
The Attitude of Mentees of Gambaga College of Education and Their Mentors Towards the Supported Teaching in Schools (STS) Programme

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Abstract: The paper provides an overview of the importance of education and the background information on the implementation of the new four-year Bachelor of Education (B.Ed) program in Ghana. It highlights the previous challenges faced by teacher trainees in terms of limited practical experience and the efforts made to address this issue through the introduction of the Supported Teaching in Schools (STS) program as part of the B.Ed curriculum. This study employed a descriptive survey to find out the attitude of student teachers (mentees) and their mentors in partner schools towards the STS program in the North East region of Ghana. The samples of 283 and 66 were respectively selected from the students of Gambaga College of Education (CoE) and the mentors their partner schools using questionnaires and the data was analyzed using both descriptive and inferential statistics. The findings among others revealed that STS will enhance training knowledge of school curriculum and related materials, equip trainees with good classroom management skills as well as equip trainees the ability to build a teaching portfolio. However, lack of teaching and learning materials as well as inadequate orientation of the mentors were some challenges identified. In spite of these challenges, more than 63% of the respondents rate the STS as a good program. Consequently, it is recommended among others that adequate teaching and learning materials must be provided to the partner schools by stakeholders and that mentors should be given a periodic orientation on their core mandate of the STS program.

Keywords: Supported Teaching in School, Mentees, Mentors, Partner School

1. Introduction

Education is the best weapon that any country can bequeath its her youth to develop its natural resources, fight against poverty, diseases and other social challenges facing the world in the 21st century. To achieve these noble objectives, every country devotes a large chunk of its resources to educating its youth. Different governments developed and implemented different educational policies that were deemed appropriate to equip the youth at a particular time. In the pursuance of these grand objectives, the government of the Republic of Ghana introduced the new four-year Bachelor of Education, - (B. ED) in 2018 to replace the three-year Diploma of Education

introduced in 2004.

Earlier study conducted by the National Commission on Teacher Education [8] on the effectiveness of teacher training in Ghana indicated that teacher trainees had very little experience in real classroom teaching activities, and this unfortunate phenomenon has virtually rendered them inefficient professional teachers. To solve this problem, the "In-In-Out" policy was implemented in 2004, to among other things, achieve a healthy balance between theory and practice by reducing the residential program of mentees from 3 to 2 years ("In-In") and their realistic professional experience from

two blocks of 4-week practicum to 1 year ("Out") [10].

In 2011, a research project called "Teacher Preparation in Africa" found that in contrast to what the reform put in place, very little occurred during the 2-year residential training course at the CoEs in Ghana in terms of practical-oriented training (for instance, preparation of teaching and learning resources, and peer teaching). The 2-year residential program basically devoted limited time to practical on-campus tasks, and mentees were demoralized about them because the tasks did not count against their final ranking [9]. The inference was that the practical aspect of the 2-year residential program did not gain interest from stakeholders, while it is the basis for training mentees for off-campus teaching experience and integrating them into actual teaching [8].

To address this problem, Supported Teaching in Schools (STS) was incorporated into the new four-year B. Ed program as one of the key pillars of the program. According to Transforming Teacher Education and Learning (T-TEL) [11], the pillars set out the knowledge, skills and understanding which are deemed necessary for effective teaching and learning. Also, STS intends to equip student teachers to develop and apply the skills, knowledge and understanding acquired in their college-based training in schools, and with the support of mentors and link tutors. The STS aspect of the new B. Ed program consists of four phases; the beginning teaching, developing teaching, embedded teaching and extended teaching. The key principal actors of the STS programs are the teachers in the partner's schools who act as mentors to nurture student-teachers and take them through professional skills development and competencies as part of their teacher training programme in order to make them professionally competent as 21st -century basic school teachers [4].

1.1. Statement of the Problem

Even though a number of studies [6] highlighted the immense benefits such as the STS program in developing the mentees in CoE, their work was merely centered on the mentees and tutors to the neglect of mentors who served as the key component to the success of STS program. This study intends to access the perceptions of both the mentees of Gambaga College of Education and their mentors on the benefits and challenges of the STS programme in the North East Region of Ghana.

1.2. Research Objectives

The study was conducted to determine the perception of student teachers (mentees) of Gambaga College of Education and their mentors in the partner schools on Supported Teaching in Schools (STS) programme. Specifically, the study was to achieve the following objectives:

1. To ascertain how mentors and mentees rate the activities of STS programme.
2. To ascertain any differences in the rating of mentors and mentees of the activities of STS programme.
3. To identify the benefits of the STS programme to the

mentees.

4. To identify the challenges of the STS programme facing the mentees of Gambaga College of Education and their mentors in the partner schools.
5. To rate mentees of Gambaga CoE and their mentors regarding the challenges of the STS programme.

1.3. Research Questions

The study was guided by the following questions:

1. How do mentees of Gambaga College of Education and their mentors in the partner schools rate the activities of STS program in the North East Region of Ghana?
2. Do the ratings of mentors and mentees regarding the STS programme differ?
3. What benefits do mentees derive from the STS programme?
4. What challenges do mentees of Gambaga College of Education and their mentors face regarding the STS programme?
5. Do ratings of the mentees of Gambaga CoE and their mentors regarding the challenges of the STS programme differ?

2. Literature Review

Every Initial Teacher Education (ITE) program must include teaching practice. In order to develop in them the necessary professional skills and competencies, as well as a positive attitude towards the teaching profession, Student Teachers are placed under the supervision of qualified professionals (Mentors, College Tutors, District Education Officers, etc.) during their teaching practice. The ideal atmosphere for student teachers to become familiar with all of the procedures of the educational setting and to see examples of good practice is provided through teaching practice (T-TEL Schools Partnership Programme).

Each year of the curriculum builds on the results of the preceding year, progressively increasing student teachers' abilities, knowledge, and understanding of becoming an effective teacher, according to T-TEL Professional Development Programme [11]. This advancement is made possible via coursework, practical work, work-based learning, independent study, and college-based training as well as school-based experience and training. Following are the overall B.Ed. progress stats:

Year One: Beginning Teaching - Offers assistance with the transition from high school to college and acknowledges that many student teachers will have attended high school and come from a variety of backgrounds and experiences. It provides an overview of the nature and fundamental knowledge of subjects, supported teaching experiences in schools, cross-cutting concerns like inclusion and equity in education, the school curriculum and methods of teaching and learning, as well as the expectations for the learning and progress of students in various subjects. Student teachers can see how their area of expertise fits into the larger curriculum in year one [11].

Year Two: Developing Teaching - Student teachers choose one of the three specialization programs, although fundamental elements from Year One are still being developed as appropriate to each specialization. In the second year, student instructors are prepared to assess learners' learning gaps and impediments and conduct small-scale classroom investigations with the help of mentors [11].

Year Three: Teaching is embedded; student teachers will continue to enhance their expertise in their chosen field. They will do small-scale classroom investigations, co-plan and co-teach groups of students and entire classrooms, and present proof that they are making progress toward achieving the NTS. The final assisted teaching in school (internship) in Year Three, as well as substantial classroom-based inquiry and action research projects, are all part of the year's preparation for Year Four, semester one [11].

Year Four: Extending Teaching - After completing a supported teaching internship in the first semester, students will return to school in the second semester to finish some courses. By the end of their fourth year, student teachers will have demonstrated their ability to fully meet the National Teachers' Standards, plan, teach, and assess their students independently and with increasing consistency, as well as to display the moral principles, character traits, and teaching dispositions that are expected of them [11].

The National Instructors' Standards have made it obvious that teachers in the twenty-first century must be prepared to implement the core curriculum in order to increase students' chances of learning [12]. As was already said, one of the four pillars of the B.Ed. curriculum, which recognized knowledge, abilities, and understanding as requirements for effective teaching, supports teaching in schools. The remaining curricular pillars are Pedagogical Knowledge, Literacy Studies in Ghanaian Languages and English, and Subject and Curriculum Knowledge. The National Teacher Education Curriculum Framework of 2017 states that the purpose of supported teaching in schools is to expand, direct, and assess training that enables student teachers to use their expertise to improve their instruction [13].

As a result, the professionalism of student instructors will increase. The development of a teacher's professionalism focuses on social norms, ethical principles, and practices particular to the teaching profession as well as the creation of a professional identity. Reflective practice and a commitment to lifelong learning are also necessary [13]. The secret to effective training and support in schools and colleges is a rigid continuous professional development (CPD) structure with an award system for the full spectrum of stakeholders involved in teacher preparation [13]. Supported teaching in schools refers to additional time spent in classrooms during the course of the four-year training program. The KG-P3 and P4-6 classes are in training during this period.

The Supported Teaching in School Programme requires colleges of education to have top-notch partner or practice schools for teacher development. Teachers in these institutions should receive specialized training and suitable incentives [13]. This calls for the formation of an ongoing

professional development program that offers mentors, educators, and other professionals proper rewards [13]. "Achieving the Teachers' Standards through Supported Teaching in School placements requires the presence of well-equipped schools, well-prepared mentors, and effective links between college and university and schools [13].

Additionally, colleges of education must ensure that mentors are properly trained and have the skills, attitudes, and abilities required to support the student teachers they mentor. Colleges of education are also expected to provide ongoing professional development (CPD) for mentors, lead mentors, link tutors, and other stakeholders regarding their respective roles and responsibilities as well as recent advancements.

For instance, mentors should think of themselves as coaches who support student teachers in putting their knowledge into practice in actual classrooms. They must also be unrestricted and accessible to their mentees [14]. The colleges of education oversee the efficient evaluation of student teachers' progress in meeting the Teachers' Standards through their portfolios and in accordance with their stage of training; they also educate students about their responsibilities within the classroom and community and create programs to help them effectively use the right teaching resources in the demonstration schools.

This should entail giving reports and thorough instructions for observation. After completing the supported teaching in the classroom program, student teachers should be able to: influence learners' progress and learning; exhibit accurate subject matter, pedagogical, and curriculum knowledge in order to instruct the school curriculum; use the learner's social and cultural context to scaffold their learning in order to make teaching relevant; and have a positive attitude toward their work [13].

The National Teachers' Standards [23] describe the fundamental levels of practice that each student teacher must have attained by the completion of their pre-service teacher education program. Student teachers must prove that they have complied with these requirements in order to show that they have met the National Instructors' Standards. Through extended assisted teaching, students will advance toward meeting the Teachers' Standards in years one, two, and three of their programs:

In demonstration schools, student teachers are encouraged to interact with kids, use educational resources, observe lesson plans, and have the chance to reflect on their own teaching. Additionally, partner schools are intended to give student instructors a limited number of opportunities to engage in self-directed tasks including evaluating lesson plans and texts to see if they are acceptable for children of different grade levels. Finally, demonstration schools must make space available for the student teachers to carry out these independent tasks.

Teaching practice, or "practice instructional," as it is usually referred to, is the internship term (or periods) during which a pre-service teacher is provided guidance in learning to manage the main teaching activities in the schools [15]. Wallace (1991) [16] shared this viewpoint, seeing teaching

practice as an opportunity for future teachers to develop their professional skills in the context of an actual classroom, usually under supervision. Since teaching practice allows preservice teachers to apply some of the principles they have learned in class, it can be concluded from the aforementioned comments that it provides a variety of interesting experiences.

The National Commission for Colleges of Education (1996) [17] states that the purpose of teaching practice is to help pre-service teachers develop a positive attitude toward teaching, expose them to the real-world classroom experience, help them identify their own teaching strengths and weaknesses, provide them with a platform to put educational theories and principles into practice, and give them the skills, competencies, personal traits, and experiences that will help them be successful in the classroom.

Internships (practicing teaching), in accordance with Bukaliya (2012), [18] help mentees advance their understanding of and interest in teaching, as well as their personal capacity for judgment and critical thought, as well as their sense of self-worth. Cook, Stephen, and Charles (2004) [19] argued further that pre-service teachers benefit from their classroom experiences by gaining real-world experience, social skills, and career-related advice. Furco (1996) [20] claims that the main advantage of teaching practice for pre-service teachers is to give them real-world experience that enhances their understanding of issues relevant to a particular subject of study. It also aids prospective educators in bridging the knowledge gap between academic study and practical implementation [24].

Mensah [4] specifically reported that teaching practice is to test mentees' professional knowledge, understanding and skills, to develop both personal and professional competencies under optimum conditions as well as to evaluate their competencies and readiness to enter the teaching profession.

Mensah (1991) [4] conducted research on organization and supervision in Ghana and came to the overall conclusion that teaching procedures should allow new instructors the chance to develop and evaluate their skills in the fundamental areas of instruction. Mensah emphasized that among other things, evaluating students' professional knowledge, understandings, and skills, fostering the development of both personal and professional competencies under ideal conditions, and determining their readiness to enter the teaching profession are all purposes of teaching practice.

Similar to this, Gower and Walters (1983) [21] pointed out that the goal of teaching practice is to provide the student with the opportunity to put techniques to the test, to approach teaching situations while being sympathetically observed, and to provide the student with the opportunity to have their teaching evaluated and constructively critiqued.

Pre-service teachers reported that teaching practice had filled the gap between classroom theory and actual practice in a study by Nevett, H. T. [25]. As a result, the teaching practice program is seen as an effective way to cultivate a wide range of skills, where the learned practical knowledge supports and complements the theoretical study undertaken in the classroom [25].

Teaching practice was shown to be a useful tool for assessing trainee student performance in terms of their professional competencies, according to [26]. Despite the fact that teacher preparation programs must include teaching practice, there are still a number of challenges. According to Adekunle (2000) [3] insufficient time and a lack of dedication on the side of student teachers to the teaching practice program frequently prohibit pre-service instructors from acquiring the information, skills, and confidence required to manage classroom circumstances.

When Nwanekezi (2001) [5] looked at student teachers' attitudes toward teaching practice at the University of Port Harcourt in Nigeria, they discovered that there had been insufficient planning, a lack of facilities, resources, and equipment, a poor learning environment due to poor ventilation, crowded classes, and a brief practicing period. Mensah (1991) [4] discovered that poor performance and unpleasant relations between supervisors and supervisees regularly occur in his study of problems with teaching practice in Ghanaian teacher training institutes for new teachers. He went on to say that a capable boss should have a good relationship with the employee they are overseeing.

3. Methodology

The study employed a descriptive survey design to evaluate the attitude of the mentors and teacher mentees towards the Supported Teaching in School in Gambaga College of Education, Gambaga. This method is economical and widely used in educational research to produce accurate information [25]. The samples of 283 student mentees and 66 mentors were selected for the study and the data from the respondents were collected using questionnaires. According to Donkor, Nsoh and Mitchual (2009) [22] questionnaires are easy to administer, friendly to complete and fast to score; hence it takes relatively very little time of researchers and respondents. In-house survey method was employed to administer the questionnaires to the mentors (in their homes) and mentees (in their hostels). The advantage of in-house survey is that more focus towards the questions can be gained from respondents.

Consequently, a 25-item self-designed questionnaire made up of three sections (A, B and C) was developed. Section A elicited demographic data from the respondents (e.g., gender, age) Section B of the questionnaire had eight items that sought the respondents' views on the perceived benefits of Supported Teaching in School and Section C had five items that dealt with challenges facing student teachers and their mentors. The items on the questionnaire were measured on five-point likert scale with the following weighting: 1 = strongly disagree, 2 = disagree, 3=Neutral 4 = agree and 5 = strongly agree for sections B and C.

To objectively measure the reliability of the instrument, Cronbach's alpha, which is the most objective measure of reliability, was used. Validity is concerned with the extent to which an instrument measures what it is intended to measure. Reliability is concerned with the ability of an instrument to measure consistently [1].

The simplified formula for Cronbach's alpha is given as:

$$\alpha = \frac{N\bar{c}}{\bar{v} + (N-1)\bar{c}}$$

Where N is the number of scale or items, c-bar is the average inter item covariance among the scale items, and v-bar is the average variance. Cronbach's alpha typically ranges from 0 to 1. Values closer to 1.0 indicate a greater internal consistency of the variables in the scale. The acceptable values of alpha are ranging from 0.70 to 0.95. [2]. The reliability coefficient of 0.886 and 0.831 were obtained for section B and C using Cronbach alpha analysis. These values showed a good internal consistency of the instrument, and the researchers considered it appropriate for the study.

In all, 283 and 66 copies of questionnaires were personally administered to the student teachers and mentors respectively after permission consent have been sought from the management of the school and respondents. A hundred percent (100%) responds rates were recorded for both set of questionnaires. Hence, the analysis of the data was based on 283 respondents made up of 145 males and 138 females for the student teachers and 66 responders made up of 33 males and 33 females for the mentors.

Descriptive and inferential statistics were employed to answer the research questions. For descriptive statistics, the average rating for each item was computed for student teachers and the mentors' respondents. Thereafter, each computed average rating was compared with the theoretical mean rating of 3.0 ($1+2+3+4 + 5/5 = 15/5$) to determine whether or not respondents agree with the statement on the aspect of the STS. A mean score of above 3.0 indicate agreement with the statement while a mean of below 3.0 indicates disagreement with the statement.

For inferential statistics, a non-parametric test (Mann-Whitney U-test) was used as a confirmatory test. Standard texts advise that the appropriate inferential statistics

for non-normal ordinal data are those employing non-parametric tests, such as Chi-square, Spearman's Rho, or the Mann-Whitney U-test, since parametric tests require data of interval or ratio level [7].

Hypotheses of Mann-Whitney U-Tests

Null hypothesis: There is no difference (in terms of central tendency) between the two groups in the population.

Alternative hypothesis: There is a difference (with respect to the central tendency) between the two groups in the population.

4. Findings and Discussion

The findings from the research were presented according to the research questions posed above.

Research Question 1: How do mentors and mentees rate the activities of STS program in North East Region of Ghana?

This question sought to find out how mentors and mentees rate the activities of STS program in North East Region of Ghana based on their experiences. Table 1 provides the respondents overall rating of STS programme by both the mentors and mentees (teacher mentees).

From Table 1, it is clearly indicated that more than half of the total respondents 225 (63.9%) were of the view that the STS programme in the North East region is either good or very good, Also, 84 (21.3%) said it is satisfactory and only 42 (12.0%) of them perceived it as either poor or very poor. This result indicates that the STS programme implemented by Gambaga College of Education is good in training and developing teachers' mentees. This finding supports Edwards et al. (2002) [28] and Ibrahim (2020) [27] who investigated the perceptions of student-teachers towards the STS program both concluded that students' perceptions of STS program were good in training and developing teachers in the 21st century.

Table 1. Rating of Teaching Practice Programme.

Rating		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very poor	15	3.8	4.3	4.3
	Poor	27	6.8	7.7	12.0
	satisfactory	84	21.3	24.1	36.1
	Good	126	31.9	36.1	72.2
	Very Good	126	24.6	27.8	100
Total		97	88.4	100.0	-
Missing System		349	11.6		
Total		395	100.0		

Source: Fieldwork, 2022.

College of Education College of education in Ghana and concluded that the construct 'STS relate college base training to real world' was the lowest rank among the eight.

Research Question 2: Do the ratings of the mentees of Gambaga College of Education and their mentors regarding the benefits derive from the STS programme differ?

Table 2 below indicates that there is no statistically

significant difference between the ratings of Gambaga College Education trainees and their mentors with regards to the perceived benefits to be drove from the STS program by the mentees since the $p_i > 0.05$ across the 8 levels. Hence the null hypothesis of no differences between the ratings of each benefit cannot be rejected.

Table 2. Mann Whitney U test for respondents mean score differences.

Hypothesis Test Summary

	Null Hypothesis	Test	sig	Decision
1	The distribution of STS enhances trainees’ knowledge on role and social operation is the same across categories of Respondents.	Independents Samples Mann-whitney U Test	.402	Retain the null hypothesis.
2	The distribution of STS enhances training knowledge of school curriculum and related materials is the same across categories of Respondents.	Independents Samples Mann-whitney U Test	.685	Retain the null hypothesis.
3	The distribution of STS provides training with skills to develop good school community relationship the same across categories of Respondents.	Independents Samples Mann-whitney U Test	.920	Retain the null hypothesis.
4	the distribution of STS provides trainees with techniques for assessing lesson during and after teaching is the same across categories of Respondents	Independents Samples Mann-whitney U Test	.248	Retain the null hypothesis.
5	The distribution of STS helps trainees to achieve carrier objectives is the same across categories of Respondents	Independents Samples Mann-whitney U Test	.270	Retain the null hypothesis.
6	The distribution of STS will equip trainees with good classroom management skills is the same across categories of Respondents.	Independents Samples Mann-whitney U Test	.426	Retain the null hypothesis.
7	The distribution of STS will equip trainees with the ability to build teaching portfolio is the same across categories of Respondents.	Independents Samples Mann-whitney U Test	.619	Retain the null hypothesis.
8	The distribution of STS relate college base training to real world the same across categories of Respondents.	Independents Samples Mann-whitney U Test	.840	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Research Question 3: What challenges do Gambaga College of Education mentees and their mentors face regarding the STS programme?

The average ratings of the challenges face by both the

mentees of Gambaga College of Education and their mentors in shown in the Table 3 below. The rating of item is compared with the theoretical mean rating of 3.0 determine whether the respondent agree or disagree with perceived challenge.

Table 3. Challenges of STS program.

	Mentor		Trainee		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Lack of cooperation between link tutors and mentors	3.21	1.342	2.95	1.447	3.00	1.429
Lack of proper orientation	3.09	1.356	3.41	1.531	3.35	1.502
Inability of some link tutors to visit schools	3.23	1.310	3.23	1.511	3.23	1.474
Inadequate time for STS	3.36	1.172	2.70	1.524	2.83	1.485
Insufficient teaching and learning resources	3.53	1.292	3.61	1.494	3.59	1.456

Source: Fieldwork, 2022.

Results from table 3 shown that ‘insufficient teaching and learning resources’ is the most pressing challenge facing both the mentors (3.53) and the mentees (3.61) with resultant rating of 3.59. This finding is conformity with the Dankwa (2017) [6], Adekunle (2000) [3], Mensah (1991) [4] and Nwanekezi et al (2011) [5] whose findings indicated “teaching aids” rank as the highest challenges facing trainees on teaching practice or STS. For mentors, the least challenge facing them relate to “lack of proper orientation” with the mean rating of 3.09 whilst “lack of cooperation between the link tutors and

mentors was the least challenge of the mentees. The resultant least factor confronting both mentors and mentees is the challenge related inadequate time for STS”. This finding in line with that of Dankwa (2017) [6], who investigated on the perception of mentees in Akrokerrri CoE revealed that ‘in adequate time is the least challenging factor confronting the mentee of the STS Program.

Research Question 4: Do ratings of the mentees of Gambaga CoE and their mentors regarding the challenges of the STS programme differ?

Table 4. Mann Whitney U test for respondents mean score differences.

Hypothesis Test Summary

	NULL Hypothesis	Test	Sig.	Decision
1	The distribution of lack of co-opration between link tutors and mentors is the same across categories of Respondents.	Independents Samples Mann-whitney U Test	0.167	Retain the null hypothesis.
2	The distribution of Lack of proper oreintion is the same across categories of Respondents.	Independents Samples Mann-whitney U Test	0.098	Retain the null hypothesis.
3	The distribution of inability of some link tutors to visit schools is the same across categories of Respondents	Independents Samples Mann-whitney U Test	0.85	Retain the null hypothesis.
4	The distribution of inadequate time for STS is the same across categories of Respondents.	Independents Samples Mann-whitney U Test	0.001	Retain the null hypothesis.
5	The distribution of Insufficient teaching and learning resources is the same across categories of Respondents.	Independents Samples Mann-whitney U Test	0.485	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

This question sought to find out whether the ratings of the challenges confronting the mentees of Gambaga CoE and their mentors significantly differ. Table 4 above is the inferential statistical table for each challenging of the challenging factors.

From the confirmatory Mann Whitney U test in Table 4, it is obvious that there are no statistical differences in opinions on of the challenges confronting the mentees of Gambaga CoE and their mentors except the challenge related to ‘insufficient time for STS.

5. Conclusion

STS is one of the key pillars of the new B. ED program currently run in the colleges in Ghana. The program, which replaces the previous on campus teaching practices, has tremendous benefit to the student trainees. The success of the program largely rests on shoulders of the equipped and motivated mentors in the public schools of Ghana. Even though the program is fraught with many challenges such as ‘inadequate teaching and learning materials’ as well as ‘lack of cooperation between the link tutors and the mentors’, both the mentees and their mentors rate the program highly and this is a very good omen to the success of the program.

6. Recommendations

The following recommendations are based on the findings of the study:

1. Periodic orientation must be organised for the mentors to equip them about their core mandate of the STS program. The mentors must entreat to accept the STS program as part of the normal professional duties.
2. The college should foster a good professional relationship between the link tutors and the mentors. The function of link tutors, who serve as a link between the college, mentors as well as the mentees need to be enhanced.
3. The public partner schools must be equipped with the necessary teaching and learning material to facilitate the work of the mentors.
4. Future study should involve tutors and management of the college.

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