Developing Teachers with Global Capabilities: A Paradigm Shift in Teacher Education in Ghana

Annan Jiang

Hebei University of Architecture, Zhangjiazhou 075000, Hebei, China

Abstract: *As is well known, quality and positive school outcomes depend on the abilities, sensitivities, and motivations of teachers, which collectively refer to teacher quality. The role of teachers in shaping society requires the government to prioritize the training of teachers. Regarding the relevance of archival materials, this study mainly relies on observation and secondary data sources to conduct content analysis on teacher training in Ghana. This study identified various factors that contribute to improving the quality of teachers, ultimately improving the quality of education. This includes quality assurance for teacher education, initial training for teachers, deployment processes, professional growth, compensation, and regulatory agencies that ensure standards and compliance. The article also found that low investment in teacher education, allowing non professional graduates to teach, and poor living and working conditions have hindered teachers from working in rural and impoverished areas; The lack of regular and continuous training for professional development and the lack of motivation among teachers are some of the reasons for the low quality of basic school education. The study proposes that teachers must strictly accept training from educational institutions, recruit teachers through competency orientation tests, strengthen curriculum reform, improve teachers' critical thinking ability, regularly carry out teacher development training, and stimulate the enthusiasm of those teachers who are sent to rural areas.*

Keywords: Teacher education; Paradigm shift; Ghana.

1. INTRODUCTION

Education is a collective social effort that ensures that every citizen can become a productive and important member of society, and achieve a quality of life with disciplined abilities. The value of educational products largely depends on the quality of their delivery [1]. Education plays a crucial role in determining how a person spends their adult life, and similarly, the long-term benefits of investing in education will not bring any benefits to society or the entire country. A country's high illiteracy rate only incurs socio-economic costs and threatens social and national security. Education, as the primary factor for national development, is ubiquitous in literature [2-6].

According to Graham [7] and Antwi [8], the educational history predates Ghana's independence. At that time, colonial rulers needed people as interpreters and document subordinates to help promote the trade activities of the companies they established at that time. The maintenance of these trade activities requires training of people by colonial owners. Similarly, as hypothesized by Antevi [8], missionaries entered the country through coastal areas and training activities were strengthened. The reason is that missionaries need educated people to work serve as evangelists and caregivers to help spread their message (gospel) to other people[7]. These led to the establishment of formal education, which later spread to the coast of Ghana (formerly known as the Golden Sea All communities on the shore. The Ghanaian government maintains educational achievements and promotes them to other regions of the country. The Ghanaian government continues to strive to improve the quality of education for its people through universal improvements in education. Ghana's education system consists of three levels (10): basic education or first cycle education, including two years of kindergarten, six years of primary school, and three years of high school; The second cycle of education also includes three years of SHS; Vocational and technical education and training; Or commercial, agricultural, or apprenticeship work; Higher education, including the College of Education (COE) (3 years), the College of Technology (3/4 years), universities (4 years), and other degree and diploma awarding institutions. The Education Act (11) also established three new national institutions - the National Supervisory Commission (NIC), the National Teaching Authority (NTA), and the National Curriculum and Evaluation Commission (NaCCA). The main task of these institutions is to oversee the responsibilities of the higher education sub sector [12].

Ghana's efforts to achieve the Education for All (EFA) policy have revealed a series of policy reforms and social

interventions aimed at expanding educational opportunities for more school-age populations. These interventions include free compulsory universal basic education (FCUBE), school meal plans, and per capita subsidies [13]. In addition to these reforms, the education expenditure of the Ghanaian government is also encouraging and commendable, higher than that of UNESCO and the Global Partnership for Education (GPE). Suggest accounting for 6% of GDP and 20% of government expenditure, respectively. From 2011 to 2015, Ghana's expenditure on education accounted for 6% to 8% of GDP, while the proportion of expenditure to government expenditure ranged from 21% to 28% [14,15]. According to the Education Department Performance Report of the Ministry of Education, Ghana's education expenditure accounts for a much higher proportion of its budget and GDP than its compatriots in the Economic Community of West African States region [12].

Despite the government's efforts to improve educational opportunities and quality for the public by increasing education expenditures and increasing student enrollment rates, the quality of education remains a daunting challenge. Some critics believe that the deterioration of education quality and the gradual decline in student progress may be the result of the government seeking to expand education on a large scale to address enrollment issues. Receiving education without quality is a waste of time and opportunities. Avoiding quality challenges requires reforms in teacher education. According to Altinok

The statement of others. [16] In terms of the quality of higher education, including teacher education, The Legatum Institute's 2019 National Performance Annual Report listed Ghana as 167 countries 91st in the family. This means that despite the government's efforts to improve education delivery in Ghana, there is still more work to be done. A deeper understanding of teacher quality and related improvement strategies is particularly important, as the same teachers are professionals whose responsibility is to activate learning through the use of student-centered teaching methods to achieve the goals of Ghana's policy reform. Teaching methods and methods are skills acquired from initial training, which form the basic goals and concepts of teaching practice. Akyeampong [17] stated that students from training institutions rarely actively participate and only occasionally ask questions to clarify them. The reason for adopting this lecture teaching method is that, given the limited available time, it ensures good coverage of the teaching syllabus [18],19].

The methods used by teachers in teaching are more explanatory than exploratory, and do not give students the opportunity to explore and construct their own knowledge and understanding based on familiar content. Therefore, learners rarely have the opportunity to participate in practical and problem-solving activities. Another issue that hinders teacher quality training is workload, which can hinder teachers from gaining extensive learning experience. Akyeapong [17] reiterated that the teaching burden is too heavy to achieve its goals. Based on the above discussion, this study aims to determine the status of teacher education and training in Ghana and

Its related challenges and opportunities, as well as exploring other feasible options to improve teacher education and provide high standards of education in Ghana's basic schools, environment, content, process, and results. The understanding of UNICEF only pertains to the adequacy of schools, teaching materials (TLMs), the number of children completing their studies, and most importantly, the quality of teachers. If there is a lack of quality in the provision of education that makes children useful agents in society, providing opportunities for children to receive education is meaningless. Therefore, there are elements of effective teacher-student activities and the support of stakeholders to ensure that learners acquire the required skills must be a concern for everyone.

2. METHODS

The focus of this study is to determine the status of teacher education and training in Ghana, its related challenges, and opportunities, and to explore other feasible options to improve teacher education to provide high standards of education. Ghana Basic School. Punch [32] believes that qualitative research is a study of the interpretation of various concepts, concerns and processes. This design is most suitable for observing people, phenomena, and situations in natural environments. Yildirim and Simsek [33] also assumed that hypothetical research is a research type that uses observation, interviews, document analysis and surveys to convey meaning to researchers. For this study, Creswell [34] suggests using triangulation methods from two main sources, including observation and document analysis. The secondary sources of data used are written documents, articles, and published reports related to teacher education, with facts coming from the internet, official websites, and the Office of the Ministry of Education of Ghana, the Education Bureau of Ghana, the National Teaching Council, and the Ministry of

Finance.

With the help of content analysis, this study focuses on the status of teacher education in Ghana and some key factors in high-quality teacher training. This study further identified the challenges of teacher training from the collected data. To ensure confirmability, a detailed description of the data, methods, and results was provided, and the original data and code were saved by the researchers during the research process.

3. DISCUSSION

Attempting to find the answer to the research goal of determining the status, related challenges, and opportunities of teacher education and training in Ghana, and exploring other feasible options to improve teacher education to achieve high standards of education. When teaching in basic schools in Ghana, literature review reveals the following factors: (1) teacher training; (2) Professional development opportunities; (3) Teacher deployment; (4) Teacher motivation.

3.1 Teacher training

According to Coultas and Lewin [56], students' low academic achievement and low educational quality have shifted the focus to the quality of teacher education. The need for well-trained and dedicated teachers who possess sufficient subject knowledge and are aware of the latest and latest trends in the teaching industry cannot be ignored. For many years, some challenges have plagued the country's teacher training. Some challenges have been identified as follows: applicants with poor admission to CoE passes, lack of coordination among distance learning providers, inability of CoE to cultivate sufficient teachers for basic education, insufficient alternative ways to train teachers, and insufficient investment in the education sector.

3.2 Professional Development Opportunities

Ensure that teachers remain relevant and up-to-date throughout their professional careers with the most reliability. One way is through career development opportunities. However, the study clearly points out that teacher development lacks the necessary consistency and a thoughtful plan to achieve the expected goals after initial training by the education institute [61, 62]. Acheampong and Furlong [30] indicate that even if there are any growth plans, it is still in the form of training versus training models, with principal and tour Supervisors receive some form of training and expect to provide the same training to their subordinates. Such training seminars typically focus on new reforms or curriculum areas that they may not have studied in detail in their initial teacher training plans.

Table 1: Description of the valid samples (N = 2731)

1.Gender	Quantity	Percentage	3.Educational degree	Quantity	Percentage
Male	1420	52.00%	High education or less	189	6.92%
Female	1311	48.00%	Junior college	1246	45.62%
			Bachelor	1203	44.05%
			Master or above	93	3.41%
2.Age	Quantity	Percentage	4.Income	Quantity	Percentage
Below 22	5	0.18%	Less than 2000 yuan	130	4.76%
22-25	170	6.23%	2000-3000	1002	36.69%
26-30	600	21.97%	3001-4000	926	33.90%
31-40	1046	38.30%	4001-5000	447	16.37%
41-50	750	27.46%	More than 5000 yuan	226	8.28%

Above 50	160	5.86%

3.3 Teacher deployment

Regarding the issue of teacher deployment, Cobbold [65] believes that the difficulty of attracting and retaining sufficient qualified teachers to staff schools remains a challenge faced by previous governments in Ghana. Cobbold continued to state that the challenge of teacher shortage is due to the high rate of teacher turnover and the limited number of teacher training institutions in Ghana. In some cases, poor living and working conditions, as well as the increased workload required by several educational reforms, hinder teachers from accepting positions in rural areas. Hedges [67] assumes that teachers sent to rural areas will make every effort to shift to urban centers, even if it is a private school. The EMIS 2012 report shows that the surplus of teachers in primary schools (1549) and JHS (21630) can offset the overall shortage of teachers in the basic education subsector. However, there are still deployment issues at the grassroots school level. The analyzed data indicates that some schools have an excessive number of teachers, while others are severely understaffed. The reason for this difference is the intervention of senior officials (including politicians and technocrats).

3.4 Teacher motivation

The discussion about motivation stems from discussions on the shortage of teachers and efforts to address this shortage. Motivation is a way to maintain people's enthusiasm and enthusiasm in order to achieve greater impact. Teachers are one of the main forces driving quality education. As a change agent, the role of teachers is not limited to schools, but throughout the entire community. It is precisely based on this fact that if rural residents are to have universal and equal access to education opportunities, any educational reform must be centered around the enthusiasm of teachers. According to Nilsson [68], the World Education Forum held in Dakar in 2000 established that teacher incentive programs begin with respect for teachers and involve them as community members by increasing study leave and sponsorship to obtain attractive salaries, training and development opportunities, decent accommodation, and social facilities and community support. Jia Xinqi et al. One way to motivate teachers is through recognition. School leaders value the work of teachers and their commitment to their responsibilities as a way to enhance teacher morale, which will lead to changes in teacher attitudes and behaviors. From schools to regions, as well as regional and national education management, it is necessary to classify and recognize the work of teachers.

3.5 Measures

This study used the mature scales that have been publicly used in the domestic literature to ensure the efficiency and reliability of the measurement tools, and we appropriately modified them according to the characteristics of this study. The measurement scales covered in this paper are all the five-point Likert scale, with 1 representing a strong agreement and 5 representing a very disagreement.

(1) Organizational learning. Organizational learning was tapped with the scale developed by Li Yi, Jiang Dandan [15, 16] and others, including four dimensions: socialization, externalization, composition and internalization, with a total of 14 items. According to the results of the pre- study, we deleted three of the six items in the internalization, and finally retained 11 items.

(2) Affective commitment. Affective commitment was tapped using the part of the affective commitments in the Organizational Commitment Scale developed by Allen and Meyer [17]. The scale has six items, four of which use forward scoring and two of which use reverse scoring. According to the exploratory factor analysis results of the pre-survey results, two reverse scoring items are deleted, and finally four items are retained.

(3) Employee service innovation. This paper adopts the concept that service innovation is the behavior of front-line employees in enterprises to solve new problems and turn them into practical applications [8]. Therefore, Employee service innovation was based on the scale of service innovation of six items from Li Yi et al [18].

(4) Control variables. To ensure the reliability of data validation, this article used gender, education, age, and

income as control variables.

4. CONCLUSION

In short, all stakeholders must make every effort to ensure that the quality of teachers is not affected. Quality must start from initial training until teacher retirement, which will ensure higher adjustments in terms of relevance, consistency, and competitive advantage in the global market.

5. LIMITATIONS AND PROSPECTS

The limitations of this study were as follows.1) mainly using self-subjective reporting data may cause homology errors. 2) It mainly used cross-sectional data for empirical research. In the future, vertical research can be attempted to further explore the relationship between organizational learning and employee service innovation. 3) The data of this study came from a single enterprise, leading to certain limitations in the promotion of conclusions. Subsequent research should consider cross-enterprise data collection to enhance the credibility and promotion of conclusions.

Future research directions include: 1) conduct a cross-level analysis of SECI to explore the impact of individual-level activities and organizational-level activities on personal affective commitment and innovative behavior in the SECI process. 2) Management variables can be added to explore the effect of management variables, such as leadership style, on the whole influencing mechanism.

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