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Situating inservice teacher training in reform community of developing holistic competence to engage practice

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Abstract: This article investigates the situating of inservice teacher training (TT) in teaching-learning, education, and other sector reform communities for developing holistic competence to engage practice. It vignettes a holistic inservice TT resilience to situate in an often transient reform community of developing capacity to engage practice, including competence-based education (CBE) reform that often spews vague ideas in pieces amid low incentive and commitment to undergo practice. To assist, this article adopts the situated learning lens to investigate the extent to which contextualising inservice TT in authentic teaching-learning reform community resources develops competence to engage practice. In this holistic regard, the article mixes text, interview, and questionnaire methods involving 420 Cameroon inservice TT-CBE reform community subjects as part of the global education-for-all-practice reform flow. From findings, few teachers undergo narrow inservice training and lead few partners in reform oration, resenting few means and evading complex teaching-learning reform community practices. Inservice TT's bare oration of public education policy and reform community changes prepares teachers to facilitate teacher-centred acquisition of less competence than what learners need to engage practice. The article opines ongoing inservice TT preplanning-research, onsite activity, and outcome sustainability themes to further situate in authentic reform community resources to develop holistic competence to engage complex practice.

Keywords: situated learning; inservice teacher training; community of practice; competence based education reform; career pathway-centric training

1. Introduction

Teacher training (TT) often implies continuous initiation in concept and induction to engage in transient holistic inservice pedagogic, academic, and socioeconomic reform community practice. TT increasingly needs to prepare its whole capacity to rally partners to engage in lifelong school, pedagogic, career, and social reform practice. The development supports good teaching by learning how to learn and teach, and learners learn in diverse pathways that nest in academic, career, and social practice. Current TT discourse largely urges situating preplanning research, onsite activity, and outcome sustainability in reform partnerships to engage in overall practice [1]. However, Peláez and Usma [2] observe that TT incentives, partnerships, and outcomes to build competence in times of reform are often negligible. Reform is often vague and fragmented in content and teacher-led teamwork, as few pedagogic inspectors and teachers undergo simpler training than the desire to face ongoing teaching practitioner reform, role, and morale challenges [3]. The consensus is that teacher quality highly determines the quality of holistic development, but TT still seeks further characterisations to build teacher capacity to

rally community partners in developing the competence to engage in complex practice, as the current article hopes to add some light.

This article explores the ongoing debate that teaching-learning reforms often come in bits and undermine the teachers' relevance and morale to commit to leading community practices [4]. Effort to build teachers' relevance and morale is often advocacy for better payroll incentives that fails to fully address the persistent question about the role of teaching in rallying the reform community partners to develop competences [5]. Kettle et al. [6] urge inservice TT to iterate pedagogic and other reform resources to build relevant competences, including competence-based education (CBE) reform. Ford [7] presents CBE as an approach to integrating schooling and the world. North America started CBE reform in the 1960s and global systems in 1992, including the French-speaking African Education Ministers' Conference (CONFEMEN) of 1995 in Yaoundé, copied to assist sustainable development of Cameroon [8]. Reforms often levy extra burdens on existing under-resourced teaching capacity built through simpler oral inservice and subject matter-laden initial TT programs for which stakeholders continue to search for alternative theses.

The thesis of this article is that inservice TT in many systems of the world, including Cameroon, loosely addresses teaching-learning and other reform community challenges to develop holistic capacity to engage practice despite growing desire to use situated learning theory to contextualise training in career pathways [1,9]. Through the situated learning lens, this article mainly aims to investigate the role of contextualising inservice TT in the teaching reform community on developing competence for practice. The main question is to what extent inservice TT iterates teaching-learning reform community resources of developing holistic competence to undergo practice? To seek empirical answers, the research design mixes text, questionnaire, and interview methods on diverse inservice TT and CBE reform subjects in Cameroon as part of the global education reform for career practice system, including inservice TT and transient teaching-learning reform that call for alternative characterisations in the existing debate. This article hopes to opine ongoing preplanning research, onsite activity, and outcome sustainability themes to situate inservice TT in the teaching-learning reform community of developing whole competence to engage practice. The reports in this article could assist research, policymaking, TT, teaching-learning, and local community members in furthering the development of holistic capacity to engage in complex academic, job, and socioeconomic practices. The article reviews Cameroon in a global CBE reform context, continuous TT conception, and situated learning theory contextualised in the career reform community of practice that inform the method, findings, discussion, and further research directions henceforth.

2. Literature review

2.1. Cameroon in the global competence-based education reform context

Cameroon is located in Central Africa and between latitudes 1°–13° N and longitudes 8°–17° E, with education reform and TT practices linked to global colonial and contemporary trends. Cameroon has German, British, and French

colonial education reform relics. An Education Conference held in 1907 to inform the 1910 German Education Reform that upholds narrow teaching-learning practices under colonial and church masters to drill teachers in transmitting narrow reading, writing, and arithmetic skills to learners to play administrative and evangelisation roles [10]. Eventually, the 1995 National Education Forum held in Yaoundé and made proposals that parliament used in the 1996 Constitution, and President Paul Biya promulgated into law n° 98/004 in 1998, tasking teachers to lead a diverse local and global partners' reform community. But the current partnerships are loose and need harmonisation including TT programs that iterate essential 21st century CBE reform community resources.

The Cameroon's secondary education minister, Louis Bapes, issued Law n°264/14 of 13/08/2014 based on global CBE pressures to bring society and schools together to build skills while citing the 30-year-old 1998 education law. Recent reviews show failures, as averagely 70% of lessons are unsituated or abstract, and 50% of education service users are unsatisfied with schooling outcomes. New reform cites old obsolete reform frames that are also fragmented and face resistance [11]. Pedagogic inspectors and teachers do pedagogic seminars, pilot studies, and materials to aid teaching [12], but failures persist to need wider practices, partly in inservice TT. TT needs to prepare teachers to steer CBE interactions to develop and apply knowledge, skills, and attitudes anytime, anywhere, for all under constant evaluation. Evaluation is authentic and offers feedback for further development. The rhetorics reveal ongoing pre-, onsite-, and post-classroom practices that oldtimers profess to sell CBE resources to newcomers as global best practices since 1992 [13], but old reform logics persist in systems with limited results amid high uncertainties that partly need further TT practices.

Anderson-Levitt [13] further explains CBE logic flow as a global career- and society-centred instructional reform to develop situated broad literacy, numeracy, science, arts-culture, social science, humanity, technology and transversal competences. CBE logics evolve or revolt from objective and outcome based education due to goal conception and result use that however often ignore TT's role. As teaching prepares students with skills to face career and life tasks, TT could equip teachers to assist social mobility of community practices predecessors transmit to successors. Teachers need skills to transfer reform logic to classroom practices where learners gain competence to play the career roles. Teachers need self-reliant nonviolent capacity to advocate for better incentives and also lead partners to achieve reform goals. Teachers via pedagogic reform and students via career reform should add value to education and job returns that also raise stakeholder morale and incentive to commit to practice as presumed-assumed in CBE reform [14].

Globally, CBE reforms began in the USA in the 1960s to raise TT, school, and job performances using career-based instruction [15]. CBE reforms arose like instructional seat-time waivers (Michigan); credit-flexible distance, work-based, independent education modes (Ohio); pilot labour incubation programs (Idaho); autonomous instructional innovation-zones design (Colorado); proficiency-based ongoing authentic assessment diplomas (Rhode Island); job-roles graduation pathways (Vermont); life-roles graduate profiling (South Carolina); and state-wide competence minimum test norms (New Hampshire) all under official scrutiny. Based

on pressures from the USA, other systems in the world adopted CBE as a global reform logic, including France's curriculum reform principles framework and evaluation forms in 1992, which the common knowledge-competence foundation law of 2005 made mandatory in 2007 in order to enlarge the Jospin 1989 objective-based law. The issues CBE reform targets to solve, like wealth gaps, apartheid, racism, and global geopolitical rivalries, persist and require alternative teaching practices gained through ongoing TT programs of different systems in the world.

CBE entered the EC, Botswana (1993); French Belgian, USA's 2000 goal standards (1994); OECD, CONFEMEN (1995); UNESCO (1996); OECD's PISA (1997), South African basic outcome (1997–2010); Japan's zest for living (1998–2011); OECD's defining-selecting-competences (1999) in 2003 and French Belgium, Quebec, Benin (2001). OIF offered CBE expertise in over 12 African countries by 2003. More CBE reform entered Mexico (2004); OECD (2005); EU (2006-2007); Britain skill notion (2008); Australia career role capabilities (2009); Mexican revised education (2011); USA's common core practice (2012) [13]. Then Cameroon hosted CONFEMEN in 1995—a neocolonial platform to ease CBE reform from 2012 to present. CBE reform was sold by consultants of USAID Canada and USA in Benin in 1998 and pedagogic study and trial consultancies of Lyon France in Guinea Conakry. USAID experts expressed amazement at the French practice despite claims that CBE reform is universal bestpractice that urges poor systems to adopt with little situated rationale. The global CBE reforms seem vague, mutating or controversial while external pressures are embedded in internal rationales that ignore the extra tasks levied on teaching which TT must iterate.

The key issue is that, as CBE reforms come with extra constitutive teaching burdens, does TT build the holistic capacity to help learners to wholly develop? Imposed CBE reform follows old laws of less positive impact while claiming to meet transient lifelong needs of learners, energising funders, and making students' hard work, but extra TT and teaching-learning needs are often ignored [16,17]. Partly as a result, over 50% of French-speaking Africa talks CBE reform amid poor results, but teachers, learners, and masses elusively await development based on ideal experiences of other systems of the world. The uncertainty in global CBE reform best practices also involves systems' engagement in inconsistent trickle-down reform that teachers and peers rebuff due to few means [18]. Laudable reforms fail to meet global development milestones in Cameroon as part of the global education reform for practice flow. Global reform flow persists amid few capacity and outcome that partly require further continuous inservice teaching-learning reform-centric TT conception.

2.2. Continuous inservice teacher training conception

Most reforms to develop whole competence often fail partly because funding goes elsewhere more than teaching and TT community practice. TT needs to formally initiate diverse concepts and induct transient inservice reform practice. The TT practice should build good teachers to lead lifelong school, career, and social growth in learning how to self-develop and develop others. But reform ideas are often dictated in vague pieces as few pedagogic inspectors and teachers undergo

narrow teaching reform community exposure during inservice TT. Ignoring to situate TT in reform contexts hinders ongoing teaching-learning and community development [3].

A situated TT needs preplanning research, onsite activities, and outcome sustainability practices to lead in teamwork to develop, implement, and evaluate academic, job, and social projects. But Peláez and Usma [2] observe persistent disjointed partnerships and scanty outcomes in TT responses to pedagogic reform to develop whole competence. Since teacher quality largely determines student and social reform, TT must activate teaching skills to lead the course [7]. But if reform enactment ignores teachers' relevance and morale, teaching's commitment to ongoing development of competence and partnership will also suffer [4]. Much teaching in TT community iterating teacher relevance and morale in reform is often advocacy for more financial incentives that are inadequate and trigger questions about the value that teaching adds to developing outcomes, i.e., how teaching rallies reform partners to build 21st century competence [5]. The current TT practices are spotty and need to be better situated in teaching-learning reform contexts [1] thus.

The initial TT contextualises on pedagogic concepts and practices that assist overall success for all during inservice practice. Thereafter, inservice TT shifts from sending non-formally trained subject graduates to classrooms as past-timers who attend narrow inservice TT seminars filled with reform rehearsal and few means and incentives under less trained pedagogic inspectors and peers. Low incentives partly cause high attrition from the teaching corps to high-paying jobs [19]. Teachers trained in the non-formal paths survive alone, and few enrol in trade unions or further studies but scramble over few offers for promotion. The inservice TT involves less teaching community practice that calls for new frameworks. Kettle et al. [6] opine that inservice TT needs mutual exhilarating reform practices to build competences in exploiting means to solve issues [20]. But such TT resembles case studies that situate and contextualise in career reform community practice and training pathways.

Bernhard et al. [9] imply that TT can build capacity to rally reform community policymakers, experts, delivery units, and beneficiaries to jointly or separately teach ideas and engage practice while deriving feedback to accelerate further academic and career progress. TT ideals and practices embody evaluation of academic, career, and social reform in authentic preplanning research, onsite activity, and outcome sustainability. The inservice TT program begins with pre-planning to activate prior knowledge before applying it to onsite activities that are assessed with feedback to further recreate and sustain transient reform outcomes. Inservice TT pre-planning unveils the prior basics, while onsite classroom activity and outcome sustainability are both actual and futuristic reform practices. The three TT practices seem apart but together sustainably ensure situatedness in reform to promote ongoing development [21].

As such, TT applies polished reform rhetoric to build global outcomes [22]. King et al. [23] opine this mutual TT design, delivery, and evaluation practice using 1-day theory and follow-up practical in school-based reform analysis and application exercise. Inservice TT programs need ongoing research and onsite dialogues and practice involving transient reform contents that add shared teaching burdens more

than resources and incentives [4,8]. Current TT practices distance from teaching reform development of competences anytime, anywhere for all [24] that needs more mutual sustained ongoing reflection, dialogue, and praxis onsite authentic peripheral and core community practices as Lave and Wenger [1] propound.

2.3. Situated learning in contextualising training in career reform community of practice

Situated learning theory posits the acquisition of competence through active social interaction in an authentic community of practice where newcomers gradually pass from peripheral simple to oldtimers' complex roles [1]. In this article, community of practice is the teaching corp with pedagogic and social reform cultures. Situated learning is adult apprenticeship using adaptive teaching strategies of excursion and internship; incursion and learning by doing; and mentorship in a school-based legitimate peripheral community. Situated learning engages community members in authentic mutual group learning practices involving trial-and-error activities based on 21st-century complex career and social standards. Situated learning activates prior experience used in authentic teaching community practice that sustains outcomes [25]. Teachers are newcomers in inservice TT pilot studies and trial programs that are peripheral to entering the teaching career. TT seminars are legitimate peripheral participation zones in the community of practice where teachers share with peers regarding reform. This is teaching-learning and related career reform-situated inservice TT practice. These three miscible themes situate inservice TT learning in reform community practices, including preplanning research, onsite activity, and outcome sustainability. The TT programs begin with background study about reform to planning and onsite classroom practice that are assessed with feedback to enrich success and correct error in ongoing community practice outcomes [5].

The reform community-situated TT novices collaborate with peers, experts, and policymakers in analysing crucial contexts and developing capacity to facilitate learners to further develop. Situated TT engages teachers in leading partners to bridge school-career gaps that nest in student learning and community development. Situated learning emphasizes peer practice that may undermine scaffolding of skills [3] if inservice TT means and partnerships are narrow. If the quality of teacher trainers, TT duration, and TT exchanges are low, further efforts are needed to advance teaching reform-based outcomes, or a culture of mediocrity will continue to be remitted from old to new generations. Situated learning theory also neglects objective independent studies and creativity that could enrich outcomes in transient ICT-driven contexts. As such, situated learning is challenged in the currently narrow TT context in the vast information era that requires more constitutive contextualisation. According to Bernhard et al. [9], constitutive contextualisation involves reform and program norms and effective instructional strategies that integrate career pathway content and test outcomes for further development. Inservice TT and classroom practices can iterate education, career, and social reforms that offer basic knowledge for inservice TT to propound through the contextualisation process. Contextualisation widens TT focus on where, why, when,

and how to learn, act, or apply outcomes, i.e., TT content and practice enhance authentic understanding and career and social practices by assessing performance to derive feedback for further development. TT links future education and career contexts that often have wide transition gaps where contextualisation should build persistent motivation to develop academic competence that engenders quality social practice.

TT becomes a process of building diverse links among community colleges, employers' hiring terms, workforce initiatives, and economic returns to investment in teachers, students, and communities. Organizations provide resources and referrals to generate excellence, funding, and revenue in school, careers, and society [9]. Target employment and further education sectors offer TT resources. This is TT contextualised on accelerating basic skills, career practices, and student needs. The TT process designs and develops materials to implement and evaluate standard experiences that improve classroom sites, inputs, processes, and outcomes. This is career pathway-situated learning during contextualised training that promotes learning in authentic communities where oldtimers and newcomers interact to build whole competence. Despite the low points, situated learning applies in adult learning exchanges, but the worry is how to do it. This article assists inservice TT to contextualise reform practices that teachers transfer to enhance cooperative classroom development of others' capacity for future practice that drives more holistic returns on investment. TT can situate learning in reform-contextualised training practice by taking experts to class and engaging students in authentic reform communities of practice that require ongoing field investigation.

3. Research method

This paper merges three themes in research about “teaching reform and TT” that suits a mixed methods design using text and survey methods to verify how TT iterates CBE reform to develop practice competence [26]. Text reports unveil principles and gaps; student questionnaires and pedagogic inspectors and teacher interviews reveal practices and challenges; and result analysis shows development outcomes. The 3 methods link teaching-learning reform community vision making, implementation, and evaluation through inservice TT preplanning research, onsite activity, and outcome sustainability where teachers and pedagogic inspectors learn, teach, and rally reform vision makers and promoters, students, and community partners in authentic cooperative practice context.

The study context is the English-speaking general inservice TT and secondary education areas of Cameroon that often excel in official exams. The population is 1st-cycle CBE reform texts, teachers, pedagogic inspectors, students, and exam partners because most students attend general education and 93% wrote geography in 2012–2022. They fairly represent the 7 divisions, 34 subdivisions, 354 schools, 617 teachers, and 126,439 students of Cameroon, purposefully drawn due to exposure to reform and proximity to researchers. Random sampling delivers the accessible population of 04 divisions, 08 subdivisions, and 24 schools that offer the 19 texts, 381 students, 19 teachers, and 1 pedagogic inspector as samples [27]. This

is a systematic multistage sampling procedure that upholds objectivity and fair representation of the diverse population in data collection.

Data collection tools are pedagogic reform texts, inspector and teacher interview guides, and student questionnaires. The student questionnaire has 4-Likert scales and 19 items divided into 4-sections of 06-demographic, 06-TT, 01-challenge, and 06-competence. The pedagogic inspector interview has 7 open-items, and the teacher guide is 1 structured item. Texts are obtained using the scoping review method by Munn et al. in [28] to search terms relating to (A) situated learning, contextualised training, CBE reform, pedagogy, career pathway, community practice, and (B) development, practice, and competence. A is TT iterating CBE reform community resources, and B is TT developing holistic competence in practice with a focus on how A links with B. Google Scholar, ChatGPT-3.5, official services, teachers, and learners serve as sources and tools. Using proximity, accessibility, and relevance, texts are included and reports resumed into themes to situate TT in CBE reform community resources to develop holistic competence to engage practice. The research relates diverse views for objective inclusive analysis to further situating of TT in CBE reform community means to prepare practice competence. Text analysis delivers data that also helps in designing survey guides and triangulating diverse views in the study. Pilot study is done, and CVI of 4-subjects' view is 0.85 and Alpha Cronbach. The coefficient of 20 student questionnaires' opinions reveals reliability at 0.95. IRR analyses of 5-text, 2-inspector, and 10-teacher views show respective theme matches at 0.86, 0.92, and 0.83 [29], implying that the texts, questionnaires, and interview guides used to collect data in the study are valid, reliable, and require ethical considerations.

Ethical approval is obtained from the Ethics Committee of the Faculty of Education at the University of Buea. Participants share about the study purpose and task before willingly giving written consent to participate and freely contradicting views or withdrawing. From concealing identities, informants are mixed to enhance cooperative exchanges. Study area faces war and reprisal against education activities; hence, meetings are arranged on the phone. Ethical standards are on the front pages of data collection tools, which participants agree upon before data collection.

Data are collected directly by researchers who participate in inservice TT seminars, CBE reform, and classroom lessons. Most texts and exam results are from official regional teacher resource and exam data services. Questionnaires are given in groups, taken instantly to reduce mortality, and interview appointments are in settings that elicit reliable data. TT practice iterating CBE reform community resources is cause variable (i), and developing competence to engage practice is effect variable (ii), with the presumption that if (i) prevails or is constitutive, then (ii) results or is substantive, and if (i) fails or is not constitutive, then (ii) fails or is not substantive following data analyses. Data analyses involve coding, weighting, Excel sheet entry, PPMC, and one-way ANOVA for quantitative data using SPSS version 20, as well as recurrent themes for qualitative data amid inevitable challenges to manage.

It is challenging to retain participants for long; most teachers and students lack first-hand TT and CBE reform views and hence share unreliable views. Armed

clashes also delay plans, and texts are few on study issues. The study uses the 1st-cycle geography subjects with informed first-hand inservice TT and CBE reform community experiences. Schedules and exchanges often use phones, researchers participate, get data instantly, and also use the internet and officials and tools. The challenges are handled with an unbiased review and systematic research design with a diverse sample that fairly represents secondary inservice TT and CBE reform communities that make the eventual findings and discussion generalisable.

4. Findings and discussion

This article uses the situated learning theory [1] to investigate the extent to which contextualising inservice TT in authentic teaching-learning and other reform communities develops holistic competence to engage practice. A review of reform texts and survey data on Cameroon is done as part of the global education and CBE reform for career practice trend that necessitate continuous inservice TT conception of situating learning or contextualising training in career reform community pathway analysis [9]. Analysis focuses on how inservice TT preplanning research, onsite activity, and outcome sustainability constitute a community of practice that iterates CBE and other reform community resources to develop holistic competence to undergo global practice for all. Given the preceding reason and the desire to ease comprehension, the findings are divided into inservice TT preplanning research, onsite activity, and outcome sustainability themes iterating the teaching-learning reform community of developing holistic competence to engage complex practice henceforth.

4.1. Inservice TT preplanning research

As part of the global spread of CBE logic from North America to many systems of the world, including French-speaking African Ministers' 1995 Conference (CONFEMEN) of Yaoundé, Cameroon authorities met with teachers on 24-05-2012 and decreed to pay \$30 as monthly research allowance, but the spokesperson of the federation of teachers' trade unions said that *"the money is less than monthly internet bills and just 38% of \$80 decreed in 2004... asked for a higher allowance and holistic analysis of the education system to end obsolete reform undergoing colonial to neocolonial inter-generational social mobility"* Decree n°2012/267 of 11-06-2012 by President Paul Biya enacted new CBE challenges amid low incentive and falling teacher relevance and commitment to develop engagement in quality practice. The law *"redefines secondary education; tasks pedagogic inspectors and teachers to organise inservice pedagogic reform trainings and design materials to develop holistic competence to engage practice"* [29]. However, the weak situational analysis and incentives make the laws seem untimely and neocolonial, which overwhelms the teacher-led teaching-learning community of practice to resent. Despite recurrent resentments by teacher-led teaching-learning communities, Minister Louis Bapes Bapes enacted CBE law n°264/14/MINESEC/IGE of 13/08/2014 to *"show key rationale and minimum performance criteria to adapt community reality to develop quality knowledge, skills and attitudes"* [ii, 1b-5]. That

seems abstract to most teachers, students, and local CBE reform community partners who cannot possess published materials.

CBE guides published in 2014 pilot- studies akin to 2012 versions imply that pilot studies and teacher-led community voices are ignored while reform simply replicates imported views that fall short of desires due to unsituatedness in authentic characteristics. To situate reform in authentic values, Bapes issued law n^o 224/15/MINESEC/CAB of 21/08/2015 that Minister Nalova re-enacted, tasking teachers to lead diverse partners to bond academic and societal practices in school-based projects. Further CBE reforms by Nalova decree face-to-face, two-shift, and distance education modes to widen access to education; *“face-to-face teaching-learning occurs in confinements prone to overcrowding and cross pollination of ideas and infections. The two-shifts aim to allow more flexibly convenient school practice for all but halves school learning time and doubles teaching roles leading to more out-of-school exchanges that are challenging to afford by most partners. Then, distance education offers digital teaching-learning opportunities that the community, especially rural areas and the poor barely embody hence; the reform remains in texts and urban areas of the rich”*. The reforms are guilty of recycling old logics that ignore TT and teaching-learning reform community voices where the poor rural area masses are disproportionately disadvantaged; thus, ongoing community stakeholders’ commitment and morale onsite authentic activity is at stake.

4.2. Inservice TT onsite authentic activity

To engage onsite CBE reform activities, pedagogic inspectors and teachers attended 5 inservice TT seminars from 17-18/01/2013 to 22-11-2022 in 4 towns, mostly talking on how to adapt community issues in lesson contents without enough onsite authentic practice involving partners [11]. Few teachers attended seminars with few finances, situational data, and strategy analysis to transfer reform conceptual competence to engage practice. In such narrow regard, few untrained pedagogic inspectors and peers lead face-to-face rehearsals on reforms sent by central officials from the secondary education ministry without key experts. This indicates that inservice TT seminars are narrowly situated in pedagogic reform community practice and undermine incentive to commit to learn and apply reform. Hence, oldtimers hand down previous cultures of mediocrity to newcomers to uphold that undermine holistic development during TT, teaching and reforming community engagements in practice, as Lave and Wenger [1] posit.

To situate TT and teaching onsite authentic reform practices, teachers’ union published CBE magazine on 06-07/11/2015 [7] that *“excludes formal fieldwork excursion and internship as being high skill development practices but informal field observation and excursion are enforced.”* Ngwa and Mekolle [10] view the inconsistency as neglecting authentic demands for excellence and rather encouraging mediocrity through reform. As such, pedagogic inspectors observe that *“teachers are ignorant, resistant and fear adapting lessons to develop enough competence to engage practice”*. Then, after 7 years of inactivity, teachers released the 2nd issue of *“The Geography Journal”* in 2016 to *“assist research and sharing findings about CBE pedagogy but it stopped again due to few support from central authorities.”*

Furthermore, the official textbooks prescribed for use in schools from 2016 to 2022 (p.1–5) often carry “CBE notions of adapting to community of developing 21st century competence to engage multifaceted realworld practices”

The materials meant for developing competence to undergo practice are vague and of low quality due to funding austerity and bureaucratic bottlenecks using abstract terms enforced by a high-level authoritative approval council that holds once a year. Everyone has to buy the textbooks, but few engage in practice. One textbook costs averagely 50% of the \$30 monthly research allowance given to a teacher who intervenes in many subjects and classes that require over ten different textbooks. Teachers tend to memorise and dictate content to learners that, with partners from humble backgrounds, are often without the teaching-learning aids. There is little situational action research, inservice TT activity, and means to iterate teaching-learning reform community practices that also fragment or undermine ongoing onsite authentic practice that cause critics to rightly question the substance and sustenance of outcomes.

4.3. Inservice TT outcome sustainability

The sustainable quality of inservice TT relates with the quality and sustainability of teaching-learning reform community outcomes of developing competence to engage practice as verified through informed questionnaires and interview views of students, teachers, and pedagogic inspectors in this article. From findings, 53% of students seat 50 per class, and 66% prefer communal tasks but engage more in individual projects, where 78% are theories and 86% rhetorically cite local issues. **Table 1** shows students’ views collected using a questionnaire about situating teaching and learning in a reform community to develop holistic competence.

Table 1. Students’ views about situating teaching-learning in reform community to develop holistic competence.

Developing Situated Competence	Always	Often	Sometime	Seldom	N
Holistic situational analysis skills	116(30.4%)	117(30.7%)	85(22.3%)	63(17%)	381(100)
Share on local problem themes	95(24.9%)	199(52.2%)	56(14.7%)	31(08.1%)	381(100)
Transparent peer-peer exchanges	107(28.1%)	175(45.9%)	66(17.3%)	33(08.7%)	381(100)
Use local materials	181(47.5%)	153(40.2%)	38(10%)	09(02.4%)	381(100)
Practice and role play	181(47.5%)	151(39.6%)	38(10%)	11(02.9%)	381(100)
Ongoing authentic collaboration	95(24.9%)	173(45.4%)	68(17.8%)	45(11.8%)	381(100)
MRS	775(33.9)	968(42.4)	351(15.4)	192(8.4)	2286(100)

From **Table 1**, 33.9% always and 42.4% often develop situated competences; hence, TT supports 76.3% development of holistic competence to analyse situations and solve problems using local resources in peer exchanges that offer ongoing practice and role play onsite authentic communities of practice. **Table 2** shows students’ views collected using a questionnaire about situating teaching and learning in a reform community to engage complex practice.

Table 2. Students’ views about situating teaching-learning in reform community to engage complex practice.

Engaging Situated Practice	Always	Often	Sometime	Seldom	N
Solving complex challenges	198(52.0%)	149(39.1%)	21(5.5%)	13(3.4%)	381(100)
Conscious about local issues	171(44.9%)	180(47.2%)	19(5.0%)	11(2.9%)	381(100)
Facilitate mutual partnerships	161(42.3%)	174(45.7%)	33(8.7%)	13(3.4%)	381(100)
Further study projects	160(42.0%)	177(46.5%)	26(6.8%)	18(4.7%)	381(100)
Ready for job task	139(36.5%)	162(42.5%)	55(14.4%)	25(6.6%)	381(100)
Always sustain outcomes for all	124(32.5%)	130(34.1%)	80(21%)	47(12.3%)	381(100)
MRS	953(41.7)	972(42.5)	234(10.2)	127(05.6)	2286(100)

From **Table 2**, 41.7% always and 42.5% often engage in complex practice, i.e., TT supports 84.2% engagement in complex practice to solve challenges through mutual partnership involving further studies and career pathway reform to sustain global outcomes for all.

The opinions show that situating teaching-learning in a reform community develops competence (76.3%) to engage practice (84.2%), i.e., iterating reform community themes highly builds competence to engage desired practice. Similarly, in the interview, the pedagogic inspector reiterates that “*CBE helps to develop knowledge, skills and behaviours to do realworld tasks where competences are examined in application to solving issues... learning is a means to build continuous capacity portfolio to meet an end of solving authentic problems*” as polished reform text reports presume, “*...but the challenges of limited availability and use of time, finance, materials and expertise faced by teachers, students and pedagogic inspectors in the field are overwhelming and need keen attention. Partner contribution in classroom and education reform community is significantly inadequate and lesson coverage often satisfies official large content percentage cut off points. Then there is conservatism that requires more TT voices and actions to build capacity to rally partners to sustain quality reform momentum to not only build competence but also engage practice progressively*”.

The conservatism retains old cultures by evading reform challenges that provoke reflection on whether inservice TT can iterate teaching-learning reform community practices to predict the level of competence developed. The answer is searched in the views of students taught by teachers with first-hand experience on inservice TT in the CBE reform community of practice below. **Table 3** presents PPMCC analysis of student questionnaire views on situating the teaching-learning reform community in developing holistic competence and engaging complex practice.

Table 3. PPMCC analysis of students’ views about situating teaching-learning in reform community to develop holistic competence and engage complex practice.

Model	R	R ²	Adjusted R2	Sig	F Change	Std. Error		
1	0.644a	0.415	0.410	0.000	50.975	0.380		
		B	Std. Error	Beta	T	Sig.	M	SD
2	Competence	2.157	0.149		14.392	0.000	3.20	0.405
	Practice	0.350	0.049	0.644	7.140	0.000	3.02	0.398

Situating inservice TT in the reform community of developing competence to engage practice shows a positive relationship ($R = 0.644$ and $R^2 = 0.415$), where 64% on developing competence explains 42% variation in engaging practice as a good fit. Regression equation of developing competence = $2.157 + 0.644$ engaging practice i.e., developing competence significantly affects engaging practice ($F(1381) = 50.975, p < 0.05$). A high mean score of 3.0/4 in developing competence causes a high mean score of 3.2/4 on engaging practice. The hypothesis test strengthens the unanimous views of the policymakers, students, and pedagogic inspectors that developing holistic competence helps in engaging quality practice. Therefore, inservice TT programs significantly iterate the teaching-learning reform community of developing holistic competence to engage complex practice. But, with myriad challenges faced by few subjects with first-hand inservice TT situated on vague pieces of texts about the CBE reform community, how can the popular positive orations mean lifelong authentic outcomes for all? Here, President Paul Biya's decree n° 2019/100 of 04/03/2019 reorganising the Cameroon General Certificate of Education Board and official test scores of learners largely comes in.

The law directs the education board to develop and administer tests after taking fees from candidates to award exam certificates after 5 and plus 2 years of schooling. There are cognitive tests, including 4-level multiple-choice and structural questions on concepts, along with a few school-based practicals. Few teachers are hired to construct three question sets and stock, and candidates sit face-to-face in June to write each year. This is largely a standardized, one-time-a-size fits all over-the-wall exam system that Hitipeuw et al. [12] say disintegrates from authentic practice and sows seeds of inequalities. **Table 4** shows One-way ANOVA of Students' 10-Year Official Ordinary Level General Certificate Exam Performance.

Table 4. One-way ANOVA of students' 10-YEAR Official O/L general certificate examination performance (mean p -val. (p -values) with “*” are significantly different at 0.05 level).

Performance		Pass			Pass Grades in %			Fail Grades in %		
Year	Sat	Miss	Total	%	A	B	C	D	E	U
1	53555	727	18584	34.70	01.18	8.74	24.88	23.00	19.39	22.81
2	73442	857	31311	42.63	02.26	15.18	25.29	22.01	14.80	20.45
3	79913	1037	24796	31.03	00.55	07.42	23.06	26.50	17.60	24.87
4	81348	1140	40923	50.31	02.81	19.66	27.88	20.32	12.75	16.60
5	89093	1215	39243	44.05	01.28	07.05	35.12	19.38	15.23	21.94
Mean ±SE	754722 ± 6.02	995.2 ± 0.92	30971 4 ± 4.24	40.5 4 ± 0.39*	1.616 ± 0.04	11.61 ± 0.03	27.25 ± 0.21*	22.24 ± 0.12*	15.95 ± 0.15	21.33 ± 0.14
6	88854	1099	30169	33.95	00.91	05.07	27.55	25.09	17.41	23.96
7	62305	1575	35239	56.56	01.43	10.19	45.01	15.43	12.87	15.06
8	55154	527	34348	62.28	03.80	14.45	44.07	13.57	11.00	13.10
9	70944	997	45907	64.71	02.34	12.52	43.98	14.79	12.12	14.25
10	76183	1559	45334	59.51	01.05	05.44	31.07	16.05	17.79	28.59
Mean ±SE	70688.0 ± 5.79	1151.4 ± 1.95	38199.4 ± 3.15	55.40 ± 0.55*	01.91 ± 0.05	9.53 ± 0.87	38.34 ± 0.37*	16.99 ± 0.27*	14.24 ± 0.15	18.99 ± 0.38
P- val.	0.583	0.488	0.208	0.048	0.677	0.524	0.032	0.049	0.373	0.507

The O/L results rose from 31%–65% in 2014–2020 with a 48% average pass rate. The average seating rate dropped by 6%, while the missing rate rose by 16%. Grade substantiation is 4% (A), 23% (B), and 73% (C) pass, but 36% (D), 28% (E), and 37% (U) fail. Seating and miss rates and grade spread signify poor quality and high inequalities. One-way ANOVA shows differences between 2 random groups of 5 years each. Pass rate ($p = 0.048$), grades C ($p = 0.032$), and D ($p = 0.049$) significantly increased, but A ($p = 0.677$) and B ($p = 0.524$) changes are very negligible. Pass rate is raised by C-grades, implying that slow learning and meagre pass grades dominate over fast learning and exceptional pass grades. Then, non-public schools patronised by the rich outperform public schools mostly attended by the poor. As such, it is right to agree that teaching-learning reform fans cultural divides as the learners with little endowments struggle and the rich with greater means flourish. The age-old state standardized cognitive test systems offer less feedback to further develop competence to earn and achieve exceptionally in life. There is evidence of age-old neglect of real situations that weakens TT and pedagogic reform community voices and actions to attain desired goals. The existing inadequacies require further inservice TT preplanning research, onsite authentic activity, and outcome sustainability iterating teaching-learning reform community of developing whole lifelong competences to engage practice for all as this article recommends.

5. Recommendations and application

The growing calls for situating professional training in career practices include TT in pedagogic reform where traditional frames persist in teacher-led communities that rebuff and resist reform. The article analyses texts to deliver data that also helps in designing survey guides and triangulating diverse views in the study. After inservice TT, teachers lead communities in reform orations and blame games while decrying few means that constrain effective performance. The current inservice TT is narrow, with few teachers engaging in few prior, actual, and futuristic practices iterating teaching reform community themes that require further situated learning characterisations of prior research, onsite authentic activity, and a sustainable portfolio of capacities to undertake lifelong career practice [1]. The situating of inservice TT in pedagogic reform community partnership to develop holistic competence and engage lifelong practices is a growing global desire; thus, reform officials and promoters, teachers and teacher educators, and community partners should strengthen teacher recruitment, development, certification, protection, and deployment as mutual parts of preplanning research, onsite authentic activity, and outcome sustainability situated in pedagogic reform community resources.

Preplanning research should help inservice TT to situate in pedagogic reform cultures that shift from inservice TT's neglect of teaching reform and reform making's neglect of teachers' feedback, incentive, morale, and commitment to rally partners' support. If teachers lead reform communities, they will assist new vision-making to overhaul obsolete ideas. Iterating teacher voices renders them relevant and committed to gaining teaching-learning reform skills. Reform should analyse teaching corps to improve morale and engagement onsite authentic legitimate

peripheral practices. Training practices can activate prior academic, career, and life paths to plan and define partners' concrete challenges. Career training could iterate exhilarating mutual lifelong practices to build competence for all [6]. As such, inservice TT should involve preplanning research by analysing reform, academic career, and life situations and also include ground voices to underpin onsite authentic activity.

Onsite authentic activity should strengthen inservice TT to solve pedagogic reform community issues involving reform partners in pilot studies and trialing, not just rehearsing narrow topdown reform pieces. Reform makers and teacher educators can train pedagogic inspectors and teachers and peers onsite in authentic classroom settings in inservice TT. Funding, real-time data, and strategy should be improved to incentivise further development in transient reform communities. TT needs co-learning and testing of reform conceptions in authentic settings where participants master and also transfer reform to classroom activity through conducting quality research and disseminating findings with peers in the form of periodicals, textbooks, and manuals. Such TT can improve pedagogic knowledge and materials to aid collegiate academic and teaching-learning reform-based partnerships among officials, trainers, learners, and residents. Teacher educators and others should facilitate exchanges on concepts and practice to overcome challenges through ongoing demonstration, application, and evaluation that last after inservice TT to sustain potential reform outcomes [4].

TT outcomes need future sustenance because ongoing practices after inservice seminars on given teaching-learning reforms often decline in developing competence to engage practice as time passes. Inservice TT can integrate teaching-learning reform content and community issues by encouraging continuous research that supports the development of quality competence to engage the challenging practice in the reform community without a decline in momentum. The sustainable practice partly relies on evaluation with feedback use to further build holistic outcomes. Such a quality outcome should indicate the quality of inservice TT anchorage on formal teaching reform community practices. The complex practices should be situated in developing creative competence to deliver inclusive outcomes. Inservice TT becomes an open, inclusive assembly to analyse, design, and apply career reform resources that develop and sustain holistic competence to engage practice. Practically in tandem with Bernhard et al. [9], the constitutive situating of inservice training in the career reform community of developing holistic competence to engage practice largely requires that:

A. Preplanning research should find out the:

- Tasks before, during, and after the upcoming inservice training,
- Way training can meet teachers' and students' academic, career, and societal needs,
- Participants' expertise, availability, and commitment towards teaching careers and other reform,
- Where and how participants will interact,
- Ground voices to iterate in ensuring success by overcoming not evading challenges,
- Ways to integrate diverse participants' background experiences and

- Beneficiaries' goals.

Preplanning research could take individual projects alongside peer dialogues in routine settings to design plans to engage onsite inservice training activity.

B. Onsite authentic activity should focus on:

- Apply conceptions about situating training in the career reform community.
- Integrate career-focused reform content in training and classroom programs.
- Procreate career reform-situated training, teaching, and learning cultures and environments.
- Engage trainers to develop and train trainees on effective strategies to teach career reform-based courses in authentic contexts.

Training seminar-workshop should include an overview of training goals, an icebreaker, an introduction, and attendee goal setting; notions about situating training in the career reform community of practice; Coffee break; Panel discussions on situated training in the career reform community of students, teachers, trainers, experts, and community partners; Developing and presenting action plans in sub- and whole-panel sessions; taking steps to stay engaged in the next steps and closing with evaluation and collecting feedback to sustain further development.

C. Sustainability should be ensured by infusing teaching career reform pathways in inservice TT seminar-workshop and diverse career market profiles in classroom teaching-learning along with ongoing evaluation of the preplanning research, pilot-study, and trialling; training activities and outcomes that also enable partnerships and staying engaged henceforth. The next steps after inservice training programs require incentive and wilful commitment using documented pledges of support and memoranda of understanding (MOUs) mutually agreed upon among partners.

Mutual partnership in setting goals, carrying out activity, doing evaluation, and planning next steps with pledges and MOUs during inservice training can strengthen voluntary engagement to situate in career reform community cultures of developing substantial competence to improvise, really interact, and sustain emergent reforms, i.e., engage practice at all levels for all. This article suggests a synergy of school-based hands-on incursions and community-based excursions, internships, and mentorship programs that integrate professional training concepts and inservice career reform practices [25]. It is crucial for public policies in education to improve investment in teachers, inspectors, and learners to better implement reform and inform decision-making. This should gear toward increasing research and results dissemination to put into practice to enhance continuous career training and performance under constant evaluation. The investment should boost research to derive data, design plans, and engage career reform practice where teachers coordinate partners to build learners' global ability to perform desired contemporary roles.

6. Conclusion

This article explores the rich resources on situated learning theory [1] to investigate the extent to which contextualising inservice TT in authentic teaching-learning and other reform communities develops holistic competence to engage practice as desired in education reform for career practice. A review of text and survey data on Cameroon is done as part of the global education reform for holistic practice that continuously situates learning in TT to contextualise onsite career reform community resources to build holistic capacity and engage complex practice. Analysis verifies how inservice TT preplanning research, onsite activity, and outcome sustenance iterate reform community themes to develop holistic competence to engage global practice for all. From findings, situating TT in an ever-transient career, the educational and teaching-learning reform community resiliently professes to develop whole competence in practice amid enormous challenges, including low incentive, morale, and outcome involving partnership to deliver good quality outcomes. Most policymakers and promoters, along with a few teachers, students, and community partners, reaffirm the rhetoric, but many challenges in realising reform, including insufficient expertise, time, money, and material resources, prevail and also embody pretext to evade reform. Legislators and the education policy adopted in which investment is limited add burdens on teachers and inspectors who expect extra resources but without long-term proposals. Officials undermine the incentive to be committed to situating TT and classroom themes in the teaching-learning reform community of building competence to engage practice, leading to mediocre and unequal development performances. This complex problem necessitates further characterisations to promote preplanning research, onsite authentic activity, and sustainable development, as this article shines a little light on. It largely uses Cameroonian experience as part of the global education reform for career practice that could further apply in other areas. Therefore, further research could adopt case-study and quasi-experimental designs to investigate how the three themes proposed in this article can situate professional training, including TT, in public education policy, teaching careers, and socioeconomic reform community resources to develop holistic competence needed to undergo complex practice.

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