

**A CAPACITY-ANALYSIS PARADIGM FOR THE SENIOR HIGH
SCHOOL ECONOMICS TEACHER'S PROFESSIONAL IDENTITY
IN GHANA**

BY

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09/680I005

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph. D.)
IN CURRICULUM DEVELOPMENT IN THE DEPARTMENT OF SOCIAL
SCIENCES EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF
ILORIN, ILORIN, NIGERIA**

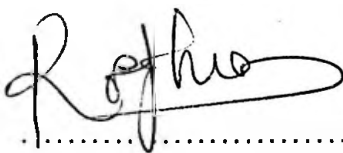
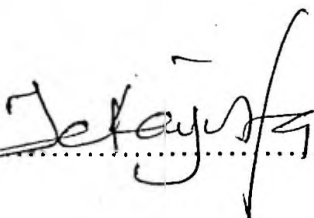
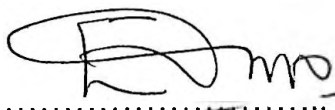
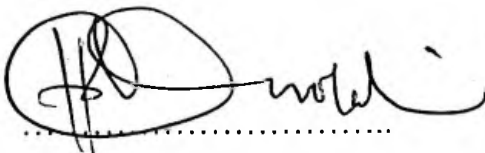
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CERTIFICATION

This is to certify that this study was carried out by MUMUNI, Baba Yidana and has been read and approved as meeting the requirements of the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria for the Award of Doctor of Philosophy (Ph.D.) in Curriculum Development.

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DEDICATION

This work is dedicated to Almighty Allah, the Creator and Sustainer of this wonderful universe, and also to my family.

ACKNOWLEDGEMENTS

I express my sincere gratitude to the Almighty Allah, the Creator and Sustainer of this universe for the opportunity to pursue a doctoral programme to its logical conclusion. To be considered for a Ph. D. programme in the department of Arts and Social Sciences Education is a rare opportunity. I am therefore thankful to Allah for giving the opportunity to learn a lot of things from the hardworking academic staff of this department. I will surely return to Ghana with fresh insights and perspectives about certain academic issues I have learnt, particularly from the weekly graduate seminars.

My sincere and heartfelt appreciation goes to my supervisor, Professor R. A. Lawal for providing me with all the support and guidance I needed for the completion of this work. His analytical approach to academic issues has encouraged me a lot. He amazed me with this wealth of multidisciplinary knowledge and passion for teaching. He is a talented scholar and I will continue to seek his mentorship even after the successful completion of this work. May the Almighty Allah grant him a healthy, prolonged and prosperous life.

Lecturers of the department, notably Dr. S. B. Olajide, Dr. (Mrs.) Olawuyi, Departmental Postgraduate Programmes Coordinator and other lecturers have in diverse ways offered me assistance that enabled me to complete this work. I am most grateful to all these lecturers. My sincere appreciation also goes to Madam Ivy Kesewaa and her husband for painstakingly supervising the collection of data for this study from five (5) administrative regions of Ghana. I owe this couple a debt of gratitude. My thanks equally go to Mr. Mohammed Tinab, Mr. Hillary Dumba and the entire research team for travelling to the hinterlands to administer the research instrument on my behalf. May the Almighty Allah richly bless all of them.

My wife and children equally deserve my commendation for tolerating my prolonged absence from home. The journey has virtually come to an end and we shall soon re-unite. To *Vugraana* and his council of elders, I thank them for the support and care offered to my family during my absence from Ghana. May Allah bless you all.

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ABSTRACT

Professionalism in teaching has an impact on teacher identity in the sense that how teachers perceive themselves in relation to the profession can affect how they perform their roles. This study developed a set of core professional identity indicators to which professional Economics teachers and Economics teacher educators in Ghana responded in order to determine their validity as components of the Economics teachers' professional identity in relation to their ideal professional capacity. In specific terms, the study investigated opinions of respondents on the importance attached to the rubrics of teachers' professional capacity as well as differences in opinion on the importance placed on indicators of teachers' professional knowledge, values, skills and reflective practice.

The study was a descriptive type which employed the survey method. The study sample comprised 751 professional Economics teachers and 125 Economics teacher educators. Two self-developed instruments, namely Questionnaire on Senior High School Economics Teachers' Identity (QSHSETI) and a Structured Interview Schedule (SIS) were administered on the respondents. Using a test-retest procedure of a four-week interval, the QSHSETI was administered on 75 Economics teachers and 20 Economics teacher educators. A reliability index of 0.96 was obtained. The data were analyzed using mean, t-test and one-way Analysis of Variance statistical techniques.

The findings showed that:

- i. Economics teachers considered the *professional knowledge* rubric (mean score = 3.11) as more important relative to the other indicators. Conversely, the teacher educators ranked the *professional skills* rubric (mean score = 3.28) as more important than the other indicators;
- ii. there was significant difference in opinion on the importance attached to *knowledge in methods of inquiry* ($t=10.610, p < 0.05$) and *knowledge in other related subjects* ($t=2.180, p < 0.05$) as indicators of Economics teachers' professional knowledge;
- iii. there was significant difference in opinion on the importance of *emotional stability* ($t=6.786, p < 0.05$) and *moral uprightness* ($t=5.727, p < 0.05$) as indicators of Economics teachers' professional values;

- iv. there was significant difference in opinion in respect of the importance placed on skills of *drawing schemes of work* ($t=5.574, p < 0.05$) and *improvisation of instructional materials* ($t=6.402, p < 0.05$) as indicators of Economics teachers' professional skills; and
- v. there was significant difference in opinion on the importance of reflection on one's *knowledge of students' strengths and weaknesses* ($t=2.654, p < 0.05$) and *attitude towards professional development* ($t=5.174, p < 0.05$) as indicators of Economics teachers' reflective practice.

There are three paradigmatic levels for considering teachers' identity. They are the ideal paradigm as shown in the conceptual framework, the implementable paradigm as obtained from the researcher-developed instrument, and finally the perceived or realistic paradigm based on the consensus of Economics teacher educators and Economics teachers. The findings of this study revealed discrepancies in opinion between the perceived competency and ideal targets of Economics teacher educators and that of Economics teachers. Curriculum development in Economics teacher education should therefore aim at bridging the gap between the ideal competency targets and the perceived or core competency targets. The study concluded that, teacher education policy makers should support a continuous capacity-building programme among Economics teachers and Economics teacher educators.

CHAPTER ONE

INTRODUCTION

Background to the Study

Ghana is a former colony of Great Britain. Prior to the attainment of political independence in 1957, the Ghanaian school curriculum was carved out of the British educational system. Consequently, the Economics curriculum for Ghanaian schools, its content and nature, were all fashioned out of the British Economics curriculum. However in Great Britain, during the early 1950's there was controversy regarding the appropriateness of teaching Economics in secondary schools. Leading exponents of the crusade against the teaching of Economics at the secondary school level contended that Economics was too difficult a subject for students at that level of education. They claimed among other things that, considering the deductive and inductive techniques of reasoning required of Economics, the subject was only suitable for students who had attained a certain level of intellectual maturity (Oliver, 1975).

However, this argument was contradicted by other leading Economists, notably who argued that, any subject, irrespective of its perceived level of difficulty, could, be taught at any level, provided appropriate instructional techniques and strategies were employed. Their point of emphasis was that the subject could be taught and not necessarily its suitability as a teaching subject (Obemeata, 2010).

It was after the protracted controversy in respect of teaching Economics in secondary schools was settled in Great Britain that, Economics as a subject of study then found its way into the Ghanaian school curriculum in 1963 (Dare,1992). The civic and intellectual values associated with the teaching of Economics, was the motivating factor which influenced its introduction into the Ghanaian school curriculum. At its budding

stages in Ghana, the teaching of this subject was confined to only the sixth-forms ('A'-Level) of selected secondary schools. Currently the subject is being taught in almost all second cycle and tertiary educational institutions.

The teaching of Economics varies across countries. These differences occur because of history, the structure of the education system, and other national factors such as culture (Walstad, 1994). In much the same way, there are common elements in the Economics education of many countries, particularly in terms of content (Kyung-Keun, 1994). Central to the success of the educational enterprise is the understanding of what teachers do, how they think about teaching and about themselves as teachers, and how they act in context; in short, how they develop and change throughout their careers in the contexts in which they work (Flores, 2005).

The Economics teacher is the foot-soldier in the implementation process of the senior high school Economics curriculum. In this context, there are three broad goals of an Economics teacher. First, to teach students the basic principles of Economics so as to provide them with an organising framework for the analysis of human behaviour and social development in the real world. Second, to teach students the relevance of Economics so that they understand its value and importance in explaining their past, present and future. Third, to teach students essential skills in writing, research, analysis and communication using economic theory, data, and real world issues. In the process, teachers are able to help students understand Economic events and evaluate current and future Economic and public policy debates as well as develop important, critical and analytical skills (Strudwick, 1999).

Ideally, or in line with best global practices and conventions, subject teachers at the secondary school level are expected to be professionally trained. Socket (1993) lays out a broad theory of the moral foundations of teacher professionalism. He described professionalism as the “manner of conduct within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients” (p.9). Socket identifies five major aspects of professionalism for teachers, namely character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and obligations and working relationships beyond the classroom.

Professionalism in teaching has an impact on teacher identity in the sense that how teachers view themselves in relation to the profession can affect how they work. Teachers’ professional identity generally pertains to how teachers see themselves based on their interpretations of their continuing interactions within their context. It is argued here that this interaction manifests itself in teachers’ job satisfaction, occupational commitment, self-efficacy and change in the level of motivation (Carinus, Helms-Loreng, Beijaard, Buitink & Hofman, 2011).

Professional identity describes a set of attributes that are imposed upon the teaching profession either by outsiders or members of the teaching fraternity itself. From this perspective it is an exclusive rather than inclusive ideal, and is conservative rather than radical in its intent. Identity provides a shared set of attributes, values, and so on, resulting in the differentiation of one group from another (Sachs, 2003). These factors represent a personal perspective on how teachers view themselves as professionals in

their work. Kelchtermans (2009) used the term 'self-understanding' for a process closely related to professional identity.

According to Kelchtermans, five components make up this self-understanding: teachers' sense of self-image, self-esteem, job motivation, task perception and future perspective. Kelchtermans' definition of self-image and self-esteem is closely related to teachers' self-efficacy, which is perceived as an indicator of teachers' sense of their professional identity. It is equally believed that teachers' motivation is relevant for their professional identity. In the opinion of Kelchtermans, teachers' task perception refers to teachers' core values and ideas of what it means to be a teacher. Many teachers derive their professional identity first of all from the subjects they teach. Changes in this situation for example through the integration of subjects, lead to uncertainty among many of them, and this, at least in the short-term, affects them negatively in terms of their professional identity (Beijaard, 1995).

Common sense suggests that Economics teachers who know their subject matter will be able to teach the content very well. Traditionally knowledge of subject matter is a relevant part of a teacher's professional knowledge base. Teaching Economics is much more than the transmission of Economic Knowledge. The teacher is expected to have a thorough knowledge of himself, thus his strengths and weaknesses within the context of his subject area or specialisation. Again, the teacher is supposed to have a sound knowledge of his students' unique individual characteristics in terms of learning styles and study habits (Tamakloe, Amedahe & Atta, 1996).

Pedagogical knowledge is a sound indicator of teachers' professional identity. Pedagogical knowledge involves the integration of several bodies of knowledge including

learners and learning theory, instruction and assessment and classroom management. Even though pedagogical knowledge is an essential characteristic of the Economics teachers' professional identity, the skill to practice it within and outside the classroom is very crucial. The skills of planning, implementation and evaluation of Economics instructional programmes and classroom sessions are required of the Economics teacher (Lawal, 2006).

Pedagogical knowledge also implies that the Economics teacher should be well grounded in the competent use of all the broad array of instructional techniques and strategies for imparting Economic knowledge. There has been a paradigm shift from teacher-centered methods of instruction to that of the student-centered methods. Instructional methods that stimulate active student involvement are preferable to those that render them as passive recipients of the teachers' "cooked knowledge". Co-operative learning, class discussion, simulations, case studies, games and many others are typical examples of student-centered techniques of instruction.

Teaching experience contributes to teacher quality and identity. This fits with common sense understanding that what individuals learn on-the-job is likely to improve performance. Further to this, experienced teachers find the social esteem of their subject more important than the inherent value of the subject. This is in contrast with those who are beginning as teachers. By implication, number of years of teaching strongly influences their professional experience and perception (Beijaard, 1995).

According to Sion (2005), teachers with multiple years of experience possess attributes that may appear later in time that indirectly relate to student achievement. Teachers with many years of experience have described themselves as secure, confident,

and reaching a level of self-actualisation. Sion is of the view that experienced teachers are comfortable asking questions, debating with colleagues and accepting differing viewpoints on pedagogical theory. They relate stories of how teachers affect the lives of the students encountered over the course of their career. Teacher identity is based on the core beliefs one has about teaching and being a teacher; beliefs that are continuously formed and reformed through experience (Walkington, 2005). Walkington further opines that experienced teachers, in the role of effective mentors, assist in the development of the functional teacher role including socialisation, modeling and evaluating.

A variety of factors contribute to the effectiveness of a classroom teacher. One factor is the teachers' belief about his or her own abilities to teach effectively, the extent to which he or she can facilitate students' academic performance. Investigating the efficacy of Economics teachers, Parker and Maistry (2010) are of the view that, the possession of knowledge and skills alone is inadequate to ensure success at an effective level. Individuals have to develop a sense of self-belief in their competence to perform in order to become truly effective at what they do. By implication, a well developed sense of efficacy is required to apply knowledge and competence effectively.

Academic qualification is another important attribute of any teacher, irrespective of the subject he/she teaches. In the opinion of Dare (1995), the minimum academic qualification to teach Economics at the secondary school level is a first university degree in Economics Education. Such a degree should capture both content and methodology equally. Walstad (1992) had earlier on recommended that teachers who intend specialising in the teaching of Economics at the secondary school should complete the

equivalent of a field of concentration in Economics consisting of at least a 6 semester course.

The Ghanaian Senior High School (SHS) Economics curriculum, just like any school curriculum, is dynamic. At periodic intervals, the entire curriculum is subjected to changes. As part of Ghana's 2007 education reform, the SHS Economics curriculum was revised. The revised curriculum suggested the need for teachers to undergo a professional development programme to upgrade their content knowledge and pedagogical skills. Professional development programmes are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students (Guskey, 2002).

The most obvious way for teachers to increase their effectiveness in teaching Economics, as measured by greater student understanding, is through preparation and training (Highsmith, 1987). Teacher commitment is one of the desirable attributes of effective teachers. A committed teacher is described as caring, dedicated and devoted to his/her professional duties. Such teachers put the interest of students and the school first. They remain loyal to the moral purpose of the profession, even though this commitment may entail a personal cost (Crosswell, 2006).

In Ghana, Anamuah-Mensah (2011) observes that various measures have been put or are being put in place to arrest the declining status of teaching and pursue ways of attracting and retaining committed teachers. He however expresses concern that, in Ghana and other African countries, the development of teacher identity comes as a by-product and not the planned focus of teacher development programmes. He further indicates that, Ghana like most other countries in Sub-Sahara Africa, incorporate the

following five elements in their teacher training programmes: subject knowledge, knowledge of students (child psychology), foundation courses, methods of teaching and immersion in field-based experience or practicum.

Anamuah-Mensah is also of the view that, a missing area of focus in teacher education programmes is helping the individual to know himself/herself and his/her role as a teacher (personal dimension). Thus, questions such as; 'who am I?', 'how do I see myself?', and 'how do others see me?' are not raised; rather group-identity questions such as, 'what do I have to do as a teacher?', 'how do I act as a teacher?' 'what qualities do teachers have?' and 'how do I achieve these?', take centre stage and draw out the question of self or teacher identity (Anamuah-Mensah, 2011).

Similarly in Sierra Leone, Mansaray (2011) reports that teacher education programmes manifest severe shortcomings in addressing the issue of 'identity formation'. He indicates that the approach to pre-service and in-service teacher preparation seems heavily focused on equipping teachers with the so-called 'knowledge base' in their subjects, and the appropriate methods and techniques for communicating this knowledge to pupils. He laments that little attention is paid to the formation of those core beliefs, values, and attitudes that will eventually mediate their effectiveness as teachers. Mansaray (2011) argues that the notion of identity is an organising principle in teachers' jobs and lives, and that understanding the identities teachers construct for themselves is central to effecting innovation within a changing policy environment (Robinson & MacMillan, 2006; Mansaray, 2011).

Professional teachers are expected to demonstrate certain values that facilitate their work. Values are enduring beliefs, ideas that we cherish and regard highly. Values

influence the decisions we make and the course of action we follow. Values which are prized deeply than others become standards by which we live. Teachers' attitude and beliefs about students provide the foundation for their philosophy of teaching. In view of the fact that beliefs are grounded in one's values, they have a strong impact on shaping behaviour (Bloom, 2011). Teachers' attitude towards students, his/her assigned subject of instruction and overall commitment to teaching are cherished values within the teaching profession.

People's attitude towards their profession has an effect on their performance and identity. This assertion is also valid for the teaching profession. The Economics teacher is expected to possess and demonstrate desirable interpersonal skills in order to create conducive learning environment for the students. Smith (1990) claims that teacher attitude is an important variable that influences student academic achievement. To a large extent, the attitude of a teacher depends on his personal characteristics and dispositions, and both seem to be interlinked.

Teachers are invariably role models whose behaviours are easily copied by students. What teachers like or dislike, appreciate, and how they feel about their teaching can have a significant influence on their students. However many teachers seldom realise that how they teach, how they behave and how they interact with students can be more important than what they even teach (Olatunde, 2009). Teachers' attitude towards the teaching profession is multi-dimensional. The nature of attitude exhibited towards professional colleagues in the school system, school authorities and parents, as well as attitude towards career development are indices which measure and describe teacher's professional identity (Lawal, 2006). Highlighting the requisite attitude of teachers,

Gourneau (2010) suggests that teachers should demonstrate kindness, share responsibility, accept diversity, foster individual instruction and encourage creativity among students.

An Economics teacher requires professional skills to be able to perform effectively. Effective teachers are distinguished by the specialised skills employed to execute instructional assignments. Teacher instructional planning skills are critical for instructional effectiveness in the classroom (Baylor, Kitsantas & Chung, 2001). There are three basic sets of instructional planning processes all of which require skills on the part of the teacher. The first is the skills of planning the instruction. This involves identifying specific expectations or learning outcomes, selecting materials to foster the expectations or outcomes, and organising learning experiences into a coherent, reinforcing sequence. The second set of skills involves delivering the planned instruction to students. The success of this instructional delivery will to a large extent depend on the teachers' skills of communication and classroom management. The third set of skills involves assessing how well the students have learnt or achieved the expectations or outcomes.

Stakeholders of education and school authorities will feel reluctant to commit students under the care of a routine-minded and robot-like economics teacher who does not reflect on his instructional practices. Reflective practice refers to the on-the-job performance resulting from using a reflective process for daily decision-making and problem-solving. Many scholars view reflective practice as the hallmark of professional competence for teachers (Larrivee, 2008). An important element of reflective practice is collaboration which allows teachers to engage in reflective dialogue and sharing with their peers (Ellison, 2008).

Reflective practice is seen by many teacher educators to be at the heart of effective teacher preparation programmes and the development of professional competence. Walkington (2005) observes that “reflection on one’s own perceptions, beliefs, experiences and practice is a core activity for all teachers, that is, pre-service and in-service, in schools and universities. In order to promote effective teaching, Lawal (2011) recommends that teachers’ reflective practice should cover all the indicators of professional knowledge, values and skills. Reflective practice is a process that helps teachers think about what happened, why it happened, and what else could be done to reach their goals (Cruickshank & Applegate, 1981). It is a willingness to accept responsibility for one’s professional practice (Ross, 1990). An important attribute of being a professional teacher is the periodic reflection on one’s practices and values.

Statement of the Problem

Professional identity has emerged as a separate research area, an area in which researchers conceptualize professional identity differently, investigate varying topics within the framework of teachers’ professional identity and pursue a diversity of goals (Beijaard *et al*, 2004). For example, Raymond (2006) conducted a study on professionalism and identity in teacher education. The main thrust of her study was to ascertain its implication for teacher reform. Similarly, Black (2008), studied the professional identity of teachers and its implication for the management of the ‘every child matters’ agenda. In New Zealand, Couling (2005) researched into the secondary school teachers’ professional identity and educational reform. All these studies had varying degrees of specific purposes and context. Another distinctive characteristic is

that, these studies were not subject-specific in respect of the teachers concerned. In addition, all these studies were qualitative in nature.

Stein (2001) investigated the recruitment, retention, professional development and identity of mathematics teachers. This study concluded among other things that, teachers of mathematics need to develop new images of 'good practice' and new pedagogical identities. Dolloff (1999) also studied the development of teacher identity in music education and concluded that uncovering the images of the teachers and teaching that pre-service teachers hold is a step towards acknowledging their beliefs about the nature of teaching and learning.

In the USA, Starr, Haley, Mazor, Ferguson, Philbin and Quirk (2006) conducted a study to test an instrument designed to measure the seven elements of teacher identity in 153 clinical educators and to consider the potential application of such an instrument. Their study provided preliminary evidence that teacher identity can be measured, and that clinical educators did not respond as a homogeneous group.

Beijaard *et al* (2000) conducted an exploratory study to ascertain experienced secondary school teachers' current and prior perceptions of their professional identity. Their construct of teachers' professional identity revolved around three main variables, namely; the teacher as a subject matter expert, the didactical expert, and pedagogical expert. At best, these variables are only aspects of the core teachers' professional knowledge (Lawal, 2011; Liakopoulou, 2011; Turner-Bisset, 1999). With even a sample size of 80, it is doubtful if Beijaard and his colleagues gained a better insight in respect of the teachers' perception of their professional identity.

Canrinus (2011) explored the extent to which teacher identity profiles could be determined and how they relate to teachers' conceptions or beliefs about teaching and teaching behaviour. The study focused on teachers' sense of their professional identity and dealt with what she described as the 'relevant' indicators of this identity. Her study considered job satisfaction, self-efficacy, occupational commitment, and change in teachers' level of motivation as indicators of teachers sense of their professional identity. Here again, these indicators could have been subsumed under teachers' professional values as a core rubric suggested by (Lawal, 2011). Their study apparently ignored aspects of teachers' professional knowledge, skills and reflective practice, which equally describe teachers' identity profiles.

Research in the area of Economics education in Ghana either focuses on the teaching or learning of the subject. For example, Henderson (1975) studied some examples of teaching Economics in Ghanaian schools, reports that by proper lesson preparation and the use of living examples, Economics could become the most dynamic, interesting and useful subject in the school curriculum.

Dare (1995) conducted a study to gain a better understanding of the nature of school Economics in Ghana. He found that teachers employed inappropriate motivational techniques resulting in the lack of intrinsic motivation on the part of students. Dare further discovered that the learning of Economics consisted of committing factual information to memory and reproducing them during examination at the expense of the development of higher levels of cognition. Yidana (2009) investigated factors influencing students' learning of Economics at the secondary school level. He identified the acute lack of professionally trained Economics teachers as a major setback.

It seems most of the studies on teachers' professional identity have used small samples and qualitative methods (Volkman & Anderson, 1988). Again, it looks as if studies on teachers' professional identity deal with only a few of the identity indicators. It appears little has been done in the area of the Economics teachers' professional identity at the secondary school level. This has therefore created a research gap part of which this study intends to fill by developing a set of core professional identity indicators to which Economics teachers and teacher educators can respond to determine the extent of their validity as components of the teachers' professional identity in relation to their ideal professional capacity.

Purpose of the Study

The main purpose of the study is to develop and validate a capacity analysis paradigm among Senior High School (SHS) Economics teachers in Ghana. In specific terms, the study intends to investigate:

- a. economics teachers' opinions on the importance of each of the teacher identity indicators in the researcher-developed paradigm as they relate to the teacher's professional capacity.
- b. economics teacher educators' opinions on the importance of the professional teacher identity indicators as they relate to teachers' professional capacity.
- c. economics teachers' opinions on the importance of the professional knowledge, values, skills and reflective practice aspects of the teacher identity indicators as they relate to teachers' professional capacity.

- d. economics teacher educators' opinions on the importance of the professional knowledge, values, skills and reflective practice aspects of the teacher identity indicators as they relate to teachers' professional capacity.
- e. the difference in opinion between Economics teachers and Economics teacher educators on the importance of the teacher identity indicators as they relate to teachers' professional capacity.
- f. the difference in opinion between Economics teachers and Economics teacher educators on the importance of the professional knowledge, values, skills and professional reflective practice aspects of the teacher identity indicators as they relate to teachers' professional capacity.
- g. the difference in opinion based on experience between Economics teachers on the importance of the teacher identity indicators as they relate to teachers' professional capacity.
- h. the difference in opinion based on experience between Economics teachers on the importance of the professional knowledge, values, skills and reflective practice aspects of the teacher identity indicators as they relate to teachers' professional capacity.

Research Questions

The study will find answers to the following research questions:

1. what opinions do Economics teachers have on the importance of the teacher identity indicators as they relate to teachers' professional capacity?

2. what are the opinions of Economics teacher educators on the importance of the teacher identity indicators as they relate to teachers' professional capacity?
3. what opinions do Economics teachers have on the importance of the professional knowledge aspect of the teacher identity indicators as they relate to teachers' professional capacity?
4. what are the opinions of Economics teachers on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity?
 5. what opinions do Economics teachers have on the importance of the professional skills aspect of the identity indicators as they relate to teachers' professional capacity?
6. what are the opinions of Economics teachers on the importance of the professional reflective practice aspect of the teacher identity indicators as they relate to teachers' professional capacity?
7. what opinions do Economics teacher educators have on the importance of the professional knowledge aspect of the teacher identity indicators as they relate to teachers' professional capacity?
8. what are the opinions of Economics teacher educators on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity?
9. what opinions do Economics teacher educators have on the importance of the professional skills aspect of the teacher identity indicators as they relate to teachers' professional capacity?

10. what are the opinions of Economics teacher educators on the importance of the reflective practice aspect of the teacher identity indicators as they relate to teachers' professional capacity?

Research Hypotheses

The study will test the following hypotheses:

1. there is no significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the teacher identity indicators as they relate to teacher professional capacity.
2. no significant difference exists in the opinions of Economics teachers and Economics teacher educators on the importance of the professional knowledge aspects of the teacher identity indicators as they relate to teachers' professional capacity.
3. there is no significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity.
4. no significant difference exists in the opinions of Economics teachers and Economics teacher educators on the importance of the professional skills aspect of the teacher identity indicators as they relate to teachers' professional capacity.
5. there is no significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the professional reflective practice aspects of the teacher identity indicators as they relate to teachers' professional capacity

6. no significant difference exists in the opinions of highly experienced, experienced and less experienced Economics teachers on the importance of the teacher identity indicators as they relate to teachers' professional capacity.
7. there is no significant difference in the opinions of highly experienced, experienced and less experienced Economics teachers on the importance of the professional knowledge aspect of the teacher identity indicators as they relate to teachers' professional capacity.
8. no significant difference exists in the opinions of highly experienced, experienced and less experienced Economics teachers on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity.
9. there is no significant difference in the opinions of highly experienced, experienced and less experienced Economics teachers on the importance of the professional skills aspect of the teacher identity indicators as they relate to teachers' professional capacity.
10. no significant difference exists in the opinions of highly experienced, experienced and less experienced Economics teachers on the importance of the professional reflective practice aspect of the teacher identity indicators as they relate to teachers' professional capacity.

Scope of the Study

The study covered all SHS Economics teachers and Economics teacher educators in Ghana. The target population of the study included all accessible professionally qualified SHS Economics teachers in all the ten regions of Ghana as well as Economics

teacher educators of the University of Cape Coast, University Of Education in Winneba, and all the Colleges of Education in the country. Guided by the conceptual framework of Lawal (2006 & 2011) as well as literature on teachers' professional identity, the researcher constructed a research instrument to collect data from the field. Data were analyzed using descriptive statistics for the research questions while the t-test and analysis of variance were used for the research hypotheses.

Operational Definition of Terms

The following terms are defined as applicable to the study:

- 1. Economics Teachers' Professional capacity:** The Economics teachers' demonstration of his/her competence in all the indicators of professional knowledge, values, skills and reflective practice
- 2. Capacity-Analysis paradigm:** A model of the indicators of knowledge, values, skills and reflective practice that describe how competently the Economics teacher's professional identity is.
- 3. Economics Teachers' Professional identity:** It refers to Economics teachers' beliefs, principles and practices in relation to their expected roles and responsibilities as a classroom tutor.
- 4. Professional identity/capacity indicators:** These are the core attributes of teachers which play important roles in their professional work. They are; professional knowledge, professional values, professional skills, and professional reflective practice.
- 5. Professional Knowledge:** This encompasses teachers' knowledge of himself in terms of strengths and weaknesses, knowledge of the subject matter in terms of

content and pedagogy, other related subjects, methods of inquiry and knowledge of students in terms of their strengths, weaknesses and interest.

6. **Professional values:** These are descriptions of acceptable standards of teacher behaviour, attitude and instructional practice. Some examples are emotional stability and moral uprightness
7. **Professional skills:** Teachers' demonstration of expert instructional practice and behaviour that is consistent with acceptable professional standards.
8. **Professional reflective practice:** This refers to teachers' self-critical and retrospective evaluation of their professional attributes and practices.
9. **Highly Experienced Economics teacher:** Any Economics teacher who has taught for more than 10 years.
10. **Experienced Economics teacher:** Any Economics teacher who has taught between 6 and 10 years.
11. **Less Experienced Economics teacher:** Any Economics teacher who has taught for less than 6 years.
12. **Economics Teacher:** A teacher who has undergone professional training at a tertiary level on the teaching of Economics and awarded a B. Ed in the subject.
13. **Economics Teacher Educators:** Tertiary level teachers who are responsible for offering professional training to Economics teachers on how to teach the subject at the secondary level.

Significance of the Study

Senior High School (SHS) Economics students may benefit from the findings of this study in several ways. Results from this study might suggest an improvement in the professional capacity of SHS Economics teachers. This may in turn promote quality teaching, thereby, enhancing students' academic achievement in the subject. It might be possible to improve students' attainment in Economics by using the findings of this study to strengthen all the relevant aspects of the Economics teachers' professional identity.

Findings from this study might also lead to the improvement of the quality of Economics teachers at the Senior High School (SHS) level. As rightly opined by Berliner (2005), quality teachers influence student learning and achievement. The uniqueness of every teacher's approach to teaching, shaped by his or her personal identity is what makes every classroom 'look' different (Walkington, 2005).

The approach to pre-service preparation seems heavily focused on teachers with the so-called 'knowledge base' in their individual subjects, and techniques for communicating this knowledge to students (Mansaray, 2011). Findings from this study may therefore create the awareness that the professional capacity of the Economics teacher and any other professional teacher covers knowledge, values, skills and reflective practice.

The findings of this study may contribute to building up new understandings about in-service Economics teachers' perception of their professional identities. Understanding teachers helps to explain why they act the way they do in the light of expectations placed on them (Bower, 2008). Gaining insight into in-service Economics teachers' perception of their professional identities can inform Economics teacher

educators on how to mould and inculcate a new sense of identity in pre-service teacher trainees.

Results emanating from this study may also stimulate national discourse among stakeholders of Economics education on policies that may enhance the professional identity of teachers in general and Economics teachers in particular. Findings from this study may suggest the need for a complete reform of teacher education in Ghana. Systematic educational reform is a global phenomenon. Such reforms, as might be suggested by this study, will capture current trends and developments in Economics teacher education globally. Developing quality teacher professionals and building their capacity is instrumental to the development of not only education but also society (Anangisye, n.d.).

Findings from this study may also be useful to Economics teacher education curriculum developers. The results of this study might unveil gaps in teachers' knowledge concerning the indicators that describe the professional capacity or identity of the SHS Economics teacher. This might suggest the need for curriculum developers to provide curriculum structures that will help address such gaps and deficiencies. Finally, findings from this study may serve as a source of reference to researchers and stakeholders of Economics education in Ghana.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Several scholars and researchers have undertaken studies that relate to this present study. This chapter reviews literature under the following sub headings.

- a. Teacher Education in Ghana
- b. Current Issues in Teacher Education Curriculum Development
- c. The Concept of Teacher Professionalism and Professional Identity
- d. Professional Knowledge and Teachers' Identity
- e. Professional Values as an aspect of Teachers' Professional Identity
- f. Professional Skills as a Domain of Teachers' Professional Identity
- g. Reflective Practice as a Component of Teachers' Professional Identity
- h. Influence of Teacher Experience on Professional Identity
- i. Appraisal of the Literature Reviewed
- j. Conceptual Framework

Teacher Education in Ghana

In Ghana, western schooling was introduced in the form of 'castle schools' by the Portuguese, the first Europeans to visit Ghana in 1471. Similar castle schools were later established by the Dutch, Danes and the English in their castles. However, it was the missionaries of the Basel mission, the Wesleyan mission, the Bremen mission, the Roman Catholic mission and the African Methodist Episcopal Zion mission who, by their educational activities, extended some schooling to the common folks in Ghana (Bame, n.d.). Consequently, efforts were made to train professionally qualified teachers. The

Basel mission established a teacher-catechist theological seminary at Akropong in 1863 and a second one later at Abetifi. These and the Roman Catholic teachers' college at Bla were the only institutions for teacher training education up until 1909.

In teacher education, as in the establishment of schools, the government saw the need to supplement the efforts of missions and so in 1909, it opened a training college in Accra which became the teacher training centre not only for government teachers but for the teachers of all missions who had no teacher training institutions of their own. This benefited all missions with the exception of the Basel mission and the Roman Catholic mission who had a training college of their own at Bla in the Trans-Volta region (Bame, n.d.).

From this brief historical account, it is quite clear that during the colonial era, teacher training was closely associated with the work of the various religious denominations. In many cases, the headmasters of the schools also acted as caretakers of the village church. The secularization of the teaching profession occurred with the introduction of the 1951 Accelerated Education Plan. In addition, due to the expansion of the school system, the need for teachers increased to the extent that many persons whose only qualification was a tenth grade education were recruited as "pupil-teachers." Even as late as 1966, about 65 percent of the country's primary school teachers were uncertified.

Throughout the history of teacher education in Ghana, different institutions have been established for the training of teachers. These institutions may be classified into two main groups; pre-university institutions and university or tertiary institutions (Brookman-Amissah, n.d.). The pre-tertiary institutions are the post-secondary training colleges (now

colleges of education). All Diploma and specialist training colleges have been upgraded to colleges of education to offer higher training in specialized fields. These colleges of education have been categorized into various specialized subject areas. They are;

- a. Colleges of Science and Mathematics.
- b. Colleges of Technical and Vocational Training.
- c. Colleges of Social Studies.
- d. Colleges of Cultural studies.
- e. Colleges of Languages (Brookman-Amisshah, n.d.)

The University of Cape Coast and the University of Education in Winneba have been mandated by the government of Ghana to prepare graduate professional teachers for basic and second cycle educational institutions in the country. They offer a 4-year degree programme in Education, Science, Arts and Social Sciences. They also offer a one-year post-graduate certificate programme in Education for graduates from other Universities to qualify as graduate professional teachers.

The Department of Arts and Social Sciences Education of the University of Cape Coast is one of the departments that prepare graduate professional teachers in Economics to exclusively teach in senior high schools. The four-year course structure is made up of intensive coursework in content knowledge, methods of teaching the subject and a four-month teaching practice in Economics. Courses in Educational Administration, Measurement and Evaluation, Curriculum Studies in Economics and Psychology of Education are integral parts of the programme. Students of this programme are awarded a B. Ed. Degree in Social Science with major in Economics. Graduates from other Universities who hold a B.A. degree in Economics, and intend becoming graduate

professional teachers in Economics, are made to pursue a two-year Post-graduate Diploma in Education (PGDE) with emphasis in Economics.

The philosophy of teacher education in Ghana is to produce teachers of quality who are broadly educated, possessing adequate knowledge of an adequate range of subject matter. They must also have the requisite professional skills to function effectively. These must be reflected in pre-service training. Furthermore, the teachers must keep abreast with at least the latest developments and trends in the teaching profession through in-service training, conferences and workshops. Above all, they must have a strong commitment to teaching so that they might be a source of inspiration to their students as facilitators of learning (Brookman-Amissah, n.d.). This philosophy of teacher education as articulated by Brookman-Amissah touched on all the core attributes of a professional teacher, namely, professional knowledge, values and skills. Brookman-Amissah's conceptual model of teacher education in Ghana is however silent on teachers' professional reflective practice as a critical attribute of the teaching profession in general. However from his conceptual model, one can easily infer the curriculum goals of teacher education in Ghana. They are;

- a. Content knowledge and pedagogical content knowledge.
- b. Values that demonstrate commitment to the teaching profession.
- c. Skills of instruction and classroom management.

Current Issues in Teacher Education Curriculum Development

Change is inevitable in every society. This change must be reflected through the curriculum of the schools. Although societal change may be either desirable or undesirable, the curriculum content in either case may be employed to cope with the

demands of the change (Zuofa, 2009). Zuofa further asserted that the continuous change of the curriculum is necessary because no human condition is static. Preparing quality teachers has become a global concern as all nations strive for excellence at all levels. Yet there is little consensus around what constitutes quality and how quality teachers might be attained (Goodwin, 2010).

While there is little disagreement about the need for quality teachers and the key role they play in the socialization of citizens and the conveyance of national priorities, there remains little consensus around what constitute “excellence” and how quality might be attained (Akiba, LeTendre & Scribner, 2007). The successful implementation of any curriculum, irrespective of the level, whether basic, secondary or tertiary level of education, will largely depend on the quality and competence of the teachers. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students’ learning outcomes in particular (Pandey, 2011).

The policy issue at the heart of every government is to ensure the presence of “highly qualified teachers in every classroom” and to determine how best to define and prepare “qualified” teachers. Quality teachers are often seen simply as “good” teachers and are considered to be those who exhibit desirable traits and uphold the standards and norms of the profession (Zuzovsky, 2003). Quality teachers are also considered to be those who bring about “student-learning”. These teachers are called “effective” teachers (Berliner, 2005) or “successful” teachers (Fenstermacher & Richardson, 2005).

Teacher quality has been the main ambition of policy makers, educational authorities and stakeholders of education in general. Quality teachers make a profound

influence in the career development of students which even stretches into their adulthood and public working life. Teacher education is under scrutiny in virtually every country. In part, this is as a result of increasing public concern over the availability and quality of public education. Such education is seen by both individuals and states as a crucial factor in obtaining positional advantage in an increasingly integrated and competitive global economy (Bates, 2003).

Teacher education refers to the professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the needs of society at any point in time (Osuji, 2009). Effective attitudes and actions employed by teachers can make a positive difference on the lives of their students (Gourneau, 2010). Appropriate instructional skills are equally important segments of any teacher training programme. Professional development for teachers should be built on a framework of research-based instructional strategies (Freiberg & Driscoll, 2000).

There are competing perspectives on what constitutes an ideal teacher. Lawal (2006) identifies four broad attributes of an effective English teacher as; professional knowledge, values, skills and reflective practice. To him, these attributes are characteristics of an ideal English teacher. A widely accepted claim in the science and mathematics community is the constructivist idea of discovery learning as opposed to direct instruction, which is the best way to get deep and lasting understanding of scientific phenomena and procedures (Klahr & Nigam, 2004). Consequently, Staver (2007) proposes the following instructional practices as identity indicators of effective science teachers: Demonstrating mastery of subject matter, respecting and accepting the

unique perceptions of individual learners, reflecting on, and considering learners' prior knowledge when selecting teaching strategies and techniques. Other instructional practices and attributes are; commitment to the teaching of the subject, a belief in one's ability to influence students' learning outcomes and creating a non-threatening, learning environment. These are Staver's perspectives of an ideal science teacher. Latterell (2010) interviewed nine teachers to ascertain their perspectives of good mathematics teaching. The teachers opine that a good mathematics teacher has knowledge in the subject, is able to engage and motivate students, has effective management skills and emphasizes understanding over rote procedures.

Siddique (2012) identifies three important qualities of an ideal Economics teacher. They are; scholarship, professional training and personality. With respect to scholarship, the teacher of Economics must have mastery of the subject matter. In the opinion of Siddique, mastery of subject matter goes beyond basic Economic concepts to include knowledge and awareness of Economic trends at the local as well as the international level. Siddique suggests that an ideal Economics teacher should have up-to-date knowledge about the current affairs of the Economy. Knowledge in other subjects like geography, civics, history, statistics and the others, to enable him or her analyze Economic situations from those perspectives. In terms of professional training, Siddique posits that an Economics teacher should be conversant with new methods of teaching the subject as well as innovations in the teaching and learning process of Economics. The prospective Economics teacher should also be given adequate training on the preparation of lesson plans for teaching the subject. He indicates that the Economics teacher must periodically update his content knowledge by reading supplementary Economics books,

pamphlets, journals, magazines and conference papers. Siddique refers to the personality of the Economics teacher as comprising his attitude towards the subject, students and colleagues. His personality also includes, co-operation with school authorities and active participation in all school programmes and activities.

These perspectives put forward by English, Science and Economics teacher educators of the attributes of ideal teachers in their respective subject areas, have implications for teacher education curriculum development. Similarly, different perspectives and models abound in respect of what constitutes an ideal teacher education curriculum. In developing the curriculum for teacher education, disciplinary and professional aspects need to be integrated to improve its quality.

Niemi and Jakku-Sihvonen (2006) propose six principles that should guide teacher education curriculum development for secondary school teachers. They are; a research - based approach as a main guideline, high quality academic subject matter and pedagogical knowledge, meta knowledge, which is, promoting active and collaborative learning, and the social code of the teaching profession. The curriculum should also incorporate elements that train teachers as representatives of an ethical profession, and offer high quality pedagogical skills and reflection (Niemi & Jakku-Sihoven, 2006).

Writing on pedagogical thinking, the basic problem of teacher education curriculum, Kansanen (1991) proposes three main issues which are critical for teacher education curriculum. They are; theoretical studies in education, subject matter studies and teaching practice. He further asserts that the ideal teacher education curriculum

should produce an independent professional teacher who plans his work from the very beginning, and also has the responsibility for the results of his pupils.

Guided by extensive literature review, a thorough understanding of existing and emerging trends, local profile, changing landscape in policies and initiatives, and research data, the National Institute of Education (NIE) in Singapore proposes a new Teacher Education (TE) model for the 21st century. The new TE model puts forward six broad recommendations, referred to as the R₁ to R₆ models. They are the:

R₁: New Value 5³, skills and Knowledge (V³ SK Model): This model focuses on three value paradigms, namely learner-centered, teacher identity and service to the profession and community. Learner-centered values puts the learner at the centre of teacher's work, requiring awareness of learner development and diversity, believing that all youths can learn, caring for the learner, striving for scholarship in content teaching, knowing how people learn best and to design the best learning environment possible. According to this model, teacher identity values refers to having high standards and a strong drive to learn in view of the rapid changes in the education milieu, and being responsive to students' needs. The values of service to the profession, active collaboration with the fraternity and striving to become better practitioners to benefit the community.

R₂: Graduant Teacher competencies (GTC) Framework: This framework articulates a set of professional benchmarks and goals. It provides mentors with a good developmental framework to work with, and student teachers with a common baseline to work towards.

R3: Strengthening the theory Practice Nexus: The theory-practice (T-P) gap is widely accepted as a common shortcoming of teacher education programmes. There is the need to achieve balance between theoretical knowledge and practice-based learning. The more common approaches of bridging this gap are through experiential learning, or school-based research or inquiry projects.

R4: Programme Refinements and an Extended pedagogical repertoire: This model is premised on the notion that teacher education programmes need dynamic development to establish both important core as well as the most up-to-date content. Pedagogies and assessments need to change, given the changing nature of knowledge, learning, profile of learners and the new environment. Therefore, a mechanism for greater sharing and articulation needs to be put in place.

R5: Assessment Framework for 21st century Teaching and learning: This framework is designed to address the need for producing teachers who have high assessment literacies and who are able to adopt the best practices in the classroom in order to effectively evaluate students' outcomes. The emphasis here is on assessment practices of teachers in tune with changing trends.

R6: Enhanced Pathways for professional development: This last model is designed to produce teachers who would have the urge for professional development. This is possible by making the profession very attractive by creating opportunities for professional development (NIE, 2007).

This model is designed to produce teachers of international standards, by equipping them with the requisite professional knowledge and skills. The model captures

almost all the elements of a teacher education curriculum that seeks to produce ideal or quality teachers.

Loughram (2008) suggests that an effective pedagogy for teacher education should establish links between the knowledge about learning and teaching as well as the practical aspect. After a review of extensive literature on teacher education curriculum development, concludes that teacher education candidates need to; develop an integrated theoretical and practical framework about teaching and learning, develop knowledge about students and how they develop and learn, build relationships with students to create productive learning environments in classrooms, use long-term planning to manage learning and teaching content; use evidence to elucidate student learning engagement; develop a vision for teaching and learning; and to develop a sense of teachers' professional identity (Loughram, 2008). The literature further suggests that teacher education candidates require active and collaborative teaching experiences. These experiences enable teacher candidates to develop the cognitive insights needed by them to become responsive and resilient teachers (Loughram, 2008).

Exploring ways of refining teacher education curriculum, thereby improving the quality of teaching, Haggart and McInyre (2006) are of the view that teacher educators need to develop strategies to assist teachers and teacher candidates to develop shared understandings about teaching and learning events in classrooms. They observe that teacher education candidates and supervisory teachers bring different knowledge and experience to their interpretation of classroom events and this, in their opinion, appears to prevent them from being able to engage effectively in thorough discussions on teaching and learning.

In a similar study of factors influencing teacher professional development in schools, City, Elmore, Fiarman and Teitel (2009) assert that judgemental statements about teaching inhibit teacher reflection. They cite judgemental feedback such as “*you managed the class well or poorly*”, provides low quality feedback because it is devoid of information on the interactions that occur in classrooms (for example, what they paid attention to, how long they attended, or what they wrote). City *et al* conclude that judgemental feedback fails to provide sufficient information for teachers to use in making judgements concerning the effectiveness of their teaching. These findings therefore suggested the need for pedagogy in teacher education that emphasizes formative and non-judgemental feedback cycles of review to provide teacher candidates with evidence about the role they play in motivating student learning and engagement in classrooms (Ure, 2010; City *et al*, 2009). In-service teachers can undergo retraining through workshops and seminars. The retraining of teachers is mostly occasioned by curriculum innovations or change and the need to equip them with new skills, knowledge and pedagogical techniques in tandem with the demands of the revised curricular.

Darling-Hammond and Bransford (2005), Hammermess (2006), Korthagen, Kessels, Koster, Langerwarf, and Wubbels (2001), Niemi and Jakku-Sihoven (2006) identify a gap between theory and practice as the core problem for teacher education. The apparent lack of congruence between school-based practical experience and the academic content in teacher education programmes partly explains why graduating teachers are not adequately prepared to meet the needs of different learner groups in the classes. Lunenberg and Korthagen (2009) encourage the need for teacher education to develop a

pedagogical response to this problem. They identified the concept of reflective practice as the main pedagogical response to this problem.

Researchers have investigated the direct effects of teacher training in Economics on the teachers themselves. In his 1977 synthesis of 32 studies evaluating the effectiveness of in-service training, Dawson (1982) Highsmith (2001) indicate that teachers knew significantly more Economics after the training than before it. He further concluded that teachers learn more Economics when sound pedagogical practices are a part of the instruction they received. Highsmith (2001) highlights two significant implications associated with effective teacher training in Economics. In the first place, he opines that training increases teachers' knowledge and improves his attitude towards the subject, which cumulatively results in greater student understanding of the subject. Highsmith points out that students of teachers trained in Economics are considerably more likely to learn the subject than the students of teachers not so trained.

Discussing the current status of Economics education in Korea, Hahn and Jang (2010) report that in a comprehensive survey to collect data on teacher preparation, out of one thousand, two hundred and four middle and high school Economics teachers, only 11% of them had majored in Economics, while 43% had taken five or more courses in Economics. The results of the survey reveal that more than half of the high school Economics teachers were inadequately trained to teach the subject. Hahn and Jang are therefore of the view that, although course work in Economics constitutes a reliable and systematic way for teachers to improve their understanding of the subject, workshops or in-service training programmes can represent a second option to fill gaps in their education (Hahn & Jang, 2010). In recognition of the need for training and retraining of

teachers in Economics, ostensibly to fill gaps in their knowledge, Abe, Asano and Yamaoko (2010) report that in Japan, some non-profit organizations in collaboration with the Bank of Japan have offered opportunities in the form of seminars and workshops for Economics teachers on perceived difficult Economic topics.

The literature reviewed so far on teacher education curriculum reveal common elements in all the perspectives regarding the elements which need to be included in an ideal model. The commonest issue had to do with training in subject areas and its pedagogical requirements. Issues that relate to instructional planning, implementation and assessment practices also featured prominently in the discourse. Reflective practice of teachers was also highlighted in one of the proposed models of teacher education curriculum development.

The Concept of Teacher Professionalism and Professional Identity

Teaching is not a narrowly technical job that involves applying abstract rules but is one that involves making decisions informed by knowledge and understanding of the unique contexts which teachers are working as well as their educational values and beliefs (Biesta, 2005) Debates about the meaning of teacher professionalism circulate in scholarly and public debates with regularity. Some of them serve purely ideological interest, usually those of the states or employing authority concerned with controlling teachers individually and collectively, by specifying the skill, competencies, and attributes of teachers along a narrowly technicist line (Sachs, 2003).

A recent survey of literature by Benade (2009) suggests that there are a variety of models of teacher professionalism that inform any consideration of the concept, namely;

The altruistic, self-regulated academic specialist acting as an autonomous moral agent;

- a. The superior practitioner working in an autonomous environment;
- b. The reflective and effective classroom practitioner;
- c. Teachers as self-empowering critical activists;
- d. The teacher as a gate keeper of cultural capital; and the task-focused expert motivated by concern for students and school; and
- e. The teacher as de-professionalized contract worker (Benade, 2009).

The altruistic, self-regulated academic specialist acting as autonomous moral agent, regard the teacher as an expert with command of a body of technical or esoteric knowledge, has a central social function or has “a service rather than profit orientation”, has self-knowledge and exercises professional autonomy and also performs a vital public function. The superior practitioner working in an autonomous environment suggests that a professional teacher is distinguished by superior competence and performance and should be rewarded for this attribute. The reflective and effective classroom practitioner suggests that an effective teacher has a wide knowledge base (content, strategies and students) and uses strategies such as feedback to improve student learning.

The teacher as a self-empowering critical activist implies that the professional teacher ought to contribute actively in shaping policy rather than being a passive recipient of policy. The teacher as a gate-keeper of cultural capital acknowledges that teaching is culturally significant. It also means that teachers are an educated middle class with privileged access to the stored cultural capital of society. The task-focused expert motivated by concern for students and school underscores the notion that teachers are professionals by virtue of their expertise in managing student learning, accounting for their own performance and assisting their schools in attaining and maintaining externally

imposed accountability targets. The teacher as a de-professionalized contract worker highlights the idea that the conventional roles of the professional teacher have shifted from preparation of students to participation in the world of work and meeting the challenges of a competitive global economy (Benade, 2009).

Socket (1993) describes professionalism as “the manner of conduct within an occupation, how members integrate their obligations with their knowledge and skills in a context of collegiality, and their contractual and ethical relations with clients” (p.9). Socket identifies five major aspects and attributes of teacher professionalism. They are; character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and obligations and working relationships (Socket, 1993). Wise (1989) considers teachers who are professionals as those who have a firm grasp of the subjects they teach and who demonstrate intellectual rigor. Such teachers, in the opinion of Wise, are quite conscious of the standards of practice associated with their profession and also accountable. Professional teachers according to this perspective are also able to analyze the needs of the students for whom they are responsible. On their part, Scan Lon and O’connor (2011) conceptualize professionalism as an individual and reflective system of values and beliefs which govern each teacher’s personal ethos and classroom practice.

Although all teachers are individuals who have their own ways of teaching, they are also members of a profession, bound by a social contract in which the public gives the profession independence and responsibility for the conduct of its affairs in return for the profession’s commitment to high professional standards of conduct and competence. This social contract carries the implication that teachers share with their colleagues an identity

based on certain kinds of specialized knowledge, skills and other characteristics (Saskatchewan Teachers' Federation, 2011).

In a study of professionalism and identity in teacher education, Raymond (2006), put forward a summary of the following findings as emerging themes that describe teacher professionalism. They are;

- a. Professionalism as behaviour
- b. Professionalism as dispositions
- c. Professionalism as self-reflection.
- d. Professionalism as public service
- e. Professionalism as scholarship
- f. Professionalism as speech (Raymond, 2006).

In Raymond's view professional behaviour means, being reliable, courteous, working well with others and maintaining good work habits, hardworking and team worker who is self-motivated. Professional teachers must keep their personal feelings out of their work. In terms of professional dispositions, Raymond asserts that, the professional teacher must demonstrate initiative and creativity, exhibit academic competence, establish credible reputation, promote student-centered philosophy and environment. The professional teacher should also affirm and nurture diversity, and collaborate with colleagues for the mutual benefit of students.

Professionalism as self-reflection is perceived as involving the following practices expected of professional teachers: adjusting ideas and plans in response to professional feedback, adjusting ideas and plans in response to student needs, evaluating and monitoring one's own work. Raymond further opined that reflection can also take place

in the form of whole-class discussion. Professionalism as public service is taken to mean helping the wheels of society to turn better, influencing the future leaders in a way that will give them tools to understand social justice. Raymond also found that professionalism as training, knowledge and expertise was interpreted by her sampled teachers as knowing and enjoying a subject and being knowledgeable in the content of one's field. Professionalism as scholarship and professional development include staying on top of research and informing yourself about new things around the subject. Professionalism according to her findings also implies conducting research and going beyond what the teacher already knows. Other attributes which Raymond's study associates teacher professionalism with in terms of scholarship and development are, collaboration and talking to colleagues, net-working at professional conferences and reading local papers, particularly on issues that relate to their profession (Raymond, 2006).

Teachers' dress, speech and interaction with colleagues which conform to acceptable or prescribed standards, reflect professionalism. A professional teacher is someone who speaks well or uses appropriate language. Teacher professionalism also involves respecting and caring for other people. In the classroom or school situation, teacher professionalism suggests the need to show respect to students, colleagues, parents and school authorities. In effect, the professional teacher should have a good working relationship with all stakeholders of education (Raymond, 2006). In terms of teacher professionalism, Babalola (2011) opines that a professional teacher should be conscientious, creative or critical, community-related, competent and committed.

Issues that relate to professionalism in teaching have an impact on teacher identity in that, how teachers perceive themselves in relation to the profession can affect how they perform their roles. Teacher identity is an important topical issue in educational discourse. Research reveals that the identity of teachers is associated with teachers' commitment (Ball & Goodson, 1985; Day, Elliot & Kington, 2005; Cheung, 2008). When teachers develop satisfaction from their commitment; they derive a sense of pride in their profession (Nias, 1981). Other studies point to the fact that teacher identity affects pedagogy and teaching. To a large extent, teacher identity determines the way teachers teach, the way they develop as teachers and attitudes towards educational changes (Beijaard, Meijer & Verloop, 2004).

Welmond (2002) is of the opinion that teacher identity involves teachers seeing themselves as whom they are, and what roles they are expected to play. On his part, Lawal (2011) asserts that "identity" has to do with one's "self" or "essence" in the specific terms of one's unique attributes in relation to one's social roles and responsibilities as perceived by one and others. He further indicates that the image or identity of the teacher is contingent upon the socio-cultural values, beliefs as well as the dominant ideology within the micro and macro-societies in which the teacher operates. In terms of theoretical discourse, Lawal describes teacher identity as reflecting a nexus of inter-locking variables, through which the teacher can be understood and appreciated as a professional, as well as a social and cultural being. Lawal identifies the duality of teacher identity as comprising personal identity and professional identity. He refers to the teacher's personal identity as ascertaining who the teacher is, based on what he/she knows, does, and how he/she feels, as well as his/her reconstructive reflection on his/her

knowledge, actions and values. On the other hand, he described professional identity as teachers' beliefs, principles, and practices in relation to their social roles and responsibilities. He concludes that the intercourse between personal identity and professional identity produces teacher identity (Lawal, 2011).

Anamuah-Mensah (2011) describes teacher identity as the subjective understanding of individuals who engage in teaching and how others perceive them. He claims teacher identity is the product of the competing conceptions of the rights and responsibilities of teachers and of our different ways of understanding what teaching effectiveness is. Sharing similar perspectives with Lawal (2011), Anamuah-Mensah perceives personal identity as the knowledge of self, which is one's strengths, weakness, attitudes, beliefs and values, while teacher professional identity is the interplay of this with the knowledge of the role of the teacher. Anamuah-Mensah observes that the personal or individual identity interacts to create a teacher professional identity. Teacher identity is not a fixed or coherent set of traits, but something that is complex, often contradictory and subject to changes a cross time and space (Morgan, 2004).

The importance of the concept of professional identity lies in the assumption that who we think we are, influence what we do, thus, there is a link between professional identity and professional action (Watson, 2006). Watson further posits that the importance of the concept of professional identity lies in its relationship to professional knowledge and action, but that these links are complex. That, the relationship between professional identity and practice is not a simple unidirectional one in which some essential core of self, a stable entity comprising who we think we are, determines how we act in a given situation (Watson, 2006). Generally, irrespective of what professions

people associate themselves with, it is still important that they understand the construction, transformation and commitment of their professional identities. This is particularly important for teachers since they have a significant impact on students (Robinson, Anning & Frost, 2005; and Cheung, 2008).

Highlighting the significance of teachers' professional identity, Sammons, Day, Kington, Stobart and Smees (2007) found a relationship between aspects of teachers' professional identity and students' attainment in English and Mathematics. Some of these aspects were knowledge of subject matter, profound instructional skills and reflective practice. Buttressing the findings of Sammons *et al* in relation to the importance of teachers' professional identity, Chong, Ling and Chuan (2011) assert that professional identity develops over time, and involves gaining insights of the professional practices and the values, skills, knowledge required and practiced within the profession. These attributes invariably influence students learning outcomes.

The review of literature in this section reveals a kind of relationship between teacher professionalism and teacher identity. The elements that constitute teacher professionalism, that is, knowledge of subject matter, possession of relevant pedagogical skills, upholding and practicing ethical values among others, are virtually the same elements which describe a teachers' professional identity.

Professional Knowledge and Teachers' Identity

Teachers' professional knowledge is a major attribute of teacher professionalism and identity. Teachers' professional knowledge has been the focus of debate for a number of years and has been analyzed from a range of perspectives. While there are numerous attempts to classify teachers' professional knowledge, much of the debate focuses on the

ways in which professional and cultural discourse contribute to teachers' thinking and practice (Patrick, 2008). Shulman (1986) proposes seven categories of professional knowledge that make it possible for teachers to teach and deal with more than practical knowledge, that is; knowledge of content, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of students, knowledge of educational contexts and knowledge of educational ends, purposes and values.

Turner-Bisset (1999) highlights 12 elements in her model of teachers' professional knowledge. They are; substantive subject knowledge, syntactic subject knowledge, beliefs about the subject, curriculum knowledge, general pedagogical knowledge, knowledge/models of teaching, cognitive knowledge of learners, empirical knowledge of learners, knowledge of self, knowledge of educational contexts, knowledge of educational ends and pedagogical content knowledge.

Liakopoulou (2011) identifies seven indicators of teachers' professional knowledge. They are; subject knowledge, knowledge of learners, teaching methodology, curriculum knowledge, general pedagogical knowledge, knowledge of context, and knowledge of 'self'. Knowledge of subject matter refers to a thorough understanding of its concepts, theories, principles, facts or what is collectively termed its content. Teachers in general, are identified by their subject knowledge or areas of specialization. Knowledge of learners in the opinion of Liakopoulou refers to the teachers' knowledge of students' interest, weaknesses, strengths and learning styles. Teaching methodology as an indicator of teachers' professional knowledge and identity refers to the specific structural elements of instruction as; lesson planning, teaching performance and evaluation of teaching.

By curriculum knowledge, Liakopoulou is of the view that a knowledgeable professional teacher should know the curriculum, textbooks, the rules and laws of the education system. General pedagogical knowledge relates to the organization of the classroom, motivating and retaining students' learning attention, pooling resources, learning theories and pedagogical theories. Teachers' knowledge of contexts presupposes that there are no predetermined attitudes that would suit every occasion, consequently the teacher is called upon to evaluate the contexts in which he teaches and act accordingly. The knowledge of 'self' is a basic qualification of teachers, it relates to their views on their roles, responsibilities, teaching and qualification rights and professional development (Liakopoulou, 2011).

Professional knowledge includes teachers' knowledge of his or her strengths and weaknesses. A graduate of Purdue Education programme in the US, cited his greatest strengths as a professional teacher as; ability to motivate students, using a variety of instructional strategies to help teach diverse classroom of learners, patience and being flexible, appreciable classroom management skills, creativity, teamwork and organization among others.

In their study of student teachers' weaknesses by mentor teachers, Shirvani and Garcia (2010) find several weaknesses in relation to teaching effectiveness. In their opinion, one major problem concerning novice teachers is the lack of or limited skills in classroom management. Veenman (1984) suggests the following as significant weaknesses of new teachers: implementing classroom management, dealing with individual differences, dealing with problems of students, motivating students, assessing students' work and the use of resources to teach lessons. In a study of new teachers'

experiences with curriculum and assessment, Kauffman, Johnson, Kardos, Liu and Peske (2002), opine that new teachers lack the knowledge about state wide curriculum and implementation of effective assessment. Research reveals that many inexperienced teachers lack the necessary skills needed to teach in schools, and it has been empirically established that the more knowledgeable teachers are, the more effective they will be (Darling-Hammond, 2000).

Studies on the perceived weaknesses and strengths of senior high school Economics teachers are scanty and sketchy. Research data on these two variables (weaknesses and strengths) can only be ascertained through inferences on students' evaluation of teaching effectiveness in Economics. For example, Boex (2000) in a study to identify the attributes of effective Economics instructors, items such as; "*is well prepared*" and "*explains clearly*" finds these statements as describing the strengths of an Economics instructor. In a similar study, DeCario (1986) identifies *excellent communication skills* and *orderly presentation of course material* as the strengths of a particular group of Economics instructors. Feldman (1988) investigates the practices, behaviour and attitudes of Economics instructors that were most important to teaching effectiveness. Being prepared and organized, clear and understandable, and sensitive to class level and progress, were identified as significant attributes or strengths (Feldman, 1988).

Another significant dimension of teachers' professional knowledge is his or her knowledge of students' strengths and weaknesses. It is the duty of the teacher, based on his or her knowledge of students' strengths and weaknesses to inspire students through teaching and learning experience, to desirable levels. Shulman (1986) is of the view that

teachers need to be familiar with the conceptions and preconceptions that students bring with them to the learning environment. Shulman asserts that to make appropriate decisions for helping and guiding students in their knowledge construction will require an understanding of their ways of thinking. Shulman argues that, a teacher who pays attention to where the students are conceptually can develop and modify their thinking and conceptions.

Knowledge of students' weakness enables the teacher to pursue remedial and ameliorative measures. The National Board for Professional Teaching Standards (NBPTS, 1986) in the U.S. has made a number of proposals in respect of teaching standards. Some of these standards reflect teachers' knowledge of his or her students' strengths and weaknesses in terms of professional values. For example, the NBPTS indicated that as stewards for the interest of students, accomplished teachers should be vigilant in ensuring that all students receive their fair share of attention, and that bias on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion or gender do not distort relationships between themselves and their students. Professional teachers should hold high expectations for all students and see themselves as facilitators of student learning. In order to carry out these responsibilities, teachers must create, enrich and alter the organization structures in which they work with students.

In the area of Economics, the Assistant Masters Association (1971) observes that the enthusiasm of the Economics teacher for his own subject, and the methods of putting his material across to his students, allowing for age and ability differences, is aspects of teaching Economics which address students' weaknesses and enhance their strengths.

The Association has also encouraged Economics teachers to always visualize the home circumstances of those they teach and should not assume that they are all adequately housed and have access to encyclopedias and reference books.

In a study by Handal, Wood and Muchatuta (2011) to find out students' expectations (values and interest), with reference to subjects like Business, Accounting and Economics, it was discovered that students valued clarifying content through explanations, demonstrations, analogies and illustrations. A relaxed teaching environment was perceived as conducive to increased participation. Providing feedback was unanimously recognized as important because of its formative feedback. The interests and values expressed by these students as shown in the literature, has implications for teachers' professional knowledge as well as curriculum development for teacher education programmes. Teachers' instructional practices should cater for students' interests and values.

Student' interest in a subject facilitates effective teaching and creates a more favourable learning environment (Marsh & Cooper, 1981). Students' reject a learning environment that runs contrary to their preferences (Hsu, 1999). When learners are more interested in a subject, they perceive themselves as learning more (Tynjala, 1999) and this reflect in their overall evaluation of the learning process. Therefore, the Economics teachers' knowledge of students' values and interest require a pedagogical approach that take consider their interest, so as to sustain effective learning.

As part of his or her professional knowledge, the teacher should know his strengths and weakness in terms of pedagogical skills. There are five areas in which skilled teachers display their expertise. These areas include presenting and explaining

subject matter and ideas, questioning students during lesson time, giving feedback, and adapting or differentiating instruction. One important pedagogical skill which professional teachers should demonstrate is adaptive instruction. Adaptive instruction is considered as instruction geared to the characteristics and needs of individual students. The concept of differentiation is now being used in many educational settings to suggest the idea of adapting instruction to match differences in students' abilities (Cusumano & Muller, 2007; Good & Brophy, 2008).

Effective classroom management is another significant component of teachers' pedagogical skills. The ability of teachers to organize classrooms and manage behaviour of their students is critical to achieving positive educational outcomes. Although sound behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible (Oliver, 2007). Reciprocally, highly effective instruction reduces, but does not eliminate classroom behaviour problems (Emmer & Stough, 2001). The implication is that teachers should periodically reflect on their weaknesses of effective classroom management skill. Knowledge of these weaknesses could be improved to enhance students' learning outcomes.

Another equally important indicator of Economics teachers' professional knowledge is the mastery of subject matter. A fundamental requirement for the teaching profession is; a broad and strong grounding in the content knowledge of the subject to be taught. Such teachers teach and appreciate how knowledge in their subjects is created, organized, linked to other disciplines and applied to real-world settings. Content knowledge refers to the amount and organization of knowledge per se in the mind of the teacher (Shulman, 1986). It encompasses what Bruner describes as the "structure of

knowledge”, that is, the theories, principles and concepts of a particular discipline. Especially important is content knowledge that deals with the teaching process, including the most useful form of representing and communicating content and how students learn content. Closely related to content knowledge is pedagogical content knowledge. Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction (Shulman, 1987).

With respect to the content knowledge of Economics teachers, Walstad and Becker (2001) opine that increased knowledge of Economic content is closely associated with improved teaching of the subject. In order to enrich and strengthen the content knowledge of Economics teachers, They suggest that additional training, perhaps as many as 6 formal university courses by teachers would best achieve the students’ Economic education needs. In other words, mastery of the subject matter is instrumental to successful Economic teaching in the high schools (Walstad & Becker 2001).

As part of efforts to maintain Economics teachers’ content knowledge in line with the changing Economics curriculum, the Teacher Education Committee of the Joint Council of Economics Education in the US developed a set of basic recommendations for the undergraduate training of Economic teachers. The committee recommended that;

- i. All prospective teachers of senior high school Economics should take a least eighteen semester hours of course work in Economics
- ii. All prospective teachers of advanced placement courses in Economics should complete the equivalent of a major in Economics, and at least thirty semester hours of course work (Highsmith, 1987).

The above recommendations underscore the importance educators attach to teachers' content knowledge; it appears to be the most crucial of all the other indicators of teachers' professional knowledge.

Knowledge of Economics teachers in other related social science subjects can promote the interdisciplinary teaching of the subject. Interdisciplinary teaching entails the use and integration of methods and analytical framework from more than one academic discipline to examine a theme, issue, question or topic. Interdisciplinary teaching takes insights from a variety of relevant disciplines, synthesizing their contribution to understanding, and then integrating these ideas into a more complete and coherent framework of analysis. There are various important but complex problems, phenomena and concepts that resist understanding or resolution when approached from single disciplines. Climate change and world poverty are clear examples (Goldring, 2009). While disciplinary depth is essential for investigating these complex issues, they also require what Gardner (2006) describes as a "synthesizing mind" (p.3).

It is commonly accepted that the most effective way to increase students' interest in Economics is by applying Economic analysis to issues that students find particularly relevant. One way of achieving this goal is to teach Economic principles in conjunction with other disciplines (Borg & Borg, 2001). Abbot and Nantz (1994) find several pedagogical gains associated with the interdisciplinary teaching of Economics. They claim that the interdisciplinary approach enhances students' retention and application of Economic knowledge. They further argue that students may not perform well in a subject if they fail to see the value of the material that is being taught. However, Benson (1982) frowns on interdisciplinary studies on grounds that such an approach could impede the

student's development of an essential disciplinary competence. He argues that the cultivation of competence in a particular discipline is not just a matter of educational requirement, but a matter of practical importance.

An interdisciplinary approach to teaching Economics requires that teachers demonstrate knowledge of other relevant disciplines. The qualities that can ensure teachers' competence are not the sum total of his or her knowledge, but rather, the link between the different types of knowledge he possess (Liakopoulou, 2011). These types of knowledge do not simply coexist; they should form a complete, inseparable unit of knowledge (Kennedy, 1990)

The professional teachers' knowledge extends to his or her understanding of how psychology of learning relates to teaching in general and the teaching of Economics in particular. Professional teachers should understand the ways students learn, the factors that influence learning and ways to capitalize on that understanding to maximize learning for the students. Prakash (2011) asserts that a teacher acts as a philosopher and a guide to the students. He or she is therefore expected to know the growth and development of the student and his or her requirement at different levels. In his view, educational psychology helps the teacher to study the ability, interests, intelligence, needs, and adopt different techniques of teaching.

The importance of educational psychology for a teacher can be put into two aspects; these are; to study teaching and learning situations and the application of teaching and learning principles (Prakash, 2011). Dushi (2012) shares similar views concerning the relevance of psychology of learning as a component of teachers' professional knowledge. In her opinion, teachers' knowledge of psychology of learning is

important for the teacher in the following ways: facilitates the understanding of the students, it makes use of the students' instincts, and potentialities. It also provides knowledge about the laws of learning, hereditary and environmental forces and knowledge about the efficacy of rewards (Dushi, 2012).

The issue of students' learning styles falls directly under the domain of psychology of learning. Depending on the learning style, students focus on different types of information, perceive information differently, and understand at different paces (Felder, 1993; Schmeck, 1998). Economics teachers could benefit from the notion that students have individual differences in learning styles. Greater insight into the learning process can yield different approaches and outcomes for both the Economics teacher and student.

A study conducted by Charkins, O'Toole, and Wetzel (1985) reveals that the greater the divergence between learning styles and teaching styles, the lower the students gain in achievement, the less positive the students' attitude towards economics. Although it may be impractical to type the learning styles of all students in all classes, or match teaching styles with learning styles, what this study suggests is that, the Economics teacher should give more attention to individual differences in the classroom. Perhaps the best instructional response is to offer a variety of course assignments, use alternative teaching methods and adopt multiple types of assessment (Siegfried & Walstad, 1998).

Educational psychologist have recognized for a long time, the limited capacity of the human mind to process information. The implication of the limited capacity of the human mind to process information has implications for teaching Economics. Saunders (1998) encourages Economics teachers to resist the pressure to cover every aspect of a

topic within a span of time. In his view, it is not what the instructor “covers” that is important, but rather, it is what the student learns that counts. Other psychological constructs identified by Saunders which are worthy of knowing and practice by the Economics teachers are; motivation of students, ascertaining their prior experience or background knowledge and the dominance of visual instructional interaction over verbal.

Teachers’ professional knowledge also includes knowledge of the various reasons and purposes for cultivating the knowledge of their respective subjects in students. In the area of mathematics education, Ernest (2012) gives the following purposes and reasons for cultivating mathematical knowledge in students: acquiring basic mathematical skills and numeracy, and learning basic skills to solve social practical problems, and finally the empowerment of learners as critical and mathematically literate citizens in society. Similarly in the area of Geography education, the Ministry of Education (MOE, 2009) in Ghana indicates that the value of geography is in helping students to understand and adapt to the dynamics of the environment in which they find themselves. The study of geography will therefore enable students understand geographic facts without which it is impossible to exercise their rights and responsibilities as citizens.

In a study to ascertain what reasons teachers gave for teaching high school Economics, VanFossen (2000) finds that one widely held rationale for Economic education is that it helps students to practice the Economist way of thinking, thereby producing better Economic problem-solvers and citizens. By implication, helping students to achieve Economic literacy is the primary goal of teaching Economics. In a similar study, Yankelovich, White and Skelley (1981) conducted a survey on Economic education, partly to find out teachers’ beliefs and rationale for teaching high school

Economics. The study reveals that; “preparing students to make intelligent decisions” and “helping students to understand the current problems facing the country”, were very important goals. Yusuf (2010) sums it all when he opines that Economics education aims at promoting citizenship, vocational training and intellectual development. In a related study of variables affecting success in Economics education, Baumol and Highsmith (1988) observe that, Economics teachers believed overwhelmingly that they were teaching students to enable them understand the Economy in order to help them make more intelligent decisions.

Grossman (1990) argues that the knowledge and beliefs about the purposes for teaching a particular subject at different grade levels are reflected in teachers’ goals for teaching subject matter. Borko and Putnam (1996) opine that the knowledge and beliefs about the purposes for teaching Economics are significant in the sense that they serve as a conceptual map that guides teaching decisions about issues such as daily objectives, the content of student assignments, the use of textbooks and other curricular materials, as well as the evaluation of student learning.

The professional knowledge of an Economics teacher extends to his/her knowledge of the purposes for cultivating the knowledge of a teaching subject in students. In the discussion on teachers’ knowledge of the purposes and reasons for cultivating Economic knowledge in students, one common theme runs through the various perspectives; that is, “citizenship”. This gives credence to Obemeata’s (2010) claim that in Nigeria, Economics was accepted as a school subject so as to enable every citizen acquire some knowledge of the Economic system and how it worked in Nigeria.

As part of his or her professional knowledge, the Economics teacher should be knowledgeable in the relevance of Economics education to society in general. His or her knowledge of Economics education in this respect is most likely to influence his instructional practices and attitude towards the subject and students as well. The development of Economics education has rested in part on claims that it contributes to citizenship education (Davies, 2001). Horton and Weidenaar (1975) opine that the aim of Economics education in terms of the society in general, is to improve our understanding of the world in which we live. They argue that without this understanding, teachers might be confused and unable to identify, analyze and interpret successfully the Economic dimension of social life. Economics permeate every aspect of human endeavour.

Munanga (2013) asserts that one way of demystifying the abstraction associated with Economics as a teaching subject, is for the teacher to relate Economics to real life situations. In his opinion, this can be done by making students realize that the subject Economics emanates from the society in which they live; and that it is part and parcel of what they see and experience on a daily basis. On his part, Mearman (2007) argues that with the background knowledge of the relevance of Economic education to society, students should be able to use empirical evidence to support or contradict Economic theories, that is, abstract ideas.

In the USA, a national framework for teaching Economics has been put in place. It states that Economics education is designed to produce responsible citizens and effective decision makers. Citizenship education is therefore the main purpose of Economics education. Citizenship education relates to knowledge and understanding about becoming informed citizens, developing skills of inquiry, communication, and

skills of participation and responsible action. Economics education provides a foundation for decision-making in the real world of scarce resources (JCEE; 1984). Highlighting the relevance of Economics education to society Mishkin (2008) argues that Economics education is essential because it enables people to make informed decisions on both local and national issues.

Literature on the role of Economics education to society hinges on its citizenship education role. High level Economic literacy in society enable its members to appreciate and understand certain Economic phenomena, avoid practices and actions that are detrimental to their well being, for example the evasion of taxes and so on. A professional Economics teacher must be knowledgeable in the role of Economic education to society at large.

Professionally knowledgeable teachers should be abreast with current developments and trends in their subject areas. Teachers' knowledge of current developments and trends in the teaching of their subjects help to maintain quality and probably address the demands of globalization. In the past two decades, educational psychologists have advocated a paradigm shift from teacher-centered techniques of instruction to that of student-centered ones.

In respect of current trends and developments in the teaching of the subject, Economics teacher educators and researchers have discovered other effective and stimulating student-centered methods of teaching Economics. In Malaysia, Huey (2011) conducted a study in which music lyrics was found as a useful technique of teaching Economic concepts to a group of office management students which was the experimental group. A quiz which was conducted between the controlled and

experimental group on the same concepts revealed that the experimental group performed better than their controlled counterparts. This study therefore reveals that if music is incorporated into the Economic classroom, it could help students understand Economic concepts better (Huey, 2011).

In New Zealand, as part of innovative practices to improve the teaching of Economics, and to facilitate the interaction of Economics teachers with their colleagues, an internet based teachers' network, 'Ecoteachers' has been established. This innovative intervention has become necessary because in New Zealand, secondary school teachers do not have the opportunity of daily interactions with other teachers of the same level or subject (Dredge, 2010). The 'Ecoteachers' network provides Economics teachers in New Zealand the opportunity to interact and exchange ideas that relate to the curriculum, instructional methods and assessment in the subject.

The use of the internet in Economic pedagogy is an emerging trend that is fast gaining acceptance in most schools. Finding out the impact of internet on Economic education, Day and Aggarwal (1998) observe that the use of internet technology to teach enhances student learning and retention of Economic concepts. They claim that computer conferencing can increase interaction and discussion about Economic issues, that information retrieval use can also increase students' ability to apply Economic theory to the real world. Leuthold (1998) reports that 65 percent of the students in introductory Economics agreed or strongly agreed being able to utilize the web, helped them understand the concepts, 86 percent felt the web enhanced learning, while 66 percent reported increased motivation. On their part, Grimes and Ray (1993) opine that computerized tutorials and simulations could increase student learning and improved

their attitude towards Economics. These findings therefore support the importance of computer technology in the teaching of Economics as an emerging trend in some educational settings.

Co-operative learning methods of teaching are also emerging as an increasingly important method for schools to facilitate student-centered interactive learning. Co-operative learning techniques, based on student interactions create a social constructivist approach where students are actively involved in small groups. It provides opportunities for them to define questions in their own language and work out answers together instead of merely reproducing material presented by the teacher (Wooley, Switzer, Foster, Landes & Robertson, 1990; Abdulla, 2006).

An analysis of these current trends and developments in the teaching of Economics reveals that the emphasis has been on student-centered techniques of instruction, with a tilt towards the use of technology. The internet, computer and other electronic devices are some of the facilities being employed to facilitate the teaching of economics, particularly in the western societies. A professional Economics teacher is supposed to have a working knowledge of these developments and exploit them to his or her benefit.

Teachers' knowledge of suitable curriculum materials for his or her subject is yet another important domain of teachers' professional knowledge. Curriculum knowledge refers to knowledge of the full range of "materials and programmes that serve as 'tools of the trade' for teachers (Shulman, 1987: 8). It includes curriculum and instructional materials and knowledge of alternative curriculum materials for a given topic. Alternatively referred to as "strategic knowledge" (Shulman, 1986: 10), curricular

knowledge includes both knowledge of the curriculum, other curriculum approaches to teaching the same topic and familiarity with the curriculum materials being used by the students at the same time in other subjects (Tambyah, 2008). Professional teachers' instructional repertoires also include knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, teachers' guides, video tapes, computer software and musical recordings.

Curriculum materials should support teachers in developing factual and conceptual knowledge of Economic content, including concepts likely to be misunderstood by students. Curriculum materials should help teachers see how the Economic ideas relate to real world phenomena and to the activities in the topic and why strong subject matter knowledge is important for teaching. Curriculum materials that incorporate three approaches like instructional approaches, rationales for using the approaches, and recommendations for their effective use, may promote teacher learning and teachers may overcome challenges that they face (Davis & Krajcik, 2005).

Teachers' commitment to learning new curriculum materials include keeping abreast with technological developments that have implications for teaching; for example how to engage students in the rapidly expanding field of computer technology as well as how to use the technology to enhance their own teaching. By implication, accomplished professional teachers keep current with the growing body of curricular materials, including literature available through their professional organizations. They should constantly evaluate the usefulness of those materials based on their understanding of curriculum theory, of students, of subject matter and of the schools educational aims (National Board for Professional Teaching Standards, 1986).

The finding of a study conducted by Davis (1987) reveals that curriculum materials for middle school Economics should:

- a. Stress the development of students reasoning abilities
- b. Recognize that Economic reasoning can be applied to a variety of situations including the community.
- c. Provide instruction that is attractive and challenging to students; that take account of students' personal, social, and cognitive development, and includes a simplified but accurate explanation of how the Economy operates.
- d. Provide topics and examples about the economy that are recognizable to the young adolescent and should be used to engage students in exploring beyond surface characteristics.
- e. Stress the active involvement of the learner (Davis, 1987).

Harlen (2012) is of the view that one way of evaluating the appropriateness of curriculum materials is to find out the extent to which students' learning objectives are achieved when such materials are used to teach students. Ghana practices the centralized system of curriculum planning arrangement, particularly for pre-tertiary educational institutions. Under this arrangement, curriculum materials are prescribed in the teaching syllabi of almost all examinable subjects at the senior high school level. The appropriateness of such curriculum materials is often determined by the Curriculum Research and Development Division (CRDD) of the Ministry of Education (MOE). In spite of this, a professional Economics teacher should be knowledgeable in all issues that are related to Economics curriculum materials.

Knowledge of the methods of inquiry in one's subject area is another dimension of teachers' professional knowledge. Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teacher inquire into the impact of their teaching on their students. Teacher inquiry is defined as systematic intentional study of one's professional practice (Dana, Gimbert & Silva, 1999). Inquiring professional teacher does seek out change by reflecting on their practice. They do this by posing questions or "wonderings", collecting data to gain insights into their wonderings, and analyzing the data along with reading relevant literature, making changes in practice, based on new understanding developed during inquiry, and sharing findings with others (Ayers, 2002).

The hallmark of a professional teacher is that he/she should have a sound knowledge on how to learn from teaching in an ongoing way, how to pose and address new problems and challenges that do not have existing answers (Darling-Hammond & Bransford, 2005) and how to integrate and link different kinds of knowledge to the complex problems of schools and classrooms (Hammerness, 2006). Through collaborative inquiry, teachers integrate new knowledge and understanding of student learning and classroom instruction into their existing knowledge of professional practice.

Teachers who engage in inquiry can expand and refine their professional knowledge base about what it means to be a teacher. Inquiry constructs understanding of the "classroom encounter" where instruction, curriculum and students' actions intersect (Moore, 2004). In view of the growing misconception by some students that, Economics is a difficult subject, the pedagogical response to this misconception is for Economics teachers to engage in inquiry to be able to gain insights and better understanding of such

problems. The methods and systematic steps of inquiry should therefore be familiar with the Economics teacher. The knowledge of such procedures and relevance of inquiry partly validates the Economics teachers' claim of being a professional teacher.

Professional Values as an aspect of Teachers' Professional Identity

Teachers' professional values refer to the preservation, sustenance and practice of certain standards in relation to teacher behavior and conduct. Teacher professionalism is about the quality of practice (Nixon, 2001). Socket (1993) identifies four categories associated with teacher professionalism. They are; practice, character, commitment, subject knowledge and pedagogical knowledge. The issue of character and commitment in socket's attributes of teachers' professional identity relate to teachers' professional values. How the teacher feels, his/her actions in terms of his or her duties as observed by Lawal (2011) are consistent with socket's elements of teacher character and commitment, all of which are indicative of teachers' professional values.

Teachers' attitude towards his/her subject is one of the indicators of professional values associated with their identity. Bhalla (2002) is of the view that teaching is an art, and that the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject. Teachers are the key factors in any education system. On his part, Olatunde (2009) claims that teachers are, invariably, role models whose behaviour is easily copied by students. What teachers like or dislike, appreciate and how they feel about their teaching could have a significant effect on their students' attitude. In addition to the subject knowledge, the issue of teacher personality and behaviour are significant contributors to the teaching and learning process of any discipline (Ispir, 2010).

In a study of the relative effectiveness of Economic instruction for teachers and college students, Walstad (1984) observes that although the teachers had a significantly more positive attitude towards the subject, in his opinion, a more positive attitude is not a substitute for basic knowledge of the subject, and that most experts think that mastery of Economics at least at the principles level, may be necessary for proper instruction at the pre-college level. Walstad's attempt to relate Economics teachers' positive attitude to mastery of the subject as components of effective instruction, underscores the importance of teacher attitude. The attitude of the Economics teacher towards the subject is therefore an indicator of his or her professional identity. Freeman (1990) defines attitude as "the stance one adopts towards oneself; the activity of teaching and learners" (p.32).

Teacher efficacy or belief in his or her ability to influence students' understanding, achievement or performance in the subject he/she teaches is an indicator of professional values. There are two dimensions to the construct of teacher efficacy. That is; general teaching efficacy and personal teaching efficacy. General teaching efficacy is perceived as a belief in the power of teaching to achieve results in the classroom, while personal teaching efficacy refers to one's belief in one's personal ability to achieve results (Barnes, 2010). The beliefs that teachers hold influence their perceptions and judgements, which in turn, affect their behaviour in the classroom, so that understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching practices (Pajares, 1992). In the socio cognitive view, choice, behaviour, effort, and persistence are extensively regulated by beliefs of personal (self) efficacy rather than by drives (Bandura, 1992).

Brown (2005) examines the relationship between early childhood teachers' sense of self efficacy, their beliefs about the importance of mathematics, and their mathematical instructional practices. The findings of the study informed teachers and teacher educators about effective instructional strategies and knowledge needed to launch early childhood studies on a developmentally appropriate pathway to mathematical literacy. Hansen (2005) investigates English teachers' efficacy beliefs in terms of subject-specificity, subject congruence and associated factors. Her study concluded that teacher efficacy is associated with teachers having appropriate core subject content, knowledge (academic qualification), pedagogical knowledge gained through training and practical teaching experience, professional (pre-service and in-service) development opportunities so that teachers can be up skilled and updated. She opined that these findings have implications for teacher education, teaching and learning in general (Hansen, 2005).

In South Africa, Parker and Maistry (2010) investigated Economics teachers' efficacy beliefs. The main thrust of their study was to find out Economics teachers' beliefs about their potential to influence learner achievement. Their study reveals that although some teachers are not totally confident about their content knowledge, the majority believed that they were capable of improving it. The study suggests that, not only are training workshops a valuable resource for enhancing the efficacy beliefs of Economics teachers, but that, workshops should be tailored to address the areas which teachers perceive as their weaknesses (Parker & Maistry, 2010.) Teachers' efficacy beliefs have significant roles to play in the teaching and learning process. In the first place, efficacy beliefs help dictate motivation (Pintrich & Schurk, 1996). In addition, as Bandura (1997) rightly observes; "people regulate their level and distribution of effort in

accordance with the effects they expect their actions to have. As a result, their behaviour is better predicted from their beliefs than actual consequences of their actions” (p.129).

Teachers’ harmonious and collaborative working relationships with colleagues are values required of the teaching profession. In other words, they are indicators of teachers’ professional values. Research suggests that collaboration with colleagues around student instruction is an essential part of every teacher’s job which results in raising student achievement (Killough, 2011). Little (1987) also opines that, through collaboration, teachers are better prepared to support one another’s strengths and weaknesses. That, by working together, they reduce their individual planning time, while greatly increasing the available pool of ideas and materials. Collaboration among teachers paves the way for the spread of effective teaching practices, improved outcome for the students they teach, and the retention of the most accomplished teachers in high-needs schools (Berry, Daughtrey & Wieder, 2009).

Teachers are expected to work with colleagues and others to create a professional community that supports the social, intellectual, emotional and physical development of students. Teachers learning and working together to achieve common goals is considered by many schools as a central element in school reform efforts. The assumption is that, when teachers work together to achieve a common vision, they will be able to change their instructional practices in important ways (Brownwell, 2006). On their part, Pugach and Johnson (2002) think that in collaborative working environments, teachers have the potentials to create the collective capacity for initiating and sustaining ongoing improvement in their professional practice so that, each student they serve can receive the highest quality of education possible. Quality teaching is guaranteed when teachers

collaborate in planning instructional programmes and work together to execute this programme.

Ferrier-Kerr (2003) is of the view that collaborative teaching strategies are particularly effective tools for the development of professional relationship between associate teachers and student teachers. In his study on the development of professional relationships, the main collaborative strategies that the participants employed were team teaching, planning, modeling and conversation. In the opinion of Janda (2000), team teaching has to do with a group of experts teaching a particular discipline to the same group of students. That, team teaching is predicated on the following precepts:

- a. That a subject is a conglomeration of different areas and should be taught by different teachers who have in-depth knowledge in those areas.
- b. That there are different methods and processes that can lead to the attainment of educational goals and the more the approaches a learner is exposed to, the better his understanding.
- c. That variety which they say is the spice of life brings into the learning situation, a kind of buoyancy or vibrancy, making the learning process less tedious and interesting (Janda, 2000).

Highlighting the relevance of team teaching in Economics, Janda believes that, the teachers concerned go into detailed research to ascertain current issues on the topics assigned them, and that the possibility of living out important content is ruled out (Janda, 2000). Teacher collaboration and harmonious relations with colleagues, as suggested in the literature promotes quality teaching. This therefore implies that teacher collaboration constitutes an important professional value.

The emotional stability of teachers has been found as another equally important indicator of teachers' professional values. There are many instances in the classroom, when a teacher is expected to remain calm, poised and graceful. He or she tries to keep his or her cool when disappointed, stressed or upset. These attributes reflect emotional stability which identifies him or her as a professional teacher imbued with values. Recently there has been an increased interest among educators and researchers on the role of emotions in teaching (Lasky, 2000; Schmidt, 2001; Zembylas, 2002).

The search for understanding identity requires the connection of emotions with self-knowledge. This way of looking at emotion and teacher identity reflects an emerging concern with respect to the role of identity formation and change. It also reflects an interest in how social constructs such as individual and group identity in teaching create and maintain ideas about teachers' emotions (Zembylas, 2003). Nias (1996) suggests the need to study teachers' emotional experiences because teaching is not just a technical enterprise, but is inextricably linked to teachers' personal lives.

Teachers are personally and emotionally involved with their work (Nias, 1989) because much of this involves caring for and about others. Teaching and learning are emotional and social practices (Hargreaves, 2001) and examining the role of emotions in the development of professional identities leads to a richer and more complete understanding of teachers' work. Further to this, successful teaching requires teachers to create an atmosphere that promote empathic understanding. The organizational structure of the school guides teachers' emotional conduct and shapes their perception of appropriate expressions (Zembylas, 2003).

An Economics classroom in a senior high school setting is often made up of students with heterogeneous learning styles, learning abilities, character and other background factors. A professional teacher is expected to adopt and practice strategies that accommodate and cater for these differences. An important prerequisite of such strategies is the emotional stability of the teacher. Quick-temper and absolute intolerance are inconsistent with teachers' professional values. The best pedagogical practice is the sustenance of emotional stability on the part of the teacher.

Enthusiasm and affection towards students are worthwhile professional values of the classroom teacher. Teacher enthusiasm has been identified as hospitable teacher behaviour that affects student learning positively (Carlise & Phillips, 1984). Saunders and Gosenpud (1986) posit that enthusiasm is a valuable quality for anyone, regardless of the kind of work one does. They claim the word "*enthusiasm*" is derived from a combination of Greek words meaning, "*possessed by a good*". In their view, an enthusiastic person is someone who literally is inspired by a powerful force. They observe that in the literature on enthusiastic teaching the word usually means "*stimulating*", "*animated*", "*energetic*" or '*mobile*'. They therefore concluded that an enthusiastic classroom environment is a more interesting and stimulating place to be than in a dull or stolid environment (Saunders & Gosenpud, 1986). Within his "*teacher as a person*" category, Stronge (2007) identifies six nonacademic, social and emotional behavioural attributes (teacher affect) of effective teachers: caring, fairness and respect; interactions with students; enthusiasm and motivation; attitude towards teaching; and that emotional behavioural attributes do not only reflect professional values, but indicative of teachers' professional identity.

In the area of Economics education, Saunders and Welsh (1998) report that there is a lot of evidence that the instructors own enthusiasm is an important variable that arouse students' interest and motivation, and that experimental studies show significantly higher exam performance by students who have been exposed to enthusiastic, as opposed to passive instructors. They claim that if Economics teachers do not convey some sense of intellectual excitement in the topics they are presenting it will be very difficult to arouse student interest or attention (Saunders & Welsh, 1998). This therefore implies that enthusiasm is an important attribute of an Economics teacher.

The moral uprightness of teachers towards students and their routine instructional duties reflect values that are required of the teaching profession. Professional morality deals with decisions, strategies, products and by-products in teaching; it deals with teachers' readiness and ability to estimate the consequences of their actions (or omissions) on the students involved, and with their courses of action in solving interpersonal conflicts, in and around the classroom (Fritz & Wolfgang, 2010). In times gone by, teachers were expected to be morally upright individuals who displayed good character. They were expected to teach and discipline their students to be respectful of authority and responsible in completing their lessons. Even though, not as visibly emphasized today, these expectations remain essentially unchanged (Lumpkin, n.d.). In view of the influential role teachers continue to play in the lives of students, Lumpkin believes that the public still expect teachers to demonstrate behaviour that is reflective of moral virtues, such as fairness and honesty, and to religiously adhere to the professional code of conduct.

A contemporary teachers' first moral obligation is to provide his or her students with the best possible instruction in the subject matter assigned. The unique morality of contemporary teaching consists of the teacher's deep obligation to help the student learn (Wynne, 1993). Wynne further instructs that teachers should be uniquely dedicated because they control the vulnerable and exposed wards of other adults, who are often incapable of defending themselves from exploitation by negligent or selfish teachers. According to Carr (2000), teachers, regardless of subject area, have a moral role to play in education. It is the teachers' duty to be socially acceptable by keeping themselves morally upright, refraining from gambling, abhorring drunkenness and other excesses, and avoiding immoral relations with students of the opposite sex.

Kearney, Plax, Hays and Iveys (1991) report that researchers often tend to overlook teachers as a potential source of problems in the classroom. Wanzer and McCroskey (1998) observe that the large body of literature that focuses on positive teacher communication behaviour, fewer studies have been conducted on negative teacher communication. On their part, Ahmad and Sahak (2009) are of the view that educational reform tends to focus only on curricular, neglecting the importance of effective teacher/ student interaction. The literature highlights the importance of teacher morality in maintaining high professional values and quality in teaching. Sava (2001) opines that teachers' actions and inactions within the classroom setting can have some lasting negative or positive effects on students. A professional teacher must therefore be morally upright.

Teacher commitment is a phenomenon that requires a positive emotional attachment to the job. It has been identified as one of the most critical professional values

that determines the success or failure of any educational proposal. Teaching is a complex and demanding profession, and to sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job (Day, 2004). Firestone and Rosenblum (1998) identify three dimensions of teacher commitment according to its objects, such as commitment to the specific place, commitment to teaching and commitment to students. In the present study, teacher commitment to the teaching profession and the discipline concerned are worthy of review.

Teacher commitment has also been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to teachers' work performance and their ability to innovate and integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes towards school (Nias, 1981; Firestone, 1996; Graham, 1996; Louis, 1998; Tsui & Cheng, 1999). The level of teachers' commitment is considered to be a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice (Elliot & Crosswell, 2012)

There is a growing body of literature that suggests that there is a crucial link between emotional attachments to the work of teaching and teachers' personal level of commitment (Fried, 1995; Nias, 1996; Elliot & Crosswell, 2001; Day, 2004). The literature challenges the view that teacher commitment is focused exclusively on external dimensions and explores the relationship between teacher passions, values and beliefs, and in a way that characterizes teacher commitment as a highly personal way of viewing the self and its relationship to education. In the opinion of Elliot and Crosswell, this

literature takes the position that while teachers do articulate a commitment to external factors (such as students), they also make significant links to personal passions which have clear articulations with ideology, values and beliefs.

Teaching is a complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts (Fried, 1995; Nias, 1996; Elliot & Crosswell, 2001; Day, 2004). It appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection, teachers face the constant danger of burnout in an increasingly intensified work environment (Nias, 1996). As Day (2004) rightly states, a passion for teaching cannot be considered to be 'a luxury, a frill, or a quality possessed by just a few teachers, instead he argues that, a sense of passion is "essential to all good teaching" (p.18).

Teacher commitment to the teaching profession as an occupational commitment is a positive affective attachment to one's occupation (Somech & Bogler, 2002). Teachers committed to the teaching profession are thought to be more satisfied with the job and are likely to identify themselves as teachers (Park, 2004). Hausman and Goldring (2011) suspected that teachers with a high sense of efficacy are more likely to feel committed to their teaching subjects since they are more likely to invest in their profession and students. Efficacy refers to teachers' perceptions that their teaching is worth the effort and can lead to success for students (Newman, Ruter & Smith, 1989). The significance of teacher commitment as a professional value relates to all teaching subjects at the senior high school level. In Nigeria, Yusuf (2010) cites the lack of teachers' commitment as one of the problems facing the teaching and learning of Economics at the high school level.

Yusuf's recognition of this problem highlights the significance of teacher commitment in the teaching of Economics. This further buttresses the notion that teacher commitment is an important professional value.

A professional Economics teacher is also expected to establish good rapport with the parents of his or her students. The emerging alliance between homes and schools comes from the recognition that not only are schools important to parents and families, but also, schools need the support of parents in order to achieve maximum success (Eugenia, 1991). The observed association between parental involvement and the academic performance of students has prompted efforts to increase parental involvement via formal programmes which have in fact, become a standard aspect of both local and national policies in the USA and Western European countries (Smit, Driessan, & Doesborgh, 2002).

Many teachers are not specifically trained in the skills they need to communicate effectively with parents (Lawrence-Lightfoot, 2004). Teacher communication to parents may involve impressions created or words expressed (Graham-Clay, 2011). School-to-home notebooks are another commonly used written communication technique. Many teachers use daily communication books to share information with parents, particularly for students who have special learning needs (Davern, 2004). Davern however notes that it is necessary to consider when face-to-face meeting is more appropriate than written exchanges, depending on the issue under consideration. Anonson (1995) proposes report cards of students as the most effective mode of conveying permanent written evaluative information regarding student progress. In his view, report cards provide analysis of students' academic development, across content areas, information about students'

strengths, and learning style, an assessment of the learner's social development, specific goals for the student to work on, and associated suggestions for the parents.

Good communication between teachers and parents does not just happen. It requires special skills on the part of the teacher. Skills such as good listening techniques, tact, kindness, consideration, empathy, enthusiasm, and an understanding of parent-student relationship. There are many reasons to communicate with the students' parents. Maintaining classroom management, encouraging student motivation and improving the education provided to the student are some of the important reasons for this school-to-home communication (Wagaman, 2008).

When consistent communication is kept with parents, the teacher will be better equipped to have effective classroom management. Regardless of the reward system, when they contact parents regularly, they will be apt to listen and respond to a behaviour problem. Wagaman further suggests that in order to make teachers' communication to parents effective, the teacher must communicate in a positive manner with the parents. In her opinion, if the only communication the parents hear from the teacher is related to behaviour problems, it will be as if the teacher is calling wolf too many times. Eventually, the parents will either stop believing the teacher, or stop caring. When parents hear positive news from their child's teacher, the parents will hopefully praise their teacher at home. This praise will encourage the student to continue to be successful, either in appropriate behaviour or class work. Students want to please their parents, so the more positive notes that go home, the more the students will strive for the model behaviour and work necessary to elicit another note to be sent home (Wagaman, 2008).

Unfortunately, many teachers are not specifically trained in the skills they need to communicate effectively with parents (Hradcky, 1994; Lawrence-Lightfoot, 2004). In view of the importance of involving families in the education process, Caspe (2003) suggests the need for teacher preparation and professional development programmes to promote the development of communication skills for teachers. The literature reviewed in this section suggests that teacher-parent relationship can improve or influence students' learning outcomes. Even though the literature has not explicitly established any direct link between quality in teaching and teachers' rapport with parents and student achievement, it highlights benefits students will derive from such rapport. It therefore implies that, as part of their professional values, teachers are expected to establish good rapport with parents of the very students they teach.

Teacher participation in professional development programmes like workshops and seminars is another cherished professional value in the teaching industry. High quality professional development is a central component in nearly every modern proposal for improving education. Professional development programmes are systematic efforts to bring about change in the classroom, teacher attitudes and beliefs and in the learning outcomes of students (Guskey, 2002). What attracts teachers to professional development is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. What they hope to gain through professional development are specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms (Fullan & Miles, 1992).

Professional development activities are often designed to initiate change in teachers' attitudes, beliefs and perceptions. In line with the demands of any curriculum

change or innovation, professional development organizers often attempt to change teachers' beliefs about certain aspects of teaching or the desirability of a particular curriculum or instructional innovation. The presumption is that such changes in teachers' attitudes and beliefs could lead to specific changes in their classroom behaviours and practices, which in turn will result in student learning (Guskey, 2002; Mundry, 2005; Lambert, Wallch, & Ramsey, 2007).

In a study to ascertain the effects of teachers' in-service education on secondary school students, Thornton and Vredevelde (1977) provide encouraging evidence that suggests that in-service Economics education programmes has a positive effect on their students' understanding of Economics. In a similar study, Highsmith (1974) discovers that in-service education positively affected the Economic understanding of the students of those teachers who had undergone in-service training. In-service education is an aspect of teachers' professional development.

In Hawaii, high school teachers who taught Economics had little knowledge of the subject when they began teaching in the Hawaii public schools. They acquired their substantive and pedagogical skills in Economics by taking part in in-service courses and workshops (Burnett & Croix, 2009). These in-service courses and workshops therefore up-skilled and up-dated their professional knowledge in line with prescribed national standards. Swinton, Berry, Scafidi and Woodard (2010) reveal that deficiencies in the content knowledge of high school Economics teachers can be addressed by providing content workshops to in-service teachers. They further posit that Economics teachers who participate in at least three of such workshops will have a positive impact on the performance of the students.

The literature point to the view that teacher quality can be sustained through the provision of in-service training programmes like workshops and seminars. These professional development programmes will fill gaps in the content knowledge, skills and attitude of participating teachers. Teacher participation in such programmes is undoubtedly, a cherished professional value.

Professional teachers, irrespective of the subjects they teach, are expected to motivate and arouse students' interest in the subjects concerned. Motivation is essentially the force that drives one to act. This force can come from within or from without source. Regardless of its origin, motivation plays a key role in our deciding if and why we do things. The value of external motivation for instance, reinforcement, is questioned from those who suggest that once it is withdrawn the behaviour stops. Critics go on to say that students must have intrinsic motivation to accomplish the required activities. In intrinsic motivation, the "doing" is the main reason for finishing an activity, whereas in extrinsic motivation the "value" is placed at the end of an action (Admin, 2010). The implication is that teachers should device strategies and techniques that promote students' intrinsic motivation. Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour, especially goal-directed behaviour (Maehr & Meyer, 1979).

Nofziger (2010) opines that great teachers are an inspiration to their students and their profession. That they possess inner qualities that encourage eager learners and portray a genuine interest and pride in their area of studies. Teacher personality has been identified as a factor that influences student motivation. Different characteristics of teachers are perceived as important for motivating students to learn. The required

characteristics of a motivating teacher are obvious concern and caring for students (Eggleton, 2010).

In support of this view, Vasquez (1988) opines that “student perceptions of whether the teacher cares for them have meaningful effects on their performance and behaviour” (p.248). While love and caring seem to be the most important characteristics for a teacher to exhibit, some writers include humane and high expectations of students (Eggleton, 2010). Hunsaker (1988) claims that “the main values of humor in the classroom lies in its use to stimulate, illustrate, motivate and ease tensions.” (p285) Weaver and Cotrell (1987) studied the effects of humor in the classroom and concluded that, students feel comfortable when they see teachers conducting themselves as real human beings.

Motivation is of particular interest in the field of education because of its strong impact on student learning. Motivation in education can have several effects on how students learn and their behaviour towards the subject matter (Ormond, 2003).

Motivation can:

- a. Provide direction
- b. Increase energy and overall effort
- c. Increase initiative and drive
- d. Enhance cognitive processing abilities
- e. Improve overall performance

Teachers have a lot to do with their students’ motivational level. A student may arrive in class with a certain degree of motivation. But the teachers’ behaviour and

teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a positive effect on student motivation (Kirk, 2011).

To sustain student motivation, the teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the students' current and future needs (Kaylene & Caroline, 2012.). A study by Noels, Clement, & Pelletier, (1999) shows that students' level of intrinsic motivation is related to their teachers' communication style. In their view the more controlling and less informative the teacher is, the lower their students' level of intrinsic motivation. Chua (2011) is therefore of the opinion that teachers should facilitate students to enjoy the subject and the learning process, be careful in using material rewards and pressure, and to provide formative feedback on students' progress without being judgemental or comparing them with others. Teachers should also provide constructive information that helps to improve students' competence in the subject, for example, specific study methods, get students to share study habits, use of study aids, note-taking skills, and comprehension skills (Chua, 2011).

Zepke (2011) indicates that providing feedback to improve students' learning, teaching in ways that enable students' to learn, demonstrating enthusiasm towards students' learning are instructional practices that motivate and arouse students' interest in the subject. In support of some of these instructional practices, Neil (2011), in his discussion of five habits of highly effective teachers, encourages instructors to enable their students appreciate the practical importance associated with learning the subject(s). In his view, effective teachers are able to convince students that what they are being

asked to learn is worth knowing, and this will arouse their interest in the subject or what is being taught.

Economics is one of the few social science disciplines that use statistical and mathematical models to analyze real-life problems (Hansen, 2001). In view of its abstraction, students require teaching strategies that motivate them and unravel these abstractions. One of the teaching methods that have been recommended for motivating students is, learner-centered teaching (LCT), which allows for student involvement in planning subject matter, to work in groups or individually and accommodates different learning styles (McCombs & Miller, 2007).

In the opinion of Onger (2011) LCT provides an environment that is conducive to Economics teaching, which is usually absent in traditional teaching where homework, assignments and quizzes, only provide feedback in a delayed manner. Human behaviour is complex and people are naturally curious. Therefore instructional designers should meet the challenges of designing instruction assisted by motivation; because it is of paramount importance to student success. Students work longer, harder and with more vigor and intensity when they are motivated than when they are not. In other words, motivation helps students to overcome inertia (Admin, 2010).

Intellectual honesty is an important indicator of teachers' professional values. The teaching profession prides itself on integrity and high ethical standards. Teachers are expected to practice their profession in an honest and ethical manner. Intellectual honesty is the hallmark of professional teachers. Intellectual honesty involves presenting and discussing facts in an inclusive and unbiased manner, and examining all available data not just the information that supports one's preferred solution or position. It requires that

people put aside personal intents and assumptions and be as objective as possible. The opposite of intellectual honesty is “spin,” that is, creating a misleading, distorted, or false impression by intentionally omitting some facts and/or selectively emphasizing or exaggerating others to promote one’s position or view point over another. Spinning is calculated misrepresentation (Yamada, 2010).

Gapuz (2011) opines that intellectual honesty is an important value that goes beyond paraphrasing, citing sources and condemning plagiarism. She claimed that intellectual honesty is a value that also requires skill to be realized. She asserted that in the classroom, the teacher can teach intellectual honesty and discourage plagiarism by fostering good values and necessary academic skills. Gapuz advises teachers to foster creativity and originality in their students. She claims that others have made their contribution to the reservoir of knowledge, and that, teachers should challenge and encourage their students to make their own mark. This, in her opinion, will boost their belief in themselves, that, they can come up with ideas and analysis of their own. It will also foster positive feeling about being original and generating ideas and interpretations on their own. Gapuz is of the view that when the students believe they can think independently and critically, with confidence, and they start feeling good about it, they won’t mind the hard work associated with it.

Academic integrity is a commitment, even in the face of adversity, it relates to five fundamental values which are honesty, trust, fairness, respect and responsibility. In an academic context, teachers need to show respect for other people’s work and demonstrate their professionalism by being honest, trustworthy and acting with fairness, respect and responsibility. In his analysis of intellectual virtues, Cooper (1994) classifies

intellectual integrity into five parts, namely, intellectual courage, intellectual self-discipline, intellectual modesty or humility, openness, and balance or proportion. Cooper describes intellectual courage as the courage to defend one's beliefs, the courage to criticize them, and the courage to be tentative where appropriate. Intellectual self-discipline means the withholding of judgment until sufficient evidence is available. Cooper opines that intellectual modesty or humility involves the recognition that we human beings are both fallible and ignorant. Openness consists in keeping ourselves open to new ideas and being prepared to modify old ones. The observance of balance or proportion and a just perspective is an exercise of fair and objective judgment (Cooper, 1994).

Teaching depends on a set of beliefs and values that motivate teachers to treat students fairly, encourage all students to participate and present the content with intellectual honesty and integrity (Kennedy, 2011). In line with the principles of intellectual honesty, the classroom teacher should not project himself as an encyclopedia of his subject of instruction. If a teacher is not so certain about the correct response to a students' question on a topic, he or she must admit, rather than poisonously misrepresenting facts to the students. There is no shame in a telling the students that, you will find out and get back to them later. Positive and normative issues in Economics have implications with respect to teachers' intellectual honesty. The Economics teacher must be honest enough to let his or her students appreciate which Economic issues are normative and those that are positive. The teacher must resist the temptation of indoctrinating the students with his or her own value judgement.

Another practice of intellectual dishonesty among students, teachers and other practitioners of the education industry is the issue of plagiarism. Plagiarism is the use of other people's work or ideas without any acknowledgement or credit to the original authors. Stable empirical evidence that specifically links Economics teachers to plagiarism is very limited. However, from cursory observation, Economics teachers occasionally "lift" material from textbooks and present to students as lecturer notes without acknowledging their source of information. This practice is a perfect illustration of intellectual dishonesty, which is at variance with teachers' professional values that relate to honesty.

Teachers' professional values require that, teachers attend classes and other school programmes regularly. Woods and Mantago (1997) opine that teacher absence has a large and detrimental effect on student performance. Common sense that is supported by research tells us that when a teacher is absent from the classroom, student learning is disrupted. When that teacher is repeatedly absent, student performance can be significantly impacted in a negative way. The more days a teacher is out of the classroom, the lower their students score on standardized tests (Finlayson, 2009). The teachers' commitment to the teaching profession should be backed by regular attendance to classes and school programmes.

Professional Skills as a Domain of Teachers' Professional Identity

A skill is a capability for a smooth sequence of co-ordinated behaviour that is effective relative to its objectives. Skills are more or less well developed within the range of a person's ability. Teaching skills are defined as a group of teaching acts or behaviours

intended to facilitate students' learning directly or indirectly. Skills in teaching are important for the following reasons:

- a. To ensure competency in teaching
- b. To make the class interesting
- c. To enable the teacher to develop confidence in teaching
- d. To avoid confusion
- e. To enable the teacher to understand individual differences in learning.

The identity of a teacher is partly derived from the uniqueness of his or her skills that are used to perform assigned roles. Professional skills refer to teachers' demonstration of expert instructional practices and behavior that are consistent with acceptable professional standards. Teachers' professional skills as a domain of their identity comprises; the skills of instructional planning, skills of instructional implementation and skills of assessment (Lawal, 2006). Emmer and Stough (2001) identify skills of effective classroom management as the most important indicator of teachers' professional skills. They claim that the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Even though the claims of Emmer and Stough are quite plausible, teachers' skills of effective classroom management can be subsumed under Lawal's skills of instructional implementation model.

The first logical step in the instructional planning process of any subject is an assessment of the learning needs of the students. Professional teachers are supposed to possess the skills of assessing the needs of their students. Needs assessment is the practice of identifying deficiencies or gaps in the knowledge and competence of students.

These deficiencies and gaps form the basis for composing realistic instructional objectives (Tamakloe, Amedahe & Atta, 1996; Adentwi, 2005). Stated differently, needs assessment comprises the systematic approach to collecting and analyzing information about the instructional and learning needs of students. Identifying and assessing learning needs are part of the experiential learning process (Kolb, 1984).

In the area of Economics education, Mark (1992) identifies the inability of high school students to thoroughly understand and apply basic Economic principles to everyday situation. In the USA, Walstad and Soper (1998) observe that students tend to be ignorant of key ideas in Economics, such as gross national product, inflation, profits and investments. All these studies reveal gaps and deficiencies in the knowledge and competence of high school Economics students. These shortcomings can therefore inform curriculum designers and teachers to refine the instructional planning process in Economics.

The skills and practice of composing a scheme of work is another indicator of teachers' professional skills. The scheme of work is the answer to the teachers' question; "what I am going to do"? it is the teacher's equivalent of the builder's plan and the engineer's blueprint. It is not, immutable, just as building plans can be changed (Atherton, 2011). In terms of teaching, a scheme of work is a plan that defines work to be done in the classroom, either for the term or semester. The scheme of work should consider the teaching and learning resources available. Furness (2008) observes that the scheme of work is an effective means of providing guidance on planning the delivery of advanced Economic content. Similarly, Heard (2009) asserts that the scheme of work provides suggestions for organizing and supporting students learning activities in

Economics. In view of these significant roles schemes of work plays in the teaching and learning process of Economics, teachers of Economics are expected to possess the necessary skills and practice of composing schemes of work. The “remarks” column of the scheme of work enables teachers to make candid appraisal of what transpired in the previous week.

Closely associated with the scheme of work is the lesson plan. A plan is prepared for each topic and may be designed for a single session or for a series of them. Just as teachers expect their students to come to class prepared to learn, students come to class expecting their teachers to be prepared to teach. A lesson plan is part of that preparation (Jensan, 2011). Lesson planning makes teaching more conscious and purposeful (Choy, Wong, Lim & Chong, 2013). As with any skill, lesson planning becomes easier overtime. As teachers gain experience in the classroom, they learn certain principles about planning. When seasoned teachers are asked to list some basic principles of lesson planning that novice teachers should be aware of, the ones that are frequently mentioned are actually basic principles of good teaching; coherence, variety and flexibility.

Clark and Peterson (1986) assert that one of the key components of teacher competence is that the teacher must choose a plan, goal or perspective that organizes the situation in order to avoid students being overwhelmed with information. A good lesson plan therefore involves a consideration of more than just what is going to be taught (*the objective*) and how it will be taught (*materials, equipment, and activities*). The teacher is expected to skillfully sequence activities in the lesson plan so that learners could progressively build on what they already know (John, 1991). Pacing is another issue that requires the teachers’ professional skill. The intellectual maturity and age of the students

could be considered in determining the appropriate pacing so that learners remain engaged and enthused. Alexander (1990) presents a model of lesson plan in Economics which transforms the content to be delivered in questions form. In his view, teachers can compose questions, or take into consideration the nature and grade of the class. He suggests the use of this model of lesson plan in high schools as either a mini-course or as units in Economics. The Economics teacher, irrespective of the model of lesson plan, should cultivate the skill and practice of preparing lesson plans for each of the topics to be taught.

Instructional objectives are said to be valid only if they are in harmony with the curriculum objectives of the subject concerned. Banset (2012) is of the opinion that there is a single key to successful teaching; it may just be the clear articulation of curriculum goals and instructional objectives. He claims that instructional objectives serve as the guiding principle for designing learning activities, content to present and devising appropriate assessment strategies. Banset posits that clearly stated goals are reflected in instructional objectives. This implies that instructional objectives must be in harmony with curriculum goals.

The Curriculum Research and Development Division (CRDD, 2008) of the Ghana Education Service spells out the goals of teaching Economics in the senior high schools as follows.

- a. Acquire basic Economic concepts, principles and tools for Economic analysis.
- b. Acquire greater understanding of the roles of consumers, business and governments in Economic development.

- c. Develop the ability to analyze the structure, and functions of commercial, agricultural, industrial and financial institutions.
- d. Appreciate the Economic development policies and strategies of the government and their inherent problems.
- e. Understand the relationship between the Ghanaian economy and external economics in respect of trade and integration (CRDD, 2008).

These goals are then transformed into Economic themes, out of which instructional topics are derived. These topics form the basis of formulating instructional objectives. By simple logic, such Economics instructional objectives will definitely be in harmony with the curriculum goals of Economics (Brenneke & Soper, 1987). The CRDD does not formulate instructional objectives for teachers. By implication, Economics teachers should develop and practice the skills of composing instructional objectives that are consistent or in harmony with curriculum goals.

A professional teacher should also employ the skills of selecting appropriate learning experiences and activities that could facilitate the achievement of stated instructional objectives. Tyler (1949) considers “learning experience” as the interaction between the learner and the external conditions in the environment to which he can react. External conditions in the learner’s environment refer to anything that has the capacity to result in learning on the part of the learner. This could be the teacher, the class mates, the textbooks, the teaching and learning materials, the physical environment, the psychological environment, the social milieu, norms, values, attitudes, laws and literally anything that impinges on the learner and influences him to change his behavior, more or less permanently (Adentwi, 2005).

Educational psychologists are of the opinion that learning is an active process in which the learner must be actively involved. This principle of learning suggests that teachers select appropriate learning experiences that actively involve students. Learning experiences are determined on the basis of its relevance to the attainment of instructional objectives. A valid learning experience is supposed to be closely connected to the educational goal or the expected behavioural change implied by the objective. A learning experience must, therefore, contribute towards the intended outcome by making direct provision for it.

In an Economics class, for example, if the learning outcome is to enable students acquire basic Economic concepts, principles and tools for Economic analysis, then the teacher should offer students the opportunity to either role-play or dramatize scenes that illustrate or illuminate such concepts. These learning experiences will not only enhance the achievement of learning outcomes, but actively involve students. The Economics teacher should therefore possess the skills of selecting appropriate learning experiences.

In much the same way, a professional teacher is expected to apply requisite skills in the selection of learning materials that facilitate the attainment of instructional objectives. Maruff, Gbolagade, Amos and Olawale (2011) observe that instructional materials perform such functions as the extension of the range of experience available to learners, supplement and complement the teachers' verbal explanations thereby making learning experience richer and providing the teacher with interest into a wide variety of learning activities. In their view, instructional materials supplement, clarify, vitalize, emphasize instruction and enhance learning in the process of transmitting knowledge, ideas, skills and attitude. They claim that, the ability of the teacher to make use of 'local'

materials in place of 'standard' ready-made materials, make lessons more effective and improve students' achievement, depends on his or her professional competence and training (Maruff *et al*, 2011). Ikeriowu (2000) refers to instructional materials as objects or devices which help the teacher to make learning meaningful to the learners. Ezebe (1994) classifies instructional materials into two as, visual; made up of reading and non-reading materials and audio visual materials as comprising electrically operated and non-electrically operated.

Cuevas (2012) suggests the need to motivate teachers to provide themselves with the appropriate instructional materials to enrich the teaching-learning process. She is of the view that the quality and kind of instructional material largely depends on the skill of the teacher in selecting the appropriate ones. She recommends that teachers should undergo periodic training to upgrade their skills in the selection and production of instructional materials. Teachers' competence in improvising appropriate instructional materials for instructional sessions is indicative of his or her professional skills.

Contemporary learning theories emphasize the importance of prior knowledge and beliefs in framing learning. These theories suggest the need for teachers to explore, monitor and build on students' prior learning. Prior knowledge is defined as the knowledge, skills or ability that a student brings to the learning process (Jonassen & Gabrowski, 1993). Other theorists provide numerous terms that refer to prior knowledge as; current knowledge, entry behavior, expert knowledge and pre-knowledge (Addison & Hutcheson, 2001).

Saunders (1998) encourages Economics teachers to use pre-test as a technique of finding out the prior knowledge of students. He recommends that Economics teachers

could devote some time to overcoming the erroneous interpretations held by students and getting their minds “up” to zero, before getting them to accept accurate and new ways of looking at things. Saunders expresses concern that nothing is more frustrating to a student than to be “completely in the dark”. He asserts that students are unlikely to understand or retain materials that are not meaningful, and that new material is meaningful only if it fits in with what an individual already knows (Saunders, 1998). This underscores the need for Economic teachers to always practice the skill of testing or ascertaining the background knowledge of students, prior to the presentation of any Economic lesson. Stressing on the importance of knowing students’ prior knowledge, Yuksel (2012) is of the view that teachers require expert skills for interrogating students in order to ascertain their entry behaviour.

First year Economics students of senior high schools in Ghana might have heard of such Economic concepts as “*demand*”, “*supply*”, “*investment*”, “*inflation*”, and “*unemployment*”, among others. These are concepts students might be familiar with, since they are frequently used in public discourse. However, the Economic interpretation of these concepts differ significantly from that of the lay public, as well as first year Economics students of SHS’s. It is therefore necessary for the Economics teacher to diagnose and ascertain the background knowledge of such students through verbal interactions in the form of questions and answers. The skill of ascertaining the background knowledge of students should therefore be an important attribute of professional Economics teachers.

The skills of orderly, systematic and logical delivery of content during instructional sessions is indicative of teachers’ professional skills of instruction. Effective

teaching requires two basic groupings of skills and competencies. The first is the process of teaching which consists of a group of skills for organizing content of a lesson and attaining instructional objectives (Lefrancoi, 1986). Skills for organizing the content of a lesson are a prerequisite for the professional practice of teaching. Teachers are often provided with syllabi for the subjects they teach. The syllabus gives a description of what subject or content is to be taught. The sequence of topics and teaching strategy would have to be decided by the teacher. Nacino-Brown, Oke & Brown (1982) suggest that the sequence should be logical, and generally, the easier topics should be treated earlier. They recommend that knowledge should be built up systematically, so that when students have to tackle more complex ideas, they already have a sufficient foundation. There is considerable evidence that suggest that students' learning of Economic concepts can be improved as a result of research-based teaching, sequential and logical delivery of content.

Constructivists consider learning as an active process. Proponents of this learning theory claim that knowledge is constructed from experience. In line with this theory, teachers are expected to apply the necessary skills that actively involve students in the teaching and learning process. By implication, the constructivists favour student-centered approaches to teaching. To ensure active student participation, teachers must become highly skilled questioners (Duron, Limbach & Waugh, 2006). The crucial elements of a skilled questioner are that; they pose brief and concise questions, are prepared to rephrase questions, are prepared to draw further responses from participants, use a variety of techniques, redirect questions and responses, provide feedback and reinforcement without repeating answers, and spread questions around the class. Cameron (1999) suggests

several classroom strategies for active and cooperative learning (eg, one-minute quiz, question box, controlled class discussion, role-playing, and group assignments) that can be applied to the teaching of Economics.

A common misconception about active learning is that it is only needed in certain disciplines such as Mathematics, Science and Engineering. On the contrary, active learning is applicable to any discipline that calls for critical skill training (Nguyen & Trimarchi, 2010). Nguyen and Trimarchi claim that students in the Humanities and Social Sciences require critical thinking skills as much as possible or perhaps even more than Mathematical and Physical Sciences because they often face situations with no definite cut-and-dry answers and the quest for knowledge and truth is much more elusive (Nguyen & Trimarchi, 2010). The notion of active learning can be traced back as far as ancient times in famous quotes of Socrates; “the unexamined life is not worth living” (*Plato’s Apology*), Plutarchi; “*the mind is not a vessel to be filled, but a fire to be kindled,*” and Confucius; “*l hear and l forget, l see and l remember, l do and l understand*” (Nguyen & Trimarchi, 2010).

Educational psychologists and instructional specialist agree on the importance of involving students actively in the teaching process. Active learning should be a particularly important aspect of Economics education where the over-arching goal is to help students “think like Economist” (Siegfried *et al*, 1991). The literature reviewed point to the fact that, student active involvement in the teaching and learning process enhances learning. By implication, a professional teacher should practice the skills and techniques that actively involve students in the learning process.

Skills of classroom management are equally important indicators of teachers' professional competence. Classroom management refers to all those activities necessary to create and maintain an orderly learning environment such as planning and presentation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parsons, Hinson & Sardo-Brown, 2003). Classroom management refers to all of the things that a teacher does to organize students, space, time and materials to foster student involvement and cooperation in all classroom activities and to establish a productive working environment.

Oakley (2011) posits that most people assume that one does not need any special skill to be a teacher, yet few realize that it takes a great deal of effort and ability to handle a classroom full of students. She claimed that apart from being knowledgeable in the subject that is handled, you also need to have skills to control a class and maintain discipline and order in it. Oakley proposes five classroom management skills effective professional teachers must have. They are; authority, knowledge, individualization, time-management and patience. In the opinion of Oakley, some teachers command authority the very way they look; their very appearance make students give them the respect they deserve. Others invite sniggers and giggles because they look frumpy and badly dressed. She suggested that in order to be taken seriously by students in the class, teachers must be presentable and have an authoritative air about themselves.

Oakley claims that when teachers are sure of themselves, and adopt a positive attitude, it becomes easy to command authority just by the way they look. In terms of knowledge, she opines that before one sets out to be a teacher, ensure that you know your subject matter very thoroughly. She asserts that if a teacher wants to be taken seriously by

his or her students, and earn their respect, he or she must be thoroughly knowledgeable in the subject matter assigned to teach. With respect to individualization, Oakley posits that good teachers know how to tailor their lessons based on the students they teach. She claims that a class of high achievers would be bored to deal with simplified explanations, while one with average students, would find difficult theories hard to comprehend unless they are brought down to their understanding. That, most classes are a mix of average and brilliant students, so it is best to prepare lessons that cater for the average students.

Oakley suggests that a teacher who wants to manage his class effectively must know how to assess each class that is handled and customize his lessons accordingly. Time-management is a skill that can aid the teacher in class management. When a class is interesting, there is no difficulty in managing its students. It is only when they get bored and listless that they start to act up and behave badly. Good teachers know how to manage the time in their classes so that their students don't realize its passage or keep watching the clock. There are two characteristics of a well managed classroom. First there is maximum utilization of time in productive activities and second; all students are active participants in the learning process (Palety, 2009).

An ideal professional teacher employs assessment skills of harmonizing evaluation questions with instructional objectives. There must be perfect congruence between evaluation questions and instructional objectives. A mismatch between evaluation questions and instructional objectives will result in poor assessment of students' learning outcomes (Adentwi, 2005; Tamakloe *et al*, 1996). The skills of composing essay and multiple-choice test items to gauge students learning outcomes are important attributes of a professional teacher. Economics instructors spend a substantial

amount of time evaluating student Economic understanding through classroom tests, quizzes, homework papers and projects. Assessment however goes well beyond testing and grading. Instructors can use a variety of classroom assessment techniques to obtain feedback from students to identify learning problems and guide their teaching efforts (Angello & Cross, 1993).

An essay refers to a test item which requires a response composed by the examinee, usually in the form of one or more sentences, of a nature that no single response or pattern of response can be listed as correct and the accuracy and quality of which can be judged subjectively only by one who is skilled or informed in the subject (Stalnaker, 1951). Although essay questions are one of the most commonly used methods for assessing student learning, many are poorly designed and ineffectively used (Reiner, Bothell, Sudweeks, & Wood, 2002). This implies that teachers lack the skill of either composing or scoring essay test items. Reiner *et al* further opine that it is appropriate to use essay questions if the teacher intends to assess understanding of subject matter content and ability to reason with their knowledge of a subject. They encourage teachers to use essay questions for intended learning outcomes that require complex thinking and constructed responses. They further suggest that if an intended learning outcome could be accessed through objective items or essay questions teachers should use essay questions for the following situation:

- a. When the teachers' skill in writing objective items is poor but resources and time for grading are high (for example, small classes, grading assistants).
- b. When students reasoning needs to be evaluated (Reiner *et al*, 2002).

Multiple-choice test items are often advantageous to use but they are not the best form of test for every circumstance (Burton, Sudweeks, Merrill, & Wood, 1991). Burton

et al observe that multiple choice test items are appropriately used when the attainment of the educational objective can be measured by having the student select his or her response from a list of several alternative responses. However, studies by Crooks (1988) and Stiggins, Griswold and Wikelund (1989) show that teachers lack the skills of using multiple-choice test items to assess complex cognitive abilities such as problem solving.

Some teachers feel that the ease in scoring offered by multiple-choice test items cheapens the evaluation of students. Personal preference aside, there is no established evidence to suggest that multiple-choice tests are less effective ways to measure students achievement in Economics (Walstad, 1998). Walstad claims multiple-choice tests provide more objective assessment of Economic understanding because there is no bias in scoring. He thinks that bias in essay scoring comes from such factors as knowing the name of the students, the mood of the instructor, the order in which essays of the class are read, and the importance given to matters of composition (Walstad, 1998). He claims that none of these sources enter the scoring of multiple choice tests. On the basis of their merits and demerits, an ideal professional teacher should know when to use either the essay or multiple-choice test items. Teachers' competence in their construction and scoring are indicative of their professional skills of instructional assessment.

Questioning skills are an effective weapon in the armory of a professional teacher (Tamakloe, Amedahe & 1996). The art of asking questions is one of the basic skills of good teaching (Khan & Inamullah, 2011). Questioning is at the heart of the teaching and learning process. Questioning is one of the strategies a teacher adopts to actively involve students in the teaching and learning process. Borich (1992) asserts that questions account for eighty percent of classroom talk and that some teachers ask more than one

hundred of them per hour. Questions posed to individual students, develop an active approach, stimulate students, structure the task, diagnose difficulties, communicate expectations, help students to reflect, develop thinking skills, help group reflection, provoke discussion and show interest in students' ideas (Khan & Inamullah, 2011). Questions posed in the classroom by the teacher could either be high-order or low-order questions. Ideally, the classroom teacher is expected to alternate high-order questions with low-order questions during instructional sessions.

Bloom and his colleagues in 1956 developed a continuum for categorizing questions and responses. Bloom's taxonomy includes the following elements arranged from the lowest to the highest order; Knowledge: recalling specific facts; comprehension: describing in one's own words; application: applying information to produce some result; analysis: subdividing something to show how it is put together; synthesis: creating a unique, original product; and evaluation: making value decisions about issues. The first three levels of this system deal with lower-order thinking skills that are essential in laying the foundation for deeper understanding. The last three employ higher-order thinking skills (Hopper, 2009).

Low-order questions by their nature, demand recall of factual information, comprehension of concepts and application of principles. By contrast, high-order questions involve analysis, synthesis and evaluation. A professional teacher is therefore expected to alternate low and high-order questions during instructional sessions. One of the main reasons for teaching Economics is to foster and promote critical thinking skills in the students (Siriopoulos & Pamaris, 2011). By implication, if an Economics teacher poses more low-order questions than high-order questions during instructional sessions

and the construction of test items, then some of the main reasons for teaching Economics might be defeated.

The role of teacher feedback as a motivator and facilitator of academic performance has been explored quite extensively. Teacher feedback is used to provide information to the learner about the correctness of a response and can range along a continuum from the simplest “right” or “wrong” to presentation of substantial corrective or remedial information (Kulhavy, 1977). The dynamics of teacher feedback generally are explained in terms of reinforcement theory or an informational function (Green, 1990). Providing feedback strengthens the motive to achieve success and also supplies needed information so that an intended task may be completed (Klausmeier & Goodon, 1975). Feedback is best provided as soon as possible after the assessment has taken place, so that learning from feedback can be connected to the assessment content (Sadler, 1989). The timing of feedback is critical. Feedback needs to be given as soon as possible after the event (Freeman & Lewis, 1999). They suggest that “the greater the delay, the less likely it is that the student will find it useful”. (p. 49).

Giving quality feedback is a highly developed skill requiring a focused and deliberate approach. The importance of teacher feedback practices lies in the fact that it promotes quality in teaching as well as influencing student achievement (Tunstall & Gipps, 1996). This implies that, promptly giving feedback to students is a critical skill required of professional teachers. Feedback is equally vital in schooling and performs a variety of functions including recognizing, correcting, encouraging, challenging and improving student performance. Feedback also keeps students on ‘track’ and is an aid to

classroom management. Students know which teachers never check homework, mark books or monitor and assess their work in other ways.

Teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. Communicative skills for teachers are thus as important as their in-depth knowledge of the particular subject which they teach. (ADMIN, 2010). Economist use a language peculiar to it, and to make matters worse, it employs unique Economic jargon (Munanga, 2013). The students, particularly those who are less proficient in English, usually find the language of Economics as a stumbling block to understanding Economic concepts. The Economics teacher should not allow a situation where language becomes a barrier to students' understanding. Oliver (1973) accordingly suggests the need for the Economics teacher to water down his/her language to suit the cognitive abilities of the students. This requires a high level skill of communication from the teacher.

Teacher communicative skills appropriately employed during instructional sessions are indicative of the teachers' professional skills of communication. Knowing how and what to say to whom is a cornerstone of communicative competence. Communicative competence is the ability to communicate successfully in a wide variety of circumstances. Research suggests that nonverbal behaviour plays an important role in the overall communication process (Gregersen, 2006).

Nonverbal communication includes "all communication other than language" (Anderson, 1999, p.2). Speakers' gestures facilitate listeners' comprehension of the accompanying speech particularly when the verbal message is ambiguous (Thompson and Massaro, 1994), highly complex (Graham & Heywood, 1976; McNeil, Alibali &

Evans, 2000), or degraded in some way (Riseborough, 1981). A gesture is a body movement fulfilling communicational function (Sfard, 2008). Gestures may be particularly important in classroom settings because students' comprehension is often challenged by instructional discourse that presents new concepts and uses unfamiliar terms. Under such circumstances, gestures play a particularly important role in comprehension (Alibali & Nathan, 2010).

Moderate pacing of verbal interaction with students during instructional sessions is an important skill worth practicing by all professional teachers. Opportunity to learn is much dependent on pacing (Hoadley, 2003). Pacing may be broadly defined as 'the rate at which new instructional material is introduced to students' (Barr & Dreeben, 1983, p.33). Similarly, Bernstein (1990) considers pacing as the expected rate of acquisition, that is, the rate at which learning is expected to occur.

Gifted students acquire information at faster rates, and acceleration is linked to greater achievement (Colangelo, Assouline & Gross, 2004), while average students internalize information at a relatively lower rate. Teachers are therefore expected to moderate the pacing of instructional delivery so as to cater for variations in students' rate of learning. Generally, students perceive Economics as a difficult subject (Marangos, 2006; Webber & Mearman, 2012). On the basis of these popular perceptions, Economics teachers are encouraged to moderate the pacing of their instructional delivery. This instructional technique enables both slow and average learners to 'follow' the lesson to its logical conclusion

Reflective Practice as a Component of Teachers' Professional Identity

Interest in reflection was started by Dewey (1993) to increase the professional development of teachers. Some other studies on reflection have been carried out by Doyle (1990) and Nelson (1993). The purpose of teachers' reflection is to identify problems during teaching practices (Kwon & Orill, 2007) which are important for teachers to make sense of students' understanding and how teaching might relate to that understanding. When discussing teaching practices, the definition varies in many aspects. These practices include all activities carried out during teaching and learning processes in classrooms (Maat & Zakaria, 2010).

Reflection should have the cycle of reflect, analyze, evaluate, learn and change (Scales, 2008). The reflective practice is valued in professional growth and successful teaching (Schon, 1987; Dewey, 1993). Reflective teaching practices promote greater student achievement and success in the classroom. Benefits from reflective teaching include increases in confidence, autonomy, and self-efficacy for teachers (Lowery, 2002). Reflective teaching is an essential skill for teachers and is a powerful component of successful teaching (Goodell, 2000; Mewborn, 2000).

Research indicates that teacher reflection is a key aspect for obtaining teacher knowledge and pedagogical content knowledge. There exists a stage in which teachers look back on the teaching and learning that has occurred as a means of making sense of their actions and learning from their experiences (Wilson, Shulman, & Richert, 1987). Reflection is seen as a process of reconstructing classroom enactments, including both cognitive and affective dimensions that involve a developmental progression through stages (Lowery, 2003).

Wright (1992) is of the view that developing reflection as a feature of teachers' professional practice is important for a number of reasons. Firstly, it is a means by which teachers can continue to review and adjust their pedagogical practices for their learners, so that their learners could attain positive learning outcomes. Secondly for teachers to critically examine ideas and practices in a wider educational sense, to judge their value. As Lewis (2010) rightly observes, 'in a profession as challenging as teaching, honest self-reflection is key. This suggests that teachers need to regularly examine what has worked and has not in the classroom, despite how painful it can sometimes be to look in the mirror' (Lewis, 2010, p.5). Thirdly, these reflective practices and processes are evaluative in a positive way, because they suggest openness and a professional duty in respect of the role of the teacher, rather than the role of the personal self particularly when as teachers, it can be difficult to separate the two. Finally, because 'teachers must be able to construct pedagogical practices that have relevance and meaning to students' social and cultural realities (Howard, 2003; p.195).

Professional teachers are expected to periodically reflect on their strengths and weaknesses in terms of the content knowledge of the subjects they teach. In the opinion of Shulman (1987), teachers need to see how ideas connect across fields and to everyday life. He claims that this kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others. This includes reviewing, reconstructing, reenacting and critically analyzing one's own teaching abilities and then grouping these reflected explanations into evidence of changes that need to be made to become a better teacher.

Walkington (2005) posits that the formation of teacher identity is assisted by the process of 'reflection on action'. Reflective teaching demands that teachers are subject conscious as well as standard conscious because it promotes the individual as responsible for identifying subject content deficiencies and, through the act of reflection and being autonomous, take steps to address such deficiencies (Minott, 2006). Teachers who reflect on their strengths and weaknesses become aware of and control their teaching by actively assessing what they already know, what they need to know and how to bridge that gap.

Professional Economics teachers ought to occasionally reflect on their knowledge of the weaknesses, strengths and interests of students put under their care. Teachers should be able to identify the strengths and weaknesses of different learners and must have the knowledge to work with their students who have specific learning disabilities or needs (Shulman, 1992; Turner-Bisset, 1999). The outcome of teachers' informal diagnoses of students' strengths and weaknesses give direction to the choice of appropriate instructional techniques and strategies that will enhance learning. For example, the theory of consumer behaviour is generally perceived by most students as being abstract and complex. This reflects students' weakness in assimilating knowledge associated with this particular topic. Therefore teacher reflection on his knowledge of students' strengths and weaknesses in terms of learning certain aspects of Economic content should help in addressing deficiencies associated with instructional delivery or pacing.

Quality teaching has been considered as teaching that maximizes learning for all students. By implication quality Economics teachers should not only master the basic skills of teaching the subject, but should periodically reflect on his or her knowledge of

students' strengths, weaknesses and interest thereby making the necessary adjustment to facilitate maximum learning by all students.

Professional teaching principles require that the Economics teacher occasionally reflects on his or her knowledge of psychological factors that influence students' learning of the subject. The Economics teacher is also required to periodically reflect on his knowledge of the principles of teaching and learning as they relate to Economics. Students have different levels of motivation, different attitudes towards teaching and learning, and different responses to specific classroom environment and instructional practices. The more thoroughly teachers understand the differences, the better chance they have of meeting the diverse learning needs of all their students (Felder & Brent, 2005).

The concept of learning styles has been applied to a wide variety of student attributes and differences. Some students are comfortable with theories and abstractions; others feel much more at home with facts and observable phenomena; some prefer active learning and others lean towards introspection; some prefer visual presentation of information and others prefer verbal explanations. One learning style is neither preferable nor inferior to another, but is simply different, with different characteristic strengths and weaknesses (Felder & Brent, 2005). The Economics teachers' reflection on his or her knowledge of these differences in student attributes should enable him/her to alternate instructional strategies and techniques so as to address such differentials. The Economics teacher needs to reflect on these important questions.

1. What type of information does the student preferentially perceive: *sensory* (sights, sounds, physical sensations) or *intuitive* (memories, thoughts, insights)?
2. What type of sensory information is most effectively perceived: *visual* (pictures, diagrams, flow charts, demonstrations) or *verbal* (written and spoken explanation)?
3. How does the student prefer to process information: *actively* (through engagement in physical activity or discussion) or *reflectively* (through introspection)? (Kolb, 1984).

Economics teachers are expected to periodically reflect on their knowledge of current trends and developments in the teaching and learning of the subject. The constructivist model of teaching Economics is student-centered, emphasizing students' active exploration, discovery of knowledge, and active construction on the meaning of knowledge, rather than traditional teaching, which only transfers knowledge from teachers' minds to students' notebooks. Under this model, the Economics teacher plays a role of helper and facilitator in meaning construction rather than a knowledge imparter and indoctrinator, while the student is the subject of information processing, the active meaning constructor, rather than a passive recipient of external stimulus and subject to be taught (Huali, 2011).

Learner-centered environment is derived from a paradigm of learning called constructivism. The Economics teacher should therefore reflect on his/her knowledge of instructional approaches that fall within the purview of the constructivist model of teaching the subject. Becker and Watts (1995) recommend games and simulation,

experimental Economics and classroom activities, writing assignments and Economics in literature and drama as some of the approaches to be adopted. Abdulla (2006) is of the view that a changing world requires a changing mode of education. Therefore, the Economics teachers' approach to teaching should reflect current trends and developments in teaching the subject.

The use of Information Communication Technology (ICT) to teach Economics is the current student-centered innovation which is consistent with the constructivist model of instruction. ICT's are exerting impacts on pedagogical approaches in the classrooms. Their contribution to changes in teaching practices, school innovation, and community services is considerable (Mikre, 2011). ICT in this context refers to the computer and internet connections used to handle and communicate information for learning purposes. Bransford, Brown and Cocking (1999) are of the view that the use of ICTs in teaching contributes to a more constructivist learning and an increase in activity and greater responsibility of students. This limits the role of the teacher to supporting, advising and coaching students rather than merely transmitting knowledge (Mikre, 2011).

Developed nations are using ICT in their education systems. For instance in the United Kingdom, 'rising of standards' of teaching and learning has become intertwined with the use of ICT's (Watson, 2001). The efficiency of technology holds out the prospect of improved Economic education as students gain access to almost unlimited sources of data. Teachers who are not sure of their Economic knowledge are able to almost instantly find answers to questions. Most important, when time is scarce, teachers will have access to lesson plans without having to leaf through a number separate sources of information (Nelson, 1997). Teacher reflection on his/her knowledge of these

technological developments which facilitate the teaching of Economics along the constructivist model will enable him/her to determine teaching effectiveness and possible areas of modifications.

Educating members of the public about Economic issues is an integral part of citizenship education (Nelson, 1997). Economic education fosters a better understanding of how certain policies impact on the Economy. Basic knowledge of Economics helps consumers to better understand government policy actions and how changes in policy ultimately affect their own lives. Economics education helps people develop the skills to meet their financial and personal objectives, including savings and financial stability. Improved Economic education will result in more productive, fulfilling lives for individuals and families, and in turn, more vibrant, economically stable neighborhoods and communities (Santomero, 2003).

Economics teachers' reflection on his/her knowledge of these roles which Economics education plays to society is important for a number of reasons. One way of demystifying the alleged abstraction of Economic principles and applications is to give practical illustrations of its roles to society during instructional sessions. Teacher reflection will enable him/her situate Economic topics within the context of their functional relevance to individuals and society in general. Again, if Economics teachers occasionally reflect on the changing roles of Economic education to society, instructional aims and objectives will be tailored towards imbuing students with the requisite knowledge, skills and values to enable them perform such roles.

The relevance of Economics education to society is just an aspect of the overall framework of the ultimate goals of education in Ghana. Goals of Economic education

may shape teachers' beliefs about what is appropriate in teaching and their professional roles as well. A careful reflection on these goals of education may, in turn shape their teaching practice (Buchman, 1986). Goals of Economics education, whether short or long term, are prioritized and given shape based on the teachers' beliefs concerning its relevance to society. The teacher may promote certain instructional issues over the other (Ribeiro & Carrillo, n.d.).

Economics teachers' positive attitude and disposition towards the teaching of the subject influence students' learning outcomes and overall achievement. A positive attitude causes a chain reaction of positive thoughts, events and outcomes. It is a catalyst that sparks extraordinary results (Hartjes, 2008). There is empirical evidence that suggests that teacher inputs have impact on students' outcomes. It is also believed that teacher dispositions are as crucial for student achievement as a teacher's pedagogical and content knowledge and skills (Delar & David, 2007). Dispositions are similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom.

Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others (Ros-Voseles & Moss, 2007). One way of sustaining the Economics teachers' positive attitude and disposition towards the teaching of the subject, is through periodic reflection. Reflections can be used to enhance teachers' development of dispositions (Whitley, 2007). Through such periodic reflections, the Economics teacher can easily identify shortfalls in his attitude and dispositions towards the teaching of the subject. This might necessitate certain adjustments or improvement in

disposition and attitude. Reflective teachers think critically about all their teaching practices and accept that what happens in their classrooms should be questioned and, if necessary, changed. This does not mean that reflection is concerned just with teaching techniques. It does mean that all aspects of teaching, including the teacher's attitudes, beliefs, behaviour and perceptions should be open to review (Killen, 1995).

Effective teachers believe that they can make a difference in student's lives, and they teach in ways that demonstrate this belief. What teachers believe about their capability is a strong predictor of teacher effectiveness (Gibbs, 2003). In addition to being related to student achievement, teacher efficacy has been associated with student motivation and their attitude towards the subject being taught (Jie-ying, 2011). The Economics teachers' Personal Teaching Efficacy (PTE) includes the beliefs in implementing effective teaching strategies, adopting better pedagogical skills, dealing with difficult students and bringing about positive changes in students' learning.

Economics teachers need to periodically reflect on their sense of efficacy. They need to take conscious steps to increase their sense of efficacy such as raising their awareness of the link between teacher efficacy and student learning, sharing their learning with other teachers, putting new skills and learning into action in their classrooms (Jie-ying, 2011). Reflection on self-efficacy leads to advances in teacher intellectualism, practitioner self-management, an increase in practitioner ability to remain current in the field, and constructivist paradigm of life-long learning (Nolan & Huebner, 1989). Researchers claim that teacher reflection on their self-efficacy may improve students' achievement (Good & Brophy, 2008). The Economics teachers' honest reflection on his/her ability to positively influence students' achievement in the subject

could reveal shortcomings in elements of professional knowledge, values and skills. These shortcomings could be addressed through in-service training or similar professional development schemes.

Work relationships are a major component of every successful business (Yokum, 2012). Being professional is an important part of ingraining one's self into any corporate or work environment. Being professional presupposes conducting one's self in a manner that reflects professional standards. You keep your cool and remain calm under any circumstance (Belcher, 2012). The Economics teachers' role in creating and building an environment which is conducive for the teaching and learning of the subject demands that he/she adopts a positive working relationship with colleagues and auxiliary staff of the school. Economics teachers need to periodically reflect on their working relationship with colleagues and auxiliary staff of the school to determine the extent to which they are positive or the need for any adjustment if possible.

Teachers' attitude towards their students in school must be favourable enough to carry students along (Olatunde, 2009). The teacher-student relationship is one of the most powerful elements within the teaching/learning environment (Liberante, 2012). A major factor affecting students' development, school engagement and academic motivation, teacher-student relationships form the basis of the social context in which learning takes place (Hughes & Chen, 2011; Split, Koomen, & Thijs, 2011). A supportive and positive relationship between teachers and students ultimately promotes a "sense of school belonging" and encourage students to "participate cooperatively in classroom activities" (Hughes & Chen, 2011: p.432).

Lavric (2011) studied teachers' reflection on their attitude towards their students and made these observations. He concludes that reflection could help teachers become aware of their attitude towards students and adjust it if possible. That paying attention to their attitude towards students will enable teachers to achieve better results. He opines that if teachers are aware of their critical and flexible communication, this could pave the way for a successful and quality teacher communication. Lavric is also of the view that by recognizing their own way of communication and that of their partner in a conversation, teachers could gain control over their communication, learn to adjust to the student and respond in the most appropriate manner.

Teacher professional development describes a process embracing all activities that enhance professional career growth (Rogan & Grayson 2004; Telcle, 2006) or as formal and informal experiences throughout the teachers' career (Hargreaves & Fullan, 1992). It is a process of improving both the teacher's academic standing as well as acquisition of greater competence and efficiency in discharging her/his professional obligation in and outside the classroom (Komba & Nkumbi, 2008). To a large extent, effective teaching depends on the teachers' attitude towards professional development. Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection and continuous professional growth (Harris, 1998). Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom (Joan, 2000).

When teachers use reflective practice in their professional development, they are likely to improve their own teaching by reflecting on their teaching experiences and daily activities in the classroom since the teachers can use the data gathered from the systematic reflection (Budha, 2012). According to Whitton, Sinclair, Barkler, Nanlohy and Nosworthy (2004), “reflection is a threefold process comprising direct experience analysis of our beliefs, values or knowledge about that experience, and a consideration of the options which should lead to action as a result of the analysis”p.67. In the opinion of Budha, this statement clearly suggest that teachers’ professional growth is possible only if they reflect and analyze their own actions that enable them find other options for better teaching styles or behaviour. Teachers’ reflection on their attitude towards professional development is to foster the need for periodic improvement in the Economics teachers’ professional knowledge, skills and values, all of which are required for effective instruction in the subject (Schon, 1987). It is assumed that reflection is intrinsically good and that reflective teachers are better teachers (Calderhead & Gates, 1993).

Effective teaching of Economics requires that the teacher demonstrates a high level of commitment towards the teaching of the subject. To sustain this level of commitment, Economics teachers need to periodically reflect on their commitment towards teaching the subject. Commitment is a sense of fidelity and adherence. It is the psychological identification of the individual teacher to the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job, well beyond personal interest (Asares, 2011). In addition, effective teaching requires a substantial commitment to the content or subject matter. Effective teachers are enthusiastic about their content and convey that enthusiasm to their

students (Collins, Selinger & Pratt, 2003). Teacher's commitment is a significant predictor of school's effectiveness. This opinion is informed by the arguments claiming that student achievement is intertwined with teacher's commitment to their work, their school and students (Firestone & Rosenblum, 1988).

Effective communication skills of an Economics teacher influence to a large extent, the effectiveness of any instructional session. Economics teachers' reflection on his/her communication skills could lead to adjustments or improvements thereby facilitating the effectiveness of instructional delivery. Reflection, or the ability to step back from an experience and consider it critically, in an analytical, non-subjective manner, is an essential aspect of problem solving and decision making, and also of effective communication with clients and colleagues (Adams, Nestle, & Wolf, 2006).

Communication skills involve the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders & Mills, 1999). Communication skills are applied in the teachers' classroom management, pedagogy and interactions with the students. Gestures, body language, demonstrations are all aspects teachers' skills of communication. Economics teachers' critical reflections on these aspects will enable him/her determine their judicious and appropriate use.

The Economics teachers' periodic reflection on his/her scheme of work is to identify its strengths and weaknesses. The purpose of reflection is to improve and enhance teaching practices. The teachers' reflection on the scheme of work will suggest possible teaching and learning activities for each instructional session. In addition, reflection on the scheme of work might reveal the extent to which instructional time and

resources have been optimally used. The scheme could be adjusted to the instructional needs of the teacher.

Lesson planning involves outlining a process geared towards achieving set instructional goals or objectives (Minott, 2006). It is a process that involves identifying the means, resources and actions necessary to accomplish such goals or objectives (Bailey, 2005). One of the main characteristics of reflective teaching is that it includes self-examination by teachers. This involves assessing beliefs and values and engaging in discussions that lead to self-understanding and self-improvement, and can result into being a better teacher-learner, thus facilitating necessary changes both in self, others, and the teaching context (Minott, 2006).

On his part, Barry (1982) reports that out of the several factors that influenced teachers' lesson planning, teachers' beliefs ranked high among those considered very potent. The Economics teacher is therefore supposed to reflect on his/her beliefs and all other factors that affect lesson planning. Reflection occurs before and after the implementation of the lesson plan. For instance, prior to the design of any instructional plan, the Economics teacher needs to reflect on his knowledge of the students for whom the lesson plan is designed, their strengths and weaknesses, as well as their diversity and special needs. As part of the planning process for the lesson, the Economics teacher is required to reflect on what to teach, and why he/she wants to teach that aspect (Chung, Mak & Sze, 1995).

The teacher also reflects on the choice of teaching methods and the learning theory that supports the considered method of teaching. In order to promote a successful instructional session, the Economics teacher should reflect on challenges the learning

could pose for a particular lesson, the culture of the class, as well as teacher/student relationship. After the implementation, the Economics teacher reflects on the extent to which the plan was followed, students' responses to the lesson, difficulties encountered in the implementation, what worked well and what to do differently next time.

Teaching is composed of certain elements that influence learning. These elements are interconnected and unified because they are anchored on instructional objectives. The activities introduced by teachers, the instructional media that teacher's use and the assessment tools that they employ are all connected to the instructional objectives (Subong, 2010). If students are expected to achieve the objectives of a course, then they must be provided with appropriate opportunities to learn what they need to learn (Huba & Fred, 2000). Instructional objectives require teachers to provide students with the kind of experiences that facilitate the attainment of the objectives.

When objectives are determined at the beginning of a course, they provide direction to the teacher for selecting the activities that promote achievement of the desired behaviours (Gronlund, 2004). This implies that at periodic intervals, Economics teachers should reflect on the relationship between teaching/learning activities and instructional objectives. As a matter of principle, there must be perfect congruence between the two (Adentwi, 2005). A critical assessment of these learning/teaching activities and their relationship with instructional objectives could reveal discrepancies which may call for a review of these elements, thereby making the instructional activities relevant to the objectives (Ramsden, 2003).

In much the same way, Economics teachers need to occasionally reflect on the appropriateness of their improvised teaching materials in respect of the instructional

objectives. Instructional objectives guide the selection of teaching/learning materials, whether “ready-made” or improvised. The “ready-made” or standard materials are often tailored towards certain instructional objectives. Improvisation can be described as a substitute for “standard” ready-made teaching/learning materials. Osho (2011) posits that to be able to improvise requires being resourceful and creative. Creativity in this context implies aligning the improvised teaching materials with specific instructional objectives.

Adebimpe (1997) and Aguisiobo (1998) assert that improvisation of teaching materials demands adventure, critical thinking, creativity, mechanical skills, initiative and resourcefulness. Critical thinking and creativity are components of reflection (Adams, Nestle & Wolf, 2006). Teacher reflection on improvised teaching/learning materials is designed to make them standard, or as it were, have the same relevance like that of the ready-made ones.

In line with best teacher professional practice, the Economics teacher is expected to occasionally reflect on his/her selection and use of instructional techniques that ensure the active participation of students in the teaching/ learning process. Active learning techniques are those activities that an instructor incorporates into the classroom to foster active student learning (Faust & Paulson, 1998). Active learning is any learning activity other than listening passively to an instructor’s delivery. Wieland (n.d.) cites the following as essential elements of active learning techniques in Economics courses: Brainstorming, debates, experiments, case studies, problem-based learning and class games.

The importance of teacher reflection on these techniques is to critically examine their relevance to specific instructional objectives. Stated differently, teacher reflection

on these techniques is to determine their validity in terms of specific predetermined learning outcomes in Economics. Effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do is to constantly reflect on their work (including their techniques of instruction), observe whether students are learning or not, and, then adjust their practice accordingly (Glickman, 1991). The Economic teachers' critical reflection on these instructional techniques could result in adjustment, thereby enhancing quality in teaching.

Assessment is the process of gathering information on student learning. The accuracy of information gathered in respect of students' learning will depend on the appropriateness of the technique of assessment used. One technique of assessment might not be able to gather information on different learning outcomes in Economics. This suggests the need for the Economics teacher to periodically reflect on his/her selection and use of the various techniques of assessment. One of the most compelling reasons for teaching Economics, irrespective of the level, is to foster critical thinking skills in students (Greenlaw & Deloach, 2003; Siriopoulos & Pamaris, 2010). This implies that assessment of students' learning in Economics should elicit in-depth understanding, analysis and application of Economic principles.

If students perceive assessment as primarily examining content knowledge, they will tend to do little more than rote learning; they are likely to display poor levels of overall understanding (Morgan & O'Reilly, 1999). Classroom assessment provides Economics teachers the opportunity to reflect on their teaching and to make informed

changes in instruction. Assessment means making judgement on the work of others. It also means learning about your own teaching (Baume, 1998).

Feedback is an essential component in the learning process, and explains the gaps in knowledge and understanding, thereby suggesting the need for reflection. Feedback at its best is pivotal in the learning and assessment process (Orrell, 2006). “Feedback may operate both to improve learning of individual students and to improve teaching” (Biggs, 2003 p.141). Students generally find timely feedback more useful than delayed comments (Ramsden, 2003). According to Gibbs and Simpson (2004), good teacher feedback should focus on what students have achieved and what they need to do next. It should be timely, so ideally, it should be available when students are ‘stuck’ when it will have maximum impact, and in time to improve subsequent assignments.

Chen (2009) suggests the need for teachers to reflect upon their own experiences of both providing and receiving feedback and evaluates the importance of these experiences of feedback within their own teaching. Considering the importance associated with the timely provision of feedback to students, Economics teachers need to periodically reflect on the timing of their feedback to students. Brookfield (1995) asserts that reflection helps to promote a positive learning environment. That through reflection, our teaching becomes responsive to student feedback and needs, which can serve to build trust in students when they see that their feedback is valued seriously through positive changes in teaching.

Influence of Teacher Experience on Professional Identity

Teachers’ professional identity generally pertains to how teachers see themselves based on their interpretations of their continuing interaction with their context (Carinus *et*

al, 2011). Carinus identifies two broad factors that influence teachers' professional identity. They are; context and personal factors. In terms of contextual factors, she claims professional development opportunities and level of autonomy are aspects of the context in which a teacher works. In her opinion, autonomy is a crucial part of a teacher's profession. Teachers who experience more autonomy feel more satisfied in their work, are more motivated and feel very competent (Bogler & Somech, 2002).

In support of this view, Hargreaves and Fullan (1992) assert that education is increasingly being approached from a market perspective with rules and regulations being imposed on teachers. According to them, this does not aid professionalism. They observe that, this situation results in less teacher autonomy regarding classroom management. In terms of opportunities for professional development, keeping knowledge and skills up to date and participating in professional development programmes is perceived as part of teacher professionalism (Carinus *et al*, 2011). According to Kwakman (1999), professional development leads not only to quality in teaching, but also to opportunities for teacher development, both personally and professionally.

Beijaard, Verloop and Vermut (2000) are of the view that a teacher's teaching context has a strong influence on his or her knowledge base. To them, this context consists of the ecology of the classroom and the culture of the school. As regards the ecology of the classroom, they claim that teaching is to a large extent, event-structured or situational. From a situational perspective, they claim that teaching takes place on the basis of articulated knowledge, which is difficult to codify because it comes into being spontaneously and functions routinely. The culture of the school encompasses conceptions, norms, and values shared by the participants involved, which lead to a

specific way of working (Nias, 1989). Relevant parts of a school culture are; expectations of the community, students, members of the school board and colleagues; prescriptions based on the curricular used; and the physical and material environment (Duffee & Aikenhead, 1992).

The total amount of experience that teachers have in education may affect their sense of professional identity (Carinus *et al*, 2011). Carinus *et al* opine that the extent to which individuals know who they are and what they want professionally in terms of their career, increases with experience. The longer teachers work in a professional context, the more experience they gain and the more they are influenced by contextual features (Huberman, 1989). A teacher's sense of professional identity may change during the career. This therefore suggests the need for a distinction in professional profiles between teachers with different amounts of experience.

The definition of what constitutes teacher experience varies across the scant literature on the topic (Rodriguez & McKay, 2010). Novice teachers are relatively easily defined as those with little or no classroom experience. They are often student-teachers or teachers who have less than 2 years of teaching experience (Gatbonton, 2008). The identification of experienced teachers is more complex. Teachers and administrators might define experienced teachers as those who have taught for many years, are able to motivate students and hold their attention, know how to manage their classroom effectively, and can change course in the middle of a lesson to take advantage of unforeseen opportunities in order to enhance student learning (Rodriguez & McKay, 2010).

The notion of experienced teachers seems to hinge mainly on the number of years taught; time-related criteria can range from 2 years (Texas Administrative Code) or 3 years (Bastick, 2002) to 9 years or more (Bivona, 2002; Atay, 2008). Other studies identify experienced teachers as those who have approximately 5 years or more classroom experience (Tang, 1998; Gatbonton, 1999; Richards, Li & Tsui, 2005; Martin, Yin & Mayall, 2006). Schuler (1984) groups teachers into three levels of teaching experience (3-6; 7-10, and more than 10 years). His study suggests that experienced teachers' perception of their teaching objectives was significantly more subject-oriented than was that of first year teachers. In practice, the idea that an experienced teacher is an expert may be subjective and arbitrary, and not all stakeholders may share this view (Rodriguez & McKay, 2010). Richards and Farrell (2005) point out that expert teachers tend to share the following characteristics, setting them apart from novice teachers:

- a. A rich and elaborate knowledge base
- b. Ability to integrate and use different kinds of knowledge
- c. Ability to make intuitive judgements based on past experience
- d. Desire to investigate and solve a wide range of teaching problems
- e. Deeper understanding of students' needs and student learning
- f. Awareness of instructional objectives to support teaching
- g. Better understanding and use of language learning strategies
- h. Greater awareness of the learning context
- i. Greater fluidity and automaticity in teaching
- j. Greater efficiency and effectiveness in lesson planning

It has been established that experienced teachers differ from less experienced teachers in their knowledge, skills and beliefs. Thus, it may be inferred that they also differ from less experienced teachers in their professional development needs (Rodriguez & McKay, 2010). The influence of experience on teachers' knowledge can only be determined by comparing experienced teachers with less experienced or novice teachers. Most of these studies assume that experienced teachers are expert teachers (Beijaard *et al*, 2000). As result of experience, teachers develop rich, well-organized knowledge bases that enable them to draw readily on their past experiences (Calderhead, 1996).

In a comparative study of characteristics of novice and highly experienced teachers, Tsui (2005) reveals that highly experienced teachers draw on a wide range of knowledge when they are planning their lessons, including knowledge of the pupils both as a group and as individuals, the curriculum, classroom organization, student learning and the subject matter. However, novice teachers have a much less sophisticated knowledge base, and therefore, they have much less to draw upon. Highly experienced teachers' ability to interpret, recognize meaningful patterns in, and make sense of multiple classroom events is attributed to their better developed schemata for classroom events than novice teachers (Peterson & Clark, 1978).

Research has uncovered certain characteristics that are common to most new teachers. Foremost is the idealism and enthusiasm that the new teacher brings from the teacher training experience (Carley, 2000). The beginning teacher often fears that the mere admission of being a first-year teacher may cause rejection and feelings of inferiority (Winters, 1989). A veteran teacher has a large store of experiences to draw on in times of need, but the beginning teacher has, as Boynton, Di Geronimo and Gustafson

(1985) put it, 'a nearly empty bag of experiences'(p23). Highly experienced teachers differ from less experienced teachers in how they organize and use their content knowledge. Highly experienced teachers possess knowledge that is more integrated, in that, they combine new subject matter with prior knowledge (Hattie, 2003). Teachers show the greatest productivity gains during their first few years on the job, after which their performance level tends to decrease (Sass, 2007; Ladd, 2008). Experience may only matter in the first few years of teaching (Goldhaber & Brewer, 1996).

Bucholtz and Hall (2005) posit that highly experienced teachers hold positive beliefs about their teaching roles and responsibilities, and that these beliefs influence their reactions to issues that relate to teacher education and their teaching practice. On their part, Duatepe and Akkus-Cikla (2004) are of the view that experienced teachers, unlike their less experienced counterparts, have developed a better repertoire of coping skills with students. They are able to cope with students from different backgrounds. In addition, Hoy (2000) opines that less experienced teachers hold a high sense of teacher self-efficacy, find greater satisfaction in teaching and demonstrate a positive reaction to teaching. Hoy is of the view that the efficacy beliefs of experienced teachers seem resistant to change. In support of the claims of Hoy (2000), a study by Tschannen-Moran and Woolfolk-Hoy (2007) confirm that, experienced teachers' efficacy beliefs were higher than those of less experienced teachers. The contexts in which teachers work, including the headmaster, school and students' characteristics can affect their efficacy (Alijanian, 2012).

Unlike most other professionals, less experienced teachers have as much responsibility as their more experienced colleagues (Tait, 2008; Fantilli & McDougall,

2009). However considering their limited experience, less experienced teachers face many challenges at the start of their careers, some of which they may have never encountered before (Ducharme & Ducharme, 1996). Once in the classroom these teachers are often unprepared for demands of the profession including its ethics (Veenman, 1994), causing a lot of them to leave. Muller-Fohrbrodt, Cloetta and Dann (1978) describe this period in a teachers' career as "reality shock", a time when new teachers are faced with the harsh realities of the classroom after leaving their teacher education programmes.

As part of their professional values, teachers are supposed to establish good rapport with the parents of their students. Beginning teachers often experience anxiety (Erb, 2002) because of the complexity of learning to teach and the uncertainty of achieving goals. Beginning teachers are also anxious when they interact with parents (Tickle, 1991; Erb, 2002). Highly experienced teachers on the other hand, may also be anxious because of the uncertainty of determining whether they are doing a good job (Lazarus, 1991). Experienced teachers are well aware of the benefits of parental involvement in students' education. In the past, parental support was thought to be a critical component of education and teachers assumed, whether accurately or not, that families supported their efforts and expectations for student's education (McDermott & Rothenberg, 2000).

In a comparative study of beginning teachers and experienced teachers' concerns with respect to classroom behaviour, dealing with time constraints and workload, interactions with parents and academic preparation, Melnick and Meister (2008) conclude that experienced teachers feel better prepared to communicate with parents about their children's progress, and utilize multiple methods of communication with parents. They

setting is related to different factors such as overload, interpersonal tensions, role conflict, role ambiguity, as well as class size, demographics, heterogeneity of pupils' attitudes and socio-cultural backgrounds.

Mo (1991) studied burnout among secondary school teachers and concludes that teachers with higher levels of emotional exhaustion had five or less years of teaching experience. In a similar study, Lau, Yuen and Chan (2005) report a higher level of burnout expressed by less experienced teachers. In a study to find out the relationship between teaching experience and burnout of elementary school teachers, Gupta (2012) concludes that increase in teaching experience leads to decrease in burnout and vice versa. This meant that teachers having low level of teaching experience were likely to suffer from feeling of burnout more than the teachers having high level of teaching experience. Gupta attributed the high level of burnout among less experienced teachers to lack of exposure of coping with strategies of stress. In his view, teachers with more teaching experience might have received rich exposure of coping with techniques of stress and strain.

Studies on skills of teaching have mainly focused on how such skills are developed and demonstrated by beginning teachers, and how these beginning teachers differ from experienced teachers (Wraggs, 2005). Wraggs considers teaching skills as strategies teachers use to facilitate students' learning. Skills of assessing students' needs to help identify learning goals are aspects of such strategies that help to bridge gaps in students' learning. Experienced teachers have been found to focus more on the student's needs, whereas the novices focus more on the student's interest (Graham, Hopple, Manross, & Sitzman, 1993). Further to this, experienced teachers are able to quickly

summarize important features within a class; less experienced teachers tend to focus more on students (Berliner, 1986). Within the classroom situation, the less experienced teachers rely on a rather limited set of activities for lesson development; experienced teachers on the other hand, rely on a rich repertoire of tasks and activities that have been tested over the years with many classes (Borko & Livingston, 1989).

Skills of designing lesson plans are critical and important attributes of all professional teachers. It has been shown that when planning lessons, experienced teachers draw on lesson schemata or mental images (Shavelson & Stern, 1981), and that these provide a kind of template on which to map low-order planning decisions. These mental scripts are often conceived in visual terms as lesson images (Thornbury, 1999). Thornbury further claims that less experienced teachers frequently admit to having difficulties planning lessons. During instructional planning, highly experienced teachers make decisions on the basis of the learner, content, and the context: who are my learners? What information, ideas, and concepts do I want my students to grasp? Under what conditions will instruction occur? (Freiberg, 2002).

Having taught a particular topic several times, experienced teachers become very much aware of the difficulties involved in teaching that topic, and the areas where the students' understanding may need to be developed and strengthened (Kyriacou, 2007). Experienced teachers also become aware of what constitutes the key elements which need to be grasped, and how much time needs to be devoted to doing so. Researchers are of the view that when planning lessons, experienced teachers make more extensive mental plans than written plans and rely less on curriculum materials than their less experienced counterparts (Bush, 1986; Livingston & Borko, 1990). Experienced teachers tend to

monitor student understanding better during a lesson. As Livingston and Borko (1990) put it, experienced teachers are always able to address individual students' difficulties and questions while covering more content area than the less experienced teachers.

Experienced teachers possess an array of variations and strategies that allow them to describe and consider a variety of alternatives should a lesson be changed midstream (Housner & Griffey, 1985). Highly experienced teachers do not plan lessons in neat detail. Instead, they tend to focus on efficiently directing a stream of activities and more concerned with desired outcomes (Bolster, 1983). Less experienced teachers in contrast, are less able to plan for and predict when and where a lesson might need to be changed. Their lack of experience virtually forces them to rely more on textbooks and written materials than on their own experience (Borko & Livingston, 1989).

The skill of improvising instructional materials is required of all professional teachers. For less experienced teachers, it is often difficult to improvise (Sawyer, 2004). On the contrary, experienced teachers are often able to sketch a teaching plan and improvise according to students' needs and interest during the course of each lesson (Goodman, 1986). In view of the vast teaching experience of highly experienced teachers, they sometimes prefer to use improvised materials which facilitate students' comprehension of concepts and principles during instructional sessions (McCutcheon, 1980). Novice teachers are not likely to neither reflect nor appreciate the relevance of improvisation since that did not form a major part of their training as professional teachers (John, 2006).

The principles of teaching require that teachers deliver their instructional sessions in a logical and sequential order (Tamakloe *et al*, 1996). The systematic delivery of any

content requires the application of certain skills. Everything about learning emphasizes the importance of organization or “structure.” Some structure or framework for analysis is necessary to make a subject comprehensible, and unless ideas and facts can be placed in a structured pattern in the student’s mind they are easily forgotten (Siegfried & Walstad, 1989). Knowledge of how things are related is also the easiest way to facilitate the transfer of ideas to new situations. Enumerating the attributes of quality instruction, Siddiqui (2008) reiterates the opinions of Siegfried and Walstad when he states that teachers should among other things provide a clear organization of the presentation with a step-by-step progression from subtopic to subtopic based task analysis. The logical delivery of content therefore requires some form of skills on the part of the teacher.

Researchers (Leinhardt & Greeno, 1986; Peterson & Comeaux, 1987; Borko & Putnum, 1996) and argue that with a richer, more complex schema, highly experienced content specialists are able to perceive and recall more subtle classroom events, focus on individual student learning occurring in the classroom and adjust instructional strategies accordingly. Less experienced teachers by comparison, hold a less complex schema and therefore focus on short-term planning. They also tend to demonstrate few instructional strategies that are linked to the abilities of the class as a whole (Hogan & Rabinowitz, n.d.).

Instructional pacing occurs when a teacher deliberately slows or hastens the speed at which he or she is teaching. Skilful pacing of lessons ensures that the required instructional content is covered at a predetermined rate. In the opinion of Ralph (2004) highly experienced teachers, in contrast to the less experienced ones, not only appear to have a well developed ability to regulate the appropriate sequencing of classroom

activities, but they are skilled at simultaneously focusing on events and incidents that are happening in the classroom setting. Ralph concludes that for the less experienced teacher to develop these skills demonstrated by highly experienced teachers will require what he described as deliberate time-commitment and practice. Learning how to improve pacing skills is essential because there is a positive relationship between good pacing skills and effective teaching (Napoles, 2006). The most successful teachers move students along at a pace that requires students to work continually up to their capacities (Brophy, 1979).

Highly experienced teachers have a mental plan for their lessons although they do not have typical lesson plans, and they make decisions about such things as timing, pacing and exact number of examples and problems during the class session (Hattie & Jaeger 2003). In some cases teachers take decisions on the pacing of certain lessons or topics based on the learning environment and the intellectual maturity of the students concerned. Highly experienced teachers are able to observe a learning environment and discern critical cues that provide insight for informed and intuitive decisions (Woorons, 2001). Teachers with less experience see the same cues, but simply fail to recognize their significance for teaching and learning (Schempp & Johnson, 2006).

Teacher reflection on his/her knowledge of students' strengths and weaknesses is to enable the teacher to modify instructional strategies that enhance students' learning. According to Henderson (1992), reflective teachers are highly experienced teachers who engage in problem solving. Reflective teachers seek to continuously adapt the curriculum to students' background, interest and needs; seek new ways to get their students involved; and constantly exercise good judgement, imagination and flexibility to produce quality education (Poblete, 1999). Less experienced teachers often face challenges such as

classroom management, lack knowledge of students' strengths and weaknesses, use of technology in teaching, pedagogy and community involvement (Bartell, 2005). In the opinion of Nokes (2010), less experienced teachers in most cases, do not reflect on students' interest and needs as a basis for making decisions in respect of teaching styles. According to Nokes, this is due to their limited experience in teaching and students' learning processes.

Teacher reflection on psychology of learning as it relates to the 'teaching of Economics is a fundamental requirement of all subject specialists, irrespective of one's duration of teaching. Through reflection, teachers discover what is working in their classrooms as well as identifying and facing the challenges. In characterizing the teacher as highly experienced, it has been argued that the teacher should be knowledgeable about the common conceptions, misconceptions and difficulties that learners may have when learning particular content, and specific learner's needs (Shulman, 1987).

Studies of less experienced and highly experienced teachers (Berliner, 1986; Leinhardt & Greeno, 1986) have suggested that the mental networks of meaning (schemata) of expert teachers are more complex than those of novices. An expert or highly experienced teacher's network includes more categories, greater detail and more interconnections than does the network of a novice teacher (Sparks-Langer, Simmons, Pasch, Colton & Starko, 1990). In the classroom, when a highly experienced teacher is confronted with a problem that relates to students' learning, he/she can draw on this rich source of previously learned patterns and information, and thus can make more appropriate decisions.

Teachers' self-efficacy beliefs influence to a large extent, instructional quality. During the beginning phase of teaching, teacher self-efficacy is being formed and once developed according to theory, becomes resistant to change (Bandura, 1997). According to self-efficacy theory, teachers who do not expect to be successful with certain students are likely to put forth less effort in the preparation and delivery of instruction, and give up easily at the first sign of difficulty, even if they know of strategies that could assist students (Garvis, 2009). In a study to assess the impacts of teachers' gender, experience and educational background on teachers' efficacy beliefs, Tajeddin (2011) concludes that highly experienced teachers had a significantly stronger belief in their "communication/clarification" and "accommodating individual differences" than the less experienced teachers.

However, Donaghue (2003) points out that less experienced teachers often overestimate their efficacy since they always want to show that they are up-to-date and effective teachers. In Malaysia, Bakar & Mohammed (2009) report that most of the less experienced teachers show a lower sense of efficacy due to the fact that the beginning years are full of challenges, uncertainties, and high expectations by the stakeholders.

Teacher reflection on his/her lesson plans for all topics and instructional sessions is to enable him/her improve upon the quality of delivery. The main purpose of teachers' reflection is to identify problems during teaching practices (Kwon & Orrill, 2007) which are important for teachers to make sense of students' understanding and how teaching might relate to that understanding (Maat & Zakaria, 2010). Farrell (2007) is of the opinion that reflection on lesson plans can be beneficial to experienced teachers in the sense that it can place them in a monitoring or coaching role. Lampert (2001) creates the

impression that highly experienced teachers attach little importance to reflection on their lesson plans. He argues that due to their several years of teaching, they gradually develop what he termed as “a mental picture” of what they intend to teach.

The teacher is the initiator of the learning process; the facilitator of the learning skills, the coordinator of the learning sequences, the assessor of the learning efficiency, and indeed, the pivotal element in the entire educational development (Lassa, 1996). To a large extent, the teachers’ academic qualification determines the level of his/her content knowledge in the subject-area. Teachers’ content knowledge or mastery of subject matter is an indicator of his/her professional knowledge (Shulman, 1987; Lawal, 2006 & 2011; Patrick, 2008; Liakopoulou, 2011). Professionally qualified teachers are those who get professional teacher training that gives them professional knowledge, skills, techniques, aptitude as different from general education. Teachers’ training results in the development of pedagogical content knowledge (PCK) which captures a combination of content knowledge and pedagogical skills necessary for the organization of classroom activities (Oloulube, 2006).

Kok-Aun, Cheong-Hoong and Hong-Kwen (1996) identify teaching experience, academic and professional qualifications as determinants of professionalism. Teachers’ academic qualification means the highest educational certificate possessed by a teacher to the subject, and in this context, Economics. In Ghana, and most Anglophone African countries, the minimum academic qualification to teach Economics in a senior high school is a first degree in Economics (B.A. or B. Sc.in Economics). Agyeman (1993) reports that a teacher who does not have both the academic and professional teaching qualification would undoubtedly have a negative influence on the teaching and learning

of his/her subject. Certified teachers are usually those who have graduated from accredited teacher education programmes.

Findings related to teachers' academic qualification (Bachelor's, Master's and Doctorate) are inconclusive. Several studies show a positive relationship between teachers' preparation in the subject matter they teach and student achievement (Darling-Hammond, 2000; Goldhaber & Brewer, 2000). Teachers' subject-area certification or authorization is one of the teacher qualifications most consistently and strongly associated with improved student achievement especially in middle and high school mathematics (Goldhaber & Brewer, 2000; Betts, Zau, & Rice, 2003; Cavalluzzo, 2004).

In the opinion of Carr (2006), highly qualified teachers or those with both full certification and demonstrated subject-matter competency, are associated with increased elementary and middle school achievement in reading, science and social studies as well as mathematics. Goe and Stickler (2008) consider academic qualification as comprising the following: coursework, grades, subject-matter education, degrees, test scores experience, certification(s), and evidence of participating in continued learning (internships, induction, supplementary training and professional development).

A highly qualified teacher is defined as fully certified, possessing a bachelor's degree, and demonstrating competence in subject knowledge and teaching (Akiba, LeTendre & Scriber, 2007). By implication, a fully qualified senior high school Economics teacher should be fully certified, possess a bachelor's degree with a major in Economics, demonstrate competence in subject knowledge and teaching. Studies show that, students taught by teachers holding subject-specific certification achieve better. Several studies in the US also identify teacher certification, subject matter knowledge,

pedagogical knowledge, and teaching experience as significantly associated with higher student achievement or gains (Darling-Hammond & Youngs, 2002; Wilson, Floden & Ferrini-Mundy, 2002; Rice, 2003; Wayne & Youngs, 2003;).

Appraisal of the Reviewed Literature

This aspect of the study looks at the main variables reviewed in each of the sub headings. It involves a critical distillation of the main variables reviewed in each of the sub headings. Teacher education curriculum determines the quality of teachers churned out annually. The successful implementation of any curriculum depends on the quality and competence of the teachers concerned. Teacher education refers to the professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the needs of society (Osuji, 2009). What is apparently missing in Osuji's concept of teacher education is the issue of reflective practice which involves teachers critical evaluation of their knowledge, skills and attitudes (values). Quality in teaching is mostly practiced by ideal teachers. By implication, teacher education curriculum is expected to, as it were; produce ideal teachers to promote quality in teaching.

The literature highlights different perspectives of an ideal teacher. For example, Lawal (2006) considers teachers' professional knowledge, values, skills and reflective practice as core indicators of an ideal English teacher. On his part, Staver identified mastery of subject matter, respecting and accepting the unique perceptions of individual students and reflecting on students' prior knowledge when selecting teaching strategies and techniques as core indicators of an ideal Science teacher. Staver's attributes of an ideal Science teacher are virtually similar to that of Lawal. For example, mastery of

subject matter is part of teachers' professional knowledge, respecting and accepting the unique perceptions of individual learners relate to professional values of teachers. Reflecting on, and considering students' prior experience when selecting teaching strategies is both a professional skill and reflective practice. As put forward by Lawal (2006) teachers' reflective practice should involve all the indicators of professional knowledge, values and skills, and should not be confined to the selection of teaching techniques as suggested by Staver.

The literature reviewed on the various conceptions of an ideal teacher centers on knowledge, skills, values, and in a few cases, reflective practice. These conceptions have two important implications. In the first place, they imply that teacher education curriculum must incorporate these core areas (professional knowledge, values, skills and reflective practices) in the training of teachers. Secondly, they imply that in-service teachers should demonstrate and practice the various dimensions of each of the four core domains (knowledge, values, skills and reflective practice).

In an attempt to produce an ideal professional teacher, the literature highlights a number of teacher education curriculum models proposed by teacher educators and researchers. Kansanen for example, proposed three essential elements of teacher education curriculum. They are theoretical studies in education, subject matter studies and teaching practice. In Kansanen's model, theoretical studies in education are too broad and might include teachers' professional knowledge, values and reflective practice. However, subject matter studies specifically relates to some elements of teachers' professional knowledge, while teaching practice is considered as a technique of assessing the professional knowledge, skills and values of teacher trainees. Kansanen's model of an

ideal teacher education curriculum is explicitly silent on reflective practice. Probably, it is subsumed under theoretical studies

Benade's eight-item model of teacher professionalism highlights two important issues which lie within the purview of the four core attributes of teacher professionalism. They are; a consideration of the professional teacher as the altruistic, self-regulated academic specialist acting as an autonomous moral agent, and teacher professionalism as connoting the reflective classroom practitioner. Sockett's perspectives of teacher professionalism include; character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and obligations and working relationships. Sockett's conception of teacher professionalism dwells so much on professional values (character, commitment to change and continuous improvement) and professional knowledge (subject knowledge and pedagogical knowledge). Sockett's model downplays reflective practice and professional skills as integral components of teacher professionalism.

The literature reveals that issues that relate to professionalism in teaching have an impact on teacher identity in that, how teachers perceive themselves in relation to the profession can affect how they perform their roles. Lawal refers to teachers' personal identity as finding out who the teacher is, based on what he or she knows (knowledge), does (actions/skills), and how he or she feels (attitude and values), and his or her reconstructive reflections on his or her knowledge, actions and values. By implications a professional teacher can be identified by his or her knowledge, skills, values and ability to reflect on the knowledge, skills and values. Teachers' professional identity relates to teachers' beliefs, principles and practices in relation to their social roles and

responsibilities (Lawal, 2011). Sammons *et al* (2007) find a relationship between aspects of teachers' professional identity and students' attainment in English and Mathematics. Chuan *et al* also observe that teachers' professional identity develops overtime, and involves gaining insights of the professional practices and the values, skills and knowledge required and practiced within the profession. What Chuan *et al* fail to explicitly recognize is teachers' reflective practice. In his capacity analysis of the English teachers' professional identity, Lawal (2006) considers knowledge, values, skills and reflective practice as the core indicators of the English teachers' professional identity.

Specialized knowledge of teachers, as suggested in the literature, is synonymous to their professional knowledge. Researchers and teacher educators, notably Elbaz (1981), Shulman (1986), Lawal (2006) and Liakopoulou (2011) propose different perspectives in respect of the indicators of teachers' professional knowledge. A critical analysis of the literature has revealed certain indicators that are common to these perspectives. They are; teachers' knowledge of his or her strengths and weaknesses in terms of the subject, knowledge of his or her students' strengths and weaknesses in terms of professional values and interest, knowledge of his or her weaknesses in terms of pedagogical skill. Another indicator which featured prominently in all the perspectives is that of teachers' knowledge of the subject matter. Elbaz (1981), Lawal (2006) and Liakopoulou (2011) unanimously identify teachers' knowledge of curriculum issues and materials as they relate to their various subjects, as an important indicator of teachers' professional knowledge.

The literature suggests that a professional teacher is identified by the unique values he or she demonstrates and practices. In this study, literature on 13 core values

that relate to teachers' professional identity has been reviewed. Teachers' positive attitude has been identified as an indicator of professional value that affects the quality of teaching and students' attitude towards the subject. For example, Bhalla (2002) points out that the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject. Teacher personality and behaviour are significant contributors to the teaching and learning of any discipline. What the literature seeks to establish is that, professional teachers should at all times demonstrate positive attitudes towards the subject they teach. Walstad (1984) indicates that teachers' positive attitude towards the teaching of Economics is as important as the mastery of the content knowledge.

Teachers' professional skills are considered as a group of teaching acts or behaviours intended to facilitate students' learning directly or indirectly. The literature has categorized teachers' professional skills into three broad themes namely; skills of instructional planning, skills of instructional implementation, and skills of instructional assessment. Every professional teacher must possess and demonstrate these skills.

The first set of skills required of a professional teacher as suggested by the literature are the skills of instructional planning. Instructional planning skills involve an assessment of the learning needs of learners. Skills of identifying deficiencies and gaps in the knowledge of students help in the formulation of realistic instructional objectives. The professional teacher is also expected to demonstrate skills of selecting and selecting suitable content that will address the gaps and deficiencies identified in students knowledge.

The implementation of that same instructional plan requires certain skills. The starting point of any instructional process is for the teacher to ascertain the previous knowledge or entry behaviour of the students. Diagnosis of students' entry behaviour

often takes the form of questions and answers which require certain skills on the part of the teacher. The literature revealed that skills of organizing the content of a lesson are a prerequisite for the professional practice of teaching. In this regard, easier topics are often treated earlier than the perceived difficult ones.

Assessment of student learning is an integral part of the teaching process. The validity of evaluation questions is determined by the extent to which they measure what they are supposed to measure. By implication, there must be perfect congruence between evaluation questions and instructional objectives. Harmonizing evaluation questions with instructional objectives require some skills on the part of the teacher. Skills of setting multiple-choice and essay-type test items are also required of Economics teachers. If these two types of test items are inappropriately constructed, due to lack of skill, they might not be able to yield the desired results.

Economics teachers therefore require skills in the construction of these test items. In much the same way, low-order and high-order questions posed by teachers serve different purposes, depending on the intention of the assessor or teacher. One of the overarching reasons for teaching Economics is to foster in students, critical thinking skills. Low-order questions alone might not help in achieving this objective. The ideal Economics teacher must accordingly possess and practice skills of alternating high-order questions with low-order questions.

Conceptual Framework

The literature reviewed suggests that teacher identity influences the way teachers teach, the way they develop as teachers and their attitudes towards the profession. Teacher identity also reflects a subtle dimension of the complex and ongoing process of

self-discovery, a process for teachers to know themselves, their students, and the subject matter they teach.

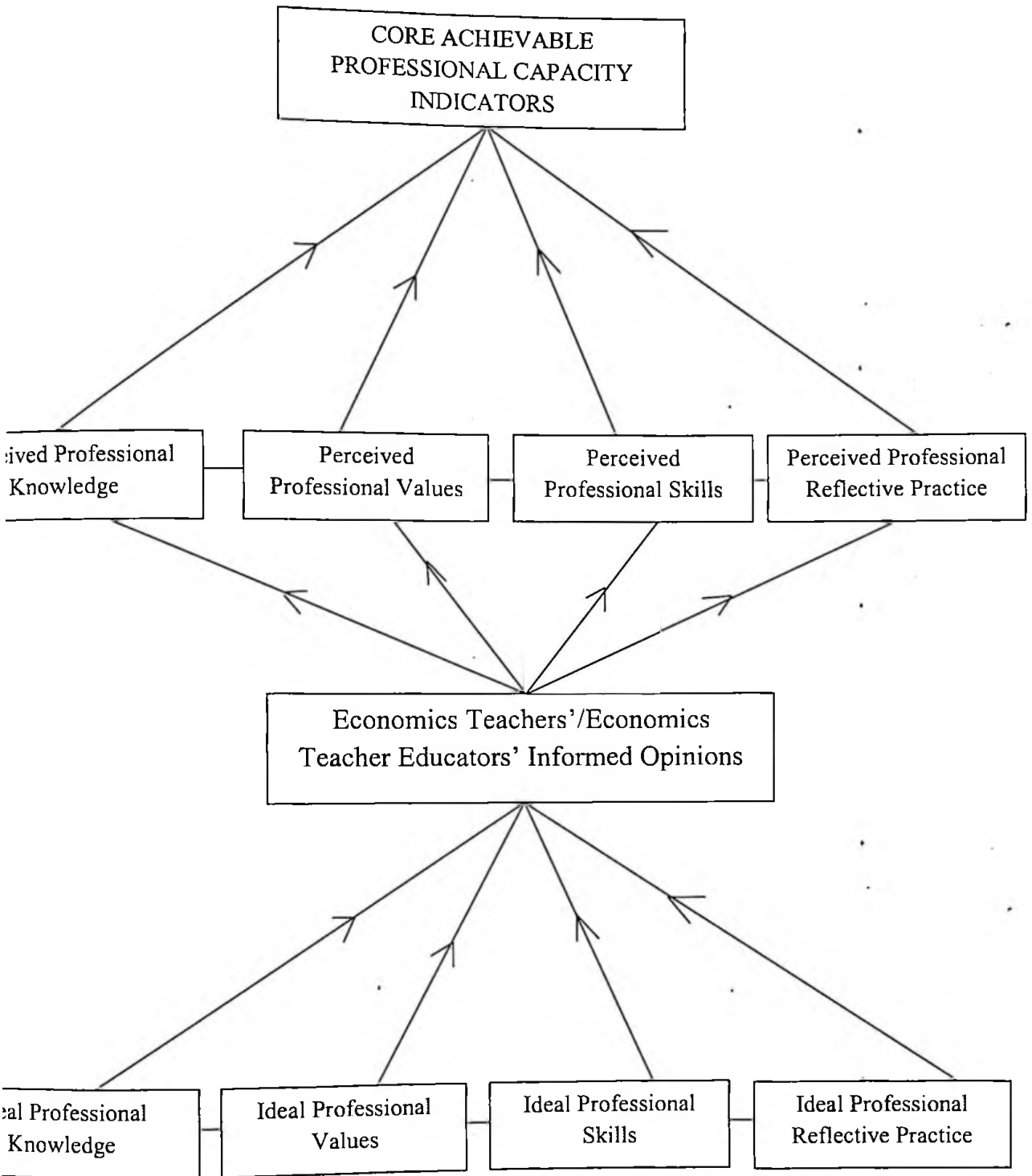


Figure 1: A Capacity-Analysis Paradigm for Senior High School Economics Teacher's Professional Identity (Adapted from Lawal, 2006, 2011).

self-discovery, a process for teachers to know themselves, their students, and the subject matter they teach.

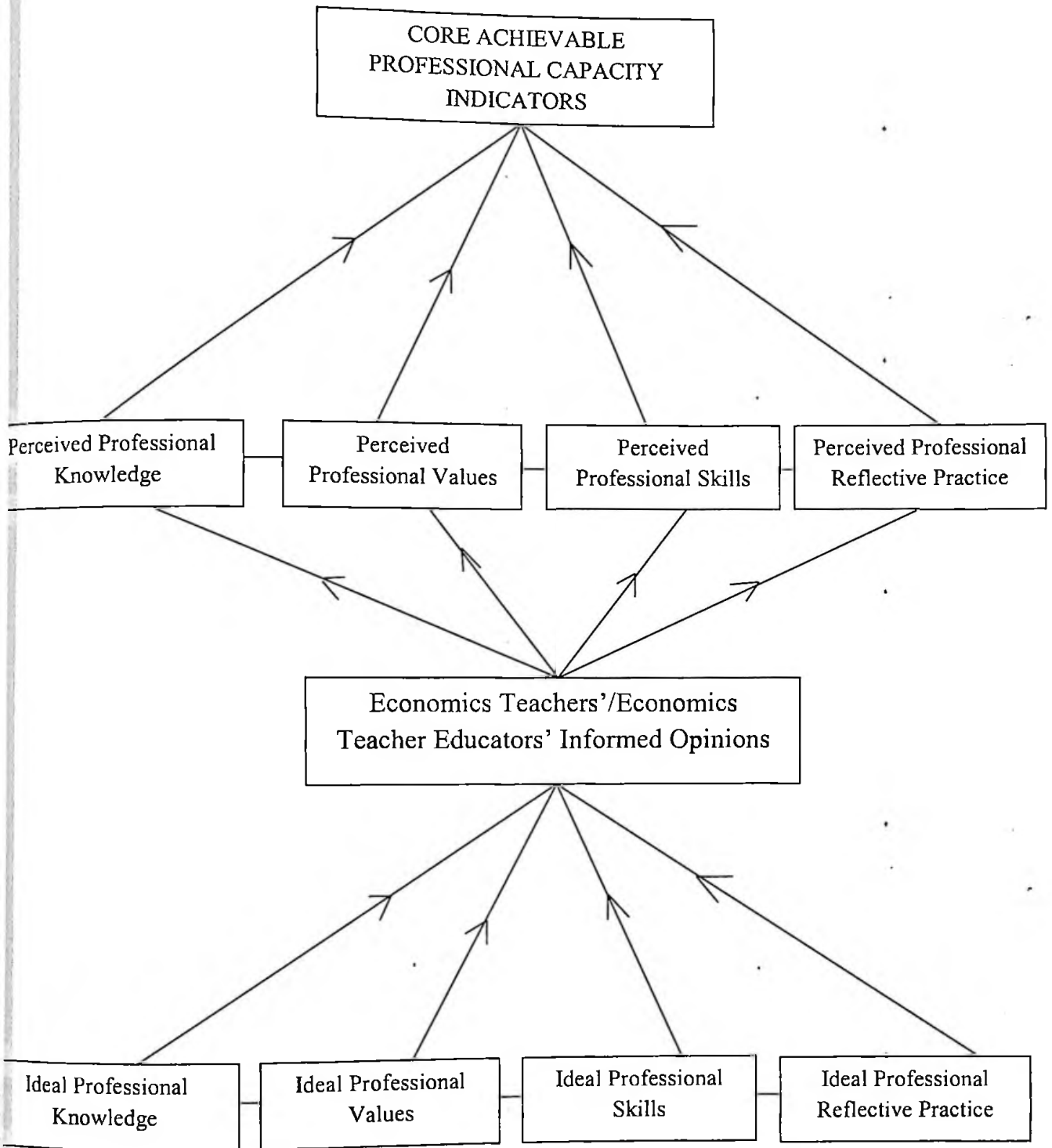


Figure 1: A Capacity-Analysis Paradigm for Senior High School Economics Teacher's Professional Identity (Adapted from Lawal, 2006, 2011).

The four smaller rectangular boxes contain the core inter-related professional attributes of a Senior High School Economics teacher. They are; professional knowledge, professional values, professional skills, and professional reflective practice. Each of these rubrics is a summation of several other indicators sourced from studies of Economics teacher educators, curriculum and instructional specialist, and researchers in teacher education. Therefore, each of the four rectangular boxes at the lower part of figure 1 is considered as an *ideal professional capacity indicator*. Further to this, indicators of each of the four rubrics were used for the formulation of items in the research instrument for this study.

Immediately above these four rectangular boxes is a single rectangular box which houses the Economics teacher educators and Economics teachers. At this stage, a process of filtering and validation of the indicators in each rubric takes place. Based on the informed opinions of the Economics teacher educators and Economics teachers, the validity of these indicators as components of the Economics teachers' professional capacity is determined. Congruence in opinion between Economics teachers and teacher educators in respect of the importance of certain indicators reflect their validity as components of a particular rubric. These rubrics, having gone through the process of filtering and validation, as shown in figure 1, are then described as *perceived professional capacity indicators* which are the components of the core achievable professional capacity of the teacher.

Professional knowledge refers to the Economics teachers' knowledge of himself, the students, subject matter, psychology of learning, knowledge of current trends and developments in Economics and the relevance of Economics education to society.

Professional knowledge alone cannot guarantee quality or effective teaching in Economics. The Economics teacher needs to demonstrate positive attitudes and commitment towards the teaching of the subject, establish and maintain a collaborative working relationship with colleagues and parents of his or her students. The Economics teacher should also develop interest in professional development programmes, serve as a source of inspiration to students, emotionally stable and morally upright. These are general professional values required of the teaching profession and the teaching of Economics in particular.

The practice of certain professional skills is also required to ensure effective and quality teaching in Economics. Skills of instructional planning, skills of instructional implementation or delivery and skills of instructional assessment. Periodically, the Economics teacher is expected to reflect on the various dimensions of his professional knowledge, values and skills. The overarching purpose of the Economics teachers' reflection is to enable him or her adjust based on new knowledge, understanding, values and skills to meet the diverse needs of students and sustain quality in teaching.

Professional knowledge, professional values, professional skills and professional reflective practice are the core rubrics of teachers' professional capacity (Lawal, 2006; 2011). The equal sizes of the rectangular boxes communicate the idea that these core rubrics have equal importance and they interactively and collectively describe the professional identity of the ideal senior high school Economics teacher as indicated by the short horizontal lines linking them.

This proposed conceptual model of Senior High School Economics teachers' professional capacity has implications for Economics teacher education curriculum

development. In order to produce and reproduce high- quality Economics teachers with the requisite professional capacity, the curriculum would as a matter of necessity, incorporate the entire core elements of the Economics teachers' professional identity. This same paradigm is the bedrock for the instrument designed by the researcher to collect the data that will form the basis for identifying the core indicators of the ideal teacher's professional identity and capacity based on the convergence in the opinions of Economic teachers on the one hand, and Economics teacher educators on the other.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the various techniques that were employed to carry out the study. It is presented under the following sub-headings:

- a. Research Design
- b. Population, Sample and Sampling techniques
- c. Instrumentation
- d. Procedure for Data Collection
- e. Data Analysis Techniques

Research Design

The research design that was used in this study was the descriptive survey type which aimed at developing and validating a capacity analysis paradigm for senior high school Economics teachers in Ghana. The choice of this method was informed by the opinion of Best and Khan (1998) that descriptive survey is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitude, opinions that are held, processes that are going on, or trends that are developed. Additionally, Osuala (2001) asserts that descriptive survey is suitable in situations where the researcher is not interested in manipulating the variables involved in the study but rather wants to investigate the situation as it exists on the ground.

Population, Sample and Sampling Techniques

Two categories of teachers are employed in Ghana. These are teachers who are academically qualified and those that are professionally qualified to teach in the schools. Academically qualified (non-professional) are those teachers who have acquired

academic training without professional teacher training due to enrolment into an institution of higher learning just to obtain qualifications that enable them to gain lucrative employment elsewhere. On the other hand, professionally qualified teachers are those who undergo professional teacher training at the tertiary level that gives them professional knowledge, skills, techniques and aptitude as different from the general education (Ololube, 2006).

The population for this study comprised all Senior High School (SHS) professional Economics teachers and Economics teacher educators in Ghana. The target population was made up of all SHS professional teachers of Economics and Economics teacher educators in all the ten regions of Ghana. Table 1 shows a regional distribution of professional and non professional Senior High School Economics teachers in Ghana.

Table 1: REGIONAL DISTRIBUTION OF PROFESSIONAL AND NON-PROFESSIONAL SENIOR HIGH SCHOOL ECONOMICS TEACHERS IN GHANA

REGION	Professional	Non Professional
UPPER WEST	19	37
UPPER EAST	28	54
NORTHERN	67	83
BRONG-AHAFO	80	96
ASHANTI	118	175
EASTERN	94	169
WESTERN	79	156
CENTRAL	96	125
GREATER ACCRA	89	139
VOLTA	81	128
TOTAL	751	1,162

The purposive sampling method was used to select all professional Economics teachers and Economics teacher educators in all the ten regions of Ghana as participants

for the study. These categories of respondents were of importance because they worked within the subject area of interest and were therefore assumed to have enough information and answers about the issues raised in this study.

The estimated Economics teacher population in the country was 1,913. From this number, 751 or (39.3%) were professional Economics teachers, while the non-professional Economics teachers were 1,162 or (60.7%). The total number of Economics teacher educators in the country is 53, which was drawn from the University of Cape Coast, Cape Coast, and the University of Education, Winneba. In view of the small population of the Economics teacher educators (53), seventy-two (72) Social Studies educators were drawn from the 33 Colleges of Education which offer Social Studies in Ghana to augment the sample size. Therefore the total sample size for the Economics teacher educators stood at 125.

At the initial stages of their training, all Social Studies educators in Ghana are often introduced to all the elements of the Social Sciences, including Economics. Afterwards, they select one aspect of the Social Sciences and major or specialize in it. Economics and Social Studies educators nurture in their students, the skills of critical thinking (Schug, Dieterle & Clark, 2009). Citizenship education is the overarching goal of Economics and Social Studies education. On account of these reasons, the researcher found the Social Studies educators as competent enough to provide relevant information on the issues raised in the research instrument.

In respect of the structured interview, incidental sampling in small groups ranging between 2 and 3 Economics teachers was used for the interview.

Instrumentation

The researcher adapted the conception and framework of Lawal (2011) to develop a set of ideal indicators as a capacity-analysis paradigm for describing the perceived professional capacity/identity of the Senior High School (SHS) Economics teacher based on the opinions of teachers and teacher educators. Consequently, two self-developed questionnaires (Appendix I & II) were used to gather data for this study.

Appendix I of the instrument consisted of five sections. This group of respondents was made up of teachers. Section A looked at the demographic data of respondents. Section 'B' has a list of items which sought respondents' views about the indicators of an ideal Economics Teacher based on his/her professional knowledge. Researchers in teacher education, notably Shulman (1986), Turner-Bisset (1999), Liakopoulou (2011) and Lawal (2006, 2011) have expressed different perspectives on indicators that describe teachers' professional knowledge. The researcher adapted indicators that were identical in all the perspectives. Some of the indicators that run through the various perspectives were teachers' knowledge of; *his/her strengths and weaknesses, students' strengths and weaknesses, pedagogy, subject matter, psychology of learning, and knowledge of curriculum materials*. The rest were knowledge of; *relevance of the subject to students and society, and current trends and developments in the subject. Methods of inquiry* as an indicator, was derived from the studies of Darling-Hammond and Bransford (2005), while Kennedy (1990) and Goldring (2009) proposed the idea of knowledge in *other related subjects*.

Section C has a set of statements which were meant to investigate respondents' opinions on what an ideal Economics teacher should demonstrate as part of his /her

professional values. Indicators of this rubric, for example, *professional commitment, moral uprightness, emotional stability, teacher self-efficacy, intellectual honesty, and regular attendance at classes and school programmes* were sourced and adapted from the study of Sunley and Locke (2010) that explored UK secondary teachers' professional values. Indicators such as *teachers' positive attitude towards the subject, collaborative working relationship with colleagues, teacher enthusiasm towards students, teacher participation in professional development programmes, and teacher rapport with parents* were derived and adapted from the studies of (Lawal, 2006; 2011 & Brady, 2011).

Section D dealt with respondents' views on the skills that an ideal Economics teacher should possess. Indicators of teachers' professional skills were categorized under three main themes; skills of instructional planning, skills of instructional delivery and skills of instructional assessment as suggested by (Lawal, 2006). Indicators of skills of instructional planning such as *assessing students' needs, selecting and sequencing any given content, designing lesson plans and schemes of work, formulating appropriate instructional objectives, improvising instructional materials* and skills of *conducting a review of students' entry behaviour* were all adapted from the studies of (Tamakloe *et al*, 1996, and that of Napier & Klingensmith (1977) who conducted an analysis of instructional planning skills of social studies teacher trainees.

Skills of instructional delivery such as; *logical presentation of content, using instructional techniques that ensure active student participation, illustrating concepts with appropriate examples, moderate pacing, effective class management* and skills of *communication* were sourced and adapted from the studies of (Lawal, 2006; 2011 & Tamakloe *et al*, 1996). The rest of the indicators that dealt with skills of instructional

assessment were derived from the studies of Walstad (2006) and Buckles & Siegfried (2006).

Finally, items in Section E were meant to find out the importance SHS Economics teachers and teacher educators attached to the various indicators on professional reflective practice. Lawal (2006; 2011) recommends that teachers' reflection should revolve around his/her knowledge, actions (skills) and values. Stated differently, teachers are expected to periodically reflect on the cognitive, affective and psychomotor aspects of their competencies. Consequently, the proposed indicators of Economics teachers' reflective practice covered some aspects of professional knowledge, values and skills.

As indicated in Figure 1 (p. 143) a paradigm of the core achievable professional capacity indicators could be arrived at through a comparison and streamlining of perceived indicators of the Economics teachers and the Economics teacher educators. In other words there are three paradigmatic levels for considering the teachers' professional identity, namely the ideal level as distilled from the extant canonical literature, the perceived level as obtained from the respondents through the researcher-designed questionnaire based on the idealized indicators and, finally the paradigm of core achievable indicators. The goal of curriculum development in Economics teacher education should be how to bridge the usual gap between the actual and achievable on the one hand, and that between the achievable and the ideal on the other hand.

Appendix II of the research instrument was made up of open-ended items designed for interview schedules with the respondents. It was made up of only one section. This section contained items that were related to the core professional

identity/capacity indicators of Economics teachers. Data from this interview were used to further the discussion of the main findings as presented in chapters four and five.

Face and content validity were employed to validate the two instruments. This was done by giving the instrument to experts in teacher education both in Nigeria and Ghana and the researcher's supervisor to comment on the content of the instrument. The final draft of the instrument was produced by incorporating the opinions and suggestions that were made by the experts.

The reliability of appendix I was ensured through the test-retest method. This instrument was administered to 75 SHS Economics teachers and 20 Economics teacher educators. The process was repeated after four weeks on the same respondents. The scores of the respondents on the two exercises were correlated using Pearson Moment Correlation Coefficient Statistics. Results of the correlation coefficient were significant at 0.96 and the instrument was accordingly considered reliable and subsequently used to collect data for this study. The instrument was therefore considered suitable for use. Due to the open-ended nature of the structured interview schedule (Appendix II), no reliability test was conducted on it.

Procedure for Data Collection

The researcher recruited forty (40) research assistants for the entire exercise. They were given a thorough orientation on all aspects of the instruments as well as ethics of research. Four (4) of these research assistants were assigned to each of the ten (10) regions of Ghana. Each research assistant was given a photo copy of a letter of introduction which the researcher had obtained from the Head of Department (HOD), Arts and Social Sciences Education of the University of Ilorin, Ilorin, Nigeria. The

research assistants personally visited all the sampled schools and administered the close-ended questionnaire (appendix D). A 2-day interval was given to respondents to fill and complete the questionnaire. The researcher administered the structured interview schedule on Economics teachers and Economics teacher educators who were incidentally sampled from 6 out of the 10 regions of Ghana. These regions were; Central, Western, Ashanti, Northern, Upper East, and Greater Accra.

Data Analysis Techniques

In scoring the scale, the alternative responses were credited as: 4 (Strongly Agree), 3 (Agree), 2 (Disagree) and 1 (Strongly Disagree) from the most favourable to the unfavourable end of the continuum.

Item-by-item analysis with mean and standard deviation were used to answer the ten research questions while the t-test was used to test the first five hypotheses. The one-way Analysis of Variance was used to test the rest of the five hypotheses, all at 0.5 alpha level.

In transforming the data to facilitate item by item interpretation of the various indicators, a bench mark of 3 on the 4-point Likert scale was considered as significant. Where there was congruence in opinions of Economics teachers and Economics teacher educators on specific indicators, it was interpreted as a canon of truth in respect of Economics teachers' professional identity. In addition, findings from the structured interview guide were used to validate findings from the item-by-item analysis.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

The study developed and validated a capacity analysis paradigm among Senior High School (SHS) Economics teachers. Data from a total of 876 respondents were analyzed. The percentage, charts and graphs were the main statistical techniques used to analyze the demographic data of respondents. Data on the professional identity indicators of knowledge, values, skills and reflective practice were analyzed item by item and rank-ordered using the mean. The *t*-test was used to analyze the first five hypotheses, while the One-way Analysis of Variance (ANOVA) was used to analyze the rest of the five hypotheses. All the hypotheses were tested at 0.5 alpha level of significance.

Analysis of Demographic Characteristics of Respondents

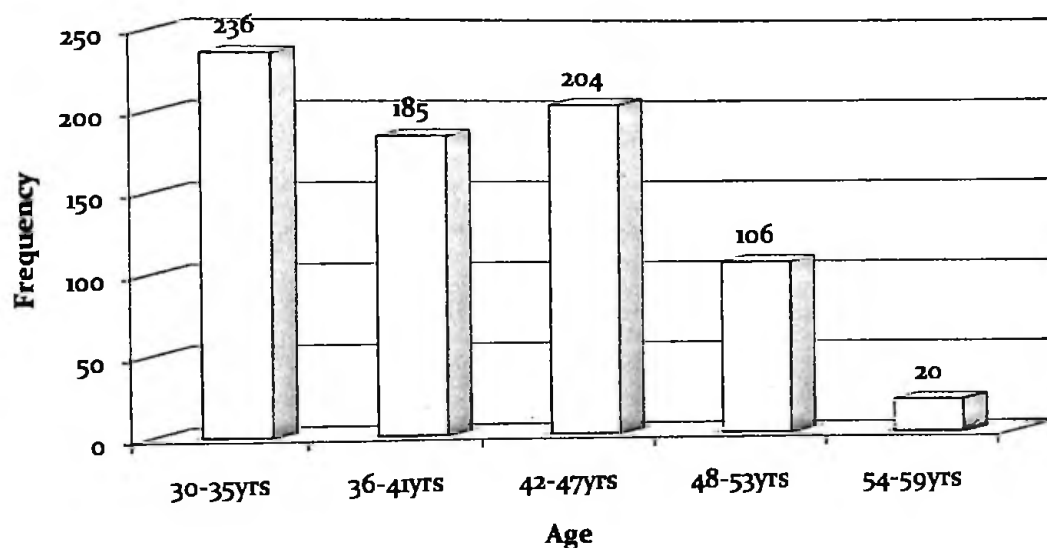


Figure 1: Age Composition of Economics Teachers

Figure 1 showed that majority of the respondents 236 (31.4%) were between the ages of 30-35, while the least 20 (2.7%) were between 54-59 years of age.

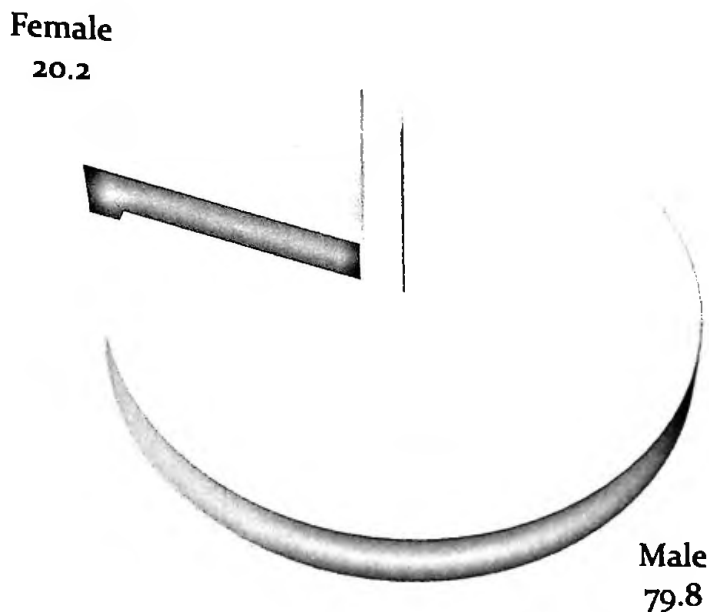


Figure 2: Distribution of Economics Teachers by Gender

Figure 2 shows the distribution of Economics teachers on the basis of gender. Majority of the respondents 599 (79.8%) were male, while the rest were female.

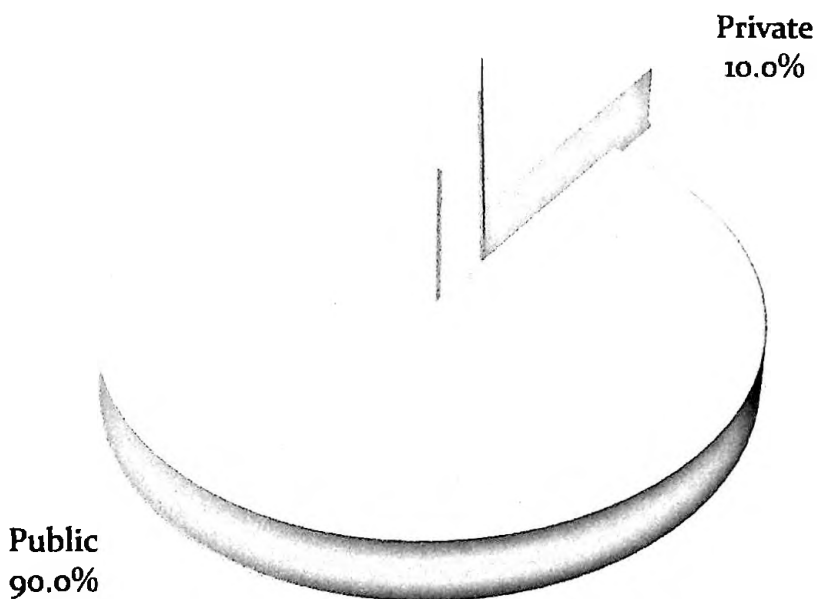


Figure 3: Distribution of Teachers by School Proprietorship

Figure 3 shows the distribution of teachers on the basis of school proprietorship. The figure shows that majority of the teachers [676 (90%)] that participated in the study were from public schools, while only 75 (10%) teachers were private schools.

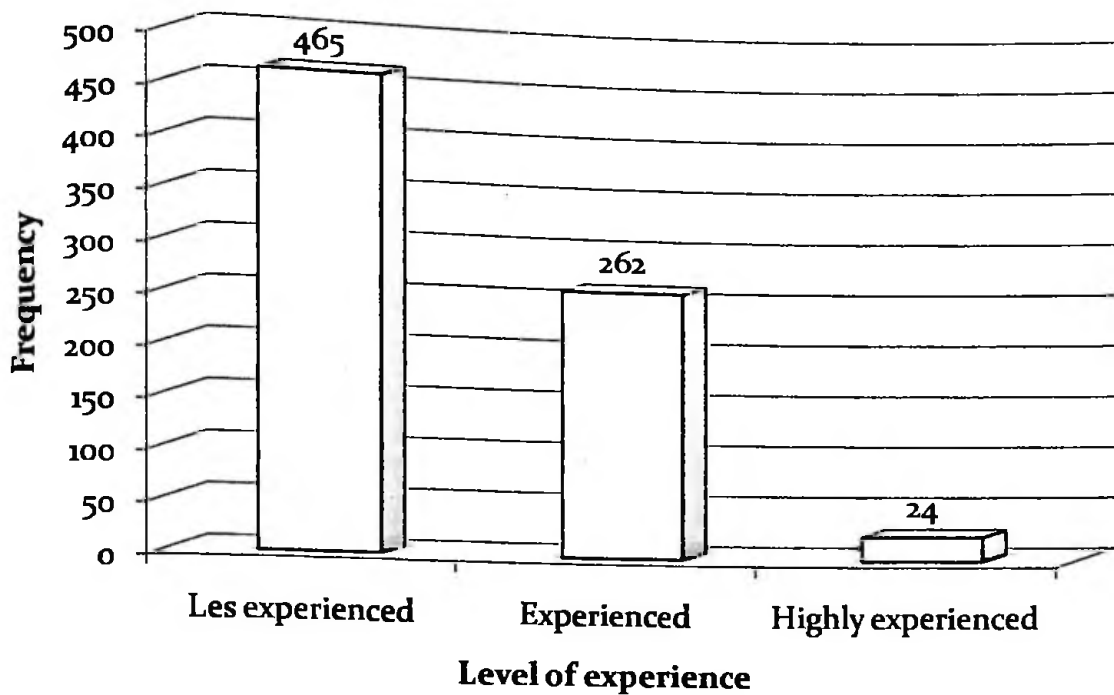


Figure 4: Distribution of Economics Teachers on the Basis of Experience

Figure 4 shows the distribution of Economics teachers on the basis of teaching experience. Majority of the teachers who took part in the study were less experienced Economics teachers 465 (61.9%), while 24 (3.2%) of them were highly experienced Economics teachers. This implies that majority of the Economics teachers were novice teachers.

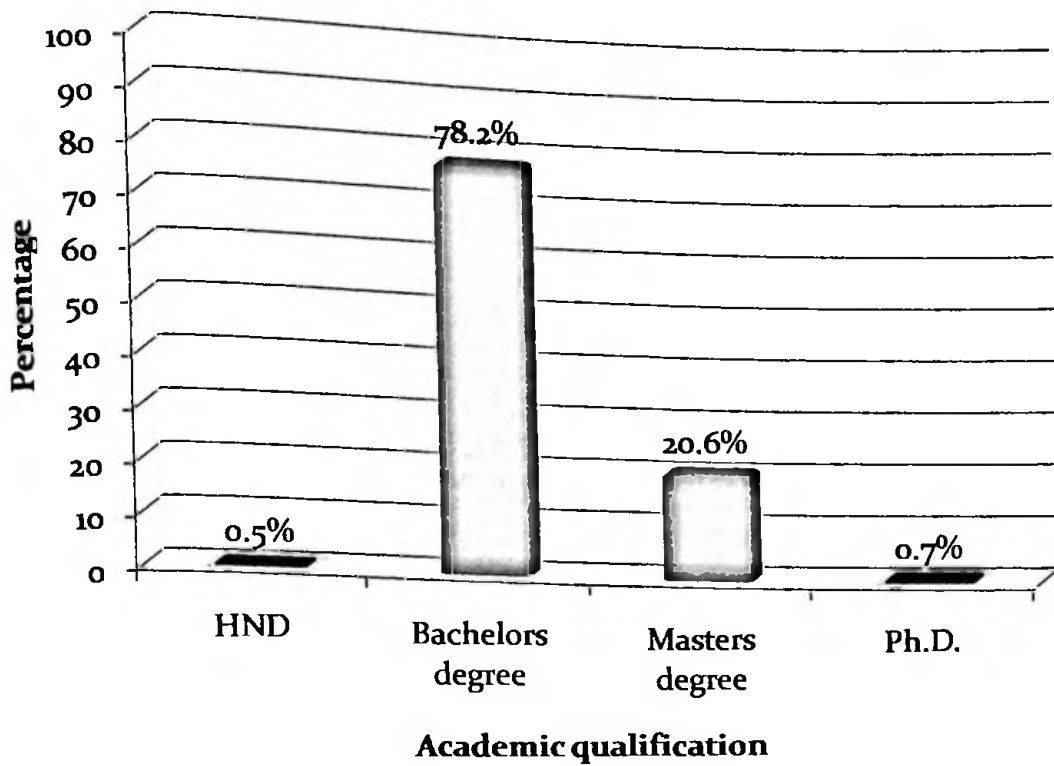


Figure 5: Distribution of Economics Teachers by Academic Qualification

Figure 5 shows the distribution of Economic teachers on the basis of academic qualification. Majority of the respondents 587 (78.2%) were holders of Bachelor's degree while 4 (0.5%) had HND as their highest academic qualification.

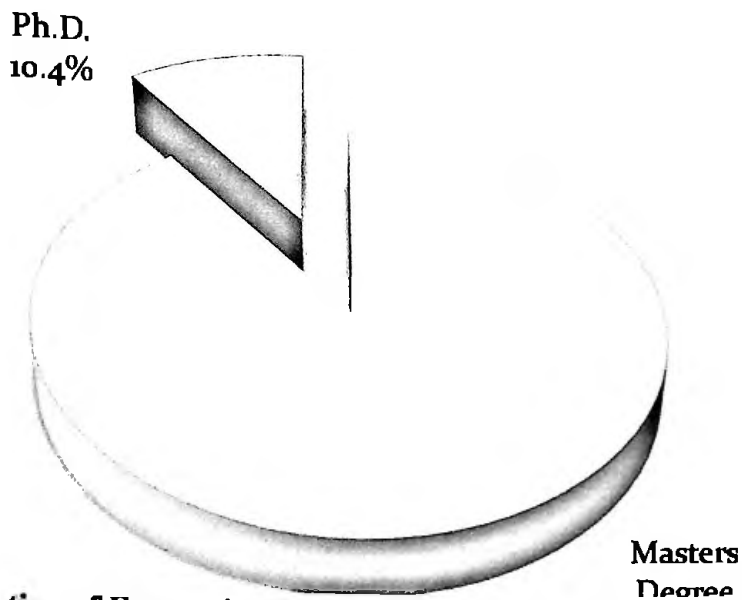


Figure 6: Distribution of Economics Teacher Educators by Academic Qualification

Figure 6 shows the distribution of Economics teacher educators on the basis of their academic qualifications. Majority of the teacher educators 112 (89.6%) had a master's degree, while only 13 (10.4%) possessed a Ph. D. degree

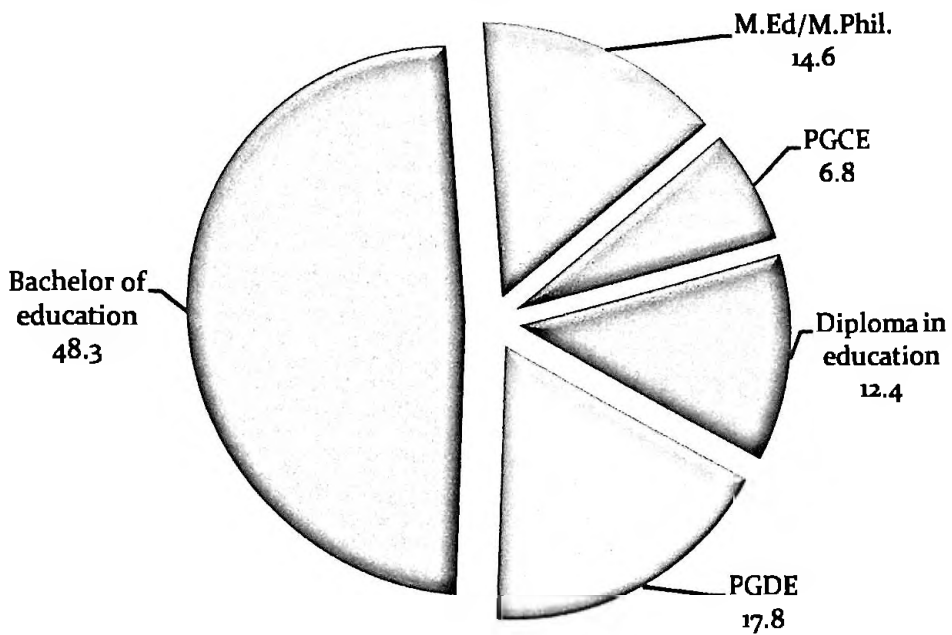


Figure 7: Professional Qualification of Economics Teachers

Figure 7 shows the distribution of Economics teachers based on their highest professional qualifications. Majority of the respondents 363 (48.3%) had a Bachelor of Education degree, while 51 (6.8%) had a Postgraduate Certificate in Education (PGCE) as their highest professional qualification.

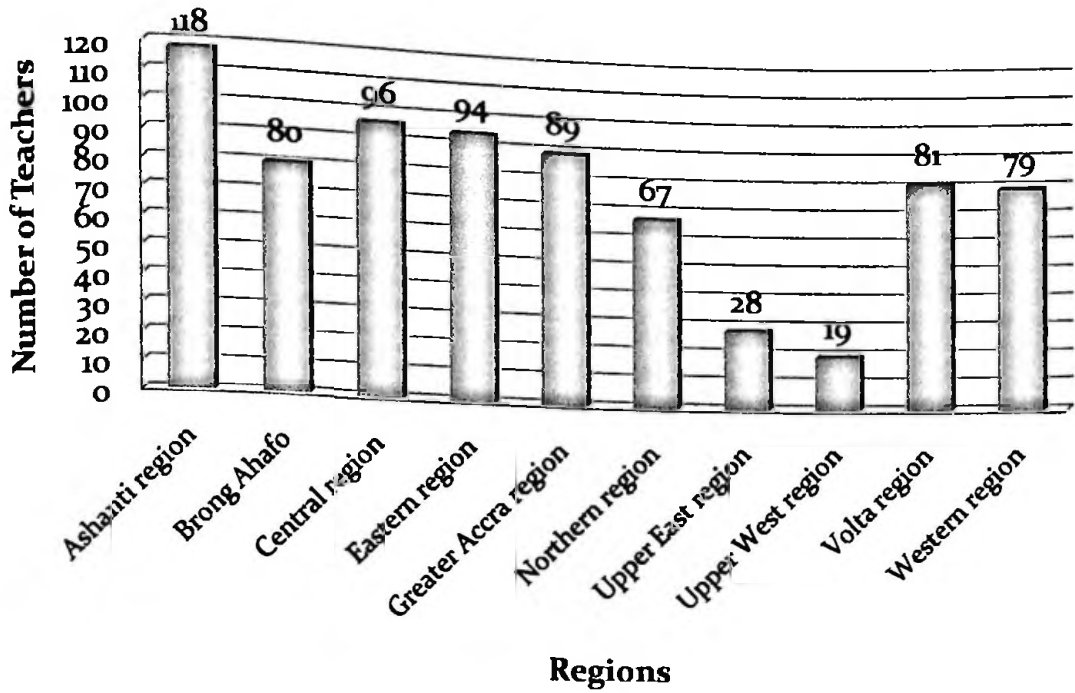


Figure 8: Regional Distribution of Professional Economics Teachers Used for the Study

Figure 8 shows the regional distribution of Economics teachers used for the study. The largest proportion of respondents 118 (15.7%) were sampled from the Ashanti Region, while the Upper West Region had the lowest 19 (2.5%) representation in the study.

Research Question 2:

What are the opinions of Economics teacher educators on the importance of the teacher identity indicators as they relate to teachers' professional capacity?

In response to research question 2, a ranked analysis of the opinions of Economics teacher educators on the importance of teacher identity indicators was conducted. The analysis involved professional skills, values, knowledge and reflective practice.

Table 2: Ranked Opinions of Economics Teacher Educators on Teacher Identity Indicators

Statement	Mean score	Rank
Professional skills	3.28	1st
Professional knowledge	3.11	2nd
Professional values	3.10	3 rd
Professional reflective practice	3.01	4th

The result, as shown in Table 2, indicates that the average Economics teacher educator just like the average Economics teacher, was primarily in support of the professional *skills* aspect of teacher identity indicator (3.28) when compared with the other aspects considered, the *professional knowledge* aspect (3.11), and professional *reflective practice* aspect (3.10) were ranked second and third respectively. Again, the professional values component was rated lowest.

teaching of Economics) with a mean score of 3.0 were ranked 1st, 2nd, 3rd, 4th and 5th respectively. This infers that Economics teachers surveyed are of the opinion that the ideal Economics teacher can be primarily identified by these top-five qualities.

However, items such as (*knowledge of strengths and weaknesses in terms of professional values and interest*) with a mean score of 2.71, (*knowledge of various roles of Economics education to society in general*) with a mean score of 2.43, and (*knowledge of methods of inquiry in Economics education*) with a mean score of 2.42 were ranked 9th, 10th, and 11th respectively. Thus, Economics teachers were of the opinion that these knowledge indicators (items B2, B8, and B11) are not as important as the top-five with respect to identifying the ideal Economics teacher in terms of professional knowledge.

Research Question 4:

What are the opinions of Economics teachers on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity?

In response to research question 4, a ranked analysis of the opinions of Economics teachers on professional values aspect of teacher identity indicators was conducted. A total of 12 statements bordering on professional values of an ideal economics teacher were used for the assessment.

Table 4: Ranked Opinions of Economics Teachers on Professional values aspect of teacher identity indicators

Item	Statement	Mean score	Rank
C1	A positive attitude towards the subject at all times	3.77	1st
C10	Inspiring students towards high level achievement in Economics	3.24	2nd
C9	Participation in professional development programmes such as workshops and seminars	3.14	3rd
C3	Maintaining a collaborative working relationship with his/her colleagues	3.08	4th
C5	Being enthusiastic towards his/her students	3.07	5th
C7	Total commitment to the teaching of the subject	3.05	6th
C12	Regular attendance at Economics classes and school programmes	2.93	7th
C4	Emotional stability during instructional sessions	2.92	8th
C6	Moral uprightness towards his/her students	2.87	9th
C2	Belief in his/her ability to influence students achievement in Economics	2.71	10th
C8	Good rapport with the parents of his/her students	2.56	11th
C11	Intellectual dishonesty: pretending to be an encyclopedia of knowledge in Economics	1.54	12th

The result, as shown in Table 4, indicates that out of the 12 items assessed, items C1 (*a positive attitude towards the subject at all times*) with a mean score of 3.77, C10 (*inspiring students towards high level achievement in Economics*) with a mean score of 3.24, and C9 (*participation in professional development programmes such as workshops*

and seminars) with a mean score of 3.14, C3 (*maintaining a collaborative working relationship with his/her colleagues*) with a mean score of 3.08, C5 (*being enthusiastic towards his/her students*) with a mean score of 3.07 and C7 (*total commitment to the teaching of the subject*) with a mean score of 3.05 were ranked 1st, 2nd, 3rd, 4th, 5th and 6th respectively. This implies that the Economics teachers were of the opinion that the ideal Economics teacher is expected to demonstrate these top-six professional values.

On the other hand, the result shows that items C2 (*belief in his/her ability to influence students' achievement in Economics*) with a mean score of 2.71, C8 (*good rapport with the parents of his/her students*) with a mean score of 2.56, and C11 (*intellectual dishonesty: pretending to be an encyclopedia of knowledge in Economics*) with a mean score of 1.54 were ranked 10th, 11th, and 12th respectively. This suggests that the Economics teachers were of the opinion that these aspects of professional values (items C2, C8, and C11) are not so important indicators that identify an ideal Economics teacher in terms of professional values.

Research Question 5: What opinions do Economics teachers have on the professional skills aspect of the identity indicators as they relate to teachers' professional capacity?

In response to research question 5, a ranked analysis of the opinions of Economic teachers on the professional skills aspect of teacher identity indicators was conducted. A total of 19 statements bordering on professional skills of an ideal economics teacher were used for the assessment.

Table 5: Ranked Opinions of Economics Teachers on Professional skills aspect of Teacher Identity Indicators

Item	Statement	Mean score	Rank
D18	Using appropriate communicative skills	3.71	1 st
D12	Effective class management	3.68	2 nd
D17	Promptly giving formative feedback to students on class exercises	3.52	3 rd
D1	Assessing students' needs to help identify learning goals	3.41	4 th
D10	Using instructional techniques that ensure the active involvement of students	3.35	5 th
D11	Illustrating economic concepts with appropriate examples	3.26	6 th
D9	Logical delivery of Economic content	3.23	7 th
D2	Selecting and sequencing any given Economic content	3.23	8 th
D13	Harmonizing evaluation questions with instructional objectives	3.20	9 th
D6	Outlining learning activities that enhance attainment of instructional objectives	3.17	10 th
D16	Alternating low-order questions with high-order questions during instructional sessions	3.06	11 th
D8	Conducting a review of students' entry behaviour	3.05	12 th
D15	Employing multiple-choice test items	3.03	13 th
D14	Employing essay-type test items	3.02	14 th
D5	Harmonizing instructional objectives with economic curriculum goals	2.86	15 th
D3	Drawing an appropriate scheme of work	2.66	16 th
D19	Moderate pacing of verbal interactions	2.60	17 th
D7	Improvising instructional materials that are suitable for the attainment of instructional objectives	2.52	18 th
D4	Preparing comprehensive lesson plans	2.51	19 th

The result, as shown in Table 5, indicates that of the 19 items assessed, items D18 (*skills of using appropriate communicative skills*) with a mean score of 3.71, D12 (*skills of effective class management*) with a mean score of 3.68, D17 (*skills of promptly giving formative feedback to students on class exercises*) with mean score of 3.52, D1 (*skills of assessing students' needs to help identify learning goals*) with a mean score of 3.41, and D10 (*skills of using instructional techniques that ensure the active involvement of students*) with a mean score of 3.35, as indicators of the Economics teachers' professional skills.

The result further shows that items D11 (*skills of illustrating Economics concepts with appropriate examples*) with a mean score of 3.26, D9 (*skills of logical delivery of Economic content*) with a mean score of 3.23, D2 (*skills of selecting and sequencing any given Economic content*) with a mean score of 3.23, D13 (*skills of harmonizing evaluation questions with instructional objectives*) with a mean score of 3.20, D6 (*skills of outlining learning activities that enhance attainment of instructional objectives*) with a mean score of 3.17, D16 (*skills of alternating low-order questions with high-order questions during instructional sessions*) with a mean score of 3.06, D8 (*skills of conducting a review of students' entry behaviour*) with a mean score of 3.05, D15 (*skills of employing multiple-choice test items*) with a mean score of 3.03, and D14 (*skills of employing essay-type test items*) with a mean score of 3.02 were ranked 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th and 14th respectively.

This suggests that Economics teachers were of the opinion that the ideal Economics teacher is expected to demonstrate these top-fourteen professional skills.

However, the result shows that items D19 (*moderate pacing of verbal interactions*) with a mean score of 2.60, D7 (*improvising instructional materials that are suitable for the attainment of instructional objectives*) with a mean score of 2.52, and D4 (*preparing comprehensive lessons plans*) with a mean score of 2.52, were ranked 10th, 11th, and 12th respectively. This suggests that the Economics teachers sampled were of the opinion that these indicators of professional skills (items D19, D7, and D4) are not as important as the first fourteen professional skills in characterizing an ideal Economics teacher in terms of professional values.

Research Question 6:

What are the opinions of Economics teachers on the importance of the professional reflective practice aspect of the teacher identity indicators as they relate to teachers' professional capacity?

In response to research question 6, a ranked response of the opinions of economic teachers on professional reflective practice aspect of teacher identity indicators was conducted. A total of 21 indicators bordering on professional reflective practices of an ideal economics teacher were used for the assessment.

Table 6: Ranked Opinions of Economics Teachers on Professional Reflective Practices aspect of Teacher Identity Indicators

Item	Statement	Mean score	Rank
E1	Strengths and weaknesses in terms of knowledge in the subject matter	3.56	1st
E12	Skills of communication employed during instructional sessions	3.55	2nd
E21	Timely provision of formative feedback to students on class exercises, assignments and tests	3.53	3rd
E6	Attitude and disposition towards the subject	3.34	4th
E17	Selection and use of instructional techniques that ensure active student learning/involvement	3.32	5th
E9	Attitude towards students particularly during instructional sessions	3.28	6th
E10	Attitude towards professional development programmes	3.13	7th
E20	Competence in the handling of students questions	3.09	8th
E2	Knowledge of the weaknesses, strengths and interests of students under him/her	3.09	9th
E15	Teaching/learning activities and their relationship with instructional objectives	3.05	10th
E11	Level of commitment to the teaching of Economics	3.04	11th
E18	Selection and use of the various techniques of assessment	3.03	12th
E4	Knowledge of current trends and developments in the teaching of Economics	3.03	13th
E19	Competence in composing and scoring various test items	3.02	14th
E8	Working relationship with colleagues and auxiliary staff	2.84	15th
E7	The ability to influence students achievement in the subject	2.76	16th
E3	Knowledge of psychology of learning as it relates to the teaching of Economics	2.75	17th
E13	Scheme of work for the term or academic year	2.62	18th
E14	Lesson plans for all topics and instructional sessions	2.46	19th
E5	Knowledge of the roles of Economics education to society in general	2.44	20th
E16	Improvised teaching materials and their relationship with /instructional objectives	2.40	21st

The result, as shown in Table 6, indicates that out of the 21 items assessed, items E1 (*reflecting on his/her strengths and weaknesses in terms of knowledge in the subject matter*) with a mean score of 3.56, E12 (*reflecting on his/her skills of communication employed during instructional sessions*) with a mean score of 3.55, E21 (*reflecting on his/her timely provision of formative feedback to students on class exercises, assignments and tests*) with a mean score of 3.53 and item E9 (*reflecting on his/her attitude towards students particularly during instructional sessions*) with a mean score of 3.28.

The rest are; item E10 (*reflecting on his/her attitude towards professional development programmes*) with a mean score of 3.13, E20 (*reflecting on his/her competence in the handling of students' questions*) with a mean score of 3.09, E2 (*reflecting on his/her knowledge of the weaknesses, strengths and interests of students under him/her*) with a mean score of 3.09, E15 (*reflecting on teaching/learning activities and their relationship with instructional objectives*) with a mean score of 3.05, E11 (*reflecting on his/her level of commitment to the teaching of Economics*) with a mean score of 3.04, E18 (*reflecting on his/her selection and use of the various techniques of assessment*) with a mean score of 3.03, E4 (*reflecting on his/her knowledge of current trends and developments in the teaching of Economics*) with a mean score of 3.03, and E19 (*reflecting on his/her competence in the composing and scoring various test items*) with a mean score of 3.02. These indicators were ranked 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th and 14th respectively. This suggests that Economics teachers were of the opinion that the ideal Economics teacher is expected to demonstrate reflective practices in these top-fourteen areas.

On the other hand, the result shows that items E14 (*reflecting on lesson plans for all topics and instructional sessions*) with a mean score of 2.46, E5 (*reflecting on his/her knowledge of the roles of Economics education to society in general*) with a mean score of 2.44, and E16 (*reflecting on improvised teaching materials and their relationship with instructional objectives*) with a mean score of 2.40 were ranked 19th 20th and 21st respectively. Therefore, this suggests that Economics teachers were of the opinion that these reflective practices are the least aspects of professional reflective practices (items D19, D7, and D4) that characterize the ideal Economics teacher. .

Research Question 7:

What opinions do Economics teacher educators have on the importance of the professional knowledge aspect of the teacher identity indicators as they relate to teachers' professional capacity?

In response to research question 7, a ranked analysis of the opinions of Economics teacher educators on the professional knowledge aspect of teacher identity indicators was conducted. A total of 11 indicators were used to assess the key professional knowledge indicators of the ideal Economics teacher.

Table 7: Ranked Opinions of Economics teacher educators on Professional Knowledge aspect of teacher identity indicators

Item	Statement	Mean score	Rank
B1	His/her strengths and weaknesses in terms of the subject	3.77	1 st
B10	Suitable curriculum materials for Economics education	3.72	2 nd
B4	The subject matter of Economics	3.63	3 rd
B9	Current trends and development in the teaching of Economics	3.31	4 th
B3	His/her strengths and weaknesses in terms of pedagogical skills	3.24	5 th
B5	Other related subjects	3.11	6 th
B11	Methods of enquiry	3.03	7 th
B7	The various reasons for cultivating Economics knowledge in students	3.01	8 th
B6	Psychology of learning as it relates to the teaching of Economics	2.79	9 th
B2	His/her strengths and weaknesses in terms of professional values and interest	2.59	10 th
B8	The various roles of Economics education to society in general	1.99	11 th

The result, as shown in Table 7, indicates that items B1 (*knowledge of his/her strengths and weaknesses in terms of the subject*) with a mean score of 3.77, B10 (*knowledge of suitable curriculum materials for Economics education*) with mean score of 3.72, and B4 (*knowledge of the subject matter of Economics*) with a mean score of 3.63, B9 (*knowledge of current trends and developments in the teaching of Economics*)

with a mean score of 3.31, B3 (*knowledge of his/her strengths and weaknesses in terms of pedagogical skills*) with a mean score of 3.24, B5 (*knowledge in other related subjects*) with a mean score of 3.11, B11 (*knowledge in the methods of inquiry in Economics education*) with a mean score of 3.03 and B7 (*knowledge of the various reasons for cultivating Economics knowledge in students*) with a mean score of 3.01, were ranked 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th respectively. This suggests that the Economics teacher educators were of the opinion that the ideal Economics teacher can be identified by these top-eight professional knowledge indicators.

However, items such as B6 (*knowledge of psychology of learning as it relates to the teaching of Economics*) with a mean score of 2.79, B2 (*knowledge of his/her strengths and weaknesses in terms of professional values and interest*) with a mean score of 2.59, and B8 (*knowledge of the various roles of Economics education to society in general*) with a mean score of 1.99 were ranked 9th, 10th, and 11th respectively. Thus, Economics teacher educators were of the opinion that these knowledge indicators (items B6, B2, and B8) are not as critical as the top-eight with respect to identifying the ideal Economics teacher in terms of professional values.

Research Question 8:

What are the opinions of Economics teacher educators on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity?

In response to research question 8, a ranked analysis of the opinions of Economic teacher educators on professional values aspect of teacher identity indicators was conducted. A total of 12 indicators bordering on professional values of an ideal Economics teacher were used for the assessment.

Table 8: Ranked Opinions of Economics Teacher Educators on Professional Values aspect of Teacher Identity Indicators

Item	Statement	Mean score	Rank
C1	A positive attitude towards the subject at all times	3.58	1st
C10	Inspiring students towards high level achievement in Economics	3.33	2nd
C4	Emotional stability during instructional sessions	3.26	3rd
C6	Moral uprightness towards his/her students	3.26	4th
C2	Belief in his/her ability to influence students' achievement in Economics	3.14	5th
C5	Being enthusiastic towards his/her students	3.13	6th
C7	Total commitment to the teaching of the subject	3.12	7th
C9	Participation in professional development programmes such as workshops and seminars	3.12	8th
C3	Maintaining a collaborative working relationship with his/her colleagues	3.11	9th
C12	Regular attendance at Economics classes and school programmes	3.08	10th
C8	Good rapport with the parents of his/her students	2.05	11th
C11	Intellectual dishonesty: pretending to be an encyclopedia of knowledge in Economics	1.94	12th

The result, as shown in Table 8, indicates that of the 12 items assessed, items C1 (*a positive attitude towards the subject at all times*) with a mean score of 3.58, C10 (*inspiring students towards high level achievement in Economics*) with a mean score of 3.33, C4 (*emotional stability during instructional sessions*) with a mean score of 3.26, C4

(moral uprightness towards his/her students) with a mean score of 3.26, C2 (belief in his/her ability to influence students' achievement in Economics) with a mean score of 3.14, C5 (being enthusiastic towards his/her students) with a mean score of 3.13, C7 (total commitment to the teaching of the subject) with a mean score of 3.12, C9 (participation in professional development programmes) with a mean score of 3.12, C3 (maintaining a collaborative working relationship with his/her colleagues) with a mean score of 3.11 and C12 (regular attendance at Economics classes and school programmes) with a mean score of 3.08, were ranked 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th respectively. This implies that Economics teacher educators were of the opinion that the ideal Economics teacher is expected to demonstrate these top-eight professional values.

On the other hand, the result shows that items C12 (regular attendance at Economics classes and school programmes) with a mean score of 3.08, C8 (good rapport with the parents of his/her students) with a mean score of 2.05, and C11 (intellectual dishonesty: pretending to be an encyclopedia of knowledge in Economics) with a mean score of 1.94 were ranked 10th, 11th, and 12th respectively. This suggests that the Economics teachers were of the opinion that these aspects of professional values (items C2, C8, and C11) are relatively less important indicators that identify an ideal Economics teacher in terms of professional values.

Research Question 9:

What opinions do Economics teacher educators have on the importance of the professional skills aspect of the teacher identity indicators as they relate to teachers' professional capacity?

In response to research question 9, a ranked analysis of the opinions of Economic teacher educators on the professional skills aspect of teacher identity indicators was conducted. A total of 19 indicators bordering on professional skills of an ideal Economics teacher were used for the assessment.

Table 9: Ranked Opinions of Economics Teacher Educators on Professional Skills aspect of Teacher Identity Indicators

Item	Statement	Mean score	Rank
D18	Using appropriate communicative skills	3.95	1st
D12	Effective class management	3.88	2nd
D17	Promptly giving formative feedback to students on class exercises	3.79	3rd
D2	Selecting and sequencing any given Economic content	3.51	4th
D10	Using instructional techniques that ensure the active involvement of students	3.41	5th
D1	Assessing student's needs to help identify learning goals	3.35	6th
D8	Conducting a review of students' entry behaviour	3.35	7th
D13	Harmonising evaluation questions with instructional objectives	3.33	8th
D9	Logical delivery of Economic content	3.32	9th
D14	Employing essay-type test items	3.29	10th
D15	Employing multiple-choice test items	3.27	11th
D6	Outlining learning activities that enhance attainment of instructional objectives	3.23	12th
D11	Illustrating Economic concepts with appropriate examples	3.16	13th
D19	Moderate pacing of verbal interactions	3.12	14th
D5	Harmonising instructional objectives with Economic curriculum goals	3.11	15th
D16	Alternating low-order questions with high-order questions during instructional sessions	3.07	16th
D3	Drawing an appropriate scheme of work	3.02	17th
D4	Preparing comprehensive lessons plans	2.94	18th
D7	Improvising instructional materials that are suitable for the attainment of instructional objectives	2.17	19th

The result, as shown in Table 9, indicates that out of the 19 items assessed, items D18 (*skills of using appropriate communicative skills*) with a mean score of 3.95, D12 (*skills of effective class management*) with a mean score of 3.88, D17 (*skills of promptly giving formative feedback to students on class exercises*) with a mean score of 3.79, D2 (*skills of selecting and sequencing any given Economic content*) with a mean score of 3.51, D10 (*skills of using instructional techniques that ensure the active involvement of students*) with a mean score of 3.41, D1 (*skills of assessing students' needs to help identify learning goals*) with a mean score of 3.35, D8 (*skills of conducting a review of students' entry behaviour*) with a mean score of 3.35 and D13 (*skills of harmonizing evaluation questions with instructional objectives*) with a mean score of 3.33.

The rest are; items D 9 (*skills of logical delivery of content*) with a mean score of 3.32, D14 (*skills of employing essay-type test items*) with a mean score of 3.29, D15 (*skills of employing multiple-choice test items*) with a mean score of 3.27, D 6 (*skills of outlining learning activities that enhance the attainment of instructional objectives*) with a mean score of 3.23, D 11 (*skills of illustrating Economic concepts with appropriate examples*) with a mean score of 3.16, D 19 (*skills of moderate pacing of verbal interactions*) with a mean score of 3.12, D5 (*skills of harmonizing instructional objectives with Economics curriculum goals*) with a mean score of 3.11, D16 (*skills of alternating low-order with high-order questions during instructional sessions*) with a mean score of 3.07 and D 3 (*skills of drawing an appropriate scheme of work*) with a mean score of 3.02, were ranked 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th and 17th respectively. This suggests that Economics teacher educators were of the opinion

that the ideal Economics teacher is expected to demonstrate these top-seventeen professional skills.

However, the result shows that items D4 (*skills of preparing comprehensive lesson plans*) with a mean score of 2.94, and D7 (*skills of improvising instructional materials that are suitable for the attainment of instructional objectives*) with a mean score of 2.17 were ranked 18th and 19th respectively. This suggests that Economics teacher educators were of the opinion that these aspects of professional skills (items D4, and D7) are not as critical as the first seventeen professional skills that identify an ideal Economics teacher.

Research Question 10:

What are the opinions of Economics teacher educators on the importance of the reflective practice aspect of the teacher identity indicators as they relate to teachers' professional capacity?

In response to research question 10, a ranked analysis of the opinions of Economic teacher educators on professional reflective practice aspect of teacher identity indicators was conducted. A total of 21 indicators bordering on professional reflective practices of an ideal economics teacher were used for the assessment.

Table 10: Ranked Opinions of Economics Teacher Educators on Professional Reflective Practice aspect of Teacher Identity Indicators

Item	Statement	Mean score	Rank
E21	Timely provision of formative feedback to students on class exercises, assignments and tests	3.78	1st
E12	Skills of communication employed during instructional sessions	3.77	2nd
E1	Strengths and weaknesses in terms of knowledge in the subject matter	3.63	3rd
E18	Selection and use of the various techniques of assessment	3.51	4th
E10	Attitude towards professional development programmes	3.43	5th
E6	Attitude and disposition towards the subject	3.32	6th
E7	The ability to influence students' achievement in the subject	3.19	7th
E9	Attitude towards students particularly during instructional sessions	3.15	8th
E15	Teaching/learning activities and their relationship with instructional objectives	3.15	9th
E20	Competence in the handling of students' questions	3.14	10th
E8	Working relationship with colleagues and auxiliary staff	3.13	11th
E17	Selection and use of instructional techniques that ensure active student learning/involvement	3.12	12th
E11	Level of commitment to the teaching of Economics	3.05	13th
E14	Lesson plans for all topics and instructional sessions	3.03	14th
E19	Competence in composing and scoring various test items	2.98	15th
E4	Knowledge of current trends and developments in the teaching of Economics	2.97	16th
E2	Knowledge of the weaknesses, strengths and interests of students under him/her	2.95	17th
E13	Scheme of work for the term or academic year	2.94	18th
E3	Knowledge of psychology of learning as it relates to the teaching of Economics	2.76	19th
E16	Improvised teaching materials and their relationship with instructional objectives	2.11	20th
E5	Knowledge of the roles of Economics education to society in general	2.03	21st

The result, as shown in Table 10, indicates that out of the 21 items assessed, items E21 (*reflecting on his/her timely provision of formative feedback to students on class exercises, assignments and tests*) with a mean score of 3.78, E12 (*reflecting on his/her skills of communication employed during instructional sessions*) with a mean score of 3.77, and E1 (*reflecting on his/her strengths and weaknesses in terms of knowledge in the subject matter*) with a mean score of 3.63, E18 (*reflecting on his/her selection and use of the various techniques of assessment*) with a mean score of 3.51, E10 (*reflecting on his/her attitude towards professional development programmes*) with a mean score of 3.43, E 6 (*reflecting on his/her attitude and disposition towards the subject*) with a mean score of 3.32, E7 (*reflecting on his/her ability to influence students' achievement in the subject*) with a mean a score of 3.19 and E9 (*reflecting on his/her attitude towards students particularly during instructional sessions*) with a mean score of 3.15.

The rest are; items E15 (*reflecting on teaching/learning activities and their relationship with instructional objectives*) with a mean score of 3.15, with a mean score of 3.14, E8 (*reflecting on his/her working relationship with colleagues and auxiliary staff*) with a mean score of 3.13, E17 (*reflecting on his/her selection and use of instructional techniques that ensure active student involvement in the learning process*) with a mean score of 3.12, E11(*reflecting on his/her level of commitment to the teaching of Economics*) with a mean score of 3.05 and E14 (*reflecting on his/her lesson plans for all topics and instructional sessions*) with a mean score of 3.03, were ranked, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th and 14th, respectively. This suggests that Economics teacher educators were of the opinion that the ideal Economics teacher is expected to periodically reflective on these top-fourteen areas.

On the other hand, the result shows that items E3 (*reflecting on his/her knowledge of psychology of learning as it relates to the teaching of Economics*) with a mean score of 2.76, E16 (*reflecting on his/her improvised teaching materials and their relationship with instructional objectives*) with a mean score of 2.11, and E5 (*reflecting on his/her knowledge of the roles of Economics education to society in general*) with a mean score of 2.03 were ranked 19th, 20th, and 21st respectively. Therefore, this suggests that Economics teacher educators were of the opinion that these indicators are the less important aspects of teachers' professional reflective practices (items E3, E16, and E5) that characterize the ideal Economics teacher.

Results of Structured Interview Schedule (SIS)

Result from the interview with respondents indicates that 7(35.00%) of the Economics teacher educators identified *a flair in Mathematics* as an essential characteristic of an ideal Economics teacher, while 5(25.00%) of them were of the opinion that *mastery of content knowledge* should be a cardinal feature of an Economics teacher. Thirty-one (41.33%) Economics teachers were of the opinion that *mastery of the subject matter* should be an important attribute of the SHS Economics teacher. The result further shows that 12 (16.00%) of the teachers considered the issue of *inspiring and motivating students* as an important of Economics teachers. Eleven (14.66%) of the teachers cited *appropriate methods of teaching the subject* as an essential characteristic.

Result of the SIS indicates that 9(45.00%) of the teacher educators considered *professional knowledge* as an essential feature of the Economics teacher, 5(25.00%) preferred *professional skills* as an indicator of an ideal Economics teachers' attribute. The result further shows that 36(48.00%) of the teachers identified *professional knowledge* as

On the other hand, the result shows that items E3 (*reflecting on his/her knowledge of psychology of learning as it relates to the teaching of Economics*) with a mean score of 2.76, E16 (*reflecting on his/her improvised teaching materials and their relationship with instructional objectives*) with a mean score of 2.11, and E5 (*reflecting on his/her knowledge of the roles of Economics education to society in general*) with a mean score of 2.03 were ranked 19th, 20th, and 21st respectively. Therefore, this suggests that Economics teacher educators were of the opinion that these indicators are the less important aspects of teachers' professional reflective practices (items E3, E16, and E5) that characterize the ideal Economics teacher.

Results of Structured Interview Schedule (SIS)

Result from the interview with respondents indicates that 7(35.00%) of the Economics teacher educators identified *a flair in Mathematics* as an essential characteristic of an ideal Economics teacher, while 5(25.00%) of them were of the opinion that *mastery of content knowledge* should be a cardinal feature of an Economics teacher. Thirty-one (41.33%) Economics teachers were of the opinion that *mastery of the subject matter* should be an important attribute of the SHS Economics teacher. The result further shows that 12 (16.00%) of the teachers considered the issue of *inspiring and motivating students* as an important of Economics teachers. Eleven (14.66%) of the teachers cited *appropriate methods of teaching the subject* as an essential characteristic.

Result of the SIS indicates that 9(45.00%) of the teacher educators considered *professional knowledge* as an essential feature of the Economics teacher, 5(25.00%) preferred *professional skills* as an indicator of an ideal Economics teachers' attribute. The result further shows that 36(48.00%) of the teachers identified *professional knowledge* as

a major attribute, while 23 (30.66%) rated *professional skills* as the most important. Six (8.00%) suggested *professional reflective practice*, which in their view, is an important attribute of the Economics teacher.

The result indicates that, 15 (20.00%) of the Economics teachers suggested the need to include in Economics teacher training programmes, *topics that are geared towards solving Ghana's Economics problems*, 13 (17.33%) suggested training on the *use of multimedia* to teach Economics, while 10 (13.33%) encouraged *field experience*. The results indicate that, 6 (30.00%) teacher educators suggested *technological knowledge*, while 4(20.00%) and 3 (15.00%) championed the need for teacher training in *techniques of assessment* and *opportunities for professional development* respectively.

The result of the SIS reveals that 30 (40, 00%) of the Economics teachers proposed *mastery of subject matter of Economics* as the most important aspect of teachers' *professional knowledge*, while 25 (33.33%) and 7 (9.33%) of the teachers suggested *knowledge in computer technology* and *knowledge of curriculum materials* respectively, as essential aspects of Economics teachers' professional knowledge. The results show that 7 (35.00%) of the teacher educators equally placed a high premium on *mastery of content knowledge*, while 6 (30.00%) of them considered *knowledge in curriculum materials* as important aspects of teachers' professional knowledge. The result indicates that 4 (20.00%) and 2 (10.00%) cited *knowledge of reasons for teaching Economics* and *knowledge in Mathematics* as equally important aspects of the Economics teachers' professional knowledge.

The result shows that 7 (35.00%) of the teacher educators considered *commitment to the teaching of the subject*, while 4(20.00%) and 2 (10.00%) suggested a *positive*

attitude towards the subject and *attitude towards capacity building* respectively, as professional values that promote the effective teaching of the subject. The result further indicates that 32 (42.66%) of the teachers identified *attitude towards the subject* as an important professional value that promotes the effective teaching of the subject, while 17 (22.66%) of the teacher educators cited *attitude towards students* as equally influencing effective teaching.

The results show that 8 (40.00%) of the Economics teacher educators identified the *skills of involving students in class* as the most important indicator in terms of professional skills, while 5 (25.00%) and 3 (15.00%) considered *communication skills* and *skills of class management* respectively, as important for successful delivery of instructional plans. The data reveal that 20 (26.00%) of the Economics teachers also considered the *skills of effective class management* as an essential attribute that facilitate successful delivery of instructional plans, while 15 (20.00%) identified *skills of involving students*, and 10 (13.33%) considered *communication skills* as pertinent.

Data from the SIS reveal that 7 (35.00%) of the teacher educators claimed that periodic reflection enabled them to *adjust their way of doing things so as to suit certain conditions in the class*, while 4 (20.00%) were of the view that reflection *enhance effective teaching*. Three (15.00%) of the educators claimed reflection enabled them to *identify their strengths and weaknesses*. Results of the SIS indicate that 21 (28.00%) of the Economics teachers claimed that reflection enabled them to *effect changes in their lessons where necessary*. Eleven (14.66%) of the teachers argued that reflection enabled them to *provide adequate and relevant information to students*.

Results of the SIS indicate that 7(35.00%) teacher educators identified *teacher reflection on his strengths and weaknesses in terms of knowledge of Economics content* as very important, while 6 (30.00%) of the educators considered the teacher reflection on the *use of technical language that is peculiar to Economics (economese)*. The result shows that 25 (33.33%) of the Economics teachers identified teacher reflection on his *commitment and attitude towards the subject*, while 17 (22.66%) and 12 (16.00%) of the same teachers considered *reflection on content knowledge* and *reflection on skills of communication*, respectively.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the teacher identity indicators as they relate to teachers' professional capacity

In response to hypothesis 1, an independent sample t-test analysis was conducted to determine if there existed significant difference in the level of importance attached to aspects of teachers' professional capacity by Economics teacher educators and Economics teachers. A total of 4 capacity indicators were considered for the analysis; professional knowledge, professional values, professional skills and professional reflective practice aspects of Economics teachers' professional capacity.

Table 11: t-test analysis for significant difference in opinions on the importance of teacher identity indicators between Economics teacher educators and Economics teachers

Variables	Me	Mt	MD	Std. Error	df	t	p-value
Professional Knowledge	3.108	3.021	.087	.024	874	3.607	.000
Professional Values	3.009	2.907	.102	.030	874	3.369	.001
Professional Skills	3.277	3.111	.166	.025	874	6.714	.000
Professional Reflective practice	3.102	3.017	.085	.027	874	3.157	.002

Me: Mean score for Educators **Mt:** Mean score for Teachers **MD:** Mean Difference

In all, as shown in Table 11, the results indicate that there were significant difference in the level of importance attached to the capacity indicators between Economics teacher educators and Economics teachers. Specifically, the result shows that the capacity indicator; *professional knowledge*, which yielded a mean difference of 0.087, and $t=3.607$ at 874 degree of freedom, was statistically significant since $p<0.05$. This implies that the respondents (Economics teacher educators and Economics teachers) assigned significantly different levels of importance to the professional knowledge aspect of teacher identity indicators.

Similarly, the capacity indicator; *professional values*, which yielded a mean difference of 0.102, and $t=3.369$ at 874 degree of freedom, was statistically significant since $p<0.05$. This also implied that both cadre of respondents (Economics teacher educators and Economics teachers) attached significantly different degrees of importance to the professional values aspect of teacher identity indicators.

Furthermore, the result shows that *professional skills*, as a capacity indicator, yielded a mean difference of 0.166, and $t=6.714$ at 874 degree of freedom, was statistically significant since $p<0.05$. This implies that Economics teacher educators and Economics teachers attached significantly different levels of importance to this aspect of teachers' professional capacity. *Professional reflective practice* yielded a mean difference of 0.085, and $t=3.157$ at 874 degree of freedom, and was statistically significant since $p<0.05$. This finding therefore suggests that both cadre of respondents (Economics teacher educators and Economics teachers) attached significantly different degrees of importance to the professional reflective practice indicator of teachers' professional capacity.

In sum, the results show that the respondents (Economics teacher educators and Economics teachers) placed significantly different levels of importance on these professional capacity indicators. A negative or positive mean difference suggest which category of respondents (whether Economics teacher educators or Economics teachers) placed a higher degree of importance to the significant professional aspects; thus a negative mean difference suggests that Economics teachers attach a significantly higher degree of importance to a professional aspect than the Economics teacher educators and vice versa. Consequently, Economics teacher educators attached a significantly higher level of importance to all the identity indicators of teachers' professional capacity; *professional knowledge* (mean difference= 0.087), *professional values* (mean difference= 0.102), *professional skills* (mean difference= 0.166), and *professional reflective practice* (mean difference= 0.085), than Economics teachers.

Hypothesis 2: There is no significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the professional knowledge aspect of the teacher identity indicators as they relate to teachers' professional capacity

In response to hypothesis 2, an independent sample t-test analysis was conducted to determine if there existed significant difference in the level of importance attached to the indicators of *professional knowledge* aspect of teacher identity indicators by Economics teacher educators and Economics teachers. A total of 11 indicators were considered for the analysis – B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, and B11.

Table 12: t-test analysis on importance attached to indicators of teachers' professional knowledge between Economics teacher educators and Economics teachers

Variables	Me	Mt	MD	Std. Error	df	t	p-value
B1	3.774	3.489	.085	.043	874	.581	.190
B2*	2.593	2.713	-.120	.053	874	-2.271	.023
B3	3.236	3.216	.020	.052	874	.386	.700
B4	3.628	3.747	-.019	.040	874	-.973	.323
B5*	3.106	2.962	.144	.066	874	2.180	.030
B6	2.789	2.731	.058	.052	874	1.116	.265
B7*	3.025	2.897	.129	.051	874	2.535	.011
B8*	1.995	2.436	-.441	.044	874	-9.919	.000
B9	3.307	3.080	.026	.051	874	.442	.702
B10	3.724	3.519	.034	.046	874	.423	.681
B11*	3.030	2.424	.606	.057	874	10.610	.000

Me: Mean score for Educators Mt: Mean score for Teachers MD: Mean Difference
 $\alpha = .05$, * significant at $p < .05$

In all, as shown in Table 12, the results indicate that there is no significant difference in the degree of importance attached to indicators B1, B3, B4, B6, B9, and B10 whereas there was significant difference in the level of importance associated with

indicators B2, B5, B7, B8, and B11 by Economics teacher educators and Economics teachers.

In specific terms, the results show that B1 (*knowledge of his/her strengths and weaknesses in terms of the subject*) which yielded a mean difference of 0.085, and $t=0.581$ at 874 degree of freedom, was not significant since $p>0.05$. This finding suggests that the respondents' (Economics teacher educators and Economics teachers) attached similar levels of importance to indicator B1. Also, indicator B3 (*knowledge of his/her strengths and weaknesses in terms of pedagogical skills*) which yielded a mean difference of 0.020, and $t=0.386$ at 874 degree of freedom, was not significant since $p>0.05$, while indicator B4 (*knowledge of the subject matter of Economics*) which yielded a mean difference of -0.019, and $t= -0.973$ at 874 degree of freedom, was not significant since $p>0.05$.

This implies that both cadre of respondents (Economics teacher educators and Economics teachers) assigned similar levels of importance to indicators B3 and B4. Similarly, indicator B6 (*knowledge of psychology of learning as it relates to the teaching of Economics*) which yielded a mean difference of 0.058, and $t=1.116$ at 874 degree of freedom was not significant since $p>0.05$. This implies that Economics teacher educators and Economics teachers placed similar levels of importance to indicator B6.

Furthermore, the result shows that indicator B9 (*knowledge of current trends and developments in the teaching of Economics*) which yielded a mean difference of 0.026, and $t=0.442$ at 874 degree of freedom, was not significant since $p>0.05$, while indicator B10 (*knowledge of suitable curriculum materials for Economics education*) which yielded a mean difference of -0.034, and $t= -0.423$ at 874 degree of freedom, was not

significant since $p > 0.05$. This implies that Economics teacher educators and Economics teachers attached similar levels of importance to indicators B9 and B10.

However, the remaining indicators, that is, B2, B5, B7, B8, and B11, yielded mean differences and t-values that were statistically significant since $p < 0.05$. This implies that both cadre of respondents (Economics teacher educators and Economics teachers) assigned significantly different degree of importance to these indicators. A negative or positive mean difference suggest which category of respondents (whether Economics teacher educators or Economics teachers) assigned a higher degree of importance to the significant indicator; thus a negative mean difference suggests that Economics teachers placed a significantly higher level of importance to an indicator than the Economics teacher educators and vice-versa. Consequently, out of the five significant indicators, Economics teachers attached a significantly higher degree of importance to indicators B2 (mean difference = -0.120) and B8 (mean difference = -0.441) than Economics teachers' educators. Similarly, Economics teacher educators placed a significantly higher degree of importance to indicators B5 (mean difference = 0.144), B7 (mean difference = 0.129), and B11 (mean difference = 0.606) than Economics teachers.

Hypothesis 3: There is no significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity.

In response to hypothesis 3, an independent sample t-test analysis was conducted to determine if there existed significant difference in the degree of importance attached to the professional values aspect of the teacher identity indicators between Economics teacher educators and Economics teachers. A total of 12 indicators were considered for the analysis; C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, and C12.

Table 13: t-test analysis on importance attached to indicators of teachers' professional values between Economics teacher educators and Economics teachers

Variables	Me	Mt	MD	Std. Error	df	t	p-value
C1	3.578	3.774	-.096	.037	874	-.675	.538
C2	3.141	2.708	.033	.064	874	.621	.612
C3	3.106	3.085	.021	.051	874	.404	.687
C4*	3.256	2.923	.333	.058	874	5.727	.000
C5	3.126	3.070	.056	.048	874	1.169	.243
C6*	3.256	2.875	.381	.056	874	6.786	.000
C7	3.122	3.049	.073	.056	874	1.307	.191
C8*	2.050	2.553	-.503	.046	874	-10.854	.000
C9	3.116	3.145	-.030	.051	874	-.583	.560
C10	3.327	3.238	.089	.049	874	1.796	.073
C11*	1.944	1.541	.403	.049	874	8.196	.000
C12*	3.075	2.931	.145	.055	874	2.610	.009

Me: Mean score for Educators Mt: Mean score for Teachers MD: Mean Difference
 $\alpha = .05$

* significant at $p < .05$

The result as shown in Table 13 indicate that Economics teacher educators and Economics teachers did not differ significantly in the degree of importance they attached to indicators C1, C2, C3, C5, C7, C9, and C10, whereas they differed significantly in the degree of importance they associated with indicators C4, C6, C8, C11, and C12.

In specific terms, the result shows that indicator C1 (*a positive attitude towards the subject at all times*) which yielded a mean difference of -0.096, and $t = -0.275$ at 874 degree of freedom, was not significant since $p > 0.05$, while indicator C2 (*belief in his/her ability to influence students' achievement in Economics*) which yielded a mean difference of 0.033, and $t = 0.621$ at 874 degree of freedom, was not significant since $p > 0.05$. This implies that Economics teacher educators and Economics teachers placed a similar level of importance to indicators C1 and C2. Moreover, indicator C3 (*maintaining a collaborative working relationship with his/her colleagues*) which yielded a mean difference of 0.021, and $t = 0.404$ at 874 degree of freedom, was not significant since $p > 0.05$. This implies that both cadre of respondents (Economics teacher educators and Economics teachers) placed similar levels of importance to indicator C3.

Also, indicator C5 (*being enthusiastic towards his/her students*) yielded a mean difference of 0.056, and $t = 1.169$ at 874 degree of freedom, was not significant since $p > 0.05$. Thus, Economics teacher educators and Economics teachers assigned similar levels of importance to indicator C5. Similarly, indicator C7 (*total commitment to the teaching of the subject*) which yielded a mean difference of 0.073, and $t = 1.307$ at 874 degree of freedom, was not significant since $p > 0.05$. As such, Economics teacher educators and Economics teachers ascribed similar degrees of importance to indicator C7.

Furthermore, indicator C9 (*participation in professional development programmes such as workshops and seminars*) which yielded a mean difference of -0.030, and $t = -0.583$ at 874 degree of freedom, was not significant since $p > 0.05$, and also indicator C10 (*inspiring students towards high level achievement in Economics*) which yielded a mean difference of 0.089, and $t = 1.796$ at 874 degree of freedom, was not

significant since $p > 0.05$. As such, Economics teacher educators and Economics teachers associated similar levels of importance to indicator C10.

However, the remaining indicators, that is, C4, C6, C8, C11, and C12, yielded mean differences and t-values that were statistically significant since $p < 0.05$. This implies that both cadre of professionals (Economics teacher educators and Economics teachers) assigned significantly different degree of importance to these indicators. A negative or positive mean difference suggest which category of respondents (whether Economics teacher educators or Economics teachers) assigned a higher level of importance to the significant indicator; thus a negative mean difference means that Economics teachers place a significantly higher degree of importance to an indicator than the Economics teacher educators, and vice versa. By implication, out of the five significant indicators, Economics teachers attached a significantly higher degree of importance to indicator C8 (mean difference = -0.503) than Economics teacher educators. Similarly, Economics teacher educators placed a significantly higher degree of importance on indicators C4 (mean difference = 0.333), C6 (mean difference = 0.381), C11 (mean difference = 0.403), and C12 (mean difference = 0.145) than Economics teachers.

Hypothesis 4: There is no significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the professional skills aspect of the teacher identity indicators as they relate to teachers' professional capacity

In response to hypothesis 4, an independent sample t-test analysis was conducted to determine if there existed significant difference in the degree of importance attached to the *professional skills* aspect of the teacher identity indicators between Economics teachers' educators and Economics teachers. A total of 19 indicators were considered for the analysis – D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, and D19.

Table 14: t-test analysis on importance attached to indicators of teachers' professional skills between Economics teacher educators and Economics teachers

Variables	Me	Mt	MD	Std. Error	df	t	p-value
D1	3.347	3.404	-.057	.041	874	-1.378	.169
D2	3.508	3.227	.080	.047	874	1.987	.146
D3*	3.015	2.658	.357	.064	874	5.574	.000
D4*	2.944	2.509	.435	.058	874	7.465	.000
D5*	3.111	2.867	.244	.056	874	4.390	.000
D6	3.231	3.175	.056	.051	874	1.108	.268
D7*	2.168	2.525	-.357	.056	874	-6.402	.000
D8*	3.347	3.055	.291	.046	874	6.334	.000
D9	3.317	3.234	.083	.045	874	1.850	.065
D10	3.407	3.347	.060	.057	874	1.058	.291
D11	3.161	3.261	-.085	.042	874	-1.404	.162
D12	3.879	3.684	.096	.039	874	1.075	.168
D13	3.327	3.197	.029	.058	874	1.033	.226
D14*	3.286	3.019	.267	.041	874	6.497	.000
D15*	3.266	3.036	.231	.036	874	6.386	.000
D16	3.070	3.061	.009	.055	874	.169	.866
D17*	3.794	3.525	.269	.043	874	6.176	.000
D18	3.950	3.715	.035	.036	874	1.455	.104
D19*	2.602	3.950	-.520	.050	874	10.409	.000

Me: Mean score for Educators Mt: Mean score for Teachers MD: Mean Difference

$\alpha = .05$

* significant at $p < .05$

The result as shown in Table 14 indicate that Economics teacher educators and Economics teachers did not differ significantly in opinion in respect of the importance they associated with indicators D1, D2, D6, D9, D10, D11, D12, D13, D16, and D18 whereas they differed significantly in the degree of importance attached to indicators D3, D4, D5, D7, D8, D14, D15, D17, and D19.

In specific terms, the result shows that indicator D1 (*skills of assessing student's needs to help identify learning goals*) which yielded a mean difference of -0.057, and $t = -1.378$ at 874 degree of freedom, was not significant since $p > 0.05$, whilst indicator D2 (*selecting and sequencing any given Economic content*) yielded a mean difference of 0.080, and $t = 1.987$ at 874 degree of freedom, was not significant since $p > 0.05$. Thus, Economics teacher educators and Economics teachers assigned similar levels of importance to indicator D1 and D2. Also, indicator D6 (*skills of outlining learning activities that enhance attainment of instructional objectives*) yielded a mean difference of 0.056, and $t = 1.108$ at 874 degree of freedom, was not significant since $p > 0.05$. This finding implies that Economics teacher educators and Economics teachers associated similar degrees of importance to indicator D6.

Furthermore, indicator D9 (*skills of logical delivery of Economic content*) which yielded a mean difference of 0.083, and $t = 1.850$ at 874 degree of freedom, was not significant since $p > 0.05$, and indicator D10, (*skills of using instructional techniques that ensure the active involvement of students*) which yielded a mean difference of 0.060, and $t = 1.058$ at 874 degree of freedom, was not significant since $p > 0.05$. This finding suggests that Economics teacher educators and Economics teachers placed similar levels of importance to indicator D9 and D10.

Similarly, indicator D11 (*skills of illustrating Economic concepts with appropriate examples*) which yielded a mean difference of -0.085, and $t = -1.404$ at 874 degree of freedom, was not significant since $p > 0.05$; whilst indicator D12 (*skills of effective class management*) which yielded a mean difference of 0.096, and $t = 1.075$ at 874 degree of freedom, was not significant since $p > 0.05$; indicator D13, (*skills of harmonizing evaluation questions with instructional objectives*) which yielded a mean difference of 0.029, and $t = 1.033$ at 874 degree of freedom, was not significant since $p > 0.05$. This finding suggests that Economics teacher educators and Economics teachers associated similar levels of importance to indicator D11, D12 and D13.

In addition, indicator D16 (*skills of alternating low-order questions with high-order questions during instructional sessions*) which yielded a mean difference of 0.009, and $t = 0.169$ at 874 degree of freedom, was not significant since $p > 0.05$, and the result also shows that indicator D18 (*skills of using appropriate communication*) which yielded a mean difference of 0.035, and $t = 1.455$ at 874 degree of freedom, was not significant since $p > 0.05$. This finding suggests that Economics teacher educators and Economics teachers assigned similar levels of importance to indicators D16 and D18.

Conversely, the remaining indicators, that is, D3, D5, D7, D8, D14, D15, D17, and D19, yielded mean differences and t-values that were statistically significant since $p < 0.05$. This implies that the respondents (Economics teacher educators and Economics teachers) assigned significantly different levels of importance to these indicators. Furthermore, a negative or positive mean difference suggests which category of respondents (whether Economics teachers' educators or Economics teachers) attached a higher level of importance to the significant indicator; thus a negative mean difference

means that Economics teachers placed a significantly higher degree of importance to an indicator than the Economics teacher educators, and vice versa. Thus, out of the eight significant indicators, Economics teachers attached significantly higher levels of importance to indicator D7 than Economics teacher educators. Similarly, Economics teacher educators placed a significantly higher level of importance to indicators D3, D5, D8, D14, D15, D17, and D19 than Economics teachers.

Hypothesis 5: There is no significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the professional reflective practice aspect of the teacher identity indicators as they relate to teachers' professional capacity

In response to hypothesis 5, an independent sample t-test analysis was conducted to determine if there were significant difference in the level of importance assigned to the professional reflective practice aspect of the teacher identity indicators of Economics teacher educators and Economics teachers. A total of 21 indicators were considered for the analysis – E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, E16, E17, E18, E19, E20, and E21.

Table 15: t-test analysis on importance attached to indicators of teachers' professional reflective practice between Economics teacher educators and Economics teachers

Variables	Me	Mt	MD	Std. Error	df	t	p-value
E1	3.633	3.558	.075	.043	874	1.741	.082
E2*	2.955	3.091	-.136	.051	874	-2.654	.008
E3	2.764	2.751	.013	.054	874	.244	.807
E4	2.975	3.028	-.053	.053	874	-1.004	.316
E5*	2.030	2.437	-.407	.043	874	-9.414	.000
E6	3.322	3.342	-.021	.046	874	-.452	.651
E7*	3.191	2.763	.428	.060	874	7.172	.000
E8	3.131	2.841	.029	.053	874	.451	.581
E9	3.146	3.284	-.038	.051	874	-.916	.107
E10*	3.427	3.132	.295	.057	874	5.174	.000
E11	3.045	3.040	.005	.053	874	.093	.926
E12	3.769	3.558	.009	.048	874	.098	.901
E13*	2.940	2.617	.322	.063	874	5.079	.000
E14*	3.025	2.458	.567	.060	874	9.430	.000
E15	3.146	3.055	.091	.047	874	1.955	.051
E16*	2.111	2.398	-.287	.053	874	-5.450	.000
E17	3.121	3.325	-.025	.055	874	-.755	.611
E18*	3.513	3.028	.484	.042	874	11.590	.000
E19	2.980	3.025	-.045	.039	874	-1.164	.245
E20	3.136	3.095	.041	.042	874	.971	.332
E21*	3.779	3.523	.256	.050	874	5.096	.000

Me: Mean score for Educators
Difference

Mt: Mean score for Teachers

MD: Mean

$\alpha = .05,$

* significant at $p < .05$

The result shows that Economics teacher educators and Economics teachers did not differ significantly in the level of importance attached to indicators E1, E3, E4, E6, E8, E9, E11, E12, E15, E17, E19, and E20, while they differed significantly in the degree of importance they attached to indicators E2, E5, E7, E10, E13, E14, E16, E18, and E21. In specific terms, the result shows that indicator E1 (*reflecting on his/her strengths and weaknesses in terms of knowledge in the subject matter*) which yielded a mean difference of 0.077, and $t= 1.741$ at 874 degree of freedom, was not significant since $p>0.05$.

Indicator E3 (*reflecting on his/her knowledge of psychology of learning as it relates to the teaching of Economics*) yielded a mean difference of 0.013, and $t=0.244$ at 874 degree of freedom, was not significant since $p>0.05$. Thus, Economics teacher educators and Economics teachers assigned similar levels of importance to indicator E1 and E3. Also, indicator E4 (*reflecting on his/her knowledge of current trends and developments in the teaching of Economics*) yielded a mean difference of -0.053, and $t= -1.004$ at 874 degree of freedom, was not significant since $p>0.05$. This finding implies that Economics teacher educators and Economics teachers considered a similar degree of importance to indicator E4.

Furthermore, indicator E6 (*reflecting on his/her attitude and disposition towards the subject*) which yielded a mean difference of -0.021, and $t= -0.452$ at 874 degree of freedom, was not significant since $p>0.05$, whilst indicator E8 (*reflecting on his/her working relationship with colleagues and auxiliary staff*) which yielded a mean difference of 0.029, and $t= 0.451$ at 874 degree of freedom, was not significant since $p>0.05$. This finding suggests that Economics teacher educators and Economics teachers placed a similar degree of importance to indicator E6 and E8. Similarly, indicator E9

(reflecting on his/her attitude towards students particularly during instructional sessions) which yielded a mean difference of -0.038, and $t = -0.916$ at 874 degree of freedom, was not significant since $p > 0.05$; and indicator E11 *(reflecting on his/her level of commitment to the teaching of Economics)* which yielded a mean difference of 0.005, and $t = 0.093$ at 874 degree of freedom, was not significant since $p > 0.05$; indicator E12 *(reflecting on his/her skills of communication employed during instructional sessions)* which yielded a mean difference of 0.009, and $t = 0.098$ at 874 degree of freedom, was not significant since $p > 0.05$. These findings suggest that Economics teacher educators and Economics teachers attached similar levels of importance to indicator E9, E11 and E12.

Also, indicator E15 *(reflecting on teaching/learning activities and their relationship with instructional objectives)* which yielded a mean difference of 0.091, and $t = 1.955$ at 874 degree of freedom, was not significant since $p > 0.05$, whereas the result also shows that indicator E17 *(reflecting on his/her selection and use of instructional techniques that ensure active student learning/involvement)* which yielded a mean difference of -0.025, and $t = -0.755$ at 874 degree of freedom, was not significant since $p > 0.05$. This finding suggests that Economics teacher educators and Economics teachers attached a similar levels of importance to indicators E15 and E17. Moreover, indicator E19 *(reflecting on his/her competence in composing and scoring various test items)* which yielded a mean difference of -0.045, and $t = -1.164$ at 874 degree of freedom, was not significant since $p > 0.05$, the result also shows that indicator E20 *(reflecting on his/her competence in the handling of students' questions)* which yielded a mean difference of 0.041, and $t = 0.971$ at 874 degree of freedom, was not significant since $p > 0.05$. These findings suggest that Economics teacher educators and Economics

teachers placed a similar level of importance on indicators E19 and E20.

Conversely, the remaining indicators, that is, E2, E5, E7, E10, E13, E14, E16, E18, and E21, yielded mean differences and t-values that were statistically significant since $p < 0.05$. This implies that the respondents (Economics teacher educators and Economics teachers) placed significantly different levels of importance on these indicators. Moreover, a negative or positive mean difference suggest which category of respondents (whether Economics teacher educators or Economics teachers) attached a higher degree of importance to the significant indicator; thus a negative mean difference means that Economics teachers placed a significantly higher degree of importance on an indicator than the Economics teacher educators and vice versa. Thus, out of the nine significant indicators, Economics teachers attached significantly higher levels of importance to indicators E2, E5, and E16 than Economics teacher educators. Similarly, Economics teacher educators placed a significantly higher degree of importance on indicators E7, E10, E13, E14, E18, and E21 than Economics teachers.

Hypothesis 6: There is no significant difference in the opinions of highly experienced, experienced, and less experienced Economics teachers on the importance of the teacher identity indicators as they relate to teachers' professional capacity

In response to hypothesis 6, ANOVA test was conducted to determine if there existed significant difference in the degree of importance attached to aspects of the indicators of teachers' professional capacity by Economics teachers on the basis of their teaching experience. A total of 4 indicators were considered for the analysis; professional knowledge, values, skills and professional reflective practice aspects.

Table 16: One-way ANOVA output for difference in opinion on importance of indicators teachers' professional capacity as expressed by Economics teachers based on experience

Variables	Sum of squares	df	Mean square	F	p-value
Knowledge aspect*	1.07	2	.537	5.838	.003
	68.74	748	.092		
Values aspect*	9.00	2	4.500	32.311	.000
	104.18	748	.139		
Skills aspect*	2.05	2	1.024	10.046	.000
	76.22	748	.102		
Reflective practice aspect*	5.04	2	2.519	22.762	.000
	82.77	748	.111		

* significant at $p < .05$

The results indicate that there was significant difference in the degree of importance attached to these identity indicators of teachers' professional capacity by Economics teachers on the basis of their teaching experience. .

Specifically, the result shows that the variable, *professional Knowledge* yielded, $F=5.838$ at 748 degree of freedom, and was deemed statistically significant since the obtained p-value (0.003) was less than 0.05 level of significance. This implies that the overall level of importance placed on the professional knowledge aspect by Economics teachers differ significantly based on their years of teaching experience. Similarly, the variable; *professional values* yielded $F=32.311$ at 748 degree of freedom, and was

deemed statistically significant since the obtained p-value (0.000) was less than 0.05 level of significance. This implies that the overall level of importance attached to the professional values aspect by Economics teachers differ significantly based on their years of teaching experience.

Furthermore, the result shows that the variable; *professional skills* yielded $F=10.046$ at 748 degree of freedom, and was deemed statistically significant since the obtained p-value (0.000) was less than 0.05 level of significance. This implies that the overall level of importance placed on the professional skills aspects by the Economics teachers differ significantly based on their years of teaching experience. Similarly, the variable; *professional reflective practice* yielded $F=22.762$ at 748 degree of freedom, and was deemed statistically significant since the obtained p-value (0.000) was less than 0.05 level of significance. This implies that the overall level of importance associated with the professional reflective practice aspect by the Economics Teachers differ significantly based on their years of teaching experience. A post-hoc analysis; Duncan Multiple Range Test (DMRT) was further conducted to identify where the differences in the identity indicators of professional capacity lies amongst the different Levels of experience (See Table 17).

Table 17: DMRT Analysis on importance of professional capacity indicators as expressed by Economics teachers based on their teaching experience

Indicator	Level of Experience	N	Mean score	Group
Knowledge	Less Experienced	465	3.05	A
	Experienced	262	2.98	B
	Highly experienced	24	3.09	A
Values	Less Experienced	465	2.98	B
	Experienced	262	2.78	C
	Highly experienced	24	3.23	A
Skills	Less Experienced	465	3.15	B
	Experienced	262	3.06	C
	Highly experienced	24	3.29	A
Reflective practice	Less Experienced	465	3.07	B
	Experienced	262	2.91	C
	Highly experienced	24	3.18	A

DMRT results show that for indicator D1, less experienced (3.05) and highly experienced (3.09) teachers placed similar but higher levels of importance on the *professional knowledge* indicator than their peers who were experienced teachers (2.98). Furthermore, highly experienced (3.23) Economics teachers placed a significantly higher level of importance on the *professional values* indicator than their peers who were less experienced (2.98), and the experienced (2.78) teachers. The result also shows that highly experienced (3.29) Economics teachers placed a significantly higher level of importance on the *professional skills* indicator than their peers who were less experienced (3.15), and experienced (3.06). In addition, highly experienced (3.18) Economics teachers placed a significantly higher level of importance on the *professional reflective practice* aspect than their peers who were less experienced (3.07), and experienced (2.91).

Hypothesis 7: There is no significant difference in the opinions of Economics teachers on the importance of the professional knowledge aspect of the teacher identity indicators as they relate to teachers' professional capacity based on teaching experience.

In response to hypothesis 7, an ANOVA test analysis was conducted to determine if there existed significant difference in the degree of importance attached to the professional knowledge aspect of teacher identity indicators by Economics teachers, based on their teaching experience. A total of 11 indicators were considered for the analysis – B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, and B11.

Table 18: One-way ANOVA output on the importance attached to indicators of teachers' professional knowledge as expressed by Economics teachers based on their teaching experience

Variable	Sum of Squares	Df	Mean Square	F	p-value
B1	.620	2	.310	1.013	.364
	228.983	748	.306		
B2	1.204	2	.602	1.326	.266
	339.576	748	.454		
B3	.900	2	.450	1.043	.353
	320.165	742	.431		
B4	.214	2	.107	.430	.637
	186.043	748	.249		
B5	2.872	2	1.436	2.042	.131
	526.227	748	.704		
B6	2.009	2	1.005	2.368	.123
	317.316	748	.424		
B7*	15.916	2	7.958	20.557	.000
	289.560	748	.387		
B8*	11.743	2	5.871	16.452	.000
	266.944	748	.357		
B9	2.001	2	1.001	2.648	.112
	280.746	743	.378		
B10	1.927	2	.964	2.815	.105
	255.634	747	.342		
B11*	3.747	2	1.874	3.504	.031
	388.173	726	.535		

* significant at $p < .05$

The result as shown in Table 18 indicates that there is no significant difference in the degree of importance assigned to indicators B1, B2, B3, B4, B5, B6, B9, and B10, whereas there was significant difference in the degree of importance attached to indicators B7, B8, and B11 by Economics teachers.

Specifically, the result shows that indicators B1 (*knowledge of his/her strengths and weaknesses in terms of the subject*), B2 (*knowledge of his/her strengths and weaknesses in terms of professional values and interest*), and B3 (*knowledge of his/her strengths and weaknesses in terms of pedagogical skills*), yielded $F=1.031$, $F=1.326$, and $F=1.043$ were not statistically significant since the obtained p-values (0.364), (0.266), and (0.353) were not less than 0.05 level of significance. This implies that the level of importance attached to indicators B1, B2, and B3 by Economics teachers was not significantly different, based on length of experience. Also, indicators B4 (*knowledge of the subject matter of Economics*), B5 (*knowledge of other related subjects*), and B6 (*knowledge of psychology of learning as it relates to the teaching of Economics*), yielded $F=0.430$, $F=2.042$, and $F=2.368$ were statistically not significant since the obtained p-values (0.364), (0.266), and (0.353) were not less than 0.05 level of significance. This implies that the level of importance associated with indicators B4, B5, and B6 by Economics teachers was not significantly different, based on their length of teaching experience.

Again, indicators B9 (*knowledge of current trends and development in the teaching of Economics*), and B10 (*knowledge of suitable curriculum materials for Economics education*) yielded $F=2.648$, and $F=2.815$, were statistically not significant since the obtained p-values (0.364), and (0.353) were not less than 0.05 level of

significance. This implies that the level of importance associated with indicators B9 and B10 by Economics teachers was not significantly different, based on their length of teaching experience.

However, indicators such as B7, B8, and B11, yielded F-values and were statistically significant since their obtained p-values are less than 0.05 level of significance. This implies that Economics teachers attached significantly different degrees of importance to indicators B7, B8, and B11. A post-hoc analysis; Duncan Multiple Range Test (DMRT); was further conducted to identify where the difference in professional knowledge aspect lies amongst the different levels of experience (See Table 20).

Table 19: DMRT Analysis showing mean scores of levels of importance on knowledge indicators as expressed by Economics teachers based on experience

Indicator	Level of Experience	N	Mean score	Group
B7	Less Experienced	465	3.01	A
	Experienced	262	2.71	B
	Highly experienced	24	3.13	A
B8	Less Experienced	465	2.49	A
	Experienced	262	2.22	C
	Highly experienced	24	2.38	B
B11	Less Experienced	465	2.44	B
	Experienced	262	2.51	B
	Highly experienced	24	2.83	A

DMRT result for indicator B7 shows that less experienced Economics teachers (mean knowledge score of 3.01), and highly experienced Economics teachers (mean knowledge score of 3.13) placed significantly higher level of importance on indicator B7 than their peers who were experienced (mean knowledge score of 2.71); while that of B8 shows that less experienced Economics teachers (mean knowledge score of 2.49), placed

significantly higher level of importance on indicator B8 than the highly experienced ones (mean knowledge score of 2.38), and also the experienced ones (mean knowledge score of 2.22). More so, DMRT result for indicator B11 shows that highly experienced Economics teachers (mean knowledge score of 2.83) placed significantly higher level of importance on indicator B11 than their peers who are experienced (mean knowledge score of 2.51) and less experienced Economics teachers (mean knowledge score of 2.44).

Hypothesis 8: There is no significant difference in opinion based on experience of Economics teachers on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity.

In response to hypothesis 8, ANOVA test analysis was conducted to determine if there existed significant difference in the degree of importance attached to professional values indicators by Economics teachers on the basis of their teaching experience. A total of 12 indicators were considered for the analysis – C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, and C12.

Table 20: One-way ANOVA output for difference in opinion on the importance of the professional values aspect of teacher identity indicators based on teaching experience

Variable	Sum of Squares	df	Mean square	F	p-value
C1	.992	2	.496	2.399	.091
	154.432	747	.207		
C2*	14.008	2	7.004	10.941	.000
	478.838	748	.640		
C3	2.001	2	1.001	2.451	.082
	303.263	743	.408		
C4*	13.936	2	6.968	13.868	.000
	374.820	746	.502		
C5	1.091	2	.546	1.663	.107
	244.690	746	.328		
C6*	16.195	2	8.097	17.055	.000
	353.246	744	.475		
C7	2.006	2	1.003	2.153	.094
	346.594	744	.466		
C8*	16.257	2	8.128	21.814	.000
	274.990	738	.373		
C9*	4.446	2	2.223	5.114	.006
	323.815	745	.435		
C10	1.265	2	.633	1.693	.101
	276.089	739	.374		
C11	2.218	2	1.109	2.720	.072
	304.594	747	.408		
C12*	7.029	2	3.515	6.662	.001
	394.622	748	.528		

* significant at $p < .05$

The result indicates that there is no significant difference in the degree of importance ascribed to indicators C1, C3, C5, C7, C10, and C11, whereas there was significant difference in the degree of importance attached to indicators C2, C4, C6, C8, C9, and C12 by Economics teachers.

Specifically, the result shows that indicators C1 (*a positive attitude towards the subject at all times*), C3 (*maintaining a collaborative working relationship with his/her colleagues*), and C5 (*being enthusiastic towards his/her students*), yielded $F=2.399$, $F=2.451$, and $F=1.663$ were statistically not significant since the obtained p-values

(0.091), (0.082), and (0.107) were not less than 0.05 level of significance. This implies that the level of importance attributed to indicators C1, C3, and C5 by Economics teachers was not significantly different, based on length of teaching experience. Also, indicators C7 (*total commitment to the teaching of the subject*), C10 (*inspiring students towards high level achievement in Economics*), and C11 (*intellectual dishonesty: pretending to be an encyclopedia of knowledge in Economics*), yielded $F=1.153$, $F=1.693$, and $F=2.720$ were statistically not significant since the obtained p-values (0.094), (0.101), and (0.072) were not less than 0.05 level of significance. This implies that the level of importance attributed to indicators C7, C10, and C11 by Economics Teachers was not significantly different, based on length of teaching experience.

However, indicators such as C2, C4, C6, C8, C9 and C12, yielded F-values that were statistically significant since their obtained p-values were less than 0.05 level of significance. This implies that Economics teachers assign significantly different degrees of importance to indicators C2, C4, C6, C8, C9 and C12. A post-hoc analysis; Duncan Multiple Range Test (DMRT) was further conducted to identify where the difference in professional values aspect lies amongst the different levels of experience (See Table 21)

Table 21: DMRT Analysis showing mean scores of level of importance of professional values indicators as expressed by Economics teachers.

Indicator	Level of Experience	N	Mean score	Group
C2	Less Experienced	465	2.79	B
	Experienced	262	2.60	B
	Highly experienced	24	3.29	A
C4	Less Experienced	465	3.00	B
	Experienced	262	2.79	C
	Highly experienced	24	3.46	A
C6	Less Experienced	465	2.98	B
	Experienced	262	2.73	B
	Highly experienced	24	3.38	A
C8	Less Experienced	465	2.62	A
	Experienced	262	2.21	B
	Highly experienced	24	2.56	A
C9	Less Experienced	465	3.19	A
	Experienced	262	3.04	B
	Highly experienced	24	3.29	A
C12	Less Experienced	465	2.95	B
	Experienced	262	2.89	B
	Highly experienced	24	3.46	A

DMRT results for indicator C2 shows that highly experienced Economics teachers (3.29) placed a significantly higher level of importance on indicator C2 than their peers who were experienced (2.60) and less experienced (2.79); the result shows that each category of teachers assigned significantly different levels of importance to indicator C4. Moreover, for indicator C6, less experienced (2.98) and experienced (2.73) teachers placed similar but lower levels of importance on indicator C6 than their peers who were highly experienced (3.38).

Also, less experienced (2.62) and highly experienced (2.56) teachers placed similar but higher levels of importance on indicator C8 than their peers who were experienced (2.21); similarly, highly experienced (3.29) and less experienced (3.19) teachers placed similar but higher level of importance on indicator C9 than their peers who were experienced (3.04). However, as regards indicator C12, the result showed that less experienced (2.95) and experienced (2.89) teachers placed similar but lower levels of importance on indicator C12 than their peers who were highly experienced (3.46).

Hypothesis 9: There is no significant difference in the opinions of Economics teachers on the importance of the professional skills aspect of the teacher identity indicators based on their teaching experience

In response to hypothesis 9, ANOVA test analysis was conducted to determine if there existed significant difference in the level of importance assigned to the indicators of professional skills aspect by Economics teachers on the basis of their teaching experience. A total of 19 indicators were considered for the analysis – D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, and D19.

Table 22: One-way ANOVA output on the importance attached to indicators of teachers professional skills based on teaching experience

Variable	Sum of Squares	df	Mean square	F	p-value
D1*	6.346	2	3.173	12.259	.000
D2	191.528	740	.259		
	.133	2	.066	.188	.828
D3*	261.280	740	.353		
	10.727	2	5.363	7.968	.000
D4*	496.733	738	.673		
	11.582	2	5.791	10.364	.000
D5*	411.265	736	.559		
	3.592	2	1.796	3.774	.023
D6	355.443	747	.476		
	2.001	2	1.001	2.575	.162
D7*	289.464	745	.389		
	6.765	2	3.383	6.478	.002
D8	387.457	742	.522		
	.839	2	.420	1.259	.285
D9*	245.973	738	.333		
	5.742	2	2.871	9.233	.000
D10	229.499	738	.311		
	1.117	2	.559	1.132	.301
D11	369.156	748	.494		
	1.428	2	.714	2.699	.102
D12	197.906	748	.265		
	1.003	2	.502	2.032	.193
D13	182.914	741	.247		
	.979	2	.490	.947	.791
D14	385.130	745	.517		
	.189	2	.094	.351	.704
D15	201.180	748	.269		
	.366	2	.183	.941	.391
D16	144.595	743	.195		
	1.805	2	.902	1.861	.156
D17	359.827	742	.485		
	.556	2	.278	.889	.412
D18	231.604	741	.313		
	.830	2	.415	1.780	.169
D19*	173.811	745	.233		
	5.078	2	2.539	6.384	.002
	289.147	727	.398		

* significant at $p < .05$

The result as shown in Table 22 indicates that there is no significant difference in the degree of importance placed on indicators D2, D6, D8, D10, D11, D12, D13, D14,

D15, D16, D17, and D18, whereas there was significant difference in the degree of importance assigned to indicators D1, D3, D4, D5, D7, D9, and D19 by Economics teachers.

Specifically, the result shows that indicators D2 (*skills of selecting and sequencing any given Economic content*), D6 (*skills of outlining learning activities that enhance attainment of instructional objectives*), and D8 (*skills of conducting a review of students' entry behaviour*), yielded $F=0.188$, $F=2.575$, and $F=1.259$ were statistically not significant since the obtained p-values (0.828), (0.162), and (0.285) were not less than 0.05 level of significance. This implies that the level of importance attached to indicators D2, D6, and D8 by Economics teachers was not significantly different, based on their years of teaching experience. Furthermore, indicators D10 (*skills of using instructional techniques that ensure the active involvement of students*), D11 (*skills of illustrating Economic concepts with appropriate examples*), and D12 (*skills of effective class management*), yielded $F=1.132$, $F=2.699$, and $F=2.032$ were statistically not significant since the obtained p-values (0.301), (0.102), and (0.193) were not less than 0.05 level of significance. This also implies that the level of importance attached to indicators D10, D11, and D12 by Economics Teachers was not significantly different, based on length of teaching experience.

Also, indicators D13 (*skills of harmonizing evaluation questions with instructional objectives*), D14 (*skills of employing essay-type test items*), and D15 (*skills of employing multiple-choice test items*), yielded $F=0.947$, $F=0.351$, and $F=0.941$ were statistically not significant since the obtained p-values (0.791), (0.704), and (0.391) were not less than 0.05 level of significance. This implies that the level of importance

associated with indicators D13, D14, and D15 by Economics teachers was not significantly different, based on their years of teaching experience. Similarly, indicators D16 (*skills of alternating low-order questions with high-order questions during instructional sessions*), D17 (*skills of promptly giving formative feedback to students on class exercises*), and D18 (*skills of using appropriate communicative skills*), yielded $F=1.876$, $F=0.889$, and $F=1.780$ were statistically not significant since the obtained p-values (0.156), (0.412), and (0.169) were not less than 0.05 level of significance. This implies that the level of importance attached to indicators D16, D17, and D18 by Economics teachers was not significantly different, based on their years of teaching experience.

However, indicators such as D1, D3, D4, D5, D7, D9, and D19, yielded F-values that were statistically significant since their obtained p-values were less than 0.05 level of significance. This implies that Economics teachers placed significantly different levels of importance to indicators D1, D3, D4, D5, D7, D9, and D19. A post-hoc analysis; Duncan Multiple Range Test (DMRT) was further conducted to identify where the difference in professional skills aspect lies amongst the 3 different Levels of experience (See Table 23)

Table 23: DMRT Analysis showing mean scores of different levels of importance attached to indicators of professional skills based on experience

Indicator	Level of Experience	N	Mean score	Group
D1	Less Experienced	465	3.47	A
	Experienced	262	3.27	B
	Highly experienced	24	3.42	A
D3	Less Experienced	465	2.69	B
	Experienced	262	2.63	B
	Highly experienced	24	3.33	A
D4	Less Experienced	465	2.55	B
	Experienced	262	2.48	B
	Highly experienced	24	3.21	A
D5	Less Experienced	465	3.10	A
	Experienced	262	2.81	B
	Highly experienced	24	3.13	A
D7	Less Experienced	465	2.74	A
	Experienced	262	2.38	B
	Highly experienced	24	2.83	A
D9	Less Experienced	465	3.28	B
	Experienced	262	3.14	B
	Highly experienced	24	3.54	A
D19	Less Experienced	465	2.89	A
	Experienced	262	2.56	B
	Highly experienced	24	2.96	A

DMRT result shows that for indicator D1, less experienced (3.47) and highly experienced (3.42) teachers placed similar but lower levels of importance on indicator D1 than their peers who were highly experienced (3.27), while less experienced (2.69) and experienced teachers (2.63) shared similar opinions but significantly lower levels of importance on indicator D3 than their peers who were highly experienced (3.33), and similarly, the results show that less experienced (2.55) and experienced (2.48) teachers placed similar but significantly lower level of importance on indicator D4 than their peers who were highly experienced (3.21).

In addition, highly experienced (3.13) and less experienced (3.10) teachers placed similar but significantly higher levels of importance on indicator D5 than their peers who

were experienced (2.81), and similarly highly experienced (2.83) and less experienced (2.74) teachers placed similar but significantly higher levels of importance on indicator D7 than their peers who were experienced (2.38).

However, as regards indicator D9, the result shows that less experienced (3.28) and experienced (3.14) teachers placed similar but significantly lower levels of importance on indicator D9 than their peers who were highly experienced (3.54), while Economics teachers who were less experienced (2.89) and highly experienced (2.96) placed similar but significantly higher levels of importance on indicator D19 than their peers who were experienced (2.56).

Hypothesis 10: There is no significant difference in opinion of Economics teachers on the importance of the professional reflective practice aspect of the teacher identity indicators, based on teaching experience

In response to hypothesis 10, ANOVA test analysis was conducted to determine if there existed significant difference in the degree of importance attached to indicators of professional reflective practice aspect of teacher identity indicators by Economics teachers, on the basis of their teaching experience.

Table 24: One-way ANOVA output on the importance attached to the difference in opinion of Economics teachers on the importance of the professional reflective practice indicators based on teaching experience

Variable	Sum of Squares	df	Mean square	F	p-value
E1	1.456	2	.728	2.522	.081
E2*	214.956	745	.289	18.839	.000
E3*	15.217	2	7.608	3.940	.020
E4	300.885	745	.404	1.692	.077
E5*	3.383	2	1.692	2.694	.000
E6	319.861	745	.429	2.715	.071
E7*	2.193	2	1.097	22.622	.000
E8*	303.232	745	.407	9.697	.000
E9*	19.101	2	9.551	31.158	.000
E10	237.608	744	.319	.174	.841
E11	1.721	2	.861	2.389	.102
E12	235.468	743	.317	.116	.891
E13	24.523	2	12.261	3.001	.061
E14*	402.717	743	.542	5.316	.005
E15	8.209	2	4.104	1.782	.182
E16*	311.529	736	.423	12.382	.000
E17	23.625	2	11.813	2.223	.092
E18	283.579	748	.379	1.696	.201
E19*	.176	2	.088	1.696	.201
E20	373.592	738	.506	3.688	.025
E21	2.101	2	1.051	1.779	.191
	325.858	741	.440	2.273	.104
	.088	2	.044		
	283.707	748	.379		
	3.981	2	1.990		
	496.094	748	.663		
	6.153	2	3.077		
	430.594	744	.579		
	1.223	2	.612		
	256.645	748	.343		
	11.666	2	5.833		
	349.561	742	.471		
	2.100	2	1.050		
	352.899	747	.472		
	.912	2	.456		
	199.277	741	.269		
	1.856	2	.928		
	188.010	747	.252		
	1.011	2	.506		
	212.539	748	.284		
	1.886	2	.943		
	310.369	748	.415		

* significant at $p < .05$

A total of 21 indicators were considered for the analysis: E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, E16, E17, E18, E19, E20, and E21. The result in Table 24 indicates that there is no significant difference in the degree of importance attached to indicators E1, E4, E6, E10, E11, E12, E13, E15, E17, E18, E20, and E21, while there was significant difference in the degree of importance assigned to indicators E2, E3, E5, E7, E8, E9, E14, E16, and E19 by Economics teachers.

Specifically, the result shows that indicators E1 (*reflecting on his/her strengths and weaknesses in terms of knowledge in the subject matter*), E4 (*reflecting on his/her knowledge of current trends and developments in the teaching of Economics*), and E6 (*reflecting on his/her attitude and disposition towards the subject*), yielded $F=2.522$, $F=2.694$, and $F=2.715$ were statistically not significant since the obtained p-values (0.081), (0.077), and (0.071) were not less than 0.05 level of significance. This implies that the level of importance associated with indicators E1, E4, and E6 by Economics teachers was not significantly different, based on their years of teaching experience.

Furthermore, indicators E10 (*reflecting on his/her attitude towards professional development programmes*), E11 (*reflecting on his/her level of commitment to the teaching of Economics*), and E12 (*reflecting on his/her skills of communication employed during instructional sessions*), yielded $F=0.174$, $F=2.389$, and $F=0.116$ were statistically not significant since the obtained p-values (0.841), (0.102), and (0.891) were not less than 0.05 level of significance. This implies that the level of importance assigned to indicators E10, E11, and E12 by Economics teachers was not significantly different, based on their years of teaching experience.

Also, indicators E13 (*reflecting on his/her scheme of work for the term or*

academic year), E15 (*reflecting on teaching and learning activities and their relationship with instructional objectives*), and E17 (*reflecting on his/her selection and use of instructional techniques that ensure active student learning/involvement*), yielded $F=3.001$, $F=1.782$, and $F=2.223$ were statistically not significant since the obtained p-values (0.61), (0.182), and (0.092) were not less than 0.05 level of significance. This implies that the level of importance attached to indicators E13, E15, and E17 by Economics teachers did not differ significantly based on their years of teaching experience.

Similarly, indicators E18 (*reflecting on his/her selection and use of the various techniques of assessment*), E20 (*reflecting on his/her competence in the handling of students' questions*), and E21 (*reflecting on his/her timely provision of formative feedback to students on class exercises, assignments and test*), yielded $F=1.696$, $F=1.779$, and $F=2.273$ were statistically not significant since the obtained p-values (0.201), (0.191), and (0.104) were not less than 0.05 level of significance. This implies that the level of importance placed on indicators E18, E20, and E21 by Economics teachers was not significantly different, based on their years of teaching experience.

However, indicators such as E2, E3, E5, E7, E8, E9, E14, E16, and E19, yielded F-values that were statistically significant since their obtained p-values were less than 0.05 level of significance. This implies that Economics teachers placed significantly different degrees of importance to indicators E2, E3, E5, E7, E8, E9, E14, E16, and E19. A post-hoc analysis - Duncan Multiple Range Test (DMRT) was further conducted to identify where the difference in professional knowledge aspect lies amongst the different levels of experience (See Table 25).

Table 25: DMRT Analysis showing mean scores of different levels of importance assigned to the indicators of teachers' professional reflective practice indicators based on experience

Indicator	Level of Experience	N	Mean score	Group
E2	Less experienced	465	3.18	A
	Experienced	262	2.89	B
	Highly experienced	24	2.96	B
E3	Less experienced	465	2.76	B
	Experienced	262	2.70	B
	Highly experienced	24	3.08	A
E5	Less Experienced	465	2.51	A
	Experienced	262	2.18	B
	Highly experienced	24	2.58	A
E7	Less experienced	465	2.92	A
	Experienced	262	2.56	B
	Highly experienced	24	3.17	A
E8	Less experienced	465	2.93	A
	Experienced	262	2.73	B
	Highly experienced	24	3.08	A
E9	Less experienced	465	3.39	A
	Experienced	262	3.03	B
	Highly experienced	24	3.50	A
E14	Less experienced	465	2.48	B
	Experienced	262	2.49	B
	Highly experienced	24	3.00	A
E16	Less experienced	465	2.45	B
	Experienced	262	2.20	C
	Highly experienced	24	2.65	A
E19	Less experienced	465	3.35	A
	Experienced	262	2.95	B
	Highly experienced	24	3.00	B

DMRT result for indicator E2 shows that experienced (2.89) and highly experienced (2.96) teachers placed similar but lower levels of importance on indicator E2 than their peers who were less experienced (3.18), while less experienced (2.76) and experienced teachers (2.70) shared similar but significantly lower levels of importance on indicator E3 than their highly experienced (3.08) peers . Moreover, the result shows that less experienced (2.51) and highly experienced (2.58) teachers placed similar but

significantly higher levels of importance on indicator E5 than their peers who were experienced (2.18).

Furthermore, highly experienced (3.17) and less experienced (2.92) teachers placed similar but significantly higher levels of importance on indicator E7 than their peers who were experienced (2.56). Again, highly experienced (3.08) and less experienced (2.93) teachers placed similar but significantly higher levels of importance on indicator E8 than their peers who were experienced (2.73). The result equally shows that highly experienced (3.50) and less experienced (3.39) teachers assigned similar but significantly higher levels of importance to indicator E9 than their peers who were experienced (3.03.)

However, as regards indicator E14, the result shows that less experienced (2.48) and experienced (2.49) teachers placed similar but significantly lower levels of importance on indicator E14 than the highly experienced (3.00) teachers, while Economics teachers who were highly experienced (2.65) placed significantly higher levels of importance on indicator E16 than the less experienced (2.45), and experienced (2.20) teachers.

Also, the result shows that Economics teachers who were highly experienced (3.00) and experienced (2.95) placed similar but significantly lower levels of importance on indicator E19 than their peers who were less experienced (3.35),

Summary of findings

The major results of the analysis on the research questions and hypotheses of the study are summarized as follows:

1. Majority of the respondents who participated in the study were aged between 30 and 35 years, while male representation in the sample was 599 (79.8%), while their female counterparts 152 (20.2%). Participants from the public schools were 676 (90%), 75 (10%) were drawn from private schools.
2. In terms of teaching experience, majority of the teachers were less experienced 465 (61.9%) which was higher than the other categories. Majority of the respondents 587(78.2%) were holders of Bachelors degree, while majority of the teacher educators 112 (89.6%) had masters degree as their highest academic qualification.
3. In terms of professional qualification, majority of the respondents 363(48.3%) were Bachelor of Education degree holders, while 51 (6.8%) had the Postgraduate Certificate in Education (PGCE) as their highest professional qualification.
4. The finding revealed that Economics teachers placed a high premium on *professional skills* (mean score: 3.11) and *professional knowledge aspect* (mean score: 3.02) of the teacher identity indicators as they relate to teachers' professional capacity. The *professional values* rubric of the professional capacity indicators was ranked fourth (4th) in order of importance.
5. To the contrary, the results showed that Economics teacher educators considered *professional values* aspect of teacher identity indicators (mean score: 3.28) as the most important indicator of Economics teachers' professional capacity. They rather relegated the importance of *professional reflective practice* (mean score: 3.10) to the background.

6. The Economics teachers rated the *knowledge of the subject matter of Economics* (mean score: 3.75) and *knowledge of suitable curriculum materials for Economics education* (mean score: 3.52) as highly important indicators of Economics teachers' professional knowledge. However, *knowledge of the various roles of Economics education to society* (mean score: 2.43) and the *knowledge of methods of inquiry in Economics education* (mean score 2.42) were considered as less important indicators.
7. In terms of professional values, *a positive attitude towards the subject at all times* (mean score: 3.77) and *inspiring students towards high level achievement in Economics* (mean score: 3.24) were ranked as very important indicators of the Economics teachers' professional values.
8. *Using appropriate communicative skills* (mean score: 3.71) and *Skills of effective class management* (mean score: 3.68) emerged as the most important indicators of the Economics teachers' professional skills as they relate to his/her professional capacity. However, the data showed that, the *skills of improvising instructional materials that are suitable for the attainment of instructional objectives* (mean score: 2.52) and *skills of preparing comprehensive lesson plans* were considered as less important indicators (mean score: 2.51).
9. Economics teachers' *reflection on his/her strengths and weaknesses in terms of knowledge in the subject matter* (mean score: 3.56) and *reflecting on his/her skills of communication employed during instructional sessions* (mean score: 3.55) were considered as the most important indicators of the Economics teachers' reflective practice. *Reflecting on his/her knowledge of the roles of Economics*

education to society in general (mean score: 2.44) as well as *reflecting on his/her improvised teaching materials and their relationship with instructional objectives* (mean score: 2.40) were regarded as less important indicators of Economics teachers' professional capacity.

10. Economics teacher educators ranked Economics teachers' *knowledge of his/her strengths and weaknesses in terms of the subject matter* (mean score: 3.77) and *knowledge of suitable curriculum materials for Economics* (mean score: 3.72) as highly important indicators of the Economics teachers' professional knowledge. Conversely, the Economics teachers' *knowledge of his/her strengths and weaknesses in terms of professional values and interest* (mean score: 2.59) and *knowledge of the various roles of Economics education to society in general* (mean score: 1.99) were ranked as less important, relative to the other indicators of Economics teachers' professional knowledge.

11. Economics teacher educators considered Economics teachers' *positive attitude towards the subject at all times* (mean score: 3.58) and *inspiring students towards high level achievement in Economics* (mean score: 3.33) as highly important indicators of Economics teachers' professional values. On the contrary, *good rapport with the parents of their students* (mean score: 2.05) and *intellectual dishonesty* (mean score: 1.94) were rated as less important indicators of the Economics teachers' professional values.

12. From the list of nineteen (19) indicators of Economics teachers' professional skills, the Economics teacher educators ranked *using appropriate communicative skills* (mean score: 3.95) and *effective class management* (mean score: 2.94) as

important indicators of Economics teachers' professional skills. The Economics teachers' *skills of preparing comprehensive lesson plans* (mean score: 2.94) and *skills of improvising instructional materials that are suitable for the attainment of instructional objectives* (mean score: 2.17) were rated as relatively less important indicators of Economics teachers' professional skills.

13. In terms of the reflective practice aspect of the teachers' professional capacity, the Economics teacher educators considered *reflection on timely provision of formative feedback to students on class exercises, assignments and test* (mean score: 3.78) and *reflection on the skills of communication employed during instructional sessions* (mean score: 3.77) as very important indicators of Economics teachers' reflective practice, relative to other indicators. Economics teachers' reflection on the *roles of Economic education to society, in general* (mean score: 2.03) and on *improvised teaching materials and their relationship with instructional objectives* (mean score: 2.11) were rated as relatively less important indicators.

14. Less experienced (mean score: 3.05) and highly experienced (mean score: 3.09) Economics teachers placed a high level of importance on the *professional knowledge* indicator, relative to the experienced (mean score: 2.98) teachers. In terms of the *professional values* rubric of teachers' professional capacity, the highly experienced (mean score: 3.23) and less experienced (mean score: 2.98) Economics teachers rated it higher in terms of importance, relative to the opinions of the experienced (mean score: 2.78) teachers.

15. The highly experienced (mean score: 3.29) and less experienced (mean score: 3.15) Economics teachers considered the *professional skills* indicator of teachers' professional capacity as more important, relative to the opinions of the experienced (mean score: 3.06) teachers. The less experienced (mean score: 3.07) and highly experienced (mean score: 3.18) Economics teachers placed a higher level of importance on the *professional reflective practice* aspect of teachers' professional capacity, relative to the opinions of the experienced (mean score: 2.91) teachers.
16. In terms of indicators of teachers' *professional knowledge*, highly experienced (mean score: 3.13) and less experienced (mean score: 3.01) Economics teachers placed a higher level of importance on *teachers' knowledge of the various reasons for cultivating Economics knowledge in students*, relative to the opinions of the experienced (mean score: 2.71) Economics teachers. Similarly, the less experienced (mean score: 2.49) and highly experienced (mean score: 2.38) Economics teachers placed a relatively higher level of importance on teachers' *knowledge of the various roles of Economics education to society in general*, which differs from the opinions of the experienced (mean score: 2.22) teachers.
17. In addition, the highly experienced (mean score: 2.83) and experienced (mean score: 2.51) Economics teachers assigned higher degrees of importance to teachers' *knowledge of the methods of inquiry in Economics education*, relative to the opinions of the less experienced (mean score: 2.44) teachers.
18. With regards to the indicators of teachers' *professional values*, highly experienced (mean score: 3.29) teachers and less experienced (mean score: 2.79)

- teachers considered teachers' *belief in his/her ability to influence students' achievement in Economics* as highly important, relative to the opinions of experienced (mean score: 2.60) teachers. Further to this, the less experienced (mean score: 2.62) and highly experienced (mean score: 2.56) Economics teachers placed a higher level of importance on teachers' *good rapport with the parents of his/her students*, relative to the opinions of the experienced (mean score: 2.21) Economics teachers.
19. Highly experienced (mean score: 3.29) and less experienced (mean score: 3.19) Economics teachers attached a higher level of importance to teachers' *participation in professional development programmes such as workshops and seminars*, relative to the opinions of the experienced (mean score: 3.04) teachers.
20. With respect to indicators of teachers' *professional skills*, less experienced (mean score: 3.47) and highly experienced (mean score: 3.42) Economics teachers placed a significantly higher level of importance on teachers' *skills of assessing students' needs to help identify learning goals*, relative to the opinions of the experienced (mean score: 3.27) teachers. Highly experienced (mean score: 3.33) Economics teachers considered teachers' *skills of drawing an appropriate scheme of work* as highly important, relative to the opinions of the less experienced (mean score: 2.69) and experienced (mean score: 2.63) teachers.
21. Highly experienced (mean score: 3.54) Economics teachers placed a higher level of importance on teachers' *skills of logical delivery of Economic content*, relative to the opinions of the less experienced (mean score: 3.28) and experienced (mean score: 3.14) teachers. In addition, highly experienced (mean score: 2.96) and less experienced (mean score: 2.89) Economics considered teachers' *skills of*

- moderate pacing of verbal interactions* as very important, relative to the discouraging opinions of the experienced (mean score: 2.56) teachers.
22. In terms of indicators of teachers' *professional reflective practice*, less experienced (mean score: 3.18) and highly experienced (mean score: 2.96) Economics teachers, attached a higher level of importance on teachers' *reflection on his/her weaknesses, strengths and interests of students under him/her*, while the experienced (mean score: 2.89) teachers placed a relatively lower level of importance on this indicator.
23. Further to this, the less experienced (mean score: 2.51) and highly experienced (mean score: 2.58) Economics teachers attached a higher level of importance to teachers' *reflection on his/her knowledge of the roles of Economics education to society in general*, contrary to the opinions expressed by the experienced (mean score: 2.18) teachers.
24. Highly experienced (mean score: 3.00) Economics teachers placed a high premium on the importance of teachers' *reflection on his/her lesson plans for all topics and instructional sessions*, than the less experienced (mean score: 2.48) and experienced (mean score: 2.49) Economics teachers. Also, the less experienced (mean score: 3.35) Economics teachers assigned a higher level of importance to teachers' *reflection on his/her competence in composing and scoring various test items*, relative to the opinions of experienced (mean score: 2.95) and highly experienced (mean score: 3.00) teachers.
25. Moving from the ideal paradigm in the conceptual framework in Chapter Two through the implementable paradigm as presented in the Questionnaire, to the observed or validated paradigm as interpreted from the data, the following is a list of irreducible or benchmark indicators of the ideal professional Economics teacher in Ghana:

A. In terms of *professional knowledge*, the Economics teacher can be identified by his/her knowledge of:

1. the subject matter of Economics
2. strengths and weaknesses in terms of pedagogical skills
3. psychology of learning as it relates to the teaching of Economics
4. current trends and developments in the teaching of Economics
5. suitable curriculum materials for Economics education

B. In the sphere of *professional values*, he/she must demonstrate:

1. a positive attitude towards the subject at all times
2. the practice of inspiring students towards high level achievement in Economics
3. a belief in the ability to influence students' achievement in Economics
4. total commitment to the teaching of Economics
5. a culture of maintaining a collaborative working relationship with colleagues
6. the habit of participating in professional development programmes

C. In the area of *professional skills*, he/she should possess the skills of:

1. using appropriate communication
2. effective class management
3. selecting and sequencing any given Economic content
4. using instructional techniques that ensure the active involvement of students
5. assessing students' needs to help identify learning goals
6. harmonising evaluation questions with instructional objectives
7. logical delivery of Economics content
8. illustrating Economic concepts with appropriate examples

9. alternating low-order questions with high-order questions during instructional sessions
- D. With respect to the rubric of professional reflective practice, the ideal Economics teacher should occasionally reflect on his/her:
1. strengths and weaknesses in terms of knowledge of the subject matter
 2. knowledge of psychology of learning as it relates to the teaching of Economics
 3. knowledge of current trends and developments in the teaching of Economics
 4. attitude and disposition towards the subject
 5. working relationship with colleagues and auxiliary staff
 6. level of commitment to the teaching of Economics
 7. skills of communication employed during instructional sessions
 8. teaching/learning activities and their relationship with instructional objectives
 9. selection and use of instructional techniques that ensure active student participation
 10. competence in designing and scoring various test items

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The main thrust of this study was to develop a set of core professional identity indicators to which Economics teachers and Economics teacher educators responded to determine their validity as components of the teachers' professional capacity. This chapter presents the discussion of the results as summarized in chapter four, the conclusions of the study, recommendations to relevant stakeholders and the suggestions offered for further studies.

Discussion

General Opinions of Economics Teachers and Teacher Educators on the Importance of Teacher Identity Indicators

Research questions one and two assessed the opinions of Economics teachers and Economics teacher educators in respect of the importance they attach to the teacher identity indicators as they relate to teachers' professional capacity. The finding shows that Economics teachers and Economics teacher educators ranked higher than others, the *professional skills* aspect of teacher identity indicators. This represented their opinions on the importance they associate with this construct. This finding reflects the philosophy of teacher education in Ghana which stresses on the acquisition of appropriate professional skills as articulated by (Brookman-Amisshah, n.d.). The finding also reveals that the respondents ranked the *professional knowledge* aspect of teacher identity indicators as second, in terms of importance. This supports the claims of (Shulman, 1986; Patrick, 2008; and Lawal, 2006) concerning the importance of teachers' professional knowledge as a component of their professional capacity. This finding therefore validates the

appropriateness of professional skills and knowledge as contained in the conceptual model in chapter 2.

A cursory look at some few models of teacher education curriculum, notably that of Niemi and Jakku-Sihvonen (2006), Kansanen (1991), Loughram (2008), Haggard and McInyre (2006), as well as Brookman-Amissah (n.d.), reveal that issues of professional values and reflective practice are not so pronounced nor exhaustively discussed as in the case of professional knowledge and skills. This partly explains why the Economics teachers and teacher educators apparently ranked the professional values and reflective practice aspects of teachers' professional capacity very low. Irrespective of the subject, context or environmental setting, professional knowledge, values, skills and reflective practice describe the teachers' professional capacity and identity.

General Opinions of Economics Teachers and Teacher Educators on Importance of Professional Knowledge aspect of Teacher Identity indicators

Research questions three and seven examined the opinions of Economics teachers and Economics teacher educators in terms of the importance they attach to the professional knowledge aspect of the teacher identity indicators as they relate to teachers' professional capacity. The finding reveals a high degree of convergence in the opinions of the respondents concerning the Economics teachers' *knowledge of the subject matter, knowledge of his/her strengths weaknesses and knowledge of suitable curriculum materials for the subject* as indicators of the Economics teachers' professional knowledge. This finding corroborates the perspectives of Shulman (1986), Turner-Bisset (1999), Lawal (2006) and Liakopoulou (2011) with respect to their respective models on teachers' professional knowledge. The finding also suggests that *teachers' knowledge of*

and Bhalla (2002) who opine that the quality of teaching depends on the teachers' positive attitude towards the subject has a significant effect on students' learning. Probably, this explains why Walstad (1984) suggests the need for Economics teachers to balance their knowledge of basic principles of Economics with a more positive attitude towards the subject. The study shows that another equally important indicator of Economics teachers' professional values is the practice of inspiring students towards high level achievement. This correlates with the admonition of Munanga (2013) that Economics teachers should inspire their students by making use of multi-media which could make the subject very interesting, appealing, and motivating. In his opinion, when students enjoy what they are doing, great things happen. Nofziger (2010) sums it up when she posits that great teachers are an inspiration to their students.

Finding from the study suggests that the Economics teachers' *good rapport with the parents of his/her students* as encouraged by (Eugenia, 1991; Smit, Driessan & Doesborgh, 2002; Lawrence-Lightfoot, 2004) was apparently rejected as an indicator of an ideal Economics teachers' professional values. Probably, the phrase '*good rapport*' was improperly understood by the respondents. Terminal reports on students' academic achievement which are often mailed to parents by school authorities are a form of communication that establishes 'good rapport' between teachers and parents. Finding from the study further shows that, *intellectual dishonesty or pretending to be an encyclopedia of knowledge in Economics* was out rightly rejected by the respondents as an indicator of teachers' professional value. This presupposes that Economics teachers should rather demonstrate intellectual honesty so as to foster creativity and originality in their students, as espoused by (Gapuz, 2011). The validity of Economics teachers'

rejection of *intellectual dishonesty* as an indicator of professional values is a bit doubtful. At best, it is a form of window dressing. Unlike Economics teacher educators whose teaching is research-based and inquiry-driven, it is an open secret that most Economics teachers 'lift' content material from books and present to students as though, it is their own work.

General Opinions of Economics Teachers and Teacher Educators on Importance of Professional Skills aspect of Teacher Identity Indicators

Research questions five and nine examined the opinions of Economics teachers and teacher educators on the importance they attach to the professional skills aspect of the teacher identity indicators as they relate to teachers' professional capacity. Finding of the study shows a certain level of congruence in opinion among the respondents in terms of *using appropriate communicative skills* as an indicator of teachers' professional skills. Highlighting the importance of teachers' communicative skills, Oliver (1973) and Munanga (2013) encourage Economics teachers to always simplify the language used, thereby making it suitable to the cognitive abilities of the students so as to facilitate their understanding of Economic concepts. Further to this, Munanga opines that teachers' use of appropriate illustrations does not only clarify communication, but helps to demystify the abstraction associated with Economics. The finding further reveals that *skills of effective classroom management* were considered as one of the important indicators of teachers' professional skills. This corroborates the assertion of Emmer and Stough (2001) that the ability of teachers to organize and manage the classes of their students is critical to achieving positive educational outcomes.

The finding of the study shows that teachers' *skill of improvising instructional materials for the attainment of instructional objectives* was not considered as an important indicator of teachers' professional skills. This finding negates the opinion of Maruff *et al* (2011) that the ability of the teacher to make use of 'local' materials in place of 'standard' ready-made materials makes lessons more effective and improves student academic achievement. Similarly, the result of the study suggests that teacher *skills of preparing comprehensive lesson plans* were downplayed as an important indicator. This finding does not appear to support the opinion of Clark and Peterson (1986) that one of the key components of professional competence is that, the teacher must choose a plan, goal or perspective that organizes the situation in order to avoid students being overwhelmed with information. In addition, Choy, Wong, Lim and Chong (2013) posit that, lesson planning makes teaching more conscious and purposeful. Preparation of comprehensive lesson plans should therefore be a habitual professional practice of competent teachers.

General Opinions of Economics teachers and Teacher Educators on Importance of Professional Reflective Practice aspect of Teacher Identity Indicators

Research questions six and ten assessed the opinions of Economics teachers and Economics teacher educators on the importance of the reflective practice aspect of the teacher identity indicators as they relate to teachers' professional capacity. The finding of the study shows that Economics teachers placed a high premium on *teacher reflection on his/her strengths and weaknesses in terms of knowledge in the subject matter*. The importance attached to this particular indicator correlates with the assertion of Minott (2006) that reflective teaching demands that teachers are subject conscious as well as

standard conscious in the sense that, it projects the individual as responsible for identifying subject content deficiencies. In the process, steps are taken to address such deficiencies.

On their part, Economics teacher educators, as shown by the finding, prioritized *reflection on timely provision of formative feedback to students' on class exercises, assignments and tests* as indicative of an Economics teachers' professional capacity. The importance attributed to this indicator is consistent with the assertion of Brookfield (1995) that through reflection, teaching becomes responsive to student feedback and needs, which in turn build trust in them (students), particularly when they see that their feedback is valued seriously through changes in teaching. The finding also supports the opinion of Chen (2009) that teachers need to occasionally reflect on their own experiences of both providing and receiving feedback, and evaluates the importance of these experiences of feedback within their own teaching.

From the perspectives of the Economics teachers and teacher educators, as suggested in the finding, teacher *reflection on his/her skills of communication employed during instructional sessions* was considered as equally important. This gives credence to the claims of Adams, Nestle and Wolf (2006) that reflection or the ability to step back from an experience and consider it critically, in an analytical, non-subjective manner, is an essential aspect of problem solving and effective communication with clients and colleagues. The appropriateness or inappropriateness of any style of communication with students can easily be determined through a candid analysis of students' responses to questions posed to them in class. If ideas and concepts are effectively communicated to them, the teacher can be sure of the right responses to his/her questions. What is very

important for the teacher is to be very **objective** in the self appraisal of his/her skills of communication.

The finding of this study shows that the Economics teachers and teacher educators disagreed with the notion of *reflecting on improvised teaching materials and their relationship with instructional objectives* as an indicator of reflective practice. Reflecting on improvised teaching materials is to always enable the teacher to align the improvised material with specific instructional objectives. Reflection demands a critical retrospective analysis. The finding of this study does not seem to support the opinions of Adebimpe (1997) and Aguisiobo (1998) that improvisation of teaching materials require critical thinking, creativity and resourcefulness among others, all of which are aspects of reflection (Adams *et al*, 2006).

Finding of the study reveals that, the respondents appeared to have unanimously downplayed the importance of teacher *reflection on his/her knowledge of the roles of Economics education to society in general*. This result does not seem to support the views of Buchman (1986) and Ribeiro and Carrillo (n.d.) who create the impression that teachers' reflection on the roles of Economics education could shape and direct their teaching practices towards these roles, which may in turn improve the quality of instruction.

Difference in the General Opinions of Economics Teachers and Teacher Educators on the teacher Identity Indicators

Hypotheses one was meant to determine if there were significant differences in the opinions of Economics teachers and Economics teacher educators on the importance of the teacher identity indicators as they relate to teachers' professional capacity. The

finding shows significant difference in the opinions of Economics teachers and Economics teacher educators on the importance of the identity indicators of teachers' professional capacity. This finding supports the assertion of Smith (2005) that unlike teachers who are mainly required to be good practitioners, teacher educators are expected to be self-aware of what constitutes components of teacher education. The finding also lends credence to the opinion of Celik (2011) that the professional knowledge of teacher educators should be more comprehensive, in terms of subject matter and the educational system that goes beyond their own personal teaching context. Teacher educators set the quality requirements and specific competencies for teachers. They are responsible for the quality of teachers. On account of these factors, Economic teacher educators are bound to have a better appreciation of the important indicators of teachers' professional capacity.

Difference in the General Opinions of Economics Teachers and Teacher Educators on the importance of Professional Knowledge aspect of the Teacher Identity Indicators

Hypotheses two assessed difference in the opinions of Economics teachers and Economics teacher educators on the importance of the professional knowledge aspect of the teacher identity indicators as they relate to teachers' professional capacity. The finding shows significant difference in the opinions of respondents on the importance of the identity indicators of teachers' professional knowledge. In specific terms; the finding reveals a mismatch in the opinions of respondents on the importance of Economics teachers' knowledge of the relevance of Economics education to society.

This finding is inconsistent with the opinions of (Weidenaar, 1975) that without this knowledge and understanding, Economics teachers might be unable to identify,

analyze and interpret very well, the Economic dimension of social life. The finding does not seem to support the claims of Munanga (2013) that one way of demystifying the alleged abstraction in Economics education is to relate Economics to real life situations. He asserts that this can be done by making students realize that the subject matter of Economics emanates from the society in which they live. The respondents' lack of consensus on the importance of this indicator stems from the over emphasis of Economics education curriculum on content and methodology, without courses that relate to Economics and society. The finding further revealed a mismatch in the opinions of respondents on the importance of teachers' knowledge of his/her students' values, interest, strengths and weaknesses as suggested by the National Board for Professional Teaching Standards (NBPTS, 1986). The apparent lack of unanimity on its importance is partly attributable to the lack of values education in Economics teacher education programmes. This provides support for the assertion of Thornberg (2008) that according to teachers, values, ideas and concepts that guide their education are personal, relating to learning in their childhood, their experiences as children, the relationships and interaction with others.

The finding shows a mismatch in the opinions of respondents in respect of the importance of teachers' knowledge in other related subjects. Knowledge in other related subjects is a necessary condition for the interdisciplinary teaching of Economics. By implication, it appears the Economics teachers do not practice nor appreciate the merits associated with the interdisciplinary teaching of Economics, which in the opinion of Abbot and Nantz (1994) enhances students' retention and application of Economics concepts. On their part, Fogarty and Pete (2009) believe that interdisciplinary instruction

is an effective way to engage students and help them develop knowledge, insights, problem-solving skills, self-confidence, self-efficacy and a passion for learning the subject. The researcher is aware that Economics teacher trainees at the tertiary level offer other courses in addition to Economics. Perhaps, these teacher trainees do not know the relevance of taking such auxiliary subjects.

The finding reveals a lack of consensus in the opinions of respondents on the importance of teachers' *knowledge in the methods of inquiry in Economics education* as a worthwhile requirement of their professional knowledge as suggested by (Darling-Hammond and Bransford, 2005 and Hammerness, 2006). Teacher inquiry or teacher research is a vehicle for teacher professional growth in the sense that the inquiry process necessitates teachers questioning their own practice, systematically studying their own practice, and challenging their own practice. Teacher research is alien to the SHS Economics teachers in Ghana because unlike the teacher educators, it does not form part of their terms of reference.

However, the finding reveals a certain level of congruence in the opinions of respondents in respect of the importance of six (6) indicators of teachers' professional knowledge. They are; *teachers' knowledge of his/her strengths and weaknesses in terms of the subject, knowledge of his/her strengths and weaknesses in terms of pedagogical skills, knowledge of the subject matter of Economics, knowledge of the psychology of learning as it relates to the teaching of Economics and knowledge of current trends and developments in the teaching of Economics*. With reference to the conceptual framework in chapter two, these indicators constitute the canon of truth in respect of their validity as important components of the Economics teachers' professional knowledge.

Difference in the General Opinions of Economics Teachers and Teacher Educators on Importance of the Professional Values aspect of Teacher Identity Indicators

Hypotheses three examined difference in the opinions of Economics teachers and Economics teacher educators on the importance of the professional values aspect of the teacher identity indicators as they relate to teachers' professional capacity. The finding reveals significant difference in the opinions of respondents on the importance they attach to indicators' of Economics teachers' professional values. The finding reveals a mismatch in respondents' opinions on the importance of five (5) indicators of Economics teachers' professional values. Specifically, the finding shows a certain level of divergence in opinion concerning the role of *emotional stability* as an indicator of Economics teachers' professional values, as suggested by (Lasky, 2000; Schmidt, 2001; Zembylas, 2002). The finding does not seem to support the claims of Hargreaves (2001) and Nias (1996) that successful teaching requires teachers to create an atmosphere that promotes empathy, and that examining the role of emotions in the development of professional identities leads to a richer understanding of teachers' work. The finding shows a mismatch in the opinions of respondents on the importance of *teachers' moral uprightness* as an indicator of Economics teachers' professional values. This finding does not seem to provide support for the views of Wayne (1993) that unique morality of contemporary teaching consist of the teachers' deep moral obligation to help the student learn.

Teachers need the support of parents so as to achieve maximum results (Eugenia, 1991). However, the finding of this study does not seem to support this opinion, As Lawrence-Lightfoot (2004) suggests, probably most teachers are not specifically trained

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in the skills they need to communicate effectively with parents. It could also be that, the teachers lack knowledge in the educational value of teacher-parent rapport.

Conversely, the finding shows a certain level of convergence in the opinions of respondents on the importance of seven (7) indicators of the Economics teachers' professional values. They are; *a positive attitude towards the subject at all times, ability to influence students' achievement in Economics, and maintaining a collaborative working relationship with colleagues*. The rest are; *being enthusiastic towards students, total commitment to the teaching of Economics, participation in professional development programmes and inspiring students towards high level achievement in Economics*.

In view of the unanimity of respondents' opinions on the importance of these aspects of professional values, and with reference to the conceptual framework in chapter two, they are considered as the canon of truth in respect of their validity as essential indicators of the Economics teachers' professional values.

Difference in the General Opinions of Economics Teachers and Teacher Educators on the Importance of the Professional Skills aspect of Teacher Identity Indicators

Hypotheses four examined the difference in opinion between Economics teachers and Economics teacher educators on the importance of the professional skills aspects of teacher identity indicators as they relate to teachers' professional capacity. The finding shows significant difference in the opinions of respondents in respect of nine (9) indicators of Economics teachers' professional skills.

Specifically, the finding shows a mismatch in the opinions of respondents concerning *the skills of drawing the scheme of work*. This finding does not provide support for the views of Head (2009) that the scheme of work provides suggestions for organizing and supporting students' learning activities in Economics, and as Petty (2013) rightly put it, the scheme of work ensures that a sufficient variety of teaching methods are used. The difference in the finding would seem to have emanated from the fact that majority of in-service teachers do not use schemes of work reasons since schemes of work do not help them to cover sufficient topics in their syllabi, and they are also considered as time-wasting.

The finding also shows a mismatch in the opinions of respondents on the importance of Economics teachers' skills of preparing lesson plans. This finding does not seem to support the claim of Sabris (2009) that skilful teachers are often able to design good lesson plans. Sabris claims that lesson planning is key feature of effective teaching, and that it reflects teachers' philosophy and students' interest and needs. On his part, John (1991) opines that lesson plans help to sequence learning and teaching activities.

Economics teachers' engage in what is called '*strategic teaching*'; just to enable their students perform well. This is because in some cases, teacher effectiveness is judged by the performance of students. Strategic teaching does not necessarily require any lesson plan; this partly explains the differences in opinion concerning the importance of this particular indicator. Studies that link student performance to teachers' skills of preparing lesson plan are few. The finding further reveals a mismatch in the opinions of Economics teachers and Economics teacher educators on the importance of teachers' *skills of harmonizing instructional objectives with curriculum goals*. This finding is not in

harmony with the opinions of Banset (2013), Brenneke and Soper (1987) that such skills are needed to validate or align Economics instructional objectives to the curriculum goals of Economics. The reasons for the difference in opinion on the importance of this indicator are quite obvious. Since empirical evidence suggest that Economics teachers do not appreciate the importance of skills that enable them to design lesson plans, it is quite obvious that, they may not as well appreciate the importance of skills that are required to harmonize instructional objectives with curriculum goals. Instructional objectives are often embedded in lesson plans and must be in tandem with curriculum goals (Adentwi, 2005).

In addition, the finding shows inconsistency in the opinions of respondents on the importance of Economics teachers' skills of *reviewing students' entry behaviour*. This finding is at variance with the exhortation of Saunders (1989) and Yuksel (2012) who opine that activating students' prior knowledge, which demands expert skills on the part of the teacher, is an essential component of effective learning and teaching. In all lesson plans, there is a column which automatically requires that, teachers review the prior knowledge of students very briefly. Since lesson plans are not taken seriously by teachers, it is even doubtful if they actually conduct such reviews that precede the full-blown delivery of lessons.

The finding also shows a mismatch in the opinions of respondents concerning the importance of the acquirement of skills that enable Economics teachers to compose *essay-type and multiple-choice test items*. These two types of test items serve different purposes in the assessment of students' learning. In principle, they are not to be used arbitrarily. The finding of this study gives credence to the assertion of Reiner *et al* (2002)

that many essay-type test items are poorly designed and ineffectively used due to the teachers' lack of skills. In much the same way, the finding provides support to the opinions of Crooks (1988) and Stiggins *et al* (1989) that teachers lack the skills of using multiple-choice test items to assess complex cognitive abilities.

Contrary to the dissenting opinions in the preceding paragraph, the finding reveals a certain level of consensus in the opinions of both the Economics teachers and Economics teacher educators on the importance of ten (10) indicators of Economics teachers' professional skills. These indicators are; *using appropriate communicative skills, skills of effective class management, skills of assessing students' needs to help identify learning goals, and the skills using of using instructional techniques that ensure active student involvement.* The rest were *skills of illustrating Economic concepts with local examples, skills of logical delivery of Economic content, skills of selecting and sequencing any given Economic content, skills of harmonizing evaluation questions with instructional objectives, the skills of outlining learning activities that enhance attainment of instructional objectives and the skills of alternating lower-order questions with higher-order questions during instructional sessions.* With reference to the conceptual framework in chapter two, these indicators serve as the canon of truth in respect of their validity as components of the Economics teacher's professional skills.

Difference in the General Opinions of Economics Teachers and Teacher Educators on the Importance of Professional Reflective Practice aspect of teacher Identity

Indicator

Hypotheses five (5) examined difference in the opinions of Economics teachers and Economics teacher educators on the importance of the *reflective practice aspect of*

the teacher identity indicators as they relate to teachers' professional capacity. The finding shows significant differences in the opinions of respondents on the importance of Economics teachers' reflection on his/her knowledge of students' weaknesses, strengths and interest. A plausible explanation for this mismatch stems from the fact that Economics teachers seem to place undue emphasis on the mastery of subject matter and its delivery, ignoring other factors such as knowledge of their students' interest, strengths and weaknesses. The finding of this study is at variance with the opinions of Shulman (1992) and Turner-Bisset (1999) that teachers should be able to identify through reflection, the strengths and weaknesses of different learners, and should have the knowledge to work with such students.

The finding shows a mismatch in the opinions of respondents concerning the importance of Economics teachers' *reflection on the roles of Economics education to society in general*. This finding is inconsistent with the claims of Buchman (1986) and Ribeiro and Carrillo (n.d) that the Economics teachers' reflection on the relevance of Economics education may shape their teaching practices, and may promote the teaching of certain topics over the others.

The finding further reveals a mismatch in the opinions of respondents concerning the importance of Economics teachers' *reflection on his ability to influence students' academic achievement in Economics*. This finding does not seem to support the assertion of Good and Brophy (2003) that teacher reflection on his/her self-efficacy may improve students' achievement. Reflection on self-efficacy leads to advances in teacher intellectualism, practitioner self-management, an increase in practitioner ability to remain current in the field, and a constructivist paradigm of life-long learning (Nolan and

Huebner, 1989). The difference in opinion is probably due to the fact that students' academic achievement depends on the interplay of other variables such as student related factors, teacher related factors and parent/home related factors. In terms of teacher related factors, most of the teacher training programmes place undue emphasis on content and pedagogy, with little attention given to reflective practices and self-efficacy beliefs.

The finding also shows a mismatch in the opinions of respondents in respect of the importance of Economics teachers' *reflection on his/her attitude towards professional development programmes*. This finding is inconsistent with the opinions of Schon (1987) that reflection on attitude towards professional development is to foster the need for improvement in teachers' professional capacity. The discrepancy in the opinions of respondents was probably due to a misconception of what professional development is. In some circles, it is taken to mean the enrolment into an institution of learning. Teacher professional development is a process embracing all activities that enhance professional career development (Rogan & Grayson, 2004; Telcle, 2006). By implication, reflective practice is one of those activities.

The finding points to a lack of consensus in the opinions of respondents concerning the importance of Economics teachers' *reflection on improvised teaching materials*. In principle, improvised instructional materials must be adequate and relevant to the attainment of instructional objectives. In reflective practice, the teacher engages in self-evaluation of the improvised material so as to determine its relevance and adequacy. Reflective teaching means looking at what you do in the classroom, thinking about why you did it and thinking about if it works, that is, a process of self-evaluation.

The finding shows a certain level of convergence in the opinions of respondents on the importance of nine (9) indicators of Economics teachers' professional reflective practice as they relate to teachers' professional capacity. These indicators are; Economics teachers' reflection on his/her strengths and weaknesses in terms of knowledge in the subject matter, reflection on knowledge of psychology of learning as it relates to the teaching of Economics, reflection on knowledge of current trends and developments in the teaching of Economics, reflection on attitude and disposition towards the subject, reflection on working relationship with colleagues and auxiliary staff and reflection on attitude towards students during instructional sessions.

The rest were Economics teachers' reflection on his/her level of commitment to the teaching of Economics, reflection on skills of communication employed during instructional sessions, reflection on teaching/learning activities and their relationship with instructional objectives, reflection on competence in composing and scoring various test items and, reflection on competence in the handling of students' questions.

With reference to the conceptual model in chapter two, these indicators constitute part of the "canon of truth" in respect of their validity as an aspect of the core components of the ideal Economics teacher's professional reflective practice.

Difference in the General Opinions of Economics Teachers on Indicators of Teachers' Professional Capacity Based on Teaching Experience

Hypothesis six examined the difference in the opinions of Economics teachers on the importance of indicators of teachers' professional capacity based on experience. The finding shows significant difference in respect of the importance Economics teachers place on the capacity indicators based on their teaching experience. The finding shows

that highly experienced and less experienced Economics teachers consistently placed higher levels of importance on all the four indicators of teachers' professional capacity, relative to their experienced counterparts. This finding appears to be in harmony with the assertions of Peterson and Clark (1978) that highly experienced teachers' ability to interpret, recognize meaningful patterns in, and make sense of multiple classroom events is attributed to their better developed schemata for classroom events than novice teachers. In support of these assertions, Waters (2006) opines that highly experienced teachers differ from experienced teachers in terms of their knowledge, skills, beliefs (values) and professional development needs. In specific terms, the finding reveals that the less experienced Economics teachers attached significantly higher, but different levels of importance on the capacity indicators. This revelation gives credence to the claims of Ladd (2008) and Sass (2007) that less experienced teachers demonstrate high professional standards and productivity during their first few years on the job, after which their performance level tends to level off.

The perspectives of Ladd and Sass could also provide explanations on the significant difference in the low opinions shown by experienced Economics teachers in respect of the importance they attach to indicators of teachers' professional capacity. Having moved from *less experienced* to *experienced* status, the Economics teachers' professional attributes and productivity might have declined. However, these perspectives are at variance with that of Duatepe and Akkus-Cikla (2004) who argue that experienced teachers, unlike their less experienced counterparts, could have developed broader perspectives and better coping skills with their students, prior to their transition from less experience to experience status.

Perhaps, plausible explanations to the low opinions expressed by the experienced Economics teachers on the indicators of teachers' professional capacity are given by Bucholtz and Hall (2005) who posit that experienced teachers hold implicit beliefs and identities about their teaching roles and responsibilities, and that these identities influence their reactions to issues that relate to their teaching practice and teacher education.

Difference in the General Opinions of Economics Teachers on Indicators of Teachers' Professional Knowledge Based on Teaching Experience

Hypothesis seven assessed the difference in the opinions of Economics teachers on the importance they attached to indicators of teachers' professional knowledge based on their teaching experience. The finding shows that the less experienced and highly experienced Economics teachers consistently and significantly differed in opinion from their experienced counterparts in terms of the importance they attached to *knowledge of the various reasons for cultivating Economic knowledge in students, knowledge of the various roles of Economics education to society in general and knowledge of the methods of inquiry in Economics education*. Possible explanations to these variations in opinion are that, highly experienced teachers often have a rich and integrated knowledge base (Tsui, 2005) and can easily identify essential representations of their subjects (Hattie, 2003). Similarly, less experienced teachers are full of idealism and enthusiasm which are often brought from their training experience (Carley, 2006).

Difference in the General Opinions of Economics Teachers on Indicators of Teachers' Professional Values Based on Teaching Experience

Hypothesis eight examined the difference in the opinions of Economics teachers on the importance of indicators of teachers' professional values based on experience. The

finding shows that the less experienced and experienced Economics teachers differed significantly in opinion from the highly experienced teachers in terms of the importance they attached to teachers' *belief in his or her ability to influence students' achievement in Economics*. This finding is consistent with the opinions of Hoy (2000) that less experienced and experienced teachers hold a high sense of teacher self-efficacy, find greater satisfaction in teaching and demonstrate a positive reaction to teaching. With specific reference, Hoy is of the view that the efficacy beliefs of experienced teachers seem resistant to change.

A contradictory opinion is given by Tschannen-Moran and Woolfolk (2007) who point out that experienced teachers' self-efficacy beliefs were higher than those of less experienced teachers. The difference in opinion concerning the importance of teachers' efficacy beliefs emanate from contextual factors. The contexts in which these teachers work, including the students' characteristics can easily influence their efficacy beliefs.

The finding indicates that less experienced and highly experienced Economics teachers differ significantly in opinion from their experienced counterparts in terms of the importance they attached to teachers' *emotional stability during instructional sessions* as an indicator of their professional values. This result seems to support the opinions of Erb (2002) that beginning teachers often experience anxiety in view of the complexity of learning to teach and the uncertainty of achieving goals. In contrast, the finding does not seem to support the opinion of Lazarus (1991) that highly experienced teachers may also be anxious because of the uncertainty of determining whether they are doing a good job. Highly experienced teachers have demonstrated a higher level of importance to this indicator probably due to their prolonged stay in the profession. Their opinions on this

finding corroborates the views of Hattie & Jaeger (2003) who argue that highly experienced teachers are meticulous when formulating learning goals that are derived from students' learning needs. However, this finding does not seem to support the claim of Zhang and Burry-Stock (2003) who create the impression that less experienced teachers downplay the relevance of tailoring students' needs to learning goals.

The finding reveals significant difference in respect of the importance attached to the *skills of drawing appropriate schemes of work*. The highly experienced Economics teachers attached a higher level of importance to this indicator relative to the experienced and less experienced counterparts. The level of importance attached to this indicator by highly experienced teachers seems to support the assertions of McCutcheon (1980) that highly experienced teachers hold positive beliefs about their teaching roles and responsibilities. As part of their professional responsibilities, all teachers are required to design schemes of work to guide their instructional activities. Probably, the experienced and less experienced teachers do not perceive the scheme of work as an indicator of their competence in terms of students' performance. At the start of their teaching career, the less experienced teachers are often unprepared for the demands of the profession (Ducharme & Ducharme, 1996).

The finding further shows significant differences concerning the importance the Economics teachers attached to the *skills of improvising instructional materials that are suitable for the attainment of instructional objectives*. The less experienced and highly experienced teachers placed a higher level of importance to this indicator, relative to the experienced teachers. This finding contradicts the claims of John (2006) that novice teachers are most unlikely to appreciate the relevance of improvisation since that did not

Difference in the General Opinions of Economics Teachers on Indicators of Teachers' Professional Reflective Practice Based on Teaching Experience

Hypothesis ten examined the difference in the opinions of Economics teachers on the importance they placed on indicators of teachers' professional reflective practice. The result shows that the less experienced Economics teachers assigned a higher level of importance to the practice of reflecting on one's *knowledge of the weaknesses, strengths and interest of students under him/her*. On the contrary, the experienced and highly experienced Economics teachers considered this indicator as less important. These findings are inconsistent with the claims of Graham, Hopple, Manross & Sitzman (1993) who point out that experienced teachers focus on students' needs, whereas the novices give attention to student's interest and on-task behaviour. A possible explanation to the variation in opinion stems from the fact that since experienced and highly experienced teachers have taught particular topics for a very long time, they might have developed mental templates of students' weaknesses, interests, and strengths in specific areas. Unlike the less experienced teachers, this category of teachers may not the periodic reflection on these issues as very important.

The finding reveals significant difference in the opinions of the Economics teachers concerning the importance they placed on teachers' reflection on their *knowledge of psychology of learning as it relates to the teaching of Economics*. The highly experienced teachers assigned a higher level of importance to this indicator than the experienced and less experienced teachers. In the first place, the result gives credence to the opinion of Shulman (1987) that in characterizing the teacher as highly experienced, he or she should be knowledgeable about the common conceptions, misconceptions and

that these newly trained teachers would always want to show case their competence in all aspects of their assigned roles and responsibilities.

Results of the study indicate significant difference in opinion concerning the importance Economics teachers attached to reflecting on *lesson plans for all topics and instructional sessions*. The finding point to the fact that the highly experienced teachers considered this indicator as more important, while the less experienced and experienced teachers downplayed its relevance. This finding does not seem to support the assertion of Lampert (2001) that highly experienced teachers attached little importance to the practice of reflecting on their lesson plans due to the experience they have gathered over several years of teaching these same subjects and topics. Even though Farrel (2007) is of the view that teacher reflection on his/her lesson plan is beneficial in the sense that, it can place them in a monitoring or coaching role, the less experienced and experienced teachers, as suggested in this study, do not seem to appreciate this beneficial role.

Perhaps, the difference in opinion is due to the fact that at the SHS level in Ghana, teachers are not under any compulsion to design lesson plans. Probably, the positive opinions expressed by the highly experienced teachers on this indicator stem from plausibility inference emanating from their background experience.

The finding also shows significant difference in opinion concerning the importance Economics teachers attached to reflecting on *improvised teaching material and their relationship with instructional objectives*. The highly experienced teachers considered this practice as very important, while the experienced teachers relegated it to the background. This finding corroborates the assertions of McCutcheon (1980) that in view of the vast teaching experience of highly experienced teachers, they prefer the use

improvised materials which in their opinion, enhance students' understanding of concepts and principles. The finding further confirms the claims of John (2006) that novice teachers are not likely to neither reflect on nor appreciate the relevance of improvisation since that did not form a major component of their training as professional teachers. In support of this, Sawyer (2004) opines that less experienced teachers encounter difficulties in the improvisation of teaching materials. Since some aspects of the literature reveal a general inertia among less experienced teachers towards the improvisation instructional materials, reflecting on the appropriateness of such improvised materials is completely ruled out.

General Opinions of Economics Teachers and Teacher Educators in the Structured Interview Schedule (SIS)

Item one on the interview schedule of the SIS ascertained the opinions of respondents on the characteristics of an ideal Economics teacher. The result shows certain characteristics that are associated with only two indicators of teachers' professional capacity. For example, *flair in mathematics, mastery of subject matter and appropriate methods of teaching the subject* are characteristics that are closely related to the Economics teachers' professional knowledge. *Inspiring and motivating students* is an indicator of teachers' professional values. By implication, the respondents placed undue emphasis on characteristics that were related to professional knowledge. This partly validates the finding in research question one and two where the respondents ranked professional knowledge as second in terms of importance. The characteristics given should have covered all the four rubrics of teachers' professional capacity, namely knowledge, values, skills and reflective practice.

Item two of the interview schedule was designed to find out which aspect, out of the four rubrics of teachers' professional capacity indicators best promote the effective teaching of Economics. Whereas the teacher educators identified *professional knowledge*, the Economics teachers considered *professional skills*. This finding seems to support that of research question one and two which ranked professional skills and professional knowledge as the most important capacity indicators.

Item three of the interview schedule of the SIS assessed the opinions of respondents on what aspects should be incorporated into the Economics teacher education programme. Whereas the teacher educators suggested the *acquisition of technological knowledge and training in techniques of assessment*, the Economics teachers' main focus was on the *introduction of topics that are geared towards solving Ghana's Economic problems*.

Item four of the interview schedule examined the opinions of respondents on aspects of teachers' professional knowledge which they considered as important for the effective teaching of Economics. Mastery of the subject matter Economics and knowledge of curriculum materials were generally considered as the two most important aspects. This finding seems to validate the findings in research question three and seven which ranked *mastery of content knowledge and knowledge of curriculum materials* among those which were considered important

Item five of the interview schedule was meant to find out from respondents, their opinions on the aspect of the Economics teachers' professional values that promote the effective of the subject. Whereas the teacher educators identified *commitment towards the teaching of the subject*, the Economics teachers considered a *positive attitude towards the*

teaching of the subject as the most important professional values indicators that promote the effective teaching of the subject. Positive attitudes of teachers towards their roles reflect their commitment to the profession (Crosswell, 2006). These findings therefore seem to validate the findings of research questions four and eight.

In terms of professional skills, the teacher educators teachers identified the *skills of involving students in class*, however, the general consensus among the respondents was that *communication skills* and *skills of class management* were considered as important attributes of Economics teachers' professional skills. These findings support the findings in research questions five and nine.

Item seven of the interview schedule was designed to elicit the opinions of respondents on why it is necessary for teachers to practice reflection. While the teacher educators argued that reflection enabled teachers to *adjust their way of doing things so as to suit certain conditions in the class*, the teachers claimed that reflection enable them to *effect changes in their lessons where necessary*. These two perspectives revolve around adjustment in instructional practices. This finding is consistent with the opinion of Beck and Kosnik (2001) who claim that reflection enable teachers to review and adjust their instructional practices, thereby improving student learning.

Item eight of the interview schedule was designed to find out from respondents, indicators of teachers' professional reflective practice which they considered very important. Teacher reflection on *his/her strengths and weaknesses in terms of knowledge of the subject matter* was identified by the two groups of respondents as very important. This finding reaffirms certain aspects of the findings in research question six and ten.

Conclusion

The study developed a set of core professional identity indicators to which Economics teachers and Economics teacher educators responded to determine the extent of their validity as components of the teacher's professional identity in the Ghanaian Senior High Schools. The study shows that Economics teacher educators attached significantly higher levels of importance to all the identity indicators of teachers' professional capacity.

The study shows that the Economics teachers considered the *professional knowledge* rubric as more important relative to the other capacity indicators. Conversely, the Economics teacher educators ranked the *professional skills* rubric as more important than the other capacity indicators.

The study reveals a certain level of congruence in the opinions of respondents with respect to the importance they attach to some indicators of the Economics teachers' professional knowledge. These indicators are; subject matter of Economics, strengths and weaknesses in terms of pedagogical skills, psychology of learning as it relates to the teaching of Economics, current trends and developments in the teaching of Economics and knowledge of suitable curriculum materials for Economics education. These indicators were therefore validated as essential components of the professional knowledge rubric as shown in the conceptual framework.

The study shows a high level of consensus among the respondents concerning the importance they placed on indicators such as; a positive attitude towards the teaching of the subject at all times, inspiring students towards high level achievement in Economics, a belief in one's ability to influence students' achievement in Economics, total

commitment to the teaching of the subject and enthusiasm towards students during instructional sessions. In terms of the professional values rubric of the conceptual framework as shown in chapter two, these indicators are validated as essential components that describe the ideal Economics teacher.

The study reveals that the respondents unanimously agreed that indicators such as; using appropriate communicative skills, effective class management, selecting and sequencing of any given Economic content as essential components of the professional skills rubric as shown in the conceptual framework. These indicators describe the attributes of an ideal Economics teacher in terms of professional skills as agreed upon by the respondents.

The study shows a convergence in opinion among the respondents with respect to the need for teachers to occasionally reflect on their; strengths and weaknesses in terms of the subject matter of Economics, knowledge of psychology of learning, working relationship with colleagues, attitude and disposition towards the subject and level of commitment to the teaching of the subject. These were considered as validated indicators of the Economics teachers' professional reflective practice component of the conceptual framework as shown in chapter two.

The study reveals that, less experienced and highly experienced Economics teachers attached a higher level of importance on the *professional knowledge* indicator than the experienced Economics teachers. Highly experienced Economics teachers held in high esteem, the *professional values* indicator than the experienced and less experienced teachers. Highly experienced Economics teachers placed a higher level of importance on the *professional skills* indicator than the less experienced and experienced

teachers. In terms of the *professional reflective practice* indicator, the highly experienced Economics teachers considered it more important than the less experienced and experienced teachers.

The study shows that respondents to the structured interview schedule identified *flair in mathematics, mastery of the subject matter of Economics* and the *use of appropriate methods of instruction* as the principal characteristics of an ideal Economics teacher. The respondents also suggested the need for inclusion in the Economics teacher preparation programme, the *acquisition of technological content knowledge* and *training in techniques of assessment*. The participants validated the *mastery of content knowledge* and *knowledge of curriculum materials* as major indicators of Economics teachers' professional knowledge. The study reveals that the participants confirmed *communication skills* and *skills of class management* as very important indicators of Economics teachers' professional skills. As suggested by the respondents, teacher reflection has two important roles such as;

- a. it enables teachers to adjust their way of doing things
- b. it enables teachers to effect changes in their lessons where necessary.

teachers. In terms of the *professional reflective practice* indicator, the highly experienced Economics teachers considered it more important than the less experienced and experienced teachers.

The study shows that respondents to the structured interview schedule identified *flair in mathematics, mastery of the subject matter of Economics* and the *use of appropriate methods of instruction* as the principal characteristics of an ideal Economics teacher. The respondents also suggested the need for inclusion in the Economics teacher preparation programme, the *acquisition of technological content knowledge* and *training in techniques of assessment*. The participants validated the *mastery of content knowledge* and *knowledge of curriculum materials* as major indicators of Economics teachers' professional knowledge. The study reveals that the participants confirmed *communication skills* and *skills of class management* as very important indicators of Economics teachers' professional skills. As suggested by the respondents, teacher reflection has two important roles such as;

- a. it enables teachers to adjust their way of doing things
- b. it enables teachers to effect changes in their lessons where necessary.

sustain this high productivity by motivating the teachers. Job satisfaction and motivation are key factors that affect teachers' professional identity. No initial teacher education programme in teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Teacher education policy makers should therefore support a process of continuous professional development among Economics teachers and Economics teacher educators

Teacher Educators

Economics teacher educators should maintain quality standards in order to train very competent teachers. It is recommended that teacher educators should introduce courses that could train teachers on how to teach Economics through the interdisciplinary approach. Teacher educators need to use the Economics teacher's current target as a threshold for a hierarchy of goals corresponding to different grades of Economics teacher-trainees.

Limitations of the study

This study was not without limitation. In the first place, the respondents were restricted to only close-ended Likert Scale items. Close-ended items do not offer any opportunity for respondents to articulate divergent perspectives. Probably divergent perspectives could have enriched this study, done it is now. In addition, the research instrument sought opinions on theoretical knowledge, an opportunity to see the practical knowledge of respondents being put to use was not explored. Teaching context and the biography of a teacher are factors that influence teachers' professional identity (Beijaard, 1999). This study did not cover these aspects. Furthermore, since the study was indicator-driven, the t-test and ANOVA were found useful in the determination of valid indicators

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DEPARTMENT OF ARTS & SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF ILORIN, ILORIN, NIGERIA
QUESTIONNAIRE ON SENIOR HIGH SCHOOL (SHS) ECONOMICS
TEACHER IDENTITY (QSHSETI)

Dear Respondent,

The purpose of this study is to develop a capacity-analysis paradigm among Senior High School (SHS) Economics teachers in Ghana, based on the opinions of experts like you. You are kindly requested to provide candid opinions to the items in this instrument. Your responses to these items will be treated with utmost confidentiality. Thank you in advance for your co-operation.

Instruction: Tick [] the column that is applicable to you or consistent with your opinion.

SECTION A

BACKGROUND DATA OF RESPONDENTS

1. Name of School: Region:.....
2. School Proprietorship:..... Private [] Public []
3. Sex of Teacher: [] Male. [] Female.
4. Locality: [] Urban [] Rural
5. Age: [] 30-35yrs [] 36-41yrs [] 42-47yrs [] 48-53yrs.
[] 54yrs-59yrs. [] 60yrs and above.
6. Status: [] SHS Economics Teacher. [] Economics Teacher Educator.
[] Social Studies Teacher Educator [] Other, specify please
.....
7. Teaching Experience (Economics): [] 0-5yrs. [] 6-10yrs. [] 11-15yrs. [] 16-20yrs. [] 21-25yrs. [] 26yrs and above.
8. Highest Academic Qualification: [] HND. [] Bachelors degree. [] Masters degree. [] Ph. D. [] Other, specify.....

9. Highest Professional Qualification: [] None [] Cert. "A" [] Diploma in Education. [] PGCE/PGDE [] Bachelor of Education [] M. Ed/M. Phil [] Other, specify.....

Instruction: Tick [√] the column that is consistent with your opinion on the Likert Scale items of sections B, C, D & E.

Key: 'SD' (Strongly Disagree), 'D' (Disagree), 'A' (Agree), 'SA' (Strongly Agree).

SECTION B INDICATORS OF SHS ECONOMICS TEACHERS' PROFESSIONAL KNOWLEDGE

	The ideal Economics teacher can be identified by his/her knowledge of:	SA	A	D	SD
1.	his/her strengths and weaknesses in terms of the subject.				
2.	his/her students' strengths and weaknesses in terms of professional values and interest.				
3.	his/her strengths and weaknesses in terms of pedagogical skills.				
4.	the subject matter of Economics				
5.	other related subjects				
6.	psychology of learning as it relates to the teaching of economics				
7.	the various reasons for cultivating economics knowledge in students				
8.	the various roles of Economics education to society in general				
9.	current trends and developments in the teaching of Economics.				
10.	suitable curriculum materials for Economics.				
11.	methods of enquiry into Economics Education				

SECTION C
INDICATORS OF SHS ECONOMICS TEACHERS' PROFESSIONAL VALUES

S/N	The ideal Economics teacher should demonstrate the following professional values:	SA	A	D	SD
1.	a positive attitude towards the subject at all times.				
2.	belief in his/her ability to influence students' achievement in Economics.				
3.	maintaining a collaborative working relationship with his/her colleagues.				
4.	emotional stability during instructional sessions.				
5.	being enthusiastic towards his/her students.				
6.	moral uprightness towards his/her students.				
7.	total commitment to the teaching of the subject.				
8.	good rapport with the parents of his/her students.				
9.	participation in professional development programmes such as workshops and seminars.				
10.	inspiring students towards high level achievement in Economics.				
11.	intellectual dishonesty: pretending to be an encyclopedia of Knowledge in Economics.				
12.	regular attendance at Economics classes and school programmes.				

SECTION D

INDICATORS OF SHS ECONOMICS TEACHERS' PROFESSIONAL SKILLS

The ideal Economics teacher should possess the skills of:		SA	A	D	SD
1.	assessing students' needs to help identify learning goals				
2.	selecting and sequencing any given Economic content				
3.	drawing an appropriate scheme of work				
4.	preparing comprehensive lesson plans				
5.	harmonizing instructional objectives with Economics curriculum goals.				
6.	outlining learning activities that will enhance attainment of instructional objectives				
7.	improvising instructional materials that are suitable for the attainment of instructional objectives				
8.	conducting a review of students' entry behaviour				
9.	logical delivery of Economic content				
10.	using instructional techniques that ensure the active involvement of students				
11.	illustrating Economic concepts with appropriate examples				
12.	effective class management				
13.	harmonizing evaluation questions with instructional objectives				
14.	employing essay-type test items				
15.	employing multiple-choice test items				
16.	alternating low-order questions with high-order questions during instructional sessions				
17.	promptly giving formative feedback to students on class exercises.				
18.	using appropriate communicative skills				
19.	moderate pacing of verbal interactions				

APPENDIX II

DEPARTMENT OF ARTS & SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF ILORIN, ILORIN, NIGERIA

1. State three (3) few characteristics of an ideal Senior High School Economics teacher
 - a.
 - b.
 - c.

2. Which of the four rubrics of professional knowledge, values, skills and reflective practice, do you consider important for the effective teaching of Economics?
 - a.
 - b.

.....

.....

3. In your opinion, what elements should be incorporated into the Economics teacher education curriculum so as to produce ideal Economics teachers?
 - a.
 - b.
 - c.

4. Indicate the aspects of professional knowledge you considered very important for the effective teaching of Economics?
 - a.
 - b.
 - c.

Give two reasons for your response in 4?

 - a.
 - b.

5. Which of the professional values indicators of an Economics teacher best promotes the effective teaching of the subject?
 - a.
 - b.
 - c.

Give two reasons for your response to 5.

- a.
- b.

6. Rank according to importance the professional skills needed by an ideal Economics teachers for successful delivery of instructional plans?

- a.
- b.
- c.
- d.

Skills of:	Ranking
assessing students' needs to help identify learning goals	
selecting and sequencing any given economic content	
drawing an appropriate scheme of work	
preparing comprehensive lesson plans	
harmonizing instructional objectives with economics curriculum goals.	
outlining learning activities that will enhance attainment of instructional objectives	
improvising instructional materials that are suitable for the attainment of instructional objectives	
conducting a review of students' entry behaviour	
logical delivery of content	
using instructional techniques that ensure the active involvement of students	
illustrating economic concepts with appropriate examples	
effective class management	
harmonizing evaluation questions with instructional objectives	
employing essay-type test items	
employing multiple-choice test items	
alternating low-order questions with high-order questions during instructional sessions	
promptly giving formative feedback to students on class exercises.	
using appropriate communicative skills	
moderate pacing of verbal interactions	

7. Why is it necessary for Economics teachers to periodically reflect on aspects of their professional knowledge, values, skills and reflective practice? (Give your answer in less than simple sentences).

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

8. Which of the indicators of professional reflective practice do you consider very important?

- a.
.....
.....
- b.
.....

9. Give your reason(s) for the indicators you gave in item 8.

- a.
- b.
- c.

THANKS FOR YOUR COOPERATION.

UNIVERSITY OF ILORIN, ILORIN, NIGERIA
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION

Olajide
M.A. (Ibadan): PGDE,
Ph.D. (Ilorin)

CLASS 19



Your Ref:

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12th December, 2012

Date:

TO WHOM IT MAY CONCERN

REQUEST FOR RESEARCH ASSISTANCE

MUMUNI, Baba Yidana (09/5801005) is a
undergraduate student of the Department of Arts & Social Sciences Education,
University of Ilorin. He is currently undergoing a Research Project on:

*"A Capacity-Analysis Paradigm For The Senior High School
Economics Teacher's Professional identity In Ghana."*

Kindly render him all possible assistance in this regard.

Thank you for your anticipated understanding and cooperation.

Dr. S.B. Olajide

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