

Exploring Pedagogical Expectations and Realities of Instructional, Assessment, and Mentoring Strategies on Student-Teachers' Professional Development at Abetifi Presbyterian College of Education

HENRY OFOSU AMEYAW¹, SAMUEL SOLOMON ANNAN-NUNOO², SAMUEL AYETEY CHAITEY³,
GABRIEL KUMAH⁴, KOW ARKHURST⁵

^{1,2,3,4,5} Department of Social Sciences, Abetifi Presbyterian College of Education,

Kwahu Abetifi, Ghana

¹*kay.amuzu@gmail.com* ²*annannunoos@gmail.com* ³*csamuelayetey@yahoo.com*

⁴*saintgabby100@gmail.com*

⁵*kowarkhurst@gmail.com*

Abstract

This study investigates instructional, assessment, and mentorship practices at a Ghanaian college of education by analyzing survey data from 10 lecturers and 104 student-teachers. The research is driven by a perceived gap between the pedagogical strategies espoused in teacher education reforms and the actual experiences of educators and student-teachers in the classroom. Employing a combination of descriptive statistics, comparative thematic and sentiment-based analysis through a convergent parallel mixed-methods design, the study reveals both alignment and dissonance in the perceived effectiveness of pedagogical practices and key implementation challenges. Whereas most lecturers and student-teachers acknowledged group work and presentation as key pedagogical practices, over 80% of the student-teachers have received some form of mentorship. However, some student-teachers expressed greater dissatisfaction with instructional clarity, feedback mechanisms, and access to personalized mentorship, affirming a room for improvement. Limitations of the study include its confinement to a faculty in a single institution and reliance on self-reported data, which may affect generalizability. Nonetheless, serving as a baseline study, the findings offer critical implications for policy, including the need for enhanced mentorship systems, differentiated instruction, and more responsive assessment models. The study provides insights on the importance of aligning pedagogical innovation with the contextual realities of teacher training institutions, which could be explored extensively in other collegiate institutions.

Keywords: *Assessment practices; Instructional strategies; Mentorship in teacher training; Mixed-methods educational research; Teacher education in Ghana*

DOI: 10.7176/JEP/16-6-13

Publication date: June 30th 2025

1. Introduction

Effective teacher education is central to national development and the transformation of educational systems (Ubogu, 2020). In Ghana, Colleges of Education play a critical role in preparing student-teachers to become competent, reflective, and contextually responsive practitioners. Policy reforms such as the National Teacher Education Curriculum Framework and the shift toward learner-centered pedagogy emphasize innovative instructional, assessment, and mentoring strategies as key to enhancing professional competence (Akama & Keenan, 2022). However, the extent to which these reforms translate into practical realities within training institutions remains contested. There is a need to consistently examine the alignment between pedagogical expectations and the lived experiences of student-teachers to ensure that reforms effectively support their professional development.

In recent times, mentorship, for example, has been flagged by some researchers as one of the mainstays of motivation that drives the competence development of student-teachers. This recognition stems from a growing body of empirical studies that link structured mentoring relationships to improved pedagogical confidence, professional identity formation, and the internalization of reflective teaching practices (Arnesson & Albinsson, 2017). At institutions like Abetifi Presbyterian College of Education (Abeticocoe), where resource limitations and large class sizes often challenge instructional effectiveness, mentorship can serve as a compensatory mechanism to personalize learning and reinforce theoretical knowledge through guided practice (Arnesson & Albinsson, 2017). But on the flip side, considering the large numbers, the possibility of attaining a holistic percentage of

personalized mentorship could be a tussle to tackle. Again, quality and effective mentorship are characterised by personalized student and teacher relationships where comprehensive feedback is given to the students on every learning engagement, both in and outside the classroom (Arnesson & Albinsson, 2017; Rodriguez et al., 2019). But this could be challenging to achieve in most Ghanaian colleges, given the high teacher-to-student ratio. Exploring mentorship and broader pedagogical practices in this specific context is therefore crucial, not only to assess the fidelity of policy implementation but also to identify culturally and institutionally relevant strategies for improving teacher preparation outcomes. This localized understanding contributes meaningfully to the national discourse on teacher education reform and quality assurance.

Regardless of whether a structured mentorship programme is in place within an educational institution, instructional and assessment strategies remain foundational pillars in the development of student-teachers' professional competencies. As articulated in the National Teachers Standards by the Ministry of Education [MoE], (2017) and the National Pre-Tertiary Education Assessment Framework [NaCCA], (2018), contemporary discourse in teacher education increasingly emphasizes differentiated pedagogy and assessment, with global education experts advocating these approaches as essential for enforcing inclusivity, accommodating cultural and cognitive diversity, and promoting equitable access to quality education (Gheysens et al., 2023). Differentiation is thus conceptualized not merely as a pedagogical technique but as a transformative framework that redefines classroom engagement and learner agency. Nonetheless, operationalizing differentiated strategies presents significant challenges in contexts characterized by high enrolment and limited instructional resources (Gibbs, 2022). In Ghana, for instance, it is widely acknowledged that lecture-based delivery continues to dominate tertiary instructional practices, to the extent that the term "lecture" is often colloquially equated with any form of lesson delivery. While large class sizes may serve as a disincentive for implementing learner-responsive approaches, the more pertinent question is whether faculty members in Colleges of Education are prepared to embrace the pedagogical paradigm shift from teacher-centered transmission models to learner-centered, dialogic engagement. Given the mandate of Colleges of Education to prepare student-teachers for diverse and dynamic pre-tertiary classrooms, college lecturers themselves must model innovative, inclusive, and learner-centered instructional and assessment practices (Gheysens et al., 2023). Such modelling not only enhances the professional preparation of student-teachers but also reinforces the institutional culture of reflective and responsive pedagogy.

This study focuses on Abetifi Presbyterian College of Education and explores the perceived alignment between pedagogical expectations and lived experiences among lecturers and student-teachers. Specifically, it examines how instructional methods, assessment practices, and mentorship approaches shape student-teachers' professional development. To better deepen the understanding of the pedagogical and mentorship practices in the college, the study utilizes a convergent parallel mixed-methods framework, providing both quantitative metrics and qualitative perspectives regarding the congruence or divergence of policy and practice within the collegiate setting. Given the growing call for evidence-based reform in teacher preparation (MoE, 2017; Ubogu, 2020), this study contributes to the literature by offering grounded perspectives from within a Ghanaian College of Education, delineating the nuances in the case of Abetifi Presbyterian College of Education. It also highlights the systemic and pedagogical conditions that support or hinder the realization of effective teaching and learning processes. Through this comparative and sentiment-informed analysis, the study seeks to inform both institutional practice, not only in Abetifi Presbyterian College of Education. But also to set the tone as a base study, triggering grand-scale evaluation of instructional practices in colleges of education for national policy in the ongoing evolution of teacher education in Ghana (Gorni & Saud, 2023).

Theoretical Framework

This study is anchored in two complementary theoretical perspectives, namely, Vygotsky's Sociocultural Theory of Learning and Tinto's Theory of Student Integration. Vygotsky's Sociocultural Theory emphasizes the fundamental role of social interaction and cultural tools in cognitive development, particularly through mechanisms such as scaffolding and the Zone of Proximal Development (ZPD), and the role of mediating factors in cognitive development of children (Tzuriel, 2021). Whereas the student-teachers of Abetifi Presbyterian College of Education are not children, they are being trained with primary and early grade competencies to enable them to support children to realise their full potential after graduation. This means, lecturers need to model the competencies expected of these student-teachers. This theory, therefore, provides a foundation for analyzing how lecturers and mentors facilitate student-teachers' professional growth through collaborative learning, guided instruction, and differentiated mentorship. Recent studies such as Ramnarain and Mavuru (2021), Akama and Keenan (2022), and Idd (2023) have employed Vygotsky's framework to evaluate teaching and learning interactions in teacher education contexts, particularly in African and low-resource settings.

Tinto's (1975) Theory of Student Integration, which focuses on academic and social engagement as key to student retention and success, offers a useful framework for assessing the extent to which mentorship, instructional clarity, and assessment practices which are hallmarks of differentiation (Gheysens et al., 2023) promote student-teachers' integration into the teaching profession. Studies recently have demonstrated the applicability of Tinto's model in exploring the impact of mentoring and institutional support on student persistence and professional identity formation in African teacher training institutions (Simmonds & Dicks, 2018; Bwiruka et al., 2021). As asserted by Tinto, the consequence of not properly integrating students into instructional processes is heightened dropouts (Tinto, 1975).

A comprehensive understanding and application of these frameworks engages deeper exploration of how pedagogical practices can be optimized to support student-teachers' development and integration into the profession. These theoretical lenses therefore provide a structured basis for evaluating the effectiveness and relevance of current pedagogical strategies, highlighting both the social context of learning and the institutional dynamics that influence student development. Both theories, serving as anchors for the study, were used to guide the development of the instruments for data collection and espoused as tools guiding the process of data analysis for deductive inferences.

2. Methodology

A convergent parallel mixed-methods design was employed to gain a comprehensive understanding of instructional, assessment, and mentorship practices from the perspectives of both lecturers and student-teachers. This design involves collecting and analysing quantitative and qualitative data simultaneously and it was selected to enable triangulation of quantitative and qualitative insights, thereby enhancing the validity of the findings as explored and recommended by scholars in diverse fields (Hong et al., 2017; Handa, 2020; Gallego, 2024; Meydan & Akkaş, 2024). In this light, data collection was through structured Google Forms surveys, which included both closed-ended items for quantitative analysis and open-ended questions to capture qualitative depth. With a focus on improving access and quality in the department, research participation was limited to lecturers and student-teachers in the Department of Social Sciences of Abetifi Presbyterian College of Education. The duration for the data collection was three weeks, which allowed for flexibility, enabling the faculty members and student-teachers to respond at their convenience. As is peculiar to the convergent parallel design, both the quantitative and qualitative data were extracted and analysed separately before triangulation (Turner et al., 2015; Creswell & Plano Clark, 2018) for further flexible comparative analysis insights (Crawford & Tan, 2019). Analysis of quantitative data obtained through the survey explored descriptive analysis, typically simplifying the data to identify trends by calculating theme-based averages in percentages of the closed-ended questions. This was followed by summarizing each of the themes with simple descriptive narratives and then visualizing the results into tables and charts for easy interpretations and inferences. Qualitative responses underwent manual thematic coding to identify recurrent patterns and unique viewpoints. Additionally, a comparative sentiment analysis was conducted to evaluate the emotional tone and divergence in responses between the two cohorts. The mixed-methods approach is consistent with Vygotsky's emphasis on contextualized learning and Tinto's focus on understanding the multifaceted nature of student engagement. Also, for ethical considerations and dealing with biases, the data collection and analysis processes involved two different individuals from another college. These individuals were involved constructively to validate the development of the instruments for data collection, involved in initial quantitative analysis, and proofreading of the manuscripts, thereby ensuring validity and reliability of the data and results. This integrative analytical approach allowed for a nuanced interpretation of the perceived alignment and dissonance in pedagogical practices.

3. Results and Discussions

As posited at the onset, the student was to unearth the alignment between pedagogical expectations and lived experiences among lecturers and student-teachers of the Social Science Department at Abetifi Presbyterian College of Education. The aim is not only to inform best practices in the college but also to set the tone as a baseline study for further extensive studies on the subject in other collegiate institutions in Ghana and Africa. The approach to the analysis and presentation is done using both descriptive statistics and thematically focusing on five major themes, namely: Instructional Strategies, Assessment Methods, Mentorship Support, and Recommendations to Challenges.

3.1 Instructional Strategies

Regarding the instructional strategies, contextual analysis of the data from the lecturers' perspective shows a strong preference for collaborative, problem-based, and inquiry-based learning was reported. Despite this, large class sizes and limited resources were cited as impediments to full implementation. The student-teachers' perspective also confirmed exposure to collaborative methods and valued real-life applications, though lecture-based teaching remained prevalent. Students highlighted issues such as unclear explanations and insufficient follow-ups. Comparatively, both groups therein accent the essence and effectiveness of interactive methods. However, students express more critical sentiments about the execution of such strategies, pointing to a gap between pedagogical intent and classroom delivery. Particularly, group work and peer interaction dominate teaching methods, reflecting a constructivist approach used by the lecturers as the popular mode of instruction. Out of the 104 total number of responses, 85% of the students-teachers admitted that when teachers use a collaborative approach, it helps improve their understanding of the content. Comparatively, both lecturers and student-teachers expressed the same views by rating collaborative learning as the most rated strategy for instruction, emphasizing a direct match between the ideal and the reality. This finding corroborates earlier studies that interactive approaches impact the competence acquisition of students (Gheysens et al., 2023). Critically analysing the result projects a positive insight into the pedagogical and assessment practices espoused by the lecturers in the Abeticoe. The use of interactive approaches affirms the strong awareness and application of the NTS framework (MoE, 2017) by the lecturers of the Social Science department of Abetifi Presbyterian College of Education, which is highly commendable.

Despite the collaborative learning approach, which is labelled the outstanding approach for instruction, both lecturers and student-teachers (Figures 1 & 2) acknowledged that some lecturers employ the lecture-based, project-based, problem-based, and inquiry learning strategies. In terms of effectiveness, most lecturers and student-teachers rated the instructional strategies as "effective" or "very effective" despite common challenges of large class sizes and a lack of adequate resources. Student-teachers particularly expressed positive sentiments about the real-life applications of concepts used by the lecturers, rating this strategy as very effective. These findings confirm the theory of student integration as an effective and impactful pedagogy for competency development in student teachers (Gheysens et al., 2023).

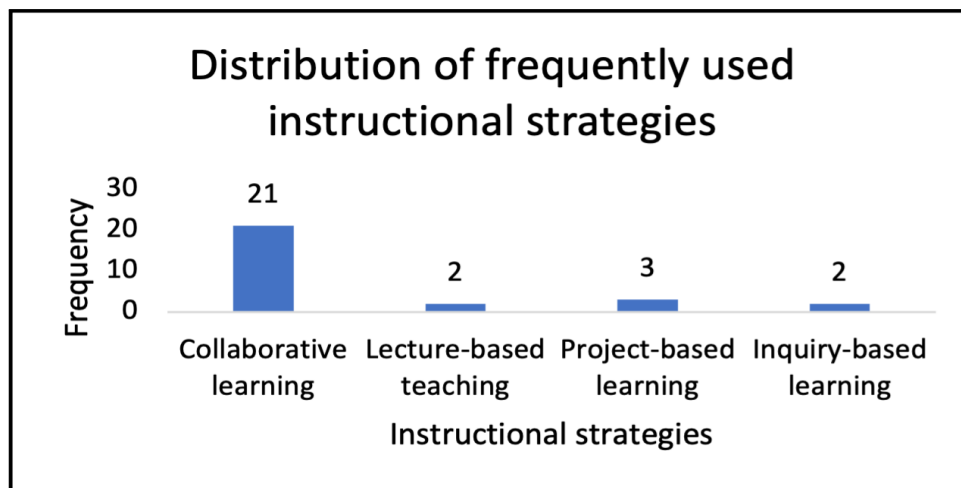


Figure 1: Most frequently used instructional strategy from Lecturers' perspective

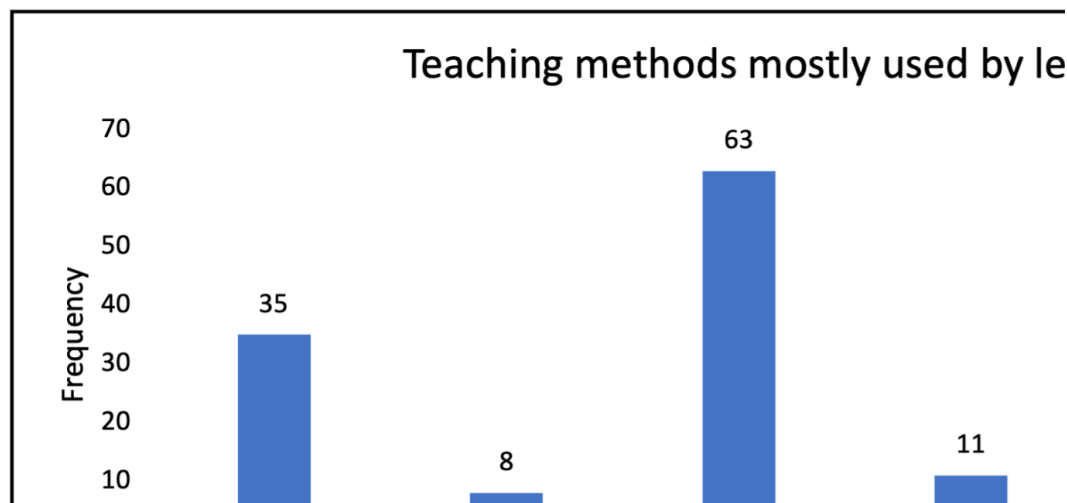


Figure 2: Most frequently used instructional strategy from the Student-teachers' perspective

However, the remnant of the lecturers who still opt for the lecture approach as a mode of instruction (as per Figure 1) raises concerns that need to be redressed as their strategy potentially could derail the quality of competences expected of student-teachers. But there again, as per the findings, the issues of high enrolment and resource gaps also should be handled administratively, as that sets the tone for some practices of lecturer-centered pedagogies. Additionally, some lecturers express concern regarding students' lack of familiarity with participatory learning styles, suggesting a potential mismatch between pedagogical approaches and students' prior learning experiences.

Contextual comparative analysis revealed that student-teachers articulated specific contrary concerns regarding the teaching methods. Responses from the data analysed showed that the lecture method was the second most rated pedagogical approach from the student-teachers' perspective (Figure 2). Inquiry-based, hands-on learning, problem-solving, and case studies were expressed to be low from the student-teachers' perspective. Meanwhile, these approaches have been enlisted as the core for supporting students with 21st-century competencies (MoE, 2017; Gheysens et al., 2023). The qualitative data indicate that while some student-teachers expressed neutrality, others found the lecture-based methods challenging, citing a lack of engagement and difficulties in grasping complex concepts. They identify unclear explanations, time constraints within group discussions, and language barriers during presentations as significant impediments to their learning. Furthermore, some students feel that lecturers do not consistently provide adequate follow-up explanations and that there is often a mismatch between instructional strategies and individual learning styles. These sentiments underscore the need for more adaptable and student-centered pedagogical approaches that cater to the diverse needs of learners (Gheysens et al., 2023). It is remarkable to note that 79.4%, representing the majority of student-teachers, rated the effectiveness of the instructional methods they experienced as ranging from "effective" to "very effective," regardless of the challenges pointed out.

3.2 Assessment Strategies

A contextual analysis of the result reveals that assessment strategies employed at the College reflect a combination of formative and summative approaches, with a strong emphasis on practical application. Lecturers report that classroom-based performance tasks, oral presentations, and portfolio assessments are the most commonly utilized methods (See Figure 3). However, this was slightly varied in the case of the Student-teachers who rated oral presentations highest, with 55 counts as the most utilised assessment strategy, followed by course assignments and written examinations (Figure 4). Contrary to the views of lecturers, the student-teachers rated classroom-based tasks low, indicating a mismatch and further interrogation (compare Figures 3 & 4). However, the assessment strategies projected by both groups fairly align with contemporary assessment principles that prioritize the demonstration of learning through authentic tasks as outlined in the NTS (MoE, 2017). According to the Student-teachers, lecturers also incorporate oral presentations, peer assessments, and reflective journals into their assessment repertoire. This gives the impression that the faculty members of the social science department demonstrate a high familiarity and practical acumen of the National Pre-Tertiary Education Assessment Framework (NaCCA, 2018). Shockingly, however, examinations (including mid-semester quizzes),

which are the most common form of assessment in Ghanaian tertiary institutions, was not mentioned in the data from the lecturers' perspective, though this was rather rated the third highest by the student-teachers (Figure 4).

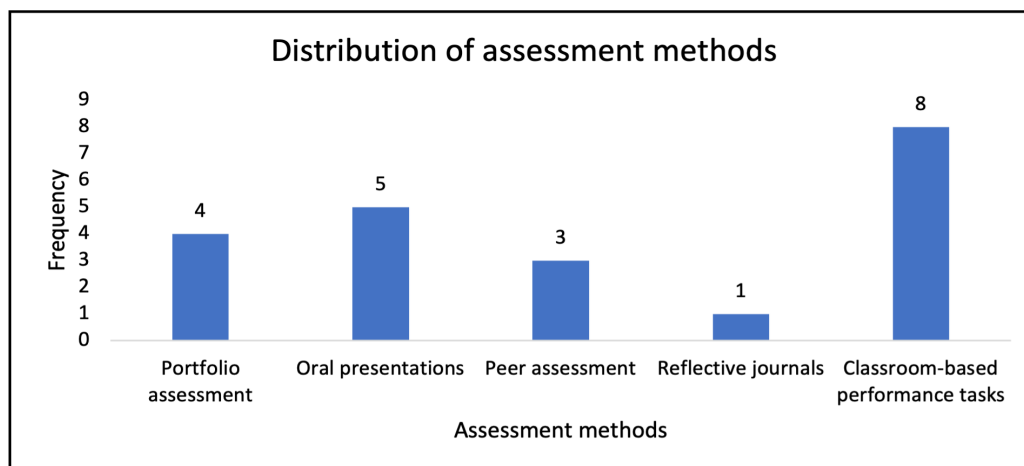


Figure 3: Student-teachers' and Lecturers' perspective of the Most Frequently used assessment strategy

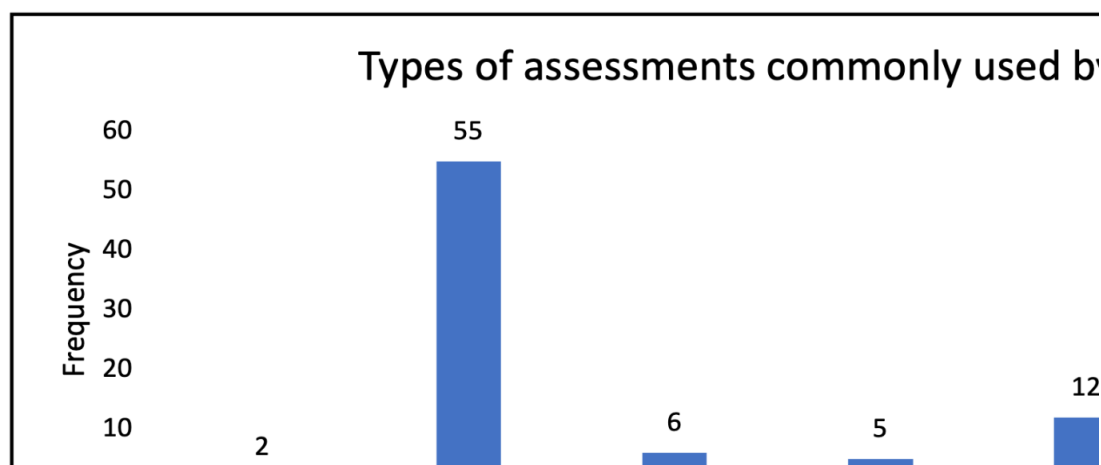


Figure 4: Student-teachers' perspective of the Most Frequently used assessment strategy

Challenges in assessment, however, are evident. Lecturers cite time limitations as a primary constraint, which can hinder their ability to provide timely and detailed feedback. They also express difficulty in accurately measuring intended learning outcomes, particularly in the development of professional skills. Late submission of assignments and the alignment of assessment practices with broader professional development goals are additional areas of concern. Student-teachers report that written examinations, oral presentations, assignments, coursework, and classroom teaching simulations are the most frequent types of assessments they encounter. Additionally, some students indicate experience with reflective journals, portfolio assessments, and peer assessments. Notably, the majority, representing 85.3% of student-teachers, perceive these assessments as supportive of their professional development, suggesting that they recognize the value of assessment in shaping their teaching competencies.

Despite the general positive perceptions about instructional and assessment strategies rated as very effective both on the mean and mode, student-teachers also highlight several challenges related to assessment. Specifically, anxiety and stress, particularly in the context of oral presentations, are significant concerns for some. Students also express a desire for more substantive feedback and opportunities for improvement, indicating a need for flexible assessment practices that are more formative. A perceived over-reliance on rote-based examinations,

which may hinder the development of deep understanding, and a lack of variety in assessment methods are also noted as areas for improvement.

3.3 Mentorship Supports

Mentorship is a recognized component of the teacher education program at Abetifi Presbyterian College of Education. The data indicate that most lecturers actively engage in mentoring activities, primarily through one-on-one sessions and group mentoring (See Figure 5). Peer mentoring and online mentoring are also utilized, albeit less frequently. Lecturers generally view their mentorship efforts as effective or very effective, suggesting a commitment to supporting student-teachers' professional growth. However, challenges exist, including mentees' lack of cooperation, time constraints for both mentors and mentees, students' lack of self-direction, and the difficulty of tailoring mentorship to individual needs.

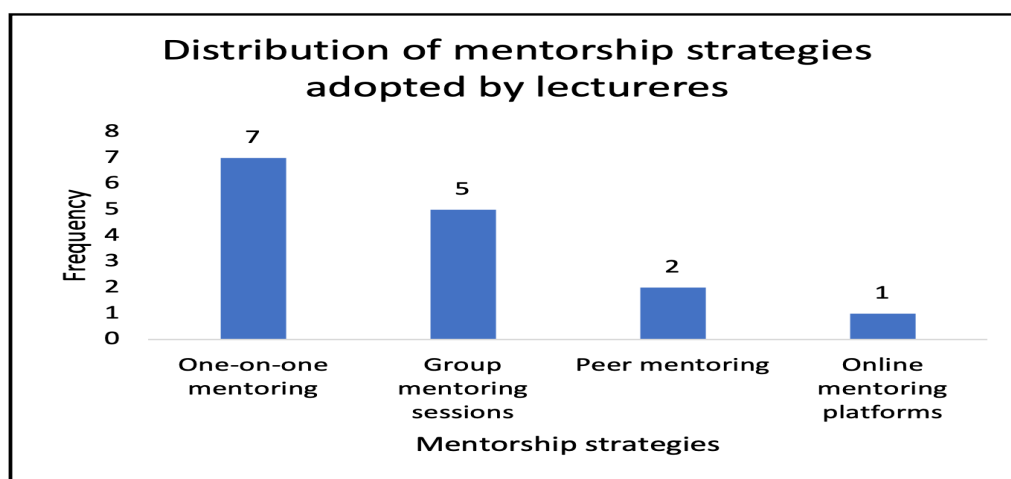


Figure 5: Lecturers' and Student-teachers' perspective of the most adopted mentorship strategy used by lecturers

Student-teachers' and Lecturers' perspectives on mentorship are largely positive. Over 80% of student-teachers report having received some form of mentorship, with group mentorship sessions and one-on-one mentoring being the most common formats, whereas lecturers shared the same views comparatively (Figure 5). Online mentoring (via email or virtual platforms) and peer mentoring are also reported, but with the lowest frequency, as presented in Figure 5. The low frequency of the online mentorship potentially could affect access and quality, given that blended pedagogies have been identified as a means of increasing access and quality education regardless of their technological setbacks (Quarshie et al., 2022). Whereas analysis of the data did not reveal that the faculty members use blended mode for instruction and assessment, the minuscule representation of the online mentorship is a positive step that College authorities should commend and encourage lecturers to practice to increase access and quality. Generally, 85.3% of student-teachers widely rate the mentorship they receive as "effective" to "very effective", indicating that they value the guidance and support provided by mentors.

Recommendations to Key Challenges from Student-Teachers and Lecturers' Perspectives

Common instructional challenges include unclear explanations, time constraints in group discussions, language barriers during presentations, a lack of follow-up explanations by lecturers, and a mismatch with individual learning styles. Contextual analysis of the qualitative data from both students-teachers and lecturers indicates that assessment challenges include anxiety and stress (especially with oral presentations), limited feedback and opportunities for improvement, over-reliance on rote-based exams (reducing deep understanding), and a lack of assessment variety. Mentorship challenges include irregular schedules, time constraints, lack of personalization in group mentorship, and a limited number of mentors or inconsistent guidance. Regarding the pedagogical and assessment strategies, student-teachers recommend diversifying teaching strategies, integrating more practical work and real-world applications, balancing lectures with interactive methods, structuring mentorship programs for consistency and wider impact, updating the curriculum and using educational technology, and enhancing feedback mechanisms in assessments. They also suggest building supportive environments and enhancing learning resources.

Through a contextual analysis of the qualitative fraction of the survey, both lecturers and student-teachers. Key barriers to effective instruction include large class sizes, time constraints, inadequate teaching materials, and students' unfamiliarity or disengagement. Assessment challenges include time limitations, difficulty in measuring intended outcomes, late submissions, and alignment with professional development. Mentorship challenges involve mentees' lack of cooperation, time constraints, students' lack of self-control, and the difficulty of adjusting to individual needs. Despite the overall positive perception, student-teachers identify areas for improvement in the mentorship program. Irregular mentorship schedules and time constraints for both students and mentors are cited as challenges. Some students express concern about the lack of personalization in group mentorship, suggesting a need for more individualized attention. Additionally, a limited number of mentors or inconsistencies in the guidance provided are noted as potential areas of weakness. These findings suggest that while mentorship is valued, there is a need for more structured, consistent, and personalized approaches to ensure its effectiveness. Lecturers suggest smaller class sizes, regular workshops, continuous use of diverse methods, mentorship training, and better resourcing. They emphasize the need for institutional support, resource availability, and building student confidence.

4. Conclusion and Implications

This study provides nuanced insights into the instructional, assessment, and mentorship strategies employed within the Social Sciences Department of Abetifi Presbyterian College of Education, using a convergent parallel mixed-methods design. The findings affirm the presence of commendable practices. Particularly, the use of collaborative learning, classroom-based tasks, as well as oral presentations and one-on-one mentorship structures, was rackingly established as an instructional, assessment, and mentorship strategy prevalent in the department. But also, the study reveals persistent challenges related to large class sizes, resource inadequacies, lack of differentiation, and inconsistencies in feedback and mentoring. The alignment between pedagogical expectations and actual classroom realities appears to be partial and contextually mediated, confirming the relevance of the sociocultural and integrationist perspectives of Vygotsky and Tinto, respectively.

From a theoretical standpoint, the data support Vygotsky's argument that learning is socially mediated and facilitated through scaffolding interaction, while also validating Tinto's assertion that student integration in academic and social cognition is critical to persistence and success in education. Whereas lecturers at Abetifi Presbyterian College of Education demonstrate some alignment with national standards and learner-centered ideals, student-teachers express mixed sentiments, especially about feedback quality, instructional clarity, and accessibility of personalized support.

These findings carry significant implications for teacher education policy and practice. First, the presence of pedagogical mismatches, especially between student needs and lecturer strategies, points to the urgent need for institutional support in areas of faculty development, resource allocation, and mentorship structuring. Second, the evidence highlights the importance of modeling best practices within teacher education institutions, as these serve not only as instructional spaces but also as professional role-modeling environments for future teachers. Third, while policy frameworks such as the National Teacher Standards (NTS) and the National Pre-Tertiary Education Assessment Framework provide essential guidelines, their effective enactment depends on context-sensitive implementation supported by ongoing professional learning and monitoring mechanisms.

5. Recommendations and Limitations

5.1 Recommendations

In light of the findings, sustained faculty development initiatives must be prioritized within Colleges of Education, particularly regarding differentiated pedagogy, learner engagement, and responsive feedback mechanisms. These professional development efforts should be grounded in evidence-based pedagogical theories and tailored to the contextual realities of high-enrollment institutions such as Abetifi Presbyterian College of Education. Focus should also be placed on integrating blended learning approaches to increase accessibility and flexibility. Workshops, collaborative learning communities, and peer coaching should be employed as continuous professional learning avenues to deepen instructional effectiveness and adaptive teaching practices. Equally essential is the urgent need for systemic reforms that address infrastructural and logistical constraints. Large class sizes, limited teaching materials, and constrained physical environments continue to inhibit the implementation of learner-centered approaches. Institutional stakeholders, in collaboration with national policy

actors, must explore feasible strategies for class size management, resource mobilization, and the integration of technological tools that support inclusive and interactive learning environments and assessment strategies.

From student-teachers' study highlights the need to reimagine assessment practices by moving beyond the traditional emphasis on summative, exam-oriented evaluation. A shift toward formative, authentic, and multimodal assessment approaches is recommended, wherein students are provided with timely, constructive feedback that enhances reflection, growth, and practical competence. To ensure the relevance and fairness of these assessments, student-teachers' voices must be integrated into the design and continuous refinement of evaluation tools.

Furthermore, mentorship, as a central pillar in teacher education, demands a more structured and intentional approach. Rather than relying on ad hoc or informal mentoring arrangements, Colleges of Education should institutionalize mentorship as a formal component of teacher preparation. This includes the provision of clearly defined mentorship roles, periodic evaluations, and professional development for mentors. A blended mentorship model of incorporating face-to-face, peer, and virtual support systems could be especially beneficial in expanding access while maintaining quality.

Finally, in terms of policy, it is recommended that institutions adopt robust monitoring and evaluation systems to assess the fidelity of instructional, assessment, and mentorship practices vis-à-vis national teacher education frameworks. These mechanisms should be participatory, data-informed, and oriented toward continuous improvement, thereby ensuring that institutional efforts are aligned with the broader goals of equity, quality, and relevance in teacher education.

5.2 Limitations

This study is not without limitations. First, its scope was limited to a single department within one College of Education, which constrains the generalizability of findings across Ghanaian colleges. Second, reliance on self-reported data introduces the risk of social desirability bias and subjective interpretation. Third, the study's design, while rigorous, did not include classroom observations or longitudinal tracking, which could have provided deeper validation of practices over time. Despite these limitations, the study provides a grounded and contextual analysis that can inform both institutional reform and broader policy development. Future research should expand the sample to include multiple colleges and departments, adopt longitudinal designs, and incorporate classroom observations to triangulate self-reported data with actual pedagogical enactment.

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Acknowledgement

The authors extend sincere gratitude to Dr. Benjamin Quarshie and Dr. Isaac Taley Bengre, both of Mampong Technical College of Education, Ghana, for their invaluable support in validating the instruments and statistical analysis for this study. Their expertise and generous collaboration significantly enhanced the analytical depth and rigor of the research, and their collegial spirit is deeply appreciated.

Corresponding Author's biography

Henry Ofosu Ameyaw (PhD) is a lecturer at Abetifi Presbyterian College of Education and currently the Head of Department for the Social Sciences. He teaches Creative Arts, Culture, and Early Grade Education at the above-mentioned institution. His research interest is geared toward Art history, Curriculum studies, and Contemporary art and design.

Second Author's biography

Mr. Solomon Annan-Nunoo is a PhD candidate at the University of Cape Coast, Ghana, and a lecturer at Abetifi Presbyterian College of Education. He teaches Geography and Social Studies at the College of Education.