UNIVERSITY OF CAPE COAST

PERCEPTIONS AND PREPAREDNESS OF SENIOR HIGH SCHOOL

TEACHERS IN ASHANTI REGION TOWARDS THE INTRODUCTION OF

PROFESSIONAL TEACHER LICENSING POLICY IN GHANA

SAMUEL OBED AMOAH

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PROFESSIONAL TEACHER LICENSING POLICY IN GHANA

BY

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Thesis submitted to the Department of Education and Psychology, Faculty of Educational Foundations of the College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for award of Master of Philosophy Degree in Educational Psychology

MAY 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: …………………………   Date: ………………………

Name: …………………………………………..

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid down

by the University of Cape Coast.

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

Name: …………………………………………..

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

Name: …………………………………………..

ABSTRACT

The study sought to explore perceptions and preparedness of teachers in Ashanti Region towards the introduction of professional teacher licensing in Ghana. Six research objectives were used as a guide for the exploration. A descriptive survey, which allowed for an accurate description of activities, objects, processes, and persons, was adopted to help to achieve the objectives of the study. A sample size of 278 teachers from senior high schools in Ashanti Region of Ghana was selected through multi-stage sampling technique to respond to the Teacher Perception and Preparedness Licensing Questionnaire. Data were analysed using means and standard deviation to answer the research questions. The hypotheses were tested using inferential statistical tools such as independent-samples t-test and one-way ANOVA. The study revealed that the selected teachers perceived the introduction of teacher licensing would not improve any teacher-student performance but would rather enhance teacher reputation; motivate teachers to practice their profession; and have a positive effect on teacher self-efficacy. The study also found that the implementation of teacher licensing policy could be more effective and friendly when some measures are put in place. Some recommendations for practice, such as the Ghana Education Service through its supervisory unit should institute measures beyond the teacher licensing policy to monitor and influence the delivery approaches used by teachers and the Ministry of Education should educate teachers, using professional development programmes to help teachers to appreciate that the policy is about professionalism.

KEY WORDS

Experience

Licensing

Perception

Preparedness

Qualification

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DEDICATION

To my parents, Mr. and Mrs. Amoah

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CHAPTER ONE

INTRODUCTION

The chapter provides insight into the study. This determines the question to be investigated by examining the issues that lead to the problem. In this chapter, four research questions and six hypotheses are provided as a study guide in an attempt to explore the issue. The outline of the chapter includes background to the study, statement of the problem, purpose of the study, and research questions and hypotheses. The rest are significance to the study, delimitation of the study, and limitations of the study.

Background to the Study

To transform and revitalize education in Ghana, the government has introduced teacher licensing at the pre-university level in the country. The introduction of the teacher licensing at the pre-tertiary level, in one breath, will ensure professionalism in the teaching profession leading to the improvement of students' performance. A profession is an occupation that seeks accreditation and license to regulate itself by developing a consensus concerning what its practitioners must know, do and transmit knowledge and skills (Schein, 2017; Sonia, 2017; Susskind & Susskind, 2015). An occupation becomes a profession when organisations such as institutions, business organizations, state agencies, and the public accept that system. Professionalism is believed to entail numerous synchronised attributes (Lynch, Surdyk, & Eiser, 2004). Teacher professionalism involves the teachers conduct or qualities that characterise a profession. Also, a

profession is a calling that requires specialised knowledge with often long and intensive academic preparation (Kissock & Richardson, 2010).

Professional licensing is becoming a norm in almost every profession in the world today. It is believed that professional licensing protects the public interest by keeping incompetent and unscrupulous individuals from working with the public (Doherty & Purtilo, 2015; Edlin & Haw, 2013). Professional licensing is not limited to a single profession but evidently in medicine, social sciences, and currently moving into the education field in the third-world countries of Sub-Saharan Africa. The idea of teacher licensing is informed by the fact that the teaching profession has come under strain in recent years due to unprofessional behaviour exhibited by teachers (Cooper & Travers, 2012). In an attempt to redefine its core values and impose collegiate authority on its members, the National Teaching Council of Ghana introduced teacher licensing to Ghana.

According to Acosta and Acosta (2016), licensure is the mark of professionalism. It is an important requirement for any profession such as law, medicine, or teaching. Licensing has had a paradigm shift in third-world countries like Ghana from trade-related licensing to teacher licensing. This shift may be as a result of the fact that the teaching profession provides an indispensable service to every society. The service provided by teachers seems to be more indispensable to any society than services provided by any other profession. In many respects, the teaching profession is a nation builder, and sometimes is referred to as the mother of all professions. It is given such an accolade through its ability to produce well rounded individuals who will in turn promote best practices, unlock

many opportunities for future prosperity and attract much needed international investment and expertise (Nenty, Moyo, & Phuti, 2015).

Kusumawardhani, Gundersen, and Tore (2017) asserted that an important question continually faced by governments across the world is how they should increase the quality of their teaching force. One way to increase teacher quality is through teacher licensing programme to ensure that teachers have sufficient competencies required for teaching and indeed, competent teachers, then, should be rewarded. In education, licensing of teachers is different from issuing training certificates. Teacher licensing in education is about accrediting teachers to teach based on exemplary skills and ability in addition to being certified by teacher training schools. Teacher licensing is about professionalism that is characterised by high results.

Bentea and Anghelache (2012) are of the view that the teaching profession is not a new area of research that requires different approaches in explaining it. The teaching profession is based on vocational, personal skills as well as competencies requiring professional and ethical standards and models. The profession also entails a continuous process of professional development. In other jurisdictions, the changes and reforms in the educational field as in teacher licensing require teachers to demonstrate ongoing capabilities in their roles and adapt to new job requirements. Teachers are often pressed to do more work with fewer resources and are required to obtain high outcomes in their professional activities (Bentea & Anghelache, 2012).

Aquino and Balilla (2015) revealed that most countries globally require teachers to pass the compulsory licensure examination before they are regarded qualified and eligible for employment, and be conferred the title of a professional teacher. This may not be different from the direction that education in Ghana is moving. This is because if indeed students are regarded important in the education process and need to move a step towards future economic growth, then the significance of teacher licensing cannot be downgraded. Teacher licensing can serve as a panacea to students' poor performance in Ghana.

Cunningham and Allington (2003) and Darling-Hammond (2000) opined that the crucial aim of every school lies in the accomplishment and attainment of its students. Hence, efforts such as licensed skilled and professional teachers must be made available to continuously improve achievement of students because what the teachers know and can do in the classroom is the most powerful factor in increasing a student's achievement (Darling-Hammond, 2000). It is obvious that improvement in students' performance depends on the skills and quality of teachers. These qualities can be attained and sustained through professional teacher licensing. Mark, Gwen, Conn, and Bernadette (2006) revealed that most teachers, about 89%, believed licensure requirements are valuable aspects of their professional development and sustainability. The teachers in their research noted that, teaching like any other licensed profession demands licensing before one can practice. Others accentuated that standards and required license tests ensure teachers are well trained and competent.

A professional teaching license is the highest mark of professional accomplishment that makes the teacher a member of a larger network of accomplished educators shaping the profession (Acosta & Acosta, 2016). The National Board for Professional Teaching Standards indicated that teacher licensing helps to demonstrate that a teacher has met all standards required for the profession and would elevate the educator to a truly learned profession. Therefore, licensure is an important element to assure quality in the teaching workforce. Licensure helps to establish the platform intended to distinguish between those who have the desired level of competence to begin practice and those who do not. Licensing is noted to be used by many vocations to accentuate the required skills and the aptitude one needs to possess before he or she can function effectively and efficiently (Acosta & Acosta, 2016).

Acosta and Acosta (2016) reported that numerous professions including education use licensing systems to select individuals into their fields and to prevent those considered incompetent from practicing. This is because licensing is regarded as a measure of knowledge of basic skills, subject matter and pedagogy. This indicates that licensing is valuable in the field of education and the quest for many countries embracing teacher licensing is far from a misplaced priority. Countries like the United Kingdom got wind of the importance of teacher licensing in the 20th century and as of today they still practice it. To Kent (2015), licensing is believed to be a benchmark accepted by employers and their clients, by governments and by the public as an assurance of dedication, skill, and quality. Darling-Hammond (2000); Wei and Pecheone (2010) view the significance of

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licensing in education as a more prevailing tool used in measuring and providing feedback on formulated policies and practices than just mere certification. The certification only measures teachers' knowledge and fails to involve and provide a framework of interaction among teachers and students.

Kelly (2017) indicated that professional teacher licensing is important in education as it allows for the right professionals to be hired for the teaching job. Kelly cited an example to buttress the fact that an engineer who had a different path towards certification and licensure might decide to become a teacher who is different from earlier training. Therefore, it is relevant teacher licensing is emphasized. For teachers to acquire the greatest chance of success, they need to have completed a teacher preparation programme and be licensed because that provides them with knowledge, skills, experience, and guidance to perform (Haberman, 2017; Jacques, Behrstock-Sherratt, Parker, Bassett, Allen, Bosso & Olson, 2017). An effective teacher licensing will help prepare teachers to manage the many challenges they face each day in the course of executing their core duties. While teacher training with certification would not entirely prepare teachers for every issue they will face, licensing can help them feel more confident about many common problems that arise during teaching and without this, and teachers might feel handicapped and feel like failures at unfavourable results (Kelly, 2017). Hence, there was the need to look at the perceptions and preparedness of Ghanaian teachers towards the introduction of teacher licensing.

Statement of the Problem

Ghana's quest to incorporate and reform its teacher and educational system by ways of licensing has provoked a lot of debate within the teaching fraternity (Ballou & Podgursky, 2000; Brennan, De Vries, & Williams, 1997). Divergent opinions have been shared among the rank and file of the known teacher unions in the country (Byram, Gribkova, & Starkey, 2002; Liston & Zeichner, 2013; Okamoto, 2017; Putnam & Borko, 2000). Some are of the view that it is a government's calculated attempt to sanction teachers under the guise of students' poor performance. People are of the view that it is a strategy to retrench teachers to save and protect government's purse. A group of concerned teachers in Ghana even labelled the yet to be introduced licensing of teachers in Ghana as irrelevant because the certificates acquired by teachers in school are enough proof of the fact that teachers are professionals already. In these arguments, there is evidence to show that students' performance at the basic level in the public schools are falling year in and year out for the past decade, yet teachers seem to overlook that. It is important to note that teacher licensing is not a new thing because it is practised elsewhere in the Western world and some parts of Africa (Ballou & Podgursky, 2000; Darling-Hammond, 2000; Hanushek & Rivkin, 2006; Ingersoll, Merrill, & Stuckey, 2014).

In addition, teachers might have shortfalls and if not properly addressed before the introduction of the license, it might affect their performance and professional life in general. This may create the problem of non-acceptance of the policy. There is the need for government to give teachers the opportunity to offer

their inputs and suggestions. These inputs might shape the policy framework to be friendlier and acceptable to all stakeholders in education. The Professional Teaching Certification Advice (2014) in Philippines identified one advantage of licensure in teaching as job security. This is because the teaching profession is more secure than many other fields for professionally licensed teachers. However, if care is not taken and the necessary consultations not done, the licensure may be misunderstood and misinterpreted by teachers in Ghana. This might account for their uproar when it was mentioned. In unknown situations, teacher licensing could have a lot of benefits for teachers and the state because it can bring about hard work, sustainability, and job security (Danielewicz, 2014; Darling-Hammond, Wise, & Klein, 1999).

Meanwhile, professional teacher licensing is new in Ghana and it is likely that there will be little or no study conducted on it. It was based on this background that the present study intended to investigate into the perceptions and preparedness of teachers about the introduction of professional teacher licensing in Ghana.

Purpose of the Study

Generally, the study sought to explore perceptions and preparedness of senior high school teachers in Ashanti region towards the introduction of professional teacher licensing in Ghana. Specifically, the objectives were to:

1. investigate the perception of teachers regarding teacher licensing;

2. explore the perceived effects of licensing on teachers' professional life;

3. examine teachers preparedness towards teacher licensing;

4. find out measures required to improve the implementation of teacher licensing;

5. assess gender difference in knowledge level about teacher licensing;

6. assess qualification difference in knowledge level about teacher licensing; and

7. assess experience difference in knowledge level about teacher licensing.

Research Questions

The following research questions were formulated to guide the conduct of the study:

1. What are the perceptions of teachers about the introduction of teacher licensing in Ghana?

2. What do teachers perceive as the effects of teacher licensing on their professional life?

3. To what extent are teachers prepared towards the implementation of the teacher licensing policy in Ghana?

4. What measures can be put in place towards an effective implentation of teacher licensing in Ghana?

Research Hypotheses

The following hypotheses were tested to help achieved the purpose of the study:

1. H_0: There is no statistically significant difference between male teachers' perceptions and those of females, regarding the teacher licensing policy in Ghana.

H_1: There is a statistically significant difference between male teachers' perception and that of females regarding the teacher licensing policy in Ghana.

2. H_0: There is no statistically significant difference between male and female teachers' preparedness for teacher licensing in Ghana.

   H_1: There is a statistically significant difference between male and female teachers' preparedness for teacher licensing in Ghana.

3. H_0: There is no statistically significant difference in the perception level in teacher licensing in Ghana based on qualification.

   H_1: There is a statistically significant difference in the perception level in teacher licensing in Ghana based on qualification.

4. H_0: There is no statistically significant difference in teachers' preparedness for teacher licensing in Ghana based on qualification.

   H_1: There is a statistically significant difference in teachers' preparedness for teacher licensing in Ghana based on qualification.

5. H_0: There is no statistically significant difference in teachers' perception level for teacher licensing in Ghana based on experience.

   H_1: There is a statistically significant difference in teachers' perception level for teacher licensing in Ghana based on experience.

6. H_0: There is no statistically significant difference in teachers' preparedness for teacher licensing in Ghana based on experience.

   H_1: There is a statistically significant difference in teachers' preparedness for teacher licensing in Ghana based on experience.

Significance of the Study

Considering the fact that the licensure of teachers is in its first year of implementation, the findings from the study would help bring forth what teachers know and think about teacher licensing and how they perceive the introduction in Ghana's education. The findings from the study on teacher perception towards teacher licensing would help offer guidelines for key players in education towards the implementation of the policy. This could induce the support of teachers and other stakeholders in the education sector towards the implementation of teacher licensing in Ghana.

The findings of the study in relation to the effects of teacher licensing in Ghana on the professional life of teachers would help policy makers such as the government through the Ministry of Education, Ghana Education Service and Teacher Unions to put measures in as shock-absorbers for the benefit of teachers and to reassure teachers that the government of Ghana is prepared to work with them to ensure accessible and quality education to the Ghanaian child.

The findings on how teachers were prepared towards the implementation of teacher licensing policy in Ghana would help the Ministry of Education, Ghana Education Service, and Teacher Unions to organize seminars and workshops on teacher licensing to educate teachers to embrace the policy as a way forward towards quality education and protection of professionalism in the teaching sector of the economy.

The findings in relation to gender on teacher perceptions and preparedness towards the implementation of teaching licensing in Ghana would

inform stakeholder in pre-tertiary education to appreciate whether there is gender difference in the implementation of the policy. This would help researchers to conduct further studies to give a clear definition of the gender difference (if any) and how the policy could be streamlined to meet issues relating to gender.

Delimitation

There are a number of teacher professional-related issues that could affect students' performance. The study, therefore, was delimited to professional teacher licensing and not to any other area like teachers' conditions of service, scheme of service or code of ethics. This is because teacher licensing is the newest policy in Ghana's education sector with little empirical basis of evaluation. The study was also delimited to senior high school teachers in the Ashanti Region.

Ghana is zoned into 16 educational regions that conform to the political regions of the state. The study was delimited to the professional teachers working in the Ashanti Region of Ghana excluding the nine other regions. In a survey research, a number of research instruments could be employed to collect data. The research instruments to be used to collect data were delimited to interviews and questionnaires only.

Limitations

Limitations of the study constitute all those problems and challenges the researcher was likely to encounter in the course of the work which had the ability to affect the validity and reliability of the research findings. For the purpose of the study, the following limitations were encountered: First, out of 16 regions, only

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teachers from Ashanti Region were involved in the study and this could affect the generalisation of the findings to Ghana as a whole.

The researcher anticipated challenges at the data collection stage. This was because some teachers might not return the questionnaires. However, measures were put in place to minimise the impact on the findings of the study.

Definition of Key Terms

Perception: is the organization, identification and interpretation of sensory information in order to represent and understand the information.

Preparedness: is the quality or state of being ready for something to happen.

Licensing: is an official permission or permit to do, use or own something.

Qualification: a condition that must be fulfilled before a right can be acquired that is an official requirement.

Experience: is a knowledge or skill in a particular job or activity which someone have gained

Organisation of the Study

The study is organised into five distinct chapters. Chapter one deals with the background of the study, problem statement, objectives of the study, research questions, hypothesis, delimitations of the study, and limitations of the study as well as organisation of the study.

Chapter Two presents a review of relevant literature in the area of teacher licensing. The specific areas to consider are the concepts of licensing, professionalism in teaching, teacher licensing in education, current trend in

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teacher licensing and importance of teacher licensing. Also, teacher perceptions about teacher licensing, teacher preparedness concerning licensing policy and perceived effects of teacher licensing were reviewed. Furthermore, measures towards smooth implementation of teacher licensing were included. Theories relating to licensure and quality of education and summary of the reviewed literature were reviewed.

Chapter Three is devoted to the research methodology that would be used in collection and processing of data. The areas considered are the research design, population, sample and sampling procedure, research instrument as well as their validity and reliability, and data collection procedure and data analysis.

Chapter Four discusses the results of the study. The research questions and hypotheses that informed the presentation and discussion of the results are answered and analysed respectively.

Chapter Five is the final chapter of the study. The areas covered in the chapter are summary, conclusions, recommendations, and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews relevant literature on licensing for the teaching profession. The chapter reviews the conceptual framework and theoretical perspectives on the subject. The review is presented in the following sub themes: conceptual framework, theoretical review, conceptual review, and empirical review.

Conceptual Framework
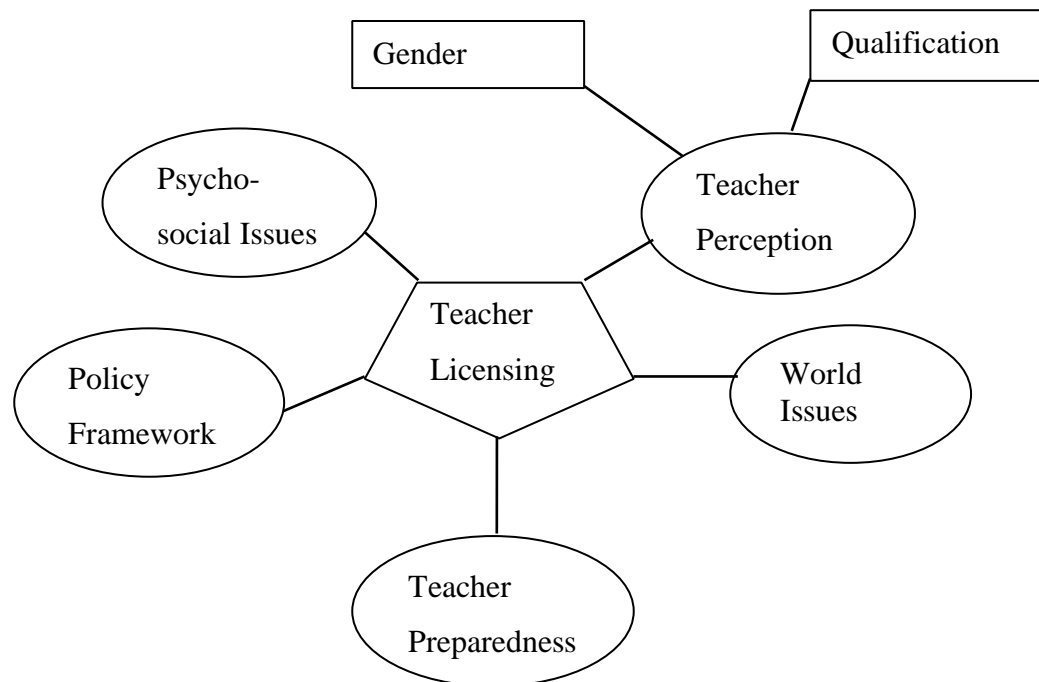
Figure 1: Conceptual framework of factors to consider in teacher licensing

Figure 1 shows the factors to consider in implementing the teacher licensing policy. Teacher perception is an important factor. It explains teachers' hopes and aspiration about the policy. Perceptions of the teachers on the licensing transcend

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into their attitudes towards the policy. It is therefore important that teachers' perception is assessed before the implementation of any policy for teachers. Gender and qualification are the two determinants of teachers perceptions as far teacher licensing is concern. Male and female might perceive things differently based on their orientation (Law & Chow, 2008). The teaching profession is perceived to be female friendly than males. This means that there could be differences in their perception about anything teaching. As teachers years in services increase, they tend to attach less important to issues to the profession because they had enough in the profession than those who less years of service in the profession. Teachers who joined lately comes in with enthusiasm hence may have a different perception about the teaching and its policies from those who more years of experience in the profession.

Teacher preparedness explains the readiness to accept and adjust to the details of the teacher licensing policy. The success of the implementation every policy requires that those who the policy is meant for should be made to accept and be ready for the policy. This is necessary to ensure that they (teachers) have submitted their input into the policy so that they will be committed to it as their own. Another dimension of teacher preparedness means that broader consultations, orientations and educations have been done to the level that the teacher can say I am ready for the change.

Under psychosocial consideration for teacher licensing, it is expected that assessment is done on whether the policy fit the culture and religious orientations of the people as well as media awareness and support. Aside psychosocial factors,

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world issues should be paid attention to. That is how well does the policy conforms to current trend in teacher licensing in the world. This is because the village is a global village, just one community, and that no nation is an island. Therefore, the teacher licensing policy should be universally acceptable. Finally, the policy framework is crucial to the success of the teacher policy. This includes government policy in education, government role, teachers' benefits and responsibilities as far as the teacher licensing is concern. All these should be known and understood by stakeholders before implementation of the teacher licensing policy.

Theoretical Review for the Study

The theoretical perspectives reviewed are the Structuration Theory (Giddens, 1979), and the Technology Acceptance Models [TAM] (Davis, 1989). Rogers' Diffusion of Innovations Theory (Medlin, 2001; Parisot, 1995) was also adopted and reviewed as the conceptual framework for the study.

Structuration Theory

The structuration theory was developed by Anthony Giddens in 1979 as an approach to social theory concerned with free interaction between knowledgeable and capable-social agents and the wider social systems and structures in which they are implicated. The theory consists of six elements namely: agency, structure, duality of structure, institutions, and dialectic control and time/space relations.

In the structuration theory, the term "agency" is the capacity of individuals to act independently and to make their own free choice. It stresses the rational capability of an individual to determine what to do. Giddens regarded the individual as a knowledgeable, well-formed and endowed subject whose actions are mostly intentional and purposive although some actions could be influence by both unintended consequences and acknowledged conditions of the acts. The acknowledged circumstance comprises the unconscious source of motivation as a persistent stream of interference in the world by special agents (Cloke, Philo, & Sadler, 1991). In the context of this study, the agency is the individual teacher who will be licensed.

Giddens (1984) conceptualized "structure" as rules and resources utilized by actors in their routine interactions. Structure could also be theorized as recursive rules of society that govern human behaviour. These rules and social forces that limit or influence the opportunities determining the actions of the agent could be social class, religion, gender, ethnicity, or customs. The structure has been conceptualized to involve utilization of resources that are the "material equipment and "organizational capacities" of actors in order to accomplish tasks. Similarly, there are structures governing the activities of all teachers which can be obstacle or facilitating agents toward the decision to welcome licensing as a teacher.

Duality of structure, according to Giddens, embraces the relationship between individual (agent) and the rules or norms governing human societies. How individuals operate or interact within the society and the changes that affect

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the society is the main concern of this element and as a result, it relates to whether individuals recognize rules and regulations in the society and how changes occur due to the interaction between the regulations and individuals. Giddens also considers power to be 'an integral element' of all social life 'as are meaning and norms.' All social interaction which takes place involves the use of power. It is possible to analyse power within social systems by considering the relations of autonomy and dependence between actors, and how the actors are able to utilise and reproduce structural properties of domination (Giddens, 1984).

An institution, in the structuration theory, denotes the various social, economic, and political agencies that influence an individuals behaviour in society. Those institutions influence individual's behaviour and their mandate as regulating or providing permission, information and security for health access to occur. The institutions influence individual's behaviour in society by ensuring that norms are adhered to and intended to make life easier. The culture and behaviour in societies are created, monitored and sustained by these bodies (Giddens, 1984).

Dialectic control refers to the power of every individual to influence society or community no matter how little the effect may be. Giddens stresses on the power that an individual has to make a difference to the world. Giddens (1984) added that, the agent which is the individual is a unique identity that has the power to transform the society or community but not through physical strength but through the reliance on knowledge they possess.

Lastly, the time and space dimension indicates how social relations vary with time and space. Meaning, some attributes and social changes happen at a particular point in time while others occur within a particular geographical setting. Time dimension could be temporary or permanent while the space dimension denotes location where the phenomenon is taking place (Giddens, 1984).

Giddens' structuration theory has been influential by giving us a notion for understanding how actors' routine behaviour has influenced the structure of society and introducing ideas of time-space geography. Despite the remarkable contributions the theory is still noted with some form of shortfalls. For instance, Whittington (1992) noted that complexity and unfriendliness in usage of the theory was one of its shortfalls.

As an agent, the teacher is governed by elements of the structure which basically are the rules, policies, laws, income, and source of informations governing the conduct of their duties. These relationships known as duality of structure could facilitate or constrain teachers' interest in the licensing. For example, when the Ministry of Education and the Ghana Education Service utilise appropriate communication channels to let the teachers appreciate the essence and the need for all teachers to be licensed, teachers will be more than ready for the licensing.

Technology Acceptance Models (TAM)

From Davis (1989), the Technology Acceptance Model (TAM) is an information systems theory which discusses how users accept a technology or new idea and start using it. Davis asserted that when a new technology is introduced to users, there are a number of factors which influence "how and when" users will start using the respective technology. These factors are termed "perceived usefulness" (PU) and "perceived ease of use" (PEOU). The PU is the factor that indicates the degree that the person believes the information system will assist in the performance of a given job (Davis, Bagozzi, & Warshaw, 1989). The PEOU is the second factor, which is used to indicate how difficult the person believes the proposed system would be to use. These constructs are based on the theory of reasoned action, which noted that a person's behavioural intention is determined by the person's attitude as well as a subjective norm as estimated by regression (Holden, 2012).

According to the model, the medical staff who perceive that the EMR is easy to use, aligned with their professional norms, supported by their co-workers and patients, and able to demonstrate tangible results, are more likely to accept this new technology (Holden, 2012). Likewise, some researchers found that TAM explains that attitudes toward a system are determined by the perception of usefulness and ease of use (Ahlan & Ahmad, 2014; Karahanna & Straub, 1999). Others have used the same model but have considered more concepts, such as the 'self-efficacy' of the users, and their impact on perceived usefulness and ease of use (Kowitlawakul, Chan, Pulcini, & Wang, 2015). Other researchers have

considered more concepts by using the extended version of TAM, the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh, Thong, & Xu, 2016).

UTAUT identifies four key factors (which are performance expectancy, effort expectancy, social influence, and facilitating conditions) and four moderators (which are age, gender, experience, and voluntariness) related to predicting behavioural intention to use a technology and actual technology used primarily in organizational contexts (Im, Hong, & Kang, 2011).. According to UTAUT, performance expectancy, effort expectancy, and social influence were theorized and found to influence behavioural intention to use a technology, while behavioural intention and facilitating conditions determine technology use. Moreover, various combinations of the four moderators were theorized and found to moderate various UTAUT relationships (Venkatesh, Thong, & Xu, 2016).

In applying the Technology Acceptance Model to the study, the new thing being introduced is teaching license which is similar to a technological idea being introduced to someone at the time. Although it will be compulsory for all teachers, it is expected to be more receptive as the licensing is something new. The theory argues that factors such as performance expectancy, effort expectancy and social influence are key determinants that induce utilization of technology. It is possible that these same factors will influence teachers' readiness and acceptance of the license. Acceptance will also be determined by evaluation of perceived usefulness or importance against the demerits associated with having the license. If they realise that their services will no longer be needed by the

Ghana Education Service, and that they will be jobless without the license, then, teachers are more likely to be more receptive for the license.

Rogers' Diffusion of Innovations Theory

Rogers' diffusion of innovations theory is the underpinning conceptual framework for the study (Medlin, 2001; Parisot, 1995). In the context of this study, the introduction of teacher license in Ghana happens to be the innovation of interest. For Rogers (2003b), adoption is a decision of "full use of an innovation as the best course of action available" and rejection is a decision "not to adopt an innovation" (p. 177). Rogers (2003b) explains diffusion as "the process in which an innovation is communicated through certain channels over time among the members of a social system" (p. 5). As expressed in this definition, innovation, communication channels, time, and social system are the four key components of the diffusion of innovations.

Innovation: "An *innovation* is an idea, practice, or project that is perceived as new by an individual or other unit of adoption" (Rogers, 2003a, p. 12). An innovation may have been invented a long time ago, but if individuals perceive it as new, then it may still be an innovation for them. The newness characteristic of an adoption is more related to the three steps (knowledge, persuasion, and decision) of the innovation-decision process.

COMMUNICATION CHANNELS

| KNOWLEDGE | PERSUASION | DECISION | IMPLEMENTATION | CONFIRMATION |

1. Adoption → Continued Adoption

Later Adoption

Discontinuance

2. Rejection → Continued Rejection
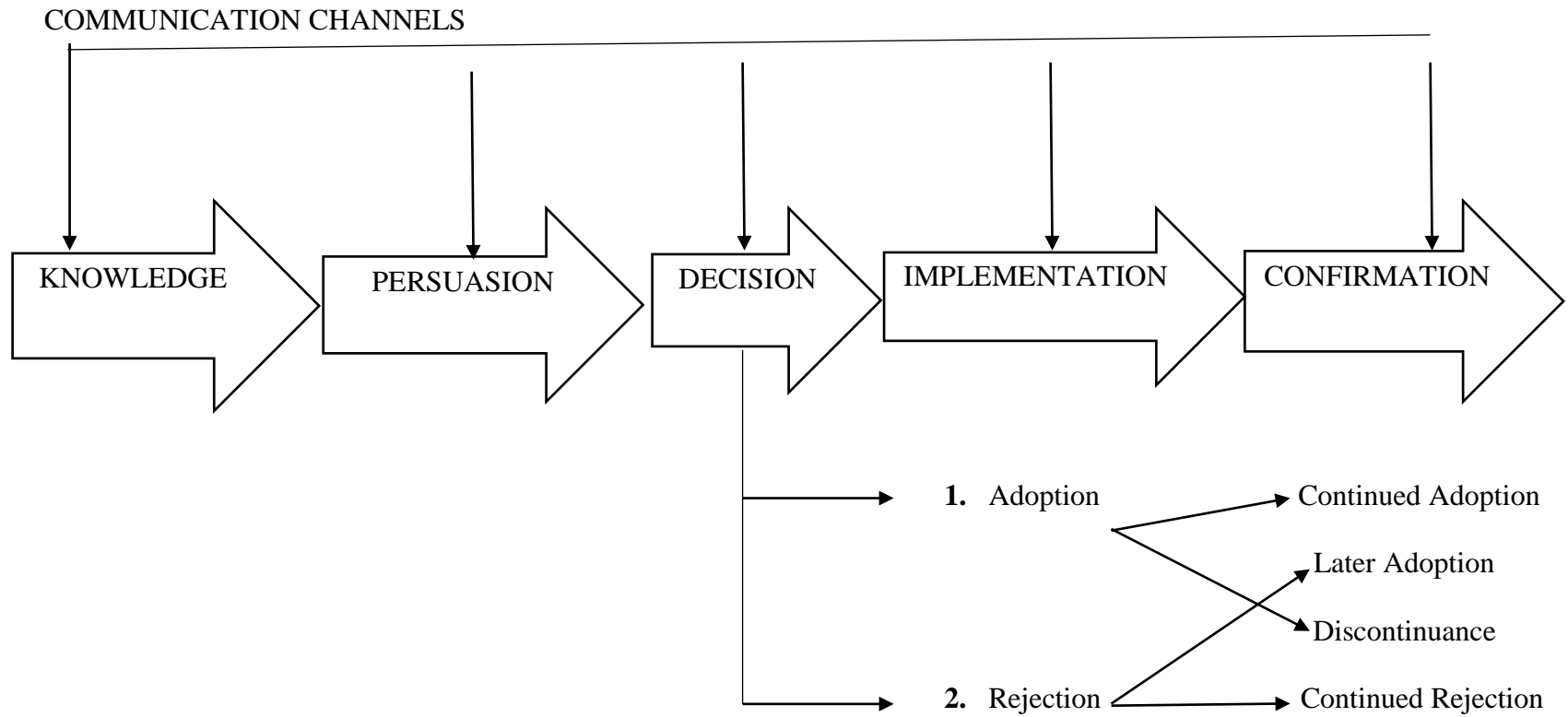
Figure 2: Rogers' model of five stages in the innovation-decision process**.**

Uncertainty is an important obstacle to the adoption of innovations. For instance, as teachers will be required to take some examination prior to being licensed, it is possible that a greater proportion of them might hesitate to undertake the examination due to fear of failure.

An innovation's consequences may create uncertainty: "*Consequences* are the changes that occur in an individual or a social system as a result of the adoption or rejection of an innovation" (Rogers, 2003a, p. 436). In the case of teachers, the consequences are expected to manifest in improvement in the intellectual capacity of teachers, improved teaching or lesson delivery which would in turn improve the academic output of their students. The theory proposes that in order to reduce the uncertainty of adopting an innovation, individuals should be informed about its advantages and disadvantages to make them aware of all its consequences. This implies that teachers will be more receptive to the license if government and the ministry of education negotiate and utilise the best possible approaches to effectively communicate the merits and demerits of the license. To Rogers, consequences can be classified as desirable versus undesirable (functional or dysfunctional), direct versus indirect (immediate result or result of the immediate result), and anticipated versus unanticipated (recognized and intended or not).

Communication channels: The second element of the diffusion of innovations process is communication channels. For Rogers (2003b), communication is "a process in which participants create and share information with one another in order to reach a mutual understanding" (p. 5). This communication occurs

through channels between sources. Rogers states that "a *source* is an individual or an institution that originates a message. A channel is the means by which a message gets from the source to the receiver" (p. 204) In the context of this study, the source is the Ministry of Education. The channel includes both electronic and print media, meetings and conferences whilst receivers are the teachers within the Ghana Education Service. Rogers states that diffusion is a specific kind of communication and includes the following communication elements: an innovation, two individuals or units of adoption (such as Ministry of Education and Teacher under Ghana Education Service), and a communication channel. Rogers acknowledges that mass media and interpersonal communication are two principal communication channels. While mass media channels include a mass media such as television, radio, or newspaper, the interpersonal channels consist of a two-way communication between two or more individuals.

Communication channels also can be categorized as "localite channels" and "cosmopolite channels" that communicate between an individual of the social system and outside sources. While interpersonal channels can be local or cosmopolite, almost all mass media channels are cosmopolite. Because of these communication channels' characteristics, mass media channels and cosmopolite channels are more significant at the knowledge stage and localite channels and interpersonal channels are more important at the persuasion stage of the innovation-decision process (Rogers, 2003a).

Time: According to Rogers (2003b), the time aspect is ignored in most behavioural research. Rogers argues that including the time dimension in diffusion research illustrates one of its strengths. The innovation-diffusion process, adopter categorization, and rate of adoptions all include a time dimension.

Social system: The social system is the last element in the diffusion process. Rogers (2003b) defines the social system as "a set of interrelated units engaged in joint problem solving to accomplish a common goal" (p. 23). Since diffusion of innovations takes place in the social system, it is influenced by the social structure of the social system. For Rogers (2003a), structure is "the patterned arrangements of the units in a system" (p. 24). The nature of the social system affects individuals' innovativeness, which is the main criterion for categorizing adopters. In the case of the introduction of teacher licensing in the education system, components of the social system will constitute teachers, various teacher groups (unions) such as GNAT, NAGRAT, CCT, CETAG, Ghana Education Service (GES) as well as the Ministry of Education

Innovation-decision process: Rogers (2003a) described the innovation decision process as "an information-seeking and information-processing activity, where an individual is motivated to reduce uncertainty about the advantages and disadvantages of an innovation" (p. 172). For Rogers (2003a), the innovation decision process involves five steps: knowledge, persuasion, decision, implementation, and confirmation.

Knowledge stage: The innovation-decision process begins with the knowledge stage. In this step, an individual learns about the existence of innovation and seeks information about the innovation. As such, as teachers hear about the introduction of license, they will ask themselves several questions such as "what? "how? and "why?". These questions, Rogers noted, are the critical questions in the knowledge phase. During this phase, the individual attempts to determine "what the innovation is and how and why it works" (Rogers, 2003a, p. 21). The questions form three types of knowledge which are awareness knowledge, how to-knowledge, and principles-knowledge.

Awareness-knowledge: represents the knowledge of the innovation's existence. This type of knowledge can motivate the individual to learn more about the innovation and, eventually adopt it. Also, it may encourage an individual to learn about other two types of knowledge.

How-to-knowledge: highlights information about how to use an innovation correctly. Even the faculty that has technical background may not use technology in teaching if they do not have knowledge of how to use it correctly. Thus, technology is not used at an expected level, since they need help in how to use the technology effectively in teaching (Spotts, 1999). Rogers saw this knowledge as an essential variable in the innovation-decision process.

Principles-knowledge: includes the functioning principles describing how and why an innovation works. An innovation can be adopted without this knowledge, but the misuse of the innovation may cause its discontinuance. For Sprague, Kopfman, and Dorsey (1999), the biggest barrier to faculty use of technology in

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teaching was that faculty lack a vision of why or how to integrate technology in the classroom.

Persuasion stage: The persuasion step occurs when the individual has a negative or positive attitude toward the innovation. Rogers however argued that "the formation of a favourable or unfavourable attitude towards an innovation does not always lead directly or indirectly to an adoption or rejection" (Rogers, 2003a, p. 176). The individual shapes his or her attitude after having knowledge about the innovation. Hence, the persuasion stage follows the knowledge stage in the innovation-decision process. Furthermore, Rogers states that while the knowledge stage is more cognitive- (knowing) centred, the persuasion stage is more affective- (feeling) centred. The degree of uncertainty about the innovation's functioning and the social reinforcement from others (colleagues and peers) affect the individual's opinions and beliefs about the innovation.

Decision stage: At the decision stage in the innovation-decision process, the individual chooses to adopt or reject the innovation. While adoption refers to "full use of an innovation as the best course of action available," rejection means "not to adopt an innovation" (Rogers, 2003a, p. 177). If an innovation has a partial trial basis, it is usually adopted more quickly, since most individuals first want to try the innovation in their own situation and, then, come to an adoption decision. Rejection is possible in every stage of the innovation-decision process. Rogers expresses two types of rejection: active rejection and passive rejection. In an active rejection situation, an individual tries an innovation and thinks about adopting it, but later he or she decides not to adopt it.

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Implementation stage: At the implementation stage, an innovation is put into practice. However, an innovation brings the newness in which "some degree of uncertainty is involved in diffusion" (Rogers, 2003b, p. 6). In the case of licensing, this is the stage where the license will be issued to the teachers. Uncertainty about the outcomes of the innovation still can be a problem at this stage. Thus, the implementer may need technical assistance from change agents and others to reduce the degree of uncertainty about the consequences. At the same time, the innovation-decision process will end, since "the innovation loses its distinctive quality as the separate identity of the new idea disappears" (Rogers, 2003a, p. 180). Reinvention usually happens at the implementation stage, so it is an important part of this stage. Reinvention is "the degree to which an innovation is changed or modified by a user in the process of its adoption and implementation" (Rogers, 2003a, p. 180). Rogers further argued that the more reinvention takes place, the more rapidly an innovation is adopted and becomes institutionalized.

Confirmation stage: At this stage, the innovation-decision has already been made but at the confirmation stage the individual looks for support for his or her decision. According Rogers (2003a), this decision can be reversed if the individual is "exposed to conflicting messages about the innovation" (p. 189). However, the individual tends to stay away from these messages and seeks supportive messages that confirm his or her decision. Thus, attitudes become more crucial at the confirmation stage. Depending on the support for adoption of the innovation and the attitude of the individual, later adoption or discontinuance

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happens during this stage. Discontinuance may occur during this stage in two ways. First, the individual rejects the innovation to adopt a better innovation replacing it. This type of discontinuance decision is called replacement discontinuance. The other type of discontinuance decision is disenchantment discontinuance.

Adopter Categories: Rogers (2003b) defines the adopter categories as "the classifications of members of a social system on the basis of innovativeness" (p. 22). This classification includes innovators, early adopters, early majority, late majority, and laggards. In each adopter category, individuals are similar in terms of their innovativeness: "Innovativeness is the degree to which an individual or other unit of adoption is relatively earlier in adopting new ideas than other members of a system" (Rogers, 2003b, p. 22). For Rogers, innovativeness helps in understanding the desired and main behaviour in the innovation-decision process.

Innovators: For Rogers (2003b), innovators are willing to experience new ideas. As such, innovators in the introduction of license are the teachers who are ready and want to be the first people to be licensed. These people are prepared to cope with unprofitable and unsuccessful innovations, and possess a certain level of uncertainty about the innovation. Also, Rogers added that innovators are the gatekeepers bringing the innovation in from outside of the system. They may not be respected by other members of the social system because of their "venture sameness" and close relationships outside the social system.

Early adopters: Compared to innovators, early adopters are more limited to the boundaries of the social system. Rogers (2003b) asserted that since early adopters are more likely to hold leadership roles in the social system, other members come to them to get advice or information about the innovation. In fact, "leaders play a central role at virtually every stage of the innovation process, from initiation to implementation, particularly in deploying the resources that carry innovation forward" (Light, 1998, p. 19). Thus, as role models, early adopters' attitudes toward innovations are more important. Their subjective evaluations about the innovation reach other members of the social system through the interpersonal networks. Early adopters' leadership in adopting the innovation decreases uncertainty about the innovation in the diffusion process. Finally, "early adopters put their stamp of approval on a new idea by adopting it" (Rogers, 2003a, p. 283)

Early majority: Rogers (2003) claims that although the early majority has a good interaction with other members of the social system, they do not have the leadership role that early adopters have. However, their interpersonal networks are still important in the innovation-diffusion process. The early majority adopts the innovation just before the other half of their peers adopts it. As Rogers stated, they are deliberate in adopting an innovation and they are neither the first nor the last to adopt it. Thus, their innovation decision usually takes more time than it takes innovators and early adopters.

Late majority: Similar to the early majority, the late majority includes one-third of all members of the social system who wait until most of their peers adopt the

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innovation. Although they are sceptical about the innovation and its outcomes, economic necessity and peer pressure may lead them to the adoption of the innovation. To reduce the uncertainty of the innovation, interpersonal networks of close peers should persuade the late majority to adopt it (Rogers, 2003a, p. 284).

Laggards: Laggards have a traditional view and are more skeptical about innovations and change agents than the late majority. As the most localized group of the social system, their interpersonal networks mainly consist of other members of the social system from the same category. Moreover, they do not have a leadership role. Because of the limited resources and the lack of awareness-knowledge of innovations, they first want to make sure that an innovation works before they adopt it. Thus, laggards tend to decide after looking at whether the innovation is successfully adopted by other members of the social system in the past. Due to all these characteristics, laggards' innovation-decision period is relatively long.

Conceptual Review

The following sub-headings were reviewed under this section: Concept of Licensing; Concept of Professionalism in Teaching; Teacher Licensing in Education; Current Trend in Teacher Licensing; and Importance of Teacher and Licensing

Concept of Licensing

Licensing is an official grant or permission given to someone or a body/institution to operate under censorship. Fucarile, Hoover, Mazer, Murphy, Ward, and Lopresti (2004) agreed that licensing is an official permission or permit to do, use, or own something as well as the document of that permission or permit. A licensor may grant a license under intellectual property laws to authorize usage of a licensee, sparing the licensee from a claim of infringement brought by the licensor (Helfer, 2000; Patterson, 2007). A license under intellectual property has several components beyond the grant itself, including a term, territory, renewal provisions, and other limitations deemed vital to the licensor (Crocker & Overell, 2008).

Hill (2015) explained that a licensor may grant permission to a licensee to conduct activities which would otherwise be within the licensor's original exclusive rights. Licensing is about agreement, which is an arrangement where a licensor grants the right to intangible property to another entity for a specified period, and in return, the licensor receives a royalty fee from the licensee. Intangible property includes patents, inventions, formulas, processes, designs, copyrights, and trademarks (Hill, 2015).

According to Wylie and Tannenbaum (2003), the American Educational Research Association asserted that the process of licensure serves as a gateway into professional practice. The purpose of a licensure test is to identify candidates who at the time of the test have the knowledge and skills believed to be important for safe and appropriate professional practise. In this regard, licensed

practitioners are considered to be capable of protecting the welfare of the public they serve. Licensure regulates the legal right to practice. An individual may not legally perform the scope of responsibilities associated with an occupation that requires a license without first obtaining a license. A license signifies that practitioners have demonstrated the knowledge and skills that should enable them to be competent practitioners (Wylie & Tannenbaum, 2003).

Concept of Professionalism in Teaching

Understanding the need for a professional licensing examination requires a critical analysis of the rationale for professions such as a profession of teaching.

Webster's Dictionary defined profession as a calling requiring specialized knowledge as well as long and intensive preparation including instruction in skills and methods together with the scientific, historical, or scholarly principles underlying such skills and methods, maintaining by force of organization or concerted opinion high standards of achievement and conduct, and committing its members to continued study and to a kind of work which has for its prime purpose the rendering of public service.

Wise, Darling-Hammond, Klein, and Berry (1987) put forward that professions require substantial evidence that those admitted to practise have been well-trained and socialized to professional codes of conduct as a result of these attributes. Generally, these include rigorous and lengthy training, intensively supervised clinical experiences, examinations for state licensure and professional certification, and control over entry and continued membership by professional

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standard boards. Teaching has many of the features of a profession as it is certainly an important public service occupation requiring specialized knowledge.

However, it has few of the professions' requirements for membership. Training is fairly short and may be waived when teachers are in short supply. In the view of Starr (1982), the role for the professionalization of teaching is similar to the arguments that led to the transformation of other occupations into professions. Meanwhile, the primary rationale is the need for quality control over a process in which the service provider in a largely private transaction provides important services to a client who inevitably knows less than the service provider.

The basis for professionalism is a guarantee to the public that all entrants to the profession have adequately mastered the basic knowledge and skills needed to perform responsibly before they are licensed to practise independently. The professional examination is an important tool in the licensing process as the principal purpose of the professional examination is to determine objectively whether the prospective practitioner has an adequate understanding of basic concepts and the ability to apply those concepts to practical tasks. The professional examination is used to screen out those not able to exhibit this knowledge and ability. A rigorous examination with appropriate passing standards ensures that members of the profession have at least a minimum level of knowledge and, thus, begin to establish public trust. Public trust is an essential element of professionalism since members of a profession must be able to

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operate autonomously in applying knowledge to the specific needs of their clients. In exchange for professional autonomy and control, the profession assures the public that it will not be harmed by the practice of a licensed professional (Wise et al.,

1987).

Teacher Licensing in Education

Teacher licensing is an extra requirement that mandates and regulates the professionalism in the teaching fraternity. Licensing is done simultaneously with one's educational qualification and the licensing is superintended by a separate body that foresees that professional standards are respected and maintained. Sass (2015) argued that a teaching license approved and granted by the state and the most common path for prospective teachers, is to obtain the state mandated teaching license along with one's educational certificate. Licensing ensures that one has the ability to teach in the licensed state and also provides flexibility no matter what or where one teaches within the state. The benefits of doing this come into play upon graduation when one is more skilled and specialized in the profession. Going this path will show potential employers that an individual's education and skills are beyond the ordinary, thus, making the individuals professional teaching candidacy more sought after by employers (Chen, 2015; Marx, Blumenfeld, Krajcik, Fishman, Soloway, Geier & Tal, 2004).

It is clear from the foregoing that obtaining educational certificate alone is not enough and cannot serve as guarantee for the teaching profession, rather, it requires a forceful and mandated body to foresee that teachers are guided by skills

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set through licensing after their education. A teaching license refers to the teaching credential that is needed to allow an individual to legally work as a teacher a state (Gordon, Kane, & Staiger, 2006). The requirements to obtain teaching credential vary depending on countries, but almost always one will need to have a Bachelor's degree to apply for a teaching license. In some situations, one may be required to pass an examination or take a course in order to obtain a teaching license (Inoue, 2015). In Ghana, the National Teaching Council (NTC), the body mandated to implement the professional teacher license policy, one is requires one to pass his/her diploma final examination before he or she qualifies to sit for the license examination (National Teaching Council, 2018).

Sallis (2014) stated that in recent years the education world has begun to recognise teacher quality through licensing as one of the most important factors through which to improve student outcomes. In the view of Sallis, there is a shift from treating teachers as a commodity (regarding all teachers as equally well, so that what matters is getting enough teachers at a reasonable cost) to regarding teacher quality as a key element in educational policy. While this shift recognises the importance of improving the quality of our teachers through licensing, there is little consensus on how best licensing objectives can be achieved (National Research Council, 2001). It was, therefore, noted that teacher licensing scheme is a way to improve quality by encouraging teachers to continue to develop their professional learning and expertise over time.

Current Trend in Teacher Licensing

Referring to the National Research Council (2001), teaching is at the heart of education, so one of the most important actions the nation can take to improve education is to strengthen the teaching profession. Improving student learning and school effectiveness are consequently viewed as dependent upon the implementation of a wide range of quality teacher programmes and policies related to the selection, training, certification, hiring and retention of good teachers in public school classrooms (Tatto, Savage, Liao, Marshall, Goldblatt, & Contreras, 2016).

Teaching is being reshaped through the constant and continuous process of evaluating teachers throughout their educational and professional careers. Those teacher evaluation schemes have been driven by demands for public accountability (Stubbs, 2008). Studies indicated that the global education systems have not been immune to the pressures of managerialism and other market-driven global forces. Education has been repositioned as a competitive system operating according to the values and approaches of the market (Stubbs, 2008). Under this approach, management is viewed as central and the key aim is the efficiency of the organisation. In line with these general educational trends, reforms aimed at improving the teaching profession have also been influenced heavily by management practices and values. Restructuring processes aimed at modernizing and professionalizing teachers are imbedded in the neo-liberal language and practices of accountability, quality control, standards, and performance (Narayan & Stittle, 2018). The spread of teacher evaluation

programmes has accompanied the acceleration of the processes of economic globalization over the last two decades. The accountability function of teacher evaluation has received a great deal of attention from the public and policy makers.

Larsen (2013) specified that teacher licensing systems aim to provide stakeholders (or educational customers) with information about how well, and in what ways, teachers are able to perform their jobs. Accountability models of teacher evaluation are seen as quality control mechanisms. The intention is to lessen public fears that incompetent teachers will be allowed to remain in the classroom and to improve performance amongst classroom teachers to improve student achievement outcomes. Accountability-based teacher licensing policies have been taken up by governments across the political spectrum, indicating that managerialism is now considered by governments and the public they claim to represent as having taken-for-granted benefits, and essential for the proper functioning of public services. As a result, the state, both at the federal level (such as England and Scotland) and at the local, state, or provincial level (like Australia, Canada, and the United States) have played a key role in the production, implementation and monitoring of teacher licensing policies.

Knowles (1985) explained that teacher licensing varies according to its objectives (such as selection criteria, public accountability, and professional development), what they measure (basic skills, general knowledge, subject matter knowledge, and subject-specific pedagogical knowledge), format (ranging from multiple-choice tests to more holistic forms of performance-based assessments),

and the mode of referencing used (norm, criterion, standards, or growth-based). In some jurisdictions as reported by Knowles, induction into teaching begins with a licensing examination. In England and most states of the United States, licensing is based on the successful completion of an examination generally following completion of a pre-service teacher education programme. Licensing examinations test candidates' basic skills, subject matter knowledge, pedagogical knowledge, educational legislation, school administration, practical teaching knowledge, or a combination of the above. Most certification examinations are written, short-answer, paper-and-pencil assessments that are easy to administer and evaluate (Huckle, 2005).

Compared to England, there has been a history of competency testing for teacher licensure in the United States. In this respect, it is critical to point out the differences across and within these settings in approaches to teacher evaluation. In fact, the rapid growth of teacher testing has become one of the fastest movements in educational history of United States. In 1983, only 5.0% of educational institutions required an exit examination for teacher licensure. After 20 years, the figure is almost 90.0% with over 40 states currently employing some form of standardised test (Mitchell, Robinson, Plake, & Knowles, 2001). A report commissioned by the National Research Council (Mitchell et al., 2001) showed that of the 600 different licensure tests that were used in 1998 and 1999, the vast majority of states used basic skills tests, followed by tests on pedagogical knowledge, general knowledge and subject matter knowledge.

While standardised and standard-based certification examinations tend to be the norm in England and most states of the United State, other jurisdictions have developed and experimented with performance-based teacher assessments for the certification of beginning teachers and, in some cases, for the evaluation of more experienced classroom teachers (Willms, 2000). In this respect, we can speak of 'softer' versions of teacher evaluation that appear to be more acceptable to the teaching profession than standardised teacher tests, which are yet to be taken up within Australia and most Canadian provinces. Performance-based evaluations otherwise known as performance appraisals or performance management schemes) for assessing the work of experienced classroom teachers have been introduced in few states in the United States (North Carolina, Connecticut, and California), Canadian provinces (British Colombia, Ontario), England, and some Australian states (Queensland, Tasmania and Victoria, with NSW currently in transition). Further, across a number of United State and Australian states, performance-based assessments are used to certify or register new teachers (Larsen, Lock, & Lee, 2005).

In the 1980s, the United States led in the field of performance-based assessment models. Georgia implemented the first systematic, state-wide programmes to evaluate the performance of new teachers. This model was the first generation of a government-mandated, classroom-based teacher evaluation system to license new teachers. Other states followed Georgia by implementing a wide range of performance-based assessments for new teachers. These schemes, which started as evaluation systems for the certification of beginning teachers,

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were extended to other contexts such as career ladders (in Texas, Tennessee, and Utah), merit pay in Florida, and professional renewable certification in Louisiana (Ellett & Teddlie, 2003). Many of these early performance-based assessment programmes do not exist today, as they have been overhauled, slashed, or disbanded altogether, mainly for political reasons and the need to reduce educational budgets. In place of these, most states in the United States have implemented teacher licensing systems based on cognitive performance measures (Gordon, Kane, & Staiger, 2006).

Importance of Teacher Licensing

Every nation seems to place premium on its educational system. This requires measures that would make the set objectives be met and those measures when applied to the teaching profession could be teacher licensing. Acosta and Acosta (2016), touting the importance of professional teacher license, indicated that it is the highest mark of professional accomplishment that makes the teacher a member of a larger network of accomplished educators shaping the profession. Mitchell et al. (2001) were of the view that teacher licensure is an important element to assure quality in the teaching workforce as it establishes the level intended to distinguish between those who have the desired level of competence to begin practice and those who do not.

It was further reported that many professions use licensing systems to select individuals into their fields and to prevent those considered incompetent from practicing as well as to measure the knowledge of basic skills, subject matter, and how to teach (Mitchell et al, 2001). There is no doubt that teacher

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licensing is of relevance to the teaching fraternity as this offer teachers with the skills and right attitudinal dimension to operate in the classroom successfully to enhance the performance of the students they teach. Acosta and Acosta (2016) in their study in the Philippines revealed that teachers believed that passing the Licensure Examination for Teachers (LET) is an important requirement before entering the classroom.

Teacher licensing tests are about subject matter knowledge and on occasion, pedagogical knowledge. The National Council for Accreditation of Teacher Education (2006) advocated the importance of teacher licensing as it assesses teacher knowledge of the subject to be taught. Effective licensed teachers understand and are able to apply strategies to help students increase achievement. They understand and apply knowledge of child and adolescent development to motivate and engage students. They are able to diagnose individual learning needs. They know how to develop a positive climate in the classroom in order to make it a stimulating learning environment. On the importance of effective teacher licensing and training, Kelly (2017) catalogued five key relevance of teacher licensing:

    i. **Licensing helps to prevent failure:** New teachers have many challenges that they face each day. Effective teacher training with licensing helps prepare new teachers for these challenges. While teacher training and student teaching would not completely prepare new teachers for every issue they will face, it can help them feel to more confident about

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many common problems that arise for teachers each day. Without this background, teachers might feel like failures and eventually give up.

ii. **Licensing helps to avoid teacher breakdown:** Effective teacher training programmes combined with licensing will address teacher burnout. It helps new teachers to understand what can lead to teacher fatigue. In some cases, this is just the stress of daily teaching. However, it can also be caused by not varying the information and methods of teaching. Teacher training programmes that focus on particular subject areas like social studies or mathematics can help students learn about different ways in which a subject can be presented.

iii. **Licensing provides an understanding of the benchmarks for achievement:** Many unlicensed and inexperienced teachers focus on getting students to memorize and repeat what they have taught which does not show true student achievement. Without a background to what does and does not constitute authentic student learning, new teachers sometimes create lessons that do not lead to the results they were expecting. However, teacher preparation programmes in conjunction with licensing can help students to understand how to find and apply effective benchmarks for student achievement.

iv. **Licensing provides supported practice in a controlled environment:** New teachers need to practice teaching combined with effective mentoring as a component of licensing in order to help them understand what is required from them in their new position. This

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happens through student teaching in the classroom setting. However, it is imperative that student teachers are placed in appropriate classes that meet their interests. Further, the supervising teacher must be involved and provide feedback each day to help student teachers learn.

v. **Licensing helps to stop costly experimenting on students:** While all teachers experiment with new lessons and techniques from time to time, teachers without proper training and licensing would often try things that education might have taught would not work. This experimenting comes at a cost in terms of student learning. As most teachers know, it is very easy to lose your students at the beginning of a term. If you do not exhibit competence, fairness, and consistency from the beginning, you risk losing respect and interest. The ultimate cost of this failure is in what the student will not achieve in the classroom.

Teacher licensing seems to bring about quality in terms of teacher education and the teaching profession. Tikly and Barrett (2011) in their study noted that the most crucial factor at the grass roots level in implementing all education reforms is the teacher and the quality of instruction in the classroom which is directly related to the quality of education. A successful teaching learning process depends on the commitment of the teacher, competence and skills of teaching, academic qualifications and knowledge of the subject matter possessed by the teacher. The effectiveness of teacher education programmes

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need to be intensified to accord adequate priority to the quality of education at various levels.

Licensing helps to prepare teachers for the teaching job and the more prepared ones seem to be the more likely for success. Darling-Hammond (as cited in Tikly & Barrett, 2011) reported that the more prepared teachers are to understand content knowledge, design various types of lessons and assessments, and consider students' perspectives. Salleh, Sulaiman and Frederiksen (2014) added their voice that many teacher education programmes globally include teacher licensing as part of their teacher preparatory programmes with an approved number of subject and education credits, as well as supervised practice teaching. Albee and Piveral (as cited in Salleh et al., 2014) indicated that most teacher education programmes in the United States have strong knowledge base, as evidenced by their grade point averages and their passage of teacher licensure exams. Teacher license is about quality and effectiveness and in enhancing the quality of teacher education programs as a whole; a balanced emphasis should be given to both the theory and practical training (Salleh et al., 2014). Sanders and Rivers (as cited in Hess, 2002) reported that mounting empirical evidence of the importance of teacher quality has sparked a dialogue about the quality of the nation's teaching force and the students who need the very best teachers are those most likely to be hurt by the shortfall of quality teachers.

Hess (2002) indicated that dual quality-quantity challenge demands new thinking in the approach to training and accrediting teachers. While licensure systems are interposed by an array of exceptions and ambiguities, they vary from

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state to state. Current arrangements are premised on the notion that public educators should be required to earn state-issued licenses through approved teacher education programmes. Such programmes consist primarily of a series of courses on pedagogy, subject matter and some practice teaching. To Hess (2002), the philosophy is that the licensing process elevates the profession by requiring aspiring professionals to master well documented and broadly accepted knowledge and skills. Hess (2002) further indicated that despite the value attached to licensing, there seems to be no standard for licensing teachers.

There is an agreement therefore on what teachers should know but there is no consensus on how to train good teachers or ensure that they have mastered the essential skills or knowledge. The debate rages over what the best pedagogical strategies are, however, proponents of the existing system cannot define a clear set of concrete skills that make for a good teacher. Despite the absence of widely accepted pedagogical standards, aspiring teachers are forced to run an array of academic courses. Requirements and procedures created by accredited training programmes vary dramatically in quality (Hess, 2002). In the face of the seeming lack of concrete benchmarks, screening licensing aspirants rely on subjective judgments about acceptable preparation and behaviour in classrooms which may go against the core objective of imparting relevant knowledge onto students.

Hess (2002), a proponent of teacher licensing, suggested that teaching is more like the crafts of cosmetology or athletic training where the key criteria for licensure are completion of a specified set of courses or workshops, a sufficient

number of apprenticeship hours, and the willingness and ability to behave in specified ways than professions with concrete requirements such as engineering, law, or medicine. Hess (2002) asserted that teacher licensing is based on three assumptions: The first is that the training one receives while getting licensed is essential to perform adequately as a teacher and it is presumed that the training and preparation required for licensing develops essential skills, knowledge, or expertise that unlicensed teachers lack.

The second assumption is that licensing protects students by keeping unsuitable teachers out of schools. A simple version of screening would simply try to pick out felons, unstable individuals, and the uneducated. The third assumption is that licensing makes the teaching profession very attractive by making it more "professional." The argument is relevant primarily because of the claim that teacher licensing enhances professionalism by both increasing the quality of aspiring teachers and screening out impostors. Projecting the importance of teacher licensure by Hess (2002), he noted that it could protect community members (including children) from exposure to "bad" teachers.

Empirical Review

The study also reviewed empirical studies related to the topic. It was organised under the following sub-headings; perceptions of teachers about teacher licensing and preparedness of teachers concerning licensing policy. Others include perceived effects of teachers' licensing and measures towards the smooth implementation of teacher licensing

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Perceptions of Teachers about Teacher Licensing

Goldhaber and Brewer (2000) in their study reported that the development of the modern public school system has been accompanied by the establishment of a relatively standard path by which teachers obtain the credentials necessary to teach in the system. Teacher education shifted in the 19th century from "normal" schools (which often served as a substitute for high school for those who wished to go into teaching) and less formal apprenticeship programmes, to college and university baccalaureate degree programs that must meet a series of state-level standards for accreditation (Goldhaber & Brewer, 2000). In this regard, the shift is about moving towards licensing of teachers, where emphasis is placed on the importance of teacher knowledge of both content and pedagogy.

Licensure is designed to guarantee a basic level of quality or skill of teachers in schools. There is some evidence that licensure serves as a predictor of teacher performance. A study by Strauss and Sawyer (as cited in Golhaber & Brewer, 2000), using state wide data from North Carolina, found that average school district performance on standardized exams increases with the average performance of school teachers in the district on the National Teacher Licensing Exam. Similarly, Ferguson (as cited in Goldhaber & Brewer, 2000) noted that in Texas where teachers were required to pass a licensing exam, school districts with higher average teacher performance on the exam had higher student performance in mathematics. These findings are important because they suggest that state licensure policies can affect student's outcomes.

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Darling-Hammond (2010), commenting on teacher licensure, indicated that the practice that underlies a nation's education reform agenda requires most teachers to rethink their own practice to construct new classroom roles and expectations about student outcomes. The success of this agenda ultimately turns on teachers' success in accomplishing the serious and difficult tasks of learning the skills and perspectives assumed by new visions of practice. Since teaching for understanding relies on teachers' abilities to see complex subject matter from the perspectives of dissimilar students, the required expertise to make this practice a reality cannot be pre-packaged or conveyed by means of traditional top-down "teacher training" strategies. The policy problem for professional development in this era of reform extends beyond mere support for teachers' acquisition of new skills or knowledge. Professional development today also means providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners (Darling-Hammond, 2010).

Beginning with pre-service education and continuing throughout a teacher's career, teacher development must focus on deepening teachers' understanding of the processes of teaching and learning and of the students they teach. Effective professional development involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role (Darling-Hammond, 2010).

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Preparedness of Teachers Concerning Licensing Policy

Darling-Hammond, Chung, and Frelow (2002) asserted in a policy document that, in recent years, questions have been raised about whether and how teacher education makes a difference in teachers' practice, effectiveness, entry, and retention in teaching. Researchers have also begun to ask whether different kinds of programmes prepare teachers differently and to what extent (Darling- Hammond, 2000). These have become more important as the growing demand for teachers, coupled with growing inequality in salaries and teaching conditions, have resulted in sharper differences in the nature and extent of preparation teachers receive (Darling-Hammond et al., 2002).

National Commission on Teaching and America's Future (as cited in Darling-Hammond et al., 2002) emphasised that although many educational programmes and policies have undertaken important reforms since the mid-1980s, a growing number of entrants/beginners to teaching have experienced no teacher education at all and this has called for many reforms in the education sector globally. Darling-Hammond et al. (2002) supported the assertion that for more than a decade, there are contending trends that influence the teaching workforce and one instance is about calls for reform to strengthen teacher preparation by requiring more subject matter preparation, more intensive coursework on content pedagogy and strategies for meeting the needs of diverse learners, and more systematic and connected experiences. Some evidence suggests that these efforts may be producing teachers who feel better prepared, who enter and stay in teaching longer, and who are rated as more effective after

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passing through torrid procedures including licensure (Andrew & Schwab, 1995).

Another force that influences the teaching workforce is the growing demand for teachers in the labour market with funding inequities and distributional problems which have led to lower standards for entry, admitting many new teachers without proper preparation (Darling-Hammond et al., 2002). In California, for example, the number of teachers hired on emergency permits increased from 12,000 in the early 1990s to more than 40,000 in 2001, or about 14% of the workforce. In California, under qualified teachers are disproportionately assigned to teach minority and low-income students (National Commission on Teaching and America's Future, 1996, 1997). It is, therefore, evident that the increase in demand for teachers have coincided with the growth of alternative and sprouts of teacher education and certification programmes to cover the deficit in the numbers that are churned out yearly.

This case is not different in Ghana as many private institutions with some not having accreditations have educational related programmes mounted for the teeming applicants who are desperate to be enrolled in to pursue teacher education programmes. These programmes may vary from short summer programmes that place candidates in teaching assignments with full responsibility for students after a few weeks of training to those that enrol fully in about 3 to 8 years programmes with on-going support, integrated coursework, close mentoring and supervision.

In a study conducted by Darling-Hammond et al. (2002), it was revealed that new teachers who have experienced different teacher education programmes or pathways into teaching have different feelings about their preparation, that those feelings are relatively stable within programmes, and that there is substantial variation across programmes and pathways. Therefore, licensing in teacher education needs to harrow the preparedness of teachers to be considered for the programme. Teachers prepared in formal licensing programmes feel better prepared than those who take a series of courses from different institutions, who in turn feel better prepared than those who enter through alternative programmes that minimize pre-service training.

The core tasks of teaching such as the ability to make subject matter knowledge accessible to students, to plan instructions, to meet the needs of diverse learners, and to construct a positive learning environment (DarlingHammond et al., 2002). Although licensing programmes appear to prepare teachers more and less well across various dimensions of teaching, no sound teacher education programme resulted in teachers' feeling less than adequately prepared overall. The general sense of preparedness of teacher education graduates is consonant with the findings of other studies of teacher education and licensing (Howey, Arends, Galluzzo, Yarger, & Zimpher, 1994; Prince & Felder, 2006) and that have found graduates rating themselves well prepared by their teacher education programmes.

Darling-Hammond et al. (2002) reported that graduates rated their preparation less than adequate for teaching because they were not licensed after

passing through the normal teacher training education and, though improved from earlier years, it was lower than other areas for meeting the needs of other less privileged education students. Non-programme teacher recruits rated their preparation even lower in these areas while all groups rated their preparedness below adequate on readiness to issues about new teacher education policies. Darling-Hammond et al. (2002) indicated that the feeling of preparedness for teacher licensing by teachers is significantly related to teachers' sense of efficacy and their confidence about their ability to achieve teaching goals when licensed

Perceived Effects of Teachers' Licensing

Licensing of teachers is with a reason. This may be as a result of many stimuli impinging on the educational sector of a particular nation. Stimuli in this sense may be positive or negative depending on how it is perceived by the policy developer and implementer. However, the emphasis is usually associated to the implementer because he or she is always at the receiving point whether positive or negative. Hendricks (2010) affirmed that teacher quality matters when it manifests in students' achievement. However, the fact that there are no nationally mandated standards in Ghana as to how teachers should be prepared and licensed has led to wide variations in the quality of teacher education licensing programmes, which may have effects on the educational sector in general.

In a study conducted by Hendricks (2010) on effects of licensing, it was revealed that effects of having to meet licensing standards included a belief that the teachers' image and reputation were enhanced in their area of expertise and further improvements in their unit assessment system and better communications

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among the teaching fraternity. However, several teachers felt that licensing comes with a cost and the amount of money, time and energy expended on the licensing process outweighed the benefits. It was, therefore, concluded that if licensing fails to be seen as aligning with the personal ethics and belief structure of teacher education, the effect of licensing on teachers will continue to be seen as "procedural" and not having a meaningful effect or creating lasting change in the teaching world (Hendricks, 2010). The findings of the study could imply that teacher licensing is characterized by both positive and negative effects depending on how it is approached or tackled. Hence, a well-thought consensus effort can help bring about accepted and accommodative teacher licensing programme.

It is believed that teachers who are licensed feel enthused and bring about self-efficacy in their job. Hoy (as cited in Harris & Muijs, 2004) indicated that the concept of teacher efficacy is widely accepted as the belief held by a teacher that an individual teacher can make a significant impact on a student's learning, behaviour, and achievement in spite of outside circumstances when licensed.

Harris and Muijs (2004) reported that Bandura advocated that a person's appraisal of his/her own abilities to complete future tasks or assignments would directly impact the likelihood of his/her accomplishing the task or assignment. He further concluded that higher levels of self-efficacy resulted in the setting of and achieving higher goals. The implication to teaching and learning is that teachers with high levels of teacher efficacy as a result of passing through rigorous licensing programme set higher goals for themselves and their students. Those teachers believe they can achieve those goals and work harder to achieve

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them and persevere toward successful completion of them regardless of external forces or setbacks (Norman, Neville, Blake, & Mueller, 2010).

Labone (as cited in Harris & Muijs, 2004) explained that licensed teachers who reported a higher sense of efficacy tended to be more likely to stay in the profession, reported a higher job satisfaction, exhibit more effort and motivation, took on additional roles in their schools, and display a greater degree of resilience throughout their teaching career. Which synopses show that teacher licensing has positive effects on teachers as they feel well-groomed and prepared for the task after passing through series of preparatory programmes and courses including standardized or mandatory licensing exercise.

There are instances where licensing in education dwells on the quality of teachers. Ingersoll, Merrill, and May (2014) reported that the quality of teachers is one of the more contentious issues in contemporary educational research, reform, and policy. Hence, there is nearly universal agreement that teachers do matter to student growth and learning. There is also widespread recognition that students should be taught by qualified teachers who are licensed. However, there is a great deal of disagreement over the character, content, and calibre of the education, preparation, and credentials prospective candidates ought to obtain to be considered qualified to teach (Ingersoll et al., 2014).

The National Commission on Teaching and America's Future reported that on one side of this debate are those who argue that the requirements for entry into teaching should be as rigorous and restrictive as they are in the traditional professions and as they are already for teachers in a number of other developed

nations (Ingersoll et al., 2014). From this viewpoint, the way to upgrade the quality of the teaching force is to upgrade the education and preparation standards required of new teachers. Researchers have argued that entry into the teaching occupation is already plagued by unusually restrictive and unnecessarily rigid entry barriers, and that there is no solid empirical research documenting the value of existing entry requirements such as licensing and certification (Hanushek, Rivkin, Rothstein, and Podgursky, 2004; Margolis & Walsh, 2001)

Traditional teacher training and qualification requirements are affiliated to monopolistic practices that discourage large numbers of high-quality candidates from entering teaching. Hence, the way to upgrade the quality of the teaching force is to de-emphasize and deregulate the education, preparation, and certification requirements for new teachers. This dimension taken by the debate to some extent touted the positive effect of teacher licensing while the other debunked the value of teacher licensing because of the monopolistic nature of training and preparing teachers for the classrooms. It is, therefore, worthy to note that licensing of teachers in some part could be positive or negative based on how the whole process starts and ends for the training and preparation of teachers.

Boyd, Goldhaber, Lankford, and Wyckoff (2007) in a policy document indicated that teacher preparation and licensing could improve teachers and student outcomes by several different paths. They could improve outcomes directly, by improving teaching, or indirectly, by providing information about teachers that is related to achievement. However, since teacher preparation and

licensing represent substantial cost to individuals both in terms of expenses, such as tuition, and in terms of the time needed for course work it may reduce the supply of teachers.

Hightower, Delgado, Lloyd, Wittenstein, Sellers, and Swanson (2011) given the long-standing discussion of the relationship between general teacher aptitude and students' achievement, it is important to consider how particular measures of teachers' abilities relate to student learning. Ferguson and Ladd (as cited in Hightower et al., 2011) observed that teachers' composite scores on the ACT (a college-admissions test covering multiple subjects) are tied to student achievement. There is also evidence that the general cognitive ability of teachers as measured by an intelligence test that does not use verbal or mathematical skills is related to student performance. In addition, research has found that combinations of cognitive measures as part of licensing may be more predictive of student achievement than any single measure alone (Rockoff, Jacob, Kane, & Staiger, 2008).

Some studies show relationship between teacher licensure tests and student achievement. Standardized testing, most commonly the Praxis is part of the teacher licensure process and tests used for licensure and may cover general academic skills, as well as knowledge of subject matter and teaching methods. For example, the Praxis I and II measure reading, writing, mathematical skills and content-area knowledge in numerous subjects and subject-related teaching methods. It is intended to help to determine whether prospective teachers have the basic skills necessary for the profession (Hightower et al., 2011).

Goldhaber (as cited in Hightower et al., 2011) found a positive relationship between teachers' scores on licensing tests, including Praxis, and student test scores in reading and mathematics. This is because he found that certification test scores are more strongly related to student achievement as compared to earned degrees and some other measures. He commented that there was some justification for states' use of these scores in regulating entry into the classroom, particularly as a way of attempting to ensure a fundamental standard of quality.

Other frequently cited studies also identified a relationship between licensure tests and student performance. Hightower et al. (2011) reported a positive link between teachers' scores on the Texas Examination of Current Administrators and Teachers (TECAT), a test measuring basic literacy skills and student achievement and teachers earning better scores tended to be able to produce achievement gains Clotfelter, Ladd, and Vigdor (2006) determined that teacher licensure test scores were related to achievement in general. By making it more complicated and costly to become a teacher, licensing dissuades many potential teachers because the processes may be cumbersome and those seeking a teacher license might have to decide either to choose education in the first place.

Licensing serves as a barrier which deters potentially talented teachers who are unsure about their interest. Licensing may especially discourage educationally accomplished minorities who have a number of attractive career options and who often are not as well situated to absorb the costs of teacher preparation such as a licensing programme. By entrusting schools of education

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with control over entry into teaching, licensing lends the instructors a privileged position in sensitive social and moral discussions. Basing licensing on anything besides demonstrated mastery of specified tasks or knowledge inevitably entails pervading the normative and moral leanings of the gatekeepers with quasi-official status (Hess, 2002).

Kleiner (2000) explained that occupational licensing as a process where entry into an occupation requires the permission of the government, and the state requires some demonstration of a minimum degree of competency. Occupations like teaching and associated licensing have historically been among the most examined institutions in labour economics. This institution has received relatively little recent attention, either from academics or the public policy press. Kleiner further reported that the neglect of professional teacher licensing does not seem to have occurred because the practice has dwindled to a negligible amount but professional teacher licensing directly affects approximately 18% of workers in the United States. This is more than either the minimum wage, which has a direct impact on less than 10% of the teaching workforce whose membership rates are now less than 15% of the general labour force.

In the case of professional licensing, it is illegal for anyone without a license to perform the task. For example, travel agents and mechanics are generally certified, but not licensed. Kleiner (2000) asserted that the effects of teacher licensing is marked by some main benefits that were suggested for professional licensing. This leads to improving quality for those persons receiving the service Professional licensure creates a greater incentive for

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individuals to invest in more profession-specific human capital because they will be able to recoup the full returns to their investment if they need not face low-quality substitutes for their services. The existence of licenses may minimize employers' uncertainty over the quality of the licensed service and increase the overall demand for the service (Angrist & Guryan, 2004).

Critics of professional teacher licensing point out that the empirical evidence on the increase in quality, greater level of training, or avoidance of misfortunes is often thin or non-existent as they argued that if a signal of quality is important, certification is a better way of accomplishing the goal than professional licensing (Kleiner, 2000).

Kleiner, (2000) chastising teacher licensing argued that the most generally held view on the economics of professional licensing is that it restricts the supply of teachers to the profession and thereby create unusual demand for teachers as well as of services rendered It thrives on the assumption that teacher licensing is a panacea for teacher shortage and scarcity as many may not be able to meet the standards and in that effect creates a vacuum in the teaching fraternity. Once a profession is regulated, members of that profession in a terrestrial jurisdiction can implement tougher statutes or examination pass rates and may gain relative to those who have easier requirements by further restricting the supply of the professionals (Kleiner, 2000). One additional effect of licensing is for individuals who are not allowed to practise at all in a profession as a consequence of regulation. They may then enter a non-licensed

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profession, shifting the supply curve outward and driving down wages in these non-regulated professions.

The restrictions of supply involved in professional licensing have led to charges that licensing results in discrimination against historically disadvantaged minority groups (Norris et al., 2009). A disproportionate impact on minority groups might occur either because minorities have a disproportionately difficult time in passing the licensing examinations, or because minorities are underrepresented among the incumbents within occupations who are protected by licensing.

It is reported that the consequence of teacher regulatory practices like licensing is a reduction in the flow of new persons into the profession, which can have several effects on quality. The average quality of service provided increases as less competent providers of the service are prevented from entering the occupation, which tend to raise quality. Moreover, persons regulated by licensing may think that they can capture any additional occupation-specific returns to their training, and this may increase the overall competency of the persons in the occupation. It is also noted, however that prices and wages will rise as a result of restricting the number of practitioners, which should tend to reduce quality received by employers (Kleiner, 2000).

Measures towards Smooth Implementation of Teacher Licensing

Licensing is most effective when the licensing body ensures that only aspiring professionals who have mastered essential skills or knowledge obtain licenses. Licensing is generally thought as being most essential where tasks are

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critical and when members of the public may have trouble assessing provider credentials because licensing ensures, not that professionals are talented practitioners, but that they have demonstrated an established degree of professional knowledge in their area of operation.

Effective licensing requires clear standards by which aspirants can demonstrate competence. If it is agreed that teachers need to know a certain body of concepts before being issued licenses, it then, becomes candid to tell whether the teachers are competent and capable. However, if no clear standards of professional competence exist, people typically hesitate to prohibit some individuals from practicing a profession (Hess, 2002). The skills that teacher licensors deem most important such as listening, caring and motivating are not readily susceptible to standardized quality control and as such licensing will work poorly in teaching profession when that practice depends on vague interpersonal relationships and when criteria for determining effectiveness is lacking.

Darling-Hammond and Prince (2007) in a policy report emphasised that high quality teaching is more important than it has ever been as schools, districts and states face the critical challenge of educating all students at higher levels than ever before. Educators are feeling increased pressure to do more with more diverse population as states, districts, cities, and schools are developing innovative programmes like licensing and other methods to overcome challenges in the classroom even before the teacher is hired. Others are doing great things to improve the professional development being offered to teachers and leaders,

making it more relevant and timely. At the same time, others are working to create environments in which great teaching can happen for the betterment of society (Darling-Hammond & Prince, 2007).

According to Darling-Hammond and Prince (2007), as a nation's attention is increasingly focused on the outcomes of education, policy makers have equally undertaken a wide range of reforms to improve schools, ranging from new standards and tests to redesigned schools, new curricula, and new instructional strategies. Such moves are on the premise that teachers are the pivot that determines whether any school initiative inclines toward success or failure. Every aspect of school reform like teacher licensing, creation of more challenging curriculum, the use of ambitious assessments, the implementation of decentralized management, the invention of new model schools and programmes depends on teachers (Darling-Hammond & Prince, 2007). To Darling-Hammond and Prince, licensing activists have learned that successful licensing programmes cannot be transported from one school to another where teachers do not know what it entails and how well it will be applied. Raising teaching requirements has proved to be of little use where there are not enough qualified teachers prepared to teach more advanced subjects well because such policies seem not to have been agreed upon by stakeholders and tried to test how effective they would be.

In the policy document report, Darling-Hammond and Prince (2007) reported that there has been a growing interest in moving beyond traditional measures of teacher qualifications; for example, a score on a paper-and-pencil test or completion of a preparation programme before entry to licensing is

required, and allows for the best to be recruited for the teaching profession. Such decisions are not taken just like those without a broad consultation with those concerned as some state and local policy makers have sought to licensing programmes and plans that take into account various measures of teacher effectiveness for designating teachers for specific roles or rewards.

According to Darling-Hammond and Prince (2007), successful educational policies will seek to develop systems that both assess teacher effectiveness in valid ways and help to develop more effective teachers at both the individual and collective levels. In that regard, it is important to provide intensive professional development, mentoring, and coaching to strengthen the skills of teachers who are already working in high-need schools than licensing.

In a study by Riney, Thomas, Williams and Kelley (2006) on teacher education students' perceptions of state licensure examination using a sample 267 teacher education students, it was revealed that most teacher education students (89%) believed state licensure requirements were valuable aspects to their professional development. Teacher education students noted that teaching was an important profession and that all professions like medicine, law, and counselling needed strict standards for certification. Other students emphasized that standards and required tests ensured teachers were well trained and competent. Furthermore, some students stressed that state mandated teacher examinations were important to hold universities and teacher education programs accountable. The teacher education students who were being trained and licensed had a positive perception about the teacher licensing examination.

On the other hand, it was found that some students (about 11%) did not believe teacher licensure examinations by state agencies were important. The most common response was the concern that individuals who had the potential to become excellent teachers might not achieve licensure because they could not pass state examinations. Others stated requirements to pass examinations were attempts by state departments of education to control teachers and the teaching profession without actually improving education.

Another finding of the study of Riney, Thomas, Williams, and Kelley (2006) was that teacher education students were aware that the four domains of knowledge had become the curricular framework for foundations and educational psychology courses. Most teacher education students believed their pedagogical training had a dual purpose of preparing them for teaching and for the successful completion of teacher licensure examinations. In relation to preparation for the licensing examination, the majority of the students believed adequate preparation. They are aware of the domains of learning for the examination and had the needed content knowledge to be successful in the examination.

Winarti (2016) focused on Senior High school teachers' perceptions towards the implementation of the Teacher Certification Programme (TCP) in Indonesia. A descriptive design with a sample of 99 SHS teachers was used for the study. The results of the study revealed that no gender difference was observed in teacher perception. This means that teachers" perception of TCP was not affected by gender. Female and male teachers had the same perception of

TCP. From the five subscales questionnaire used for the data collection, the difference was only found in the TCP and Law; it indicated there was a difference perception of TCP and Law between female and male teachers with a more positive perception of male teachers on TCP-Law (and knowledge).

The results of the study by Winarti (2016) also showed there was no significant difference in TCP-total teachers perception as well as in each subscale among teachers based on the degree of educational background. It showed that teachers had the same perception on TCP as well as in each subscale. Based on this finding it can be said that teachers" perception of TCP is not affected by the degree of education. Irrespective of teachers qualification, teachers have the same perception about the teacher licensing examination.

The result of the study by Winarti (2016) again revealed that there was no significant difference in total teachers perception. It indicated that in general, years of experience had no strong effect on teachers perception of TCP. Teachers from the different levels of working experience had the same perception on the TCP.

Lowery, Roberts, and Roberts (2010) conducted a study on alternate route and traditional-trainer teachers' perception of teaching preparation programme and licensing examination. The population for the study was K-12 teachers. Despite the number of years of experience teaching, or subject area taught, all participants in this study stated that they received little classroom management training, and more classroom management training was needed before a teacher enters a classroom and to be successful in the licensure examination. Many

respondents claimed to have had bad first years because of the lack of management training. This means there was inadequate preparation for the classroom work as well as the licensure examination. More training was necessary when entering the classroom to help manage the students. The results revealed that there was no difference in the perceptions of teachers as well their preparedness with regard to the program and the licensure examination due to experience.

Summary of Review of Related Literature

Licensing is an official grant or permission given to someone or a body/institution to operate under censorship. Fucarile, Hoover, Mazer, Murphy, Ward, and Lopresti (2004) argued that licensing is viewed to be important in other professions, and this may not be different from the teaching profession.

The purpose of a licensure test is to identify candidates who at the time of the test have the knowledge and skills believed to be important for safe and appropriate professional practice. In this regard, licensed practitioners are considered to be capable of protecting the welfare of the public they serve. The teacher licensing is an extra requirement that mandates and regulates professionalism in the teaching fraternity. Sass (2015) posited that a teaching license approved and granted by the state and the most common path for prospective teachers is to obtain the state mandated teaching license along with one's educational certificate.

In the view of Sallis, there is a shift from treating teachers as a commodity (regarding all teachers as equally well, so that what matters is getting

enough teachers at a reasonable cost) to regarding teacher quality as a key element in educational policy. The intention is to lessen public fears that incompetent teachers will be allowed to remain in the classroom and to improve performance amongst classroom teachers to improve student achievement outcomes (Larsen, 2013).

It was further reported that many professions use licensing systems to select individuals into their fields and to prevent those considered incompetent from practising as well as to measure the knowledge of basic skills, subject matter, and how to teach (Mitchell et al., 2001). There is no doubt that teacher licensing is of relevance to the teaching fraternity as this offers teachers with the skills and right attitudinal dimensions to operate in the classroom successfully to enhance the performance of the students they teach.

On the importance of effective teacher licensing and training, Kelly (2017) catalogued five key relevance of teacher licensing: Licensing helps to prevent failure, avoid teacher breakdown, provides an understanding of the benchmarks for achievement and supported practice in a controlled environment, as well as helps to stop costly experimenting on students. Hess (2002) further indicated that despite the value attached to licensing, there seems to be no standard for licensing teachers. In the absence of widely accepted pedagogical standards, aspiring teachers are forced to run an array of academic courses. Requirements and procedures created by accredited training programs vary dramatically in quality (Hess, 2002). Hess (2002) noted that it could protect community members (including children) from exposure to "bad" teachers.

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In relation to how teachers perceive Professional Teacher Licensing, Darling-Hammond (2010) said that teacher licensure indicates the practice that underlies a nation's education reform agenda requires most teachers to rethink their own practice to construct new classroom roles and expectations about student outcomes. Darling-Hammond et al. (2002) supported the assertion that for more than a decade, there are contending trends that influence the teaching workforce and one instance is about calls for reform to strengthen teacher preparation by requiring more subject matter preparation, more intensive coursework on content pedagogy and strategies for meeting the needs of diverse learners, and more systematic and connected experiences. Some evidence suggests that these efforts may be producing teachers who feel better prepared, who enter and stay in teaching longer, and who are rated as more effective after passing through torrid procedures including licensure (Andrew & Schwab, 1995).

The issue of teachers preparedness for the implementation of the intended Professional Teacher Licensing, Armor et al. (2002) indicated that the feeling of preparedness for teacher licensing by teachers is significantly related to teachers' sense of efficacy and their confidence about their ability to achieve teaching goals when licensed (Darling-Hammond et al., 2002). Teachers prepared in formal licensing programme of preparation feel better prepared than those who take a series of courses from different institutions, who in turn feel better prepared than those who enter through alternative programmes that minimize pre service training.

To sum up the perceived effects of teachers' licensing, Hendricks (2010) affirmed that teacher quality matters when it manifests in students' achievement. However, several teachers felt that licensing comes with a cost and the amount of money; time and energy expended on the licensing process outweighed the benefits. The synopses show that teacher licensing has positive effects on teachers as they feel well-groomed and prepared for the task after passing through a series of preparatory programmes and courses including standardized or mandatory licensing exercise. By making it more complicated and costly to become a teacher, licensing dissuades many potential teachers because the processes may be cumbersome and those seeking a teacher license might have to decide either to choose education in the first place.

Critics of professional teacher licensing point out that the empirical evidence on the increase in quality, greater level of training, or avoidance of misfortunes is often thin or non-existent as they argue that if a signal of quality is important, certification is a better way of accomplishing the goal than professional licensing (Kleiner, 2000). It is reported that the consequence of teacher regulatory practices like licensing is a reduction in the flow of new persons into the profession, which can have several effects on quality. Darling-Hammond and Prince (2007) reported that there has been growing interest in moving beyond traditional measures of teacher qualifications; for example, a score on a paper-and-pencil test or completion of a preparation programme before entry to licensing is required and allows for the best to be recruited for the teaching profession.

CHAPTER THREE

METHODOLOGY

Introduction

The chapter discusses the methodology of the research. It explains the research paradigm adopted for the study and the design employed to collect data. The chapter discusses the population, sampling selection procedures, and research instruments used for data collection. The procedures for data collection that suit the research design and the analysis of data collected with the research instruments are discussed.

Research Design

Research design is the plan for the research work, which serves as the foundation for the study. Polit, Beck, and Hungler (2010) describe research design as the researcher's overall framework for answering the research question or testing the research hypothesis. A research design is the blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings (Burns & Grove, 2010). The study employed the descriptive survey design. Descriptive survey allows for accurate description of activities, objects, processes and persons (Amedahe, 2002) relating to teacher licensing in Ghana. The descriptive research design helped to provide a picture of the implementation of teacher licensing as it naturally happened (Burns & Grove, 2010) in Ghana. Thus, the descriptive survey was used to make informed decisions with regard to current practice and theories on teacher licensing.

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To Shaughnessy, Zechmeister, and Jeanne (2011*),* surveys include the use of a questionnaire and an interview. These are essential tools for descriptive research. Descriptive studies were conducted to demonstrate associations or relationships between things in the world and it allowed for multifaceted approach to data collection. The descriptive survey was considered the most appropriate design for conducting this study because the design had an advantage of providing the researcher with a lot of information obtained from quite a large sample (Fraenkel & Wallen, 2000). Descriptive survey design is helpful in indicating trends in attitudes and behaviours, and enables generalisation of the findings of the research study to be done (Neuman, 2000). The descriptive survey is also appropriate for conducting this study because information gathered from the descriptive research can be meaningful or useful in diagnosing a situation since it involves describing, recording, analyzing and interpreting conditions that exist.

Population

A population represents the entire people that are to be considered for the study. Burns and Grove (2010) explained population as the entire set of individuals that meet the sampling criteria for a study. A research population is generally a large collection of individuals that is the main focus of a scientific inquiry. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals within a certain population usually have a common binding characteristic.

The target population for the study was all professional teachers in the Ashanti Region. The target population was 9534. The teachers constitute those who were teaching under Ghana Education Service (GES) in senior high schools in Ashanti Region for the 2017/2018 academic year. The accessible population for the study was 988 where sample was taken. 110 senior high schools teachers were selected for the study.

Sample and Sampling Procedures

According to Polit, Beck, and Hungler, (2010), sampling is the process of selecting participants who are representatives of the population being studied. In order to select the sample from the population of senior high teachers in the Ashanti Region, the Krejcie and Morgan's (1970) sample size determination table was employed. A sample of 278 teachers was obtained from the various Senior High schools for the study. Table 1 presents the sample distribution for the study.

Table 1: Sample Distribution

Municipality	Senior High School	No of Teachers	Teachers used
Ejisu-Juaben	Achiakrom SHS	69	21
	Ejisuman SHS	117	33
	Bonwire SHS	87	22
Bekwai	SDA SHS	137	38
	Ofoase-Kokoben Sec/Tech	42	14
	St Joseph Sec/Tech	57	14
Mampong	Amaniampong SHS	101	29
	St Monica's SHS	86	25
	St Joseph Seminary	90	25
Asokore-Mampong	Kumasi Academy	107	23
	Parkoso SHS	48	16
	Sakafia Islamic SHS	47	16
Totals		988	278

Source: Ghana Senior High Schools Annual Digest (2017/2018 Academic Year)

First, the entire Ashanti Region was stratified into Metropolitan, Municipal and District Assemblies. Ashanti Region has one Metropolitan, seven Municipalities, and 22 District Assemblies (Boateng, 2014). Shahrokh and Dougherty (2013) assert that stratified sampling as the process of dividing

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members of the population into homogeneous subgroups before sampling. The strata should be mutually exclusive where every element in the population was assigned to only one stratum. The strata should also be collectively exhaustive and no population element should excluded. Stratified sampling is a probability sampling method and a form of random sampling in which the population is divided into two or more groups (strata) according to one or more common attributes. Stratified random sampling intends to guarantee that the sample represents specific sub-groups or strata. Accordingly, the application of stratified sampling method involves dividing the population into different subgroups (strata) and selecting subjects from each stratum in a proportionate manner (Dudovskiy, 2017).

Secondly, purposive sampling procedure was used to select the seven (7) municipalities among the thirty (30) metropolitan, municipal and districts assemblies. This was because there were three or more senior high schools in each municipal assembly and hence, having a good number of teachers to participate in the study. Again, the seven (7) municipalities were used for this study because it possesses the characteristics of both metropolitan and district assemblies.

Thirdly, simple random sampling procedure was used to select three out of the seven municipalities. Simple random sampling is the purest and the most straightforward probability sampling strategy (Mahama, 2017). It is, also, the most popular method for choosing a sample among population for a wide range of purposes. In simple random sampling, each member of a population has equal

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chance to be chosen as part of the sample. It has been stated that the logic behind simple random sampling is that it removes bias from the selection procedure and should result in representative samples (Gravetter & Forzano, 2011).

Fourthly, stratified sampling procedure was used to categorise all the senior high schools within the three municipalities into grade A, B, C, D, and D schools. The schools were spread among the four categories of schools approved by the GES. This gave an indication that the teachers sampled were representative of the targeted population.

Thereafter, the simple random sampling procedure, which is part of stratified was used in selecting 278 teachers from 12 schools for the study. I resorted to the use of lottery method of simple random sampling procedure.

Data Collection Instrument

The main instrument used to collect the data for the study was the questionnaire. The questionnaire was structured based on the research questions, and the key variables of interest to the study. The instrument was designed by the researcher based on the literature review which was named as Teacher Perception and Preparedness on Licensing Questionnaire (TPPLQ). TPPLQ was structured on a four-point Likert scale. TPPLQ was structured into five sections. Section A was on demographics, Section B on perceptions of teachers about teacher licensing, Section C on perceived effects of teacher licensing, Section D on teachers' preparedness towards teacher licensing policy implementation, and Section E on suggestive measures towards teacher licensing policy implementation (Appendix A). Initially, there were 52 items on the TPPLQ

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before the pilot test. From Sarantakos (2012), questionnaires can be an effective means of measuring the behaviour, attitudes, preferences, opinions, and intentions of relatively large numbers of subjects more cheaply and quickly than other methods. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires are completed. This is useful for large populations when interviews would be impractical. According to Dudovskiy (2017), advantages of questionnaires include increased speed of data collection, low or no cost requirements, and higher levels of objectivity compared to many alternative methods of primary data collection.

However, a problem with the questionnaire is that respondents may contrive answers due to social desirability and most people would want to present a positive image of themselves and so may lie or bend the truth to look good (Sloan, 2012). Questionnaires have certain disadvantages as well, such as selection of random answer choices by respondents without properly reading the question and the absence of possibility for researchers to express their additional thoughts about the matter due to the absence of a relevant question.

Validation of Instrument

The items on TPPLQ were constructed based on issues in the literature on professional licensing. To ensure validity of the instrument, there were a minimum of eight items under each section except the demographics. The developed instrument was given to two researchers in the area of educational

psychology to make their inputs. This is because the researchers have expertise and experiences in undertaking research using survey instruments such as questionnaire.

Reliability of Instrument

After the validation, a pre-test was conducted on the instrument for consistency and to establish its reliability coefficient. It was pilot-tested with 20 Senior High school teachers in Central Region. They were chosen because they have similar characteristics with the population under study. After the pilot test, the items on TPPLQ were subjected to item analysis. The purpose of the item analysis was to delete items that measuring different construct instead of the targeted constructs. This led to the reduction of the 52 items to 42. Three items were deleted from Section B, two items each from Sections C and D, and the other three from Section E. The Cronbach's Alpha Coefficient of reliability was estimated for TPPLQ. This is because TPPLQ was built on four-point Likert scale and was not scored right or wrong. The Cronbach's Alpha Coefficient of reliability was estimated for Sections B, C, D, and E as: 0.86, 0.69, 0.82, and 0.32 respectively. The average reliability for TPPLQ was 0.75.

Data Collection Procedure

The researcher took an introductory letter to the schools where the research was conducted. The letter helped to introduce the research team to the authorities of the schools. The researcher briefed the teachers with the purpose of the research and how long it would last. Data were collected in a span of 2

months by the researcher, with the help of three academic friends as assistants. The assistants were MPhil certificate holders and had experience in data collection using the questionnaire. The data collection team went to each school on two occasions to administer the questionnaire. The 2 days became necessary as there was the need to reduce the number of sample drop out and teachers who could not return the questionnaire because of their busy schedules did so in the second day of the visit.

Ethical Consideration

Ethical clearance was sought from the Institutional Review Board (IRB) in the University of Cape Coast. Upon a successful presentation of thesis synopsis, appendix and research instrument, the researcher was given the ethical clearance. This document was given by College of Education Studies' Ethical Review Board (CES-ERB) dated 21st January, 2018. The researcher again applied for an introductory letter and was accordingly issued by the Head of Department of Education and Psychology. This was shown to the Headmasters of the sampled schools through the Municipal Director of Education for permission. The issue of confidentiality, anonymity and voluntary participation were strictly adhered to. Before data were collected, the researcher followed the protocols in research by informing the teachers who participated in the study, assuring them of confidentiality, and anonymity.

Data Processing and Analysis

The research questions were answered, using means, and standard deviation. A mean of 1.0 is a strongly disagreed statement, 2.0 is a disagreed statement, 3.0 is an agreed statement, and 4.0 is a strongly agreed statement. Any calculated mean of 2.4 and below is considered a disagreement and 2.5 and above is an agreement statement. Hypotheses one and two were tested using statistical tool such as independent-samples t-test. This was because an independent variable gender (male and female) was compared on a continuous variable perception of teachers on teacher licensing and teachers' preparedness towards the teachers' licensing.

Hypotheses three, four, five and six were tested, using one-way ANOVA. This was because the independent variable qualification consisted of more than two subgroups and was compared on a continuous variable, perception level of teachers in teacher licensing and teachers' preparedness towards the teachers' licensing.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The chapter presents the results of the analysed data collected from the questionnaire used to collect data on teacher perception and preparedness towards teacher licensing in Ghana. The research questions and hypotheses serve as the guide to the presentation of the results and discussions of the findings. The results are presented, using tables and figures.

Research Question 1: What is the perception of teachers about the introduction of teacher licensing in Ghana?

Teacher Perception of Teacher Licensing in Ghana

Research Question 1 investigated perception of Ghanaian teachers about the introduction of teacher licensing. To be able to achieve this, 12 items (that is Item 5 to Item 16) on TPPLQ responded to by the teachers were used. Percentage agreement was found by finding the summations of percent strongly agree and percent agree. The mean perceived scores on teacher licensing are presented in Table 2

Table 2: Mean Scores on Teacher Perception of Teacher Licensing in Ghana

Item	Frequency	Mean	SD	%
5	146	2.5	0.96	53.1
6	112	2.5	1.85	40.7
7	112	2.3	0.81	40.7
8	80	2.1	o.85	29.1
9	83	2.3	1.46	30.1
10	141	2.5	0.91	51.2
11	209	3.0	0.89	76.0
12	159	2.6	0.95	57.8
13	144	2.5	0.93	52.8
14	172	2.7	0.94	62.5
15	160	2.6	0.93	58.1
16	158	2.6	0.92	57.5

*Percentage agreement= percent strongly agree + percent agree

Source: Field survey, Amoah (2018)

And the percentage distributions of the mean scores are presented in Figure 3.
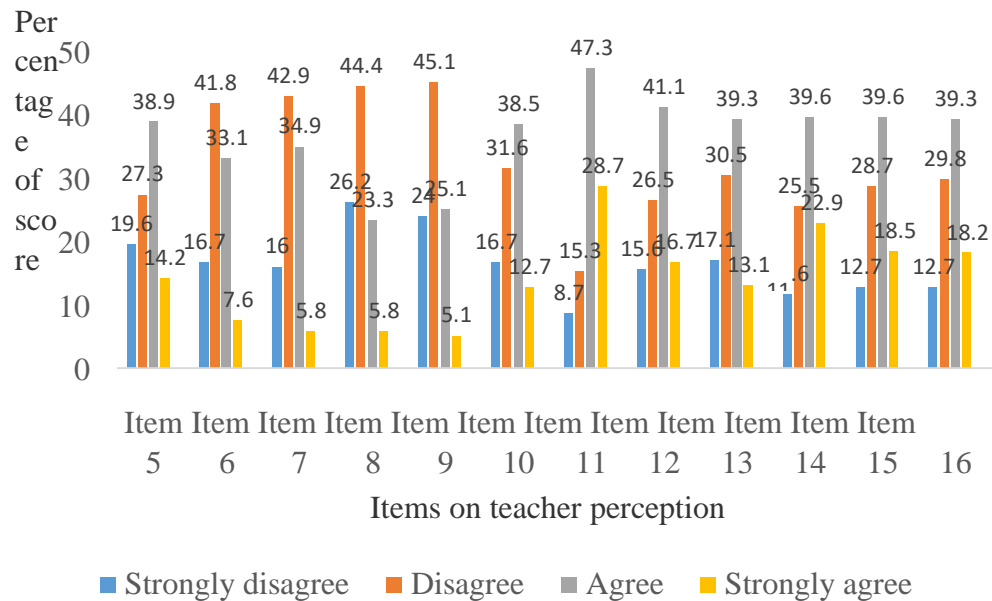
Figure 3: Percentage distribution of level of agreement of teacher perception on

teacher licensing.

Source: Field survey, Amoah (2018)

For Item 5, the results in Table 2 show that 53.1% of the teachers with a

mean of 2.5 (0.81) agreed that "teacher licensing was about assessing the basic

qualities and skills of teachers". From Figure 2, the results show that there was a

mixed perceived view of teachers towards the introduction of teacher licensing in

Ghana. There were four instances where the teachers disagreed and eight

instances where the teachers agreed to the statements relating to teacher

perception towards the introduction of teacher licensing in Ghana.

From Figure 3, only 14.2% of the 53.1% strongly agreed that teacher

licensing assessed basic qualities and skills of the teacher. However, 19.6% of

46.9% of the teachers strongly disagreed that the introduction of teacher

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licensing in Ghana would help to assess the basic qualities and skills of teachers. The results, therefore, showed that teachers perceived the introduction of teacher licensing would help to assess basic qualities and skills of the Ghanaian teacher.

On Item 6, the results in Table 2 show that 40.7% of the teachers at a mean of 2.5 (SD = 1.87) agreed that "teacher licensing was about improvement in teacher-student performance". As the spread of the perceived scores of the teachers on the mean score is extremely wide, it meant that the majority (59.3%) of the teachers disagreed that the introduction of teacher licensing in Ghana would improve teacher-student performance. Of the 59.3% teachers, 16.7% strongly disagreed compared to a proportion of 7.6% who strongly agreed that teacher licensing will improve teacher-student performance. Therefore, the results show that the Ghanaian teachers perceived the introduction of teacher licensing would not improve any teacher-student performance.

On Item 7, the results in Table 2 show that 59.3% of the teachers at a mean of 2.3 (SD = 0.81) disagreed that "teacher licensing was about helping teachers to rethink their own practice to construct new classroom roles". This is an indication that 40.7% of the teachers agreed that teacher licensing would help teachers to rethink of their practices to construct new classroom roles. The results from Figure 3 show that of the 59.3% teachers, 16.0% strongly disagreed compared to 5.8% who strongly agreed that the introduction of teacher licensing would help teachers rethink of their classroom practices. The results, therefore, show that Ghanaian teachers perceived the introduction of teacher licensing

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would not help teachers to rethink their practices to construct new classroom roles.

The results in Table 2 show that on Item 8, 70.9% of the teachers at a mean of 2.1 (SD = 0.85) disagreed that "teacher licensing is about helping teachers to teach in ways they have never once taught". This is an indication that only 29.1% agreed to the statement. Of the 70.9% teachers, 26.2% of the teachers strongly disagreed as compared to 5.8% teachers who strongly agreed that teacher licensing would help teacher teach concepts in ways never once taught. This can be seen from Figure 3. Therefore, the results show that Ghanaian teachers perceived the mere introduction of teacher licensing would not influence teachers to teach in ways which they had never once taught.

On Item 9, the results in Table 2 show that 69.8% of the teachers at a mean of 2.2 (SD = 1.46) disagreed that "teacher licensing was about helping teachers to teach in ways they probably never experienced as students". Since the spread around the calculated mean is very large, the 30.2% of the teachers who agreed to the statement were further away from the mean and hence, making the statement a disagreement to the majority of the teachers. The results from Figure 3 further show that 24.8% of the 69.8% teachers strongly disagreed compared to 5.1% teachers who strongly agreed that teacher licensing would help teachers to experience teaching in a way they never experienced as students. The results, therefore, show that Ghanaian teachers perceived that the mere introduction of teacher licensing would not encouraged teachers to teach in ways they never experienced when they were students.

From Table 2, the results on Item 10 show that 51.2% of the teachers at a mean of 2.5 (SD = 0.92) agreed that "teacher licensing is about helping project teachers as competent". This is an indication that 48.8% of the teachers disagreed that teacher licensing would help project competence of teachers to the Ghanaian public. It is evidently clear from Figure 3 that 16.7% of the teachers strongly disagreed compared to 12.7% of the teachers who strongly agreed that teacher licensing would help to project the competence of teachers. Therefore, the results show that Ghanaian teachers perceived the introduction of teacher licensing would help to project competence of teachers to the general public making them feel their wards are safe and would be well-trained by the teachers.

On Item 11, the results in Table 2 shows that the majority (76.0%) of the teachers at a mean of 3.0 (SD = 0.89) agreed that "teacher licensing is about a legal permission to teach". The low calculated spread implies that the majority of the teachers perceived scores are closer to each other and around the mean. This is an indication that only 24.0% of the teachers disagreed that teacher licensing is all about legal permission to teach. Of the 76.0% teachers, 28.7% strongly agreed compared to 8.7% teachers who strongly disagreed that teacher licensing is all about seeking legal permission to teach. The results, therefore, show that Ghanaian teachers perceived the introduction of teacher licensing would help teachers to have legal permission to practice their profession.

On Item 12, the results in Table 2 show that 57.8% of the teachers at a mean of 2.6 (SD = 0.95) agreed that "teacher licensing is about determining whether prospective teachers have adequate knowledge in concepts". This is an

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indication that 42.2% of the teachers disagreed that teacher licensing is about providing perspective teachers the opportunity to demonstrate that they have adequate content knowledge. Further from Figure 3, it was clear that of the 57.8% teachers, 16.7% strongly agreed as compared to 15.6% teachers who strongly disagreed that teacher licensing would provide prospective teachers an opportunity to demonstrate their acquired content knowledge. The results, therefore, show that the Ghanaian teachers perceived the introduction of teacher licensing as a means of reassuring the society that teachers have the required content knowledge from the teacher education institutions to teach the subjects in the schools and colleges.

From Table 2, the results on Item 13 show that 52.4% of the teachers at a mean of 2.5 (SD = 0.93) agreed that "teacher licensing is about determining whether prospective teachers can demonstrate their ability to apply concepts". This is an indication that 47.6% of the teachers disagreed that teacher licensing is all about providing prospective teachers the opportunity to demonstrate that they can apply concepts learnt from teacher education institutions. From Figure 3, it can be seen that of the 52.4% teachers, only 13.1% strongly agreed as compared to 17.1% teachers who strongly disagreed that teacher licensing would provide prospective teachers an opportunity to apply concepts learnt. The results, therefore, show that the Ghanaian teachers perceived the introduction of teacher licensing as an opportunity for prospective teachers to apply concepts they have learnt from teacher education institutions. This could assure the general public

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that the teachers who are going to train their wards are well-prepared and can apply concepts learnt in new situations.

On Item 14, the results in Table 2 show that 62.5% of the teachers at a mean of 2.7 (SD = 0.94) agreed that "teacher licensing is about hiring professionals for the teaching job". This is an indication that 37.5% of the teachers disagreed that teacher licensing is all about the process leading to the hiring of teachers for schools and colleges. It can be seen from Figure 3 that of the 62.5% teachers, 22.9% strongly agreed as compared to 11.5% teachers who strongly disagreed that an introduction of teacher licensing in Ghana would help in hiring professionals for the teaching job. The results, therefore, show that Ghanaian teachers perceived the introduction of teacher licensing would help in the process leading to hiring of professional teachers for the teaching job.

From Table 2, the results on Item 15 show that 58.1% of the teachers at a mean of 2.6 (SD = 0.93) agreed that "teacher licensing was about helping teachers to demonstrate, all standards required for the profession are met". This is an indication that 41.9% of the teachers disagreed that teacher licensing would help teachers to demonstrate all teaching standards required. It can further be seen form Figure 3 at the same mean, only 18.5% of the 58.1% teachers agreed strongly agreed as compared to 12.7% teachers who disagreed that teacher licensing would help teachers to demonstrate that they meet all the require standards of the teaching profession. The results, therefore, show that Ghanaian teachers perceived the introduction of teacher licensing would help teachers to demonstrate that they meet all standards required by the teaching profession.

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On Item 16, the results in Table 2 show that 57.5% of the teachers at a mean of 2.6 (SD = 0.92) agreed that "teacher licensing is about professionalism that is characterized by high results". This is an indication that 42.5% of the teachers disagreed that teacher licensing is about professionalism and high results. Of the 57.5% teachers, 18.2% strongly agreed as compared to 12.7% teachers who strongly disagreed that teacher licensing is all about professionalism. Therefore, the results show that Ghanaian teachers perceived the introduction of teacher licensing would assure the general public of high results through teacher professionalism.

The findings have shown that teachers perceived the introduction of teaching licensing as government approach to give legal backing to the teaching profession. Something which has been absent for ages when it comes to the teaching profession in Ghana; encouraging anybody to teach. This is because without sitting for the teacher licensure examinations, prospective teachers are considered unqualified and not eligible for employment (Aquino & Balilla, 2015).

Hence, the teachers perceived that they must pass the licensure examinations (Acosta & Acosta, 2016) to acquire license to practice. This finding confirms the study of Mark et al. (2006) where teachers shared the view that teaching is like any other profession where licensing is required to practice. The teachers perceived writing licensure was just a test demanding teachers to showcase their knowledge in the content and pedagogy, acquired through teacher education. This could be that the government of Ghana as well as the public is in

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doubt of the teachers' knowledge in the subjects they have been teaching over the years and attributing the weak performance of students to teachers. This is because students' performance is in part attributed to skills and qualities of teachers (Darling-Hammond, 2000) and Ghana has experienced weak student performances in subjects like English Language, Science, and mathematics in BECE and WASSCE. However, teachers perceived teacher licensing would not improve teacher-student performance as the fact remains that teachers would not rethink of their approaches to teaching whether they fail or pass licensure examination.

If the training systems of the teacher education institutions are well structured, prospective teachers would acquire the needed knowledge in content and pedagogy to teach as professionals but not through teacher licensing. This is because students' knowledge and performance have been found to correlate their teacher knowledge (Rockoff et al., 2008). Hence, the teachers perceived licensure examination would not influence them to teach in ways they never once experience as students. And that, teacher licensing is just another process leading to recruitment of teachers to practice their profession in a civilized society. The licensure examination would not influence any change in teacher best practices but eliminate public fear that modern day teachers are incompetent (Larsen, 2013). Therefore, the result of this study support the results of Riney, Thomas, Williams, and Kelley (2006) that most teacher education students (89%) believed state licensure requirements were valuable aspects of their professional

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development. Teacher education students noted that teaching was an important aspect of their training to be professional as others.

Research Question 2: What do teachers perceive as the effects of teacher licensing on their professional life?

Perception of Effects of Teacher Licensing on Teachers Professional Life

The Research Question 2 explored the perceived effects of introduction of the teacher licensing in Ghana. To be able to answer this question, the teachers who participated in the study responded to the TPPLQ. Items 17 to 27 forming the Section C of the TPPLQ. The mean scores on effect of teacher licensing are presented in Table 3.

Table 3: Mean Scores on Perception of effects of Teacher licensing

Item	Frequency	Mean	SD	%
17	167	2.8	1.52	60.7
18	136	2.6	1.44	49.4
19	131	2.5	2.04	47.6
20	142	2.5	1.00	51.6
21	167	2.7	0.89	60.8
22	130	2.7	3.15	47.2
23	146	2.5	0.97	53.1
24	141	2.6	1.52	51.3
25	169	2.8	2.07	61.3
26	118	2.3	0.97	42.9
27	183	2.8	1.52	66.6

* Percentage agreement = percent strongly agree + percent agree

Source: Field survey, Amoah (2018)

And the percentage distributions of the scores on perceived effects of teacher licensing are presented in Figure 4.
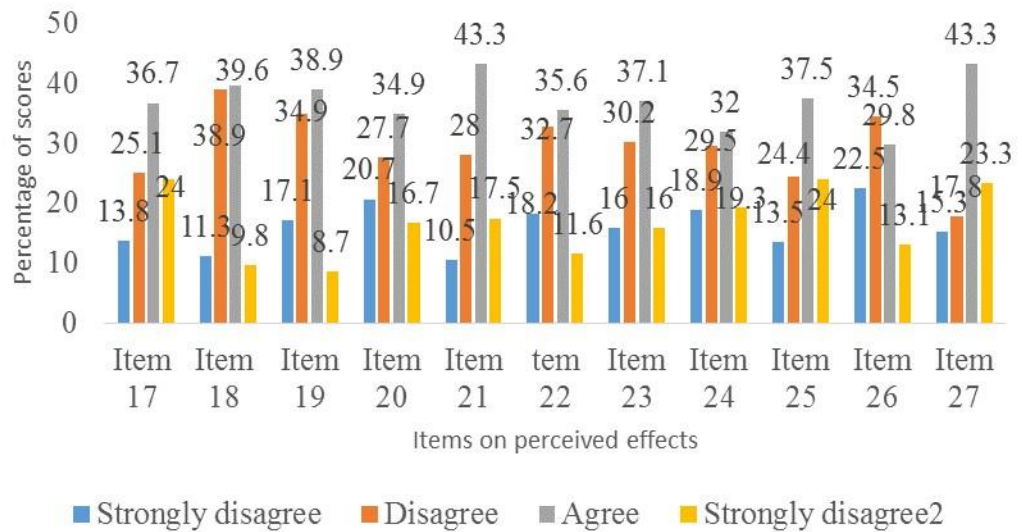
Figure 4: Percentage distribution of level of agreement of teacher perception on effects of teacher licensing.

Source: Field survey, Amoah (2018)

The results in Table: 3 show that there was only one instance among the 11 items on perceived effects of teacher licensing on the professional life of teachers in Ghana where teachers disagreed on the effect. In all the other instances teachers agreed on the effects of teacher licensing though some instances they were few in number.

From Table 3, the results on Item 17 show that 60.7% of the teachers at a mean of 2.8 (SD = 1.52) agreed that "teacher licensing will help enhance teachers' reputation in their areas of expertise". This is an indication that 39.3% of the teachers disagreed that teacher licensing will enhance teacher reputation in the areas of expertise. Though the spread around the means was wide, of the 60.7% teachers, 24.0% strongly agreed as compared to 13.8% teachers who

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disagreed that the introduction of teacher licensing in Ghana would positively contribute to the reputation of teachers in their area of expertise. The results, therefore, show that the Ghanaian teachers perceived the introduction of teacher licensing as a policy would enhance the reputation of teachers in their areas of expertise.

On Item 18, the results show that 49.4% of the teachers at a mean of 2.6 (SD = 1.44) agreed that "teacher licensing will help to improve teachers' unit assessment". At such wide spread around the mean, the teachers who agreed to the statement were distant apart from the mean point of the distribution. This shows that the teachers were strongly divided on the view that teacher licensing would improve teachers' unit of assessment. Thus, 50.6% of the teachers disagreed that teacher licensing would help to improve teachers' unit of assessment. The results from Figure 4 show that of the 49.4% teachers, 9.8% strongly agreed as compared to 11.3% teachers who strongly disagreed that teacher licensing would improve teacher unit of assessment. The results, therefore, show low number of Ghanaian teachers perceived the introduction of teacher licensing would affect positively teacher unit of assessment.

Under Item 19, the results show that 47.6% of the teachers at a mean of 2.5 (SD = 2.04) agreed that "teacher licensing will help better communications in the teaching fraternity". Since the spread around the mean is wide, it could be said that the teachers who agreed to the statement were not closer to the mean point of the distribution. This is an indication that 52.4% of the teachers disagreed that teacher licensing would improve communication within the

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teacher fraternity. This could further be seen from Figure 4 that of the 47.6% teachers, only 8.7% strongly agreed as compared to 17.1% teachers who strongly disagreed that teacher licensing would improve communication within the teaching fraternity. The results, therefore, show that low number of Ghanaian teachers perceived the introduction of teacher licensing would better any communication within the teaching fraternity.

Under Item 20, the results in Table 3 show that 51.6% of the teachers at a mean of 2.5 (SD = 1.00) agreed that "teacher licensing will help teachers feel motivated". This is an indication that 48.4% of the teachers disagreed that teacher licensing would serve as a motivating factor to teachers to practice their profession. The results in Figure 4 further add that of the 51.6% teachers, 16.7% strongly agreed as compared to 20.7% teachers who strong disagreed that teacher licensing will help motivate teachers. The results, therefore, show that Ghanaian teachers perceived the introduction of teacher licensing would motivate teachers to practice their profession.

Under Item 21, the results show that 60.8% of the teachers at a mean of 2.7 (SD = 0.89) agreed that "teacher licensing will bring about teacher self-efficacy". Since the spread around the mean of the distribution is close, it could be said that majority of the teachers perceived teacher licensing to have a positive effect on teacher self-efficacy. This is an indication that 39.2% of the teachers disagreed that teacher licensing would affect positively teacher self-efficacy. From Figure 4, of the 60.8% teachers, 17.5% strongly agreed as compared to 10.5% teachers who disagreed that teacher licensing would affect

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teacher self-efficacy. The results, therefore, show that Ghanaian teachers perceived the introduction of teacher licensing would have positive effect on teacher self-efficacy.

The results in Table 3 under Item 22 show that 47.2% of the teachers at a mean of 2.7 (SD = 3.15) agreed that "teacher licensing will help bring about job satisfaction among teachers". Since the spread around the mean is very wide, it could be seen that most of the teachers who agreed to the statement were not close to the mean point of the distribution. This is an indication that 52.8% of the teachers disagreed that teacher licensing would result in teacher job satisfaction. It can further be seen from Figure 4 that of the 47.2% teachers, 11.6% strongly agreed as compared to 18.2% teachers who strongly disagreed that teacher licensing will result in teacher job satisfaction. The results show that few Ghanaian teachers perceived the introduction of teacher licensing would result in teacher job satisfaction.

Under Item 23, the results show that 53.1% of the teachers at a mean of 2.5 (SD = 0.97) agreed that "teacher licensing will help improve teacher and student outcomes". This is an indication that 46.9% of the teachers disagreed that teacher licensing will result in improved teacher and student outcomes. The results in Figure 3 further show that of the 53.1% teachers, 16.0% strongly agreed as compared to an equal percentage of teachers who disagreed that teacher licensing would result in improved teacher and student outcomes. The results, therefore, show that Ghanaian teachers perceived the introduction of teacher

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licensing would help to improve teacher and student outcomes in schools and colleges.

From Table 3, the results on Item 24 show that 51.3% of the teachers at a mean of 2.6 (SD = 1.52) agreed that "teacher licensing will bring about low teacher supply". This is an indication that 48.7% of the teachers disagreed that teacher licensing would result in low supply of teachers to schools and colleges. Of the 51.3% teachers, 19.3% strongly agreed as compared to 18.9% teachers who strongly disagreed that teacher licensing would result in low supply of teachers. The results show that Ghanaian teachers perceived the introduction of teacher licensing to result in low teacher supply to schools and colleges.

The results on Item 25 show that, at a mean of 2.8 (SD = 2.07), 61.5% of the teachers agreed that "teacher licensing will put extra monetary burden on teachers". Though the spread of the scores in the distribution is wide, 38.5% of the teachers disagreed that teacher licensing would result in extra monetary burden on teachers. It can further be seen that of the 61.5% teachers, 24.0% strongly agreed as compared to 13.5% teachers who strongly disagreed that teacher licensing would result in extra monetary burden on teachers. The results, therefore, show that Ghanaian teachers perceived that teacher licensing would result in extra monetary burden on teachers.

Under Item 26, the results show that, at a mean of 2.3 (SD = 0.97), 57.1% of the teachers disagreed that "teacher licensing will encourage more people to enter into the teaching profession". This is an indication that 42.9% of the teachers disagreed to the statement. Since the spread of the distribution was

close, the scores of most of the teachers were close to the mean indicating that they disagreed to the statement. From Figure 4, of the 57.1% teachers, 22.5% strongly disagreed as compared to 13.1% teachers who agreed that teacher licensing would increase number of teachers entering the teaching profession. The results, therefore, show that Ghanaian teacher perceived the introduction of teacher licensing would not increase the number of people attracted to the teaching profession.

The results on Item 27 show that 66.6% of the teachers at a mean of 2.8 (SD = 1.52) agreed that "teacher licensing will lead to monetary extortion from licensing body". This is an indication that 33.4% of the teachers disagreed that teacher licensing would result in monetary extortion from licensing body. It can further be seen from Figure 4 that of the 66.6% teachers, 23.3% strongly agreed as compared to 15.3% teachers who disagreed that teacher licensing would lead to monetary extortion form licensing body. The results, therefore, show that Ghanaian teachers perceived the introduction of teacher licensing would lead to monetary extortion from the licensing body.

The findings show that teachers perceived that the introduction of teacher licensing would enhance teacher reputation, unit of assessment, and communication within the teaching fraternity. These findings confirm the results the study of Hendricks (2010) where teachers had similar perception on the effect of introduction of teacher licensing. The licensing enhancing teacher reputation could be possible if teachers perceived that they have opportunity to show to the world they are better equipped as professionals to practice their

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trade. The outcomes of teacher licensing would position teacher professional groups in Ghana to share ideas on how best to practice their trade and to reassure the public that they have all that it takes to teach in Ghanaian schools and colleges. Teacher professional groups may organize professional development programmes to enhance teacher best practices such as teacher unit of assessment. Rogers (2003b) support the view that communication is an important element in the diffusion of innovation which is needed in the teaching fraternity.

The finding that teacher licensing would motivate teachers could be that when teachers go through licensure examinations successively, they can beat their chest as duly qualified to teach. The teachers would be motivated as coming out successively in licensure examinations assures the government and the general public that teachers are ready to practice professionally. Motivation and job satisfaction come as teachers pass licensure examination demonstrating their self-efficacy (that is preparedness) to practice their trade as professional teachers (Darling-Hammond et al., 2002). That is, teachers will have the belief to practice their trade and thus, making impact on student learning outcomes. If teachers perceived that teacher licensing can bring about teacher self-efficacy, then the policy should be welcomed by Ghanaian teachers. This is because Norman et al. (2010) asserted that self-efficacy ensures that teachers work hard to achieve the educational goals notwithstanding any setback as they implement national education reforms and curriculum.

The findings on the effects of teacher licensing show that teachers perceived that one of the effects of the introduction of teacher licensing in Ghana

would be that the number of teachers attracted to the teaching profession would reduce. This, the teachers considered as a negative effect of the introduction of teacher licensing in Ghana. The low attraction to the teaching profession could happen if teachers feel they have acquired sufficient knowledge, skills, and attitude from long and intensive academic training (Kissock & Richardson, 2010) to practice their trade as professional teachers. And that writing of the licensure examinations would not change their knowledge, skills, and attitude. It could also be that the teachers are being defensive and over protective of their professional competencies and that, writing the licensure examinations could make the public question the professional competence of teachers. If that is the thinking of the teachers, then professional teachers may not be attracted and there would be low supply of teachers to schools and colleges by the Ministry of Education through the Ghana Education Service (GES).

Though the teachers perceived there would be low supply of teachers by GES as a result of the introduction of teacher licensing but the licensing policy could help to prevent incompetent and unscrupulous individuals (Doherty & Purtilo, 2015; Edlin & Haw, 2013) from entry into the teacher profession. This is because teachers who are not well trained may not excel in the licensure examinations and hence, may not be given opportunity to practice as professional teachers. The low attraction of teachers as a result of teacher licensing could be the extra monetary burden teachers envisage. This is because prospective teachers can only sit for the licensure examination when they register as candidates and that teachers have to travel from far and near to the selected

examination centres to sit for the examinations. It is a fact that licensure examinations come with a cost (Hendricks, 2010). Even the extra monetary burden as teachers perceived could be the extortion of money from the prospective teachers by licensing body though it is an unconfirmed practice in Ghana.

Even though the result of study revealed a mixed feeling of Ghanaian teachers about the teacher licensing policy implementation, the results of the study of Riney, Thomas, Williams, and Kelley (2006) was explicit as majority of the teachers (93%) used for the study believed that the licensing policy will make training institution accountable and also boast the reputation of teachers to the level of other profession like law and others. The negative effect teachers feared for, among others were the exploitation of teachers as far as money was concern but this was far from the minds of teachers of Indonesia hence the majority not seeing any negative effect on the licensing policy implementation.

Research Question 3: How are teachers prepared towards the implementation of teacher licensing policy in Ghana?

Teacher Preparedness towards Implementation of Teacher Licensing Policy

Research Question 3 sought for the views of teachers on their preparedness towards the introduction of teacher licensing in Ghana. Items 28-34 on the TPPLQ were used to explore teachers' view on their preparedness. The results on the mean scores of the teacher preparedness are presented in Table 4

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Table 4: Mean Scores on Teacher Preparedness towards the Implementation of Teacher Licensing

Item	Frequency	Mean	SD	%
28	92	2.2	1.47	33.4
29	62	2.1	2.00	22.5
30	57	2.2	2.75	20.7
31	145	2.8	2.95	52.8
32	168	3.2	4.42	61.1
33	74	2.1	1.51	26.9
34	130	2.4	0.94	47.2

* Percentage agreement = percent strongly agree + percent agree

Source: Field survey, Amoah (2018)

And the results on the percentage distribution of the mean scores are presented in

Figure 5.
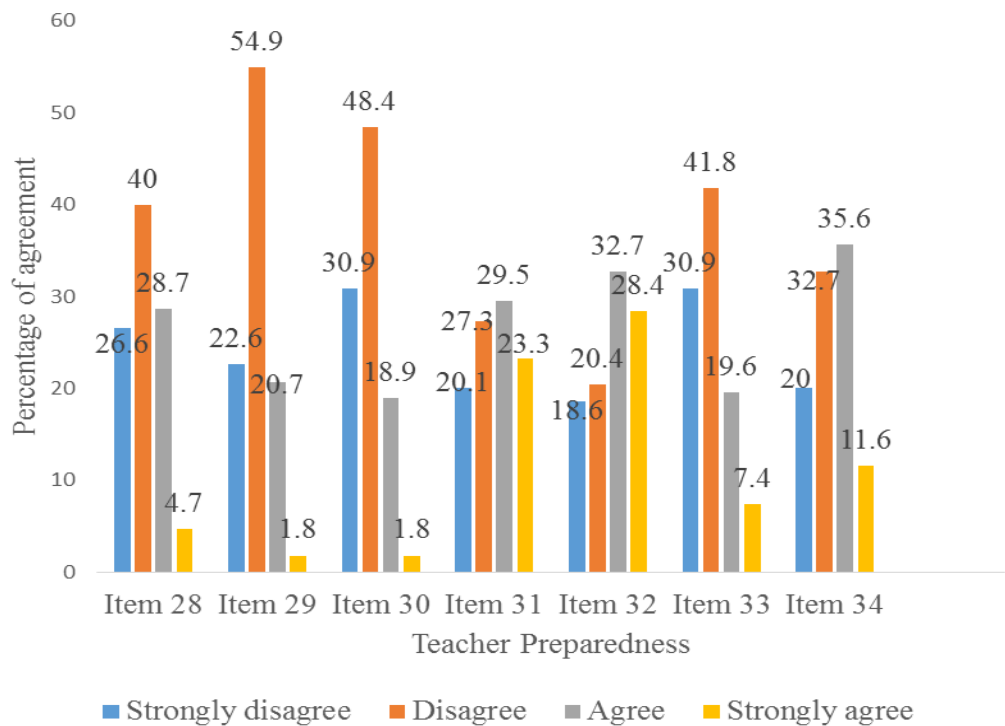
Figure 5: Percentage distribution of level of agreement of teacher preparedness towards implementation of teacher licensing.

Source: Field survey, Amoah (2018)

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From Table 4, the results on Item 28 show that majority (66.6%) at a mean of 2.2 (SD = 1.47) disagreed that "I have a good knowledge of the teacher licensing policy". This is an indication that 33.4% of the teachers agreed to the statement. The results further show that of the 66.6% teachers, 26.6% strongly disagreed as compared to 4.7% teachers who strongly agreed that they have good knowledge of the teacher licensing policy. The results, therefore, show that Ghanaian teachers did not have good a knowledge of the teacher licensing policy and that, they may not have prepared towards the implementation.

The results under Item 29 show that 77.5% of the teachers at a mean of 2.1 (SD = 2.00) disagreed that "I have had answers to all questions in my mind about the teacher licensing policy". Though the spread about the mean point of disagreement of the distribution is wide, only 22.5% of the teachers agreed to the statement. From Figure 5, it can be seen that of the 77.5% teachers, 22.6% strongly disagreed as compared to 1.8% teachers who strongly agreed that they have prepared towards the implementation of teacher licensing policy as they have had answers to their questions. The results, therefore, show that the Ghanaian teachers were not prepared towards the implementation of teacher licensing policy as their questions have not been answered.

Under Item 30, the results show that 79.3% of the teachers at a mean of 2.2 (SD = 2.75) disagreed that "GES has given teachers education about the teacher licensing policy". Though the spread around the mean score of the distribution is very wide, only 20.7% of the teachers agreed to the statement. Of the 79.3% teachers, 50.9% strongly disagreed as compared to 1.8% teachers who

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strongly agreed that GES has educated teachers about the content of the teacher licensing policy about to be implemented. The results, therefore, show that Ghanaian teachers disagreed that they were prepared for the implementation of the teacher licensing policy as they had the needed education from GES.

Under Item 31, the results from Table 4 show that 52.8% of the teachers at a mean of 2.8 (SD = 2.95) agreed to the statement that "in our school, we should have met to discuss the roles expected of in-service teachers in the implementation of the teacher licensing policy". This means that majority of the teachers disagreed to the statement as it was worded in a negative sense. From Figure 5, 23.3% of the 52.8% teachers strongly disagreed as compared to 20.1% teachers who strongly agreed that they have had in-service training to prepare teachers towards implementation of the teacher licensing policy. The results, therefore, show that Ghanaian teachers have not had any in-service training held in their schools by the school authorities to prepare them towards the implementation of teacher licensing policy.

The results under Item 32 show that 61.1% of the teachers at a mean of 3.2 (SD = 4.42) agreed that "the GES should have provided us with in-service training and the needed documents for our readiness". Though the spread around the mean score of the distribution is extremely large, majority of the teachers disagreed that GES has organised any in-service training to prepare them towards the implementation of teacher licensing policy. This is possible as the statement was worded in a negative sense. Of the 61.1% teachers, 28.4% strongly disagreed as compared to 18.6% teachers who strongly agreed that GES

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has organised any in-service training for teachers to make them ready for the implementation of teacher licensing policy. The results, therefore, show that the GES has not organised any in-service training on documents relating to teacher licensing to make Ghanaian teachers well-prepared for the implementation of the policy.

Under Item 33, the results in Table 4 show that 73.1% of the teachers at a mean of 2.1 (SD = 1.51) disagreed that "we, the members of GNAT, NAGRAT, or CCT have had a seminar to make teachers ready for the implementation of the teacher licensing policy". This is an indication that only 26.9% of the teachers agreed to the statement. From Figure 5, of the 73.1% teachers, 30.9% strongly disagreed as compared to 7.4% teachers who strongly agreed that members of GNAT, NAGRAT, and CCT had organised seminars for their respective members on teacher licensing policy. The results, therefore, show that none of the teacher unions in Ghana has organised any seminars for preparing their members for the implementation of the teacher licensing policy.

The results in Table 4 on Item 34 showed that 52.8% of the teachers at a mean of 2.4 (SD = 0.94) disagree that "with my level of teaching experience, I am ready for the implementation of the teacher licensing policy". This is an indication that 47.2% of the teachers agreed to the statement. From Figure 5, 20.0% of the 52.8% teachers strongly disagreed as compared to 11.6% teachers who strongly agreed that in relation to their level of teaching experience they are ready for the implementation of the teacher licensing policy. The results, therefore, show that though some teachers had experienced professional teaching

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for a while, they felt they were not ready for the implementation of teacher licensing policy in Ghana.

The findings show that the teachers involved in this study were experienced teachers but they were not ready for the implementation of the teacher licensing policy in Ghana. This is because the teachers felt they had more unanswered questions about the policy. The unpreparedness could have been the situation of inexperienced teachers as they might have felt the government and the public were out there to question their professional competence to teach the Ghanaian child. If the teachers were experienced as revealed here, it was expected that they would have had a fair idea of professionalism being associated with licensing policy worldwide (Wise et al., 1987).

However, the experienced teachers did not have good idea of the licensing policy. The professional development programmes such as seminars could help to prepare teachers for the implementation of the policy but there were none. Hence, the lack of seminars and workshops as perceived by teachers contribute to their unpreparedness. If the teachers involved in this study were experienced teachers, then they would have appreciated that licensing is partly about assessing the work of experienced in-service teachers (Larsen et al., 2005) and without licensing, professionalism was in doubt. Though teachers should have acquired knowledge of the teacher licensing policy as they experienced professional teaching but the government through the Ministry of Education and the Ghana Education Service should have educated teachers using professional development programmes.

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This does not mean the government did not organize professional development programmes for teachers. Over the years professional development programmes have been organised in the country for the education sector but were not used to educate and prepare teachers for the implementation of the policy when the government first thought of the policy. It could, also, be that teacher unions in the country were not doing enough to help prepare and make their members ready for the implementation of the policy. As it were, the teachers unions are not organizing any professional developments programmes on the policy either. This could be that the leaders of the teacher unions (such as GNAT, NAGRAT, and CTA) are themselves an opposition to the implementation of teacher licensing policy as they consider it as government's attempt to punish teachers for poor students' performance. There are, therefore, more questions demanding answers for the smooth implementation of the policy (Darling-Hammond et al., 2002) on the part of the teacher unions.

Research Question 4: What measures can be put in place towards effective implementation of teacher licensing in Ghana?

Effective Introduction of Teacher Licensing in Ghana

Research Question 4 sought the views of teachers on the measures to be put in place by the government of Ghana through the National Teaching Council to ensure effective implementation of teacher licensing policy. Items 35 to 42 on the TPPLQ were used to investigate the issue. Table 5 presents the results on the mean scores on teachers perceived measures to put in place for effective implementation of teacher licensing policy

Table 5: Mean Scores on Teacher Perceived Measures towards effective Implementation of Teacher Licensing

Item	Frequency	Mean	SD	%
35	236	3.2	0.79	85.8
36	256	3.4	0.66	93.1
37	253	3.4	1.91	92.0
38	245	3.3	0.71	89.0
39	252	3.3	0.70	91.6
40	227	3.5	3.36	82.5
41	250	3.3	0.74	90.9
42	228	3.2	0.89	82.9

*Percentage agreement=percent strongly agree + percent agree
Source: Field survey, Amoah (2018)

And Figure 6 presents the distribution of the percentages of mean scores on effective implementation of the policy on teacher licensing in Ghana.
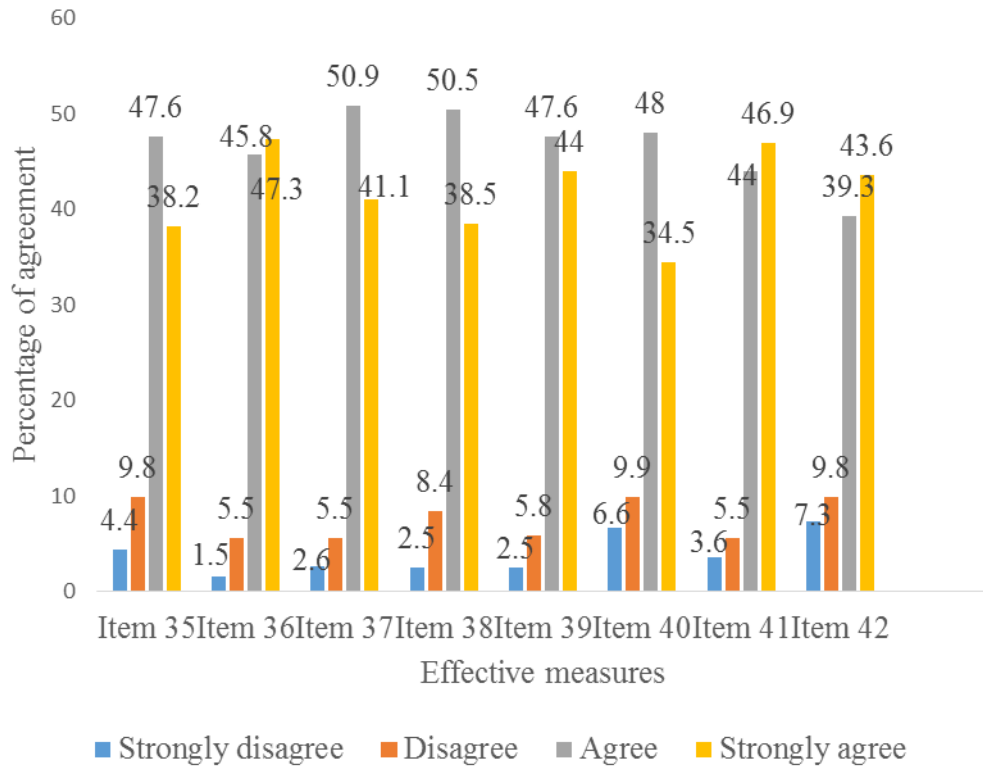
Figure 6: Percentage distribution of perceived measures towards effective

implementation of teacher licensing.

Source: Field survey, Amoah (2018)

The results from Table 5 on Item 35 show that 85.8% of the teachers at a

mean of 3.2 (SD = 0.79) agreed that "it will be appropriate if clear and

comprehensive standards are set before the introduction". This is an indication

that only 14.2% of the teachers disagreed to the statement. At a low spread

around the mean point of the distribution, of the 85.8% teachers 38.2% strongly

agreed as compared to 4.4% teachers who strongly disagreed that if clear and

comprehensive standards were set prior to the implementation of the policy, it

would be effective. The results, therefore, show that Ghanaian teachers perceived

that for any effective take of the policy on teacher licensing the licensing

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authority should come out with clear and comprehensive standards for the implementation of the policy.

On Item 36, the results show that an increasing majority (93.1%) of the teachers at a mean of 3.4 (SD = 0.66) agreed that "it will be appropriate if broad consultation is done with teachers as stakeholders". This is an indication that most of the teachers were closer to the mean score of distribution at such a lower spread. And that only 6.9% of the teachers disagreed to the statement. The results in Figure 6 show that 47.3% of the 93.1% teachers strongly agreed as compared to 1.5% teachers who strongly disagreed that broad consultation with teachers would aid effective implementation of the teacher licensing policy. The results, therefore, show that Ghanaian teachers perceived that effective implementation of the teacher licensing policy can be aided by broad consultation with teachers as stakeholders.

From Table 5, the results on Item 37 show an increasing majority (92.0%) of the teachers at a mean of 3.4 (SD = 1.91) agreed that "it will be good if variables of interest in the licensing are made clear for teachers". Though the spread was wide from the mean point of the distribution, only 8.0% of the teachers disagreed to the statement. Of the 92.0% teachers, 41.1% strongly agreed as compared to 2.6% teachers who strongly disagreed that making all variables of interest in the policy clear to teachers would aid effective implementation. The results, therefore, show that Ghanaian teachers perceived any effective take of the policy would be influenced by the licensing authority making all variables clear to teachers.

On Item 38, the results show that 89.0% of the teachers at a mean of 3.3(SD = 0.71) agreed that "it will be appropriate if the policy is made reflective to the Ghanaian context". As the spread was small, most of the teachers were closer to the mean point of the distribution in their agreement. This is an indication that only 11.0% of the teachers disagreed consideration of the Ghanaian context as a necessary factor to the effective implementation of the policy. From Figure 6, it can be seen that 38.5% of the 89.0% teachers strongly agreed as compared to 2.5% teachers who strongly disagreed to the statement. The results, therefore, show that Ghanaian teachers perceived a good consideration of the Ghanaian context in formulating the policy would help in the effective implementation of the teacher licensing policy.

On Item 39, the results from Table 5 show that 91.6% of the teachers at a mean of 3.3 (SD = 0.70) agreed that "the policy should be made teacher friendly". At such a lower spread, it could be said that the teachers were closer to each other at the mean point of the distribution on their agreement. This is an indication that only 8.4% of the teachers disagreed to the point that the policy should be teacher friendly. Of the 91.6% teachers, 44.0% strongly agreed as compared to 2.5% teachers who strongly disagreed that a teacher friendly policy is an important factor for effective implementation of the policy. The results, therefore, show that Ghanaian teachers perceived a teacher friendly policy would help in the effective implementation of the teacher licensing policy in Ghana.

From Table 5, the results on Item 40 show that 82.5% of the teachers at a mean of 3.5 (SD = 3.36) agreed that "in the policy, a provision should be made

for disadvantage teachers". Though the spread of the teachers was wide indicating that teachers were further away from the mean point of the distribution of agreement, only 17.5% of the teachers disagreed to the statement. It can further be seen in Figure 6 that 34.5% of the 82.5% teachers strongly agreed as compared to 6.6% teachers who strongly disagreed that provisions should be made for the disadvantage teachers. The results, therefore, show that Ghanaian teachers perceived if disadvantage teachers were considered in the policy, it would aid effective implementation of the teacher licensing policy in Ghana.

The results on Item 41 show that 90.9% of the teachers at a mean of 3.3 (SD = 0.74) agreed that "payment related components of the teacher licensing examination should be made affordable to all teachers". This means that at such a low spread, the teachers were closer to the mean point of the distribution on their agreement and that, only 9.1% of the teachers disagreed to the statement. From Figure 6, the results show that of the 90.9% teachers, 46.9% strongly agreed as compared to 3.6% teachers who strongly disagreed that any payments associated with the processes leading to teacher licensing should be affordable. The results, therefore, show that Ghanaian teachers perceived one of the ways towards effective implementation of teacher licensing policy was made the examination fees to be paid affordable.

From Table 5, the results on Item 42show that 82.9% of the teachers at a mean of 3.2 (SD = 0.89) agreed that "the policy is better to be enrolled with new teacher entrants who will write the licensing examination". This is an indication that 17.1% of the teachers disagreed to the statement. At such a small spread

around the mean score of the distribution on teachers' agreement, 43.6% of the 82.9% teachers strongly agreed as compared to 7.3% of the teachers who strongly disagreed that licensure examination should be instituted for new teacher entrants. The results, therefore, show that Ghanaian teachers perceived the licensure examinations should be used to assess the competence of new teacher entrants.

The findings show that teachers perceived that teacher licensing policy could effectively be implemented in Ghana if some measures were put in place. One of such measures for effectiveness is consultation between government and teachers as stakeholders (Darling-Hammond & Prince, 2007). As much as the policy is good in terms of assuring government of quality in the education sector of Ghana's economy, government should realize that the policy is about teachers and their professional trade. Human nature resists change and teachers as human and may do so. Hence, teachers need to be involved in the formulation of the policy to avoid their resistance.

When teachers are directly involved in formulating the policy, they will make the needed input to protect their interest. Consequently, accepting the policy from day one of the implementation is assured. Teacher issues such as payment of licensure examination fee and disadvantaged teachers should be considered to make the policy friendly to most pre-service and in-service teachers. If the licensure examination fee is affordable, teachers would welcome the policy. Most Ghanaian teachers in the rural communities, where they are disadvantaged, were attracted because of certain incentive and a consideration

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being given them in the teacher licensing policy would attract more teachers to those communities. This could be described as Ghanaian context. Teachers from rural or urban communities could resist the change to be caused by the licensing policy and another way to prevent any resistance to the implementation of teacher licensing policy is to tailor it to the Ghanaian context.

Teachers should be given the needed education to appreciate the goodness associated with teacher licensing. When teachers understand clearly the standards set in the policy (Hess, 2002) and their inputs taken, they are likely to welcome the policy. The in-service teachers feel they are already practicing and that they do not need to sit for licensure examination but pre-service teachers (new teacher entrants) should be encouraged to sit for licensure examination as it were in most countries. The new teacher entrants are faced with many challenges (Kelly, 2017) and need to justify their inclusion as professional teachers and hence, the need to write licensure examinations.

Hypothesis 1: There is no statistically significant difference of male and female teachers on teacher licensing perception levels policy in Ghana.

Gender Differences on Perception Level about Teacher Licensing

The perception level teachers on teacher licensing was analysed along the lines of gender (that is sex of teachers). The mean scores of male and female teachers on teacher perception level in teacher licensing were calculated. The calculated mean score of male teachers (M = 29.5, SD = 6.69) seemed to be equal to mean score of female teachers (M = 29.6, SD = 7.43) on their perception level in teacher licensing. To ascertain whether there was no significant

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statistical difference between the mean scores of both male and female teachers

on their perception level in teacher licensing, the independent-samples t-test was

conducted at a significance level of 0.05. The results of the independent-samples

t-test are presented in Table 6.

Table 6: Results of t-test Analysis on the difference in Teacher Perception Level on Teacher Licensing

Gender	N	M	SD	t	df	p
Male	193	29.5	6.69	-0.144	273	0.886
Female	82	29.6	7.43			

Source: Field survey, Amoah (2018)

The results from Table 6 show that male teachers did not have different

perception in teacher licensing from their female counterparts. This is because

the mean score of male teachers (M = 29.5, SD = 6.69 and N = 193) was not

statistically significantly different from the mean score of female teachers (M =

29.6, SD = 7.43 and N = 82 since t (273) = -0.144, p = 0.886 and $p>0.05$ on

teachers' perception level in teacher licensing. The researcher then failed to

reject the null hypothesis that, there was no statistically significant difference in

the perception level of male and female teachers on teacher licensing in Ghana.

The results show that teachers' perception level in teacher licensing is

similar. That is the knowledge of male teachers is similar to that of female

teachers in teacher licensing. Though Venkatesh et al. (2016) established that

moderators such as gender predicted behavioural intention as such knowledge in

teacher licensing but gender could not predict teacher perception level in teacher

licensing in Ghana. Hence, there is no difference between male and female teachers in teacher knowledge level in teacher licensing.

The results of the study confirm the study of Winarti (2016) that there was no gender difference in teachers' perception. It can therefore be concluded that whatever the effect of the teacher licensing might be, it will affect both male and female teachers equally and that equal attention should be given to both male and female teachers when sensitization program or education is being carried out for teachers.

Hypothesis 2: There is no statistically significant difference in male and female teachers' preparedness towards teacher licensing in Ghana.

Gender Differences on Preparedness of teachers about Teacher Licensing

Research hypothesis two sought to find out whether there was a significant difference in male and female teachers' preparedness towards the implementation of the teacher licensing policy implementation. To test for the hypothesis, the independent t –test was used to analyse the data. This is because there was one dependent variable, teachers' preparedness, being compared between two independent variables males and female. The results of the independent t-test are presented in Table 7.

Table 7: Results on Independent t-test Analysis on Teachers' Preparedness

Gender	N	M	SD	t	df	p
Male	193	16.07	3.630	0.721	273	0.472
Female	82	15.72	3.736			

Source: Field survey, Amoah (2018)

Table 7 shows that, for male, M = 16.07, SD = 3.630 for female, M = 15.72, SD= 3.736 and N = 82 on teachers' preparedness towards the teacher licensing policy. The mean scores show that the male teachers had a higher mean score their counterpart.

However, results of the Independent t test were, t (273) = 0.721, *p* = 0.472 (two tailed). It shows that there was no statistically significant difference in teachers' preparedness of male and female teachers towards the teacher licensing implementation.

Preparation of the students is one of the guidelines of administration of assessment instrument. Examinees should be made aware of the time and date for taking a test. The results of the study showed that there was no statistical difference in teachers' preparedness towards the licensure examination in Ghana due to gender. That is both male and female teachers were given equal information on the administration of the test. Just as the results of the Lowery, Roberts, and Roberts (2010) revealed that no significant difference in teacher preparedness for an educational program among K-12 teacher so was the preparedness of Ghanaian teachers towards the teacher licensing policy due to gender. This means that whatever training or education given to the teachers prior to the implementation of the policy affected both male and female teachers equally and that an equal reaction towards licensure policy could be expected.

Hypothesis 3: There is no statistically significant difference in teachers' perception about teacher licensing in Ghana based on qualification

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Teacher Qualification and Perception Level about Teacher Licensing

In Ghana, professional teachers in GES can be categorized in terms of qualification. The teachers were categorized as Certificate 'A', Diploma, Bachelor   Degree and Post-graduate degree holders, according to professional Qualifications, in GES teaching various subjects in the senior high schools.

Research hypothesis three sought to find out whether there is a significant difference in teachers' perceptions of the teacher licensing policy due to qualification. To test the hypothesis, the One-way ANOVA was used to analyse the data. This is because there was one dependent variable, teachers' perception, being compared among four sublevels of the independent variables, qualification. The result is presented in Table 8.

Table 8: Teachers' Perception of Teacher Licensing based on Qualification

Qualification	N	Mean	S D
Cert A	3	35.00	4.583
Dip	9	29.89	6.735
Bachelor	215	29.31	7.009
Post-graduate	48	29.98	6.561
Total	275	29.51	6.901

Source: Field survey, Amoah (2018)

The results in Table 8 show that for Certificate 'A' holders, M = 35.0, SD = 4.583 and N = 3, Diploma holders, M = 29.89, SD = 6.735 and = 9, Bachelor degree holders, M = 29.31, SD = 7.009 and N = 215, and for Post-graduate holders, M = 29.98, SD = 6.561 and N = 48. This means that teachers who were

Cert A holders had a better perception about the licensing of teachers and Bachelor holders had the least perception about the policy.

The study further examined whether there was a difference in the means of perception level on teacher licensing in relation to teacher qualification. One-way between-groups ANOVA was conducted and the results are presented in Table 9.

Table 9: Results of One-way ANOVA of Teachers' Perceptions based on Qualification

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	111.134	3	37.045	0.776	0.508
Within Groups	12939.608	271	47.748		
Total	13050.742	274			

Source: Field survey, Amoah (2018)

From Table 9, the results shows no statistically significant difference in teachers' perception of the teacher licensing examination due to qualification, F $(3, 271) = 0.776$, $p = 0.508$. This is because $p > 0.05$

The researcher, then, failed to reject the null hypothesis that, there is no statistically significant difference in teachers' perception of the teacher licensing examination based on qualification.

The results show that teachers with bachelor degree (compared to certificate 'A', diploma, and post-graduate degree holders) as their professional

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qualification for teaching various subjects at the Senior High School level. That notwithstanding, the teachers did not differ in their knowledge level on teacher licensing. This could be that Ghanaians share no views that the introduction of teacher licensing policy in Ghana is government attempt to make the teaching profession legal and clear the doubts the public has about competence of teachers teaching high schools. The result of Winarti (2016) showed similar results that there were no statistically significant differences in TCP-total teachers' perceptions as well as in each subscale among teachers based on the degree of educational background. This means that it does not matter the level of education of the teachers, they share a common perception about the teacher licensing policy. The reason might be that irrespective of the level of education teachers have almost the same conditions of service and for that matter have developed the same perception about the teaching profession and anything about it.

Hypothesis 4: There is no statistically significant Difference in teachers' preparedness towards the teacher licensing based on qualification

Teacher Qualification and Preparedness about Teacher Licensing

Research hypothesis four sought to find out whether there is a statistically significant difference in teachers' preparedness towards the teacher licensing examination due to qualification. To test the hypothesis, the One-way ANOVA was used to analyse the data. This is because there was one dependent variable, teachers' preparedness, being compared among four sublevels of the independent variables, qualification. The results of descriptive are presented in Table 10.

Table 10: Teachers' Preparedness based on Qualification

Qualification	N	Mean	SD
Cert A	3	17.00	1.000
Diploma	9	15.00	2.646
Bachelor	215	16.00	3.770
Post-graduate	48	15.92	3.438
Total	275	15.96	3.659

Source: Field survey, Amoah (2018)

The results in Table 10 show that for Certificate 'A' holders, M = 17.0, SD = 1.000 and N = 3, Diploma holders, M = 15.00, SD = 2.646 and = 9, Bachelor degree holders, M = 16.00, SD = 3.770 and N = 215, and for Postgraduate holders, M = 15.92, SD = 3.569 and N = 48. This means that teachers who are Cert A holders were better prepared towards the licensing policy than Diploma holders were the least prepared towards the implementation of the policy.

The study, further, examined whether there was a difference in means of preparedness towards teacher licensing due to teacher qualification. One-way between-groups ANOVA was conducted and the results are presented in Table 11.

Table 11: Results of One-way ANOVA Teachers' Perceptions based on Communication

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	11.970	3	3.990	0.296	0.828
Within Groups	3655.667	271	13.490		
Total	3667.636	274			

Source: Field survey, Amoah (2018)

From Table 11, the result shows no significant difference in teachers' preparedness towards the teacher licensing due to qualification, $F(3, 271) = 0.296$, $p = 0.828$. This is significant difference because $p>0.05$. The researcher, then, failed to reject the null hypothesis that, there was no statistical in teachers' preparedness towards the teacher licensing due to qualification in Ghana.

As a policy implementation principle, every policy should serve the need of the people for whom the policy is meant and so should the teacher licensing policy. Therefore, the people for whom the policy is meant should be prepared adequately so as to accept and embrace the policy. There should not be any bias in the preparation to allow accurate comparison of issues on the policy among the peoples. The results of the study revealed that there was no significant difference in teachers' preparedness towards the teacher licensing based on qualification. It can, therefore, be said that there was no bias of preparing as perceived by teachers towards the licensure examination policy as far teacher qualification. This means that all teachers irrespective of their qualification believed that all teachers for whom the licensing policy is meant were equally

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prepared or not and for that matter all teachers would exhibit a similar attitude or reactions towards the policy.

Hypothesis 5: There is no statistically significant difference in teachers' perception of the teacher licensing examination based on experience

Teacher Experience and Perception Level about Teacher Licensing

Research hypothesis five sought to find out there is a significant difference in teachers' perception of the teacher licensing policy due to their experience. To test the hypothesis, the One-way ANOVA was based on analyse the data. This is because there was one dependent variable, teachers' perception, being compared among seven sublevels of the independent variables, experience. The results of descriptive statistics are presented in Table 12.

Table 12: Teachers' Perception based on Experience

Experience	N	Mean	SD
1-5	54	28.83	6.723
6-10	86	29.79	6.541
11-15	66	30.08	7.273
16-20	38	28.74	7.195
21-25	26	29.96	7.068
26-30	4	28.25	10.275
33	1	26.00	.
Total	275	29.51	6.901

Source: Field survey, Amoah (2018)

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The results in Table 12 show that for teachers between the ages of 1-5, M = 28.83, SD = 6.723 and N = 54, 6-10yrs, M = 29.79, SD = 6.541 and N = 86, 1115yrs, M = 30.08, SD = 7.273 and N = 66, 16-20yrs, M = 28.74, SD = 7.195 and N = 38, 21-25yrs, M = 29.96, SD = 7.068 and N = 26, for 26-30yrs, M = 28.25, SD = 10.275 and N = 4, and for teachers who are 31yrs and above, M = 26.0 and N = 1. This means that so for as teachers' perceptions of the teacher licensing policy based on teachers' experience is concern, perception of teachers between 11-15yrs of experience are the best perceptions among their counterparts followed by those with 21-25yrs of experience and those with 31 and above years of experience having the least perception.

To examine whether the differences found in the means of teachers' perceptions of the teacher licensing policy due to their experience is significant, One-way between-groups ANOVA was conducted and the results are presented in Table 13.

Table 13: Results of One-way ANOVA Teachers' Perceptions based on Experience

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	99.308	6	16.551	0.342	0.914
Within Groups	12951.434	268	48.326		
Total	13050.742	274			

Source: Field survey, Amoah (2018)

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Table 13 shows that the comparison of means of teachers' perceptions on account of their number of years in teaching experience with regard to the teacher licensing examination. The results show no significant difference in teachers' perception of the teacher licensing policy on account of their experience, F (6, 268) = 0.342, p = 0.914, $p>0.05$. The researcher then, failed to reject the null hypothesis that there was no statistically significant difference in teachers' perception of the teacher licensing policy implementation based on their experience in Ghana.

The introduction of teacher licensing policy in Ghana met several perceptions by teachers on the field and teacher trainees. However, the results of the study revealed that there was no significant difference in their perceptions of teachers towards the licensure policy for teachers based on their experience. That is irrespective of the number of years served as a teacher they (teachers) had similar perceptions about the teacher licensing policy in Ghana. All the teachers believed that the introduction of the licensure policy could make the teaching profession comparable to other professions in terms of dignity. It is also to ensure that competent teachers are recruited into the services. These perceptions were held by all teachers irrespective of their differences in experience.

A study by Winarti (2016) to look at the same perceptions issue of licensure examination in Indonesia also revealed that there was no significant difference in total teacher perceptions. The result of the study indicated that in general, years of experience had no strong effect on teachers'' perception of TCP.

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Teachers from the different level of working experience have the same perception on the TCP.

Hypothesis 6: There is no statistically significant difference in teachers' perceived preparedness towards the teacher licensing based on experience.

Teacher Experience and Preparedness about Teacher Licensing

Research hypothesis 4 sought to find out whether there is a significant difference in teachers' preparedness towards the teacher licensing based on experience. To test the hypothesis, the One-way ANOVA was used to analyse the data. This is because there was one dependent variable, teachers' preparedness, being compared among seven sublevels of the independent variables, experience. The results of descriptive statistics are presented in Table 14.

Table 14: Teachers' Preparedness based on Experience

Experience	N	Mean	SD
1-5	54	16.46	4.041
6-10	86	16.15	3.734
11-15	66	15.09	3.516
16-20	38	16.37	3.627
21-25	26	15.77	2.875
26-30	4	18.00	2.160
33	1	12.00	.
Total	275	15.96	3.659

Source: Field survey, Amoah (2018)

The results in Table 12 shows that for teachers between the ages of 1-5, M = 16.46, SD = 4.041 and N = 54, 6-10yrs, M = 16.15, SD = 3.734 and N = 86, 1115yrs, M = 15.09, SD = 3.516 and N = 66, 16-20yrs, M = 16.37, SD = 3.627 and N = 38, 21-25yrs, M = 15.77, SD = 2.875 and N = 26, for 26-30yrs, M = 18.00, SD = 2.160 and N = 4, and for teachers who are 31yrs and above, M = 12.00 and N = 1. This means that as far teachers' preparedness towards the teacher licensing policy in Ghana due to teachers' experience, teachers between 26-30yrs of experience have better perception while those with 31 years and above. To examine whether the differences found in the means of teachers' perceived preparedness towards the teacher licensing in Ghana due to their experience was significant, One-way between-groups ANOVA was conducted and the results are presented in Table 15.

Table 15: Results of One-way ANOVA Teachers' Perceptions based on Experience

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	106.264	6	17.711	1.333	0.243
Within Groups	3561.373	268	13.289		
Total	3667.636	274			

Source: Field survey, Amoah (2018)

Table 15 shows the comparison of means of teachers' perceived preparedness based on their experience with regard to teacher licensing in Ghana.

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The results show no significant difference in teachers' preparedness of the teacher licensing policy implementation based on experience, $F_{(6, 268)} = 1.333$, $p = 0.243$, $p>0.05$. The researcher then failed to reject the null hypothesis that, there was no statistically significant difference in teachers' preparedness towards the teacher licensing policy.

Policy implementation, which is seen as the process of introducing or integrating new policy into a system or for a group of people, requires preparation of the people to be paramount in the policy implementation. Information on the content areas, benefits and challenges, purpose of the policy, the date and time as well as ensuring mental alertness and emotional balance of the people should be given much attention. This means that the formulators of the policy should prepare the people mentally and physically before the implementation of the policy. The result of the study revealed that there was no significant difference in teachers' preparedness due to experience.

A similar study by Lowery, Roberts and Roberts (2010) on teachers' perceptions of a teacher education program revealed that despite the number of years of experience teaching, teachers had similar perception on the preparedness towards the introduction of the teacher education program. Teachers, especially in Ghana irrespective of experience have similar orientation and that might influence the result of the study showing that all teachers with varying experience show a similar on teachers' preparedness towards the licensing in Ghana.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

The chapter presents the summary of the major findings, recommendations and suggestions for further studies. Recommendations are made to help to mitigate the problem under study. Finally, suggestions are made for future researchers who may be interested in this or related topic.

Summary

The study explored the perceptions and preparedness of teachers towards the introduction of the teacher licensing policy in Ghana. To be able to achieve this, the study adopted a descriptive survey design, which allowed for an accurate description of the licensing policy and teachers. In-service teachers in Ashanti Region were involved in the study. A multi-stage sampling procedure was used to select 278 teachers to participate in the study. The teachers responded to a Teacher Perception and Preparedness on Licensing Questionnaire (TPPLQ). The TPPLQ had five sections with Section A on demographic data; Section B, knowledge level of teachers focused on teacher licensing policy; Section C, stressed on perceived effects of teacher licensing; Section D, was about suggestion measures towards smooth teacher policy implementation; and Section E, teachers' preparedness towards teacher licensing policy implementation. The TPPLQ consisted of 42 items validated with a calculated Cronbach's Alpha Coefficient of reliability as: the data from TPPLQ was

analysed using means, standard deviations, percentages, independent-samples t-test, and one-way ANOVA.

Key Findings

The researcher came out with the following findings after analyzing the data collected

1. a. Teachers perceived that the introduction of teacher licensing would not improve any teacher-student performance nor will it help teachers to rethink of their practices in constructing new classroom roles. They held that the policy will not influence teachers to teach in ways different from the ways they were once taught or encourage teachers to teach in ways they never experienced.

    b. Teachers perceived that the introduction of teacher licensing would help assess the basic qualities and skills of teachers and project competence of teachers to the public. It would help teachers acquire legal permission to practise as professionals and to demonstrate that they have acquired the content knowledge and can apply such knowledge in their teaching. Teacher licensing would help government to hire the right professional teachers for the teaching job and assure the general public that teacher professionalism would lead to high students' performance.

2. a. The majority of the teachers argued that the introduction of teacher licensing would enhance the reputation of teachers in their areas of expertise; motivate teachers to practise their profession; have a positive effect on teacher self-efficacy; improve teacher and student outcomes;

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result in extra monetary burden on teachers; and lead to monetary extortion from licensing body. This is because more than half of the teachers agreed to them.

b. Few of the teachers perceived that the introduction of teacher licensing would affect positively teacher units of assessment; improve communication within the teaching fraternity; and result in teacher job satisfaction. This is because less than half of the teachers agreed to them.

b. The majority of the teachers perceived that the introduction of teacher licensing would bring about low teacher supply to schools and colleges; and would not attract to a lot of teachers to the teaching profession.

3. Teachers were not prepared towards the implementation of teacher licensing policy. This is because most of the Ghanaian teachers:

a. Did not have a good knowledge about the policy due to lack of seminars and workshop organized for them to have answers to their questions about the policy.

b. The GES, GNAT, NAGRAT and CCT need to educate them on the policy

c. The study revealed the experience in terms of years taught by teachers did not make them ready for the implementation of the policy

4. Teachers perceived that the implementation of teacher licensing policy could be effective when some measures were put in place. This was because the teachers perceived that for an effective implementation the,

a. licensing authorities should come out with clear and comprehensive standards;

b. government should have broad consultations with teachers as stakeholders;

c. licensing authorities should make all variables in the policy clear to teachers;

d. government should consider factoring the Ghanaian context into formulating the policy;

e. government should make the policy teacher friendly;

f. disadvantaged teachers should be given a serious consideration in formulating the policy,

g. government should make the licensure examinations affordable teachers and

h. licensure examinations should be used to assess the competence of new teacher entrants.

5. Male and female teachers had similar perceptions and preparation towards the teacher licensing. This was because male teachers did not differ significantly compared to their female counterparts on teachers' perceptions and preparedness towards the teacher licensing in Ghana.

6. Teachers who hold a bachelor degree have similar perceptions and perceived preparedness towards the teacher licensing policy compared to certificate

'A', diploma, and post-graduate degree holders. This is because one-way between-groups ANOVA test shows that the teachers did not differ statistically in their perceptions and perceived preparedness towards teacher licensing in Ghana in relation to teacher qualification.

7. All teachers irrespective of years of experience had similar perceptions and perceived preparedness towards the teacher licensing in Ghana. The result of the One-way ANOVA revealed that there was no significant difference in teachers' perceptions and preparedness due to experience.

Conclusions

From the findings of the study, the following conclusions were drawn:

Teachers mainly perceived that teacher licensing was about granting teachers the legal permission to practise their profession as it is done elsewhere. This is to assure the public that the teachers have what it takes to teach. However, the licensure examination has encouraged teachers to rethink and adopt new classroom roles which will result in high students' performance.

Teachers perceived the introduction of teacher licensing could have negative effects (such as low supply of teachers to schools and colleges and reduced number of people attracted to the teaching profession) and positive effects (such as on teacher job satisfaction, motivation to teach and improve communication among the teaching fraternity) on teachers and their practices.

Teachers are not prepared for the implementation of teacher licensing policy in Ghana. This is because teachers have no knowledge of the content of the policy as well as the benefits. The shortfall is as a result of the lack of any

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education by the GES and the teacher unions through professional development programmes. The teachers should be ready for the implementation of the policy on teacher licensing as it is a means of identifying experience and novice teachers to fashion out the needed training for any shortfalls in the teaching profession. The study has added to the literature that Ghanaian teachers though belong to different teacher unions are not divided on their lack of preparedness toward the implementation of teacher licensing policy. Therefore, professional development programmes are important ingredients to prepare teachers for implementation of reforms in the education sector.

Ghanaian teachers perceived that there are some measures which when put in place will ensure effective implementation of teacher licensing policy. One of the perceived measures is government consulting with teachers as stakeholders. Ghanaian teachers serve in both rural and urban communities under the same condition of service and any consideration given to teachers in the disadvantage communities will be an incentive to teachers. The current study has, therefore, added to the literature that in an attempt to introduce any new reforms into education, the local context is an important factor to consider. Hence, the government, through the teacher licensing authority, should consider the local context in formulating the teacher licensing policy.

Teachers do not differ statistically in their knowledge level in teacher policy in Ghana. This is seen in terms of gender and professional qualification. Though in terms of proportion the male teachers are higher compared to female teachers involved in the study but they do not differ statistically in their

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knowledge level in teacher licensing policy in Ghana. The current study has added to the literature on areas where gender as a moderator fails to predict knowledge or behaviour. In addition, teachers involved in the study qualified as professional teachers along the lines of certificate 'A', diploma, bachelor and post-graduate degrees. The teachers do not differ statistically in their knowledge concerning teacher licensing based on professional qualification. The government, through the teacher licensing authority, should organise professional development programmes to educate teachers to appreciate why it is time for the introduction of the teacher licensing policy in Ghana.

Recommendations

From the findings of the study, the following recommendations are made:

1. Because teachers perceive that the introduction of teacher licensing would not influence the ways they teach, it is recommended that GES through its supervisory unit should institute measures beyond the teacher licensing policy to monitor and influence the delivery approaches used by teachers.

2. Given that teachers perceive that the introduction of teacher licensing policy in Ghana would help in the assessment of basic qualities and skills, it is recommended that teacher education institutions should train pre-service teachers in ways that would lead to the acquisition of basic qualities and skills of teaching.

3. Since teachers perceive that the introduction of teacher licensing in Ghana would result in monetary extortion from the licensing body, it is

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recommended that the Ministry of Education should have oversight responsibilities over the activities of the licensing authority to prevent money extortion.

4. As teachers perceive that the introduction of teacher licensing policy in Ghana would result in low teacher supply to schools and colleges, it is recommended that the Ministry of Education through the licensing authority should educate teachers using professional development programmes to appreciate that the policy is about professionalism and nothing else.

5. Since teachers have questions about the teacher licensing policy not answered, it is recommended that the outreach unit of GES should use the mass media and profession development to help teachers have answers to their questions about the policy.

6. It is recommended that GES and teacher unions should use professional development programmes to educate and prepare teachers for the implementation of the policy.

7. Since teachers perceive that the teacher licensing policy would be well implemented if teachers were consulted as stakeholders, it is recommended that the Ministry of Education, GES, and the licensing authority should involve the various groups of teachers' unions in formulating the policy to prevent teacher resistance.

Suggestions for Further Research

The study explored in-service teachers' perception and preparedness towards the introduction of teacher licensing in Ghana. The study, however, did not consider pre-service teachers' perception and preparedness towards the introduction of teacher licensing in Ghana. It is, therefore, recommended that future research is conducted to look into pre-service teachers' perception and preparedness towards the introduction of teacher licensing in Ghana.

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APPENDICES

APPENDIX A

TEACHER PERCEPTION AND PREPAREDNESS ON LICENSING

QUESTIONNAIRE

Dear Respondent,

I am embarking on a study that seeks to find out **"**the **perceptions and preparedness of teachers towards the introduction of professional teacher licensing***"**.* I would be grateful if you could respond to the items on this questionnaire. There is no right or wrong response. I am interested in your personal experience and opinion. Select the option, which best describes your experiences by ticking **[√].**

SECTION A

Demographic Data

    1. **Gender/Sex**

       Male **[   ]**   Female **[   ]**

    2. **Age Range in Years**

       21-30 [   ]   31-40 [   ]   41-50 [   ]   51-60 [   ]

    3. **Educational Qualification**
       Certificate A [   ]   Diploma [   ]   Bachelors [ ]

         Masters/PhD [   ]

    4. **Years of Service:**

       1-5 [   ]   6-10 [   ]   11-15 [   ]

       16-20 [   ]   21-25 [   ]   26-30 [   ]

INSTRUCTION

For each statement, tick **[√]** in the most appropriate box to the right of it to indicate your level of agreement.

The responses are on a scale **1-4**; where **1** = Strongly Disagree **[SD], 2** = Disagree

[D], 3 = Agree **[A],** and **4** = Strongly Agree **[SA]**

SECTION B

Perception of Teachers about Teacher Licensing

Item	Statements	SD	D	A	SA
5	Teacher licensing is about assessing the basic qualities and skills of teachers				
6	Teacher licensing is about improvement in teacher-student performance				
7	Teacher licensing is about helping teachers to rethink their own practice to construct new classroom roles				
8	...ng is about helping teachers to teach in ways once ...aught				
9	Teacher licensing is about helping teachers to teach in ways they probably never experienced as students				
10	Teacher licensing is about helping project teachers as competent				

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11	Teacher licensing is about a legal permission				
	to teach				
12	Teacher licensing is about determining whether prospective teachers have adequate knowledge in concepts				
13	Teacher licensing is about determining whether prospective teachers can demonstrate their ability to apply concepts				
14	Teacher licensing is about hiring right professionals for the teaching job				
15	Teacher licensing is about helping teachers to demonstrate that, all standards required for the profession are met				
16	Teacher licensing is about professionalism that is characterized by high results				

SECTION C
Perceived Effects of Teachers Licensing

Item	Statements	SD	D	A	SA
17	Teacher licensing will help enhance teachers reputation in their area of expertise				
18	Teacher licensing will help to improve teachers' unit assessment system				
19	Teacher licensing will help better communications in the teaching fraternity				
20	Teacher licensing will help teachers to feel motivated				
21	Teacher licensing will bring about teacher selfefficacy				
22	Teacher licensing will help bring about job satisfaction among teachers				
23	Teacher licensing will help improve teachers and student outcomes				
24	Teacher licensing will bring about low teacher supply				
25	Teacher licensing will put extra monetary burden on teachers				
26	Teacher licensing will encourage more people to enter into the teaching profession				
27	Teacher licensing will lead to monetary extortion from licensing body				

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SECTION D

Teachers' Preparedness towards Teacher Licensing Policy Implementation

Item	Statements	SD	D	A	SA
28	I have good knowledge of the teacher licensing policy				
29	I have had answers to all questions in my mind about the teacher licensing policy				
30	GES has given teachers education about the teacher licensing policy				
31	In our school, we should have met to discuss the roles expected of in-service teachers in the implementation of the teacher licensing policy				
32	The GES should have provided us with inservice training and the needed documents for our readiness				
33	We members of GNAT, NAGRAT, or CTA have had a seminar to make teachers ready for the implementation of the teacher licensing policy				
34	With my level of teaching experience I am ready for the implementation of the teacher licensing policy				

SECTION E

Suggestive Measures towards Smooth Teacher Licensing Policy

Implementation

Item	Statements	SD	D	A	SA
35	It will be appropriate if clear and comprehensive standards are set before the introduction				
36	It will be appropriate if broad consultation is done with teachers as stakeholders				
37	It will be good if variables of interest in the licensing are made clear for teachers				
38	It will be appropriate if the policy is made reflective to the Ghanaian context				
39	The policy should be made teacher friendly				
40	In the policy, a provision should be made for disadvantaged teachers				
41	Payment related components of teacher licensing examination should be made affordable to all teachers				
42	The policy is better to be enrolled with new teacher entrants who will write the licensing examination				

APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone. 233-3321-32440/4 & 324803
Direct: 023 20 91697
Fax: 02321-30184
Telex: 2552, UCC, GH.
Telegram & Cables: University, Cape Coast
Email adufluard@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION: MR. SAMUEL OBED AMOAH

We introduce to you Mr. Amoah, a second year student from the University of Cape Coast, Department of Education and Psychology. He is pursuing Master of Philosophy degree in Educational Psychology and is currently at the thesis stage.

Mr. Amoah is researching on the topic:

"Perceptions and Preparedness of Ashanti Regional Teachers Towards the Introduction of Professional Teacher Licensing in Ghana".

He has opted to collect data at your institution/establishment for the Thesis work. We would be most grateful if you could provide him the opportunity for the study. Any information provided would be treated as strictly confidential.

Thank you.

Yours faithfully,

Dr. Irene Vanderpuye
HEAD

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APPENDIX C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref. CES-ERB/ucc edu/V2/18-36   Date: Jan 21, 2018

Your Ref. ....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, _Samuel Obed Amoah_, Reg. No. ED/PPB/16/0004 is an M.Phil. / Ph.D. student in the Department of _Education and Psychology_ .... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Perceptions and preparedness of Ashanti Region teachers toward the introduction of professional teacher licensing in Ghana

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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