, acknowledges and categorises knowledge base for PSTETP into three main categories: content knowledge, (CK) pedagogical knowledge (PK) and experienced knowledge (EK).

Elements of Knowledge Base for Teacher Education and Training Programme

Content knowledge (CK)

Shulman (1986, 1987) described content knowledge as the amount and organisation of knowledge in the mind of the teacher. The author further said that CK comprised knowledge of ideas, principles, concepts, organizational frameworks, knowledge of evidence and proof, as well as established practices and approaches toward developing such knowledge. Mishra and Koehler (2006) also described content knowledge (CK) as the "knowledge about actual subject matter that was to be learned or taught" (p. 1026). The authors further explained that teachers should have detailed knowledge of the subject matter they are to teach and how the nature of such knowledge was different from various content areas. Roberts (1998) pointed out that having content knowledge meant that teachers displayed knowledge of the systems of the target discipline and showed competence in it. This suggests that teachers should have declarative knowledge of their specialized subjects. For example, preservice business teachers should have knowledge of business and its related fields such as business management, financial reporting etc.. In addition, they should be simultaneously proficient

and confident in using such knowledge to become models in the field of business for their learners (Barnes 2002; Bailey et al., 2001 & Day, 1990).

Danielson (2013), in her framework for teaching mentioned that, in order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral. That is, they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity and information communication technology to facilitate teaching and learning. Danielson further stated that teachers must understand the internal relationships within the disciplines they are to teach, thus knowing which concepts and skills are prerequisite to the understanding of others. They must be aware of typical student misconceptions in the discipline and work to dispel them (Grosman, 1990 as cited in Loewenbeg, Thames & Phelps, 2008). In addition, knowledge of the content alone is not sufficient in advancing learners understanding, but teachers must be familiar with the particularly pedagogical approaches best suited to teach each aspect in a discipline (Danielson, 2013). The author further suggested the following as key elements of content as indicated by the framework:

1. knowledge of content and the structure with smaller components or strands, as well as central concepts and skills of the discipline. For example, teachers' ability to design lessons and unit plans that reflect important concepts in the discipline,
2. knowledge of prerequisite relationships: teachers' knowledge of required level of knowledge of learners of the subject matter in question and how to use them in designing lessons and units plans. For instance,

teachers' ability to design lesson and unit plans that accommodate prerequisite relationships among concepts and skills of the discipline.

3. knowledge of content-related pedagogy, specific pedagogy that have evolved overtime and proven to be most effective in teaching the subject in question (signature pedagogy). Thus, the professional teacher should provide clear and accurate classroom explanations through feedback that furthers learning. Teacher should provide accurate answers to students' questions show interdisciplinary connections in plans and practice.

It could be inferred from the above that, first, content knowledge is the relevant knowledge and understanding of the subject matter related to a particular teacher education and training programme. It is the actual subject matter in the field of business that the preservice business teacher learns to teach upon completing his /her preservice teacher education and training programme (Harris, Mishra & Koehler, 2007; Agyei, 2012). This includes understanding the knowledge of central facts, concepts, theories, and procedures within the business field. The content knowledge offered by preservice business teacher education programme should equip preservice business teachers with: ideas of explanatory frameworks that organize and connect ideas and knowledge of the rules of evidence and proof in the field of business (Shulman, 1986 as cited in Mishra & Koehler, 2006; Grossman, Wilson, & Shulman, 1989; Wilson, Shulman, & Richert, 1987).

Secondly, preservice business teachers must also understand the nature of content knowledge and inquiry in different but related courses in the field of business. For example, a preservice business teacher knowing how a proof in financial reporting differs from historical concepts or cost accounting differs

from financial reporting? Preservice business teachers who do not have these understandings may misrepresent these ideas in business subjects to their students (Ball & McDiarmid, 1990).

It could be inferred from the above that, the content knowledge preservice teachers require to teach business subjects and courses is “partly domain specific rather than a single construct of general factors such as a teacher’s overall intelligence, or teaching ability” (Hill, Schilling & Ball, 2004, p. 27). This makes content knowledge required to teach business subjects multidimensional that consists of both general knowledge of content across the business field and more specific domain knowledge (i.e., specialised content knowledge) (Shulman, 1987 as cited in Loewenbeg, Thames & Phelps, 2008). This further suggests that, in Ghana, preservice business teachers require specific domain knowledge (considered as a deeper knowledge of specific content) in business teacher education such as business management, office and clerical duties, financial accounting and cost accounting to enable them effectively teach in senior secondary school. Again, business teachers should have knowledge of student misconceptions, analyse unusual procedures for example posting of transactions in financial reporting and should provide explanations for rules, principles and standards for conducting business.

Therefore, it is important that preservice business teachers are effectively prepared by their TETPs to enable them develop mastery over the content knowledge. The inference made suggests that PSTEPs such as the BTETP offered in the UCC will be less effective without a comprehensive content knowledge. Which may imply that, business teachers of such programmes will be ill prepared and the ripple effects will be on their learners

and the society at large (National Research Council of USA, 2000; Pfundt, & Duit, 2000).

In this study, the researcher considers content knowledge as those courses that preservice business teachers study to go and teach at the senior high schools (area of specialisation). They include those business-related courses that form part of the PSBTETP that they study to teach as offered by the university.

Pedagogical knowledge (PK)

The researcher refers to Pedagogical knowledge as one of the major basic components of the knowledge base for PSTETP. It is that specified mental knowledge required of preservice teachers to generate effective teaching and learning environment for all learners (Guerriero, 2017). It is the *how* of the teaching and learning processes that involves the preservice teachers knowledge of when and how to use the instructional approaches, methods, strategies, techniques and the teaching learning resources to enable the preservice teacher to transmit and present specific content knowledge or subject matter to learners. PK is teachers' deep knowledge about the processes and practices or methods of teaching and learning which encompasses the overall educational purposes, values, and aims. PK also involves a generic form of knowledge that encompasses the principles and strategies of lesson plan development and implementation; classroom management; nature of target audience (students learning); assessment and evaluation of students learning and achievements. A teacher with deep PK understands how students construct knowledge, acquire skills, and develop habits of mind and positive dispositions toward learning. As such, PK requires an understanding of cognitive, social, and

developmental theories of learning and how they apply to students in their classroom.

According to the NTS-G (2017), the purposes of PK are first, to allow trainees to understand the school subjects through connections among context, subject discipline and pedagogical approach, and learners. Secondly, it is to attract teachers' knowledge of the theories of learning and general principles of instruction, their understanding of the various philosophies of education and how they can support effective teaching. It also includes general knowledge about learners, and knowledge of the principles and techniques of classroom management (Grossman & Richert, 1988).

These, therefore, suggest that PK of BTETP offered by tertiary institutions in Ghana (e.g., UCC) should enable PSBT to integrate material, teaching, and assessment in the classroom by drawing on a variety of information and weaving it into cohesive understanding and skills. It is also obvious that PK is not dependent on just the subject matter discipline and technique employed, but also on the learners and their backgrounds, as well as the setting. Lastly, PK should be closely aligned with the NTS-G to help preservice business teachers reflect on how the three main domains of the standards (Professional Knowledge, Professional Values and Attitudes, and Professional Practice) and its aspects intersects to show what values teachers should know and uphold (NTS-G, 2017).

Though there are a number of different kinds of PK such as general pedagogical knowledge (GPK), pedagogical content knowledge (PCK) and technological pedagogical knowledge (TPK), this study, however, considers the

PK of the PSTETP to include: GPK, PCK and technological pedagogical affordance content knowledge (TPACK)

General pedagogical knowledge (GPK)

GPK as a necessary requirement of TETP includes choosing from theoretical knowledge from field cognate to education, such as psychology, sociology and philosophy, and converting them into forms required for teacher preparation (programme). These fields offer different bases for well understanding and application of teaching principles and practices. First, the Philosophical Basis informs student teachers about the implications of major philosophical schools of thought, as well as philosophical philosophers' educational perspectives on many elements of education such as curriculum development and discipline.

Secondly, the sociological foundation aids student teachers in comprehending the role of society and its dynamics in a nation's and the world's educational systems. It includes the principles that shape the national and international landscapes. Finally, the psychological foundation of the teacher education curriculum aids student instructors in developing an understanding of their pupils' psychological makeup. This enables them to understand themselves, their students and the learning situations such that, they are able to provide meaningful and relevant learning experiences to their students (Shakir & Sharma, 2017). In addition, GPK involves the teacher's knowledge and understanding of the processes, practices, approaches to, and methods of teaching and learning. Through GPK, the student teacher acquires knowledge of educational goals, aims, objectives and values of education which are a must know for all preservice teachers (Pirkko Pollari, 2015). It is a broad category of

knowledge that encompasses student learning, classroom management, lesson planning and implementation, and student assessment and evaluation. It also comprises mastery of classroom procedures or approaches, the nature of the intended audience, and tools for assessing student comprehension (Shulman, 1986). These make GPK a “tool of the trade” of which every teacher is required to possess. BTETPs like any teacher education programme should focus on equipping student teachers with such competence to operate as professional teachers.

Pedagogical content knowledge (PCK)

PCK describes the knowledge of the teacher about pedagogy and content effectively. These two combined were described by Shulman (1992), (as cited in Cobbold, 2015) as pedagogical content knowledge which emphasize teachers’ knowledge and beliefs about learning, teaching and subject matter – a key determinant of pedagogical strategies and techniques teachers use in any given learning environment. Since its conception as a construct, a number of research have been conducted within various education disciplines and many frameworks have also been developed in an attempt to explain the complex nature of PCK (Gess-Newsome, 2015; Loughran, Berry, & Mulhall, 2012; Lee, 2011; Hill et al., 2008; Chick, Baker, Pham, & Chang, 2006; Hashweh, 2005; Magnusson, Karjick, & Borko, 1999). Lately, at an international summit on science PCK, experts in this field established, elaborated and settled on consensual definition for PCK as the knowledge of, rationale behind, planning for, and act of teaching a specific piece of subject matter, in a specific context, to support student learning of the materials (Gess-Newsome, 2015). This definition highlights the specific nature of subject of the PCK which confirms

earlier studies (Van Driel & Berry, 2012; Etkina, 2010; Darling-Hammond & Bransford, 2005).

PCK aims at preparing trainees to appreciate school subjects and the pedagogical methods in the context of the learner and the school (Baumert et al., 2010; Hill, Rowan, & Ball, 2005). Preservice teachers' knowledge of subject and appropriate pedagogy enables them to create links between and among learners, context, subject discipline and the pedagogical approach (Shulman, 1986, 1987; Angeli & Valanides, 2005).

It could be inferred from the above that, as a unique and key concept of TETP, preservice teachers' knowledge of pedagogy and content enables teachers to relate in a way in which teachers connect to what they know about teaching (GPK) to what they know about what they teach (GPK). It also equips preservice teachers with: (a) understanding of how to structure and represent academic content for direct teaching to students; (b) understanding of the common misconceptions, misconceptions, and difficulties that students face when learning a particular content; and (c) understanding of specific teaching strategies that can be used to address students' learning needs in specific classroom situations. The implications are that, preservice business teachers' knowledge about the pedagogy of business and its related subjects, will enable them develop needed skills to administer the teaching and learning activities in a way that will enable them to draw upon philosophical understanding, while teaching any of the key subject in the field of business.

Technological pedagogical content knowledge (TPCK)

Technology is a set of knowledge, skills experience and techniques through which humans change, transform and use environment to create tools,

machines, products and services (knowledge) that meet societal needs and desires (Carroll, 2017). Technology plays a major role in many facets of societal development including education. It enhances teaching and learning process and access to information. Thompson and Mishra (2007 & 2008), described knowledge of educational technology as teachers' knowledge about various technologies, ranging from low- technologies such as pencil and paper to digital technologies such as the computer hardware and software, digital video, interactive whiteboards, networking, data and software programmes.

According to Lazor (2015), technology in education has three main domains of use. First, technology as a tutor (computer gives instructions and guides the user). Secondly, technology as a teaching tool, that is, using technology to help in transferring knowledge to learners. Lastly, the use of technology as a learning tool, that is, learners using technology to acquire knowledge. Based on these, it is important for teachers to develop the skills in the use of technology to ensure effective teaching and learning. Literature has shown that teachers are familiar with and have good knowledge of technological resources such as computer and its applications for teaching and learning. However, studies have also indicated that merely introducing technology to the educational process is not enough. Teachers' ability to integrate technology, content and pedagogy for effective teaching has been a major concern. The question of what teachers need to know in order to appropriately incorporate technology into their teaching has received a great deal of attention recently (International Society for Technology in Education, 2000; National Council for Accreditation of Teacher Education, 1997; U.S. Congress Office of Technology Assessment, 1995; U.S. Department of Education, 2000; Zhao, 2003). Research

have shown that there is an increasing trend for technology integration in the classroom, requiring teachers to incorporate technology into their pedagogy (Chu, Reynolds, Notari, Taveres, & Lee, 2016, Kopcha, 2012; Wilson & Christie, 2010 & Richards, 2006).

In an attempt to address the question of what teachers need to know in order to appropriately incorporate technology into their teaching, Mishra and Koehler (2006) proposed Technological Pedagogical Content Knowledge (TPCK) as a conceptual framework for educational technology by building on Shulman's formulation of "pedagogical content knowledge" and extending it to the phenomenon of teachers integrating technology into their pedagogy. The authors argue that, thoughtful pedagogical uses of technology require the development of a complex situated form of knowledge that they called TPCK. The framework for TPCK abbreviation was retitled TP ACK (called "tee-pack") for the purposes of fast recall and to form a more integrated whole for the three kinds of teacher knowledge addressed: technology; pedagogy, and, content (Thompson & Mishra, 2007-2008). However, this study replaces the 'A' in the acronym to mean 'affordances' making it technological, pedagogical affordance content knowledge (TPACK).

TPACK had been increasingly used to describe what teachers need to know to effectively integrate technology into their teaching and learning practices (Chu, Reynolds, Notari, Taveres, & Lee, 2016, Hofer, 2011; Archambault & Crippen, 2009; Harris & Schmidt et al., 2009 Schmidt, Baran, Ann, Mishra, Koehler & Shin, 2009). The framework focuses on the relationships and the complexities between and among the basic components of teacher knowledge (technology, pedagogy, and content) (Koehler & Mishra,

2008; & Mishra & Koehler, 2006). At the intersection of these three knowledge types is an intuitive understanding of teaching content with appropriate pedagogical methods and technologies. The components of TPACK framework that defines teachers' knowledge in this study are discussed as:

Technology knowledge: This refers to the teachers' knowledge about various technologies available to facilitate effective teaching and learning. Technology, in one form or another, has always been part of the teaching and learning environment. Thus, it is one of the major resources that teachers use to help facilitate students' learning and part of teacher's professional toolbox ranging from common and simple tools such as pencil and paper to digital technologies such as the internet, digital video, interactive whiteboards, and software programs. The increasing variety and accessibility of technology has expanded the toolbox and the opportunities teachers have to use technology. For example, computer devices are more powerful and come in different forms, from those that sit on our desks to those that sit in the palm of our hands. The internet connects those devices and students to each other in the classroom, through the school and around the world.

It is important to say that technological devices and networks have changed our schools and classrooms world-wide and a typical example is the COVID 19 pandemic and the need for virtual classroom. There are computers and interactive whiteboards in schools and the schools are connected to each other and the world at higher speed than ever before. Technology in schools has become mobile phones, with software, applications and other resources such as laptop computers, tablet devices and smartphones are now part of the teaching and learning context. With this, educators and researchers point to the potential

of technology to increase motivation and engagement of learners, cater for different learning styles and improve learning outcomes. George Couros once said, “Technology will not replace great teachers but technology in the hands of great teachers can be transformational.”

This implies that technological knowledge as a component of the preservice teachers’ knowledge should focus on equipping preservice teacher with the competences required to amalgamate and to integrate technological resources with pedagogy and content for effective teaching and learning in the classroom and beyond (Eady & Lockyer, 2013). This therefore implies that the training of preservice business teachers must encompass not just the integration of technology, pedagogy and content knowledge but also develop the competences of the preservice teacher to effectively use technology that will facilitate deep understanding of students’ learning at any time and place.

Pedagogical knowledge: As an aspect of the TPACK framework focuses on the teachers’ knowledge of selecting and usage of appropriate methods, principles and approaches with the required technology to teach specific subject to enhance student learning. Teachers’ knowledge of approaches, methods and processes of teaching that integrate technology in classroom management, assessment, lesson plan development, and student learning of a discipline. Teachers, in doing so, must be proficient at employing the required technology to facilitate the teaching and learning. For example, in this advent of corona virus (COVID 19) pandemic, teachers could adapt pedagogical approaches that integrate technology through virtual learning such as e-learning through WhatsApp, Google Meet, and Zoom learning etc., to engage learners in active

effective teaching and learning without any difficulty, to allow continuation of academic work.

Content knowledge: Content knowledge as part of the TPACK frame is the teachers' knowledge and capabilities of using technological resources which are affordable to all, to teach a specific subject using appropriate pedagogy to ensure effective learning. Here, the teachers' content knowledge goes beyond just mastering the subject matter, but also to select and apply the principles, strategies, methods and techniques, support it with technology such as computer and network systems in his/her professional career. For example, the teacher uses accounting software such as spreadsheet to teach transactions and information communication technology to teach product design.

Affordances: It is a term coined by a psychologist to refer to an object's properties that show the possible actions users can take with it. In other words, describing how users may interact with those objects which include all actions and possibilities depending on users' physical capabilities (Gibson, 1977). Affordance as part of the TPACK framework, the researcher refers to the teachers' knowledge and capabilities of identifying and selecting technological resources that are easily available and affordable to all (learners and teachers) and are within the context of the learning environment. Teachers in the process of using technology should be innovative to adapt technological resources found within the immediate environment of the learner. For example, the use of social media platforms (WhatsApp, YouTube, Xender, Instagram, eLearning Classroom, Google Hangout and Facebook) through mobile phone is common and affordable among student teachers in schools of late. Teacher educators should therefore engage students in teaching and learning activities that will

involve these technological resources to teach. Teachers can also adapt to these platforms to encourage virtual learning where learners can always interact with and among themselves and their teachers without necessarily converging at one point called classroom.

The above therefore suggest that preservice teachers such as preservice business teachers should be educated and encouraged to learn the use of these platforms to access good cites for credible information. In this way, the researcher believes technology will be made accessible and affordable to both the teacher and learners. This implies that preservice teachers such as preservice business teachers need to be trained on how technology can be made accessible affordable and integrated in the teaching and learning process. PSBTETPs must incorporate teaching and learning approaches and strategies that will enable PSBTs to embrace not just integrate technology in their professional activities but also make it accessible affordable to their learners.

It is important to state that this study considers pedagogical knowledge to include all education-related courses offered by the BTEP by the UCC. They involve all the education-related courses components of the preservice BTETP as prescribed by the programme document. The study also considers all information communication technology courses that are components of the PSBTETP as part of the PK. It is also important to indicate that the effective selection and application of pedagogies in the classroom, also requires teachers' understanding of the selection and application of pedagogical approaches and methods. Some of these pedagogical approaches and methods are discuss next.

Pedagogical Approaches (PAs)

Globalization and increasing convergence of digital technologies has placed greater responsibility on education institutions to meet the challenges brought about by this new landscape and the need for a new approach to teaching and learning for current and future skills. There has been an argument that formal ways of teaching and learning should be transmuted to enable new kinds of learning required to address complex global challenges. People all over the world are agitating for new pedagogical approaches that would promote effective teaching and learning in this era of information communication technology for 21st century skills and competence. A typical example is the effect of the coronavirus (COVID 19) which has forced all schools world-wide to be closed bringing a halt to effective teaching and learning for some time during the peak season of the COVID 19 pandemic. This pre suggests that the traditional PA to teaching and learning has not been effective for developing competence and skills in learners at any time anywhere to face future challenges and to solve complex problems.

Siraj-Blatchford, Sylva, Muttock, Gilden and Bell (2002) emphasised the need to train and equip learners with skills such as critical thinking, problem solving through negotiation and collaboration, and effective use of technology and communication. The implications of these are that, TETPs such as the BTEP must be designed and implemented such that preservice teachers are well equipped with the skills and competence required to adopt PAs that will enable them face current and future challenges in their profession. Thus, trainees must be equipped with PAs that will help them to embrace and integrate information communication technology especially the virtual approach to teaching.

PA to teaching and learning refers to the ways and means or strategies employed to allow effective teaching and learning to take place. It also includes the art and science of teaching and learning, and educational strategies (OCED, 2007). It describes what teachers do, how they do it in attempt to influence learning in others, a key pedal for improving learners' outcomes (Department of Education, Employment and Workplace Relations (DEEWR), 2009a). PA as used in this study refers to the provision of the learning environment which includes the physical learning environment and the interactive process that occurs between the teacher and the learner (the actions of the people involved in the teaching and learning process to induce learning). It is all about teaching, learning and development which are influenced by the cultural, social and political values the society has for its learners, supported by a robust theoretical and practical base. Writing on teacher training in Ghana, Akyeampong (2003) reflected on three key approaches used in teaching the contents of the various subjects. He mentioned (a) transmission of knowledge (lecture-focused approach)-where "tutors lectured their students" (p. 51), (b) student-centred teaching approach- where "students engaged in discussions and debates on topical issues, with tutors acting as facilitators" (p. 51), and (c) question and answer approach-in which case, "tutors mainly asked questions and used students' answers to further develop the lesson" (p. 52). A study conducted by Siraj-Blatchford, Sylva, Muttock, Gilden and Bell, (2002) indicates that there are two key approaches/theories (teacher-centred and learner-centred) underpinning any pedagogical approaches to teaching and learning.

The teacher-centred approach

This theory is based on the fact that teachers play important and active roles in the teaching and learning process and act as source of knowledge. In designing the learning activities, teachers control every single learning experience. Thus, the teacher sets the teaching and learning environments, prepares all teaching and learning resources and presents information to students. The teacher monitors students to make sure they get the needed information. In this way, teachers are seen as repository of knowledge who play active role in the teaching and learning process. Students on the other hand are seen as passive receptors of information and knowledge who do not play any active role in the knowledge creation. Students receive knowledge from teachers through presentation and recommended text books.

This approach to teaching and learning involves the teacher; students; pen and pencils and other kinds of equipment and tools; books and the learning environment (the concrete environment provided by educational institutions) to induce learning. The learning environment could be the classroom; laboratory; workshop; and cites for learning. This approach is mostly supported with lecture, questions and answers techniques as methods used in the teaching and learning process. This approach to teaching and learning mostly emphasizes memorization or the application of simple procedures. All questions which are raised by students, if any, are answered directly by teachers without students' involvement. According to Acat and Donmez (2009), students taught or learned in this situation turn to be more competitive and individualistic because they have less opportunity to think aloud and interact.

The learner-centred approach

Zohrabi, et al. (2012) said that learner centred theory is based on the fact that students activities are important indicators in the teaching and learning process and quality of learning product. The authors stated that students' learning becomes a pioneer of development of learning approach. Leadbeater (2008) in supporting this approach said that, the teacher's role is more of facilitator and less of an instructor who helps and guides students, manages their activities, and directs their learning (Centre for Instructional Innovation and Assessment (CIIA, 2014). Students view themselves as active participants and less of spectators in gathering information and new ideas in the knowledge creation. Research has indicated that this approach enables learners hold themselves responsible for their own learning (Bonwell & Eison, 1991; Michel, Cater III, & Varela, 2009; Yoder & Hochevar, 2005)

According to McLoughlin and Lee (2008a), the learner-centred approach is based on three pedagogical principles of: Personalization, Participation and Productivity which constitute powerful learning strategies that allow learners to learn through authentic real-world contexts, carry out projects from beginning to end, and solve problems as they arise. The authors further said that students turn to form working relationships with teachers and partners in the community, and collaborate with peers which also contribute to productive learning experiences for learners worldwide (Bolstad, 2011).

According to De Freitas and Oliver (2005), the teacher's choice of a pedagogical approach to teaching and learning depends on the target (pedagogical and educational goals) and the specifics of the situation (regarding students, teachers, and the learning environment). Studies indicate that variation

in pedagogical approaches offered, is important: given the diversity of students (for example, gender, cultural background and educational context, etc.) within an educational programme. It is therefore desirable and necessary that different teaching and learning approaches are used not just to ensure effective teaching and learning, but also to allow students to employ and develop different learning processes that make them grow as learners and also to enhance their skills and capacities to think and learn (UNESCO, 2012; Ceulemans De Prins, 2010 & UNESCO, 2006). This therefore suggests that preservice teachers must be exposed to a number of PAs through their training and education programmes to enable them to use these approaches effectively in their teaching and learning process.

Approaches used in Higher Education Institutions

There are varied PAs used in higher education as means of preparing preservice teachers to become professional teachers. Some of these approaches are: the constructivist approach; the collaborative approach; the participatory approach; the community service learning; the inquiry-based approach; the integrative approach and the reflective approach. These have been discussed next.

Constructivism approach

The constructivist approach is based on the assumption that learning occurs as learners are actively involved in a process of meaning and knowledge construction. That is, students are involved and engaged in multilateral activities in building their own cognitive structures and their motivation to study is mostly internal, arousing cognitive curiosity based on prior knowledge. Studies have shown that students learn better using this approach, especially when teachers

listen to their ideas and motivate them to develop their own ideas in channelized ways (as it is mostly said that *best teacher of the child is last mistake*) (Gupta & Gupta 2017; Kakolewicz, 2016). This suggests that learners develop their own ideas when they perform an idea to generate result, to develop new ideas for improvement and subsequent better results. Under this approach, the teacher acts as a moderator and a facilitator (a helper and the driver) for students as they construct knowledge initiatively. The teacher is also seen as the designer of teaching and learning environment, the guider for students' learning, and the academic advisor for students.

The constructivist approach is characterised by activity-oriented teaching and learning, learning by doing and is very democratic. It is also characterised by learner centric strategies that makes the learner responsible and self-dependent in the whole teaching and learning process (Tia, 2010). Also, research has shown a number of teaching methods, strategies and techniques that promote constructivist approach. These include: the Socratic Method such as question and answer techniques and a survey, experiment, field trip, group discussion, role play, group or personal diary, brainstorming, and peer assessment. It also encompasses action-oriented methods, such as learning through internship, stimulus activities and research method (Lambrechts, Mulà, Ceulemans, Molderez, Gaeremynck, 2013; Cotton & Winter, 2010).

Collaborative approach

Collaborative approach to learning is a situation in which two or more learners learn or attempt to learn something together to accomplish a specific end product or goal (Panitz, 1999 as cited in Laal & Laal, 2012; MacGregor, 1990). This approach is based on the idea that knowledge can be created within

a student population where members actively interact by sharing experiences and take on asymmetry roles. Unlike individual learning, students engage in collaborative learning, capitalize on one another's resources and skills (ask one another for information, evaluate one another's ideas, monitor one another's work, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks and are actively engaged) (Srinivas, 2011). In doing so, learners create their own unique conceptual frameworks and does not rely solely on an expert (teacher) or text framework (Laal & Laal, 2012). A typical form of collaborative teaching and learning include: participatory action research and community services learning.

Participatory action research

As an educational tool for teaching and learning, participatory action pedagogy originates from tradition of transformative critical inquiry and emancipatory pedagogical approaches (Kemmis, 2006; Moore, 2004). It is a communitarian philosophical approach that is cyclic reflexive in nature, collaborative nature of research and production of knowledge by all participants. Research indicates that participation through action can be a powerful method for improving student persistence in higher education (Navarro, 2012). Also, research indicates that participatory learning is neither unusual nor new to today's learners, but instead a familiar way for learners to socialize and learn. Youth and adults entering educational systems already participate with peers in identifying new developments that impact on their social networks and personal lives. Gone are the days when people learned and worked in isolation. Today, people regularly take part in online communities

where they share their opinions, critique ideas, swap insights and comment on each other's plans and aspirations (Davidson & Goldberg et al., 2009).

Teachers can achieve this by encouraging collaboration with suitable technology, effective communication, team skills, and inter disciplinary approach. The advent of social media and other academic platform via the use of smart phone have transformed teaching and learning environments, making it easy to share knowledge and experiences with others in virtual space almost instantaneously. For example, through social media (Instagram, Flickr, Watts-up, Facebook, YouTube, Zoom and Twitter and Research Gate) reports on learners' latest experiences are uploaded and remain open to all and for public comments. In this way, learners are accustomed to having a voice, participating and sharing in knowledge creation and also connecting with others (McLoughlin & Lee, 2007). This PA redefines the roles of both teachers and learners with the latter assuming more active role as contributors of course content, while demonstrating learning outcomes through performance and the production of ideas (McLoughlin & Lee, 2008a.).

Community service learning

In community service learning, students engage in events and activities intended to directly benefit other people, where such activities are integrated with learning activities in an intentional and integrative way that benefits both the communities, and the educational institutions (Hayes & King, 2006). This approach is such that, the settings, experiences, levels of engagements, and learning potentials can vary widely from mere participation in some typical volunteer work with limited problem solving and community interaction to prolonged collaboration on a complex project. Studies have shown that,

community service learning has the potential to transform student worldviews and also contributes to improvements in students' responses to uncertainty, reflexivity on their own learning, and awareness of multidimensionality in considering social problems (Sipos, Battisti, Grimm, 2008; Batchelder Root, 1994).

Inquiry-based approach

Inquiry-based teaching and learning approach refers to that active teaching and learning which commerce with posing questions, problems or scenarios, rather than simply presenting established facts or portraying a smooth path to knowledge. The teacher often acts as a facilitator. This approach enables learners identify and research issues/problems and then ask questions that help them to develop their knowledge or find solutions to problems. The inquiry-based instruction is closely related to the development and practice of thinking skills. The instructional tools mostly used under this approach include problem-based learning as discussed next.

Problem-based learning

Research indicate that this approach emphasises the value of working on complex, real-world problems that enables students to develop knowledge, skills, and competences, especially when the problem represents interdisciplinary challenges (Wiek, Xiong, Brundiers, van der Leeuw, 2014; Segalàs, Ferrer-Balas, Mulder, 2010). Again, research indicate that problem-based learning allows students typically work in self-directed, collaborative groups (sometimes between institutions and even on multiple continents), and may engage stakeholders in community, organizations/institutions, or business partnerships to address problems through inquiry under conditions similar to

professional consultation (Wiek, Xiong, Brundiers, van der Leeuw, 2014; Brundiers, Wiek, Redman, 20010).

Integrative approach

An integrated approach to teaching and learning enables learners to explore, gather, process, refine and present information about topics they want to investigate without constraints imposed by traditional subject barriers (Pigdon & Woolley, 1992). This approach is a learning concept that allows learners to engage in purposeful and relevant learning, which focuses on integrated lessons that help students to make connections across subjects. Studies have shown that learners are more successful at developing new competences when they build strong metacognitive abilities, react objectively on new concepts learned, and integrate that information with their existing knowledge and skills. Also, the process of adapting to new knowledge for their own use and incorporating it into their existing conceptual frameworks will support further learning (Bolstad, 2011; Leadbeater, 2008; NZME, 2007). Once new learning is integrated into existing 'ways of knowing', nurtures creativity and originality and establishes new cognitive habits. According to Lai (2011), the integrative approach to teaching and learning enhances critical thinking skills. It also encourages metacognitive development through problem-based learning activities that require peer collaboration. The process of collaboration provokes learners to consider new uses for knowledge with their peers and develop new insights for future application (NZME, 2007). According to National Research Council (2012), teachers are to engage in teaching practices that create a positive learning community, effectively to support deeper learning through the content knowledge to enable learners develop intrapersonal and

interpersonal competences. Studies have shown that to challenge students thinking, teachers can use learner responses as an opportunity to evaluate their readiness for deeper understanding, and to introduce new concepts accordingly (Bolstad, 2011; Leadbeater, 2008; NZME, 2007). Deeper learning occurs when students study and learn with high expectations to grasp difficult concepts and they are able to connect and disconnect facts knowledge, and complex ideas, evaluate newly presented ideas, summarize their own reactions and insights, and apply them in different situation and context to solve practical problems (Sawyer, 2008).

Reflective approach

Reflective approach to teaching is a process where teachers think over their teaching practices by analysing how something was done and how the practice might be improved or changed for better learning outcomes. It is a process of self-observation for the purpose of improving the quality of teaching and learning (Tice, 2011). This approach to teaching and learning involves self-review (teacher and learner), and peer review which is done through reflective teaching and learning. The reflection is done during and after the teaching and learning process of a lesson, unit, topic, a course or even a programme, to allow new methods to facilitate future teaching and learning activities. Some points of consideration in the reflection process might be on what is currently being done, why it is being done, how well will it be improved and how well students are learning. A key advantage of this approach is that, teachers use reflective approach as a way to simply learn more about their own practices, (small groups and cooperative learning) to improve their teaching.

It is important to say that, all these approaches discussed are strategies

that are used by educational institutions to ensure that learning takes place, however, the choice for any of these approaches depend on a number of factors such as the educational goal, the context and learners' background. This implies that preservice teachers such as preservice business education students must be exposed to these approaches to enable them understand how effective these approaches are, when to use them and how to use them in their professional career. They must also be educated and trained to know and understand what method of teaching and learning methods/techniques are the best to support these approaches in order to ensure effective teaching and learning. There are a number of instructional (teaching) methods, techniques and principles available to help engage both the teacher and learners in activities that lead to the realization of stated learning outcomes and are discussed next.

Teaching Methods

Different authors have come out with different explanations and examples to represent what constitute teaching methods. Dorgu (2015) explained teaching methods to represent the various strategies that teachers use to teach their subject matter to students in the classroom based on the instructional objectives. The author further indicated that teaching methods involve the selection and the use of educational principles and processes that the teacher adapts to help communicate ideas, skills and experiences to students for effective learning. Dorgu (2015) describes some of these teaching methods to include: *discussion method, question & answer method, role play method, stimulation method demonstration method and inquiry/discovery Method.*

Vikoo (2003) in discussing types of teaching methods also explained that teaching methods could be presented under three main domains which are:

first, the cognitive development methods which the author described them as those teaching methods that are used for the purpose of developing the intellectual skills of learners. Vikoo further added that such methods help learners to understand, analyse, synthesise and evaluate to help them develop good cognitive abilities. Few examples of such teaching methods under this category include: discussion method, questioning/socratic method talk chalk/recitation method, field trip/excursion method.

Second, the affective development method which Vikoo (2003) described them as the teaching methods that are used when lesson objectives describe changes in interest, attitudes and values in learners. The author further said that these strategies are recommended when learners require the development of appreciation and adequate adjustment. Teachers must therefore choose learning experiences that are worthwhile, to teach in ways that arouses interest and develop proper attitude in learners. The following are examples of the teaching methods under this domain: *modelling method, simulation method, dramatic method, and role-playing method.*

The last domain is the psychomotor development teaching methods (Vikoo, 2003). The author described as an activity-based teaching that aim at developing motor skills of learners. These methods require that learners illustrate, demonstrate, or perform certain skills using their manual dexterity. They are experiential in nature and require the learning experiences that involve inquiry and discovery methods of teaching to engage all students in a number of activities. Some examples include: inquiry method, discovery method, process approach method, demonstration method, laboratory/experimentation

method, programmed project method dalton plan/assignment method, micro teaching method and mastery learning (Vikoo, 2003).

As hinted earlier, studies have shown a number of teaching methods that are used in preservice teacher education programmes. Studying teacher education in Ghana, Asare and Nti (2014) suggested that methods lecturers use in teaching trainee teachers to include discovery learning process, brainstorming method, individualized method, project method, and problem-solving method. The authors also suggested expository teaching process, drills, teacher-led discussion, and case studies as means by which trainees are taught and prepared to use. Ghana Education Service, TED, (2004) also recommend teaching methods lecturers and tutors use to include: role-play, demonstrations (simulation methods), educational visits and field experiences, and deductive and inductive methods in their teaching (Ghana Education Service, TED, 2004).

It could be inferred from the above that even though the teaching methods described by different authors are similar in nature, however, Vikoo (2003), categorized the teaching methods under three domains as hinted earlier and recommended required learning environment that could effectively support such methods. Again, Dorgu (2015) also included reflective approach which is crucial for effective teaching and teacher professionalism as methods teachers should employ in the teaching and learning process.

The researcher therefore describes teaching methods the educational strategies principles and techniques that teachers employ to help engage learners in activities of a specific lesson, topic or subject within a given period in the teaching and learning process. It involves the activities employ to induce learning for a change in behaviour as described in the lesson objectives.

Teaching methods include the application of educational instructional principles and procedures used by both teachers and learners concurrently to enable learners learn and gain knowledge within a given lesson commencing from the introduction of a lesson through lesson development stage (s) to the closure of the lesson delivery. It is what actually makes up teaching and learning of a particular lesson. This study therefore considers and discusses the following as teaching methods used in preparing the preservice business teacher to include: case study, discussion, lecture, brainstorming, role play, demonstration, simulation and game and field trip.

Types of teaching methods

The case study method

A case study is one of the most frequently used teaching and learning methods /strategies that involves problem-based learning that helps to develop and promote analytical skills in learners (Herreid, Schiller, Herreid & Wright, 2011; Aditomo, Goodyear, Bliuc & Ellis, 2013; Dlouhá, Macháčková-Henderson & Dlouhý, 2013; Herreid, Schiller, Herreid, & Wright, 2011). Under this method, qualitatively rich descriptions of settings, problems, and controversies are presented to challenge learners to interact with the inherent complexity and uncertainty found within their local contexts (Sprain, Timpson, 2010; Segalàs, Ferrer-Balás, Mulder, 2010). A case, when used as a teaching and learning method, ensures that problems encountered in real life on a certain subject, topic or lesson are examined and resolved in the classroom environment in the frame of cause-and-effect relations. Students are provided with the knowledge, skills and attitude related to the subject in consideration. In this manner, the method is used to help students find effective solutions to problems

they encounter in similar real-life situations in the shortest possible time (Sünbül, 2010). For case to be effective, the teacher presents the content or key issues to be addressed in a form of narration, accompanied by questions and or activities that trigger discussion to help solve complex problems. The method also invites students to consider real-world examples, examine and address issues from a diversity of stakeholder perspectives (Sprain, Timpson, 2010; Segalàs, Ferrer-Balas, Mulder, 2010). Research indicates that, case studies provide detailed example of opportunities for students to engage in research with complex human-environment and systems (Scholz, Lang, Wiek, Walter & Stauffacher, 2006).

Research indicates that case study method of teaching and learning has a number of benefits which include: first, it facilitates development of higher levels of the Bloom's taxonomy of cognitive learning. Thus, it involves moving beyond recall of knowledge and comprehension to application, analysis, synthesis and evaluation (Anderson & Krathwohl, 2000; Herreid, 1994 as cited in Bonney, 2015). Again, case study enables interdisciplinary learning and can be used to highlight connections between specific academic topics and real-world societal issues and its applications (Bonney, 2013 & Bonney, 2015). Flynn, and Klein (2001); Murray-Nseula (2011); Pintrich, and Schunk (2002) and Yadav, et al. (2007) as cited in Bonney (2015) unanimously agreed that, case study method motivates students to participate in class activities, which promotes learning and increases performance on assessments. Studies have also shown that the case study method is very effective for discovery learning and also contributes positively to the development of critical thinking and facilitate problem solving and decision-making skills of students (Gözütok, 2011;

Demirel, 2009; Bilen, 2006; Nas, 2006; & Cin, 2005). As a result, case study method has always been used in business, medical and education field for many years (Çakmak & Hakan Akgün, 2018; Carlson & Schodt, 1995; Knechel, 1992; Bonney, 2015).

The implications of these on preservice teachers are that, preservice teacher education and training programme such as BTEP offered in UCC must prepare student teachers to be able to choose or create cases where necessary and use them appropriately in the teaching and learning processes to induce learning.

Discussion method

As a teaching and learning method, discussion refers to the use of educational principles, practices and processes in an activity in which both the teacher and learners talk together, in order to share ideas about a topic or to seek possible evidence or to provide a solution to a problem. Its normally involves a higher cognitive process that enable learners to develop critical thinking skills to solve problems and communicate effectively. It is a student- centred teaching and learning method that requires and encourages full and active participation of learners in order to have fruitful discussion so far as the lesson objectives are concern. Discussion method is characterized by multiple interactions, with the teacher as a facilitator. It can be used in face-to-face classrooms or virtual learning classes but it requires that the teacher plans well. It is important to say that the discussion method of teaching and learning is guided by the lesson objectives and can blend with other teaching and learning techniques such as question and answer techniques.

Discussion can be employed in the teaching and learning processes in a number of ways depending on what to be discussed and the stated objectives. However, the most common types include: *whole-class discussion and small groups discussion* (between 5 and 10) during debate, forum and buzz session (Dorgu, 2015).

Lecture method

This is where the teacher presents or introduces an idea, concepts to learners (Segalàs, Ferrer-Balas, Mulder, 2010). Studies have shown that, lecture method of teaching and learning remains a standard method of instruction used at higher education institutions, (Boyd & Harris, 2010; Burgan, 2006). The purpose of the lecture methods is to present fundamental ideas, facts or concepts to a group of students (small or large) in face to face (classroom) or in a virtual learning space. It is use to explain difficult or complex concepts, procedures and processes involve in an activity or read a text item to learners. For example, teacher educators may use the lecture method to explain the main concept and step by step activities involved in planning a lesson as a key function of a teacher, to preservice teachers. It is important to state that this method can be used at any stage of lesson development depending on the lesson objectives, the learner and the context of the lesson. In order to allow deeper understanding of ideas and concepts, lecture method could be used amidst other teaching and learning methods such as demonstration and discussion. Teacher educator of BTEP should train student teachers to be effective in the use of the lecture method and apply them appropriately.

The question-and-answer method

Erlinda and Dewi (2014) described question as any interrogative sentence which is uttered by the speaker in order to elicit information from the listener. Question and answer method, which is also called Socrates method is more of a technique than a method. Questions are very powerful tools for stimulating thought and checking learners' understanding on a given topic. Question technique allows learners to connect concepts, increase awareness, encourage creativity, and imaginative thought to make inferences leading to a deeper level of thinking, knowing and understanding of learners. Questioning aids in sensitizing the inquisitive mind of the learner and also to encourage quiet and inattentive learners to participate in a lesson to promote interest in a topic which can spark discussion. Questioning technique is used to provide variation from more passive forms of learning such as listening, reading and written exercises. Research shows that for effective use of question-and-answer technique, the teacher must have a repertoire of various kinds of questions which can elicit different kinds and levels of thinking. It is important to say that the strategies teacher educators of BTEP employ should integrate effective use of question-and-answer method to enable trainees understand and use them appropriately.

The brainstorming method

Brainstorming as a method of teaching and learning refers to the general discussion sessions during which learners are allowed to express ideas and opinions freely. It is a technique for generating ideas or a variety of solutions to a problem. Teachers use brainstorming in decision making to allow a range

of factors to be considered in order to reach a consensus. It is best used during group discussions.

Role-play method

According to Dorgu (2015), role-play method of teaching is a powerful and effective tool that can be used for solving real life situational problems. The technique of role play develops practical professional skills and functioning knowledge. It enables students in the classroom to act as stakeholders in an imagined scene. The author further added that for effective role play, the teacher must first select an event that illuminates the topic of study, select and assign roles to each student to make the activities in the role clear to them, describe each of the roles and the situation to the class. The role players should then be asked to act. The scene must conclude with a reflection stage that reinforces the concepts or the topic introduced by the role play. For example, one student may be asked to act like a single person in a shop and all other students also act as sellers and suppliers at a shop. This situation could be used to teach the topic, "Sole Trader Business". The basic idea is that few students are asked to play the part of other people in a specified situation. This method gives students the opportunity to explore together their feelings, attitudes, values and problem-solving strategies. Role play also creates a stimulating environment that brings reality to life and intensifies learners understanding of the event being played. In the views of Dorgu (2015) role-play method intensifies and accelerates learning and mostly referred to as a hands-on approach to learning, where students learn through active involvement in role-play. Problems associated with role playing method amongst others are that, directing a role playing is complex. Also, some students may be too self-conscious and may not be able to

play the role for other students to observe. Teacher educators of BTEP should therefore make effort to help trainees understand this method well for its effective use in the teaching of business subjects.

Demonstration method

Demonstration as a method of teaching and learning involves a process where the teacher tells or illustrates a principle or shows how something is done properly or emphasizes a point in a topic to students (class). Here, the teacher's role is first, to perform or explain what is to be done and the nature of the act to be performed verbally. This is followed by demonstrating or explaining the act in a systematic manner for student to see and understand. The teacher later asks students to repeats the act. Here, students are involved in doing things that will influence their behaviour patterns, through demonstrations and are also exposed to the use of physical materials that will illustrate some meaning to their cognitive framework. The direct experiences students gain from the demonstrations go a long way to enrich their learning. Demonstration methods is mostly use as a teaching and learning technique within other methods such as discussion to facilitate students' understanding, and at times used as a method of teaching and learning in itself. As a technique for teaching and learning, demonstration is useful mostly in imparting psychomotor skills in a lesson that requires practical knowledge. This suggests that demonstration method should be an integral part of teaching methods used by teacher educators in the delivery of BTEP.

Simulations and games

It is a teaching and learning method designed with rules and principles that reflects situation or a system. This method entails a real-life activity in a

simple manner that communicates the idea or concept to learners. For instance, when the “use of money” is the topic to be taught in class, the teacher gets two students to act a trader and a customer scene, where the customer buys items from the trader with the money. Here, the “scene” – the use of money – depicts a real-life situation which is relatively better than mere verbal description. It just an imitation of real-life situations that requires participants to play a role that engages them in an interactive activity with others or elements within the environment concerned (Dorgu, 2015; Omieibi, 2001).

Simulation method is useful to help students learn how things operate in reality. Students are encouraged to act out the same roles and make decisions which are likened to real life situations. Therefore, simulation helps students to practice to understand adult roles and also develop the skills necessary for a successful adult life. Simulation can be used at all levels of education to help creates both intrinsic and extrinsic motivation in the learner. While simulation methods present to students the realities of life in concrete and simple forms, it is an innovative way that allows variations in the learning experiences as compared with the routine classroom learning experiences. Problems associated with simulation is the fact that it is time consuming and very expensive, especially in an attempt to purchase a reasonable number of items to be used. The method also requires great classroom management.

Games: A game is any learning activity with rules, competition, players (winners and losers) who learn while playing a game and at the same time may use their knowledge in some ways to win or lose the game in a given topic. Games can be adapted to reduce competition and to encourage co-operation of students by rotating teams and changing the objectives of the game. Games

should be structured to maximize participation and learning. They are also best technique to introduce a new unit to capture students' interest or as a final experience to put learning in perspective. The major challenge that comes with game as a method of teaching and learning is that, when competition becomes too important, losers may lose interest and the learning goals may be lost or not achieved. Preservice teachers must be well equipped by the BTEP to help them understand all these methods and to apply them effectively in their profession.

The field trip method

Field trip is a planned journey of any learning institutions to a place, a source where learners acquire first-hand experience, knowledge or information on a topic under discussion. Akubילו (2010) described field-trip as a method of teaching and learning that involves taking students on an excursion outside the classroom for the purpose of making relevant observation necessary for understanding of a topic under study. The author said that such trips / excursions enable students to obtain scientific, technological and vocational information and knowledge from its original source (natural life setting). Using field trip as teaching and learning method, learners discover and explore new knowledge and information and apply them to previous experiences to solve problems. For example, if 'classroom management' is the topic under discussion, learners can be taken to the real classroom setting to see and observe how the professional teacher manages his or her classroom to induce learning. In this way, learners assume active investigative roles, thinking like the teacher teaching. This method also enables students to ask questions to clarify issues for better understanding. Students get direct experience with real objects and processes that gives meaning to primary concepts, play active role in effective learning.

The new setting for learning creates close association between the learner and the environment thereby granting them (learner) the opportunity to involve the complete senses in the learning process (Ezechi, 2018). Studies indicate that teachers use field trip as a method to arouse the interest of learners, and to allow them ask more questions at the site to gain direct rich experience (Ilori, 2010).

The researcher thinks that this method could be effective in bridging the gap between theory and practice in the teaching and learning process. As a result, teacher educators of the BTEP should make conscious effort to integrate field trips in the delivery of lessons especially the BTEP offered in the University of Cape Coast.

In concluding, one would agree to the fact that effective implementation of the curriculum is to some extent dependant on the effective use of appropriate pedagogical approaches and teaching methods in the classroom. Research has shown that the use of diverse teaching strategies and practices has an effect on students' learning outcomes, which is linked to quality of education at large (Ireland, Watters, Lunn, Brownlee, & Lupton, 2014; OECD, 2010; Grossman et al., 2009; Kyriakides & Creemers, 2008; Postareff, 2007). The implications of these on educating and training of teachers which have been proven by research, are that, TETPs such as BTEP should equip preservice teachers with the ability to transfer their teaching practices in general, modify them through the use of different teaching and learning approaches, methods and strategies to impart knowledge (Endedijk, Vermunt, Meijer, & Brekelmans, 2014; Fullana, Pallisera, Colomer, Fernández Peña, & Pérez-Burriel, 2014 ;Lindblom-Ylänne, Trigwell, Nevgi, & Ashwin, 2006).

Also, selection of varied pedagogical approaches and teaching methods facilitate students', especially trainees learning and satisfaction. However, Lewin and Stuart, (2003) as cited by Asare and Nti (2014) hinted in their study, that, despite the array of PAs and methods used by tutors in a variety of ways, "the dominant pedagogical teaching methods used by teacher educators remains one where trainees are largely regarded as 'empty vessels,' with little knowledge or experience of teaching" (Lewin & Stuart, 2003, p. 171 cited by Asare & Nti, 2014). These authors added that these approaches and methods recognize trainees as people who "need prescriptive advice and guidance from lecturers about how to teach, whether or not the prescriptions appear to suit the learning contexts in the schools where trainees work or the demands of new curricula" (p. 171). This could have serious implications for quality preservice business teacher education in Ghana if the situation remains same.

PSBETPs must prepare business teachers to be capable of using different approaches and instructional methods and strategies for effective teaching and learning. Preservice teachers such as preservice business teachers (PSBTs) need to be trained to be multi-talented and conversant with the use of various PAs and teaching methods used in the teaching and learning process. Thus, PSBTs should be familiar with the principles underlying the choice of teaching approaches and methods and should be able to combine them for effective teaching.

Dorgu (2015) also argued that the selection of any of the approaches and the teaching methods requires the teacher's analytical ability to consider the situation at hand. The author added that, teachers' choice for any of the approaches and the methods for a particular subject, lesson or topic is guided by

certain factors including: the subject matter to be taught, the instructional objectives to be achieved, the learner entry behaviour, time allotted for the lesson, instructional materials available and accessible and the environments. Therefore, preservice business teachers must be educated and trained to understand these situations to enable them to select appropriate approaches and methods of teaching to induce learning.

The above pre-suggest that, preservice teachers are to be equipped with the knowledge and the competences required through their teacher education and training programmes to enable them to know when to select any of these methods and strategies that match the approach, and how to effectively use them in their teaching career. This means that the PSBETP offered by teacher education and training institutions in Ghana such as UCC should focus and expose PSBTs to these approaches, methods and strategies that will equip them with the content, pedagogy and experience knowledge to make them effective and efficient teachers in the teaching and learning process. Having discussed the content and the pedagogical knowledge as the component of the knowledge base for PSTETP, the ensuing subheadings discuss the experience knowledge as an aspect of the PSTETP.

Experience Knowledge (EK)

Experience Knowledge (EK) of a preservice teacher is the knowledge or skill gained by continuously practicing the actual teaching in the classroom. EK is used to refer to the past activities, knowledge and feelings that make up the preservice teacher's character as a potential teacher. As part of the knowledge base for preservice teacher education and training programme, EK is that aspect of the preservice teacher's knowledge acquired by learning the technical skills

of teaching through a hands- on-activity that enables the preservice teacher to function effectively as a professional teacher. Kagoda (2011) said that, this knowledge is enhanced by preservice teachers doing research on their own practice through practical teaching (teaching practice) and a reflective responsibility that is a meta-activity in nature. During the practical experiences (teaching practice or practicum), the preservice teacher goes through a lot of learning processes and acquires knowledge at different stages of the practice teaching (practicum), an aspect of the teacher education and training programme. Each of these stages is characterised by certain learning.

The first stage of the learning processes is where the preservice teacher learns to integrate him/herself with the school environments (student and staff) as well as the community of practice. It is at this stage that the preservice teacher learns to relate well with the students, staff and community members, and in the process acquires knowledge through experiences as a result of interacting with these members. This is what the researcher refers to as social integration stage (SIS). Another stage where the preservice teacher learns and acquires knowledge is the lesson planning and actual teaching stage of the practicum exercise. During this stage, the preservice teacher goes through a kind of cognitive, affective and psychomotor learning processes through reflective practices. For example, from the introduction phase through to the evaluation stage of the lesson delivery, the preservice teacher reflects, analyses, and reviews methods and various activities used by both the teacher and learners to determine their effectiveness.

Again, the practicing teacher also reflects on the assessment and evaluation techniques used, in order to determine its effectiveness and for

possible modifications to enhance students understanding. Lastly, another stage of the learning processes of the preservice teacher is what the researcher calls retrospective reflection stage (RRS), where the preservice teacher makes a conscious collaborative effort to systematically re-examine the entire teaching practice exercise in order to learn, and or correct mistakes for the purposes of better performance in the future. It is important to state that, these reflective stages and processes are all characterised by learning and acquisition of knowledge which help the preservice teacher to develop new strategies and different approaches to the teaching and learning processes. This idea of the researcher is in line with Elliot (1993) who said that, preservice teachers learn how to teach from experience and reflection. Teachers learn through practice, acquire knowledge and reflect on their experience (Stuart et.al., 2009; Korthagen et.al 2006; Tailor et.al., 1997).

This idea emphasizes the importance of the constructivist theory of learning in the training of teachers (Ozgun-Koca et.al, 2006 & Tailor, 1997). These authors unanimously argued that it is the learner-centred environment in which past experience of the pre- service teacher is respected. Learners (preservice teachers) construct their own knowledge by anchoring new information to pre-existing knowledge. Stuart et.al (2009) also confirm this when they stated that aspects of teacher knowledge originate from formal training courses, the school and from a wider social and cultural context in the preservice teacher practices. In this way, construction of knowledge is interactive, inductive and collaborative. Teacher educators (lecturers, mentors, supervisors) act as facilitators, provide preservice teachers with a variety of

experiences as part of their training and education programme from which learning is built.

The above issues have some implications on the design and delivery of business teacher education and training programmes offered in Ghana public institutions. It therefore suggests that first, preservice teacher education and training programmes specifically business teacher education and training programme offered by the University should be designed and implemented such that the process maximizes social interactions between the student teachers to enable them negotiate meaning to what is exposed to them. Again, there should be collaboration between training institutions such as UCC and schools of practice to enable them to create good relationship and environments for practicing teachers to feel free to interact with not just the school (student, staff) but also community members.

Secondly, ample time or duration must be assigned to practicum activities and in series to enable student teachers to undergo a lot of hands-on experiences through practice teaching (starting from observing teaching, micro teaching and off-campus teaching practice) to enable them acquire experience knowledge. Teaching strategies/approaches such as action research, reflective teaching and learning, profile development and reflective journal writing which are key indicators of knowledge construction are most effective in influencing behavioural change, and they must be employed to ensure professional development of the preservice business teachers (Mugimu, 2009). To achieve this, teacher education and training programme such as BTEP should have robust practical preparation activities that will offer preservice teachers the ample time to go through the practical teaching. The subheading that follows

discusses the practical preparation aspect of the teacher education and training programme.

Practical preparation of the Teacher Education and Training Programme

In any civil society, most professions attach great importance to their new members having significant practical experience in the workplace as part of their professional training. This is true with the teaching profession. A very strong professional practical experience is considered to be the greatest component of the teacher preparation programmes. It is also important to say that academic programmes of any teacher education and training should be linked with an important and integral constituent called school -based experiences – otherwise known as practicum/field experience/teaching practice/clinical preparation – that provides student teachers with supervised experiences to help them understand the full scope of the role of the teacher.

According to George et al., (2000), though the purpose of teacher education and training programme is to produce effective practicing teachers, the question of the best way to prepare the teacher to become an effective classroom practitioner, however, has been on the minds of teacher educators' world- wide for many years. According to Fekede and Gemechis (2009), the teaching profession is presently facing a lot of challenges: the global economy and competitive market place; the changing nature of job and improvement in technology; changes in demographic nature of teacher applicants and the growing bodies of knowledge about how people learn and what makes for effective teaching have caused teacher education institutions to re-examine the basic principles and methodologies of teacher preparation programmes.

Research suggests that the act of teaching is becoming increasingly complex such that highly competent teachers apply a range of practices for varying purposes, incorporating and integrating different kinds of knowledge, building up a sophisticated pedagogical repertoire, and adapting to learner diversity and shifting contextual forces (Fekede, & Gemechis, 2009). It is, therefore, important that teacher education and training institutions continually find better ways to respond to these challenges through better teacher education and training programmes. To achieve this, different approaches to teacher education and training have emerged in teacher preparation programmes across the world. One of such approach is the introduction of practicum/teaching practice in teacher education which is the most highly valued component of teacher preparation (Hill & Brodin, 2004; High & Tuck, 2000; Glickman & Bey, 1999; McDiarmid, & Clevenger-Bright, 2008; Fekede, & Gemechis, 2009; Faculty of Education, 2013; Omar, Aljazi, & Al-Hasanat, 2018).

Teaching practice (TP) popularly called practicum, school experience (SE) as used in this study refers to the practical experiences given to the beginning teachers as part of their education and training programme which involves an active learning process in which student teachers develop practical teaching skills in a progressive manner. A practicum is not just a “recognition for experience” nor is it simply an acknowledgment that lots of past experience necessarily mean that one deserves credit. A practicum is not credit for current experience, neither is mere activity same as learning nor is it credit for “time on task.” Rather, credit is given for experience where there is evidence of preparation, experience and reflection. This implies that there must be careful planning and robust preparation to enable the student teacher to gain the

required experience. A careful planning of teaching practice means that mechanisms must be put in place to allow good assessment of what has been accomplished and learned through the experience and what still needs to be learnt as part of the teacher education and training programme (Practicum Manual, 2016).

The legitimacy of practical experiences of student teacher (practicum)

Research has shown the academic legitimacy of educational practicum. First, the educational practicum derives its academic legitimacy from ‘Experience as a Source of Learning and Development’ (Kolb. nd) as cited in Practicum Manual, (2016). The manual discusses a model on practicum which did not just focus on experiential learning, but also emphasized the key role that experiences play in the learning process of the practicum. His model shows an on-going progression of the cycle of: concrete experience, reflective observation, abstract conceptualization, and active experimentation. These together explain the various forms of knowledge created and the intellectual processes through which such knowledge is created with powerful developmental role of experiential learning as a focus.

Second, Lave and Wenger (n.d.) also popularized the term “situated learning” as a strong backing for practicum. The authors said that, situational learning requires preservice teachers to pay attention to the context as well as the content to make sure that they match in a way that heightens trainees’ growth. Lave and Wenger argued that, this could lead to legitimate peripheral participation of the practicum which is substantial, however, not entirely integrated position of the trainee. The trainee is therefore recognized to have a legitimate stand in the situation, so long as it is somewhere on the periphery or

not far from the core of the context termed “Zone of Proximal Development” (ZPD), a situation where an attempt is made by mentors (experienced teachers) and mentees (student teachers) to find common places where optimal development can take place.

Third, practicum allows serious reflection on the experiences, and a strong reflection on what has been accomplished in terms of learning that transforms experiences into learning that endures (Jacoby, 1996). Writing on reflecting on the future, Wilson (2008) as cited by Asare and Nti (2014) suggested three critical reflecting practices, namely (a) reflection on-action- a thinking process that echoes past actions, (b) reflection in-action -a thinking about on-going events and (c) reflection-on-the-future, that is having a deep thinking about future occurrences. To achieve this, Asare and Nti (2014) said that curricula for teacher education and training programmes should be designed and implemented in a way that challenge trainees to think and reflect critically on learning as an everyday life thing, an on-going activity focusing on the past, current and future events or actions.

It could be inferred from the above discussion that practicum is an important requirement of teacher preparation programmes in all teacher education and training institutions such as BTEP in UCC. This is because preservice business teachers take advantage of the school-based situation to practice what they have been taught in a real classroom, learn what could not be taught in the class and in the process acquire knowledge. It is therefore a tangible way for students to maximize the benefits derived from their school-based condition.

However, the name 'practicum' and its meaning are gradually diminishing in most initial teacher education and training programmes. This is as a result of research and advice from schools and teachers. First, some argue that, practicum provides inadequate description for the learning of student teachers in models of teacher education where workplace learning is acknowledged as essential to teacher preparation. Thus, 'practicum' as a term has become unhelpful in an environment where, there is widespread criticism of educational theory courses. Again, some also argue that, practicum tends to reinforce an unsustainable distinction between the theory and practice of teaching (Skilbeck & Connell, 2004; MCEETYA, 2010). This suggests that, practicum is just to enable trainees to display the theoretical knowledge in the classroom. The authors suggested that, rather than the word 'practicum', the term 'clinical preparation' (CP) is now the preferred term used to describe the 'professional experience (PE)/ teaching practice' (TP).

Other researchers have also argued in support of the form it takes by interrogating the educative value of the traditional approach to practicum (Zeichner, 1996; Segall, 2002 cited in Schulz, 2005). These authors described the traditional approach to practicum as that which highlights technical knowledge that is a small segment of teachers' knowledge which is not enough to the training of teachers for the professional role of teaching. Darling-Hammond (1999) also described this experience as that which can socialize the student teacher into the teaching profession, to maintain the status quo instead of developing critical inquiry approach in which teaching as a profession is underlined by lifetime learning.

To add to the above, other studies have also indicated similar views that seek to promote and highlight the significance of clinical experiences as key component of effective teacher education programmes (Omar, Aljazi, & Al-Hasanat, 2018; Schulz, 2005; Darling-Hammond, 1999 & Zeichner, 1996).

These authors unanimously argued that, it is important now to transform the conventional, skill and technical model of practicum experience to the one with a wider educative emphasis: a practical experience that offers trainee teachers with opportunities to inquire, try and test for new ideas in collaborative relationship with all stake-holders in the teacher preparation and to talk about teaching and learning in a new way perspective. In this way, practical experience (Clinical preparation) will be seen as an important opportunity for growth and learning rather than demonstrating things already learned (Schulz, 2005; Darling-Hammond, 1999; Zeichner, 1996; Zeichner, 1996).

This study therefore considers and refers to the practical teaching aspect of the teacher education and training programme as “clinical preparation” to mean ‘professional experience’ or teaching practice that better covers the direction many teacher preparation programmes take. It involves a situation where student teachers and other stakeholders of teacher education and training programmes are actively engaged in a form of partnership to allow preservice teachers engage in complex professional work of teaching in a number of different times and ways, as part of trainees’ preparation programme. The American Association of Colleges for Teacher Education (AACTE, 2010) explains Clinical Preparation (CP) to mean the application of theories and technological knowledge as well as knowledge about the organization of work and interpersonal relationship that exist among all stakeholders of teacher

education and training. As a result, the phrase *Clinical Preparation* is more preferred and used to mean practical experience of the teacher education and training programme in this study to enable the researcher extend the study to touch on all aspects of the practical preparation of the student teacher.

Objectives of clinical preparation (CP)

Research has shown that, CP is the most important aspect of the teacher education and training programme, a foundation for teachers and the starting point from which they would start to develop their personalities as teachers and to enhance their educational competence (Aljazi & Hasanat, 2018; Omar, Aljazi, & Al-Hasanat, 2018; Ghanem & Abu-shuaira, 2008; Abu-alhaija, 2007). This will enable preservice teachers to actively apply the professional knowledge and skills acquired in the university or college in the real classroom situation (Practicum Manual, 2016; Alrimawi, 2013). Research has shown a number of specific objectives of CP to include: first, to offer trainees the opportunity to connect theories and practices and to develop a deeper understanding of educational principles and their implication for learning. They practise the knowledge and skills acquired from training institution in a real classroom setting. This helps them build their confidence levels to refine and improve their teaching and other capabilities (Lomar Aljazi & Hasanat, 2018; Concurrent Education Programme, 2014; Stuart, Acheampong & Craft, 2009).

The second objective is to offer trainees with real life classroom experiences to work alongside, and under the supervision of mentors or professional teachers so they can learn and share new ideas. The third objective is to create a platform for student teachers to plan lessons and carry them out. With this in mind, preservice teachers will discover their strengths, learn from

their mistakes and to resolve problems associated with teaching and learning. Fourth, to expose preservice teachers to an environment that will enable them to learn things they could not learn in their training institutions. This includes developing personal relationship with the school (staff and students), the community of practice, and also act as agents of change in the school environment (Stuat, Acheampong, & Craft, 2009). The clinical would positively influence student teachers' educational behaviour, attitude, and affiliations to the teaching profession (Obaidat, 2007; Alkhazraji, 2016). Research has shown that all these experiences will fine-tune trainees' behaviour, attitude and affiliation to the teaching profession (Obaidat, 2007 & Alkhazraji, 2016).

Lastly, clinical component of teacher education and training programme is to enable student teachers to reflect on their teaching for better teaching performance in the future. That is a trainee gets the opportunity to evaluate his/her potential as a teacher and suitability for the teaching profession. They think critically and analyse what they have done and seen with the help of others such as their peers, mentors, tutors and supervisors. This also serves as a means of assessing the quality of training being provided by the teacher education programme (National Commission of Colleges of Education (NCCE), 2015; Sederevičiūtė -Pačiauskienė & Vainorytė 2015; Musset, 2010; Singer, Catapano, & Huisman, 2010; Zeichner, 2010; Jane, Kwame, & Alison 2009; National University Commission (NUC), 2007; Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage, Darling- Hammond, Duffy, & McDonald, 2005; Akbar, 2002; Taneja, 2000).

Forms of clinical preparation/teaching practice

There are different approaches and processes used to provide clinical preparation to student teachers ranging from short period to a longer one. Sometimes, the methods used are dictated by circumstances such as cost, and availability or lack of suitable schools closer to training institutions. On some other occasions, the clinical preparation is done in a particular way just because that has been the norm, and it has always been done that way. However, Stuart, Acheampong, and Craft (2009) said, whatever form the clinical preparation/practical teaching may take, most practice teaching can be evaluated against the following systematic approaches:

Observation visits

This is where students, in groups, pairs or individuals, visit a nearby school for a day or half a day, and observe class in action. This is usually done in the early part of the training programme, before the actual teaching practice. The observation visits mark the commencement of the practical training of the teacher education programme. These focused observation visits enable preservice teachers to familiarize themselves with school environments and classroom activities. Writing on preparing teacher training for field experience, Adu-Yeboah and Kwaah (2018) said that, observation visits are important and necessary for preservice teachers' pedagogical training. The authors further iterated that, trainees discovered gap between theory and practice during observation visits.

The observation visits offer student teachers the opportunity to raise and discuss important issues relating to curriculum, learning theory and pedagogy. Sometimes, preservice teachers on observation visit under-take research

projects such as child study to help them understand child development, record things that students and teachers do during a given time frame for post observation discussion (Martinez, 2011; Hersh & McKibbin, 1983). It is clear from the above that, when observation visits are properly carried out, it would give student teachers some fresh images of teaching to discuss and to talk about when in class.

On-campus teaching practice

The on-campus teaching practice (OCTP) also called micro teaching practice (MT) or peer teaching (PT)/ residential teaching (RT) is organized as part of the in-house education and training experiences for trainees (Adu-Yeboah & Kwaah, 2018). Systematically, the OCTP is conducted alongside the regular teaching to provide opportunity for trainees to practice teaching for the first time after observation visits in a micro class made up of peers who act as live class for a particular lesson. The exercise is normally conducted within a minimum and maximum period of 8 to 10 weeks or for a whole academic year. Students of similar fields of study are put into groups (between 10 to 20 trainees) and are assigned supervisors to assist them to plan lesson notes, prepare teaching and learning materials and to supervise the peer teaching.

The OCTP offers each trainee the opportunity to do peer teaching for a lesson that lasts between 25-30 minutes. This offers trainees adequate time to do this peer teaching until they muster confidence to take up a live class. The trainees and their supervisors make notes of observation on each student's performance and share them after each teaching session in a form of discussion. According to Adu-Yeboah and Kwaah (2018), the OCTP exercise is expected to develop trainees' skills in lesson notes preparation, selection of appropriate

teaching/learning resources, confidence to stand in front of a class, effective management of writing on board, class and instructional hours as well as appropriate application of teaching techniques.

Writing on learning to teach, Adu-Yeboah (2011) hinted that little attention in terms of practical -oriented training (e.g., preparation of teaching and learning materials and peer teaching) has been given to the training of preservice teachers in CoEs in Ghana. This implies that trainees, in the course of their training, are not exposed to adequate practical activities as part of their training programme. The author further iterated that, even though OCTP prepares preservice teachers for off -campus teaching practice and also ushers them into actual teaching, stakeholders of teacher education and training programme do not pay much attention to that aspect of the programme. This assertion confirms what Adekunle (2000) said, that, inadequate time and unserious attitude of student teachers towards the teaching practice programme often result in preservice teachers not gaining the intended skills, confidence and knowledge needed to cope with classroom situation. Even though the practical preparation of the preservice teachers at the CoE has been review to include profile development by students, it has been observed that the situation is still the same.

Serial teaching practice

This type of teaching practice is where student teachers spend a day in each week, for the whole term/semester, teaching in a nearby school under the supervision of an experienced teacher/ mentor in the school. This aspect of the clinical preparation is mostly applicable when the training institution has a demonstration school attached to it. It allows trainee teachers to gain gradual

introduction to teaching. They are reminded regularly on what a real classroom is like. In this way, preservice teachers build their skills weekly, especially when they teach groups of pupils before working with a whole class. When serial teaching practice is well organized, lecturers/ tutors and the school(s) work together and trainees' lesson can also be linked to the students' on-going experience in the school of practice.

Block teaching practice

The block teaching practice is the type where student teachers spend a number of weeks- from two up to a whole term- in one school. The student teacher is placed under the supervision of an experienced teacher in the school, a cooperative supervisor and a lecturer from the training institutions. This type of clinical preparation allows student teachers become familiar with the school and the pupils so they can adjust to the teaching appropriately. The focus of this teaching is to enable trainees to build a relationship with the staff, learners and the community of practice. It also offers preservice teachers ample time to develop a broader knowledge of teaching, including writing schemes of work and assessing pupils' achievement. It is believed that the longer the block, the more responsibilities the student teacher can take on. If there should be proper planning and collaboration between the school of practice and college/university, with the curriculum of the programme appropriately organized, student teachers can relate their subsequent courses to the experiences they had in schools.

Internship

This type of teaching practice is where preservice teachers are employed as teachers in the school, on a reduced time table for a whole term or whole

year. This may be in the middle of the programme, or at the completion phase of the programme. Student teachers learn to take on almost all the usual teacher's role, but they are still supervised, either from within the school or externally, so they have some support. This offers student teachers the opportunity to monitor their pupils' learning development overtime, and thus, see how successful their own teaching has been. They also experience the school's relationship with parents and the community.

School-based teacher education

This is where preservice teachers are attached permanently to one school for the duration of their teacher education and training programme, while studying by distance methods. Usually, they are released for blocks of study time at a college/ training institutions anytime from a day, a week to three months or they may be required to take weekend or vacation courses. Sometimes, the school does all the training and assessment, using experienced and/or specially trained teachers from within the school. Normally, this will be moderated by an external body such as a directorate responsible for clinical preparation of the training institution.

It is important to note that, in some teacher education and training programmes, the student teacher is employed as a teacher, and often carries nearly full teaching load. In others, the student teacher is a 'supernumerary' (unpaid) and takes on the teaching role gradually. They commence this process by first observing a class, and then work with other teachers, before they finally take over a class. By so doing, preservice teachers learn by doing, and realize practice takes precedence over theory. They are inducted into the full teaching role, and come to appreciate all aspects of school life, before they graduate.

Preservice teachers gain the opportunity to experiment and correct mistakes during the course.

It is important to note that, the success of any of these approaches as explained by Stuart, Acheampong and Craft depends on a number of issues. These include: the quality of school of practice; the skill of supervisors, or mentors; the way the teaching practice is planned, organized and linked with the overall teacher education and training programme. Stuart, Acheampong and Craft (2009) said that, the success of this method, to a large extent, is dependent on the kind of collaboration between the practice schools and teacher education and training institutions.

Stuart, Acheampong and Craft (2009) further said that, the choice of any of these forms is also influenced by the philosophy of the teacher education and training institution. This study therefore categorizes the clinical preparation of preservice teachers into three main phases: (a) observation visits as practical activities where learners visit real classroom setting to familiarize themselves with what teaching is all about, (b) on-campus teaching practice where trainees are offered the opportunity to teach their peers under the guidance of a supervisor as a way of preparing them for real classroom teaching, and (c) off-campus teaching practice, also referred to as any practical teaching activity that places preservice teachers in the actual school setting for some period (10 -12 weeks) to take a full teaching responsibility outside their training institution.

Conceptual Frame Work

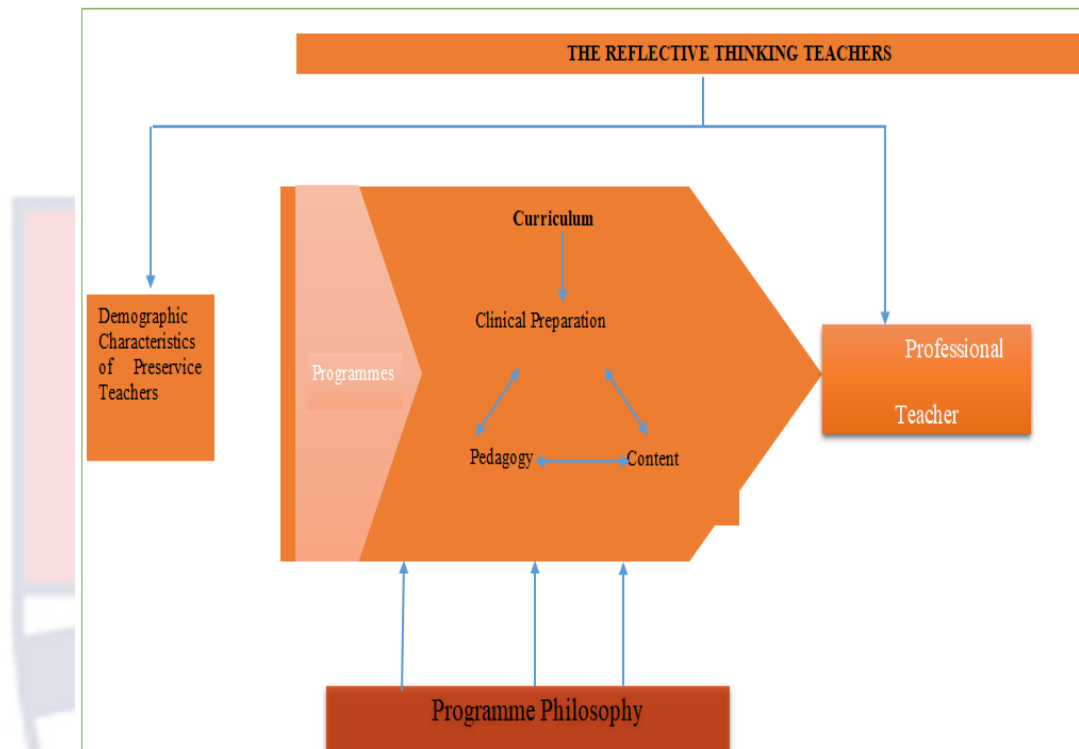


Figure 4: Conceptual Framework, a journey of becoming a professional business teacher.

Source: Author's own construct.

This framework has been developed to help explain the concepts underpinning the study and to provide conceptual foundation for BTETP offered at the public universities in Ghana. It describes what constitutes business teacher education programme, the pathway to becoming a professional reflective business teacher. First, the frame work provides demographic characteristics (age, entry grade, experiences of teaching and formal teacher education) of target applicants who enrolled on business teacher education programme. Again, the framework also shows the key components of the curriculum (Content, Pedagogy and Experience Knowledge) that form the knowledge base of the preservice business teacher education and training

programmes (National Teacher's Standard, 2017; OECD, 2005; Shulman, 1987).

Secondly, the framework also shows the connections among the three components of the curriculum of the BTETP, the theory-practice nexus among the content knowledge, pedagogical knowledge and the clinical preparation of the preservice teacher who becomes a professional business teacher after completion of the BTETP. Also, the framework indicates the fact that, the curriculum provided by business teacher education programmes is influenced by the programme philosophy, values, reflective skills and the kind of knowledge the teacher training institutions want to impart to preservice teachers specifically the preservice business teachers to become a reflective business teacher. The next section of study has been dedicated to the discussion of business teacher education.

The Concept of Business Teacher Education

Business Education

To appreciate the concept of business teacher education, it is imperative to look at the meaning of business education from its inception till now. This perhaps will enable us to understand the scope of business education well and to better appreciate what it entails and its significance to this study. Scholars have conceptualized business education in diverse ways. It appears that the views of these authors about the definitions of business education are basically similar in relation to the meaning provided.

According to Nolan, Hayden and Malsbary (1967), business education refers to those business subjects taught at the secondary school level such as book keeping, typewriting, shorthand, general business, business law, and

similar subjects for a vocation. Popham (1975) as cited in Ajisafe, Bolarinwa and Edeh (2015), questioned group of people on what business education is. The responses were as follows: A business executive answered, 'business education is education to produce goods and services. A radical retorted that it is the avenue to make enormous profits. A teacher replied, 'economic concepts necessary for living in a business economy'. Another teacher answered, 'learning skills to enter a business or distributive job. A lay person on the street said 'shorthand and typing, that's it'.

From the views about business education, Popham (1975) concluded that business education is a course of study that prepares students to engage and advance in jobs within the business field. Popham further said that, business education is equally important because it also trains students to learn to handle their own business matters and to function intelligently as consumers and citizens in a business economy. Osuala (2004) also defined business education as a programme of instruction which consist of two parts, first, as office education which embraces a vocational programme of office careers taught through initial, refresher and upgrading education. Second, Osuala explained it as a programme that equips students with information and competence needed by all in managing personal business activities. Njoku (2006) explained business education as an educational programme that equips individuals with functional and suitable skills, knowledge, attitude and values required to operate in the business environment and for a living. Ekpenyong (2009) defined business education as that part of the holistic education programme that sought to develop skills, knowledge and understanding to enhance students' performance in the business world as consumers and or producers of goods and

services. Abdullahi (2010) also indicated that, business education involves the acquisition of knowledge and competence such as skills, abilities, understanding, and attitudes required of students to enable them to become worthy human beings, effective and efficient members of the business community.

Similarly, Obanya (2010) iterated that, business education is that educational programme offered at higher institutions which prepares students for their business careers by instilling in them that skills, knowledge and experiences needed to be functional in the business field. In their view, Okolocha, Ile and Okolocha (2012) stated that business education has such options as accounting, secretarial technology, commerce-cooperative, economics, marketing and distributive education, that train students for office jobs and or occupations. Okolocha et al. (2012) further indicated that, business education equips students with the necessary skills required for effective administration of policies in public organizations, good management of personal and private business ventures as entrepreneurs, distributors of goods and services and management of information in business entities. Similarly, Nwazor (2014) described business education as an aspect of education that prepares learners to enable them to engage in active roles in the field of business and to offer business knowledge as well. Business education empowers graduates with desired skills, knowledge and values that would make them to be self-employed or employable by others (Ajuluchukwu, 2014). Ajuluchukwu (2014) further said that, business education as a programme of study is crucial to human growth and sustainable development. This means that, business

education which is an aspect of vocational education programme geared towards facilitating graduate employment.

From the explanations and definitions, business education can be described as that branch of education that focuses on equipping learners with competences and capabilities required to be effective and efficient in the field of business for growth and sustainable development in the world economy. That is, business education is that aspect of education which trains students or learners at the pre-vocational, vocational and professional levels of education for the manpower needs in the business world of work.

It can be seen from the foregoing discussions that as the years go by, the definitions of business education continue to change from just a course of study at secondary school that prepares the student for a job or vocation to a programme of study at higher educational institutions (university level) that equips the student to be competitive in the world economy. Again, business education has moved from the era of the study of the use of typewriter in doing business to the era of the study of integrating information communication technology to be competitive in the business field. This means that business education is not static. Therefore, any worthwhile business education programme has to move with time. However, business educators have always accepted that, change is a fact of life. From the typewriter to the transistor, business curriculum has continually shaped itself to meet the needs of business. As a result, the success and survival of business education constantly depends on its ability to adapt and keep pace with the needs of its recipients. These changes present challenges for both the learner and instructor, and the institutions that design and implement business education programmes.

Nevertheless, it is the business educator that must be willing to adapt and manage these challenges to ensure successful programme for the future. It is implied that, business educators are vital and useful component for transformation agenda, if the curriculum of business programmes across the country is to continue to meet the needs of its students.

Business Education as a Discipline

As a course or programme of study, business education has varied components as there are many different aspects of business in the business industry. As a result, there are variations in the business curriculum offered around the world at different levels of the education system.

Business education is taught as an academic subject called Business Studies (BS) at the pre tertiary level of the education system in many countries (e.g., Ghana, Australia, Hong Kong, South Africa, Canada, Ireland, Pakistan, Argentina, Sweden, Tanzania, Nigeria, Malaysia, United Kingdom etc.). At this level, the subject 'Business Studies' combines different elements of Accounting Finance, Marketing, Organizational Studies, Human Resource Management, Economics, Trading and Commerce, Type-writing, Shorthand, Information Communication Technology, etc. The approaches and strategies used for implementation are basically classroom interactions between learners and teachers, internship and or attachment in organizations within the business industry.

At the tertiary level, business education is offered as undergraduate programmes such as Bachelor's Degree programmes and Post-Graduate programmes such as Master of Science, Master of Commerce (M. Com), Master of Business Administration (MBA), Doctor of Management Administration

(DBA), Doctor of Management, Doctor of Philosophy in Management (PhD in Management), etc. It is important to note that, there are differences in precise curricula, specified years for completion and degree-awarding procedures for each of such programmes across the world. However, the focus of such programmes generally comprises either to prepare and equip potential students with knowledge, skills and experiences for management and general business, or to provide a detailed more academic focus on specific areas in the business industry.

The management-directed programmes are designed to provide a comprehensive knowledge of the functional areas of business entities and their interconnections. Business education at the post graduate level of education also aims at developing the practical managerial skills, communication skills and business decision-making capabilities of students who enrol on such programmes. The implementation of these programmes incorporates teaching and hands-on experience, in the form of project work, presentations, internships/attachments and sometimes interaction with experts from the business industry in a form of conferences, seminars and workshops.

Notwithstanding, any bachelor's degree programme of business education either management directed programme or subject specific programme will typically comprise courses and programmes ranging from Accounting, Finance, Investment, Economics, Marketing, Human Resource, Operations and Project Management, Company and Partnership Law, Business Law, Strategic Management as well as Management Information Systems. Subject specific programmes, on the other hand, emphasize specific areas in business, and are mostly directed towards theories. However, in such situations

students are exposed to general business principles, by taking in addition to their major areas, initial courses in Accounting, Finance, Human Resource Management, Marketing, Economics, and Information Systems. Learning is achieved through lectures, case studies, team work and presentations. The theory aspect is taught mostly in the lecture theatres by academic faculty. It is reiterated and revisited in the classroom setting using the case study method of teaching and learning where the learner is expected to apply theories to solve real problems confronting business entities. Here, the student acts as a decision maker, faced with varied constraints and inadequate information to discover solutions for such problems.

Business Education in Ghana

In Ghana, business education commences at the pre tertiary level of education, specifically at the second cycle level of the educational system (senior high school (SHS)). At this level, the study of business is called *business studies* and has two options, namely accounting option and secretarial option. For these two options, business students read Financial Accounting, Business Management, Principles of Cost Accounting, Elective Mathematics, Economics, Information Communication Technology (ICT) as elective subjects whereas Secretarial option reads Business Management, Financial Accounting, Clerical Office Duties, English-in literature and Typewritten. In addition to these elective subjects, business students also read subjects such as English Language, Mathematics, Social Studies, Integrated Science, and Ghanaian language as core subjects. Ghana's system of education at the second cycle level defines core subjects as compulsory subjects (a must do subjects) for all candidates who enrol to read any course at the SHS. The elective subjects at this

level are those subjects which are relevant and are specifically design to meet the content knowledge required of any given course of study in this case business studies.

The goal and content of the Business Management and Financial

Accounting as elective core subjects at SHS

According to the syllabus, the objectives of Business Management is to help students recognize the main functional areas of business management; acquire basic principles and techniques for managing a profitable business enterprise; develop skills for solving business problems; and minimizing business risks. The rest are to acquire the capability for developing sound financial basis for business; develop appropriate attitudes and the necessary ethics for modern business; develop the capability for generating ideas for the creation of new business and to develop interest in business as a career option (Ministry of Education, 2010). According to the syllabus the content of this course has been designed in such a way that it will offer enough knowledge and skills to students who end their education at the end of SHS to manage their own businesses efficiently. It also offers adequate foundation for those who will pursue further education in Business. To achieve this, the content of the Business Management has been categorized under 10 thematic areas,

1. Nature of management
2. Functions of Management
3. Management Information Technology
4. Legal Environment of Business
5. Finance and Financial Institutions
6. Role of Government in the Economy

7. International Trade and Problems of Developing Economies
8. Globalization and Economic Integration
9. Entrepreneurship and Small Business Management
10. Functional Areas of Management.

The implication of these themes on this study is that the BTETP aims to train and equip business teachers with the required knowledge, skills and experiences to qualify them to teach these themes of the elective core business subjects at the SHS. As a result, the content knowledge for BTETP should focus at equipping preservice business teachers with the knowledge, skills and experiences required to teach these themes effectively. This pre suggest that, the themes for the two elective core subjects (Business Managements and Financial Accounting) should constitute that strong subject matter knowledge required to enable preservice business teachers to be proficient in teaching these subjects for the economic goals and objectives to be achieved.

Similarly, the content of the Financial Accounting subject has also been designed to achieve 10 aims which include, assisting business students to,

1. Appreciate the roles and functions of accounting.
2. Recognize the role and function of internal and external financial Reports and identify their users and their information needs.
3. Acquire skills for using accounting as a tool for planning, organizing, controlling and financial decision-making processes.
4. Prepare them for initial entry into accounting careers and develop sound foundation for further study of Accountancy at tertiary levels of education.

5. Acquire skills for analysing and interpreting financial reports /statements for the purpose of making useful management decisions.
6. Develop moral and ethical values essential for accountability in financial matters of both private and public sector organizations.
7. Develop an appreciation for neatness, orderliness, thoroughness and accuracy in financial record keeping.
8. Acquire positive attitudes required of patriotic citizens in matters such as regular payment of tax, customs obligations due to individual organizations etc.
9. Maintain moral standards and avoid embezzlement/misappropriation/ mis-application of public funds.
10. Apply basic accounting principles in modern business using manual, mechanical and computerized systems of financial statement reporting.

To help achieve these, the content and the scope of the Financial Accounting has been developed and categorized into 18 thematic areas which include:

1. Nature and functions of accounting.
2. The Accounting Equation
3. The Books of Accounts
4. Accounting concepts and Policies
5. Final accounts of a Sole Proprietorship
6. Provisions and Reserves
7. Correction of Errors and Suspense Accounts.
8. Bank Reconciliation Statement
9. Self-Balancing Ledgers (Control Account)

10. Single Entry and Incomplete Records
11. Accounts of Clubs and Societies
12. Accounts of Manufacturing Concerns
13. Partnership Accounts
14. Company Accounts
15. Departmental and Branch Accounts
16. Public Sector Accounting
17. Accounting for Value Added Tax.
18. Information Technology in Accounting

These themes are the content knowledge that the accounting teacher must master to proficiently teach at the SHS. The teaching and learning of business subjects at the SHS level of education requires a competent teacher with an in-depth knowledge in these elective subject areas as well as the pedagogical knowledge required to teach such subjects. It is important to say that the BTETP offered at the DoBSSE, UCC aims at training business teachers who will be capable of teaching the Management and the Accounting subjects at the SHS.

It could be seen from the above that, all the postgraduate and undergraduate programmes as well as business studies courses mentioned above appear to prepare and produce competent calibre of manpower who will take charge of business education and administration in the world of business. What it means is that, these programmes and courses do not seek to prepare business teachers to teach business courses and subjects offered at the SHS, but rather prepare students to conduct business activities effectively and efficiently in the field of business. The question one may ask, then, is *who teaches the business*

courses and subject at the SHS level? How is this business teacher prepared and where? Hence, the need for another aspect of business education programme called business teacher education and training programme (BTETP) that focuses on educating and training of business teachers to effectively teach business courses and subjects at the pre-tertiary level (SHS) of the educational system in Ghana.

Need for business education teachers

The business world is calling for a renaissance worker, someone with the: smarts to solve problems rationally and effectively, whether on a local or national level; literacy and flexibility to successfully deal with ever-changing technology as well as the creativity and leadership to help companies compete in the world economy. To help achieve this purpose requires the effort of competent business teachers to help business to achieve such purposes. Business therefore rely on business education teachers to help train such calibre of workers. Business educators understand what is important to the business community and which skills are essential for success on the job. Because they have real-world experience and regular contact with local employers, it is believed that, business teachers are in a perfect position to transfer knowledge of these skills and experiences to students to help them become competent and successful business men.

Business teachers are also needed to teach courses that help students succeed in their personal lives. Students learn how to understand and make intelligent decisions about their own finances. As active participants in civic life, business students when taught well could contribute this knowledge of business to the communities and organizations which are important to them.

Lastly business teacher education programme should be designed and implemented such that business teachers will be well equipped with competences required to help achieve the goals of business education.

Business Teacher Education Programme in Ghana

The term “Business Teacher Education Programme” (BTEP) as used in this study refers to that kind of initial teacher education and training programme offered to the business student teachers (BST) to equip them with the required knowledge, skills, experiences and enough competence to enable such individuals to become professional teachers to teach business subjects at the secondary school level of the educational system. Business teacher education and training is quite different from business studies which seeks to provide knowledge, skills, experiences and the needed competence required of individuals to be functional in the field of business.

In Ghana, business teacher education programmes are organized in two ways. These are first, the Consecutive Model where candidates who have already completed a degree programme in the field of business subject areas are enrolled on teacher training and education programmes such as PGDE. Such programmes are mostly by sandwich mode to prepare students to acquire pedagogical and practical knowledge in order to become professional teachers. Such candidates could be graduates with a bachelor’s degree/ master’s/ or doctoral degree in the field of business. The duration for such programme is mostly 2 years where one year is dedicated to theory and the other year earmarked for practical teaching. The advantage associated with this consecutive model of teacher preparation is that, business teachers are prepared

in a shorter period of time as compared to the concurrent way of teacher education and training (Consuegra, & Engels, 2014).

The concurrent model of business teacher education and training programme is the second pathway for preparing business teachers in Ghana.

Under this model, the preservice business teacher pursues teacher education and training alongside the content subjects (business courses). This means that student teachers learn the academic subjects in the area of business to be taught concurrently with education related courses throughout the duration of the preservice teachers' education and training programme (Ijioma, Afurobi, Izuagba, & Ifegbo, 2014; Hanscombe, Rinaldi, 2017; Donaldson, 2010). Such teacher education and training programme is mostly a 4-year straight degree programme for graduates from Senior Secondary Schools (SSS)/ Senior High Schools (SHS), as recommended by the Education Commission on Teacher Education which was set up in 1993 (Akyeampong, 2003). This pathway enables student teachers to gain dual speciality (business subject knowledge and education-related knowledge) (Jackevičius, 2014). In Ghana, such programmes are offered by the public higher education institutions such as University of Cape Coast, University of Education Winneba, University of Development Studies and other private universities such as Valley View University, West End University College and others.

Business Teacher Education Programme Offered at the University of Cape Coast (UCC)

The University of Cape Coast is one of the rare sea front universities in the world. It was established in October, 1962 as a result of a recommendation of an international commission. This commission was appointed by the Ghana

Government in December, 1960 to advise on the future of University Education in Ghana, and the possibility of establishing a third University in Cape Coast. Following this, the University College of Education was formally inaugurated on December 15, 1962 and placed in a special relationship with the University of Ghana (University of Cape Coast Diary, 2020).

Beginning in a few buildings taken over from a Teacher Training College located in what is now called the Southern Section, 6.4 kilometres west of the ancient education town of Cape Coast, the college expanded so rapidly in size that by 1965, the development of the permanent campus which was 1.6 kilometres to the north of the original pioneer site had begun. Earlier in 1964, the government had assigned to each of the country's three Public Universities specific fields of operation, and in line with the emphasis then being placed on science education, the College was renamed the University College of Science Education and entrusted with the task of training graduate teachers in Arts and Science, but especially the latter for the secondary school, teacher training colleges, polytechnics and technical institutions in Ghana. In 1966, following the change of government, the college reverted to its original name of the University College of Cape Coast (University of Cape Coast Diary 2020).

In 1970, the College's Council recommended to the government regarding the upgrading of the College to the status of a full university with power to award its own degrees. As a result of this, University of Cape Coast Act, 1971(Act 390) was promulgated for granting full university status to the College with effect from October 1st, 1971. This was later re-enforced with the University of Cape Coast (UCC) Law, 1992 (PNDC Law 278) (University of Cape Coast Diary 2020).

At its inception, UCC had two academic departments, Arts and Science, which were re-designated as Faculties a year later. In 1964/65, Education which had previously been part of the Arts family was established as a separate faculty (Faculty of Education) in view of the crucial role it was to assume within the re-organised degree structure.

In the 2004/2005 academic year, the Faculty of Education, now College of Education Studies undertook a re-structuring exercise and introduced new departments and academic programmes of which Department of Arts and Social Sciences Education (DASSE) was one of them. In order to keep pace with social, economic, scientific and technological development, the college and for that matter the university reviews its curriculum regularly by adding and revising individual courses and programmes. As a result, a new programme which was Bachelor of Education (Management) (B.ED. (Management)) programme was introduced during the period. Three years later, another bachelor's degree programme (Bachelor of Education (Accounting)) was also introduced (Faculty of Education Academic Programme, UCC, 2005-2010).

Following a policy implementation of the Academic Board in 2014, the university restructured its principal offices. This led to the elevation of DASSE into a faculty status called Faculty of Humanities and Social Sciences Education with two departments (Department of Arts Education (DoAE) and Department of Business and Social Sciences Education (DoBSSE)). The latter is the department responsible for the running of business teacher education programmes in the University of Cape Coast. The business teacher education programmes offered at the University of Cape Coast have two options which comprise Bachelor of Education Management (B. ED Management)

Programme and Bachelor of Education Accounting (B.ED. Accounting) Programme (Faculty of Humanities and Social Sciences Education (FoHSSE), UCC, 2020).

The Bachelor of Education Management Programme

The Bachelor of Education Management (B.ED Management) programme was introduced as a result of recent increase in demand for business educators, administrators and secretaries. That increased demand had largely been due to the expansion of business education in both public and private institutions especially at the second cycle level. However, the supply of this calibre of human resource failed to match the demand for such manpower needs, thereby creating a gap. Hence the introduction of B.ED (Management) programme as a package to meet the ever-growing demand for business educators and administrators for national development (Faculty of Education Academic Programme, UCC, 2005-2010).

The goal of B.ED Management programme

The goal of the B.ED Management programme is to train highly qualified graduates who will be academically and occupationally useful. That is, the programme seeks to prepare high calibre of personnel for the areas of business education and administration in Ghana and beyond focusing on achieving three key objectives. First, to develop the competence, knowledge and skills of student teachers to enable them to operate effectively as tutors in the second cycle public and private institutions. The second goal is to equip students with management and entrepreneurial skills to make them function effectively as corporate administrators in the public and private sectors of the economy. Last, the goal is to prepare students for higher academic and

professional pursuits (Faculty of Education Academic Programme, UCC 2005-2010).

According to the programme document, the B.ED Management programme commenced at the beginning of 2005/2006 academic year with two target groups as potential candidates. First, the Post-SSS applicants, who are expected to have good passes in Core subjects (English, Core Mathematics, Integrated Science and Social studies) and good passes in three electives subjects under Accounting and or Secretarial course with the following options: Accounting, Introduction to Business Management, Economics, Clerical Office Duties, Typing, Business Mathematics and Costing. The second target group is Post-HND applicants (Secretarial and Management candidates) with a minimum of 2nd Class Upper and must pass a selection interview. HND candidates with qualification in education are to be admitted to Level 300 while those without educational qualification are also to be admitted to level 200 (Faculty of Education Academic Programmes, UCC, 2005-2010).

The Bachelor of Education Accounting Programme

According to the programme document, the rationale for the introduction of Bachelor of Education Accounting programme (B.ED. ACT) was as a result of the decision of the then Faculty of Education (FE) now College of Education Studies (CES) to set aside the first semester of the fourth year of its undergraduate programmes solely for practice teaching among the final year students in the college. In response to this broad goal of the college, the Department of Arts and Social Sciences Education (DASSE) now Faculty of Humanities and Social Sciences Education (FoHSSE) reviewed its Bachelor of Education (Social Sciences) programme of which accounting education was

part. This was to allow enough coverage of all the essential aspects of the programme. However, it is to be noted that accounting education, which often attracts very large numbers of students, has been functioning as part of the social sciences programme and this has often posed some challenges pertaining, particularly, to human and material resource allocation. In an effort to address these challenges, the Department recognised the need to separate accounting education from the mainstream social sciences education to enable it receive due attention, and recognition as a distinct programme nationally and internationally (Department of Business and Social Sciences Education, UCC, 2015).

The goal of B.ED Accounting Programme

The overarching focus of the programme is to produce trained and qualified teachers who have adequate subject matter knowledge and can employ critical and reflective thinking in their analysis of educational issues in general, as well as curricular and pedagogical issues in particular, in their chosen subject areas in this case accounting. The B.ED Accounting programme aims at achieving the following key objectives:

1. train teachers in Business Accounting Education,
2. produce teachers and facilitators who will effectively implement the education reform programme of the government
3. promote basic and applied research in the Business & Social Sciences Education
4. disseminate research findings/information in Business and Social Sciences Education
5. prepare students for higher academic and professional pursuits.

The Bachelor of Education (Accounting) programme commenced in August, 2008/2009 academic year with the following as admission requirements for the various categories of applicants:

1. Post-Senior High School Candidates

- a. Passes in Core English, Core Mathematics, and Integrated Science or Core Social Studies (with Grade D or better) in the SSSCE/WASSCE;
- b. Passes in 3 elective subjects including Accounting, Management, and Economics.

2. Mature Students

- a. Applicants must be 25 years and above,
- b. They must pass three entrance examination papers: general paper, education, and a special paper in their preferred subject areas for example financial accounting, business management, and economics,
- c. Successful candidates will need to pass a selection interview in addition.

From the above, the Bachelor of Education Management and Accounting as a business teacher education programme has the singular goal of producing competent teachers to teach business subjects at the second cycle of education institutions. Secondly, the entry qualification for SHS/SSS candidates is just a pass which has a minimum of 'grade D' in both core and elective subjects in all the two programmes. This could be worrying since a grade 'D' seems to be too low for admission of candidates to pursue such programmes.

Business teacher education curriculum at UCC

According to the programme document from the department of Business and Social Sciences Education, the curriculum offered for business teacher education programme in DoBSSE (UCC) comprises three major components: subject/content courses (Content Knowledge) education courses (Pedagogical Knowledge) and Teaching Practice (Experience Knowledge).

Content knowledge (subject matter)

The content knowledge aspect of the curriculum for BTE programmes has been organized around several components of business subject matter. They comprise courses which are relevant and are specifically design to meet the content knowledge required of a business teacher to teach business subjects at the SHS. That is, they are courses which preservice teachers are to learn to teach as prescribed by the department. The CK of the BTEP is specifically the business-related courses that are to prepare preservice business teachers to teach those business subjects at the SHS. They preclude all education related courses of the business teacher education programme.

Common taught courses offered as part of the business teacher education programme include:

1. Introduction to Business Management
2. Principle of Management
3. Principles of Accounting
4. Economics, Cost and Management Accounting
5. Business Law
6. Company and Partnership Law
7. Basics of Computers

8. Management and Information Systems
9. Business Communication
10. Office Practices and Administration
11. Financial Accounting
12. Human Resource Management
13. Strategic Management
14. Entrepreneurship
15. Practical experience (Internship)

These components appear to contain all the business subjects taught at the second cycle education level and beyond (DoBSSE, 2017).

Pedagogical knowledge

The second courses of the curriculum for the preservice teacher education programmes (B.ED Management & B.ED Accounting) is education related courses of the programme (the pedagogical knowledge). The researcher considers all course design to help equip preservice business teachers with knowledge of education and pedagogy to enable them to teach the content subject appropriately as professional teachers. They include all the courses that seek to equip the preservice teachers with: general pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter; knowledge of learners and their characteristics. It also includes knowledge of educational contexts, ranging from classroom, the governance and financing of the school districts, to the character of communities and culture.

Pedagogical course also involves courses that equip preservice business teachers with knowledge of educational ends, purposes, values and their

philosophical and historical grounds; curriculum knowledge with particular grasp of materials that serve as “tools of the trade” for teachers. It encompasses that special amalgamation of content and pedagogical courses that are uniquely province to the teacher and their own special form of professional understanding as well as preservice teachers’ knowledge of technology in the application of content and pedagogy (Shulman, 1987).

Teaching practice

The teaching practice (practicum/experience teaching/clinical preparation) aspect of the curriculum of the preservice business teacher education and training programme offered by DoBSSE involves all the activities and the processes that the preservice teachers go through as part of their education and training programme purposely to demonstrate the knowledge they have acquired in practical teaching. It is an opportunity given to the preservice business teachers to practise the professional knowledge, skills and attributes in a live or simulated class. This aspect of the curriculum is implemented by a different section called Centre for the Teacher Professional Development (CTPD) under the College of Education Studies (CES), in the University of Cape Coast. It is a Centre in charge of teacher professional development, specifically teaching practice or practical preparation of all preservice teachers in the College of Education Studies within the University. What it means is that, the planning, organization and execution of all activities that are related to practical preparation of all preservice teachers including preservice business teachers are under the control and management of CTPD.

The vision of the CTPD is to become an outstanding reflective teacher practicum division which is well positioned to support the College of Education

Studies in training competent professional teachers with worldwide acclaim. Hence, the focus of the Centre is to achieve its mission of promoting outstanding teacher professionalism and experience that: empowers teachers to be innovative, builds confidence, and enables teachers to reflect on their professional practice towards a successful teaching profession (Bonne, 2018; UCC Teaching practice Hand Book, 2013).

The philosophy of CTPD

The Centre believes that teaching is an activity intended to promote learning, and that, there is no one best approach for achieving this. By this, the centre believes there is an opportunity to share knowledge, experience and skills with students in a conducive environment for producing effective reflective teaching practitioners. The Centre also believes that teaching practice is a process of learning to teach and teaching to learn and this can be achieved by, first, preparing student teachers not only for work in the classrooms but also in schools and communities. Second, the centre believes exposing students to systematic practical teaching experiences that begin with the student teacher initially observing a group of mentors, before they take charge of a full class in independent teaching. Third, the preservice teachers then proceed to peer teaching to enable them to practice classroom skills to assume full responsibility of a classroom teacher to do extended periods of school teaching experience under the guidance of experienced teachers (mentors) and university supervisors (UCC Teaching practice Hand Book, 2013).

According to the Centre, teaching practice therefore provides opportunity for preservice business teachers to exhibit professional knowledge and understanding to enable them to demonstrate two major skills. First, the

professional skills in: planning, teaching, assessing, monitoring and giving feedback; review teaching and learning; creating a learning environment; team working and collaborating; participating in co-curricular activities such as sports and games, debates, club meetings and drama. Second, the preservice business teacher is to demonstrate knowledge and understanding in professional attributes by: serving as a role model to learners; showing professionalism; demonstrating commitment to collaboration and cooperative working; reflecting and improving his/her practice, and exhibiting a creative and innovative approach towards problem solving.

Phases of teaching practice

According to the CTPD, the teaching practice for preservice business teacher education and training programme is organized in two parts. The first part is the Micro Teaching (also called Peer Teaching /On-Campus Teaching Practice (On-CTP)) and the second part is called Extended Teaching Practice (also known as Off-Campus Teaching Practice (Off-CTP)). The preservice business teacher is required to complete both parts successfully before he/she can complete the preservice teacher education and training programme.

Microteaching/On-CTP

It is a three (3) credits hour compulsory course with a course code: EMT: 390A, design to enable preservice business teachers to practice specific teaching skills in non-threatening environment, get feedback from peers and supervisors (UCC Teaching Practice Hand Book, 2013). The specific teaching skills emphasize include: questioning techniques, use of board and other audio-visual resources, systematic presentation of lesson and lesson closure. The microteaching process commence during the fifth (5th) semester (the second

semester of the third year) of the four-year programme for an average minimum period of 10 weeks. In this course, trainees in small groups of same subject areas teach their peers and observe each other teaching, provide feedback in a form of discussion in a positive learner-centred and non-judgmental environment for the purposes of improving one another's instructional abilities.

With simplified task, in a small-scale teaching situation, in a reduced class size, trainees put themselves under the microscope of small group audience between 25-30 students to teach under the supervision of two lecturers (professional teachers). Here, strength in subject matter and teaching methodology are identified and reinforced while deficiencies in subject matter and teaching methodology are brought into perspective for the observers to give constructive feedback. The micro teaching activities involves the following stages:

1. *Briefing stage:* Supervisors take students through all the stages of the microteaching session, verify students' approach to lesson plan preparation (e.g., format) and seek to understand what students have been taught. They have a discussion with students on specific skills that would be practiced in the initial weeks (lesson planning, introducing a lesson, presenting a lesson, stimulus variation, proper use of audio-visuals, questioning and closing of a lesson).
2. *Planning stage:* Students are given the opportunity to select topics from the syllabus of their subject areas (business subjects) for the level they are being trained to teach and prepare for micro lesson for specific teaching segment or for a full lesson which last for about 15-20 minutes.

3. *Teaching stage:* Here the preservice business teacher normally teaches micro-lesson or segments of a lesson for about 15-20 minutes individually, or may teach a full lesson, in smaller groups (five,) with each student taking a segment of the lesson for a period ranging from 15 -20 minutes depending on the number of student teachers in each group. At this stage, the preservice teacher is expected to demonstrate his/her knowledge of content and pedagogy to teach. It is important to state that, lessons are assessed using an assessment form labelled 'Form A'.
4. *Feedback stage:* This takes place in a form of discussion and analysis where the student teacher is given the opportunity for self-assessment (self-feedback) and constructive feedback from peers and from supervisors. Feedbacks in a form of suggestions or contributions offered are purposely meant to correct and discourage wrong doings and reinforce good practices. They are also recorded and presented to student teachers for reference sake. Preservice teacher gets the opportunity to practise the teaching exercise for a minimum of three consecutive times assessed and graded. A minimum mark of 50% (grade D) is required of every trainee not just to pass the microteaching but also to qualify to do the off-campus teaching practice.

The educational field experience (EFE)/off campus teaching practice (Off-CTP)

It is the second part of the teaching practice aspect of the BTEP. It is also called Extended Teaching Practice (ETP) with course code and title: EFE: 491. The EFE is a capstone experience in which preservice business teachers spend a minimum of 10 weeks in a school setting appropriate to their

professional career goals, in this case a secondary school and in the area of business. Preservice teachers go through EFE exercise during the first semester of the final year of their programme. It is a full course for that semester where the preservice teachers spend the entire semester in the school doing the practical teaching. As hinted earlier, a pass in the micro teaching is a necessary condition trainees have to satisfy before they qualify to register this course and go through the Of-CTP successfully.

In the school of practice, the preservice teacher teaches assigned classes and subjects under the guidance of school-base mentors. Lecturers from the university and other corporative supervisors from other training institutions in the catchment areas visit the school regularly to monitor student's progress, offer counselling and professional support and also assess the teaching (UCC Teaching Practice Hand Book, 2013). The major responsibility of the supervisors and mentors is to observe preservice teachers' teaching and assess them by using all kinds of assessment of teaching to provide data on which the preservice teacher can build his/her plans for modification and change in the planning, preparation and delivery of his/her future lessons. In addition to this, data gathered in a form of formative and summative assessments are used to determine the achievements of the preservice teacher and also reflect the level of the trainees' development. The observation of teaching is a major part of the developmental learning process in which the student teacher gets the opportunity to reflect on his/her professional practice and discuss issues. According to the UCC Teaching practice Hand Book, (2013), the observation process of the EFE has been categorized into three major parts/stages:

1. *Pre- observation discussion:* It is the stage where supervisors and mentors meet the preservice teacher with his/her teaching portfolio (TP), scheme of work (SoW) and completed or up to date lesson plan for discussion about the proposed lesson before the actual teaching. This stage enables the supervisor or mentor to gain clear idea of preservice teacher's intention for the lesson, understand the background to the lesson and how it fits in with previous teaching and learning with the target group. The supervisor tries to understand concerns of the student teacher (if any) and *why* and comment or offer suggestion where necessary. The preservice teacher also gets the opportunity to reflect on the lesson plan, discuss any potential problems and reflects on the planned lesson during the discussion and make changes where necessary before the teaching itself.
2. *The observation teaching:* At this stage, the supervisor or the mentor has no role to play than to observe the preservice teacher's teaching and learning with the group of students and records his/her findings for post teaching discussion. However, supervisors or mentors may take the opportunity to talk to students or contribute to the lesson where necessary.
3. *Post- observation discussion:* After the teaching and observation of the lesson, supervisors/mentors make time to meet preservice teacher for feedback discussion of observed lesson and present the written feedback indicating areas of strength, satisfactory, need for improvement and suggestions to the preservice teacher. The post-observation discussion enables the trainee to critically reflect on the lesson in relation to his/her professional practice.

It is important to note that mentors and supervisors provide reports endorsed by the student teacher as true reflection of his/her performance to the CTPD for grading of students (UCC Teaching practice Hand Book, 2013).

It could be seen from the above that the teaching practice activities organized by the CTPD falls short of the observation visit. This implies that students will not have the opportunity to observe teaching and other classroom activities before the start of Of-CTP. This may limit the practical experiences of the clinical preparation of the BTEP offered at the Department of Business and Social Sciences Education in the University of Cape Coast.

It is important to say that the curriculum for business teacher education programme be modelled and implemented such that the aims and goals of the programme are achieved. For it is this way that the aims and goals of business education studies at SHS level could be a reality for national development. The next subheading in the next section discusses some models for teacher education and training programme.

Models for Teacher Education and Training Programmes

There are various pathways for qualified candidates to complete initial teacher education to fulfil their ambition to be professional teachers. In Ghana, initial teacher education programmes include: Diploma in Basic Education (DBE), Bachelor of Education (B.Ed.) in Science, Arts, Mathematics, ICT, Business, etc. and the Postgraduate Diploma in Education (PGDE). The Bachelor of Education programme is designed to help secondary school teachers to achieve their goals of completing a degree in education to become professional teachers. Each initial teacher education and training programme operates within certain structural and institutional parameters. Such institutional

functions directly relate and determine the kind of teacher education and training programmes offered and the calibre of professional teachers produced. The entry route of applicants and how they are expected to learn, the existing resources and learning experiences of students in the course of their teacher education and training programme are all influenced by the kind of teacher education and training programme run by the training institutions. However, research indicates that no matter what and how teachers are prepared and trained, initial teacher education and training can be organized in two ways that provide two models for initial teacher education and training programmes. These are The Consecutive Model for Teacher Education and Training Programmes (CMTETP) and The Concurrent Model for Teacher Education and Training Programme (CMTETP) (OECD, 2009; Ijioma, Afurobi, Izuagba, & Ifegbo, 2014; Jackevičius, 2014).

Consecutive Model for Teacher Education and Training Programme (CMTETP)

A consecutive model for teacher education and training programme is an initial teacher education and training programme that is offered to applicants who have already completed a university degree in a specified discipline. Here, specialization of educational courses in pedagogy and other professional practices of teaching are accessible to applicant after they have completed another degree in a discipline learned in school. For example, candidates acquire a first degree, HND, master's degree or even Doctorate degree in any of the academic field programmes such as Business, Sciences or Arts after which they enrol to study in a faculty of education for a minimum period of two years. This enables them to receive either Post Graduate Diploma in Education (PDGE) or

Professional Diploma in Education (PDE) certificate to become professional teachers (Ijioma, Afurobi, Izuagba, & Ifegbo, 2014). This implies that, student teachers prepared in the consecutive model for teacher education and training acquire a minimum of first degree in a subject area and by implication have mastered the substantive content of their proposed teaching subjects before they enrol to study education for certification to be a professional teacher. That is, the already obtained degree becomes a necessary condition to enrol on such programme of study. This model is more common to secondary school teachers than to primary school teachers. Research has shown that initial teacher education programmes based on this model are common in countries such as Denmark, France, Norway and Spain Austria, Australia, the Czech Republic, England, Finland, Ireland, Israel, the Netherlands, Northern Ireland, Scotland Nigeria and Ghana (Musset, 2010; Felix, 2011).

The important advantage associated with the consecutive teacher education and training programme model is flexibility. First, there is a flexible entry into the teacher education and training programme. Indeed, because the student teacher already has a degree in specified discipline, he/she is able to convert him/herself easily and enrol on consecutive teacher education and training programme. This also creates flexible conditions for non-professional teachers to become professional teachers in the teaching profession. Second, there is also flexibility in relation to student teacher's coursework. What it means is that, because the student teacher has an in-depth knowledge and experiences in the content area, he/she is better equipped for future change in the labour market conditions. It is important to note that in some subjects, (examples of such courses are Accounting, Management, Chemistry

Mathematics, etc.) it is vital for the teacher to have a strong subject expertise that can sometimes be achieved only through prior studies in that specific discipline (Musset, 2010).

A third advantage is that, the consecutive model for teacher preparation mostly attracts student teachers who are more mature and responsible as student, who come from different field of life. As a result, they bring greater diversity of experiences to teaching and learning process and the teaching profession (Musset, 2010). The author further added that, their initial degree enables them to develop sound knowledge of the logic and structure of the courses and the subjects they teach (Musset, 2010; Xiaobin, 1999).

However, irrespective of these advantages associated with this CMTETP, research has also shown that, the consecutive initial teacher education and training programme model is characterized by some limitations. First, teachers trained through the consecutive model can have a weaker knowledge in learning techniques and in pedagogy in general (Musset, 2014). Second, because they have studies in two diverse cycles, where they learn two different aspects of the teaching profession, their learning process is fragmented, rather than integrated (Yusuf, 2011). This means that teachers trained on consecutive initial teacher education and training programmes have their professional identity less constructed around teaching but rather more around the subject in which they specialized or teach.

Concurrent Model of Teacher Education and Training Programme (CMTETP)

Concurrent model of teacher education and training refers to that kind of initial teacher preparation where beginning teachers pursue teacher education

alongside other courses. This model of teacher education and training programme allows student teachers to learn the academic subjects concurrent with education related courses throughout the duration of the programme (Ijioma, Afurobi, Izuagba, & Ifegbo, 2014). This kind of teacher education and training programme has been described by experts in the area as an extended professionalism which emphasize the development of the student teacher's academic and professional qualities (Hanscombe, Rinaldi, 2017; Donaldson, 2010). Such teacher education and training programmes last between the period of four to five years and enables student teachers to gain dual speciality (subject knowledge and education related knowledge) (Jackevičius, 2014).

In addition to the above, studies have shown that, concurrent TETP allows a more integrated learning experience (Aramavičiūtė, as cited in Sederevičiūtė-Pačiauskienė & Vainorytė, 2015). Again, it has been proven that, contemporary learning paradigm of the 21st century comes with different roles of the teacher which includes “internationalization of values and the consistent improvement of its interaction with the teacher. These modernizations of learning styles for cooperation, reflection, experience cannot be acquired hastily (Clarke, Lodge, & Shevlin, 2012). Therefore, concurrent model for teacher education and training programme therefore allows continuous gradual process by equipping preservice teachers with the required knowledge and experience throughout the study period.

According to Concurrent Teacher Education (2014), the greatest advantages of the concurrent model for study programmes of teacher education and training are: first, the integrity of discipline and professional studies and the predominant interdisciplinary cooperation approach to teaching and learning.

The fundamental learning of a discipline alongside iterative field placement and students' reflection creates conditions for the knowledge analysis and synthesis. This provides the student teacher with an opportunity to learn proper skills of the teaching work. This enables the beginning teacher to prevent and avoid experimentation and the development of erroneous skills when working as a professional teacher at school.

On the contrary, if the preparation of the student teacher lasts for short period (a year) in isolation from the student teacher's profession and pedagogical process, there is the tendency of the student teacher to acquire only certain knowledge of pedagogy and psychology in abstractions. This, expert doubt whether student teachers will be able to understand such knowledge acquired as a system (Adamonienė, 2003).

Second, concurrent model of teacher education and training offers the assurance of other teachers' needs that are vital for 21st century teachers. These include teacher's knowledge of cultural diversity, understanding of international context and cooperation, and the knowledge of global ethics. In addition, student teachers acquire good interpersonal communicative skills which help them work to meet diverse needs of learners and are able to deal with challenges that may arise in the classroom (Sederevičiūtė-Pačiauskienė & Vainorytė, 2015; Musset, 2010). The model also allows professional interests of the student teacher to be refined (Alrimawi, 2013). Students are able to discover problems that are specific to teaching and learning in specified discipline that enables better learning of academic and professional studies from the very beginning of the programme to the end.

Last, the concurrent teacher education and training programmes offer students the opportunity to take field placements at schools which enable them to connect theory and practice (Concurrent Education Program, 2014). Other studies have also shown that the model allows long period of pedagogical field placement which is one of the vital factors that determines educational professional self-determination of education students' diverse discipline (Balčiūnaitė, 2006; Barkauskaitė, Pečiuliauskienė, 2007). These authors unanimously agreed that during educational field engagement at schools, preservice teachers assess their subject-related competences; they examined themselves in their practice with learners and after such experience, often discover their calling to confirm their decision or even changed their negative attitude not to work as teachers (Mokytojų, 2012).

It is important to note, that student teachers get acquainted with the work of the teacher progressively: at the beginning of their studies; they observe; later, they work under the supervision of a mentor or experienced teacher and during the last year of their studies, they lead lessons independently. The period of continuous practical or field experiences of the student teacher enables them to develop teaching skills and values with adequate period for reflection. Without such expanded field experiences, the student teacher may not get the opportunity to develop and be matured in his/her disposition as a professional teacher. Again, trainees may also lose the opportunity to acquire an in-depth knowledge of their professional environment and how it relates to their personality (Adamonienė, 2003). Without the knowledge of principles and practices of the education process and psychological patterns, the student teacher will work base on his/her own intuition: using trial and error method,

which will lead to improper application of practical skills. In this way, non-integrated stimuli get embedded in the professional teacher's conscience which will prevent the student teacher to perceive the essence of his/her educational professional activities as a whole to confront them all the time (Kregždė, 1998).

This model of teacher education and training programme is common for primary school teachers in (France and Germany). It is also practised at both lower and upper primary and secondary education level in countries such as Belgium Canada, Greece, Hungary, Ireland, Italy, Japan, Korea, Turkey, the United States (Sederevičiūtė-Pačiauskienė & Vainorytė, 2015; Pagrindiniai, 2013; Musset, 2010) and Ghana.

The implications of the concurrent model of teacher education on the current study are that, the business teacher education and training programmes are offered under this model. This suggest that BTETP should, make it an integral part to endeavour to address the challenges identified using this model to enable quality teacher preparation of the business teacher. The next section of this chapter discusses the empirical studies that are relevant to the study.

Empirical Studies on Preservice Teacher Education Programme

This part of the chapter reviews studies conducted by previous researchers on teaching philosophy, background characteristics of preservice teachers, the knowledge base emphasised by teacher education and training programmes, pedagogical approaches and methods used in teacher education and training programmes. Studies on teaching practice of trainees as well as preservice teachers' experiences of their teacher education and training programme and their choice of teaching as a profession were also reviewed.

The empirical aspect of the study will unravel and bring to light what other researchers have done in the literature in terms of business teacher education and training programme. These previous works have been reviewed to bring up the knowledge gaps in relation to business teacher education and the need for this study to bridge that gap.

Teaching Philosophy

Wahyudin, Ahman, Rusmono and Rahmawati (2017) investigated the influence of teaching philosophy of selected teacher education institutions in Indonesia. The study examined the understanding of institutional teaching philosophy among teacher educators and its implication on teaching methods and strategies in classroom practices in the process of educating the professional teachers. Documentary analysis was employed to examine documents concerning the programmes. Interviews, focused group discussion and questionnaires were employed in measuring the teacher educators understanding of the teaching philosophy of their institution and their application in relation to teaching activities.

The study found that the teaching philosophy of teacher education institutions is key to the proficiencies and assertiveness required to be imparted in preservice teachers. The finding indicated that teaching philosophies of teacher educators are powerfully influenced and stimulated by institutional teaching philosophy and reflect in routine teaching activities of teacher educators as they train and educate professional teachers in their training institutions.

It can be concluded that teaching philosophy of any teacher education programme such as BTEP is important since that influences the teaching

activities of the teacher educators. It is important to say that Wahyudin, et al. (2017) conducted their study in Indonesia in a context which is different from Ghana. Again, much has not been done in the literature in terms of empirical studies on teaching philosophy of teacher education especially on BTEP offered at the university level, creating a gap in the literature. This study therefore sought to fill this gap.

Background Characteristics of Preservice Teachers

In Ghana, Kwaah and Palojoki (2018) conducted a comparative study on entry characteristics, academic achievement (in English, Mathematics, and Science) and teaching practices of newly qualified teachers (NQTs) – those who came directly from senior high schools and those who came as untrained teachers from the field who enrolled into the teacher education programme. The study employed a sequential mixed method design, and gathered data through the questionnaire and observation guide.

The study found out that both groups of NQTs entered the teacher education programme with weak grades (C4, C6, and D7) in English, Mathematics and Science. This poor performance did not change during their teacher education programme with respect to the aforementioned subject areas. When the two groups were compared, those who came directly from the SHS were relatively better than the untrained teachers. The untrained teachers' grades were consistently very poor on the programme. The authors attributed the weak performance of both groups to their weak entry knowledge, and that this could have consequences on their lesson delivery.

Similarly, Anane (2018) examined the relationship between teacher trainees' entry characteristics (entry aggregate, sex, and programme specialty)

and their academic achievement (CGPA) in colleges of education in Ghana. The study used multistage sampling technique and selected 500 teacher trainees from 10 colleges (out of the 38 public funded colleges) out of the 22800 for the 2016 and 2017 batches. The questionnaire gathered data on their entry characteristics and academic results which covered four semesters were taken from the college for analysis.

The study found that trainees entered the colleges of education with weak grades/aggregates – 1% of them had grade B; less than 20% had less than aggregate 24; and 48% had aggregate 30 or more. The study found out that trainee teachers' entry characteristics were correlated with their academic achievement at the college. By implication, it can be observed that the weak entry characteristics of the trainee teachers positively influenced their academic achievement.

Still in Ghana, Abonyi, Awhireng and Luguterah (2021) employed the descriptive approach to investigate the rationale for preservice teachers' choice for teaching as a profession. The simple random sampling technique was used to select 300 out of 655 preservice teachers (first and second year batches) at the Ada College of education. The questionnaire was used to gather data on trainees' motivational factors that influence them to choose teaching as a career, and the differences in their motive for choosing teaching as a career based on their motivational characteristics (gender).

The mean scores found out that the trainees chose teaching as a career due to their interest in shaping the life of younger generations, previous teaching experienced, teaching knowledge developed including passion, to enhance social equity and their perceived teaching abilities. The independent samples t-

test found out that the female trainees rated job security, time for family and passion for teaching higher than the male trainees.

Davis, Kwaah, Beccles, and Ayebi-Arthur (2019) examined the motivation to become a teacher among preservice teachers in Colleges of Education in Ghana. The mixed-method design was employed. Out of the population of 48,702 preservice teachers, 3,308 respondents were sampled for the study. A multistage sampling procedure involving stratified random sampling and purposive sampling methods were used to select the respondents. A questionnaire was used to collect the data on their motivation to teach. Frequencies, percentages and inferential statistics were employed to examine the responses to the research questions. The data collected from the open-ended items were analysed into narratives.

The study revealed among others, that, the motivation to train as a teacher was not the main motive for the majority of the preservice teachers to enrol on the teacher education programme. Rather, it was the opportunity the teaching profession offers for one to eventually leave for the dream career.

Bergmark, Lundström, Manderstedt and Palo (2018) investigated student teachers' perceptions of the teaching profession and their motives for their career choice. The study employed a qualitative approach compared to previous studies that focused on multiple rationales for teaching in relation to trainees' pedagogical uniqueness to engage 259 respondents from three different Swedish teacher education programmes (primary, middle school and upper secondary teacher education programmes). As part of their first course, between 2013 and 2015, trainees were asked to write their perception on the teaching profession and the reason for choosing teaching as a profession.

Data collected in the form of written texts was analysed in two ways (communicative and the order of discourse) using four concepts from discourse theory (as a particular way of talking about and understanding the world). These were nodal points indication, points elements, (signs with several and possible connotation), chains of equivalence (creates uniqueness relationally) and subject positioning which determine the role the discourse allocate to individual.

It was found that the preservice teachers had positive perception about the teaching profession. The results indicated that preservice teachers had multiple (intrinsic, altruistic and extrinsic) motives for choosing teaching as a profession. The motives for becoming a teacher were often closely linked to their views of the teaching profession. It also revealed that how they speak about these two aspects as student teachers in the early stages of education, and by doing so subsume themselves in an order of discourse, are important for how well they succeed in their teacher training and ultimate graduation.

Waheed, Wazir and Rasheed (2016) examined the entry characteristics of preservice teachers and their motivation to teach. The study employed the descriptive survey design and used questionnaire to collect data on the background characteristics and the motivation, from 184 first year preservice teachers enrolled on preservice teacher education programmes in Baluchistan, in Pakistan. Frequencies and means were computed to analyse the background characteristics while independent sample t-tests and analysis of variance (ANOVA) were calculated to determine the factors that contribute to entrant teachers' motivation. It was revealed that most of the entrant teachers were both intrinsically and extrinsically motivated towards the teaching profession.

However, these motivation factors of entrant teachers vary with respect to their background characteristics.

Elsewhere in Singapore, Low, Ng, Hui and Cai (2017) investigated the motivation factors of preservice teachers (reading bachelor of Arts or Science Education degree specialising in primary or secondary school teaching) for choosing teaching as a career in 4-year initial teacher education (ITE) programmes. The study investigated the factors that trigger trainee teachers' interest in teaching and the driving force behind their choice of teaching as a career. Data was gathered from 26 teacher trainees through the interview guide and was analysed using grounded theory and iterative process of constant comparative method. The study found out that socialisation and prior teaching experience were the major triggers of the trainees' career decision for becoming teachers. In terms of the drivers, the study found intrinsic value-sense of fulfilment as the key factor influencing their choice of the teaching career.

It can be concluded from the empirical studies on background characteristics of preservice teachers that, entry qualifications of preservice teachers affect their performances during their teacher education and training programme. This suggests that UCC should admit candidates with good academic backgrounds into the BTEP. Again, it is clear that preservice teachers are intrinsically and extrinsically motivated for choosing to become teachers. However, it is clear that much of these studies focused on trainees at the colleges of education in Ghana without considering those at universities especially the preservice business teachers at the UCC. Again, a study that attempted to examine motivation factors of trainees at tertiary level was also conducted in Singapore, a different context from Ghana. Lastly, all these studies did not

include background characteristics of preservice business teachers, thereby creating a gap in the literature in this area. It will not be out of place to conduct a study to investigate the background characteristics of preservice business teachers to fill the gap created in the literature.

Knowledge Base Emphasised by Teacher Education Programmes

Content Knowledge (CK)

Sahragard and Saberi (2018) conducted a qualitative study on preservice teacher education knowledge base in Iran. A purposive sampling technique based on the trainees' availability and willingness to be part of the study was used to sample trainees on preservice teacher education programme. Questionnaire on teacher education knowledge base (TEKB) and knowledge base effectiveness (KBE) designed by Jadidi and Baghari (2014) which had reliability of 8.98 for TEKB and 9.57 for KBE was adopted. The questionnaire which comprised 45 items ranging from content-related knowledge emphasised by preservice teacher education programmes was used to collect data from 140 student teachers and 160 teachers who had just completed their teacher education programme from Farhangain University. Data collected was analysed using descriptive statistics such as mean and standard deviation. The study found that initial teacher education programme focuses more on theoretical issues than practical aspects. The findings indicated that initial teacher education programme emphasised less of issues relating to pedagogy (the use of teaching methods).

Flores (2011) investigated the curriculum of preservice teacher education programme in Portugal to examine new key trends in ITE curriculum after the introduction of the Bologna process in European universities. The

study focused on the component and problems of the curriculum of preservice teacher education programme in the context of Portuguese policies of initial teacher education under the Bologna process.

The key assumptions of the Portuguese policy included professional qualifications; curriculum based on behavioural change that projects teacher performance. It also included the need for practice teaching that embraces observation; collaboration and partnership of practice schools and teacher education institutions to ensure effective supervision (effective mentor- mentee relationship) to ensure quality of teachers. To achieve this, the policy requires critical request for examination on knowledge and competences as well as probation period to authenticate the capabilities of the newly-trained teacher into the profession. That is, to determine the nature of teaching profession (acquisition of knowledge and critical reflection of one's own actions) and the kind of teachers being churned out. The component of the curriculum under the Bologna process included general educational training, subject matter knowledge, professional practice, cultural and sociological ethical education, and research methods in education. The study found that the initial teacher education curriculum has been disintegrated and with little emphasis on some key components such as professional practice. Also, faculty members were found not to be functioning as teacher educators. There was less emphasis on the co-ordination and articulation of the key components of initial teacher education programme and less reflection of pedagogical practice among teacher educators.

Pinamang and Penrose (2017) explored preservice teachers' CK and PK emphasised by teacher education programme for teaching geometric

transformation at the Junior High School level and to identify the relationship between trainees' CK and PCK in geometric transformation. The study used a quantitative method and adopted the Geometric Transformation Achievement Test (GTAT) as a survey to explore the CK and PCK of second year trainee teachers in two Colleges of Education in the Ashanti Region of Ghana. Even though the study found that preservice teachers exhibited deep CK from the geometric transformation test, the results from the PCK of the GTAT revealed that, preservice teachers had low PCK in geometric transformation. This implied that the preservice teacher education programme did not place much emphasis on the PCK which could mar the effectiveness of the preservice teacher in the classroom. It is not clear whether the situation is the same with business teacher education programme offered at the universities specifically UCC, hence the need for this study.

In Belgium, Mohamed, Valcke and De Wever (2017) assessed student teachers' readiness for the job concerning teacher competence frameworks. The descriptive survey design was used in the study. The sample size was 226 out of a population of 1,600 preservice teachers. Questionnaires were used to gather data from preservice teachers. Means and standard deviations were generated to determine the perceived characteristics of the teacher education programmes and the perceived mastery of teacher competences content to indicate trainees' readiness for the job. A one-sample t-test was used to analyse the perceived mastery level conformance with mastery learning criteria. A regression analysis was used to indicate what characteristics of the teacher education programmes emphasised were significantly associated with the perceived mastery of the content.

It was found that the content knowledge was implemented throughout the teaching programmes. Generally, student teachers perceived some characteristics of teacher education to affect their mastery of the content knowledge more than the others. However, the cause for concern is that they also perceived that some of these characteristics were not related to such mastery, suggesting that a significant part of teacher education is ineffective concerning student teachers' readiness-for-the-job.

Danisman and Tanisli (2017) conducted a study on the PCK of trainee teachers in the area of mathematics in terms of CK, and knowledge of teaching methods and strategies. The study found that trainees had insufficient CK for teaching mathematics which reflected especially in the teaching and learning process.

It can be concluded that much attention has not been given to the content knowledge of preservice teacher education programmes. It is also clear that preservice teachers' inability to grasp the content knowledge could affect the delivery of such content upon completion of their teacher education programmes. It is important to say that much has not been done in the literature in terms of content knowledge as part of knowledge base emphasised by teacher education and training programmes. The empirical studies reviewed were conducted in contexts which are different from preservice business teacher education programmes at the university level. This therefore creates a gap in the literature. Hence, this study sought to fill that gap.

Pedagogical approaches

Danisman and Tanisli (2017) study on the PCK of trainee teachers in the area of mathematics in terms of CK, and knowledge of teaching methods and

strategies concluded that preservice teachers' knowledge of teaching methods and strategies for teaching mathematics was also insufficient. Danisman and Tanisli (2017) reported that, preservice teachers could not connect the association of probability with daily life in the process of teaching. The study found that trainees did not demonstrate adequate knowledge of varied approaches and strategies used in teaching and learning of mathematics effectively. They concentrated on, and used only lecture method without any alternative approaches in their teaching and learning processes. Danisman and Tanisli (2017) reported that trainees lack high-level cognitive skills to enable them develop the reasoning skills of learners in learning mathematics. The study reported that trainees lack the required qualities to teach probability effectively.

Danisman and Tanisli (2017) recommended that teacher training programmes should be reviewed to integrate measures that would equip trainees with knowledge to develop high-level cognitive skills in order to develop reasoning skills in learners. Again, teacher education and training programmes should emphasis and expose trainees to different approaches and strategies of teaching and learning of CK.

The findings of the empirical review on the pedagogical approaches and methods, (key aspect of the knowledge base of teacher education and training programmes) indicate that pedagogical knowledge has not been given the needed attention as one of the major components of the knowledge base emphasised by teacher education programmes. It is not known whether the situation is the same in terms of business teacher education programmes. This is why it is important to conduct this study to find out the current situation of the BTEP in terms of pedagogies used.

Teaching practice

Adu-Yeboah and Kwaah (2018) conducted a study on preparing teacher trainees for field experience. The study employed exploratory sequential mixed method approach to investigate and understand the process of providing in house preparation (field experience) aspects of the practicum of the teacher education programme, of selected publicly funded Colleges of Education (CoE) in the Central Region of Ghana.

The findings showed that even though observation visits is important in the practical preparation of preservice teachers, trainees perceived that the practical preparation of the teacher education programme seemed to be given very little attention by both the schools of practice and the CoE. Again, the study found a sign of weak collaboration between the schools of attachment and the training institutions concerning the role each party plays in developing the practical teaching skills of preservice teachers. The findings showed that trainees discovered gaps between theory and practice during the observation visit, and also trainees saw differences in what was being practiced in school and what they were learning in the college.

In terms of pedagogies, the study found that training institutions practise a procedural training (strictly following already established processes) as a way of preparing trainees to write lesson plan and its appropriate TLMs with very little emphasis on reflection on the use of those procedures. Also, trainees could neither link their lesson introduction to any relevant previous knowledge of the class, nor demonstrate variations in the use of teaching methods and strategies in their lesson delivery. The study reported that trainees relied on only question and answer method of teaching (Adu-Yeboah & Kwaah, 2018).

In terms of the on-campus teaching practice (On-CTP), the findings showed that even though trainees perceived the On-CTP to develop their professional skills, they said that the time devoted to On-CTP was inadequate. Again, the findings showed that the time allocated to each session per trainee during the On-CTP exercise was also insufficient.

Similarly in Malaysia, Ibrahim, Adzra'ai, Sueb and Dalim (2019) investigated the level of trainee teachers' readiness in terms of the teaching practice and the challenges they encountered during teaching practice. The study employed the descriptive survey design and used questionnaire to engage 160 preservice teachers randomly sampled from the faculty of Education in 24 selected teacher education institutions in Selangor. Data collected were analysed using means and standard deviations to determine the level of trainee teachers' readiness in applying 21st-century skills in teaching and learning, the challenges faced during teaching practice and the usual techniques used by trainee teachers in the classroom. An Independent t-test was further conducted to investigate the difference in readiness level and challenges between science and non-science trainee teachers.

The findings indicated that trainees acknowledged the benefit of the teaching practice in enhancing their knowledge, skills and motivation to teach. Even though the study found a high level of preparedness among trainees, they encountered some challenges during their teaching practice. This included inadequate time to prepare for the teaching practice, heavy workloads given by mentors to trainees and lack of support from the supervisors.

Acquah and Anti Partey (2014) conducted a study on the importance of field experience among preservice economics teachers in the University of Cape

Coast. The purpose of the study was to find out preservice economics teachers perception of the off-campus teaching practice in terms of the benefits they derived from the exercise. That study found that preservice economics teachers perceived field experience (Off campus teaching practice) to be very important to them in terms of developing their professional proficiencies such as the development of pedagogical skills and improvement in content knowledge; development of social skills; and acquisition of work experience. Again, the field experience helped dispel the misgivings some trainee-teachers had about teaching and aroused their interest in the teaching profession.

It is clear from the review on practical experiences of trainees that much attention has not been given to the teaching practice aspect of the teacher preparation. Also, the procedural approach to teaching where trainees are taught to strictly follow the already established format for preparing lesson plan without reflecting on their teaching to review their practices could lead to the production of mechanical teachers.

Finally, it could be concluded that the practical knowledge emphasised by the teacher education and training programmes has not been given the needed attention by teacher education institutions. It is not clear whether there are similar situations in terms of the preservice business teacher education programme offered at the universities especially UCC. This suggests that little has been done in the literature in terms of the knowledge base emphasised by the BTEP thereby creating a gap. Hence, the study sought to fill the gap in the literature.

Preservice Teacher Experiences of their Teacher Education and Training Programme and their Choice of Teaching as a Profession

This aspect of the review discusses the experiences of preservice teachers of their teacher education and training programme. It presents earlier studies conducted on how trainees' experiences of the teacher education programme influence their choice of teaching as a profession.

Karim, Shahed, Mohamed, Rahman and Ismail (2019) employed the mixed method approach and evaluated the teacher education programme in universities in Bangladesh. The study was to uncover preservice teachers' experiences of their teacher education programmes through the trainee teachers' education programme evaluation model by Peacock (2009). The questionnaire was used to gather data from 110 preservice teachers on their perception about the programme and analysed into frequencies and percentages. Eight of them were interviewed on how the programme adequately prepared them, and this was inductively analysed into themes.

The study found out that the trainees perceived their training programme to be very helpful in preparing them to professionally develop their content and pedagogical competences. However, the programme did not seem to have prepared them to be reflective teacher practitioners, thus the programme was less reflective, and trainees perceived that they lacked good classroom management skills.

Kagda and Itaada (2013) conducted a survey of teacher trainees' expectations, experiences of the preservice teacher education and training programme in Uganda. The study was to identify and explain trainee's perceptions, experiences and their assessment of the teacher education

programme in the School of Education. The research was qualitative in nature with focus group discussions as key instrument that provided data on trainees' experiences of the programme.

The findings of the study showed that trainees felt that the content offered to them was not adequate. Kagda and Itaada (2013) reported that, trainees felt that they were not exposed to varied teaching approaches and methods and those that were used were not interactive and did not integrate the use of information communication technology. Therefore, they were not adequately prepared to confidently teach. Also, in their view, trainees felt practical sessions were not enough and perceived to be ill prepared to teach at the secondary school in Uganda.

Anviti (2016) also conducted a study on the experiences of preservice teachers of Elementary Teacher Education (ETE) programmes. The study investigated the experiences of the ETE teacher trainees during their school teaching practice using all teacher training institution programmes of self-financed institutions in Delhi in North India. The study was purely qualitative using document analysis, observation and semi-structured interview guide as data collection instruments.

The findings showed that trainees perceived teaching practice programme as an important component in their teacher education and training. According to them, the actual teaching and learning environment helped them actualise their theoretical knowledge gained during training to determine whether the appropriate career choice had been made or not.

However, the study also reported that trainees faced some challenges which they felt significantly affected their ability to accrue maximum benefits

from the teaching practice. The study reported that, some mentors exhibited unprofessional conduct and engaged in unprofessional acts like absenting themselves from duty, and reported late for school. In this way, trainees felt they did not get any support from the school teachers hence could not benefit from the exercise. Anviti (2016) reported that trainees felt there was lack of collaboration between the training institution and schools of practice. This they said made them feel a sense of alienation which affected them psychologically because they felt like strangers in the school (Anviti, 2016). Such feeling of alienation resulted in panic and a lack of self-confidence, which in turn reduced the effectiveness of the school experience programme and ultimately, negatively affected their attitude towards the teaching profession.

It could be concluded that from the empirical review of the preservice teachers' experiences of their programme, trainees felt ill prepared to teach as professional teachers. Again, it is clear those preservice teachers' experiences of their teacher education and training programme could affect their choice of teaching as a profession. The implication of the current study is that, it is not clear whether preservice business teachers at UCC are experiencing same. This is because, the empirical studies the researcher found were conducted in different countries with different context from the business teacher education programme offered at the university level specifically UCC. It appears little has been done in this area in the literature creating a serious gap in the literature in the area of BTEP. Hence, this study focused on filling the gap.

Summary of the Literature Review

This chapter of the study reviewed available literature relevant to the study. The literature review was organised into four major sections comprising

concepts of general teacher education and business teacher education, models for teacher education, empirical studies and a summary of the chapter.

The first section of the chapter discussed the concepts on general teacher education with a critical discussion on how experts have defined teacher education. The section also delved into teacher professional development and varied programmes touching on ITETP, ISP and TCPDP for teacher professional development. The section also discussed the proficient teacher and standards used for teacher professionalism. The section ended with a thorough discussion on the knowledge base (content, pedagogy and experience knowledge) for preservice teacher education and training programmes. It was found that experience knowledge is one of the key components of the knowledge base required of preservice teacher education programme. Hence, it must be part of the knowledge base framework for teacher education and training programmes.

The second section of the chapter also presented the concepts of business education and business teacher education. The review focused on aspects such as the meaning and nature of business education. It also discussed business education in Ghana, and the level at which business education is offered as a programme of study. Also, the section critically looked at business teacher education in Ghana with specific reference to the business teacher education programmes offered in UCC. The review revealed that Ghana is among countries where business education commences at the SHS level of education. Again, it was found that initial business teacher education programmes are offered at the university level.

The third section was dedicated to the discussions on models for teacher education and training. The section presented a review of literature on consecutive and concurrent models of teacher education and training programmes. The final section of this chapter was dedicated to the literature review on available empirical studies relevant to the study. Studies related to issues such as teaching philosophy, background characteristics of preservice teachers, knowledge base for preservice teacher education programmes and the experiences of preservice teachers of their teacher education programme on their choice of teaching as a profession were reviewed. In addition, the implications of these studies have been presented in this section. Lastly, the section also presented the chapter summary of the literature review.

It was discovered that much has not been done in the literature in terms of the knowledge base (content, pedagogy and experience knowledge) for preservice business teacher education and training programmes in Ghana especially business teacher education programme offered in UCC. Studies such as Wahyudin et al. (2017) was conducted in Indonesia, Shragard and Saberi (2018) also conducted the study in Iran, Ibrahim et al. (2019) in Malaysia and Karim et al. (2019) also conducted their study in Bangladesh. These studies were done outside Ghana, creating a geographical gap in the literature. Also, studies such as Adu-Yeboah and Kwaah (2018); Kwaah and Palojoki (2018); Anane (2018); Aonyi, Awhireng and Luguterah (2021); Davis, Kwaah, Beccles and Ayebi-Arthur (2019); Bergmark, Lundstrom, Manderstedt and Palo (2018); Waheed, Wazir and Rashed (2016); Low, Ng, Hui and Cai (2017) were all conducted on the colleges of education without looking at the business teacher education programme, creating contextual/population gap in literature. Lastly,

none of the studies reviewed employed the case study, and convergent parallel mixed method approach creating a methodological gap in literature. This study therefore seeks to fill the geographical, contextual/population and methodological gaps identified in literature.



CHAPTER THREE

RESEARCH METHODS

Overview

This study assesses the BTEP offered at the University of Cape Coast.

In this chapter, the methods employed in the study are described. It covers the research paradigm, research approach, research design, sample and sampling procedure, data collection instruments, data collection procedures and data processing and analysis.

Research Paradigm

Every research is guided by the researcher's beliefs and values about reality and the truth. This is generally referred to as research paradigm or research philosophy. Kaushik and Walsh (2019) defined research paradigm as the shared generalizations, beliefs, and values of a researcher regarding the nature of reality and knowledge. Lincoln, Lynham and Guba (2011) described a research paradigm as the philosophical assumptions, or basic set of beliefs that explain the actions and the worldview of the researcher. It describes the way the researcher thinks and acts in making sense of the "complexities of the real world" (Patton, 2002, p. 69). These philosophical paradigms describe the nature of truth, that is, what is to be known and the relationship between what is to be known and the knower. The three basic paradigms are the positivism (adheres to the view that truth is what is observed via the senses and measured objectively), the interpretivism (integrates human interest into a study and appreciate differences between people) and the pragmatism (focuses on what works best rather than the absolute truth). These philosophical paradigms are

governed by three assumptions – ontology, epistemology assumptions, and methodology (Lincoln, et al., 2011).

Crotty (2003) described ontology as “the study of the being” (p. 10). It is about “the nature of reality” (Guba & Lincoln, 1989, p. 83) and “the nature of human beings in the world” (Denzin & Lincoln, 2005, p. 183). The epistemological assumptions describe how reality (knowledge/truth) is known using many research tools that reflect both deductive (objective) evidence and inductive (subjective) evidence (Moustakas, 1994). The methodology is the approach to investigation. The methodology provides the blue print of the investigation, that is the research process employed based on the philosophical assumptions of the investigator.

This study was influenced by the pragmatism philosophy. The pragmatist philosophy holds an objective (world view of positivism) and subjective (interpretivism) world view. As the positivists believe that reality exists and is driven by immutable natural laws (Guba & Lincoln, 1994), the interpretivists believe that reality is individually constructed which leads to multiple realities (Leitch, Hill & Harrison, 2010).

However, the pragmatists believe that it is not enough to understand the social world by focusing only on the external reality but also the understanding that the researcher has through the interaction of the external world. Therefore, aligning to either objective or subjective views might not help to comprehensively address a research problem which was to assess the BTEP offered at UCC to uncover its current status for possible modification. In assessing the BTEP, the philosophy of the programme is normally stated in the programme documents which are independent of the faculty members in the

department. Also, the components of the programme which enforce the content and the pedagogical knowledge are externally stated; this does not also reside in the subjective mind of the faculty members. Therefore, this part of the investigation aligns with the objective worldview. However, the experiences of the preservice teachers on the programme vary, based on how they individually experience the programme. It must be emphasised that the curriculum planned might not be the same as the learned curriculum (Glatthorn, Whitehead, & Boschee, 2019). The learned curriculum is based on the perceptual organisations and understanding of the preservice teachers. Hence, preservice teachers' experiences on the programme align with the subjective social reality. Hence, the pragmatist ontological worldview provides an eclectic understanding in the assessment of the BTEP based on the objective and the subjective worldviews.

Epistemologically, the pragmatists hold a practical-oriented perspective and pays attention to 'what works to answer research questions (Onwuegbuzie & Johnson, 2006). They see no need to make choices between positivism and interpretivism. The positivist holds dualistic and objectivistic views which are central to a scientific inquiry where the knower does not exert influence on the object being studied (Creswell, 2009). The interpretivist disagrees with the positivist with the argument that subjective interpretations and meanings have great relevance (Pring, 2000). The interpretivists believe that the knower and the subject share a close relationship. The pragmatists are outcome-oriented with focus placed on the product of research (Biesta, 2010). Therefore, no single knowledge was relied on in the current research as supported by Yin (2014) and Luck, Jackson and Usher (2006). The researcher interacted with the respondents

where needful to gather the relevant information to address the research problem identified in the study.

Methodologically, the pragmatist believes in methodological pluralism (Tashakkori & Teddlie, 2003). The focus is selecting the methods, techniques and procedures considered the most appropriate to address the issues in the study (Tashakkori & Teddlie, 1998). To comprehensively address the research problem, the pragmatists employ methods from both quantitative and qualitative approaches. Unlike the pragmatist, the positivist focus is to establish a causal relationship and make generalisations (Grix, 2004). The positivist conducts true experiments and quasi-experiments. Their major data collection methods are the questionnaire, behavioural checklist and norm-referenced test. The interpretivists employ methods to help to inductively understand phenomena. They use interview guides and focus group discussion guides to gather data. The interpretivists employ phenomenology, ethnography and case study methodologies to study social issues. Therefore, the current study employed the questionnaire, interview guide and documents analysis guide to comprehensively assess the BTEP and the kind of business teacher the programme seeks to produce.

In summary, the adoption of the pragmatist philosophy to assess the BTEP was the most appropriate for the study. This is because the inquiry was targeted towards different sources and varied levels of respondents (preservice teachers, faculty members, HoD and the Director for Centre for Teacher Professional Development) that could provide information to understand the problem under investigation. This provided multiple meanings and ultimate

realities that enabled the researcher to understand and report the realities using different instruments (Creswell, & Clark, 2011; Creswell, 2013; Morgan 2014).

Considering the overarching purpose of the study, which was to assess the BTEP offered in UCC with the view to improving upon the programmes, the pragmatist paradigm was considered more flexible and appropriate. This was because it allowed for selection of different variables and varied units of analysis to assess the BTEP. In this way, emphasis was placed on the consequences of the investigation based on research questions (Creswell 2013; Creswell & Clark 2011; Biesta 2010; Johnson & Onwuegbuzie 2004; Morgan 2014a; Teddlie and Tashakkori 2009; Maxcy 2003; Tashakkori & Teddlie 1998; Howe, 1988).

Research Approach

Based on the adopted research philosophy (pragmatism), the study followed the mixed method approach (MMA) in collecting and analysing data to assess the BTEP offered in the University of Cape Coast. Pragmatism philosophy is the basis for mixed methods approach that guides the collection and analysis of both quantitative and qualitative data to achieve the objectives in a single study (Hafsa, 2019; Creswell, 2014; Tashakkori & Creswell, 2013; Creswell & Plano Clark, 2011). This approach allows the researcher to investigate a phenomenon typically in an in-depth and holistic manner, through the collection of rich narrative material, using a flexible research design (Polit & Beck, 2012).

The use of MMA afforded the study with several benefits. First, the approach enabled the researcher to holistically address the problem under investigation through both quantitative and qualitative evidence generated.

Second, the approach allowed the researcher to validate the evidence gathered from the respondents which assisted in drawing appropriate conclusions for the study. Also, the shortcomings of either the quantitative or qualitative approach were compensated by the joint use of the two approaches. As noted by Brink (2011), using either quantitative or qualitative approach in a study would fall short of the qualities existing in the other method (Brink, 2011).

The study was conducted in the UCC, an institution with a large community with different groups of people who are involved in the training and education of preservice business teachers. Hence, the mixed method was a flexible approach and the best to generate complete data from different sources to verify and confirm findings for further understanding (Curry, Nembhard, & Bradley, 2009). The quantitative approach was used to collect and analyse data concerning the knowledge base emphasised by the BTEP and the background characteristics students bring to the programme. The qualitative approach was used to obtain and analyse data regarding the kind of teacher the BTEP seeks to produce. Also, it investigated the experiences of the preservice business teachers (PSBT) about the BTEP. However, it must be noted that the use of the mixed methods approach was time consuming and required adequate knowledge and resources to integrate the quantitative and the qualitative approach in crafting the research questions; identifying the data source and the analysis to address the research problem (Zou, Sunindjio & Dainty, 2014).

Research Design

This study was structured within the rubrics of a case study design. Different authors have given varied description of what constitute a case study (Crowe et. al., 2011; Stake, 1995; Yin, 2003). Stake (1995) in his book *'The Art*

of Case Study Research' described case study as a study of the particularity and complexity of a single phenomenon to gain deeper understanding of activities of such phenomenon in a specific situation. Merriam (1998), on her part, described case study as gaining deep knowledge of a problem occurring in a bounded context. Yin (2003) stated that a case study is a research conducted to gain in-depth understanding of a problem in its natural context. Hyett, Kenny, and Dickson-Swift (2014) explained that case study research helps researchers to identify the uniqueness of a specific problem and what is seen to be common about it. These varied descriptions of case study suggest that a case study design is a plan that a researcher employs to study a particular problem in its natural state in order to develop a deeper knowledge about the problem.

Case study design has been used by many researchers in different fields such as health, energy, agriculture, finance and education (Harland, 2014). In the area of education, studies such as Oppong (2018), Vu and Feinstein (2017), Mumuni and Oppong (2016), Maria de, Castro, Coimbra and Martins (2013), Yin (2011), Baxter and Jack (2008) and Yin (2003) used the case study design.

According to Stake (1995), there are three typologies of case study. The first type is the intrinsic case study in which researchers conduct a study to learn about a specific problem of interest. Here, the researcher provides a clear uniqueness of the problem and indicates how the problem is different from others. The second type is the instrumental case study, which allows the researcher to gain understanding of a problem. Here, the case may be related to other cases to provide broader understanding of the problem. The last type, according to Stake (1995), is the collective case study which involves the systematic study of multiple cases to develop deeper understanding of a

problem. The current study falls into the category of intrinsic case study in that, the study aimed at assessing the teacher preparation programme for business management and accounting teachers offered in the University of Cape Coast which is unique from other universities in Ghana. This is because University of Cape Coast was the first institution, to be given the mandate to train professional teachers. Again, until 2018/2019 academic year, the University of Cape Coast had played a supervisory role in the preparation of professional teachers in the Collages of Education in Ghana. The case study design enabled me to investigate deep into the uniqueness of the BTEP offered in the University of Cape Coast. It also allowed me to collect both qualitative and quantitative data about the BTEP and analyse them thoroughly for triangulation purposes.

Within the framework of the case study design and the mixed method approach, the study adopted convergent parallel mixed strategy (CPMMS) to collect data on the kind of teacher the BTEP offered in the University of Cape Coast seeks to produce, the Knowledge base emphasized by the BTEP, the pedagogies used and trainees' experiences of the BTEP and its influence on their choice of teaching as a profession. The purpose was to offer the researcher a better understanding of the research problem, in this case, the assessment of the BTEP offered in UCC, and to triangulate the evidence gathered from the varied respondents (preservice teachers, faculty members, HoD and the Director of Centre for Teacher Professional Development).

The CPMMS is used when a researcher collects both quantitative and qualitative data independently and at the same time; and compares the data obtained from both approaches (Bryman, 2006). In this way, the researcher captured qualitative and quantitative data about the trends and situations of the

BTEP concurrently and independent of each other using different respondents such as preservice business teachers and faculty members (Creswell, & Clack, 2011; Tashakkori & Teddlie, 2009; Johnson & Onwuegbuzie, 2004; Creswell, 2003). The use of each method together complemented each other and allowed comprehensive analysis of the data obtained (Green, Caracelli, & Graham, 1989; Tashakkori & Teddlie, 1998; Creswell, 2003; Creswell & Plano Clark, 2007).

The quantitative and the qualitative data were gathered at the same time and both were given equal weight and kept independent during the analysis and then integrated during the discussion stage for an overall interpretation of the findings (Creswell, Plano Clark, 2011; Smith, 2010). The quantitative approach collected data on the background characteristics preservice teachers bring to the BTEP, and the content and pedagogical knowledge emphasised by the programme. On the other hand, the qualitative approach investigated the kind of teacher the BTEP seeks to produce and finally investigated the experiences of the preservice teachers about the BTEP. A diagrammatic representation of the CPMMS is shown in Figure 5.

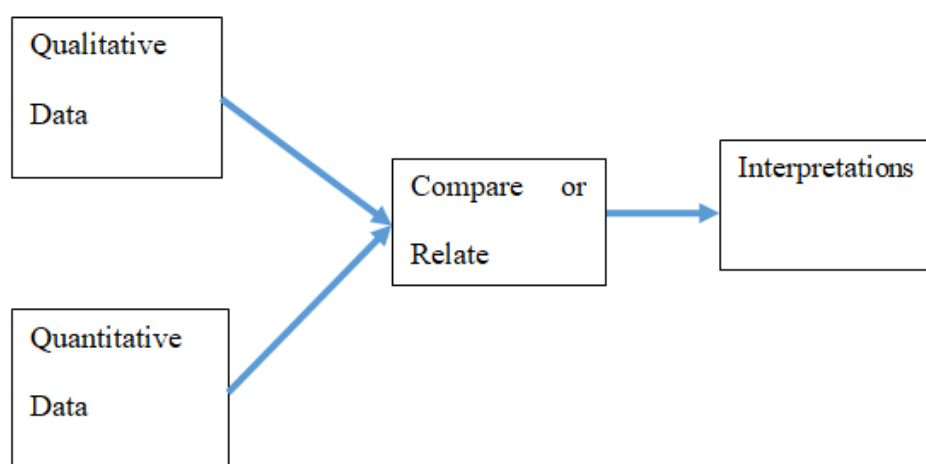


Figure 5: The convergent parallel mixed methods research process for the study (author's own construct)

Study Area

The study was conducted in the University of Cape Coast, a tertiary institution which is one of the rare sea front universities in the world. Established in 1962, the University of Cape Coast is located in the Southern part, 6.4 kilometres west of the ancient education town of Cape Coast, in the Central Region of Ghana (University of Cape Coast Diary, 2012).

The University of Cape Coast is an equal opportunity institution uniquely positioned to offer excellent education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and responsible citizens. Traditionally, the University of Cape Coast was to train highly qualified and skilled manpower in the field of education. Currently, the university has restructured its degree programmes by decoupling the study of professional education courses from the main degree courses to allow flexibility and choice in its programmes, and courses to meet specific needs of students in other fields of study including education (University of Cape Coast Diary, 2020).

The university is organised into five Colleges headed by Provost, namely, College of Education Studies (CES); College of Humanities and Legal Studies (CHLS); College of Agriculture and Natural Sciences (CANS); College of Health and Allied Sciences (CHAS) and College of Distance Education (CoDE). It must be noted that each of these Colleges has a number of Faculties/Schools headed by deans, and Departments headed by HoDs. All programmes and courses offered by the University of Cape Coast are run by departments located in either a faculty or a school within a college (University of Cape Coast, 2020).

The CES is the college responsible for the training of highly qualified and skilled manpower in the field of education which includes Faculty of Humanities and Social Sciences Education (FoHSSE); Faculty of Educational Foundation; Faculty of Science and Technology Education and School of Education Development and Outreach. The FoHSSE is the faculty responsible for the training and development of highly qualified personnel in the areas of Humanities and Social Sciences Education. The FoHSSE has two distinct academic departments, namely, Department of Business and Social Sciences Education (DoBSSE) and Department of Arts Education (DoAE).

The Department of Business and Social Sciences Education is one of the largest academic departments in terms of programmes and student population among the departments within the College of Education Studies. Currently, DoBSSE offers fifteen (15) postgraduate programmes, namely: MED/MPHIL/PHD in Management Education; Accounting Education; Economics Education; Social Studies Education and Curriculum and Teaching. All the listed postgraduate programmes have their equivalent undergraduate programmes which are run by the DoBSSE. They include Bachelor of Education: Management, Accounting, Economics, Social Studies, Social Science and Geography. It is important to indicate that the Bachelor of Education Management and Accounting together is what has been described in this study as the Business Teacher Education (BTEP) - the focus of this study.

Population

The population of the study ($N = 281$) included all the final year preservice business teachers for both accounting and management programmes ($N = 245$); the faculty members responsible for the BTEP including the head of

Department in charge of the programme (N = 35); and the Director of Centre for Teacher Professional Development, UCC. The essence of this population structure was to collect detailed and objective information as far as possible from different groups of people responsible for the programme. This is good for the comprehensive coverage of the phenomenon under study (Merriam, 1998).

The selection of the final year preservice business teachers was appropriate because they had taken almost all the courses required per their programme structure and had completed their teaching practice (both on-campus and off-campus teaching practice). Therefore, they had more insights, and rich knowledge and experience to share about the programme which assisted in the assessment of the programme. Only faculty members responsible for teaching the content and the pedagogical courses on the programme were involved in the study. The HoD is the curriculum leader and played a significant role in explaining the philosophy and other pertinent issues about the programme. The Director of the Centre for Teacher Professional Development oversees the teaching practice component of the programme and hence fed the study with information about the teaching practice to complete the overall assessment of the programme. Table 1 provides the detailed population distribution.

Table 1: Population Distribution

Category of Population	Number
Faculty Members /Lecturers	34
Head of Department	1
Preservice Teachers (Accounting Option)	125
Preservice Teachers (Management Option)	120
Director CTPD	1
Total	281

Source: Department of Business and Social Sciences Education (2020)

Respondents and Participants

All the preservice business teachers (N = 245), faculty members (N = 34), and HoD were involved in the quantitative phase of the study as respondents. The census method was used to involve all of them due to their relatively small size and easy accessibility. These reasons are supported by Kothari (2004).

For the qualitative phase, 40 preservice business teachers were selected for the focus group discussion. In terms of focus group discussion, research has shown that, saturation often sets in even with the use of 12 participants in a homogeneous group (Guest, Bounce, & Johnson, 2006). Crouch and McKenzie (2006) maintained that picking less than 20 participants in a qualitative study will help a researcher build and maintain a close relationship with them and thus, improve exchange of information. The researcher, therefore, purposively selected 20 participants based on their maturity in terms of age and the eloquence from each group of preservice business teachers (Management and Accounting) for the focus group discussion. Gender was not a criterion for selection because it had little to do with the issue under study. This was done to possibly account for non-participation vacuum (Crouch & McKenzie, 2006). The HoD and the Director of CTPD were also selected for the face-to-face interview.

Data Collection Instruments

The questionnaire, semi-structured interview guide and the documents guide were used to gather data for the study. These instruments provided the study with rich data and ensured the triangulation of the findings which

according to literature (Hafsa, 2019; Creswell, 2014; Teddlie, 2010; Morgan, 2007) is good in enhancing confidence in the findings.

Questionnaire

Two categories of questionnaires were designed for the faculty members and the preservice business teachers of the business teacher education and training programme respectively (see Appendix C and D). The questionnaires were adapted from Cobbold (2015); Adu-Yeboah and Kwaah (2018) and Danielson, (2013) model. The two different types of questionnaires were almost the same in both structure and content except for the questionnaire for preservice teachers which had a section soliciting for their demographic information. The questionnaires were made up of close-ended items. These were items which offered respondents options from which they were to select responses that they deemed appropriate.

The first section (for preservice teachers) contained 12 items on their demographic characteristics. It covered their programme of study, gender, age, highest academic qualification, grade point for admission, reasons for studying the programme, motivation, prior to teaching experience, level of education taught (if any), and reasons for choosing teaching as a career. The demographic information assisted in providing a good description of the preservice teachers about their entry behaviour for the BTEP.

The second section (first section for lecturers) was designed to elicit responses on the subject matter knowledge base emphasised by the BTEP curriculum. To achieve this, the researcher developed items from available literature by adapting from the conventional Content Knowledge Base (CKB) questionnaires for this study. The instrument was designed such that items were

capable of segmenting the responses into all the components (content knowledge base, pedagogy and experiential) that prepared the preservice business teachers. These categories represent the behavioural functions the teacher engages in teaching a specific discipline, in this case business subjects.

In all, 10 survey items developed on a 5 point Likert scale [Strongly Agree = 5; Agree = 4; Uncertain = 3; Disagree = 2, Strongly Disagree =1] were used to gather data regarding the knowledge base emphasised by the programme (see Appendix C & D).

The third section (second section for lecturers) of the questionnaire focused on pedagogies used in the BTEP. This section of the questionnaire comprised two columnar scale labelled 'A and 'B' indicating the extent of use of pedagogies and effectiveness respectively (see Appendix C & D). In all, 10 survey items were developed on a 5 point Likert scale [Strongly Agree = 5; Agree = 4; Uncertain = 3; Disagree = 2; Strongly Disagree =1].

The researcher used the questionnaire for a number of reasons. First, because of its reachability, that is, the use of the questionnaire promises a wider coverage. The researcher was able to reach all the preservice business teachers and the faculty members without any problem of no-contact (Patton, 2002). Second, it enabled the researcher to collect large amounts of information from a relatively large number of people in a short period of time and in a relatively cost-effective manner. Hence, there was the possibility of generalising the outcome to a whole or sub population (Carr cited in Shidru, 2016). Lastly, the results of the questionnaires were quickly and easily quantified through the use of a software package, and the responses obtained from the research questions can be analysed more 'scientifically' and objectively than other forms of

instrument (Connolly, 2007). However, the questionnaire failed to ascertain deeper underlying meaning of the phenomenon (Lincoln cited in Shidru, 2016). It also overlooked the experiences of the respondents in a controlled setting (Ary, Jacobs, Sorensen, & Walker, 2013).

Interview Guide

The researcher designed two separate interview guides to gather data from the HoD for DoBSSE and the Director for CTPD. A focus group discussion was also used as a tool to gather data from the preservice business teachers. This was to allow a two-way communication between the researcher and the participants (preservice teachers, the HoD and the Director for CTPD). Details of the interview guides and the focus group discussion guide are presented next.

Interview guide for HoD

First, the interview guide (see Appendix E) was used to interview the HoD for DoBSSE to gather data concerning the kind of teacher the BTEP seeks to produce. The interview guide comprised issues on the philosophy (rationale, goals and objectives) underpinning the BTEP and the knowledge base emphasised by the programme. These items were developed from the literature and others adapted from earlier studies (see Adu-Yeboah & Kwaah, 2018; Cobblod, 1999) and the programme document guiding the implementation of the BTEP.

Interview guide for CTPD

This guide (see Appendix F) was developed to gather data from the Director for CTPD concerning the principles and guidelines that informs the clinical preparation of the BTEP. The guide was developed from the literature

and some items adapted from earlier studies (see Adu-Yeboah & Kwaah, 2018) and from the teaching practice handbook (UCC, 2015). The items were developed based on practical preparation (experience teaching) for initial teacher education and training programmes ranging from knowledge of classroom management, knowledge of teaching methods, knowledge of structuring lesson objectives and adaptability.

Focus group discussion guide

The focus group discussion guide (see Appendix G) was used to gather data on preservice teachers' experiences of the BTEP to determine whether they would want to take teaching as a profession. The guide had four major open-ended items. The first item covered the preservice teachers' experiences prior to their enrolment on the programme. The next item focused on their experiences about the curriculum in terms of its content. The next item focused on their experiences about the clinical preparation or practical teaching. The final item focused on their willingness to take teaching as a profession.

The use of the interview guide for focused group discussion and interviews for the study had a number of unique advantages and disadvantages. These include the fact that it produced in-depth data not possible with questionnaires (Gay, 1992). Another advantage was that it was more flexible; hence, the researcher was able to adapt it to suit the respondents. Again, the researcher was convinced that the interview results provided more accurate and honest responses especially when the interviewer established rapport and trusted relationship with the interviewees. Also, the interview offered the researcher the opportunity to ask follow-up questions on incomplete or unclear responses by asking additional probing questions. However, it must be stated

that it was time consuming (especially during transcribing), expensive and required a great deal of communication and research skills to be able to solicit relevant information from the participants especially with the use of the focus group discussion guide (Kothari, 2004).

Document Guide

The document guide was used to sift information from the programme documents and the various course outlines for the courses which form part of the BTEP curriculum. Also, data from the programme and policy documents guiding the teaching practice was sifted through the use of the document guide. These documents served as reference point from which the researcher was able to determine whether or not the activities on the ground were in line with the intended purpose.

Validity and Reliability of Questionnaire

The developed questionnaire for both preservice business teachers and lecturers were given to my supervisors and other lecturers in the field of measurement and evaluation for their scrutiny and correction for content validity. Issues raised by them covered ambiguity in some items; some items being irrelevant and wordy. Therefore, the questionnaires were refined with all the issues raised by the supervisors and the lecturers.

The corrected instruments were pilot-tested using a total sample size of 65 participants comprising 40 preservice teachers and 25 faculty members (as suggested by Baker, 1994) all from the Bachelor of Management and Accounting Education programmes in the Department of Business Management and Accounting Education in the Faculty of Business Education in the University of Education, Winneba Kumasi – Campus (now Akenten Appiah-

Menka University of Skills Training and Entrepreneurial Development Kumasi). The choice was as a result of the fact that preservice students reading the management and accounting education at the University of Education Winneba - Kumasi Campus had similar characteristics with the preservice business teachers in UCC in terms of curriculum, and hence, could generate the needed outcome. The objective was to examine the internal consistency of the questionnaires. All the questionnaires administered were retrieved.

The internal consistency was examined through the use of Cronbach's alpha. An alpha value of 0.73 and 0.81 were obtained for the preservice teachers and faculty members respectively. The instrument was considered reliable since it exceeded the minimum threshold of 0.6 suggested by Ampiah (2004) and Cohen, Manion and Morrison (2004). No correction was made in the instruments after the pilot test.

Credibility

This quality criterion expects researchers to communicate how the findings are true and believable. To ensure that the findings are true, I established a good rapport with the participants especially the preservice business teachers in a manner that made them relaxed and appreciated for being part of the study. This helped the preservice teachers to see the researcher just as one of them. This enabled them to speak freely without holding back to the truth. Also, I encouraged participants to be frank and objective in providing responses. Also, in order to ensure consistency in the responses provided, previously asked questions were rephrased during the interview and focus group discussion. This enabled the researcher to check contradictory statements as well as misrepresentations in the information. Member checking strategy was

employed to validate results from the participants – recorded and transcribed discourses were given back to the participants to examine and confirm their responses during the focus group discussion and interviews.

Dependability

This quality criterion determines whether the findings in an enquiry can be repeated if the same or similar participants in the same or similar context are used. To provide the evidence for dependability, Shenton (2004) indicated that researchers should provide detailed coverage of the methods employed in a study. As hinted earlier, interview guide was used to collect data from the respondents and document guide was also used to sift data from the programme document. These qualitative methods are well described in the chapter.

Transferability

Transferability ensures that a researcher makes available to readers the detailed description of the context and problem under investigation. This is to allow valued judgement which could be applicable in other situations (Lincoln & Guba as cited in Hayashi, Abib, & Hoppen, 2019). Even though the generalisation of the findings of the study will not go beyond its scope due to the fact that the study was bounded by time and context, the researcher made a conscious effort to provide readers with adequate and vivid descriptions of the context and the participants of the study. This was to allow for the application of the study's findings to different but similar contexts.

Confirmability

Confirmability is “the degree to which the findings of an inquiry is a function solely of the participants and conditions of the inquiry and not of the biases, motivations, interests, perspectives, etc. of the inquiry” (Guba, 1981, p.

80). Three strategies were employed to ensure this quality. First, the researcher wrote down personal biases (bracketing) which served as a reflection device and guided against the infiltration of personal biases into the research. Next, the generated transcripts were given to two postgraduate colleagues who verified that the generated transcript was by word to word and not translation of the words of the participants. Finally, the reports were given to the participants to confirm if it represented their exact views and opinions.

Data Collection Procedures

The data collection instruments were personally administered by the researcher to the participants in their various settings. Before administering the instruments, the researcher obtained an introductory letter from the Head of Department of Business and Social Sciences Education and ethical clearance from the Institutional Review Board, all of the University of Cape Coast. The researcher requested for the time table for all the programme courses for the preservice business teachers (Management and Accounting groups) from the department. With this, the researcher was able to determine when and where to locate both the students and the faculty members (lecturers) for the two (Accounting and Management) programmes offered. The details of how data was collected using the quantitative and the qualitative approaches are discussed next.

Quantitative Data

In order to collect data from the preservice business teachers, the researcher visited the classes for each programme group, sought permission from the lecturers, explained to them the purpose of the study, and then administered the questionnaire to them. The researcher allowed an average time

of 30 minutes for the preservice teachers to respond to the questionnaires and then collected them. In all, a total of 245 questionnaires were administered to the preservice business teachers (Management and Accounting group), out of which 214 (87% return rate) of them were retrieved. A quick check on the questionnaires collected revealed that 31 of the preservice business teachers did not return the questionnaires. Out of the 214 questionnaires collected, 30 of them answered in a form of a pattern which clearly showed they did not read the questions. It was also realized that 27 preservice teachers did not answer some subsections of the questionnaire. That is, after the first page, they failed to continue to the other pages which rendered their questionnaires invalid. It must be noted that even though there were losses of data, the valid data did not affect the external validity of the study. This is because Bartlett, Kotrlik and Higgins (2001) have indicated that a population of 300 requires a sample of 85 to ensure external validity in a study. The valid return rate was 64% ($n = 157$), which is more than 50% of the population of 245 preservice business teachers.

In terms of the faculty members, the researcher arranged and met them individually at their offices, explained to each of them the need for the data and administered the questionnaire. The total number of questionnaires administered to the faculty members was 35 and completed questionnaires received were 35.

Qualitative Data

In order to collect qualitative data, first the researcher sought the consent of the Director with an introductory letter that contained the consent form and a research problem. This took place in the office of the Director during the official working hours. The director blocked time for this particular exercise. The

atmosphere was highly welcoming, with no interruptions from office staff. This gave some credibility in the data gathered. The interview lasted for one hour 52 minutes.

Similarly, an interview guide was used to gather data from the HoD for DoBSSE on the philosophy of the programme. This was to identify and confirm the data gathered from the programme document. This took place outside the university in an environment that was conducive for the interviewee. The head was enthused about the study and opted for good environment to provide unadulterated responses to the questions asked. In all, the interview lasted for about one hour 58 minutes.

Focus group discussion guide was used to gather data from the preservice business teachers on their experiences of the BTEP. The researcher sought the consent of the participants and informed them of the purpose of the interview. The researcher arranged the date, time and venue for the focus group discussion. During the interview session, the participants for each programme were placed in two groups at different times to discuss their experiences about the entire programme and determine their intention to take teaching as a career. This happened after they had written their final examination on the programme. The discussion was held at one of the lecture theatres in the university. It must be noted that the preservice business teachers willingly participated in the study. It was a moment of joy for them to share their experiences of the programme. This manifested in their timely arrival and patience during the discussion. They were welcomed and ground rules were set together with them. They had the opportunity to freely discuss their experiences without any interruptions. The only point I interrupted was to direct the discussion. At the end of the discussion,

the participants were thanked and the meeting came to a close. Averagely, the interview session for each group lasted for an hour and 30 minutes. It must be noted that the interviews and the focus group discussion were audio-recorded with permission granted by the participants.

Ethical Considerations

The researcher considered a number of issues, and took precautionary measures to ensure that ethical protocols in research were adhered to. This was achieved by first, obtaining an introductory letter from the Department of Business and Social Sciences Education to enable the researcher obtain ethical clearance from the Institutional Review Board, University of Cape Coast. The researcher ensured that all suggestions and comments were strictly incorporated in the study, which, helped to shape the content and procedure for the study. The researcher provided informed consent forms to the participants and sought for their consent to participate in the study. This ensured that only participants who were willing and ready were engaged in the study. Before the participants were engaged in the interview, the researcher explained the purpose of the study to them and also made them understand the fact that their involvement in the study was voluntary, and that they had the right to withdraw from the study at any time they so wished. It is important to reiterate that nothing like pressure, intimidation or fear were placed on the participants. Pseudonyms were used to hide their identities in the study.

Data Processing and Analysis

The study independently gathered both quantitative and qualitative data to address the research problem. Therefore, the study employed concurrent mixed analysis. In this analysis, the quantitative and the qualitative data are

analysed separately (Onwuegbuzie & Teddlie, 2003). The purpose is for triangulation. Details of the analysis are described under both quantitative and qualitative data processing and analysis next.

Quantitative Data Processing and Analysis

The questionnaire data was sorted, inspected, and cleaned for data accuracy. After, the data was coded and entered into the Statistical Package for Service Solution (SPSS) version 22. The data entry was again checked for errors through the use of frequency tool. For data modelling, descriptive (frequency, percentage, mean and standard deviation) and inferential (independent samples t-test) statistics were used for the analysis.

Research Question Two gathered data on the background characteristics (including programme of study, gender, age, highest academic qualification, grade point average, type of motivation) of the preservice teachers. The items for this research question were categorical in nature (nominal and ordinal scales). Hence, frequency and percentage were considered the most appropriate statistical tool for the analysis (Field, 2009).

Research Question Three focused on the knowledge base emphasised by the BTEP. An interval scale questionnaire was used to gather data to address this research question. Therefore, the mean and the standard deviation were the best measures of the centre and dispersion respectively to analyse the data. The mean provided the general impression about the focus of the BTEP. It was restricted between 1.00 and 5.00 – 1.00-1.49 (*strongly disagree*); 1.50-2.49 (*disagree*); 2.50-3.49 (*uncertain*); 3.50-4.49 (*agree*); 4.50-5.00 (*strongly agree*). The mean interpretation of agree and strongly agree about content, pedagogy or experiential learning shows that the focus is based on that

component. An interpretation of uncertain shows that the component(s) is or are given equal focus. The standard deviation assisted in determining the dispersion in the responses of the respondents. It is expected that if all respondents agree or disagree on a particular issue, the standard deviation should be zero; this shows the homogeneity in their responses and hence credence is given to their responses. In an event where the standard deviation varies, heterogeneity in responses is indicated (normally standard deviation is greater than one). Therefore, the independent samples t-test was used to establish significant differences between the respondents (preservice teachers and lecturers).

Research Question Four required data to assess lecturers use and effectiveness of pedagogies (approaches and methods). A scale data (measured at the interval level) was obtained, and just like Research Question Three, the mean and standard deviation were the most appropriate statistical tools to analyse the data gathered. The restricted mean interpretations for lecturers' use of pedagogies were 1.00-1.49 (*not used*); 1.50-2.49 (*rarely used*); 2.50-3.49 (*sometimes used*); 3.50-4.49 (*frequently used*); 4.50-5.00 (*heavily used*). Also, the restricted mean interpretations for lecturers' effective use of pedagogies were 1.00-1.49 (*not effective*); 1.50-2.49 (*of little effectiveness*); 2.50-3.49 (*somewhat effective*); 3.50-4.49 (*effective*); 4.50-5.00 (*very effective*).

Qualitative Data Processing and Analysis

The qualitative data was gathered on the kind of teacher the BTEP seeks to produce (research question one), the principles underpinning the clinical preparation of preservice business teachers (research question five), and their experiences of the BTEP (research question six). Data was gathered through the focus group interview guide, document guide and the interview guide (for one-

on-one interview). The interview guides generated audio data which was transcribed. The generated transcripts were compared with field notes to confirm the data. Two postgraduate colleagues also crossed checked the transcripts to validate it. During the analysis, axial coding was employed and the data was analysed into themes. The steps provided by Braun and Clarke (2006) were followed to generate the themes for discussion. These were familiarising with data, transcription of verbal data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing reports.

A summary of the methods for data collection and analysis are provided in Table 2.

Table 2: Summary of Data Collection and Analysis

Research Questions	Respondent/ Participant	Type of data	Instrument	Analytical Technique
What kind of teacher does the Business Teacher Education programme seek to produce?	HoD	Qualitative	Document Guide Interview guide	Content and thematic Analysis
What background characteristics do students bring into the BTEP in UCC?	Preservice teachers	Quantitative	Questionnaire	Mean and Standard Deviation
What are the views of PBTs and teacher educators knowledge base that is emphasized by the BTEP?	Lecturers and Preservice teachers	Quantitative	Questionnaire	Mean and Standard Deviation Two Samples t- test
What are the pedagogies (approaches /methods and strategies) used in the BTEP?	Lecturers and Preservice teachers	Quantitative	Questionnaire	Mean and Standard Deviation
What are the principles and phases that inform the clinical preparation of the BTEP?	Director for CTPD	Qualitative	Interview Guide Document Guide	Content and Thematic Analysis
How do the trainees' experiences of the BTEP influence their choice of teaching as a profession?	Preservice teachers	Qualitative	Focus Group Discussion Guide	Thematic Analysis

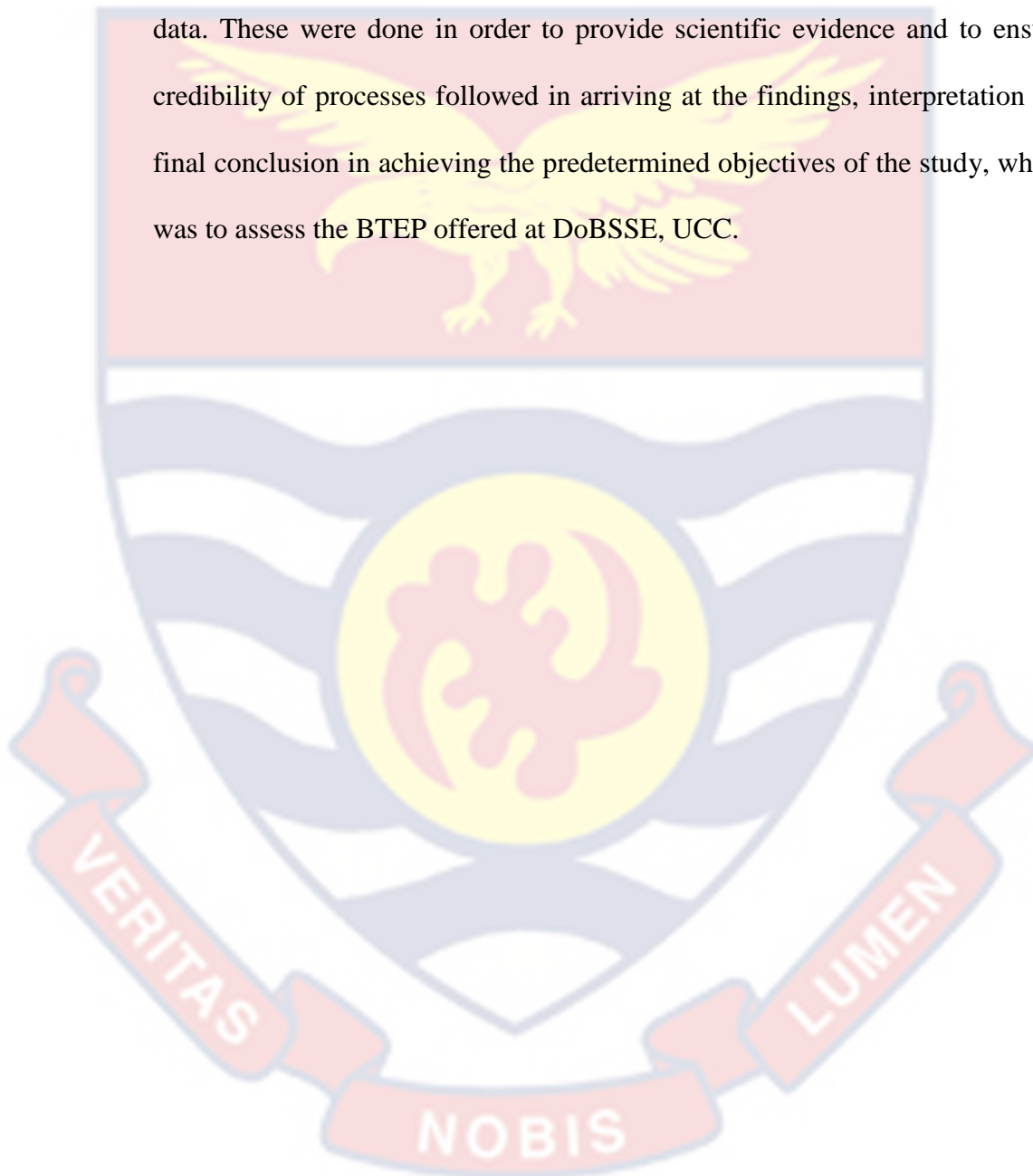
Chapter Summary

This chapter described the research method employed in the study. The study was influenced by the pragmatics philosophical world view and assumptions, and employed the mixed method approach in assessing the BTEP offered at the DoBSSE in UCC. The study was structured in a case study framework and the convergent parallel mixed was the methodology strategy adapted to gather both qualitative and quantitative data from varied sources comprising 157 participants.

The study employed qualitative approach using the interview guide and document guide as tools in gathering data to investigate the kind of teacher BTEP seeks to produce from the HoD of the DoBSSE. This same approach was used in investigation the principles and the phases of the clinical preparation of the BTEP from the Director for CTPD. A focus group interview guide was also used as a tool to obtain qualitative data from 40 preservice business teachers about their experiences of the BTEP to determine whether they would want to take teaching as a profession. The study ensured internal validity. A quantitative tool (questionnaire) was employed to investigate the demographic background characteristics PSBT bring to the programme, the knowledge base (content pedagogy and experienced) and pedagogical approaches emphasised by the programme from PSBT and lecturers. The study ensured internal consistency including credibility, dependability transferability and confirmability. This was to ensure that the outcome of the study was valid and reliable.

Data obtained were analysed and reported according to the issues as indicated in the research questions. Thematic analysis was adapted in analysing qualitative data in finding the kind of teacher the BTEP seeks to produce, the

principles that underpin the clinical preparation of the preservice business teachers and their experiences of the programme in determining whether they would want to take teaching as a profession. Statistical tools such as mean standard deviation and two sample t-test were used to analyse the quantitative data. These were done in order to provide scientific evidence and to ensure credibility of processes followed in arriving at the findings, interpretation for final conclusion in achieving the predetermined objectives of the study, which was to assess the BTEP offered at DoBSSE, UCC.



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study assessed the Business Teacher Education (Management and Accounting) programmes offered at the Department of Business and Social Sciences Education (DoBSSE) in the University of Cape Coast (UCC). This research was a case study which adopted the convergent parallel mixed method design to gather both qualitative and quantitative data from preservice business teachers (PBT), faculty members (teacher educators/lecturers), Head of Department and the Director of the Centre for Teacher Professional Development (CTPD).

This chapter has been organized such that the results which address the research questions are presented first, followed by the discussions. It should be noted that the presentation of the results and the discussion is in line with the order of the research questions (research questions: 1, 2, 3, 4, 5 & 6) and the selected research design. The discussion of the findings was done based on existing literature. This is where the integration of both results can be seen.

Results

Research Question One: *What kind of teacher does the Business Teacher Education Programmes seek to produce?*

This research question sought to find out the kind of business teacher that the BTEP (Management and Accounting) offered at DoBSSE seeks to produce. It examined the philosophy underpinning the BTEP focusing on its vision: rationale, goals and objectives. Data from the programme document, course manuals, and interview with the HoD were analysed to determine the

kind of teacher the programme seeks to produce. Besides, an interview with the HoD helped to gather extra data which were analysed into themes. The two data sources helped to confirm the results, clarify and comprehensively report on issues that were not sufficiently addressed by a particular method. The results are captured under the themes and are presented next.

Philosophy underpinning the BTEP

The study found that the BTEP is designed to create a reflective teacher with strong content and pedagogical knowledge and skills. This philosophy, though not explicit in the programme document, could be inferred from the interview, with the HoD that the BTEPs (Management and Accounting) have a common philosophy that guides its implementation. The interviewee said, “*Our philosophy is to train teachers who have a very strong content knowledge, critical thinking, skills for analysis and pedagogical skills and must be reflective in his/her subject areas*” (#HD). This philosophy, according to the interviewee, coheres with the mandate of the University of Cape Coast,

in terms of philosophy, we have to know that, what every faculty or academic unit in this university does, does not depart from the overall mandate of the University of Cape Coast, which is originally, to train qualified teachers for our educational institutions. First, the Pre- university institutions, beginning from the KG, SHS, colleges of education and to the higher educational institutions (#HD).

The university’s mandate and the philosophy of the BTEP clearly show that the programme intends to train a particular calibre of teachers who are suited for the various pre-tertiary education institutions. These

teachers are supposed to be qualified with a strong subject/content knowledge, a strong pedagogical knowledge and skills to impart this generation of students. Above all, it came to light that the programme seeks to train teachers who reflectively implement the curriculum. By implication, the content that preservice teachers are taught should be enough to provide them with the requisite knowledge-base to address current and future problems of the society. They should also display effective pedagogical skills when transmitting content to their prospective students.

Rationale of the BTEP

In terms of rationale, I found from the programme document that the Business Teacher Education (Management) programme is based on two key issues.

First, to fill the gap of the shortages of business teachers in second cycle in both public and private educational institutions and the accompanying rise in the demand for business educators occasioned by expansion of business education in both public and private training institutions... (Faculty of Education Academic Programmes, 2005-2010, p. 168).

Secondly, the B. A. (Secretaryship) programme, which had an education component in UCC was phased out and this exacerbated the already-existing problem of shortage of business teachers and administrators in the country. So, the BTE Management programme was introduced as a substitute and packaged to meet the ever-growing demand for business educators and administrators for national development (Faculty of Education Academic Programmes, 2005-2010, p. 168).

Also, the view of the HoD was solicited on the rationale for the programme. According to him, the problem of shortage of business teachers and administrators at the time warranted the need for the Department to design a strong business education programme that would take care of the second cycle educational institutions. He asserted,

the rationale for our teacher education and training programme was to train a graduate teacher with strong subject matter knowledge and have strong pedagogical knowledge to be able to implement the business management and accounting syllabus at the senior high school level to its full to realize its objective (#HD).

This suggests that the BTEP (Management) was implemented to solve the problem of shortage of teachers, and educational administrators in the country.

The programme document for Accounting showed similar rationale for training professionals in accounting education. To this end, it was also meant *“to fill gaps in employment over a considerable period of time, which followed from the expansion in business education in public and private educational institutions due to the increase in the demand for accounting educators and officers”* (Programme Document for Accounting Education, DoBSSE, 2010, p.1).

It can be concluded that both the Management and Accounting shared similar rationale. That is to produce enough business educators to address the shortage of such personnel in the country.

Goals and objectives

In terms of goals and objectives, it was explicitly stated in the programme document. The goal for the BTEP (Management) focused on the vision and mission of the University of Cape Coast, which is to “*train highly qualified graduates who will be academically and occupationally versatile*” (p. 168). The document indicated that the BTE Management programme seeks to achieve three key objectives. First is to *develop competences, knowledge and skills of students to enable them to operate effectively as tutors in second cycle public and private institutions*. Second is to *equip students with management and entrepreneurial skills to make them function effectively as corporate administrators in the public and private sectors of the economy*. Last is to *prepare students for higher academic and professional pursuits* (p. 186). The goal of the accounting programme is to “*produce trained and qualified teachers who have adequate subject matter knowledge and can employ critical and reflective thinking in their analysis of educational issues in general, as well as curricular and pedagogical issues in accounting in particular*” (p.1).

Similarly, the accounting programme had as objectives to train teachers in business accounting education who will effectively implement accounting-related education reform programmes of the government. Also, other objectives include the desire to promote basic and applied research in business education, to disseminate research findings/information in business and to prepare students for further studies and professional pursuits. The objectives of both the BTEP (Management) and BTEP (Accounting) may appear dissimilar though it has not been stated explicitly that the BTEP (Management) trains preservice teachers to

apply research in business and train students for higher academic and professional pursuit. This was evident in a submission by the #HD,

the objectives of the BTEP (Management and Accounting) are to train qualified and well-trained teachers of business management and of accounting to implement the management and accounting programme in the SHS, and also be able to operate outside education, where management and accounting knowledge is required”

The BTEP seeks generally to produce qualified business teachers to teach at the senior high school (SHS) level and also function as administrators and accounting officers in educational institutions and the corporate world.

From the foregoing, it is obvious that the goals and objectives of the BTEP (Management and Management) dovetails into the vision and mission of the University of Cape Coast, which is to train highly qualified graduates who will be academically and occupationally versatile. The finding of this study is analogous to one by Bonn (2018) which suggested also that institutions exist to fulfil their visions, missions, and goals to ensure organisational performance. Specific to the accounting programme is the objective to train qualified professional teachers with adequate requisite subject matter knowledge and expertise to use critical thinking and reflective practice in analysing educational issues in general, as well as accounting curricular and pedagogical issues in particular. Since programmes of institutions find expression in the vision and mission statement of those institutions, the BTEP objectives can be described as fit for purpose.

The finding is parallel to the content of the UCC Teaching practice Hand Book, (2013) that also posits that the institution exists to train competent

professional teachers with worldwide acclaim through the promotion of outstanding teacher professionalism and experiences that empower teachers to be innovative, confident, and enabling them to be reflective practitioners in the discharge of their duties.

Knowledge base emphasized by BTEP

The programme document for business teacher education (Management and Accounting) showed that a number of courses constitute the knowledge base which are emphasized in training the business teacher. An analysis of the various courses in the programme document categorised the knowledge base for preservice business teacher education programme into content/subject, pedagogical, and experience knowledge bases. This was illustrated via the response of the HoD, when asked to state the knowledge base emphasized by the BTEP stated,

“... In brief, I will say the knowledge base for this programme is content or subject matter knowledge; it is pedagogical knowledge; it is professional and educational studies, knowledge and knowledge acquired from the classroom through the practicum. These four basis cumulatively, I will say constitute what we call the knowledge base for this programme” (#HD).

From the results, the knowledge base emphasised include all the emergent themes from the programme document on content or subject knowledge as hinted earlier in Chapter Two which are so critical in equipping preservice business teachers with the essential content knowledge and a reflective capacity to teach in the SHS. The outcome on the pedagogical content knowledge is exactly what Shulman (1986), in his quest to examine what

constitutes preservice teacher knowledge, introduced as pedagogical content knowledge (PCK) in the same manner as Nuangchalem (2012).

Content/subject knowledge

The courses emerged from the programme document in the area of content/subject knowledge. They include:

1. Introduction to Business Management
2. Principle of Management
3. Principles of Accounting
4. Principle of Economics
5. Cost and Management Accounting
6. Business Law
7. Company and Partnership Law
8. Basics of Computers
9. Management and Information Systems
10. Business Communication
11. Office Practices and Administration
12. Financial Accounting
13. Human Resource Management
14. Strategic Management
15. Entrepreneurship and
16. Practical experience (internship).

These courses aim at equipping the preservice business teacher with strong content knowledge and a reflective capacity to teach business subjects in the SHS.

As hinted in Chapter Two, the content and the scope of the Business Management as a subject taught at the SHS has been designed and categorised into 10 themes which are:

1. Nature of Management
2. Functions of Management
3. Information Technology
4. Legal Environment of Business
5. Finance and Financial Institutions
6. The role of Government in the Economy
7. International Trade and Problems of Developing Economies,
8. Globalization and Economic Integration,
9. Entrepreneurship and Small Business Management
10. Functional Areas of Management.

Similarly, the content and the scope of the Financial Accounting have been thematized into 18 areas. I mapped the themes with the content course for BTEP to confirm that the themes match with the content knowledge for preservice business teacher education programme (Management and Accounting). Figure 6 shows the thematic areas for management subject offered at the SHS and the corresponding courses of the BTE programme that seek to equip preservice business teachers with that solid accounting knowledge to be able to teach the accounting subject at the SHS level.

Thematic areas for Management subjects offered at the SHS have been mapped with the corresponding courses of the BTEP (Management) as indicated in the Figure 6.

Themes from the SHS Syllabus

**Corresponding Courses
of the BTEP in UCC**

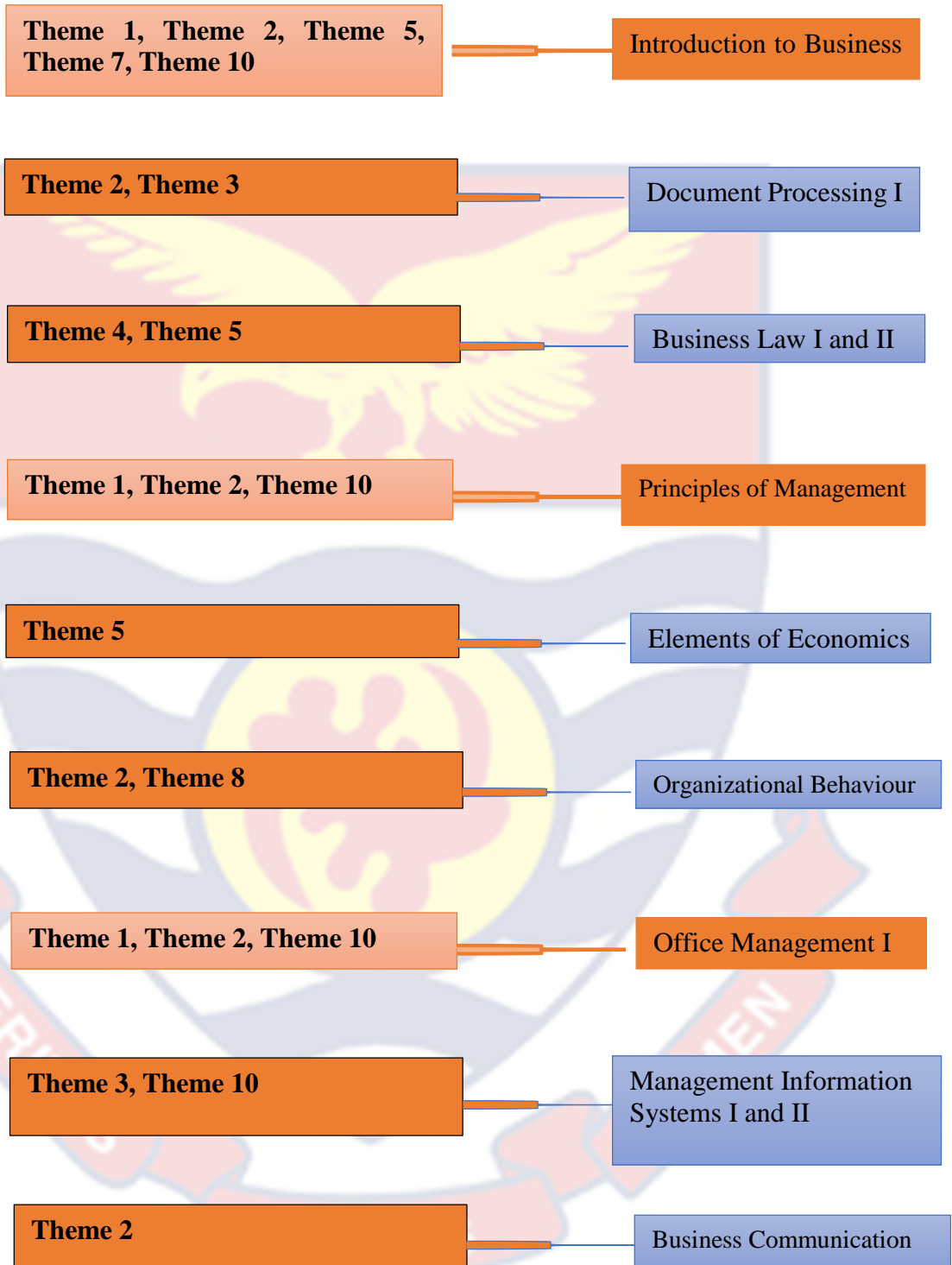




Figure 6: Mappings of the themes from the SHS Management Subject with the courses that seek to equip preservice business teachers with the content knowledge (authors own construct).

As hinted earlier, figure 6 shows the various themes as prescribed in the business management syllabus and the courses that reflect those themes to enable preservice business management teachers to be equipped with that strong content knowledge required to be that strong reflective teacher.

Similarly, the thematic areas for Financial Accounting subjects offered at the SHS and the corresponding courses of the BTEP (Accounting) is presented in Figure 7

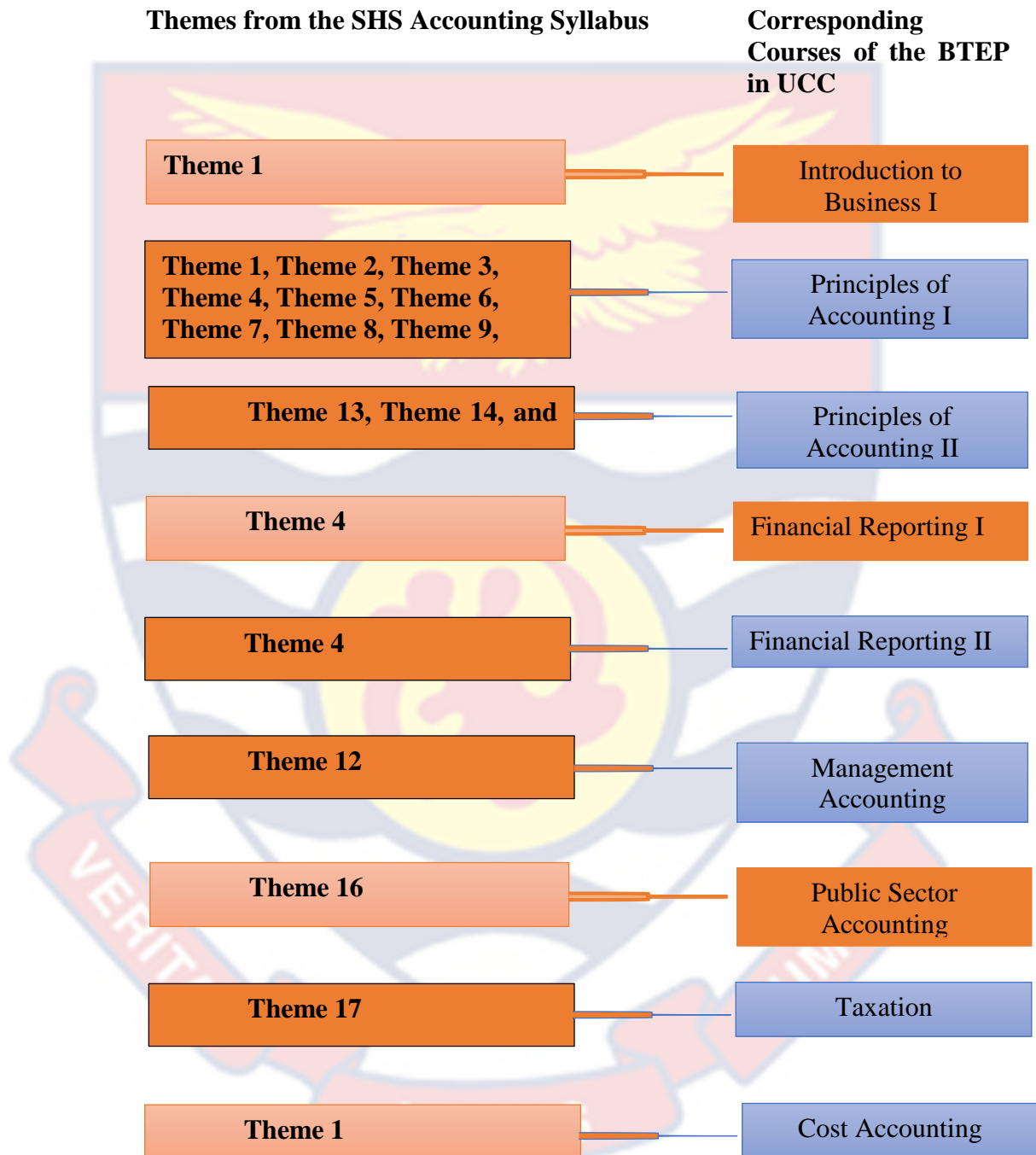


Figure 7: A mapping of the themes from the SHS Financial Accounting subject with the courses that seek to equip preservice business teachers with the content knowledge (authors own construct).

The mappings show that majority of the themes (theme 1 -11) are covered in the Principles of Accounting, a course read by preservice business teachers in the first semester of the first year of their four year BTEP. It is important to note that few themes of the accounting subject were not found directly in any of the accounting courses of the BTEP.

Besides the programme document, I also examined the course manuals/course outlines for all the courses as indicated earlier to find out the descriptions for each of the courses, the objectives and the content that teacher educators are to adopt to achieve the stated objectives. It was found that each of the course manuals/course outlines had detailed description of the course - indicating the knowledge, skills and experiences students should acquire after being taken through the course. Also, the expected behavioural changes (objectives) to be achieved in each course were clearly stated.

Pedagogical knowledge

In terms of the pedagogical knowledge, an analysis of the programme document showed a number of general education courses such as Methods of Teaching, Principles and Practice of Curriculum and Instruction, Research Methods in Education, Assessment in Education, Educational Statistics, among others. These courses aim to equip preservice business teachers with that strong pedagogy and professional knowledge required of preservice business teacher to become a reflective professional business teacher. However, the analysis of course manuals showed that only few course outlines had indicated the descriptions of the methods/strategies (mode delivery) being used in teaching and learning of the courses while the majority of the course manuals had no information on strategies/methods or mode of delivery of the content.

Additionally, it was found that the course manuals did not have common acceptable pedagogical methods and strategies for teaching and learning of courses of the BTEP.

The findings suggest that even though the Department of Business and Social Sciences Education has a teaching philosophy, the approaches/methods to adopt in the implementation are missing and therefore discretionary for faculty members to use their own tried-and-tested pedagogical practices. This was evident in a response by the HoD when he said, “...a number of the lecturers delivering the programme are not constructivist themselves ...many teaching sessions are informed by cognitivist ideas where teachers teach students theories than practical” (#HD).

Furthermore, as part of the pedagogical knowledge, I tried to discover whether the courses of the BTEP programme integrate information communication technology (ICT) as part of the pedagogical strategy to prepare preservice business teachers. For example, with the advent of COVID -19 and its related challenges on teaching and learning, this was what the HoD had to say,

... now this programme doesn't have a course titled like that. They have some courses that they do which help them in the use of the computer.

They do courses such as document processing for example which has to do with how they process document with computer. But that is not a course that you will say it is well grounded in ICT. Another aspect is that our students do some courses in computing but these are not actually courses that we say are core courses. These are some courses that students may want to audit them if they want to do that one (#HD).

The interviewee further explained that lecturers have been encouraged to incorporate ICT in their delivery.

It is clear that the education-related courses such as Methods of Teaching, Principles and Practice of Curriculum and Instruction, Research Methods in Education, Assessment in Education, Educational Statistics, History and Management of Education among others seek to equip preservice business teachers with strong pedagogical and professional knowledge as reflective practitioners. The finding of this study is analogous to the study by Nuangchalem (2012) which, strongly agreed that PK is an excellent notional framework for the development of skills for teachers, and for promoting the verification and exchange of ideas on knowledge on teacher practice. There is agreement that PK should be combined with professional programmes such as BTEP for preservice teachers.

Experience knowledge (Teaching practice)

In terms of the practical experiences as part of the knowledge base for BTEP, a critical check from the programme document showed that there are two courses that seek to equip the preservice business teachers (PBT) with that experience knowledge to be that reflective practitioner. These two courses included Micro Teaching Practice (MTP) (On-Campus Teaching Practice (OnCTP) and Educational Field Experience (EFE) (Off-Campus Teaching Practice (OfCTP) (Teaching Practice Handbook, p. 2, 2013).

The finding on the experience knowledge (EK) has been described by Hughes, (2005) as key to teacher professionalism and must be part of the knowledge base frame-work of preservice teacher education and training

programmes such as the business teacher education and training programme offered by public universities in Ghana.

Balance of the knowledge base emphasised by the programme.

I tried to find out whether there was a balance in terms of the courses that constitute the content/subject knowledge, pedagogical knowledge and experience knowledge. The finding from the programme documents showed that the number and the credit weighting of content and education related courses were more than the number of courses that seek to equip preservice business teachers with the experience knowledge. This was confirmed by the HoD when he said that,

Now in terms of balance I guess you are looking at the proportion of content areas vis a vis pedagogical area, educational studies areas and the practicum. I think there is a relatively good balance in the programmes and probably you will do well to take a hold, through the Head of Department permission for our programme documents. So, you will see how many content courses are there, how many educational studies courses are there, how many pedagogical courses are in there and the hours or days or duration given for practicum and if you juxtapose that alongside your knowledge in the educational programmes, perhaps you will agree with me that the programme is relatively balanced (#HD).

Mode of assessment

In terms of the assessment, the programme document was silent on mode of assessment. However, a critical examination of the course manuals revealed that few of the course outlines had explicitly stated the nature of assessment

with some indicating 40% continuous assessment and 60% end-of-semester examination as assessment. Only few course manuals provided the breakdown of assessment, indicating 20% assignment and 20% quiz with 60% end of semester examination. The evidence from the interview showed similar findings. The HoD stated:

our assessment has always been what we call the criterion-based assessment which goes with normal university assessment, that is to say that you must make some portion of continuous assessment within the semester which is more of formative assessment and you must make some form of end-of semester. Continuous assessment in the form of exercises, assignment etc. This is how everybody teaching also assesses. Now the actual nature of the continuous assessment differs from lecturer to lecturer. There are some who will do everything the university requires at least to do continuous assessment according to the university policies. But for some, all the two will be you know, quiz and all the quiz is based on recall. That is what they are doing (#HD).

It is clear from the findings that the assessment of the BTEP follows the assessment policy of the University of Cape Coast, which is 40% formative (assignments and quizzes) assessment and the 60% summative assessment (end of semester examination). However, it was found that the nature of assessment of courses reflects the way the lecturers teach.

The outcome of the interview suggests that from the perspectives of the Department of Business and Social Sciences Education, the knowledge base

(content/subject knowledge, the pedagogical knowledge and the practical teaching) is balanced. In terms of the assessment, programme documents should not be silent about the mode of assessment of courses. The course outlines explicitly state the nature of assessment with and a breakdown of assessment procedures. Ideally, the assessment procedures of programmes are harmonious with the assessment policy of the institution and must not necessarily reflect the teaching preferences of lecturers.

Clearly the result on Research Question One shows that the BTEP, from a philosophical stance, seeks to churn out teachers with strong content knowledge, critical thinking skills, unmatched pedagogical skills, and are reflective while transacting the curricular of their subject areas. From the rationale perspective, the BTEP was designed to fill a certain lacuna relative to the shortage of business teachers in both public and private second cycle institutions in the face of the incessant rising demand for business education occasioned by expansions in businesses.

This finding concurs with the findings of the study by Wahyudin et al. (2017) which indicates that teaching philosophy of teacher education institutions is key to the proficiencies and assertiveness required to be imparted in preservice teachers. Though this earlier study focused on the understanding of institutional teaching philosophy among teacher educators and its implications on teaching methods and strategies and classroom practices in the process of educating the professional teacher in Indonesia, it yields some insight relative to the outcome of the current study. This suggests that the teaching philosophy of the BTEP should be communicated to all teacher educators of the BTEP to enable them implement the programme fiducially. It is by this that the

teaching philosophy of the BTEP (i.e., to produce teachers with strong content knowledge, critical thinking skills, unmatched pedagogical skills, and a reflective teacher) will be achieved.

Entry background characteristics of students

Research Question Two: *What background characteristics do students bring to the business teacher education programme in UCC?*

Research Question Two focused on some key entry behaviours of the preservice business teachers which have the tendency to influence their training. This was meant to gauge how the BTEP had prepared the preservice business teachers to be the kind of teacher required by the programme. It considered variables such as programme of study, gender, age, highest academic qualification, grade point for admission etc.. Table 3 presents the results of the preservice teachers' background characteristics before their admission.

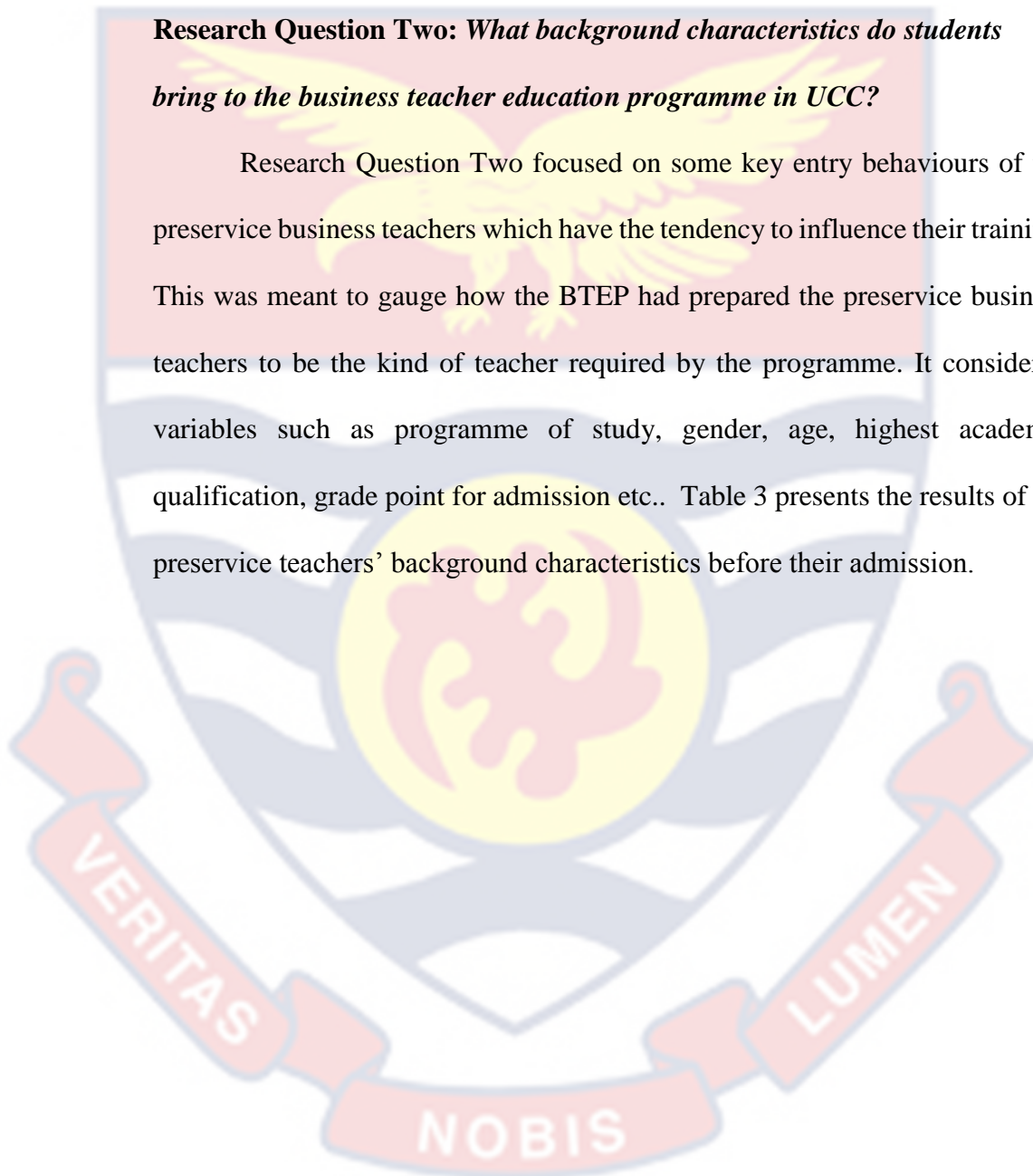


Table 3: Preservice Teachers Background Characteristics Prior to Admission to the BTEP

Variable	Subscale	n	%
Programme of Study	Management	92	58.6
	Accounting	65	41.4
Gender	Male	120	76.4
	Female	37	23.6
Age (in years)	18-23	60	38.2
	24-29	90	57.3
	30-35	7	4.5
Highest Academic Qualification	WASSCE/SSCE	149	94.9
	HND	6	3.8
	Diploma/Certificate A	2	1.3
Grade Point for Admission	6-10	8	5.1
	11-15	53	33.8
	16-20	92	58.6
	21-25	4	2.5
Reasons for Studying Programme	Career/Employment	117	74.5
	Parental Advice	24	15.3
	Interest	16	10.2
Motivation	Intrinsic	124	79
	Extrinsic	33	21
Have you taught before	Yes	54	34.4
	No	103	65.6
Prior Teaching Experience (in years)	Less than 1	6	17.1
	1-2	24	68.6
	3-4	5	14.3
	5-6	4	11.0
Level of Education Taught	Primary	19	51.4
	JHS	14	37.8
	SHS	4	10.8
Teaching as First Career Choice	Yes	23	14.6
	No	134	85.4
Reason for Teaching Career Choice	Employment	16	69.6
	Passion	7	30.4
First Career Choice (Not Teaching)	Accountant	27	20.1
	Doctor	4	3
	IT	2	1.5
	Auditor	4	3
	Bank Manager	77	57.5
	Tax Practitioner	4	3
	Lawyer	16	11.9

The majority ($n = 92$, 58.6%) of the preservice teachers were drawn from the Management teacher education programme. This was proportionate to their total population on the programme. By implication, at the point of admission onto the teacher education programme, the preservice teachers might have demonstrated much preference for the teaching of management to that of accounting. It has been observed in the university over time that the management preservice teachers outnumber those in accounting. Comparably, management is relatively easier than accounting and this might influence its patronage in the university. It could also suggest that fewer students perform well in accounting subject at the SHS, which might affect its patronage at the university level.

The gender distribution on the BTEP is highly unbalanced as more male preservice teachers ($n = 120$, 76.4%) are found on the programme. It is not surprising that senior high schools in Ghana are mainly dominated by male teachers. This could be as result of the fact that female teachers dominate teaching at the basic schools in Ghana. This does not suggest that the profession is for the males but rather draws the attention of sensitising and conscientising more female students at the pre-tertiary level of education to opt for teacher training programmes, especially in management and accounting.

The preservice teachers were distributed among three age group: 18-23 years, 24-29 years and 30-35 years. These age groups suggest that preservice teachers should be psychologically ready for the BTEP. By 18 years, the constitution of Ghana regards them as adults and hence they seem to possess the maturity for university education. It can be seen that more than half ($n = 90$, 57.3%) of them were within the age group of 24-29 years and, having gone

through all the pre-tertiary levels (i.e., at level 400), preservice teachers may seem to be matured. Therefore, they can share their experiences of the BTEP. Again, their four years exposure on BTEP places them in an appropriate position to share their experiences on the programme, and direct the thoughts of policy makers about the success being achieved on the programme as far as the philosophy and the goals of the programmes are concerned.

Predominantly, the students who read the BTEP are from senior high schools entering into the initial teacher education programme. As it can be seen, majority (n = 149, 94.9%) of them had WASSCE/SSCE qualifications indicating that the teacher education programme is new to the preservice teachers (i.e., initial teacher education programme). Per this discovery, the teacher education programme must be well executed by the teacher educators through the employment of appropriate and varied contemporary pedagogies that integrate ICT to enforce both content and pedagogical knowledge in the preservice business teachers. Therefore, it will be relatively easier for the business teacher educators to produce the kind of teachers required to teach business subjects in the various SHS in the country.

Even though it is likely that the BTEP will produce the type of teacher required by the programme, the compelling challenge is the level of quality of the students at the point of admission. It will be logical to say that quality inputs will result in a quality outcome. This quality input at the time of admission could be assessed through the grade point average. This tells the level of performance of the students before the teacher education programme. The results gathered on this quality create an impression of average performance ([16-20], n = 92, 58.6%). By this entry characteristic, the teacher educators would have to

provide enough guidance in producing the kind of teacher required by the philosophy of the programme.

It is worthy to note that the preservice teachers' choice of the programme was influenced by the teaching career/job availability (n = 117, 74.5%); parental advice (n = 24, 15.3%) and interest (n = 16, 15.3%). The teaching career/job availability seems to have been the main influencer as it recorded the highest count (n = 117, 74.5%). Even though parents were more likely to decide the career path of their children, the results suggest that it was mostly based on the students' intrinsic motivation (n = 124, 79%) rather than their extrinsic motivation (n = 33, 21%). Despite such seemingly high intrinsic motivation, the preservice teachers never selected teaching as their first career choice (n = 134, 85.4%) but rather selected accounting (n = 27, 20.1%) and banking (n = 77, 57%) as their first careers. This could be attributed to the double opportunities (as business teachers and business administrators) the programme offers to them. The impression created is that they are likely to pay attention to content rather than pedagogy. This is likely to mar the type of teacher to be created by the teacher education programme.

One could argue that preservice teachers' high intrinsic motivation for teaching could be the second opportunity of the programme (business administrators) and not for teaching itself. Hence, few of them (n = 7, 30.4%) indicated their passion for teaching. It was realized that few (n = 54, 34.4%) of the preservice teachers had taught before with 1-2 years of teaching experience. They had mostly (n = 19, 51.4%) taught at the primary schools. This could explain why a few of them had the passion to teach (n = 7, 30.4%).

The finding of this study reflects an earlier one that Waheed, Wazir and Rasheed conducted in 2016 to examine the entry characteristics of preservice teachers and their motivation to teach in Pakistan. That study found that many of the teachers were both intrinsically and extrinsically motivated to teach though their motivation levels vary with respect to other background characteristics such as gender, age, and programme among others. Again, the finding of this study concurs also with one conducted by Low, Ng, Hui and Cai (2017) in Singapore which investigated the factors that trigger trainee teachers' driving force behind their choice of teaching which, found out that socialization, and prior teaching experience were the major triggers of the trainees' career decision for becoming teachers. In this study, prior teaching experience came up for mention in the background characteristics though the current study did not investigate factors that influence their choice of teaching as a profession.

Research Question Three: *What are the views of PBTs and teacher educators on the knowledge base that is emphasised by the BTEP in UCC?*

As hinted earlier, this question sought to gather data from both trainees and faculty members. The data was gathered using only questionnaire. The findings have been presented in Table 4.

Table 4: Subject Matter Emphasised by BTEP

Survey Items	Students		Lecturers		Equality of Means		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	η^2
Content	3.20	1.27	3.71	1.27	6.028	.015	.033
Pedagogy	3.20	1.37	3.40	1.31	1.323	.252	.008
Experiential Learning	3.18	1.44	3.76	1.48	2.461	.119	.014
Weighted Mean/ASD	3.19	1.36	3.62	1.35			

Scale: 1.00-1.49 (*strongly disagree*); 1.50-2.49 (*disagree*); 2.50-3.49 (*uncertain*); 3.50-4.49 (*agree*); 4.50-5.00 (*strongly agree*).

The results show a slight variation in the perspectives of both the preservice teachers and their teacher educators about the focus of the BTEP. Generally, the PBTs were uncertain about the emphasis of the BTEP ($M = 3.19$, $SD = 1.36$). They neither saw it as content-focused ($M = 3.20$, $SD = 1.27$), pedagogy-focused ($M = 3.20$, $SD = 1.37$) nor experientially-focused ($M = 3.18$, $SD = 1.44$). This could imply that equal attention was given to the teaching of these components of the teacher education programme. As preservice teachers are expected to master content, they are also expected to master the pedagogy necessary to present the content to their prospective students. Their thoughts on the emphasis of the BTEP create the impression that both content and pedagogical knowledge requirements for teaching are not taken for granted by their teacher education institution.

The lecturers appear to slightly disagree with the PBTs on the content and the experiential focus of the programme. The lecturers were of the view that the BTEP emphasises content ($M = 3.71$, $SD = 1.27$). This implies that the programme seems to build preservice teachers' knowledge in the principles, facts, concepts, theories, among others required to teach at the SHS and for the industry as well. Even though the lecturers were uncertain on the exact focus of the pedagogy ($M = 3.40$, $SD = 1.31$), they did not indicate that less emphasis was placed on it. It can be seen that both the lecturers and the PBTs were uncertain about the emphasis of the pedagogy component of the programme. However, the lecturers were never confused about the focus of the experiential learning component of the programme. The lecturers affirmed that practical opportunities were provided for the PBTs to learn.

The differing views of the PBTs and their teacher educators on the emphasis of the BTEP, especially the content and the experiential learning components, created the need to subject their mean score responses to an independent samples t-test through the general linear function of the SPSS software. On the content focus of the programme, there was a significant difference between the PBTs ($M = 3.20$, $SD = 1.27$) and their teacher educators ($M = 3.71$, $SD = 1.27$), $t(1, 175) = 6.028$, $p = .015$, $\eta^2 = .033$. However, the difference observed is small by the examination of the eta squared estimate (.033) following Cohen's (1988) guideline for interpreting effect sizes.

On the pedagogy focus of the programme, there was no statistically significant difference between the PBTs ($M = 3.20$, $SD = 1.37$) and their teacher educators ($M = 3.40$, $SD = 1.31$), $t(1, 175) = 1.323$, $p = .252$, $\eta^2 = .008$. This means that both PBTs and their teacher educators were uncertain about the pedagogy focus of the programme. This is practically the case by the small magnitude of the mean differences indicated by the eta squared ($\eta^2 = .008$). Again, the differences observed in the mean scores on the experiential learning focus of the programme was not found to be significant, $t(1, 175) = 2.461$, $p = .119$, $\eta^2 = .014$.

The conclusion is that lecturers saw the BTEP to emphasise content and both lecturers and preservice teachers were uncertain about the pedagogy and experiential emphasis of the programme. This outcome confirms a qualitative study that Sahragard and Saberi (2018) conducted on preservice teacher education knowledge base in Iran. That study also found that initial teacher education programme emphasises theoretical issues (content) more than practical or pedagogical issues. It means that the initial teacher education

programme de-emphasised acquisition of pedagogical skills for effective teaching. The big question is, how can the preservice teacher be effective in the profession of teaching? This may suggest that the structure of the business teacher education programme may not effectively prepare the preservice teachers to be effective in his/her teaching career.

Research Question Four: *What are the pedagogies (approaches/methods) used in the BTEP in UCC?*

As hinted earlier, this research question sought to gather data from both trainees and faculty members on pedagogies used by the BTEP. The data was gathered using only questionnaire. The findings have been presented in Tables 5 and 6.



Table 5: Extent of Pedagogical Approaches and Methods used by Lecturers

	Students		Lecturers	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Self-study	4.19	.97	4.10	.94
Demonstration	4.27	.99	4.24	.94
Simulation	2.92	.99	3.11	1.41
Field trip	2.15	1.25	1.94	1.30
Project work	2.51	1.36	3.65	1.32
Video-taped programme	2.08	1.18	2.11	1.18
Problem solving approaches	3.48	.88	4.39	.92
Whiteboard	4.14	1.08	4.58	.61
Discussion	4.16	.97	4.74	.45
Case study	3.52	1.04	4.05	1.13
Role play	3.76	1.36	2.95	1.31
Online teaching (e-learning)	2.19	1.18	3.40	1.27
Lecture	3.38	1.15	4.57	.87
Group study	3.97	.67	4.37	.76
Pictures, posters, newsletters	4.11	1.08	2.50	1.29
Resource person	2.68	1.56	2.42	1.43
Lecture-discussion	3.94	.57	4.68	.67
Oral presentation	4.16	1.22	4.11	1.10
Computer-assisted instruction	2.48	1.41	2.70	1.49
Social media platforms (YouTube, WhatsApp, Facebook etc.)	2.66	1.44	3.38	1.32
Brainstorming	4.04	.69	4.00	1.03
Mentorship	3.32	1.12	2.82	1.59
Cooperative learning	3.90	.59	4.00	1.12
Individualized instruction	3.03	1.08	3.47	1.23
Reflective teaching	3.48	.73	4.24	.75
Question and answer	4.20	.88	4.47	.77
Integrative approach	3.76	.63	3.59	1.54
Participatory	4.25	.82	4.39	.78
Activity oriented	4.04	.66	4.18	.73
Classroom interactions	4.45	.72	4.52	.81
Weighted Average/ASD	3.51	1.01	3.72	1.07

Scale: 1.00-1.49 (*not used*); 1.50-2.49 (*rarely used*); 2.50-3.49 (*sometimes used*); 3.50-4.49 (*frequently used*); 4.50-5.00 (*heavily used*).

The preservice teachers indicated that their teacher educators employed multi-faceted approaches and methods in instructing them on the BTEP. According to them, their teacher educators frequently used integrative

approaches ($M = 3.76$, $SD = .63$), participatory approaches ($M = 4.25$, $SD = .82$) and activity-oriented approaches ($M = 4.04$, $SD = .66$). To collaborate this observation, the teacher educators had the opportunity to indicate the approaches they frequently used. Their responses did not markedly deviate from that of their students (preservice teachers). The teacher educators indicated that they frequently used problem solving approaches ($M = 4.39$, $SD = .92$), reflective teaching ($M = 4.24$, $SD = .75$), participatory approaches ($M = 4.39$, $SD = .78$) and activity-oriented approaches ($M = 4.18$, $SD = .73$). The only difference observed in the responses of both the preservice teachers and their lecturers was the extent to which reflective teaching approaches were used. Whilst the preservice teachers indicated that lecturers sometimes used it, the lecturers were of the view that they frequently used it. This difference could be a result of the metacognition lecturers go through in using the reflective approaches.

The dominant approach appears to be the participatory approaches as it recorded a relatively high mean estimate for both the preservice teachers ($M = 4.25$) and the lecturers ($M = 4.39$) when compared with other pedagogical approaches. The frequent use of these approaches shows that the programme highly emphasizes student-centred teaching and learning as opposed to teacher-centred teaching and learning in creating the type of teacher required by the BTEP.

The preservice teachers indicated that problem solving approaches ($M = 3.48$, $SD = .88$), reflective teaching approaches ($M = 3.48$, $SD = .73$), mentorship ($M = 3.32$, $SD = 1.12$) and social media platforms ($M = 2.66$, $SD = 1.44$) were sometimes used by their lecturers on the BTEP. The lecturers specified that they

sometimes used online teaching approaches ($M = 3.40$, $SD = 1.27$), computer-assisted instruction ($M = 2.70$, $SD = 1.49$), social media platforms ($M = 3.38$, $SD = 1.32$) and mentorship ($M = 2.82$, $SD = 1.59$). It is evident from the respondents that the lecturers do not frequently use the digital platforms.

Apart from the approaches employed, both respondents also commented on the methods employed on the BTEP. It is evident that various teaching methods were used to instruct the preservice teachers. The preservice teachers specified that the BTEP frequently employed self-study ($M = 4.19$, $SD = .97$); demonstration ($M = 4.27$, $SD = .99$); whiteboard ($M = 4.14$, $SD = 1.08$); discussion ($M = 4.16$, $SD = .97$); case study ($M = 3.52$, $SD = 1.04$); role-play ($M = 3.76$, $SD = 1.36$); group work ($M = 3.97$, $SD = .67$); pictures, posters and newsletters ($M = 4.11$, $SD = 1.08$); lecture-discussion ($M = 3.94$, $SD = .57$); oral presentation ($M = 4.16$, $SD = 1.22$); brainstorming ($M = 4.04$, $SD = .69$); cooperative learning ($M = 3.90$, $SD = .59$); and question and answer ($M = 4.20$, $SD = .88$). The responses provided by the lecturers did not differ from that of the preservice teachers.

According to the preservice teachers, the top three methods frequently used on the programme were demonstration, self-study and question and answer methods. To the lecturers, the top three methods were discussion, lecture-discussion and lecture method. The frequent use of demonstration implies that teaching skills are modelled for the preservice business teachers to observe and learn. This is good for their transition into the professional teaching field and for the implementation of the SHS business syllabus. The use of self-study is likely to make the preservice teachers independent learners and to help them explore knowledge areas that might not be provided to them during regular

lectures. The frequent use of the question-and-answer method was not as intriguing as most methods of instruction cannot be used without the question-and-answer method. In all, in terms of the responses from the preservice teachers on the frequent methods employed, the highest congruity ($SD = .57$) was observed on the lecture-discussion method; this seems to confirm the lecturers' responses.

In sum, the dominant and frequently used approaches on the programme were participatory, followed by integrative, activity-oriented, problem solving, and reflective teaching approaches. The frequently used methods were demonstration, self-study; question and answer methods; discussion, lecture-discussion; Lecture method; case study; role-play; group work; pictures, posters and newsletters; oral presentation; brainstorming; cooperative learning and question and answer. The finding of the current study differs from an earlier one by Danisman and Tanisli in 2017 in Malaysia which investigated the content knowledge, and knowledge of teaching methods and strategies used by trainee teachers. Unlike this study, their study found that trainees had insufficient content knowledge for teaching mathematics. The same study found that trainees did not demonstrate adequate knowledge of varied approaches and strategies used in the effective teaching and learning of mathematics (Danisman & Tanisli, 2017).

Table 6: Effectiveness of Pedagogical Approaches and Methods used by Lecturers

	Students		Lecturers	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Self-study	3.58	.93	4.00	1.05
Demonstration	3.70	.74	4.29	.85
Simulation	2.52	.90	3.64	1.15
Field trip	2.19	1.35	3.45	1.29
Project work	2.30	1.24	4.00	1.10
Video-taped programme	2.24	1.39	3.00	1.24
Problem solving approaches	3.60	.71	4.50	.62
Whiteboard	4.34	.75	4.32	.75
Discussion	4.11	1.05	4.42	.69
Case study	4.06	1.01	4.28	.75
Role play	4.07	1.26	3.53	1.12
Online teaching (e-learning)	3.43	1.36	3.67	1.19
Lecture	3.49	1.09	3.90	1.09
Group study	3.66	.96	4.00	1.05
Pictures, posters, newsletters	3.76	1.32	3.29	1.26
Resource people	2.60	1.40	2.87	1.46
Lecture-discussion	3.73	.73	4.41	.71
Oral presentation	3.88	1.22	4.22	.81
Computer-assisted instruction	2.66	1.55	3.43	1.28
Social media platforms (YouTube, WhatsApp, Facebook, etc.	2.39	1.44	3.58	.96
Brainstorming	3.71	1.19	4.12	.78
Mentorship	3.31	1.23	3.33	1.56
Cooperative Learning	3.69	.85	4.00	.87
Individualised instruction	2.97	1.03	3.65	.93
Reflective teaching	3.37	1.05	4.24	.75
Question and answer	4.14	1.04	4.37	.90
Integrative approach	3.42	1.03	3.94	1.14
Participatory	4.00	1.10	4.33	.77
Active oriented	4.14	1.08	4.39	.70
Classroom interaction	4.57	.65	4.57	.60
Weighted Average/ASD	3.45	1.09	3.92	.98

Scale: 1.00-1.49 (*not effective*); 1.50-2.49 (of little effectiveness); 2.50-3.49 (*somewhat effective*); 3.50-4.49 (*effective*); 4.50-5.00 (*very effective*).

The respondents (students and lecturers) agreed that the lecturers were effective in the use of most of the pedagogical approaches and methods during instructional sessions. Concerning the pedagogical approaches, a consensus was reached on the effective use of the following approaches: problem-solving approaches, participatory approaches, activity-oriented approaches and classroom interactions. Lecturers' effectiveness in the use of these pedagogical approaches could be as a result of their frequent use. For instance, the participatory approaches were the most dominant pedagogical approaches used during instructions, and also found to be effectively used by the lecturers.

It could be observed that both the preservice teachers and the lecturers agreed that the lecturers were somewhat effective in the use of some of the pedagogical approaches. For example, computer-assisted instruction and mentoring were all considered to be somewhat effective. However, a consensus was not reached between the respondents on the effective use of some of the pedagogical approaches. Whilst the preservice teachers saw the lecturers to be somewhat effective in the use of online teaching ($M = 3.43$, $SD = 1.36$), reflective teaching ($M = 3.37$, $SD = 1.05$) and integrative ($M = 3.42$, $SD = 1.03$) approaches, the lecturers saw themselves to be effective in the use of online teaching ($M = 3.67$, $SD = 1.19$), reflective teaching ($M = 4.24$, $SD = .75$) and integrative ($M = 3.94$, $SD = 1.14$) approaches. Again, whilst the preservice teachers saw little effectiveness in the use of social media platforms ($M = 2.39$, $SD = 1.44$), the lecturers disconfirmed and indicated that they were effective ($M = 3.58$, $SD = .96$). The disagreement between the respondents could be due to lecturers' infrequent use of the approaches. One cannot fully agree with the

preservice teachers because they were highly heterogeneous in their responses (see dispersion estimates), likewise the lecturers.

Lecturers' effectiveness in the use of the teaching methods followed the same pattern in terms of preservice teachers' responses on their effectiveness in the use of the pedagogical approaches. The preservice teachers had agreed with the lecturers that the lecturers were effective in using most of the teaching methods. Consensus can be seen among the following methods: self-study, demonstration, discussion, case study, role play, lecture, group study, lecture-discussion, oral presentation, brainstorming, cooperative learning, and question and answer.

Apart from lecturers' use of resource person that both respondents agreed that lecturers were somewhat effective, they disagreed on the following methods: simulation, field trip, project work video-taped and individualised instruction. For example, the preservice teachers perceived their lecturers to be somewhat effective in the use of simulation ($M = 2.52$, $SD = .90$) and individualised ($M = 2.97$, $SD = 1.03$) methods, however, the lecturers saw themselves to be effective. Again, the preservice teachers perceived the lecturers to be little effective in the use of field trip ($M = 2.19$, $SD = 1.35$) and video-taped programme ($M = 2.24$, $SD = 1.39$), however, lecturers claimed they were somewhat effective. The preservice teachers' perception about the ineffectiveness in the lecturers' use of field trip and video-taped programme could be due to its non-usage by them (lecturers). For project work, whilst the preservice teachers indicated that lecturers were little effective in its use, the lecturers were of the view that they were effective in using it.

It is concluded that problem-solving, participatory, activity-oriented, and classroom interactions approaches were effectively used by the lecturers. Also, self-study, demonstration, discussion, case study, role-play, lecture, group study, lecture-discussion, oral presentation, brainstorming, cooperative learning, and question-and-answer methods were effectively used by the lecturers. The outcome of this study is similar to an earlier one by Ceulemans, Molderez, and Gaeremynck, (2013) which showed a number of teaching methods, strategies, and techniques that promote constructivism. They included that questions-and-answer techniques, field trips, group discussion, role-play, brainstorming, and peer assessment. However, the current finding is dissimilar to the one by Lambrechts, Mulà, Cotton and Winter, in 2010 which found action-oriented methods, such as learning through internships, stimulus activities.

Research Question Five: *What are the principles/guidelines that inform the clinical preparation of the BTEP in UCC?*

The knowledge base emphasized by the teacher education and training programme includes practical teaching (teaching practice). This component of the programme seeks to equip preservice business teachers with classroom practical experiences. This research question was formulated to determine the principles that guide the practice teaching. This was to help determine whether the principles are actually guiding the teaching practice to create the required kind of business teacher the BTEP seeks to produce. Data was sifted from the teaching practice handbook through the use of the document guide. Also, the Director responsible for the teaching practice was interviewed. Both data sets were analysed into themes and presented below.

Vision and mission, aims of the teaching practice

Evidence was gathered on the vision and mission of the CTPD, since this is likely to influence the way the teaching is conducted in developing teachers for schools. The vision of the Centre was found to, “*become an outstanding reflective teacher practicum division which is well positioned to support the College of Education Studies in training competent professional teachers with worldwide acclaim*” (Teaching Practice Handbook, p. vii, 2013). Based on this vision, the current practice of the Centre as reflected in its mission is to *promote “outstanding teacher professionalism and experience”* (Teaching Practice Handbook UCC, vii, 2013).

The aims are to *empower teachers to be innovative, confident and reflective on their professional practice towards a successful teaching profession* (Teaching Practice Handbook, vii, 2013). By this vision, mission and aims, the preservice teachers are being trained to develop critical minds (to be innovative), amass knowledge and skills (to confidently teach and engage in industrial practices) and diagnose classroom and societal problems through practice (a reflective practitioner). The teaching practice is therefore guided by three major principles. These are described next.

Principles guiding the teaching practice

The following principles were identified from the document:

1. preparing student teachers not only for work in the classrooms but also in schools and communities;
2. exposing students to systematic practical teaching experiences that begin with the student teacher initially observing a group of mentors before taking charge of a full class in independent teaching;

3. proceeding to peer teaching to enable preservice teachers them practice classroom skills before actual field teaching experience under the guidance of experienced mentors.

These principles indicate that learning to teach starts in an environment (in house) that exposes the preservice business teachers to aspects of the teaching task among themselves before they are launched into the actual classroom environment. During the initial environment as they learn to teach they also reflect on their teaching. Hence, teacher education is described as learning to teach and teaching to learn. This finding was confirmed by the Director for the Centre. In his words, this is what he had to say:

...to be an effective teacher, you have to learn how to teach and, in the process, you must also learn from your teaching. So sometimes we call it learning to teach and teaching to learn. Now, in learning to teach and teaching to learn, we want you to progress from the level of a teacher who we will describe as mere technician through the teacher who is the professional and then the teacher who is a reflective practitioner. So, producing the reflective practitioner is the philosophical principle underpinning our teaching practice” (#DCTD).

The Director also hinted that these principles are supported by two phases of practical teaching: on-campus teaching practice and off-campus teaching practice activities. In his words, the Director said this: *in terms of the phases, the entire teaching practice comprises two components, namely, the On Campus Teaching Practice (OCTP)/Micro Teaching and the Off Campus Teaching Practice (OCTP) (#DCTD).*

By this revelation, an effective teacher progresses on the path of learning to teach and assessing his or her practices and to find ways of improving teaching and learning. These aforementioned principles govern the structure of teaching practice of the teacher education programme in the University of Cape Coast.

Research Question Six: *How do trainees' experiences of the BTEP influence their choice of teaching as a profession?*

The main purpose of this research question was to explore preservice business teachers' experiences and their assessment of the business teacher education programme (content, pedagogy and the practical preparation component of the programme) in the University of Cape Coast. Subsidiary to this purpose, the study was to determine whether the preservice business teachers consider themselves well prepared to take up teaching after their successful completion of the BTEP. The focus group discussion guide was used to gather data to address the research question. The data gathered was analysed into themes and sub themes. The themes are presented next to describe trainees' experiences of the BTEP under initial experiences, content, pedagogy and practical teaching experiences.

Initial experiences

The preservice teachers described their teaching experience before their enrolment onto the programme. The only issue captured was that they saw the programme as initial teacher education.

Programme seen as initial teacher education

The preservice teachers' lack of experience in teaching prior to the BTEP was revealed when almost all of them indicated that they had not taught

before the BTEP. They saw the BTEP as an initial teacher education. This was because they did not obtain the opportunity to formally enrol on any teacher education programme. Expressing their views, a participant had this to say “*For me, I just enrolled onto this BTEP ... I have never taught so no teaching experience*” (BTEG4).

One of them had however had a formal teacher education at the basic level as echoed, “*yes, I have had a formal teacher education, I am a professional teacher from a College of Education...*” (BTEG2). It is obvious that the preservice business teachers were new to the programme and so, they saw the BTEP to inculcate in them, knowledge and to develop their teaching skills to effectively teach business subjects at the SHS.

Experiences about curriculum content

Three major issues were raised by the preservice teachers about the BTEP. They saw the content to be theoretical, inadequate to match the SHS content, the poor coverage of the content knowledge of the BTEP in the university to fully reflect the business subject matter knowledge to be taught at the SHS. These sub-themes are discussed next.

Content too theoretical

The preservice teachers clearly indicated that the content was useful. However, they were not enthused about its theoretical nature detached from practical experience. In unequivocal utterances, they said in turns, “*in terms of clarity, well, so far, I feel we are on course, the content is very clear, but too much of theory*” (BTEFG1). Another trainee added said this “*content is clear because we found almost all of the management topics in most of the courses we did but it was theory throughout, so we did not see the reality of it*”

(BTEFG6). To confirm this another trainee uttered, *“I will say the management content is clear and has exposed me to most of the management topics very well, but the practicality aspect is lacking as it was not adequate”* (BTEFG8).

Mismatch between programme content and SHS content

The focus group interview discussion with trainees also revealed that the BTEP content did not correspond fully to the business subject content at the SHS level. This confirms earlier findings in research Question One, that some of the themes in the SHS subject (accounting themes) were not found in the courses offered in the BTEP. This seems to reduce the confidence of the preservice teachers to teach. In a solemn remark, one participant stated, *“hmm madam, the content knowledge is clear, it is quality, but I think it is not enough to prepare us fully to teach with confidence in the classroom”* (BTEFG5).

If this is true, then it is a little disturbing. This is because the confidence to teach is as important as the content.

Poor coverage of content

Preservice teachers indicated that the content was not fully taught during lectures. This they believed further incapacitated them to teach at the SHS.

Aside from this, a participant claimed:

... Some of the courses are clear and in line with the subject but are not enough for teaching; yet some are not necessary. Since they are training us to be accounting teachers, they should focus on things that will prepare us to be accounting teachers in the classroom. In financial accounting, sometimes, we cover only two, three or four topics then we write exam (BTEFG3).

It is clear that the preservice teachers appreciated the quality of the content of BTEP, but were not excited about the poor content coverage. This seems to tie with earlier claim that their confidence to teach business subjects at the SHS is low.

Pedagogy

Preservice teachers recounted their experiences of the pedagogical approaches, methods/and strategies of the BTEP. These experiences are captured under the following themes: no practical demonstration of pedagogies; triangular teacher education and rectangular school setting; and 21st century technology-powered education and 19th century teaching.

No practical demonstration of pedagogies

The only variable that connects the teacher and the students during the instructional intercourse is pedagogy. The use of these pedagogies seems difficult for the preservice teachers. This is because in their view, they did not obtain a practical feel of them. They claim that their teacher educators did not demonstrate how to use the pedagogies to teach them. This finding seems to contradict the earlier finding in Research Question Four when preservice teachers said that they were exposed to different teaching methods. Perhaps, their teacher educators could not practically teach them how and when to use those methods. As recounted,

Madam, many teaching methods were mentioned and explained but lecturers didn't demonstrate to us how these methods were used. They didn't even use it in their teaching. We have grown pass that age of where we assume how things are done rather than seeing or doing to learning (sic) how things are done (BTEP4).

The preservice teachers' poor understanding of the use of the pedagogies made them to omit some of the pedagogies in their lesson plans as narrated,

My supervisor wrote that I should learn to indicate methods I will use in my lesson plan and show learner activities too. So, I had to ask him to demonstrate to me. I think they need to practicalize that aspect more for us to understand (BTEP6).

In a loud voice in a frustrated demeanour, a participant requested,

We need practical demonstration of the methods of teaching. We need to practice the methods of teaching more. Madam, it will be better if they allow us to practice how to teach the content in the classroom [during theoretical course work] So if it is about introduction of a lesson, right after the theory, next lesson or lecture should be for practical demonstration before we move on to another topic (BTEP3).

The preservice teachers' poor understanding of the pedagogies (approaches, methods, strategies and techniques) could mar their selection and use of these pedagogies to instruct their prospective students in teaching the business subjects at the SHS.

Triangular business teacher education and rectangular school setting

The issues in the authentic classroom appear different from that observed on the BTEP by the preservice business teachers. As the real classroom issues are, regarded as a rectangular setting, the BTEP to them provided a different picture, captured as a triangular teacher education. This is a triangular shape in a rectangular hole. This mismatch was projected strongly by all the participants. As they stated,

I see a missing link, yes there is a missing link because the real classroom is different from what we learn here. If you apply what we learn verbatim, you will get it wrong, it will be like you are applying a format and the real classroom is not a format (BTEP4).

Another trainee lamented and said,

Yes, I think there is a huge gap between the practice and the theory. But I won't blame anyone, but blame our system of study because we normally focus on what is being taught in the class, that is the theory aspect, that is what we are graded on... (BTEP5).

The preservice teachers seem to blame their business teacher educators and the educational system for not preparing them for the realities of teaching. As part of developing the science of teaching them, the teacher must as well help to develop their artistic flare. A participant noted and critiqued:

Madam I see a big gap between the two, because we were taught that teaching is an art and science. So why is it that they always stress more on the science and less of the art? They should train us to develop the artistic skills for us to be able to adjust easily (BTEP3).

21st century technology-powered education and 19th century teaching

Preservice business teachers expressed their displeasure about their limited knowledge in the use of ICT and social media to teach in this 21st century classroom, where education is going virtual as described as 21st century technology-powered education. They saw that their business teacher educators applied traditional approaches/methods and strategies. This is where teaching and learning was done following the use of mainly board, marker, and in a few

cases the projector in a classroom setting without integrating ICT and other social media resources in their teaching as captured as 19th century teaching. Preservice business teachers further added that their teacher educators did not also teach them how to use these emergent technologies. In their vexation, they stated,

technology, I will say that the imbalance was so great and wide, ... because there was not any experience like teaching us how to use ICT and other social media, even most of the lecturers themselves did not integrate ICT and the social media in their teaching, let alone to teach us how to use them in teaching (BTEP1).

Another trainee bemoaned

Madam, a course I remember we did just showed us only how to use the Microsoft office and another course also introduced us to how to search for information that was all. In fact, madam I think they should even train us on the use of this thing that they call Google classroom (BTEP4).

In a distressful manner another trainee voiced

Madam, integration of ICT de33, I will say the COVID has come to expose us, hmmm like what happened when we were asked to use e-Learning and other technology, how do I do that myself as a teacher because we didn't get that in the programme which is worrying (BTEP6).

In conclusion, preservice business teachers demonstrated their inexperience in the use of teaching approaches and methods in teaching at the

SHS level. It is also clear that they did not experience the integration of information communication technology and other social media resources as part of the teaching and learning approaches, methods and strategies used in teaching. This is likely to mar their ability to teach in this 21st century technology powered-classroom.

Teaching practice

The preservice teachers expressed both positive and negative experiences about the teaching practice. For the positive experiences, the following themes were captured: practice increases confidence; on-campus teaching, a good panacea for off-campus teaching and practice ensures the development of positive attitude. For the negative experiences, the following responses were captured: limited time for on-campus teaching practice; difficulty in accessing schools for the field experience; difficulty in obtaining the required teaching periods for the field experience; inadequate time for field supervision; unsupportive mentors; supervisors applied assessment standards differently; supervisors confused supervision; and unprofessional behaviours of supervisors.

On-campus teaching, a good panacea for off-campus teaching

Expressing the benefits of the microteaching, majority of the respondents said that comments from peers and supervisors during the supervision helped them reflect on their teaching for better performance. In addition, they said that even though the on-campus helped them master the content; gave them the first exposure to real teaching; and prepared them for the off-campus teaching practice, the time given to them for the on-campus was

not enough. The following quotes are specific examples of some of the trainees' responses:

It is an activity that provided us with classroom environment to practice what we have learnt as business teachers (BTEP2).

Yes, it is an activity that focuses at helping and providing an environment for us students to practice teaching in classroom situation (BTEP6).

I think the micro teaching prepared us very very well for the off-campus which is the bigger one. Because you prepare your lesson plan, you know what you are coming to teach, they know so you can't deceive them. So, it makes you learn and understand the content that you are going to teach. So, the microteaching I feel that part makes us master the subject content only that it wasn't enough (BTEP7).

Madam, I think the micro teaching did the magic for me as a teacher, because the observation comments from the class, my own colleagues and those from the supervisors in a form of feedback actually helped me to do well in the second lesson. So, you see, they should allow us do many times even if it is throughout level 300, it will go a long way to help us (BTEP2).

Practice increases confidence

Trainees expressed their gratitude for the opportunity they had to practice teaching which boosts their confidence. This is how they put it,

I will say that though the on campus really prepared me for the off campus, yeah, sure in terms of my confidence to stand before the

class to teach and control them, at first, I didn't know what I was doing but afterwards the correction from the supervisors helped me to improve in the second teaching. It would have been better if I had the opportunity to teach again, so I think they should give us more time to practice (BTEP5).

It could be inferred from the findings that, even though trainees believe the duration and the number of times they were given the chance to teach were not adequate, they said that micro teaching aspect prepares them for the field experience. Also, majority of the students believe that the assessment process of the micro teaching (feedback from peers and supervisors) helped them to reflect on their teaching to improve their teaching skills.

Practice ensures the development of positive attitude

Expressing the benefits they obtained from the off-campus, this is what they had to say “*Madam waking up early by say 6: 30 and to get to the school 7: 00 am before classes start was problematic, but as a teacher on duty, I had to quickly adjust and I became used to that*” (BTEG4). To confirm this finding, another trainee voiced,

Madam it's good we did this off campus because, apart from the knowledge, in fact, I am hairy and I used to love keeping bushy hair but I changed that style as a teacher on duty just to enable me set myself as an example to the students (BTEG2).

The findings also indicated that even though majority of the trainees believe that the macro teaching practice was good and has helped them develop positive attitude towards work, it was characterised by a lot of challenges.

Challenges

The preservice business teachers also believe that the field experience was also characterised by a number of challenges. They were given the opportunity to share their experiences of the challenges they encountered during the practical experience (on-campus teaching practice and the off-campus teaching practice). Sub themes that emerged from the data have been summarised and discussed next.

Limited time for on-campus practice

Trainees narrated the challenges they encountered during their on-campus teaching practice. In their view, the duration (time) for the on-campus teaching practice was not adequate. They also believe that they were not offered the opportunity to do more of the teaching during the on-campus teaching practice. They are quoted as follows:

Madam, the first time, we were asked to teach in a group of 5 for 15 minutes lesson, I had to teach for only three minutes and the next lesson was only 15 minutes and that was all for the off campus which wasn't enough. It is a very difficult task because it is during the off campus that you, begin to realise that you have not understood the lesson notes preparation well, so you are forced to learn which is good, but you don't get the opportunity to do more (BTEP1).

Another student bewailed “we should have been given the opportunity to do more” (BTEP4).

Omission of an essential nutrient of Teaching

When trainees were asked about observation visits as an aspect of the teaching practice, majority (almost all) of the respondents said that, they were not asked to do any observation visits. Specific responses from some of the respondents are quoted as: *“observation visits? Nooo, I didn’t hear anything like that so my first exposure was the micro teaching”* (BTEP5). Other trainees sheared their experiences in this way,

Madam, even though we were not told to do any observation visits, but I had an idea of it because of my background as a teacher before this programme. So, I did mine at Keta SHS and even taught along the line far back from level 100 to 300 before the micro and it really helped me (BTEG2).

Observation visit, it is not part of our programme but my senior sister who went to the training college asked me to do it and was given the opportunity to observe the classroom teacher teaching of which at the end of the day I got to know what was expected of me as a business teacher (BTEG4).

Madam the observation visits, even though we were not told to do anything like that, however, I did it myself and it really helped me understand some of the things we learnt in the lecture rooms. Also, because I had the opportunity to stand in front of the class during the observation visit there it was not too difficult to teach my own colleagues during the on-campus (BTEG6).

Realising the benefits their colleagues had from the observation visits as a key component of the field experience, trainees recommended that observation visit

should form part of the teaching practice activities of the BTEP. In a regretful manner, this is what a trainee said “*yeah madam I heard it but since it wasn't part of the programme, I didn't do it, but looking at what my colleagues are saying I'm thinking UCC should make it part of the teaching practice activities*” (BTEG6).

The findings are clear indication that observation visits, an important component of the practical preparation of the teacher education and training programme, is missing from the preservice BTEP in UCC. Again, it is also clear from the trainees' point of view that observation visits as part of practical teaching experience is important and must be part of the BTEP offered at UCC.

Difficulty in accessing schools for the field experience

Recounting the problems trainees went through in accessing schools for their off-campus teaching practice, trainees had this to say,

Madam, we were told that the minimum number of periods per each student was either 4 or 6 periods. The first school I visited, they told me that they were expecting other students from another university who will also come so they can give me only one class which was not enough. So, I went to another school and they were like ‘yes, we need you, but you see, because of the double track the green students are in the house now, so you can't have the periods, some of your colleagues just left here with the assurance note...’ I had to accept it like that (BTEG5).

Recounting their frustrations, another trainee had this to say,

Madam, you will be asked to submit the name of the school you would want to practice, and you look for your own school and

sometimes you are told no no no, supervisors don't go to such areas and schools and that is problematic. But sometimes too, you go and then the school will reject you and that also becomes a challenge for you and be frustrated (BTEG1).

This was confirmed by another trainee who stated:

Madam, I went to a school, and I was given the assurance but, when I submitted my letter to the school to confirm my coming, I was told I could only get one class to teach a subject which could only offer me two periods a week which was far less than the required minimum period so I had to look for another school. And traveling up and down pleading was not easy at all. I wish they could do something about it (BTEG9).

This revelation made me suspect possible lack of strong collaboration/partnership or communication among the training institution, the school of practice and to some extent the Ghana Education Service. To my amazement, majority of the trainees further said they did not see any strong connection between the schools of practice and the CTPD, UCC. Narrating the problems, a trainee said:

Madam, still on off campus, I could see there wasn't any communication between my mentor and the university. This is because I recalled that in my school, my mentor told me that whatever she is doing is pro bono, and nobody has even approached her to do that for me, but just that I happened to be her students, as an old boy that is why she is doing that to support me and she said UCC has not reached out to them the mentors to do

that. But it has been a routine something. Every time the students come, so the administration will just tell them to support (BTEG6).

Difficulty in obtaining the required teaching periods for the field experience

Trainees had difficulties in getting the required number of lesson periods in teaching the business subjects as prescribed by the Centre for teacher professional development. In their utterances, this is what they said:

Madam, I think the double track really affected us paaa (very well). Because my school for instance, they told us because we reported at the time the Form 1 students had not yet been admitted to the school and Form 3 class too the teachers were preparing them for their final exams, so they could not release those students for the practice. So, it was only Form 2 classes that were available.

And this affected the maximum periods for lessons (BTEG4).

The findings are clear indication of lack of strong relationship between the university, the school of practice and probably GES. This could be as a result of the fact that the current school calendar system is not known to the CTPD, UCC.

In addition, trainees encountered some challenges with their mentors which are clear indication of lack of collaboration/partnership between the training institution (UCC), schools of practice and the GES. The themes that emerged have been presented next.

Unsupportive Mentors

Trainees realised their mentors could not offer them the needed support to help them learn. To confirm this, they had this to say,

Madam, my teacher just gave me the topics to be treated and that was all. I thought she could also sit in the class to observe my lesson to correct me even before my supervisors come, but my presence was a vacation to the teacher and could not get that strong mentorship relationship. And when our supervisors come some will not ask from them to find out how we were progressing but it's only the head that they will go and see (BTEG10).

This was evident by other trainees' comments:

Madam, still on off-campus, I could see there wasn't any communication between my mentor and the university. This is because I recalled that in my school, my mentor told me that whatever she is doing is pro bono, and nobody has even approached her to do that for me, but just that I happened to be her student, as an old boy that is why she is doing that to support me and she said UCC has not reached out to them the mentors to do that. But it has been a routine something. Every time the students come, so the administration will just tell them to support (BTEG6).

Some of the teachers will treat you well others too will not mind you. Sometimes, you would have to find a way to integrate yourself into the school system. But my colleagues were telling me they were even given good attention it was the best as a trainee working under a mentor (BTEG10).

Subjective Assessment from Supervisors/Supervisors applying assessment standards differently

Still recounting the challenges, majority of the trainees said that even though supervisors were to assess them using the Form 'B' for feedback, and Form 'A' for assessing and scoring based on the competences as indicated on the Form, they also believe that different supervisors had different ways of interpreting the variables. Specifically, this is what they had to say:

Madam, mode of assessing off-campus, is too subjective, every supervisor has his own way of assessing, one lecturer will come and say do this, another one will also come and say do that and the result will come and you are down. I don't know whether they receive a standard orientation as to how they should assess us because everybody has his or her own way of assessing us, there is no uniformity at all, not at all especially those who don't understand how we are trained in terms of lesson plan BTEG4).

To support this statement, another trainee had this to say,

Madam I remember the first supervisor told me that the way they train the science students on how to prepare lesson notes is not the way I have prepared mine, so I should rewrite the lesson notes again and he will come back. But because I didn't know anything apart from what I have been taught as a B.Ed. accounting student I did the same thing and when he came the following time, he was annoyed and left. He didn't supervise me (BTEG3).

Still on the assessment, trainees perceived that some of the supervisors were confused about the interpretation of the variables (competences) indicated on the Form 'A' of the supervision sheets. Trainees had this to say,

Madam, I remember something happened, the first supervisor told me that I wasted time by writing my objectives on the board for them to see instead of just saying. So, during the second supervision, I just shared the objectives without writing it on the board. Then on the form 'B' I read from the comment on suggestions for improvement that 'write your lesson objectives on the board to guide you', and I was confuse BTEG7).

Gap between theory and practice

Some of the preservice teachers shared their experiences of what they observed that has to do with the connection or links between what they have been trained to do as business teachers and what is actually being practiced at the schools. The ensuing quotes are some of the views expressed by trainees during the focused group discussion:

I see a missing link here, yes! There is a missing link there, because the real classroom is different from what we learn here. What we learn here in the university, if you go and apply verbatim or directly, you will get it wrong, it will be like you are applying errrh a format, and the real classroom is not a format because a student behaviour is not going to be constant all the time and it is influenced by so many factors so they should prepare us to meet that (BTEG6).

I also see a gap between the theory and what is practiced there, because we were taught teaching is a science and an art, so why is it that they want to stress on only science aspect without the art? They should also train us to develop the artistic aspect, instead they always teach us the science where we always have to follow a format as my brother said, to be able to handle every situation in the school (BTEG7).

Hmmm Madam I see a big gap between what is practiced and the theory. But I will not blame anyone but blame the system of study, because we normally focus on what is being taught in class, the theory aspect that is what we are graded on. This shouldn't be so; the theory should match what is being practiced in the classroom. But I believe that what could bridge this link is experience of the field should be the centre or basis upon which the theory should be built (BTEG8).

To confirm these assertions, another trainee lamented,

It could be seen that in their minds, trainees believe that there is a missing link between what they have learnt and what is being practiced. This means that the students believe that our practice should rather be informed by experience. That is, the university should take feedback from the students who have returned from off-campus and build upon it to inform them on how the on-campus should be practiced. Also, this revelation may suggest that there could be a gap between what is being taught here and what is actually practiced.

Inadequate time period for field experience

The findings from the interview showed that, trainees believed they did not have enough time to do the off-campus teaching practice. In an effort to make justification for this assertion, preservice teachers believe that, even though, the off-campus exposed them to real classroom experiences, the time was not enough. One student bemoaned:

Madam, the timing is too short. Because it is during the off-campus that we learn the practicality of teaching and other responsibilities of a teacher, but I think the time period for us to demonstrate the practical teaching is not enough at all. If we consider the medical students and the nurses, they are given a whole year to practice but if you compare that to education, you realise we do only the on-campus for a semester. Even that, we don't teach for more than an hour for the whole-on campus then the off-campus, that one too you will not get your full periods to teach the way you should do, so they should do something about it (BTEG9).

Madam, I will say that more emphasis should be placed on the duration for the off-campus. It is the off-campus that offers us the opportunity to teach a live class. And when we go, by the time we start to pick up noor the thing will be over. So, I think they should extend the period for us, they can even make it one year for us to learn more (BTEG4).

It can be concluded that trainees did not have adequate time to teach during their off-campus teaching practice. This situation could mar the

achievement of the goals of the off-campus teaching practice and ultimately affect the experience that they needed to acquire on the field.

Unprofessional Behaviours of supervisors

On the issue relating to the actual supervision of work, majority of the respondents agreed to the fact that even though supervisors were supposed to have pre-discussion with them before they sit in the class to supervise their work and also have post supervision discussion with them. However, only few supervisors had time to do that.

Recounting their experiences, one trainee had this to say, “*some supervisors will not have time to discuss the lesson with you before you teach. They will just look at you teaching and give you their comment*” (BTEG4).

To confirm this, another trainee lamented,

We were told to give them our lesson notes for them to go through before we get to the classroom to teach, then after those whatever comments they write, they discuss it and we can ask them questions, but only few supervisors did that (BTEG6).

Another trainee voiced,

Madam, a supervisor come norr, (ill-professional behaviour) ‘yes, who is teaching’ then he takes your lesson, ‘you start teaching’. Along the line he gets out and tells you to read the comments in your notes. He didn’t observe the full lesson and left” (BTEG3).

Another one confirmed this assertion:

Madam, my problem was that the supervisor didn’t sit till the end of a particular lesson I taught and he left for another class to supervise another student. How will the supervisor score my

teaching for other parts I did that he was not there? For instance, the closure and the evaluation stage (BTEG1).

However, few trainees expressed their positive experience they encountered with their supervisors as,

Madam, in our school two supervisors came to our school, we were four in that school. When they came, they called all of us and had discussion with us and then found out which of us had lessons to teach and the time. After they were done with the supervision, they called all of us together again, and discussed all the things they had written on our forms with us. Madam, this brought us together, but not all of them did that” (BTEG1).

This revelation from the interview discussion suggests that only few supervisors had time to go through all the stages of the supervision of the field experience. That is, majority of the supervisors had little time to discuss the feedback with students. This could further mean that, it is possible that either these supervisors did not attend the orientation service themselves or just decided not to do the pre- and post-observation discussions with trainees.

Benefits of the field experience

Benefits trainees derived from the field experience was another issue that emerged from the coded data. Recounting the benefits preservice students derived from the off-campus teaching practice, trainees unanimously agreed that the field experience exposed them to the realities in terms of imparting knowledge to a live class. In addition to this, majority of the trainees said that, the field experience was good and has helped them gain knowledge, developed skills and experiences in the areas of content delivery and application of

pedagogical knowledge in the school environment. Still counting the benefits, some of the preservice business teachers believed they have gained knowledge experience and skills in terms of how to relate to staff, students and community members in and around the school. Few trainees also voiced that they have learnt how to discipline themselves as teachers in order to instil discipline in students.

Balance between content, pedagogy and experience knowledge

Preservice teachers were also asked to share their views on the balance between the knowledge base that forms the curriculum of the BTEP. Responding to questions that sought to find out whether they could see a balance among content knowledge, pedagogical knowledge and experience knowledge, preservice teachers unanimously said there is an imbalance amongst the three, content pedagogy and teaching practice. A student said, *“Madam, this one, it is clear that we do a lot of content and pedagogy courses, but practical teaching is only micro and macro teaching which are not enough”* (BTEG1). Another student explained by saying

Madam, I can see great imbalance here, because we have a lot of content and pedagogy courses, however, when you take the teaching practice you realise we don't do much, we do only one course for a semester for on campus then we go for off-campus. Even though it is a full semester course but it is not enough as compare to the content and other education courses (BTEG6).

The findings showed that there appear to be an imbalance between the content, pedagogy and experience knowledge. This could be as a result of the fact that the practical experience aspect of the curriculum was not enough as a

result of the fact that the practical teaching experience precludes the observation visit which is an important component of the experience knowledge of any teacher education and training programme such BTEP in UCC. This finding confirms the findings of the Research Questions one and five that the observation visits is not part of teaching practice aspect of the curriculum of the BTEP. This could mar the experience knowledge of the preservice business teachers of the BTEP at the University of Cape Coast.

Preservice teachers' preparedness and their intention to take teaching as a profession

Based on their experiences of the business teacher education programme, preservice business teachers were asked whether they would want to take teaching as a profession. Sharing their decision to take teaching as a profession, the findings from the coded data showed that majority of the students believed the BTEP has prepared them to take up teaching work as a profession. In addition, they also believed teaching is a noble profession that requires passion and they believe they have developed that passion through the practical teaching, hence will take teaching as a profession. However, few preservice business teachers had different opinion and said that they would not take teaching as a profession because they believed they neither have the confidence to teach nor do they have the passion to take teaching as a profession. Narrating their views, some trainees had this to say:

I believe the programme has helped me achieve my goal to some extent, because I can now teach for students to understand. For me it a noble profession, it is about passion and it is also flexible to me as a woman and a future mother. Again, I love to talk and

I also love to impart in people and I think I can do this through teaching. So yes, I will take teaching as a profession (BTEG2).

I had expectations that I should be able to teach accounting very well and have knowledge in accounting at the end of the four year programme. I think on the scale of 100%, I will say 75% of my expectations have been achieved because the remaining 25% came as a result of the content which we didn't really have. The content wasn't enough. Though I feel half-baked yes! I will take teaching as my profession (BTEG1).

Another student voiced this,

teaching is very interesting and a noble job, and I will not hesitate to take teaching as my profession, because I believe the programme has equipped me with the knowledge, skills and the experience required to teach management courses at the SHS level. For example, the off-campus teaching practice exposed me to a lot of behaviours which to me was good (BTEG4).

Oh yes, I will take teaching as a profession. Initially, I thought I was just going through the programme and go somewhere else, but the off-campus has really motivated me to go into teaching. I thought teaching was difficult but the practice has given me some experiences (BTEG7).

I believe that teaching is a very good profession, a very noble profession, but there are a whole lot of misconceptions about teaching out there that the teaching profession is not attractive. But I believe that from what I have studied, and what I have gone

through, I believe that teaching is a good profession that everyone can aspire to be and I think it has been good so far” so why not? It will surely be my profession (BTEG6).

The few people who had different opinion to take teaching as a profession also had this to say:

Teaching is a noble profession as they have said, but considering the way we were rushed through some of the content, I don't think I have that confidence to teach and the motivation is not there for me to take teaching as my career. If anything at all, it will be the last option (BTEG5).

I think I am not fully prepared to be a professional teacher because honestly, I don't think I have built that confidence enough to teach. Because I realize that the on-campus and the off-campus, we were doing it for marks, so to tell the truth I was always preparing my lesson notes and preparing my students because of those marks. So, it got to a time I communicated with the kids, ask them some questions before the supervisors come. And so the confidence is not there and, I will face challenges so will not take teaching as a profession (BTEG3).

My biggest expectation was that after completing BTEP in UCC I will be able to acquire more knowledge and my thinking ability will increase. But I realize that in UCC more of the course demanded students to do rote learning, which really or did not help us in our thinking ability so that confidence is not there. I suggest that lecturers should train us to learn to understand and

allow us to express what we have learnt. But for teaching as a profession, noooo (BTEG9).

Another student also said this *“I will not take the teaching work as my profession because yes! I don’t feel completely baked to teach, and not too confident to teach, so teaching as a profession is out for now”* (BTEG8).

It could be concluded that most of the preservice business teachers believe that the BTEP has prepared them to some extent to take teaching as a profession. However, few of them feel *half-baked* in terms of the knowledge based required to be a professional business teacher. As a result, these trainees believe they lack the confidence and the motivation to teach and therefore will not take teaching as a profession.

The findings from trainees’ experiences during the focused group discussions indicate that they perceived the BTEP as initial teacher education programme. They anticipated the BTEP to transform them to become professional business teachers capable of teaching business subjects at the SHS. In terms of the curriculum, they reported that content knowledge required to be mastered and confidently teach were taught in abstract and inadequate to help trainees confidently teach the business subjects knowledge at the SHS. In addition, lack of practical demonstration of pedagogical approaches and methods and the lack of integration of ICT and other social media resources to teach especially in the era of Covid 19 could hinder deep understanding of concept and development of teaching skills of trainees and the ability to teach. This may imply that preservice teachers may be ill prepared to confidently to teach the business subjects at the SHS. This finding confirms the views of some experts in this field when they said that curriculum in Africa including Ghana

is too theoretical with little emphasis on practical knowledge (Akyeampong, Lussier, Pryor & Westbrook, 2013).

In terms of the practical experiences, it is clear that trainees appreciate the fact that micro teaching prepare and build their confidence for the field experience. It also helped them developed positive attitude towards work as practicing teachers.

However, inadequate time for trainees to practice teaching during both micro and macro teaching could mar their ability to acquire the teaching skills. Also, lack of collaboration between UCC, (CTPD) and practicing schools in addition to lack of support from some mentors and supervisors to offer trainees the needed support during field experience could suggest that they have abandoned their responsibilities as prescribed by the UCC, CTPD. Furthermore, the omission of observation visits which is key to practical teaching could suggest inadequate practical preparation of preservice business teachers as found in similar study by (Adu-Yeboah & Kwaah, 2018). In spite of all these challenges, preservice business teachers were willing and ready to take teaching as a profession.

Chapter Summary

The chapter presented the results and discussions to address the research questions. The findings were presented according to the research questions and the research design employed for the study. The discussion of the findings was done based on existing literature. This is where the integration of both results can be seen.

With reference to the Research Question One, the results showed that the BTEP seeks to produce reflective teachers with strong content, pedagogical

knowledge and critical thinking skills to teach business subjects at the SHS level. In terms of the Research Question Two the findings showed that, the preservice teachers admitted onto the BTEP were psychologically matured with majority of them being males. Also, majority were new to the teacher education programme and were intrinsically motivated to pursue the BTEP. Additionally, with respect to Research Question Three, the results showed that whereas the preservice teachers were unsure about the focus or the area of emphasis of the BTEP, their teacher educators agreed that the BTEP emphasises content and experiential knowledge. It was also found that participatory, integrative, activity, problem-solving, discussion and question and answer methods were the approaches and methods used in the BTEP offered in UCC.

Research Question Four examined the pedagogies (approaches and methods) and their effectiveness in the BTEP. The findings indicated that the pedagogical approaches used in the BTEP are the participatory, integrative, activity, problem-solving, and reflective approaches while the methods used are demonstration, self-study, question and answer, and lecture.

With reference to the Research Question Five, the findings indicated that the principles and guidelines that inform the clinical preparation of BTEP included learning to teach (on-campus teaching practice) and teaching to learn (off-campus teaching practice). However, one key principle/component of the practical experience (observation visits) was found not to be part of the principles. Finally, the results of Research Question Six showed that trainees perceived the BTEP as initial teacher education programme. They also believed that the curriculum content of the BTEP did not fully match with the content of the business subjects at the SHS. Again, they indicated that their teacher

educators employed traditional approaches and methods in teaching and learning of the curriculum content of the BTEP which did not integrate ICT and other social media resources. Hence, they found those approaches and methods not to be applicable in modern classrooms.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter provides the summary of the research methods employed for the study that assessed business teacher education in public universities in Ghana specifically UCC. Based on the methods employed, the key findings are highlighted and conclusions drawn to proffer the required recommendations for policy and practice. Also, suggestions for further research have been summarised to improve research efforts about the aforementioned study and quality of business teacher education.

Summary of the Study

The study, through the convergent parallel design, assessed business teacher education in the University of Cape Coast. This was to help to describe the kind of teacher the programme sought to develop and identify some inefficiencies that impeded the philosophy of the programme and propose solutions to help achieve the philosophy of the programmes. Therefore, six research objectives were formulated to guide the study. That is, to:

1. identify the kind of teacher the Business Teacher Education Programmes offered at University of Cape Coast seek to produce.
2. investigate the background characteristics students bring into the BTEP in the University of Cape Coast,
3. examine the views of preservice business teachers and teacher educators on knowledge base (content, pedagogy and experience) emphasized by the BTEP in University of Cape Coast,

4. examine the pedagogies (approaches and methods) and their effectiveness in the BTEP in University of Cape Coast,
5. explore the principles and guidelines informing the clinical preparation aspect of the BTEP in University of Cape Coast,
6. explore how trainee teachers' experiences of the BTEP influence their choice of teaching as a profession.

These research objectives were translated into research questions for the purposes of measurement and analysis, and they were stated as:

1. What kind of teacher does the BTEP offered in University of Cape Coast seek to produce?
2. What background characteristics do students bring into the BTEP in University of Cape Coast?
3. What are the views of preservice teachers and teacher educators on the knowledge base (content, pedagogy and experience) emphasized by the BTEP in University of Cape Coast?
4. What are the pedagogical approaches and methods used in the BTEP in University of Cape Coast?
5. What are the principles and guidelines that inform the clinical preparation aspect of the BTEP in University of Cape Coast?
6. How do trainees' experiences of the BTEP influence their choice of teaching as a profession?

To address the research questions, both quantitative and qualitative data were gathered from preservice business teachers, faculty members, Head of Department and Director of CTPD. For the quantitative data, the preservice teachers (N = 157) and faculty members (N = 35) provided data on the subject

matter knowledge emphasised on the programme as well as the pedagogies used by the teacher educators. To appreciate how the BTEP has prepared the preservice teachers, data on their background characteristics (entry behaviours) were gathered from them and recorded. Census was employed to include all the faculty members as well as the preservice business students. The gathering of the quantitative data was carried out through the questionnaire.

Concurrently, qualitative data were gathered from the preservice business teachers (n = 40) (data on their experiences on the programme), the HOD (data on the kind of business teacher the programme seeks to produce and the philosophy that underpins the BTEP) and the Director of CTPD (data on the principles and guidelines that inform the clinical preparation). Instruments such as interview guide, focus group discussion guide, and document guide facilitated the collection of the qualitative data.

Quality measures were put in place to ensure that the data gathered were good, if not excellent. For the questionnaire, content validity was ensured through the expertise of supervisors and other lecturers from the field of measurement and evaluation. The questionnaire was tested for reliability which yielded a good estimate of .73 and .81 for the preservice teachers and the lecturers respectively. The qualitative data were judged for credibility, dependability, transferability and confirmability. It must be stated that all ethical procedures and requirements were followed as laid down by the university and the practice of research. Valid quantitative data were gathered from 157 preservice teachers (64%) and 35 faculty members (100%). Also, valid qualitative data was gathered from 40 preservice teachers for the focus group discussion, one HOD and one Director of CTPD.

The concurrent mixed analysis was applied to the data gathered for the study. By this analysis, the quantitative and the qualitative data were analysed separately and compared to project the finding to address the research problem. For the quantitative data, descriptive (mean, standard deviation) and inferential statistics (independent samples t-test) were used to analyse the data. The qualitative data was analysed using content (document data) and thematic (interview data) analyses.

Key Findings

Based on the methods, analyses and discussion of the results, the following key findings are highlighted:

1. Even though not officially documented, the BTEP has a teaching philosophy designed to produce a reflective teacher with a strong content and pedagogical knowledge and skills as reflected in the programme philosophy.
2. A majority of the preservice business teachers had between aggregate 16 and 20, with many more male preservice business teachers enrolling on the programme than the females. Again, the ages of these student teachers ranged between 18-23 years, 24-29 years and 30-35 years. Lastly, many of the preservice teachers did not have any formal teacher training experience but were intrinsically motivated to pursue the BTEP.
3. Whereas the preservice teacher respondents were unsure about the focus or the area of emphasis of the BTEP, the lecturers viewed the BTEP as emphasizing content and experiential knowledge.
4. The pedagogical approaches used in the BTEP are the participatory, integrative, activity, problem-solving, and reflective approaches while

the methods used are demonstration, self-study, question and answer, and lecture. Problem-solving, participatory, activity-oriented approaches were effectively used by lecturers whereas self-study, demonstration, and discussion methods were found to be effective.

5. The study showed that learning to teach commences in an environment that exposes preservice teachers to aspects of the teaching task among themselves (on-campus) before they are launched into the main teaching environment (off-campus), (learning to teach and teaching to learn). One key principle which was missing was the aspect of student observation visits.
6. The trainees first saw the BTEP as an initial teacher education programme and perceived its curriculum content to be too theoretical, poorly covered and did not fully match with the contents of the business subjects at the SHS. Secondly, there was no practical demonstration of pedagogical methods, and methods used in teaching did not integrate ICT and other social media resources. In addition, those traditional teaching methods used were found not to be applicable in modern classrooms. Thirdly, trainees saw on-campus teaching as a preparatory ground for successful off-campus teaching because it boosts their confidence which helps them develop positive attitude towards the teaching profession. However, trainees perceived that there was limited time for practical teaching as well as the absence of observation visits, which is an important aspect of the practical teaching. Their views were that there is lack of collaboration/partnership between practice schools and the university. Again, there was lack of support from mentors during the field

experience. In addition, there was unprofessional behaviour of some supervisors in applying different assessment standards in assessing competences during field teaching. Finally, in spite of these challenges, most preservice business teachers believed that the BTEP has, to some extent, prepared them to take up teaching as a profession.

Conclusions

In relation to the first research question, the study concludes that the BTEP programme produces a reflective teacher with a strong content, pedagogy and experience knowledge, capable of insightfully teaching or delivering the SHS curriculum. The programme equips the preservice business teachers with an ability to evaluate their practices and obtain feedback from students in order to adopt better teaching strategies for better future performance. Secondly, based on the entry behaviour, the preservice teachers are academically and psychologically ready and willing to go through the BTEP successfully and they also need to employ varied methods and strategies requiring more time and effort to better understand the rudiments of teaching. Furthermore, since the preservice business teachers could not indicate the aspect of the programme that the BTEP emphasised, it stands to reason that the programme emphasises content, pedagogy and experiential knowledge and equal attention is given to these areas.

Again, the adoption of the pedagogical approaches such as participatory, problem solving and the right methods to teaching can help preservice business teachers to discover knowledge by themselves and have a deeper understanding of concepts which also helps to boost their confidence in learning. It can help

them to develop their critical thinking abilities in the learning process. It can also enable the teacher educator to effectively evaluate students' performance.

In addition, gradually introducing the preservice teacher to the teaching profession in bits, using their peers helps preservice teachers to build their confidence as well as develop their knowledge. The preservice teacher is able to eliminate unnecessary errors committed through peer feedback in subsequent teaching and during the field experience. The lack of observation visits by preservice teachers to observe classroom practices and other school related activities can affect preparation for the peer teaching (micro teaching) and their reflections on teaching. The observation visits is designed to offer learners the opportunity to observe classroom activities in the school, reflect on these activities. In this way trainees are able to ask pertinent questions and thereby clarify doubts on the theories and their related class practices. Again, the omission of observation visits could limit the practical experiences of preservice teachers which can subsequently mar their teaching skills.

Lastly, since a majority of the student teachers were new to the BTE programme, the programme inculcates knowledge in them and develops their professional teaching skills in business teachers. However, a lack of connection between theory and practice (theory -practice nexus) and inadequate content coverage of the BTEP to match the SHS syllabus could also reduce confidence of the preservice teachers to teach the business subjects at the SHS level. Again, lack of practical demonstration of teaching methods by teacher educators impairs understanding and hinders application of teaching methods in the real classroom. Preservice teachers are likely to learn these methods in abstract and may subsequently misapply them in their teaching. This could lead to the

production of professional business teachers without professional skills. To add to the above, a 21st century technology-powered education and 19th century teaching could limit preservice teachers knowledge in the use of ICT and other social media resources to teach in this 21st century classroom, where education is going virtual as described as 21st century technology-powered education. More so, inadequate time to practice teaching could also hinder the development of teaching skills of preservice business teachers. Again, it could be concluded that, preservice teachers are not likely to acquire in full the required knowledge of the field experience as a result of the fact that only few supervisors had time to go through all the stages of the supervision of the field experience with preservice teachers. This could further mean that, it is possible that either these supervisors did not attend the orientation service themselves or just decided not to do the pre- and post-observation discussions with trainees. This could mean that trainees may be assessed wrongly and may be denied feedback on their teaching for future performance.

Besides, the difficulties that preservice encountered in getting schools for their practical teaching are clear indications of lack of collaboration/partnership between practice schools and the university (CTPD) which can result in shelving of responsibilities by mentors in the mentoring of preservice business teachers. Also, because preservice business teachers may experience challenges in getting school placement for field experience and may be unlikely to have the minimum number of periods required, the situation can ultimately affect the purpose of the field experience. Again, there could be lack of mentor-mentee relationship, which could also mar the acquisition of skills and experiences of preservice business teachers. Finally, I want to conclude

that in spite of the challenges, the BTEP is producing the calibre of teachers needed in the 21st century and the teacher who is also willing to take up teaching as a profession.

Recommendations

Based on the findings of the study, I recommend the following for stakeholders:

1. That the Department of Business and Social Sciences Education of the Faculty of Humanities and Social Sciences Education of the College of Education Studies, University of Cape Coast, should work to ensure that the philosophy underpinning the BTEP is officially documented and shared with faculty members. This measure may help faculty members develop deep understanding of the value of each principle in the philosophical statement to enable them own, commit, and implement it in harmony with its principles and philosophical underpinnings thereby also ensuring organizational harmony.
2. Since preservice teachers are mature, intrinsically motivated but new to the BTEP, faculty members should employ actively-engaging teaching approaches, methods and strategies that will allow practical demonstration of lessons to enable trainees understand and appreciate the rudiments of teaching. Also, these engaging approaches and strategies should emphasize all the knowledge base (content, pedagogy and experience) required of preservice business teachers so that the desires of the BTEP to produce reflective teachers can be realised.
1. The DoBSSE and faculty members should, at every opportunity, communicate the focus of the programme to students. DoBSSE should

periodically organise workshops for lecturers, focusing on the practical demonstration of the use of various pedagogical approaches and methods of teaching. The department should also encourage faculty members or lecturers to adopt the teaching methods and approaches that reflect the philosophy of the BTEP.

2. DoBSSE and the CTPD in UCC should as a matter of urgency, introduce the student observation visit policy as a precursor to the actual micro or off-campus exercise with a mechanism to obtain feedback after the exercise. In this regard, DoBSSE and CTPD should be willing and able to issue students with letters to schools, allowing them to do observation during their vacations.
3. Additionally, DoBSSE should encourage faculty members to practicalize content taught and ensure all contents cover themes in the SHS curriculum to help students easily associate what is taught to what is to be taught (practiced). The DoBSSE should encourage lecturers to integrate ICT into their lessons by providing them the requisite ICT tools for the integration and enforce it usage. University management, through the Centre for Teaching Support (CTS), should organise training and workshops on the integration of ICT and other social media resources in teaching in the 21st century. Management of UCC should enact guidelines to create the enabling environment for the integration and use of ICT and other social media resources for teaching in the university.
4. UCC, through the CTPD, should take practical steps to establish strong collaboration/partnerships with student practicing schools. The CTPD should try and reward the schools in which student teachers do their practice

and motivate them to offer the needed assistance to practicing teachers. The CTPD, from time to time, should organise short training programmes on principles underpinning teaching practice for the practising teachers who serve as mentors for trainee teachers in the practicing schools and award them certificates upon completion. This may go a long way to help them understand and appreciate the principles underlying the practice of teaching. I believe that when all these recommendations are implemented, it may help DoBSSE and UCC to produce the reflective kind of teacher with competence, pedagogical acumen, and experiential knowledge to teach the SHS business subjects.

Contribution to Knowledge

Having gone through this study, I have proposed a new conceptual model: a knowledge base model which includes experiential knowledge for preservice business teachers as shown in Figure 8.

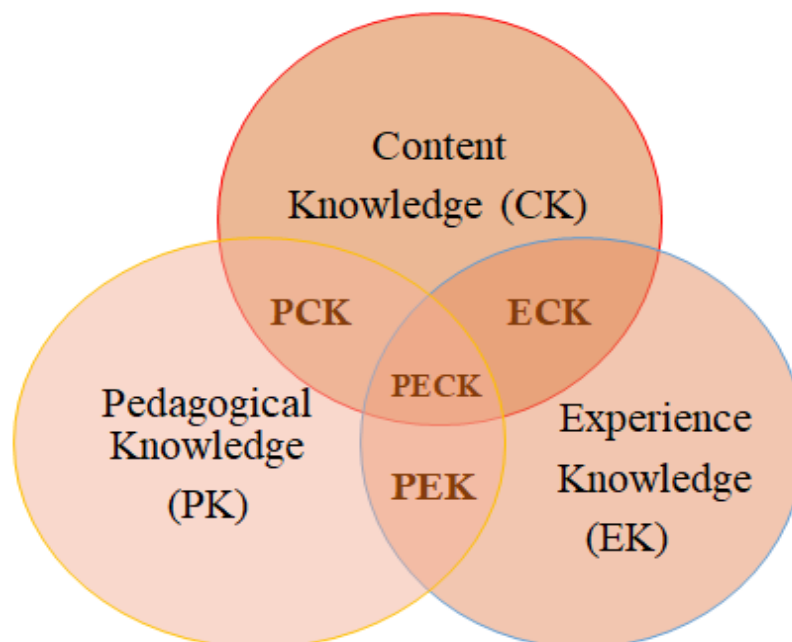


Figure 8: Framework for the three basic components of knowledge base for preservice teacher education and training programme (Author's own construct).

Figure 8 shows the Three Basic Knowledge Base Structure Model that the business teacher education programme should emphasise. I proposed this model, termed the Pedagogy, Experience and Content Knowledge (PECK) necessary for teacher education in Ghana, which is my contribution to the scholarship.

The framework introduces experiential knowledge as part of the basic knowledge base model and indicates the interactions between and among pedagogy, experience and content. In this framework, knowledge of pedagogy (P), experience (E) and content (C), are central for effective teaching and learning. This study is not claiming to have created Pedagogy, Experience and Content Knowledge (PECK). Some scholars have suggested that experiential knowledge cannot be treated as context-free and that good teaching requires an understanding of how experience relates to the pedagogy and content (Hughes, 2005).

In practice, this new model suggests that apart from looking at the experiential knowledge in isolation from the content and pedagogical knowledge, there is an urgent need to examine and acknowledge how they interlink to develop the professional skills of teachers. It also considers the interaction that exists between them in pairs: pedagogical experience knowledge (PEK) pedagogical content knowledge (PCK), experience content knowledge (ECK) and integration of all the three as pedagogical experience content knowledge (PECK). This is similar to the earlier model by Shulman (1986) in which he considered the relationship between content and pedagogy and labelled it as pedagogical content knowledge.

In this study, similar consideration leads the researcher to three pairs of knowledge intersection and one triad. One of the pairs, (pedagogical content knowledge), was introduced and articulated by Shulman (1986) but the researcher introduces two new pairs and one new triad (experience content knowledge (ECK), pedagogy experience knowledge (PEK) and pedagogical experience content knowledge (PECK). The study therefore considers the following elements and their relationship as key component of the framework of what should constitute knowledge base of the preservice teacher education and training programmes.

Suggestions for Further Research

1. The study was delimited to the preparation of preservice business teacher education programmes. The researcher therefore recommends that further studies be conducted to investigate the productivity level of the graduates from the BTEP programme after completion of their studies.
2. Further studies should be conducted on other programmes offered at DoBSSE to determine the kind of teacher that those programmes seek to produce based on similar criteria.
3. Since the research was conducted on BTE programmes at DoBSSE, in the University of Cape Coast, further research should be conducted on analogous programmes in sister universities in the country using a similar methodological approach.
4. Finally, literature on this study revealed that the major problem with teacher education programmes is the obvious omission of trainee teacher observation visits from the preparatory architecture of

teacher education programme in Ghana. Therefore, it will be worthwhile for future researchers to conduct studies on attitudes of teacher education institutions towards the inclusion of observation visits as an integral part of teaching practice exercise.



REFERENCES

- Abdullahi S. A. (2010). Rethinking global education in the twenty-first century. In J. Zajda (Ed), *Global Pedagogies* (vol. 12, pp. 23-34). Dordrecht, Netherlands: Globalisation, Comparative Education and Policy Research, Springer.
- Abonyi, U. K., Awhireng, D., & Lugutera, A. W. (2021). Motivations of preservice teachers in the colleges of education in Ghana for choosing teaching as a career. *Cogent Education*, 8(1), 1-14.
- Abu-Alhaija, F. (2007). *Practicum teaching, working guidebook for supervisors and student teachers*. Amman, Jordan: Dar Alмнаhej.
- Abu-Shuaira, K. (2013). *Practicum training in education between reality and expectation*. Amman, Jordan: Arab Community Library.
- Abu Omar, R., Aljazi, S., & Al-Hasanat, H. (2018). Evaluation of teaching practicum at the college of educational sciences from the viewpoints of student teachers at Al-Hussein Bin Talal University (AHU). *Journal of Studies in Education*, 8(2), 45-70.
- Acat, B. & Dönmez, İ. (2009). To compare student centered education and teacher centered education in primary science and technology lesson in terms of learning environments. *Procedia Social and Behavioral Sciences*, 1, 1805–1809.
- Acheampong, I. K. (2006). *Project appraisal for private sector growth and national development*. Cape Coast, Ghana: Catholic Mission Press, Pyramid Publishing.

Achuonye, K. A., & Ajoku, L. I. (2003). *Foundations of curriculum development and implementation*. Port Harcourt, Nigeria: Pearl Publishers.

Acquah, B.Y., & Anti-Partey, P. (2014). The influence of co-curricular activities on students' performance in economics. *Journal of Educational Management*, 6, 147-160.

Adamonienè, R. (2003). Model of parallel training of vocational educators. *Acta Paedagogica Vilnensia*, 2(10), 22-28.

Adegoke, K. A. (2003). *Capacity building of lead teacher training institutions in sub-Saharan Africa: Ghana*. Accra, Ghana: UNESCO. Available from www.unesco.org

Adekunle, M. O. (2000). The role of teaching practice in preparation of Social Studies teachers. *Forum Academia. A Multi-disciplinary Journal of Education*, 2(2), 81-92.

Aditomo, A., Goodyear, P., Bliuc, A. M., & Ellis, R. A. (2013). Inquiry-based learning in higher education: Principal forms, educational objectives, and disciplinary variations. *Studies in Higher Education*, 38(9), 1239–1258.

Adu-Yeboah, C. (Ed.) (2011). *Inside the black box of learning to teach primary English and maths in Kenya and Ghana. Proceedings from 55th Annual Conference of the Comparative and International Education Society (CIES)*, Montreal, Canada: Québec

Adu-Yeboah, C., & Kwaah, C.Y. (2018). Preparing teacher trainees for field experience: Lessons from the on-campus practical experience in colleges of education in Ghana. *Sage Open*, 8(4), 1-18.

Agyei, D. D. (2012). *Preparation of preservice teachers in Ghana to integrate information and communication technology in teaching mathematics*. Unpublished doctoral thesis. University of Twente. Twente, Netherlands.

Ajisafe, O. E., Bolarinwa, K. O., & Tuke, E. (2015). Issues in business education programme: Challenges to national transformation. *Journal of Education and Practice*, 6(21), 208-212.

Ajuluchukwu, E. N. (2012). *Assessment of minimum academic standards adopted by universities in South-East and South-South for undergraduate business education programmes*. Unpublished master's thesis. Nnamdi Azikiwe University. Awka, Nigeria

Akbar, R. A. (2002). *A study of practice teaching of prospective secondary schools' teachers and development of practice teaching model*. Unpublished doctoral thesis. Arid Agriculture University. Rawalpindi, Pakistan.

Akubuilu, A. (2010). A Sense of Place. *Science Teacher* 78(5), 12.

Akyeampong, K. (2003). *Teacher training in Ghana—Does it count?* Sussex, UK: DFID.

Akyeampong, K., Lussier, K., Pryor, S., & Westbrook, J. (2013). Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International Journal of Educational Development*, 33, 272-282.

Alkhazraji, A. (2016). *Practicum training, reality and expectation*. Amman, Jordan: Dar Almanhajia.

Alrimawi, A. (2013). *Experimental culture*. Amman, Jordan: The World of Modern Books.

American Association of Colleges for Teacher Education (AACTE). (2010). *The clinical preparation of teachers: A policy brief*. Washington DC, USA.

Ampiah, J. G. (2004). *An investigation into science practical work in senior secondary schools: Attitudes and perceptions*. Unpublished doctoral thesis. University of Cape Coast. Cape Coast, Ghana.

Anane, E. (2018). Examining the relationship between preservice teachers' entry characteristics and their academic achievement. *Journal of Educational Sciences and Psychology*, 8(1), 56-57.

Anderson, L. W., & Krathwohl, D. (2000). *A taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of educational objectives*. White Plains, New York: Longman Publishing Group.

Angeli, C., & Valanides, N. (2005). Preservice elementary teachers as information and communication technology designers: An instructional systems design model based on an expanded view of pedagogical content knowledge. *Journal of computer assisted learning*, 21(4), 292-302.

Antioch School of Church Planting and Leadership (2016). *Practicum manual*.

Anviti, R. (2016). A Study on the Experiences of teacher trainees of E.T.E during their school experience programme. *IOSR Journal of Research & Method in Education*, 6(5), 9-12.

Aramaviciute, V. (1998). *Concept of education*. Vilnius, Lithuania: Vilnius University Publishing House.

- Archambault, L., & Crippen, K. (2009). Examining TPACK among K-12 online distance educators in the United States. *Contemporary Issues in Technology and Teacher Education*, 9(1), 71-88.
- Armah, P. H. (2017). *Teacher education and professional learning in Ghana*. Accra, Ghana: Institute for Education Studies (IFEST).
- Ary, D., Jacobs, L., Sorensen, C., & Walker, D. (2013). *Introduction to research in education*. Boston, US: Cengage Learning.
- Asare, K. (2009). *Education: Training, retraining, and retaining teachers in Ghana (Part 1)*. Retrieved from: <http://www.modernghana.com/news/211101/1/education-training-retraining-and-retaining-teache.html>.
- Asare, K. B. (2014). Looking beyond the residential education and distance education debate. What matters in education? *Turkish Online Journal of Distance Education*, 15(3), 143-154.
- Asare, K. B., & Nti, S. K. (2014). Teacher education in Ghana: A contemporary synopsis and matters arising. *SAGE Open*, 4(2), 1-8.
- Ashton, P., & Crocker, L. (1987). Systematic study of planned variations: The essential focus of teacher education reform. *Journal of Teacher Education*, 38(3), 2-8.
- Ashwin, P. (2006). Variation in academics' accounts of tutorials. *Studies in Higher Education*, 31(6), 651-665.
- Bailey, K. M., Curtis, A., Nunan, D., & Fan, D. (2001). *Pursuing professional development: The self as source*. Boston, US: Heinle & Heinle.

Bakari, G. S. (2009). *Literacy for community based socio-economic transformation and development of Nigeria: Some critical challenges and the role of the international reading association*. Proceedings from the 6th Pan African Reading for all Conference Dar Er Salam, Tanzania: University of Dar Er Salam.

Baker, T. L. (1994). *Doing social research* (2nd ed.). New York: McGraw-Hill Inc.

Balčiūnaitė, F. (2006). Peculiarities of future psychology teacher professional development path. *Pedagogy*, 81, 24–28.

Ball, D. L., & McDiarmid, G. W. (1990). The subject matter preparation of teachers. In W. R. Houston, M. Haberman, & J. Sikula (Eds.). *Handbooks of research on teacher education* (pp. 437-449). New York, US: Macmillan.

Ball, D. L., Lubienski, S. T., & Mewborn, D. S. (2001). Research on teaching mathematics: The unsolved problem of teachers' mathematical knowledge. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., pp. 433–456). New York, US: Macmillan.

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special. *Journal of Teacher Education*, 59(5), 389-407.

Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., Darling-Hammond, L. Duffy, R., & McDonald, M. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 232-274). San Francisco, US: Jossey-Bass.

- Barkauskaitė M., & Pečiuliauskienė P. (2007). VPU students' pedagogical competences expression of educational changes. *Pedagogy*, 85, 43–52.
- Barnes, A. (2002). Maintaining language skills in preservice training for foreign language teachers. *Language in language teacher education*, 4, 199.
- Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational research: Determining appropriate sample size in survey research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50.
- Batchelder, T. H., & Root, S. (1994). Effects of an undergraduate program to integrate academic learning and service: Cognitive, prosocial cognitive, and identity outcomes. *Journal of Adolescence*, 17(4), 341-355.
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A., Klusmann, U., Krauss, S., Neubrand, M., & Tsai, Y. M. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Benneh, M. (2006). *Particular issues on teacher education and training in Ghana*. Dakar, Senegal: UNESCO (TTISSA).
- Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, 41(3), 266-281.

- Berliner, D. C. (2001). Learning about and learning from expert teachers. *International Journal of Educational Research*, 35(5), 463-482.
- Berliner, D. C. (2004). Describing the behavior and documenting the accomplishments of expert teachers. *Bulletin of Science, Technology & Society*, 24(3), 200-212.
- Biesta, G. J. (2010). Why 'what works' still won't work: From evidence-based education to value-based education. *Studies in Philosophy and Education*, 29(5), 491-503.
- Bilen, M. (2006). *Plan-to-Implementation Teaching* (7th ed.). Ankara, Turkey: Memorial Publishing.
- Bolstad, R. (2011). *Taking a future focus in education: What does it mean?* Retrieved from <https://www.nzcer.org.nz/system/files/taking-future-focus-in-education.pdf>.
- Bonney, K. M. (2013). An argument and plan for promoting the teaching and learning of neglected tropical diseases. *Journal of Microbiology & Biology Education*, 14(2), 183-188.
- Bonney, K. M. (2015). Case study teaching method improves student performance and perceptions of learning gains. *Journal of Microbiology & Biology Education*, 16(1), 21-28.
- Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. Washington DC, US: ERIC Digest.
- Boyd, P., & Harris, K. (2010). Becoming a university lecturer in teacher education: Expert school teachers reconstructing their pedagogy and identity. *Professional Development in Education*, 36(2), 9-24.

Boyle, B., Lamprianou, I., & Boyle, T. (2005). A longitudinal study of teacher change: What makes professional development effective? Report of the second year of the study. *School effectiveness and school improvement*, 16(1), 1-27.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Brijlall, D. (2014). Innovative pedagogy: Implications of genetic decompositions for problem solving in management courses. *NITTE Management Review*, 8(2), 23-31.

Brink (2011). *Videogame release edges closer*. Retrieved 7 March 2023 from <https://phys.org/news/2011-04-brink-videogame-edges-closer.html>

Bromme, R. (1997). Competences, functions and teaching activities of the teacher. *Psychology of Teaching and School*, 3, 177-212.

Bruce, C. D., Esmonde, I., Ross, J., Dookie, L., & Beatty, R. (2010). The effects of sustained classroom-embedded teacher professional learning on teacher efficacy and related student achievement. *Teaching and Teacher Education*, 26(8), 1598-1608.

Brundiers, K. Wiek, A., & Redman, C. L. (2010). Real-world learning opportunities in sustainability: From classroom into the real world. *International Journal of Sustainability in Higher Education*, 11, 308–324.

Bryman, A. (2006). *Mixed methods: A four-volume set*. Thousand Oaks, CA: Sage.

- Bulut, S. (2001). Investigation of performances of prospective mathematics teachers on probability. *Hacettepe University Faculty of Education Journal*, 20(20).
- Burgan, M. (2006). *What ever happened to the faculty? Drift and decision in higher education*. Baltimore, Maryland: Johns Hopkins University Press
- Çakmak, Z., & Akgün, İ. H. (2018). A theoretical perspective on the case study method. *Journal of Education and Learning*, 7(1), 96-102.
- Carlson, J. A., & Schodt, D. W. (1995). Beyond the lecture: Case teaching and the learning of economic theory. *The Journal of Economic Education*, 26(1), 17-28.
- Carroll, C. L. (2017). *Playing the field: An Australian case study of student popular musicians' informal learning in senior secondary classroom music education*. Unpublished doctoral thesis. University of Sidney. Sidney, Australia.
- Ceulemans, K., & De Prins, M. (2010). Teacher's manual and method for SD integration in curricula. *Journal of Cleaner Production*, 18(7), 645-651.
- Chick, H. L., & Baker, M. (Eds.). (2005). *Teaching elementary probability: Not leaving it to chance in building connections*. Proceedings from the 28th annual conference of the mathematics education research group of Australia. Melbourne, Australia: MERGA
- Chick, H. L., Baker, M., Pham, T., & Cheng, H. (Eds.). (2006). *Aspects of teachers' pedagogical content knowledge for decimals*. Proceedings from the 30th annual conference of the International Group for the Psychology of Mathematics Education. Prague, Czech Republic: Charles University.

- Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2016). *Teachers' professional development in 21st Century skills development through inquiry-based learning*. Singapore: Springer.
- Cin, M. (2005). *Strategies, methods and techniques that can be used in life information and social information*. Istanbul, Turkey: Undergraduate Publishing.
- Clarke, M., Lodge, A., & Shevlin, M. (2012). Evaluating initial teacher education programmes: Perspectives from the Republic of Ireland. *Teaching and Teacher Education*, 28(2), 141-153.
- Cobbold, C. (1999). *Implementation of the social studies programme in teacher training colleges in Ghana: An Evaluation*. Unpublished doctoral dissertation. University of Cape. Cape Coast, Ghana.
- Cobbold, C. (2015). Solving the teacher shortage problem in Ghana: Critical perspectives for understanding the issues. *Journal of Education and Practice*, 6(9), 71-79.
- Cochran, K. F., DeRuiter, J. A., & King, R. A. (1993). Pedagogical content knowing: An integrative model for teacher preparation. *Journal of teacher Education*, 44(4), 263-272.
- Cochran-Smith, M., & Zeichner, K. (Eds.) (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Mahwah, New Jersey: Lawrence Erlbaum.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.
- Cohen, L. M., Manion, L., & Morrison, K. (2004). *A guide to teaching practice* (5th ed.). Taylor and Francis e-Library.

Congress, U. S. (1995). *Office of technology assessment, teachers and technology: Making the connection*. Washington, US: US government Printing Office.

Connolly, P. (2007). *Quantitative data analysis in education: A critical introduction using SPSS*. Routledge.

Consuegra, E., & Engels, N. (2014). *Gender-differentiated student-teacher interaction in European classrooms: A systematic review of literature*. Proceedings from the 2014 Annual Meeting American Educational Research Association. Philadelphia, USA: CEGDI

Conway, P., Murphy, R., Rath, A., & Hall, K. (2009). *Learning to teach and its implications for the continuum of teacher education: A nine-country cross-national study*. Retrieved from <https://www.teachingcouncil.ie/en/publications/research/documents/learning-to-teach-and-its-implications-for-the-continuum-of-teacher-education.pdf>.

Cotton, D., & Winter, J. (2010). It's not just bits of paper and light bulbs: A review of sustainability pedagogies and their potential for use in higher education. In P. Jones, D. Selby, & S. Sterling (Eds.), *Sustainability Education* (pp. 54-69). London, UK: Routledge.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2009). Mapping the field of mixed methods research. *Journal of Mixed Methods Research*, 3(2), 95-108.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publications.

- Creswell, J. W. (2014). *Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Creswell, J.W., & Plano Clark, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Los Angeles, US: Sage Publications.
- Creswell, J.W., & Plano Clark, V.L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Crotty, M. (2003). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage Publications.
- Crouch, M., & McKenzie, H. (2006). The logic of small samples in interview-based qualitative research. *Social Science Information*, 45(4), 483-499.
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*, 11(1), 100. doi:<https://doi.org/10.1186/1471-2288-11-100>
- Curry, L. A., Nembhard, I. M., & Bradley, E. H. (2009). Qualitative and mixed methods provide unique contributions to outcomes research. *Circulation*, 119(10), 1442-1452.
- Danielson, C. (2013). *The framework for teaching: Evaluation instrument*. Princeton, NJ: Danielson Group.
- Danişman, Ş., & Tanişli, D. (2018). Examination of mathematics teachers' pedagogical content knowledge of probability. *MOJES: Malaysian Online Journal of Educational Sciences*, 5(2), 16-34.

Darling-Hammond, L. (1999). Target time toward teachers. *Journal of staff Development, 20*(2), 31-36.

Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education, 51*(3), 166-173.

Darling-Hammond, L. (2001). Teacher testing and the improvement of practice. *Teaching Education, 12*(1), 11-34.

Darling-Hammond, L. (Ed.). (2005). *Professional development schools: Schools for developing a profession* (2nd Ed.). New York, US: Teachers College Press.

Darling-Hammond, L., & Bransford, J. (Eds.). (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, US: Jossey-Bass Publishers.

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass Publishers.

Davidson, C. N., & Goldberg, D. T. (2009). *The future of learning institutions in a digital age*. Retrieved from <http://mitpress.mit.edu/9780262513593>.

Davis, E. K., Kwaah, C. Y., Beccles, C., & Ayebi-Arthur, K. (2019). Motivation to become a teacher among preservice teachers in Colleges of Education in Ghana. *Bangladesh Education Journal, 18*(2), 7-22.

Day, R. R. (1990). Teacher observation in second language teacher education. In J. C. Richards, & D. Nunan (Eds.), *Second language teacher education* (pp. 43-61). Cambridge, UK: Cambridge University Press.

De Freitas, S., & Oliver, M. (2005). Does e-learning policy drive change in higher education? A case study relating models of organisational change to e-learning implementation. *Journal of Higher Education Policy and Management*, 27(1), 81-96.

Demirel, Ö. (2009). *The art of teaching principles and methods* (15th ed.). Ankara, Turkey: Pegem Academy Publishing.

Denzin, N. K. & Lincoln, Y. S. (2005). *The Sage Handbook of Qualitative Research* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Dlouhá, J., Macháčková-Henderson, L., & Dlouhý, J. (2013). Learning networks with involvement of higher education institutions. *Journal of Cleaner Production*, 49, 95–104.

Donaldson, G. (2010). *Teaching: Scotland's future. A report of a review of teacher education in Scotland*. Edinburgh, Scotland: Scottish Government.

Dorgu, T. E. (2015). Different teaching methods: A panacea for effective curriculum implementation in the classroom. *International Journal of Secondary Education*, 3(6), 77-87.

Dunkin, M.J. (1987). *The International encyclopedia of teaching and teacher education*. SAGE.

Eady, M., & Lockyer, L. (2013). *Tools for learning: Technology and teaching. Learning to teach in the primary school*, 71. Australia: Queensland University of Technology.

Ekpenyong, O. (2009). Community education and socio-cultural development in Nigeria. *Leadership and Organizational Management Journal*, 2009(4), 1-9.

- Elliot, S. (1993). Management of quality in computing systems education: ISO 9000 series quality standards applied. *Journal of Systems Management*, 44(9), 6.
- Endedijk, M. D., Vermunt, J. D., Meijer, P. C., & Brekelmans, M. (2014). Students' development in self-regulated learning in postgraduate professional education: A longitudinal study. *Studies in higher education*, 39(7), 1116-1138.
- Erika, D. Felix, (2011). Peer victimization within the ethnic context of high school. *Journal of Community Psychology*, 39(7), 860-875.
<https://doi.org/10.1002/jcop.20465>
- Erlinda, R., & Dewi, S. R. (2014). Teacher's questions in EFL classroom. *Ta'dib*, 17(2), 177-188.
- Etkina, E. (2010). Pedagogical content knowledge and preparation of high school physics teachers. *Physics Education Research*, 6(2), 1-26.
- European Agency for the Development of Special Education (EADSE) (2012). *Teacher training for inclusive education in Europe: Profile of inclusive education teacher*. Odense, Denmark: EADSE.
- Eurydice Report (2013). *Basic data about the teachers and school leaders*. Retrieved from: http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/151LT.pdf.
- University of Cape Coast (2005-2010). *Faculty of Education Brochure*. Cape Coast. University of Cape Coast printing press.
- University of Cape Coast (2005-2010). *Faculty of Education: Teaching practice hand book*. Cape Coast. University of Cape Coast printing press.

- Fagbemi, A. F. (2014). *School factors as predictors of functional literacy skills among public primary school pupils in Ondo State*. Unpublished doctoral dissertation. University of Ibadan. Ibadan, Nigeria.
- Fagbemi, S. (2015). *Interview respondent*. An Oba-Ile Akure Indigene and Resident, a Clergyman of the Church of Nigeria Anglican Communion, Akure. Interviewed on 23rd January, 2015.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103, 1013–1055.
- Feiman-Nemser, S. (2001). Helping novices learn to teach: Lessons from an exemplary support teacher. *Journal of Teacher Education*, 52(1), 17-30.
- Fekede, T., & Gemechis, F. (2009). Practicum experience in teacher education. *Ethiopian Journal of Education and Sciences of Jimma University*, 5(1), 107-116.
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). London, UK: Sage Publications.
- Fieman-Nemser, S. (1983). Learning to teach. In L. S. Schulman, & G. Sykes (Eds.), *Handbook of teaching and policy* (pp. 150- 170). New York, US: Longman.
- Flores, M. A. (2011). Curriculum of initial teacher education in Portugal: New contexts, old problems. *Journal of Education for Teaching*, 37(4), 461-470.
- Flynn, A. E., & Klein, J. D. (2001). The influence of discussion groups in a case-based learning environment. *Educational Technology Research and Development*, 49(3), 71-86.

Forum on teacher education and training. (2013, April 14). LinkedIn.com.

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, *111*(23), 8410-8415.

Friedrichsen, P. J., Abell, S. K., Pareja, E. M., Brown, P. L., Lankford, D. M., & Volkman, M. J. (2009). Does teaching experience matter? Examining biology teachers' prior knowledge for teaching in an alternative certification program. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, *46*(4), 357-383.

Fullana, J., Pallisera, M., Colomer, J., Fernández, R., & Pérez-Burriel, M. (2014). Reflective learning in higher education: A qualitative study on students' perceptions. *Studies in Higher Education*, *41*(6), 1008-1022. doi: 10.1080/03075079.2014.950563.

Gay, L. R. (1992). *Educational research: Competencies for analysis and application* (4th ed.). New York, NY: Merrill/Macmillan.

Gbamanja, S. P. T. (1991). *Modern methods in science teaching in Africa*. Owerri, Nigeria: Totan publishers limited.

George, M. A., & Davis-Wiley, P. (2000). Team teaching a graduate course case study: A clinical research course. *College Teaching*, *48*(2), 75-80.

Gess-Newsome, J. (2015). A model of teacher professional knowledge and skill including PCK: Results of the thinking from the PCK Summit. In A. Berry, P. Friedrichsen, & J. Loughran (Eds.), *Re-examining pedagogical content knowledge in science education* (pp. 38-52). New York, US: Routledge.

Ghana Education Act 2008 (Act 778)

Ghana Education Service, Teacher Education Division. (2004). *Trends in education and school management in Ghana*. Accra, Ghana: Author.

Ghanem, B., & Abu-shaireh, K. (2008). *Effective teaching practicum between theory and practice in the first grades of the basic stage*. Amman, Jordan: Arab Community Library.

Gibson, J. J. (1977). The theory of affordances. In R. Shaw, & J. Bransford (Eds.), *Perceiving, acting, and knowing: Toward an ecological psychology* (pp. 67-82). Hillsdale, New Jersey: Erlbaum.

Gitomer, D. H., & Zisk, R. C. (2015). Knowing what teachers know. *Review of Research in Education*, 39(1), 1-53.

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2018). *Curriculum leadership: Strategies for development and implementation*. SAGE publications.

Glickman, G., & Bey, T. (1990). Supervision. In R. Houston (Ed.), *Handbook of research on teacher education* (pp. 549-566). New York, US: Macmillan.

Good, T. L., McCaslin, M., Tsang, H. Y., Zhang, J., Wiley, C. R., Bozack, A. R., & Hester, W. (2006). How well do 1st-year teachers teach: Does type of preparation make a difference? *Journal of Teacher Education*, 57(4), 410-430.

Gözütok, D. (2011). *Teaching principles and methods* (3rd ed.). Ankara, Turkey: Equinox Publishing House.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11, 255-274.

Grix, J. (2004). *The foundations of research*. London, UK: Palgrave Macmillan.

Grossman, P. (1990). *The making of a teacher*. New York, US: Teachers College.

Grossman, P. L. (1992). Why models matter: An alternate view on professional growth in teaching. *Review of Educational Research*, 62(2), 171-179.

Grossman, P. L., & Richert, A. E. (1988). Unacknowledged knowledge growth: A re-examination of the effects of teacher education. *Teaching and teacher Education*, 4(1), 53-62.

Grossman, P. L., Body, D. J., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31(4), 416-440.

Grossman, P. L., Wilson, S. M., & Shulman, L. S. (2005). Teachers of substance: Subject matter knowledge for teaching. *Teachers' Journal of Curriculum and Teacher Training*, 9(2), 1-25.

- Grossman, P., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184–205.
- Guba, E., & Lincoln, Y. S. (1998). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues* (pp. 195–220). Thousand Oaks, California: Sage Publications.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *ECTJ*, 29(2), 75-91.
- Guerriero, S. (2017). Teachers' pedagogical knowledge: What it is and how it functions. In S. Guerriero (Ed.), *Pedagogical knowledge and the changing nature of the teaching profession*. Paris, France: OECD Publishing.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82.
- Gupta, R., & Gupta, V. (2017). Constructivist approach in teaching. *International Journal of Humanities and Social Sciences (IJHSS)*, 6(5), 77-88.
- Hafsa, N. E. (2019). Mixed methods research: An overview for beginner researchers. *Journal of Literature, Languages and Linguistics*, 58, 45-49.
- Haigh, M., & Tuck, B. (2000). *Assessing student teachers' performance in practicum*. Auckland, New Zealand: Auckland College of Education.

- Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American journal of Physics*, 66(1), 64-74.
- Hanscomb, S., & Rinaldi, C. (2017). Why am I having to do this? The nature and purpose of concurrent courses in Scottish primary teacher education. *Teacher Education Advancement Network Journal*, 9(1), 124-132.
- Harris, J. B., & Hofer, M. J. (2011). Technological pedagogical content knowledge (TPACK) in action: A descriptive study of secondary teachers' curriculum-based, technology-related instructional planning. *Journal of Research on Technology in Education*, 43(3), 211-229.
- Harris, J. B., Mishra, P., & Koehler, M. J. (2007). *Teachers' technological pedagogical content knowledge: Curriculum-based technology integration reframed*. Paper presented at the 2007 annual meeting of the American Educational Research Association (AERA), Chicago, US.
- Harris, J., & Hofer, M. (2009). Instructional planning activity types as vehicles for curriculum-based TPACK development. In C. D. Maddux (Ed.). *Research highlights in technology and teacher education 2009* (pp. 99-108). Chesapeake, Virginia: AACE.
- Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration reframed. *Journal of Research on Technology in Education*, 41(4), 393-416.
- Hashweh, M. Z. (2005). Teacher pedagogical constructions: a reconfiguration of pedagogical content knowledge. *Teachers and teaching*, 11(3), 273-292.

- Hayashi, P., Abib, G., & Hoppen, N. (2019). Validity in qualitative research: A processual approach. *The Qualitative Report*, 24(1), 98-112.
- Hayes, E., & King, C. (2006) *Community Service-Learning in Canada*. Ottawa, Canada: CACSL.
- Herreid, C. F., Schiller, N. A., Herreid, K. F., & Wright, C. (2011). In case you are interested: Results of a survey of case study teachers. *Journal of College Science Teaching*, 40(4), 76-80.
- Hill, G., & Brodin, K. L. (2004). Physical education teachers' perceptions of the adequacy of university coursework in preparation for teaching. *Physical Educator*, 61(2), 75-87.
- Hill, H. C., Ball, D. L., & Schilling, S. G. (2008). Unpacking pedagogical content knowledge: Conceptualizing and measuring teachers' topic-specific knowledge of students. *Journal for Research in Mathematics Education*, 39(4), 372-400.
- Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371-406.
- Hill, H. C., Schilling, S. G., & Ball, D. L. (2004). Developing measures of teachers' mathematics knowledge for teaching. *The Elementary School Journal*, 105(1), 11-30.
- Hill, H. I. C. (2000). *Entering kindergarten: A portrait of American children when they begin school: Findings from the condition of education*. Washington DC, US: National Centre for Education Statistics.
- Hofman, R. H., & Dijkstra, B. J. (2010). Effective teacher professionalization in networks? *Teaching and Teacher education*, 26(4), 1031-1040.

- Howe, K. R. (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational Researcher*, 17, 10-16.
- Hoy, A. W., Davis, H., & Pape, S. J. (2006). Teacher knowledge and beliefs. In P. A. Alexander, & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 715–737). Mahwah, US: Lawrence Erlbaum Associates Publishers.
- Hughes, J. (2005). The role of teacher knowledge and learning experiences in forming technology-integrated pedagogy. *Journal of Technology and Teacher Education*, 13(2), 277-302.
- Hyett, N., Kenny A., & Dickson-Swift V. A. (2014) Methodology or method? A critical review of qualitative case study reports. *International Journal of Qualitative Studies on Health and Well Being*, 9(1), 23606 DOI:10.3402/qhw.v9.23606.
- Ibrahim, N., Adzra'ai, A., Sueb, R., & Dalim, S. F. (2019). Trainee teachers' readiness towards 21st century teaching practices. *Asian Journal of University Education*, 15(1), 1-12.
- Ijioma B. C., Afurobi, A. O., Izuagba, A. C., & Ifegbo, P. C. (2014). Teacher educators' perception of the influence of the two models of initial teacher education programme on the quality of student teachers' teaching. *Researcher*, 6(10), 55–63.
- Ilori N. (Ed.). (2010). *Local materials in science, technology and mathematics (STM) teaching: Identification and utilization. Proceedings from 38th Annual conference proceeding of Science Teachers Association of Nigeria (STAN)*. Kaduna, Nigeria: STAN.

- International Society for Technology in Education (2000). *National educational technology standards for students: connecting curriculum and technology*. Washington DC, US: Author.
- Ireland, J., Watters, J. J., Lunn Brownlee, J., & Lupton, M. (2014). Approaches to inquiry teaching: Elementary teacher's perspectives. *International Journal of Science Education*, 36(10), 1733-1750.
- Jackevičius, M. (2014). *We have reached the end of their tether: Teachers immediately need to be brought from Russia*. Lithuania: DELFI.
- Jacoby, B. (1996). *Service-learning in higher education: Concepts and practices. The Jossey-Bass Higher and Adult Education Series*. San Francisco, US: Jossey-Bass Publishers.
- Jadidi, E., & Bagheri, M.S. (2014). ELT Preservice teacher education: Major trends and shifts. *International Journal of Language Learning and Applied Linguistics World*, 7(4), 181-190.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Joyce, B. R., Hersh, R. H., & McKibbin, M. (1983). *The structure of school improvement*. New York, US: Longman.
- Kafu, P.A. (2003). *Teacher education: Its implications to quality of teachers in Kenya*. Unpublished manuscript.
- Kagan, D. M. (1992). Implication of research on teacher belief. *Educational Psychologist*, 27(1), 65-90.

- Kagoda, A. M., & Itaaga, N. (2013). A Survey of Teacher Trainees' Expectations, Experiences and Assessment in Uganda. *Journal of Educational and Social Research*, 3(5), 43. Retrieved from <https://www.richtmann.org/journal/index.php/jesr/article/view/638>
- Kagoda, A. M. (2011). Role models and life histories of teacher trainees as tools for effective teacher education: A case of geography teacher trainees, School of Education, Makerere University, Uganda. *Academic Research International*, 1(3), 47-58.
- Kagoda, A. M., & Itaaga, N. (2013). A Survey of teacher trainees' expectations, experiences and assessment in Uganda. *Journal of Educational and Social Research*, 3(5), 43-43.
- Karim, A., Shahed, F. H., Mohamed, A. R., Rahman, M. M., & Ismail, S. A. M. M. (2019). Evaluation of the teacher education programs in EFL context: A testimony of student teachers' perspective. *International Journal of Instruction*, 12(1), 127-146.
- Katitia, D. M. O. (2015). Teacher education preparation program for the 21st Century. Which way forward for Kenya? *Journal of Education and Practice*, 6(24), 57-63.
- Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social Sciences*, 8(9), 255-272.
- Keating, T. & Evans, E. (2001). Three computers in the back of the classroom: preservice teachers' conceptions of technology integration. In J. Price, D. Willis, N. Davis & J. Willis (Eds.), *Society for information technology and teacher education* (pp. 1671-1676). Norfolk, VA: Association for the Advancement of Computing in Education (AACE).

- Kemmis, S. (2006). Participatory action research and the public sphere. *Educational Action Research, 14*(4), 459-476.
- Kilpatrick, J. (2008). *The development of mathematics education as an academic field*. International Commission on Mathematical Instruction (1908–2008): Reflecting and shaping the world of mathematics education (pp. 25–39). Rome: Istituto della Enciclopedia Italiana.β
- Knechel, W. R. (1992). Using the case method in accounting instruction. *Issues in Accounting Education, 7*(2), 205-217.
- Koehler, M., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70.
- Kolb, D. A. (2007). *The Kolb learning style inventory*. Boston, MA: Hay Resources Direct.
- König, J., & Blömeke, S. (2012). Future teachers' general pedagogical knowledge from a comparative perspective: Does school experience matter? *ZDM, 44*(3), 341-354.
- Kopcha, T. J. (2012). Teachers' perceptions of the barriers to technology integration and practices with technology under situated professional development. *Computers & Education, 59*(4), 1109-1121.
- Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education, 22*(8), 1020-1041.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. Delhi, India: New Age International.

- Kregžde, S. (1998). The formation psychology of teacher as a professional. *Psychology of Education, 1*(1).
- Kunter, M., & Baumert, J. (2006). Who is the expert? Construct and criteria validity of student and teacher ratings of instruction. *Learning Environments Research, 9*(3), 231-251.
- Kunter, M., & Baumert, J. (2011). The math-specific knowledge of teachers, cognitive activation in the classroom and learning progress of students. *COACTIV, 163-192*.
- Kwaah, C. Y., & Palojoki, P. (2018). Entry characteristics, academic achievement and teaching practices: A comparative study of two categories of newly qualified teachers in basic schools in Ghana. *Cogent Education, 5*(1), 1-19.
- Kyriakides, L., & Creemers, B. P. (2008). A longitudinal study on the stability over time of school and teacher effects on student outcomes. *Oxford Review of Education, 34*(5), 521-545.
- Laal, M., & Laal, M. (2012). Collaborative learning: What is it? *Procedia-Social and Behavioral Sciences, 31*, 491-495.
- Lai, E. R. (2011). Critical thinking: A literature review. *Pearson's Research Reports, 6*(1), 40-41.
- Lambrechts, W., Mulà, I., Ceulemans, K., Molderez, I., & Gaeremynck, V. (2013). The integration of competences for sustainable development in higher education: an analysis of bachelor programs in management. *Journal of Cleaner Production, 48*, 65-73.

Larbie, E. (2015). *Evaluation of the B.EB (Management) programme offered at the Department of Arts and Social Sciences Education in the University of Cape Coast*. Unpublished master's thesis, University of Cape Coast, Cape Coast.

Larcher, S., & Oelkers, J. (2004). *German teacher training in an international comparison: Handbook for teacher training*. Bad Heilbrunn, Germany: Westermann.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, England: Cambridge University press.

Lazer, S. (2015). A large-scale assessment of historical knowledge and reasoning: NAEP US history. In K. Ercikan, & P. C. Seixas (Eds.), *New directions in assessing historical thinking* (pp. 145– 158). New York, US: Routledge.

Leadbeater, C. (2008). *We-Think*. London, Britain: Profile Books.

Lee, L. (2011). Blogging: Promoting learner autonomy and intercultural competence through study abroad. *Language Learning & Technology*, 15(3), 87-109.

Leitch, C. M., Hill, F. M., & Harrison, R. T. (2010). The philosophy and practice of interpretivist research in entrepreneurship: Quality, validation, and trust. *Organizational Research Methods*, 13(1), 67-84.

Lewin, K. M., & Stuart, J. S. (2003). *Researching teacher education: New Perspectives on Practice, Performance, and Policy* (Synthesis Report No. 666-2016-45491). Sussex, UK: DFID.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage Handbook of Qualitative Research*, 4(2), 97-128.

Lindblom-Ylänne, S., Trigwell, K., Nevgi, A., & Ashwin, P. (2006). How approaches to teaching are affected by discipline and teaching context. *Studies in Higher Education*, 31(3), 285–298.

Lindblom-Ylänne, S., Trigwell, K., Nevgi, A., & Ashwin, P. (2006). How approaches to teaching are affected by discipline and teaching context. *Studies in Higher Education*, 31(3), 285-298.

Livingston, K. (2012). Approaches to professional development of teachers in Scotland: Pedagogical innovation or financial necessity? *Educational Research*, 54(2), 161-172.

Livingston, K., & Shiach, L. (2010). Co-constructing a new model of teacher education. In A. Campbell, & S. G. Smith (Eds.), *Connecting inquiry and professional learning in education: International perspectives and practical solutions* (pp. 83-95). New York, US: Routledge.

Loewenberg Ball, D., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389-407.

Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago, US: University of Chicago.

Loughran J., Berry A., Mulhall P. (2012). Science teaching and science teacher education. In J. Loughran, A. Berry, & P. Mulhall (Eds.). *Understanding and developing science teachers' pedagogical content knowledge* (pp. 223-229). Rotterdam, Netherlands: SensePublishers,

Loughran, J. (2006). *Developing a pedagogy of teacher education: Understanding teaching and learning about teaching*. New York, US: Routledge.

Low, E. L., Ng, P. T., Hui, C., & Cai, L. (2017). Teaching as a career choice: Triggers and drivers. *Australian Journal of Teacher Education*, 42(2), 28-46.

Luck, L., Jackson, D., & Usher, K. (2006). Case study: A bridge across the paradigms. *Nursing Inquiry*, 13(2), 103-109.

Lundeberg, M., Bergland, M., Klyczek, K., & Hoffman, D. (2003). Windows to the world: Perspectives on case-based multimedia web projects in science. *Journal of Interactive Online Learning*, 1(3), 1-16.

MacGregor, J. (1990). Collaborative learning: Shared inquiry as a process of reform. *New directions for teaching and learning*. Wiley, 42, 19-30.

Magnusson S., Krajcik J., & Borko, H. (1999). Nature, sources, and development of pedagogical content knowledge for science teaching. In J. Gess-Newsome, & N. G. Lederman (Eds). *Examining pedagogical content knowledge* (vol. 6, pp. 95-132). Dordrecht, Netherlands: Springer.

Margerum-Leys, J., & Marx, R. W. (2002). Teacher knowledge of educational technology: A case study of student/mentor teacher pairs. *Journal of Educational Computing Research*, 26(4), 427-462.

Maria, De, Castro, N., Coimbra T., & Martins, A. M. O. (2013). Case Studying Educational Research: A Way of Looking at Reality. *American Journal of Educational Research*, 1(19), 391-395. DOI:10.12691/education-1-9-

- Martínez-Caro, E. (2011). Factors affecting effectiveness in e-learning: An analysis in production management courses. *Computer Applications in Engineering Education*, 19(3), 572-581.
- McDiarmid, G. W., & Clevenger-Bright, M. (2008). Rethinking teacher capacity: Enduring questions in changing contexts. *Handbook of Research on Teacher Education*, 3, 134-156.
- McFarlane, D. A. (2011). A comparison of organizational structure and pedagogical approach: Online versus face-to-face. *The Journal of Educators Online*, 8(1), 1-43.
- McLoughlin, C., & Lee, M. (2007). Social software and participatory learning: Pedagogical choices with technology affordances in the Web 2.0 era. In R. Atkinson, C. McBeath & A. S. S. Kit (Eds.). *ICT: Providing choices for learners and learning* (pp. 664-675). Singapore: Centre for Educational Development, Nanyang Technology.
- McLoughlin, C., & Lee, M. J. (2008). The three p's of pedagogy for the networked society: Personalization, participation, and productivity. *International Journal of Teaching and Learning in Higher Education*, 20(1), 10-27.
- Michel, N., Cater III, J. J., & Varela, O. (2009). Active versus passive teaching styles: An empirical study of student learning outcomes. *Human Resource Development Quarterly*, 20(4), 397-418.
- Ministerial Council for Education Early Childhood Development and Youth Affairs (MCEETYA). (2010). *Aboriginal and Torres Strait Islander Education Plan 2010-2014*. Carlton, Victoria: Author.
- Ministry of Education, Ghana (2017). National Teacher's Standard, Ghana.

- Merriam, S. B. (1998). *Qualitative research and case study research in education*. San Francisco CA, US: Jossey-Bass.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers' College Record, 108*(6), 1017-1054.
- Mohamed, Z., Valcke, M., & De Wever, B. (2017). Are they ready to teach? Student teachers' readiness for the job with reference to teacher competence frameworks. *Journal of Education for Teaching, 43*(2), 151-170.
- Mokytyju, D. (2012). *World teacher's day: Kasmel-Spalio.5d*.
[www.https://it.mwipedia.org.wikipedia](http://it.mwipedia.org.wikipedia)
- Moore, J. (2004). Living in the basement of the ivory tower: A graduate student's perspective of participatory action research within academic institutions. *Education Action Research, 12*, 145–162.
- Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research, 1*(1), 48-76.
- Morgan, D. L. (2014a). *Integrating qualitative and quantitative methods: A pragmatic approach*. Thousand Oaks, California: Sage Publications.
- Morgan, D. L. (2014b). Pragmatism as a paradigm for social research. *Qualitative Inquiry, 20*, 1045–53.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, California: Sage Publications.
- Mugimu, C. B. (2009). The state of higher education in Africa. *Journal of Comparative and International Higher Education, 1*(2), 5-6.

- Mumuni, T., & Oppong, A. C. (2016). The curricular practices of private preschool teachers: A case study of Calvary Hill Crest in Cape Coast. *Journal of Counselling, Education and Psychology*, 4(1), 64-78.
- Munby, H., Russell, T., & Martin, A. (2001). Teachers' knowledge and how they develop it. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., pp. 877–904). Washington, US: American Educational Research Association.
- Murray-Nseula, M. (2011). Incorporating case studies into an undergraduate genetics course. *Journal of the Scholarship of Teaching and Learning*, 11(3), 75-85.
- Musset, P. (2010). *Initial teacher education and continuing training policies in a comparative perspective: Current practices in OECD countries and a literature review on potential effects* (OECD Education Working Papers, No. 48). Paris, France. OECD Publishing.
- Musset, P. (2014). *A skills beyond school commentary on Romania*. OECD Publishing.
- Nas, R. (2006). *Life knowledge and social studies teaching* (3rd ed.). Bursa, Turkey: Ezgi Bookstore.
- National Council for Accreditation of Teacher Education. (1997). *Technology and the new professional teacher: 21st century classroom*. Washington, D. C.: Author.
- National Teaching Council (2017). *National teachers' standard for Ghana guidelines*. Ghana. Ministry of Education: www.t-tel.org/hub.htm

National Research Council (2012). *A framework for K-12 science education:*

Practices, crosscutting concepts, and core ideas. Retrieved from:

https://smile.oregonstate.edu/sites/smile.oregonstate.edu/files/a_framework_for_k-12_science_education.pdf

National Universities Commission (NUC) (2007). *Benchmarks minimum*

academic standards of programme in Nigerian Universities. Retrieved

from: <http://eprints.covenantuniversity.edu.ng/8476/1/Nuc%20BMAS%20Administration.pdf>

Navarro, D. (2012). Supporting the students of the future. *The Magazine of Higher Learning*, 44(1), 43-51.

New Zealand Ministry of Education (NZME) (2007). *The New Zealand Curriculum.* Wellington, New Zealand: Author.

Niess, M. L. (2005). Preparing teachers to teach science and mathematics with technology: Developing a technology pedagogical content knowledge. *Teaching and Teacher Education*, 21(5), 509-523.

Njoku, C. U. (2006). Business education and value orientation for national economic empowerment and development. *Business Education Journal*, 3(4), 1-10.

Nolan, C. A. R., Hayden, C. K. R, & Malsbary, D. R. (1967). *Principles and problems of business education* (3rd ed.). Cincinnati, Ohio: South-Western Publishing Company.

- Nuangchalem, P. (2012). Enhancing pedagogical content knowledge in preservice science teachers. *Higher Education Studies*, 2(2), 66-71.
- Nwazor, J.C. (2014). Business education curriculum and new technologies: Guidelines for review. *Nigerian Journal of Business Education*, 1(3), 19-29.
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational evaluation and policy analysis*, 26(3), 237-257.
- Obaidat, S. A. (2007). *Teacher preparation and development*. Irbid, Jordan: World of Modern Books.
- Obanya, P. (2010). *Planning and managing meaningful access to education: The Nigerian experience*. Retrieved from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.501.3744&rep=rep1&type=pdf>
- Okolocha, C. C. Ile, C. M., & Okolocha, C. B. (2012). Business educators' familiarity with the utilization of hi-tech tools in the preparation of graduates for modern business/marketing in Nigeria. *Journal of Arts, Science & Commerce*, 3(2), 1-8.
- Okpilike, F. N. (2011). Mode of admission of education undergraduates and their academic performance in a Nigerian university. *Pakistan Journal of Social Sciences*, 8(3) 108- 110
- Omar, A. R., Aljazi, S., & Al-Hasanat, H. (2018). Evaluation of teaching practicum at the college of educational sciences from the viewpoints of student teachers at Al-Hussein Bin Talal University (AHU). *Journal of Studies in Education*, 8(2), 45-70.
- Omiebi, D. I. (2011). *Skills in effective teaching*. Port-Harcourt, Nigeria: Minson Publishers Ltd.

Onwuegbuzie, A. J., & Johnson, R. B. (2006). The validity issue in mixed research. *Research in the Schools*, 13(1), 48-63.

Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analysing data in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioural research* (pp. 351-383). Thousand Oaks, California: Sage Publication.

Opoku-Prempeh, M. (2019). Memorandum to Parliament submitted by DR. Matthew Opoku Prempeh (MP) Hon. Minister for Education on the construction, supply and installation of educational equipment and training to 10 regional Science, Technology, Engineering, Arts and Mathematics (STEAM) centres.

Opong, A. C. (2018). A case study of trainee teachers' mental models of history teaching before and after an initial history teaching professional development course. *History Education Research Journal*, 15(2), 248-263.

Organisation for Economic Co-operation and Development (OECD) (1998). *Staying Ahead: In-service Training and Teacher Professional Development*. Paris, France: Author.

Organisation for Economic Co-operation and Development (OECD) (2005). *Teachers matter: attracting, developing and retaining effective teachers*. Paris, France: Author.

Organisation for Economic Co-operation and Development (OECD) (2009). *Creating effective teaching and learning environments: First results from TALIS*. Paris, France: Author.

Organisation for Economic Co-operation and Development (OECD) (2007).

Giving knowledge for free: The emergence of open educational resources. Paris, France: Author.

Organisation for Economic Co-operation and Development (OECD) (2010).

Education at a glance 2010: OECD indicators. Paris, France: Author.

Osborn, M. (1997). International encyclopaedia of teaching and teacher education. *Comparative Education*, 33(1), 137.

Osuala, E. C. (2004). *Principles and methods of business and computer education*. Enugu, Nigeria: Cheston Agency Ltd.

Özgül-Koca, S. A., & Şen, A. İ. (2006). The beliefs and perceptions of preservice teachers enrolled in a subject-area dominant teacher education program about effective education. *Teaching and Teacher Education*, 22(7), 946-960.

Panitz, T. (1999). *Collaborative versus cooperative learning: A comparison of the two concepts*. US: ERIC.

Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.

Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, 1(3), 261-283.

Peacock, M. (2009). The evaluation of foreign-language-teacher education programmes. *Language Teaching Research*, 13(3), 259-278.

Pfundt, H., & Duit, R. (1994). *Bibliography of students' alternative frameworks and science education* (4th ed.). Kiel, Germany: Institute for Science Education.

Pigdon, K., & Woolley, M. (1992). *The big picture*. Victoria, Australia: Eleanor Curtain Publishing.

Pinamang, I., & Cofie, P. O. (2017). Preservice teachers' content knowledge and pedagogical content knowledge in teaching geometric transformation. *African Journal of Educational Studies in Mathematics and Sciences*, 13, 63-70.

Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications*. Bergen, New Jersey: Merrill Prentice-Hall.

Polit, D. F., & Beck, C. T. (2013). Is there still gender bias in nursing research? An update. *Research in Nursing and Health*, 36(1), 75-83.

Pollari, P. H. (2015). Can a cheat sheet in an EFL test engage and empower students? *AFinLA Yearbook*, 208-225.

Popham, W. J. (1975). Applications of teaching performance tests in preservice and in-service teacher education. *Journal of Teacher Education*, 26(3), 244-248.

Postareff, L. (2007). *Teaching in higher education: From content-focused to learning-focused approaches to teaching* (Research Report 214). Helsinki, Finland: Helsinki University Print.

Practicum Manual (2016). *Rehabilitation counseling and administration program rehabilitation Institute of Southern Illinois University Carbondale*. Retrieved from: <https://ehs.siu.edu/rehab/common/documents/rehab-documents/2016%20RCA%20Practicum%20Manual.pdf>.

Pring, R. (2000). Educational Research. *British Journal of Educational Studies*, 48(1), 1-9,

- Quashigah, A. Y., Dake, Y. G., Bekoe, S. O., Eshun, I., & Bordoh, A. (2014). Evaluation of colleges of education (CoE) social studies curriculum vis-à-vis the junior high school (JHS) social studies curriculum in Ghana. *European Journal of Training and Development Studies*, 1(2), 1-13.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge: Cambridge University Press.
- Richards, K. (2006). Being the teacher: Identity and classroom conversation. *Applied Linguistics*, 27(1), 51-77.
- Roberts, P. (1998). Rereading Lyotard: Knowledge, commodification and higher education. *Electronic Journal of Sociology*, 3(3), 1-23.
- Rowan, B., Correnti, R., & Miller, R. J. (2002). *What large-scale, survey research tells us about teacher effects on student achievement: Insights from the prospectus study of elementary schools*. CPRE Research Reports.
- Sahragard, R., & Saberi, L. (2018). The knowledge-base of preservice and in-service Iranian EFL teachers in teacher education programs. *International Journal of Instruction*, 11(4), 445-466.
- Sawyer, Abigail (2008) *Making connections: promoting connectedness in early mathematics education. Proceedings from the 31st Annual Conference of the Mathematics Education Research Group of Australia - Navigating currents and charting directions MERGA 31*. Queensland, Australia: Mathematics Education Research Group of Australasia (MERGA).

- Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological pedagogical content knowledge (TPCK): The development and validation of an assessment instrument for preservice teachers. *Journal of Research on Technology in Education*, 42(2), 83-87.
- Scholz, R. W., Lang, D. J., Wiek, A., Walter, A. I., & Stauffacher, M. (2006). Transdisciplinary case studies as a means of sustainability learning: Historical framework and theory. *International Journal of Sustainability in Higher Education*, 7(3), 226-251.
- Schon, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco, US: Jossey-Bass.
- Schulz, W. (2005). *Political efficacy and expected political participation among lower and upper secondary students: A comparative analysis with data from the IEA civic education study. Proceedings from the ECPR General Conference in Budapest*. Budapest, Hungary: ECPR.
- Sederevičiūtė-Pačiauskienė, Ž., & Vainorytė, B. (2015). The concurrent and consecutive models of initial teacher training: Problematics and tendencies. Rural Environment. *Education Personality*, 347-354.
- Segalàs, J., Ferrer-Balás, D., & Mulder, K. F. (2010). What do engineering students learn in sustainability courses? The effect of the pedagogical approach. *Journal of Cleaner Production*, 18(3), 275-284.
- Segall, A. (2002). *Disturbing practice: Reading teacher education as text* (Vol. 8). Pieterlen, Switzerland: Peter Lang Pub. Incorporated.

- Shakir, M., & Sharma, S. (2017). Using Educational Psychology for Better Teaching-Learning Environment. *International Journal of Education*, 8, 20-28.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75.
- Shidur, R. M. (2016). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language. *Journal of Education and Learning*, 6(1), 102–112.
- Shulman, L. S. (1980). *Disciplines of inquiry in education: An overview*. US: American Educational Research Association (AERA).
- Shulman, L. S. (1986). Those who understand: A conception of teacher knowledge. *American Educator*, 10(1), 4-14.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-23.
- Singer, N. R., Catapano, S., & Huisman, S. (2010). The university's role in preparing teachers for urban schools. *Teaching Education*, 21(2), 119-130.
- Sipos, Y., Battisti, B., & Grimm, K. (2008). Achieving transformative sustainability learning: Engaging head, hands and heart. *International Journal of Sustainability in Higher Education*, 9(1), 68-86.
- Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R., & Bell, D. (2002). *Researching effective pedagogy in the early years* (DfES Research Report 356). London, UK: DfES.

Skilbeck, M., & Connell, H. (2004). *Teachers for the future: The changing nature of society and related issues for the teaching workforce*.

Retrieved from <https://eric.ed.gov/?id=ED534330>.

Smith, K. (2010). Action research. In L. Dahlberg, & C. McCaig (Eds.), *Practical Research and Evaluation: A Start-to-Finish Guide for Practitioners*. New York, UK: SAGE Publications.

Stuart, J., Akyeampong, K., & Croft A. (2009). *Key issues in teacher education, a sourcebook for teacher educators*. Macmillan Printing Press.

Cochran-Smith, M., & Zeichner, K. (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Mahwah, NJ: Lawrence Erlbaum.

Sprain, L., & Timpson, W. M. (2012) Pedagogy for sustainability science: Case-based approaches for interdisciplinary instruction, environmental communication. *A Journal of Nature and Culture*, 6(4), 532-550.

Srinivas, K. D. (2011). *Introduction to cognitive behaviors and learning behaviors*. Agaram, India: Dravidian University - Prasaraanga Publications Bureau.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Sternberg, R. J., & Grigorenko, E. L. (2003). Teaching for successful intelligence: Principles, procedures, and practices. *Journal for the Education of the Gifted*, 27(2-3), 207-228.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221-258.

Stuart, J. S., Akyeampong, K., & Croft, A. (2009). *Key Issues in teacher education: A sourcebook for teacher educators in developing countries*. London, United Kingdom: Macmillan Education.

Sünbül, A. M. (2010). *Teaching principles and methods* (4th ed.). Konya, Turkey: Education Bookstore.

Taneja, R.P. (2000). *Encyclopaedia of comparative education* (Vol. 4). New Delhi, India: Anmol Publications.

Tashakkori, A., & Teddlie, C. (2003). Issues and dilemmas in teaching research methods courses in social and behavioural sciences: US perspective. *International Journal of Social Research Methodology*, 6(1), 61-77.

Tashakkori, A., Teddlie, C., & Teddlie, C. B. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, California: Sage Publications.

Tawalbeh, H. (2009). *Practical applications in practicum teaching*. Amman, Jordan: Dar Al Masirah.

Taylor, P. C., Fraser, B. J., & Fisher, D. L. (1997). Monitoring constructivist classroom learning environments. *International Journal of Educational Research*, 27(4), 293-302.

Teddlie C. (2010). The legacy of the school effectiveness research tradition. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins. (Eds.), *Second international handbook of educational change* (pp. 523-554). Dordrecht, Netherlands: Springer.

Teddlie, C., & Tashakkori, A., (2009). Integrating qualitative and quantitative approaches to research. *The SAGE Handbook of Applied Social Research Methods*, 2, 283-317.

The European Commission Report on Education (2010). *Joint progress report of the Council and the Commission on the implementation of the 'Education and Training*. Official Journal of the European Union

Thompson, A. D., & Mishra, P. (2008). Editors' remarks: Breaking news: TPCK becomes TPACK! *Journal of Computing in Teacher Education*, 24(2), 38-64.

Tia, O. (2010). Brief study on the implication of the constructivism teaching theory of classroom teaching reform in basic education. *International Education Studies*, 3(2).

Tice, C. J. (2011). Responding to change: Online education at the College of Central Florida. *Distance Learning*, 8(3), 71-74.

Tony, H. (2014) Learning about case study methodology to research higher education. *Higher Education Research & Development*, 33, 6, 1113-1122, DOI: [10.1080/07294360.2014.911253](https://doi.org/10.1080/07294360.2014.911253)

Tynjälä, P. (2008). Perspectives into learning at the workplace. *Educational Research Review*, 3(2), 130-154.

United Nations Educational, Scientific and Cultural Organisation UNESCO (2006). *Teacher supply and demand in sub-Saharan Africa*. UNESCO Institute of Statistics. Retrieved from http://www.uis.unesco.org/TEMPLATE/pdf/Teachers2006/Regional_Profiles_RegProfile_sub-SahAfrica.pdf.

United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2012). *Institute for Statistics. Education at a glance 2012: OECD indicator*. Retrieved from <http://www.uis.unesco.org/Education/Pages/tertiary-education.aspx>.

University of Cape Coast (2005-2010). *Faculty of education brochure*. Cape Coast: Marcel Hughes.

University of Cape Coast (2013). *Faculty of Education teaching practice Handbook*. Cape Coast: University of Cape Coast Printing Press.

University of Cape Coast (2012). *University of Cape Coast diary*. Cape Coast: University of Cape Coast Printing Press.

University of Cape Coast (2020). *University of Cape Coast diary*. Cape Coast: University of Cape Coast Printing Press.

Valentine, C. W. (2015). *Psychology and its bearing on education* (1st ed.). London, Britain: Routledge.

Van Driel, J. H., & Berry, A. (2012). Teacher professional development focusing on pedagogical content knowledge. *Educational Researcher*, 41(1), 26-28.

Van Driel, J. H., Verloop, N., & De Vos, W. (1998). Developing science teachers' pedagogical content knowledge. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 35(6), 673-695.

Van Driel, J. H., De Vos, W., Verloop, N., & Dekkers, H. (1998). Developing secondary students' conceptions of chemical reactions: The introduction of chemical equilibrium. *International Journal of Science Education*, 20(4), 379-392.

- Veal, W. R., & MaKinster, J. G. (1999). Pedagogical content knowledge taxonomies. *The Electronic Journal for Research in Science and Mathematics Education*. Retrieved from <https://ejrsmc.icsrsmc.com/article/view/7615/5382>.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of educational Research*, 54(2), 143-178.
- Vikoo, B. (2003). *Learning theories and instructional processes*. Nigeria: Springfield Publishers Limited.
- Vu, P. & Feinstein, S. (2017). An exploratory multiple case study about using game-based learning in STEM classrooms. *International Journal of Research in Education and Science (IJRES)*, 3(2), 582-588. DOI: 10.21890/ijres.328087
- Waheed, Z., Wazir, S., & Rasheed, S. (2016). Background characteristics of preservice teachers and their motivation to teach. *Research in Teacher Education*, 6(2), 28-33.
- Wahyudin, D., Ahman, Rusmono, D., & Rahmawati, Y. (2017). Teaching philosophy of selected teacher education institutions in Indonesia. *International Journal of Technical Research and Application*, 5(4), 67-78.
- Werquin, P. (2010). *Recognition of non-formal and informal learning: Country practices*. Paris, France: OECD Publishing.
- West African Examination Council (2016). *Chief Examiners Report*. Retrieved from: www.waecheadquartersgh.org/.
- West African Examination Council (2017). *Chief Examiners Report*. Retrieved from: www.waecheadquartersgh.org/.

West African Examination Council (2018). *Chief Examiners Report*. Retrieved from: www.waeheadquartersgh.org/.

Wiek, A., Xiong, A., Brundiers, K., & Van der Leeuw, S. (2014) Integrating problem- and project-based learning into sustainability programs. *International Journal of Sustainability in Higher Education*, 15, 431–449.

Wilson, A., & Christie, D. (2010). Realising the potential of virtual environments: A challenge for Scottish teachers. In S. Simon, K. Fernstrom, T. Wubbels, & B. Hudson (Eds.). *Online learning communities and teacher professional development: Methods for improved education delivery* (pp. 96-113). Scotland: IGI Global.

Wilson, S., Shulman, L., & Richert, A. E. (1987). 150 different ways of knowledge in teaching. Representations of knowledge in teaching. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp.1-37). London, UK: Cassell.

Wilson, T. (2008). New ways of mediating learning: Investigating the implications of adopting open educational resources for tertiary education at an institution in the United Kingdom as compared to one in South Africa. *International Review of Research in Open and Distributed Learning*, 9(1), 1-19.

Xiaobin, C. (1999). *Education Administration*. Beijing: Beijing Normal University.

Yeboah, K. (2011). *The status of business management curriculum in the selected senior high schools in Kumasi metropolis*. Unpublished master's thesis, University of Cape Coast, Cape Coast.

- Yin, R. K. (2014). *Case study research: Design and methods*. Thousand Oaks, California: Sage Publications.
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York, California: Guilford Press.
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Yoder, J. D., & Hochevar, C. M. (2005). Encouraging active learning can improve students' performance on examinations. *Teaching of Psychology, 32*(2), 91-95.
- Yusuf, M. (2011). The impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students' academic achievement. *Procedia-Social and Behavioural Sciences, 15*, 2623-2626.
- Zeichner, K. (1996). Designing educative practicum experiences for prospective teachers. In K. Zeichner, S. Melnick, & M. L. Gomez (Eds.), *Currents of reform in preservice teacher education* (pp. 215-234). New York, US: Teachers College Press
- Zeichner, K. (2006). Reflections of a university-based teacher educator on the future of college-and university-based teacher education. *Journal of Teacher Education, 57*(3), 326-340.
- Zhao, F. (2003). Enhancing the quality of online higher education through measurement. *Quality Assurance in Education, 11*(4), 214-221.
- Zohrabi, M., Torabi, M. A., & Baybourdiani, P. (2012). Teacher-centered and/or student-centered learning: English language in Iran. *English Language and Literature Studies, 2*(3), 18-30.

Zou, P. X. W., Sunindijo, R. Y., & Dainty, A. R. J. (2014). A mixed methods research design for bridging the gap between research and practice in construction safety. *Safety Science* 70, 316-326.



APPENDICES

APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION

DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233-(0)3321 35411 / +233-(0)3321 32480/3
EXT: (268), Direct: 35411
Telegrams & Cables: University, Cape Coast
Dept. Telephone: 0209408788
E-mail: dbase@ucc.edu.gh



UNIVERSITY OF CAPE COST
PRIVATE MAIL BAG

Date: 23rd October, 2020

Our Ref: DoBSSE/59/V.1

Your Ref:

The Controller
West Africa Examination Council
Accra
Ghana

Dear Sir/Madam,

INTRODUCTORY LETTER

Ms. Ernestina Larbie is a PhD (Management Education) student of this Department. As a requirement of her programme, she is supposed to design and execute research of acceptable standard. She is working on a research entitled: "Assessment of Business Teacher Education Programmes in Public Universities in Ghana."

She would need reports of Senior High School business candidates' examination results and any additional information required from your office to enable her conduct the study. This information would be used as literature to support her study.

We would be grateful if you could give her the necessary assistance to enable her complete the research.

Thank you.

Yours faithfully,


DR. BERNARD YAW SEKYI ACQUAH
HEAD

APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
 E-MAIL: irb@ucc.edu.gh
 OUR REF: UCC/IRB/A/2016/864
 YOUR REF:
 OMB NO: 0990-0279
 IORG #: IORG0009096

11TH DECEMBER, 2020

Ms. Ernestina Larbie
 Department of Business and Social Science Education
 University of Cape Coast

Dear Ms. Larbie,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2020/117)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research titled **Assessment of Business Teacher Education Programme in Public Universities in Ghana: The Case of University of Cape Coast**. This approval is valid from 11th December, 2020 to 10th December, 2021. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
 UCCIRB Administrator

ADMINISTRATOR
 INSTITUTIONAL REVIEW BOARD
 UNIVERSITY OF CAPE COAST

APPENDIX C

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES

EDUCATION

Assessment of Business Teacher Education Programme in Public Universities in Ghana: The Case of University of Cape Coast.

QUESTIONNAIRE FOR FACULTY MEMBERS

Dear Respondent

This study is being conducted to assess the Pre Service Business Teacher Education programme offered by public universities in Ghana. I would be grateful if you could devote some of your time to respond to this questionnaire. I humbly seek your honest views on your understanding and experiences with the business teacher education and training programme offered by your institution to help achieve the purpose of this study. I assure you that your identity will be concealed and that your responses will be confidential. Counting on your usual cooperation. Thank you.

SECTION A

Demographic Characteristics of Preservice Business Teachers

1. Highest academic qualification at start of teaching:

Masters []

PhD []

Others (specify):

2. Please indicate the course(s) you teach

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

3. Indicate the number of years you have been teaching the course(s) indicated in question 2
4. Provide a brief description of your course(s) objectives you teach
 - i.
 - ii.
 - iii.

SECTION B
PEDAGOGICAL APPROACHES USED IN THE BUSINESS
TEACHER EDUCATION PROGRAMME (BTEP)

Instructions:

Please indicate in Column A the extent to which you use the listed approaches, methods and techniques in teaching the course(s) indicated in **section A** question 1.

Please indicate in Column B the potential level of effectiveness of the listed approaches methods and techniques.

Please use the following rating scales:

Column A: Extent of Use	Column B: Effectiveness
1 = Not Used	1 = Not Effective
2 = Rarely Used	2 = Of Little Effectiveness
3 = Sometimes Used	3 = Somewhat Effective
4 = Frequently Used	4 = Effective
5 = Heavily Used	5 = Very Effective

COLUMN A					Pedagogical Approaches	COLUMN B				
1	2	3	4	5		1	2	3	4	5
					Demonstration					
					Self-study					
					Simulation					
					Field trip					
					Project work					
					Video-taped programme					
					Problem solving approaches					
					Whiteboard					
					Discussion					
					Case study					
					Role play					
					Online teaching (e-learning)					
					Lecture					
					Group study					
					Pictures, posters, newsletters					
					Resource people					
					Lecture-discussion					
					Oral presentation					
					Computer-assisted instruction					
					Social media platforms (YouTube, WhatsApp, etc.					
					Brainstorming					
					Mentorship					
					Cooperative learning					
					Individualized instruction					
					Reflective teaching					
					Question and answer					
					Integrative approach					
					participatory					
					Activity oriented					
					Class room interactions					

SECTION C
SUBJECT MATTER KNOWLEDGE BASE EMPHASIZED BY
THE BUSINESS TEACHER EDUCATION PROGRAMME
(BTEP)

Instructions: Please read the following statements and indicate your response with each statement by ticking (√) as the appropriate option in relation to the course(s) you teach. Please use the following scale:

[Strongly Agree = 5; Agree = 4; Uncertain = 3; Disagree = 2; Strongly Disagree = 1]

S/N	Statement	1	2	3	4	5
	BTEP ...					
1	Places much emphasis on accounting courses					
2	Places much emphasis on management courses					
3	Focuses on content courses					
4	Focuses on the practical education courses					
5	Improves the proficiency of the teacher-trainee in pedagogy					
6	Prepares the teacher-trainee in child psychology					
7	Made me proficient in educational research					
8	Improved my knowledge in the business curriculum at the SHS					
9	Made me appreciative of the use of technology in teaching the business curriculum at the SHS					
10	Places emphasis on assessment techniques trainee-teachers can use					

THE END

THANK YOU FOR YOUR ATTENTION

APPENDIX D

UNIVERSITY OF CAPE COAST
 COLLEGE OF EDUCATION STUDIES
 FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
 DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES EDUCATION

**Assessment of Business Teacher Education Programme in Public
 Universities in Ghana: The Cases of University of Cape Coast.
 QUESTIONNAIRE FOR PRESERVICE BUSINESS TEACHERS**

Dear Respondent

This study is being conducted to assess the Pre Service Business Teacher Education programme offered by public universities in Ghana. I would be much grateful if you could devote some of your time to respond to this questionnaire. I humbly seek your honest views on your understanding and experiences with the business teacher education and training programme offered by your institution to help achieve the purpose of this study. Be rest assured that of anonymity of your identity and responses will be treated confidentially and will be used for research purposes only.

Counting on your usual cooperation. Thank you.

SECTION A**Demographic Characteristics of Preservice Business Teachers**

1. Please indicate your programme
 Bachelor of Education:

Management	[]
Accounting	[]
2. Gender

M	[]
F	[]
3. Age range:

18-23	[]
24-29	[]
30-35	[]
36 and above	[]

4. Highest academic qualification at start of training:

WASSCE/SSCE []

GCE 'O' Level []

GCE 'A' Level []

HND []

Diploma/Certificate 'A' []

Others (specify):

5. Please tick one of the boxes to indicate the grade point for admission to the programme

a. Grade : 6 -10 []

b. Grade : 11-15 []

c. Grade : 16-20 []

d. Grade : 21-25 []

e. Grade : 26-30 []

f. Others, specify.....

6. Please, tick one of the boxes to indicate why you study your programme

a. Career/employment purpose []

b. Parental advice []

c. Interest in the programme []

d. Obligated to because it was the only choice []

7. Based on your response in 6, what is your motivation for choice of your programme?

Hint: responses for 'c' is intrinsic while responses for 'a', 'b', and 'd' are extrinsic

a. Intrinsic []

b. Extrinsic []

8. Have you taught before?

Yes []

No []

9. If yes, state the years of teaching experience before a start of Business Teacher Education programme: years

If your answer to question (8) is yes, indicate the level of education you taught

Basic school (Primary School) []

Basic school (Junior Secondary School, JHS) []

Senior Secondary School, SHS []

Others.....

10. Is teaching your first career choice?

Yes []

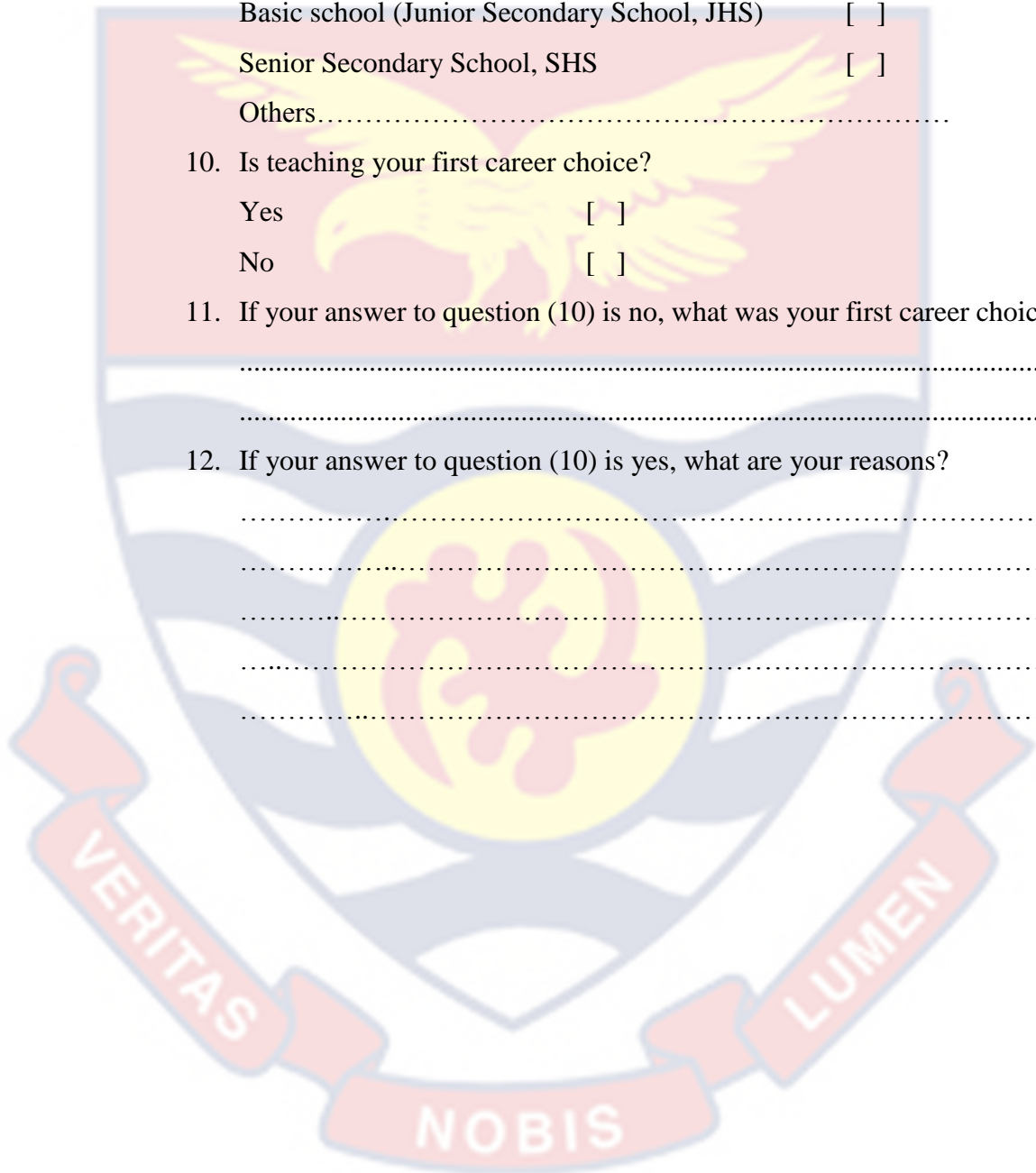
No []

11. If your answer to question (10) is no, what was your first career choice?

.....
.....

12. If your answer to question (10) is yes, what are your reasons?

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



SECTION B
PEDAGOGICAL APPROACHES USED IN THE BUSINESS
TEACHER EDUCATION PROGRAMME (BTEP)

Instructions:

Please indicate in Column A the extent to which the listed approaches, methods and techniques are used in the BTEP.

Please indicate in Column B the potential level of effectiveness of the listed approaches methods and techniques.

Please use the following rating scales:

Column A: Extent of Use	Column B: Effectiveness
1 = Not Used	1 = Not Effective
2 = Rarely Used	2 = Of Little Effectiveness
3 = Sometimes Used	3 = Somewhat Effective
4 = Frequently Used	4 = Effective
5 = Heavily Used	5 = Very Effective

COLUMN A					Pedagogical Approaches	COLUMN B				
1	2	3	4	5		1	2	3	4	5
					Self-study					
					Demonstration					
					Simulation					
					Field trip					
					Project work					
					Video-taped programme					
					Problem solving approaches					
					Whiteboard					
					Discussion					
					Case study					
					Role play					
					Online teaching (e-learning)					
					Lecture					
					Group study					

SECTION C

**SUBJECT MATTER KNOWLEDGE BASE EMPHASIZED BY THE
BUSINESS TEACHER EDUCATION PROGRAMME (BTEP)**

Instructions: Please read the following statements and indicate your response with each statement by ticking (✓) at the appropriate option. Please use the following scale:

[Strongly Agree = 5; Agree = 4; Uncertain = 3; Disagree = 2; Strongly Disagree = 1]

S/N	Statement	1	2	3	4	5
	BTEP ...					
1	Places much emphasis on accounting courses					
2	Places much emphasis on management courses					
3	Focuses on content courses					
4	Focuses on the practical education courses					
5	Improves the proficiency of the teacher-trainee in pedagogy					
6	Prepares the teacher-trainee in child psychology					
7	Made me proficient in educational research					
8	Improved my knowledge in the business curriculum at the SHS					
9	Made me appreciative of the use of technology in teaching the business curriculum at the SHS					
10	Places emphasis on assessment techniques trainee-teachers can use					

11. Which subject(s) are you being prepared to teach at the SHS? Please list them
- i.
- ii.
- iii.

12. which subject(s) are you proficient (**well prepared**) to teach at SHS?

please list them

i.....

ii.....

iii.....

13. Has the content courses of your programme prepared you well to teach your subject area at the SHS?

Yes []

No []

14. Provide reasons for your answer provided in question (13)

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

15. Which aspect of your programme do you want to be improved?

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

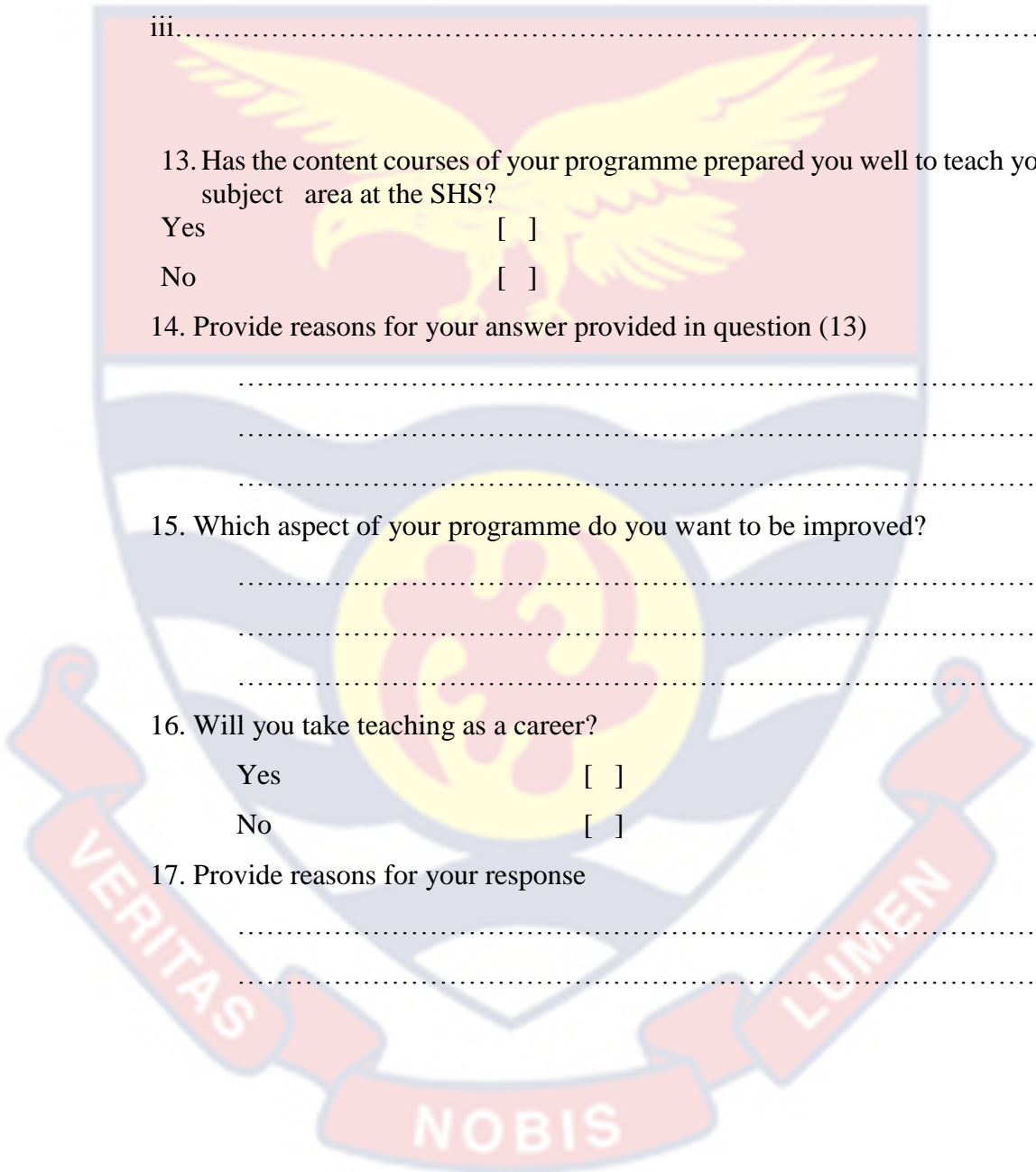
16. Will you take teaching as a career?

Yes []

No []

17. Provide reasons for your response

.....
.....



APPENDIX E

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES EDUCATION

**Assessment of Business Teacher Education Programme in Public
Universities in Ghana: The Cases of University of Cape Coast.**

INTERVIEW SCHEDULE FOR HOD.

Explore the Kind of Teacher the BTEP seeks to produce

**A. Understanding the philosophical underpinning of the Business
Teacher Education Programme**

1. What is the philosophy underpinning the Bachelor of Business Teacher Education programme (rational and the purpose)?
2. Who qualifies to enrol on the programme? What background characteristics do you consider for the programme? (Probe) will you say it is an initial teacher education programme?
3. What will you suggest be done to improve?

B. What knowledge base emphasized by the BTEP

1. How will you describe the knowledge base emphasized by the programme (Aspect).
2. What subject matter, knowledge is emphasized by the BTEP? (Probe for subjects proficiency) probe **for clarity and balance**
3. How will you describe the pedagogical philosophy and approach (s) for the BTEP? (Probe the methods and strategies used) probe **for clarity and balance**
4. In terms of the use of ICT and social media platform.

C. Understanding the Teaching Practice

1. Principles and guidelines underpinnings of teaching practice/practicum of preservice business teachers in the University of Cape Coast.

- a. Can you tell me something about teaching practice? What is it all about?
- b. What is its rationale and the purpose of having trainee business teachers undergo teaching practice?
- c. What processes are involved for trainees to complete teaching practice? Explain them.
- d. What, in your view, are the notional issues that underpin teaching practice as a necessary component of business teacher education in Ghana? probe

2. Observation Visits and Feedback

- a. Please, tell me what you know about the trainees' observation visit
- b. What preparation(s) go (es) on before trainees embark on observation visits and micro-teaching?
- c. What can be done to assist students to improve their preparation for trainees' observation visits to be effective?

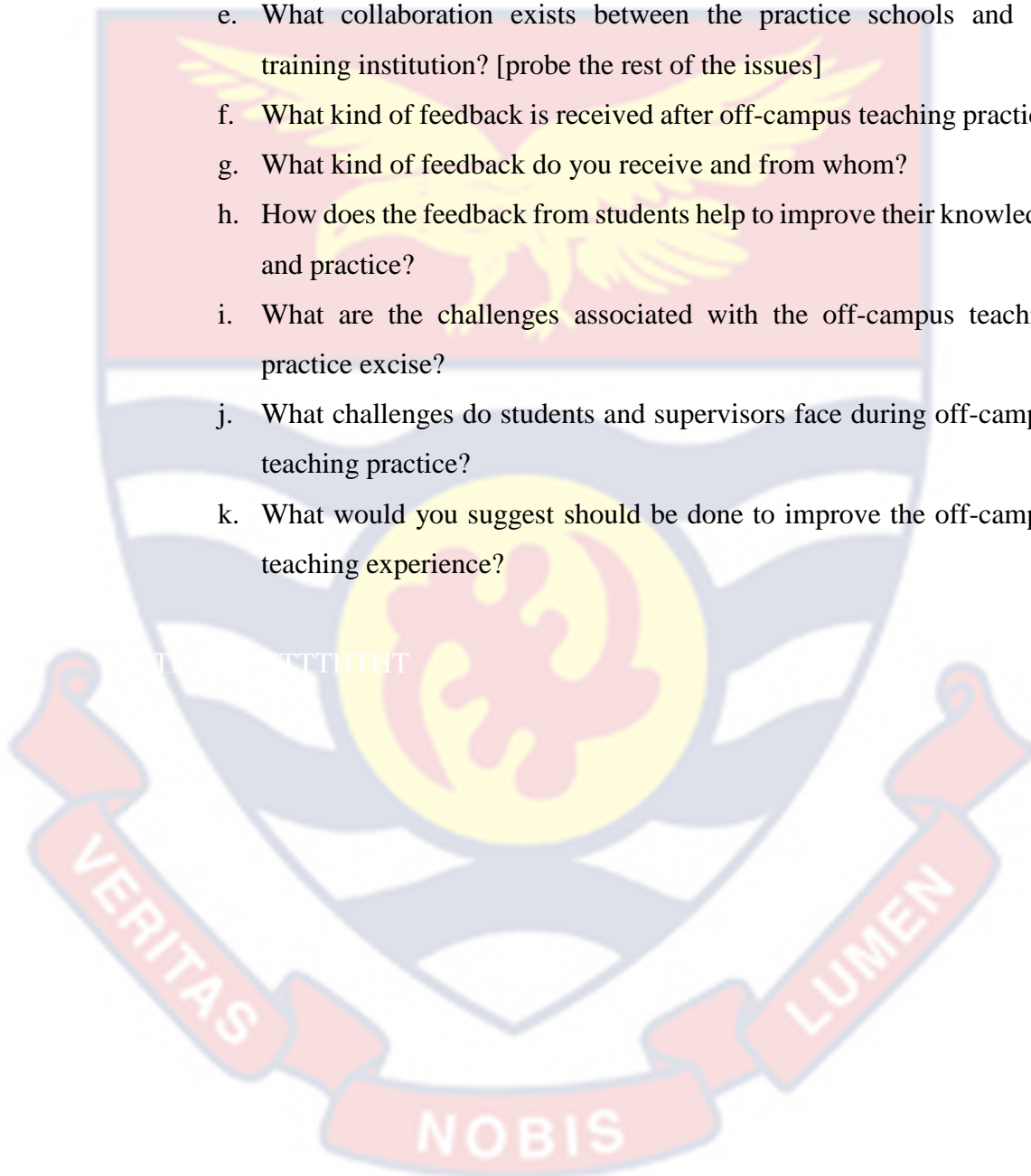
3. Micro Teaching Practice, Preparation, And Supervision

- a. How will you describe microteaching and the preparations that go on before trainees embark on that exercise?
- b. How is the supervision of microteaching arranged and carried out? Are supervisors given orientation?
- c. What is your overall assessment of the arrangements before microteaching?
- d. You would say that microteaching experience adequately prepares trainees for actual teaching experience? Why do you say so?
- e. What would you suggest should be done to improve the micro-teaching experience?

4. Off-campus teaching practice, preparation, supervision, and feedback

- a. How is the supervision of off-campus teaching arranged and carried out? Are supervisors and students given orientation?

- b. What is your overall assessment of the arrangements before off-campus teaching?
- c. What kind of preparation(s) goes (es) on before the conduct of off-campus teaching practice?
- d. Which of the arrangements relate to the practice schools?
- e. What collaboration exists between the practice schools and the training institution? [probe the rest of the issues]
- f. What kind of feedback is received after off-campus teaching practice?
- g. What kind of feedback do you receive and from whom?
- h. How does the feedback from students help to improve their knowledge and practice?
- i. What are the challenges associated with the off-campus teaching practice exercise?
- j. What challenges do students and supervisors face during off-campus teaching practice?
- k. What would you suggest should be done to improve the off-campus teaching experience?



APPENDIX F

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES EDUCATION

**Assessment of the Business Teacher Education Programme in Public
Universities in Ghana: The Cases of University of Cape Coast
INTERVIEW SCHEDULE FOR CENTRE FOR TEACHER
PROFESSIONAL DEVELOPMENT**

**Explore the principles and guidelines informing the clinical preparation
(Teaching Practice/Practicum) of the Business Teacher Education
Programme offered in UCC.**

UNDERSTANDING TEACHING PRACTICE

*Principles and guidelines underpinning of teaching practice/practicum in the
University of Cape Coast.*

1. Can you tell me something about teaching practice? What is it all about?
 - a. What is its rationale or purpose of having trainee teachers undergo teaching practice?
 - b. What processes are involved for trainees to complete teaching practice? Explain them.
 - c. What, in your view, are the notional issues that underpin teaching practice as a necessary component of business teacher education in Ghana?

Observation visits and micro teaching

2. Please, tell me what you know about trainees' observation visit/micro teaching in the college
 - a. What preparation(s) go (es) on before trainees embark on observation visits and micro teaching?
 - b. What can be done to assist students improve on their preparation for microteaching?

Micro teaching practice, preparation, and supervision

3. How is supervision of microteaching arranged and carried out? Are supervisors given orientation?
4. What is your overall assessment of the arrangements before microteaching?
5. You would say that microteaching experience adequately prepares trainees for actual teaching experience? Why do you say so?
6. What would you suggest it should be done to improve the micro teaching experience?

Off-campus teaching practice, preparation, supervision, and feedback

7. How is supervision of off-campus teaching arranged and carried out? Are supervisors given orientation?
8. What is your overall assessment of the arrangements before off-campus teaching?
9. What kind of preparation(s) go (es) on before the conduct of off-campus teaching practice?
 - a. Which of the arrangements relate to the practice schools?
 - b. What collaboration exists between the practice schools and the training institution? [probe the rest of the issues]
10. What kind of feedback is received after off-campus teaching practice?
 - a. What kind of feedback do you receive and from whom?
 - b. How does the feedback from students helped to improve their knowledge and practice?
 - c. What are the challenges associated with the off-campus teaching practice excise?
11. What challenges do students and supervisors face during off-campus teaching practice?
12. What would you suggest it should be done to improve the off-campus teaching experience?

THE END

APPENDIX G

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES EDUCATION

**Assessment of Business Teacher Education Programme in Public
Universities in Ghana: The Cases of University of Cape Coast.
INTERVIEW SCHEDULE FOR TRAINEES (FOCUSED GROUP
DISCUSSION)**

To explore how preservice business teachers' experiences of the BTEP influence their choice of teaching as a profession.

(First, explain the purpose of the interaction: that is, to explore how trainee teachers experiences of the Business Teacher Education Programme influence their choice of teaching as a profession.

1. What were your experiences about teaching before joining the Business Teacher Education Programme? Probe (trained teacher, not trained, have teaching experience, never taught before)
2. What were your expectations when you joined the Business Teacher Education Programme (BTEP)? Probe
3. what are your experiences about the component of the curriculum of the BTEP (Content, Pedagogy and experience Knowledge) (Probe)
 - a) What are your views on the balance and clarity of links between the 'theoretical' and 'practical' aspects of their BTEP? Probe for (content/subject matter, pedagogy, and technology?
 - b) Which of your programme aspect experiences do you feel positive and less than positive about? Probe
4. How will you describe the pedagogical knowledge (probe)
5. How would you describe the mode of assessment of and feedback on courses of your programme? Probe

6. How will you describe the teaching practice aspect of your programme? Probe? (preparation, observation visit, micro-teaching, and off-campus teaching)
 - a) Which areas of your teaching practice were particularly beneficial to you? Which areas would you have liked more of? Probe
 - b) How would you describe the relationship between you and practice school staff during teaching practice? Probe
 - c) Can you describe the links between the school- and teaching practice course elements? Probe for
 - d) Describe your confidence in training route at the end of BTEP
7. Overall what is your views of the teaching profession
8. How important, if at all, would you consider certain types of knowledge and skills to be for teachers?
9. Which area do you feel particularly well prepared, and least well prepared, at the end of your BTEP?
10. Tell me your strength as a professional business teacher?
11. Overall what has been the major challenge of the BTEP?
12. Suggest the best ways to address such challenges?
13. What do you want to see improved of the programme? Probe
14. Considering the experiences gain would you want to take up teaching post as your profession on completion of your BTEP? Why?

THE END