

The Effect of Peer to Peer Mentoring on Initial Teacher Professional Development at Holy Child College of Education

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Abstract

In order to equip pre-service teachers with the required professional teaching competences, the Colleges of Education in Ghana have structured their curricula such that subject content knowledge is taught during the preliminary years (1-3) at college. During the final year, the colleges have partner schools that engage the final year pre-service teachers on teaching practicum known as mentorship. That notwithstanding, research suggests that pre-service teachers are not fully adequately prepared for the mentorship programme while at college (Amankwah, Oti-Agyen & Sam, 2017). Very little is done by way of preparing the pre-service teachers for the final year mentorship programme while at college (Fletcher, 2012). To forestall this situation, the researchers instituted a peer to peer mentorship programme spanning one semester at Holy Child College of education in Takoradi, Western Region of Ghana in the 2019/2020 academic year. During the peer to peer mentorship programme, third year pre-service teachers preparing for final year mentorship practicum were assigned to second year pre-service teachers to be mentored. Each mentoring group forming a stratum, was assigned to a professional college of education Tutor for continuous coaching and monitoring. The researchers together with two other facilitators organised a five (5)-day orientation training for the pre-service teachers prior to the commencement of the mentorship programme. During the 5-day orientation training, the pre-service teachers were introduced to ethics of the teaching profession, the teaching practicum policy, collaborative lesson planning and delivery, teaching learning resource preparation and storage as well as innovative pedagogical approaches. Both peers were guided on how to keep a teaching practice journal and also how to develop teaching philosophies to guide their professional practice. The explorative case study design with multiple data source was used to conduct this study. The stratified purposive sampling technique was employed to collect data on 210 second year pre-service teachers who had been assigned to 10 different mentoring groups (strata) based on their subject specialty. The subject specialty of the pre-service teachers included: early childhood, primary education, junior high subject specialties as well as home economics and languages. Participant observation schedule, questionnaire and End of Mentorship Discussion Forum (EMDF) were used by the researcher to collect data for the study. The use of the multiple data source ensured triangulation, rigor and credibility of the information obtained. The different instruments used in collecting data from the same study enabled the researcher to describe the findings as authentic and trustworthy. Findings from the study revealed that, Peer mentoring has contributed immensely towards the development of efficient pre-service teachers. Peer to peer mentoring has equipped pre-service teachers with the skills involved in classroom organisation and management, increased their professional commitment, and harkened the development of skills in lesson planning, preparation and delivery. The peer to peer mentoring programme has enabled the pre-service teachers to become aware of their role expectations going into the final year mentorship programme. They have cultivating the professional act of continuous lesson reflection with the aim of improving professional practice in line with their developed teaching philosophies. The researchers highly recommend that colleges of education in Ghana channel efforts at engaging pre-service teachers in peer to peer mentoring prior to macro-teaching to sharpen their professional skills and prepare them adequately for the final year mentoring programme.

Keywords: pre-service teachers, classroom management, mentorship, teacher professional development, innovative teaching approaches

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1. Introduction

The development of any nation is measured by the level of education possessed by the citizenry. Nations all over the world have invested heavily in education with the reason to equip the citizenry with the needed life skills required for nation building and development of the human capital (Lawrence & Thiyagarajan, 2021). The development of education of the citizenry of every nation cannot be complete without mentioning the teacher factor (Murati, 2015). Teachers all over the world have become a major fulcrum around which the education tapestry of every nation revolves (Hinson, Habib & Arthur, 2022). It is quite intriguing to note, that many countries especially in Africa have revised and reform their teacher education curriculum with the view to develop and equip the human resource with critical/analytical thinking dispositions needed for living in the 21st

century through their education system (Facione, 2015). Countries the world over have developed modern approaches to teaching and learning, formed teacher professional bodies, developed professional teaching standards and established national teaching boards aimed at ensuring high standards of teacher professionalism (Hinson, Habib & Arthur, 2022). It goes without saying that teacher “professionalism” training has become a key factor in teacher professional development within the current educational space. To this end, the training and development of professional teachers has received major attention lately. Teacher educators the world over are developing innovative teaching strategies that seek to equip pre-service teachers with the required core competences and 21st Century skills needed for teaching in the current dispensation. This is because the training and development of high caliber professional teachers is a panacea for effective development of well-informed citizens in every nation (Udom, 2012). The citizens of every nation are a reflection of the tenets imbued in the curriculum, envisioned by pedagogy and actualized by the teachers in the classroom. Teachers train, model, motivate, drive, guide and facilitate the development of their students who form the workforce and the human resource of their nations (Malik, 2018). This is done with the intent to creating worldly individuals who have the requisite 21st century skills needed for living in any part of the world.

In Africa, teacher education has seen a lot of reforms in the past decades. The face of the teaching profession has metamorphosed from basic general training in education to a more differentiate specialty where teachers are equipped with the skills, competences and techniques involve in teaching particular subjects. In addition, the teaching profession has seen improvements in organisation and structure especially with the introduction of the teacher mentorship training and teacher licensing regimes.

In Ghana, the colleges of education has gone through refinements over the past decade with the reason to produce highly qualified teachers capable of delivering the basic school curriculum with ease. The then teacher training colleges (awarding teachers certificate “A”) has been upgraded through diploma awarding certificate in education to the current bachelor of education in basic education. The colleges of education Act 847, has mandated the colleges for training professional teachers for basic schools (Odoom, Opoku, & Ayipah, 2016). The colleges are to ensure that initial pre-service teachers are equipped with the requisite skills and professional competencies needed for effective teaching. Colleges must quality assure the initial teacher performance to be of high standards before qualifying them to teach in the basic schools. The training of professional teachers require an exposition to both subject content and pedagogical content knowledge (Agyei, 2013). Content knowledge is designed to equip the pre-service teachers with basic subject content knowledge required for teaching. The pedagogical content knowledge on the other hand, is intended to equip pre-service teachers with core competences and methodological strategies required for implementing the basic school curriculum during instruction. This is done with the view to develop and influence skills, expertise and values of pre-service teachers to develop high teaching standards (Nketsia, Opoku, Saloviita & Tracey, 2020). To attain this feat, the Colleges of Education in Ghana have structured their curricula such that subject content knowledge is taught during the preliminary years (1-3) at college. During the final year, the colleges have partner schools that engage the final year pre-service teachers on teaching practicum known as teaching internship. While at internship, pre-service teachers are mentored to develop their professional practices. Mentoring in teaching practicum aims at offering real time opportunity for pre-service teachers to learn the art and science of teaching by being exposed to the real conditions of the classroom and the challenges of a school. Mentoring is the act of engaging protégé teachers’ by experienced professional teachers (mentors) with the intention to guide the protégé teacher develop the skills and competences essential for teaching efficiently (Hansman, 2012). Mentoring thus offer pre-service teachers the opportunities to develop the art and skill of teaching through hands-on activities, effective class engagement, teaching resource preparation and reflective practices (Kagoda, & Sentongo, 2015). This is to say, that, mentoring affords pre-service teachers the opportunity to develop the skill requirement for their world of work (Obinnim, 2018). Mentors are expected to engage the pre-service teachers with basic classroom practices, such as effective class management, strategies to introducing instructions, usage of teacher learner resources, presentation of lesson content as well as assessment of pupils learning and reflective practices (Kebritchi, Lipschuetz & Santiago, 2017). During mentoring, pre-service teachers are assigned to experienced professional teachers who engage them fully with the reason to helping them develop the requisite pedagogical and professional competencies necessary for teaching (Okumu, Ogwang, Opio & Ajok, 2022). It is important to note, that these experienced professional teachers guide the pre-service teachers in all aspects of teaching and learning during the mentoring process. The mentors are also quintessentially expected to guide the pre-service teachers in developing their teaching philosophies and portfolios, a key prerequisite in the assessment of teacher trainees for teacher licensing. These daunting tasks expected of the mentors require that, pre-service teachers are adequately oriented and prepared during their stay at college before going through the mentoring programme (Adu-Yeboah, & Kwaah, 2018). A study conducted by Hillier, Goldstein, Tornatore, Byrne, Ryan & Johnson, (2018) indicated that most mentees go through the mentoring programme without knowing what to do. The mentees encounter a lot of challenges ranging from content delivery, to teaching resources preparation, teaching ethics and relationship building between with their mentors. The situation usually results in controversies between

themselves, their mentors, lead mentors and some cases school community members. This situation makes one wonder if pre-service teachers are adequately prepared at college before embarking on the mentorship programme. In some situations, link tutors from the colleges of education are burdened with extra professional responsibility of parching strained relationships between mentors and mentees. This situation does not help pre-service teachers to develop adequate professional competences required for efficient practice. There is no doubt that strained mentor-mentee relations would have a negative impact on the development of professional competences of the pre-service teacher

2. Statement of the problem

Amankwah, Oti-Agyen & Sam, (2017) contend that pre-service teachers are not fully adequately prepared for mentorship while at college. Fletcher (2012) asserts that in the colleges of education, very little is done by way of preparing the pre-service teachers for the mentoring programme. At the colleges of education, pre-service teachers are taken through just a days' orientation to prepare them for the one year intensive mentorship training program in the partner schools of attachment. This one day orientation does not sufficiently prepare the pre-service teachers psychologically, emotionally and professionally to get acquainted with their duties and responsibilities before embarking on the programme. The situation has adversely affected the pre-service teachers during the mentorship programme because they enter the programme knowing very little of what is expected of themselves (Nketsia, Opoku, Saloviita & Tracey, 2020). There is usually, confusion and trepidation which stems from the fact that tutors in the colleges of education expect mentors to take the pre-service teachers through the rigorous mentorship process without offering any assistance. However, mentors are hardly ever rewarded by the colleges of education in Ghana for mentoring their pre-service teachers (Hinson, Habib & Arthur, 2022). This condition breeds anxiety, apprehension and lowers the morale of the pre-service teachers during the mentorship programme, Iwu (2019) leading to mentor fatigue. The pre-service teachers find it very difficult connecting classroom learning theories with practical hands on activities which involve the hands, minds and the hearts (Hanson, Taale & Antwi, 2018). This disturbing situation results in the final year pre-service teachers not developing adequate pedagogical and professional competencies required for teaching effectively during the mentorship programme (Hinson, Habib & Arthur, 2022). To forestall this situation, the researchers developed a peer to peer mentoring module at Holy Child College of Education aimed at preparing and equipping the pre-service teachers with adequate skill expectations before embarking on mentoring programme with the partner schools. It is the expectation of the researchers that, peer to peer mentoring when effectively organised and monitored will go a long way to enrich pre-service teachers with positive attitudes, commitment and professional fortitudes needed in effectively engaging with themselves and their mentors (Straus, Johnson, Marquez, & Feldman, 2013). It is also expected that the peer to peer mentorship programme would develop the skills required for engaging learners effectively in the classroom (Yakubu, 2020). The aim of introducing the peer to peer mentoring module was to gradually usher the pre-service teachers into their world of work while preparing themselves adequately for their final year mentorship programme. This, the researchers intimate would accord the pre-service teachers the basic experiences required by mentors to fully engage and integrate mentor experiences for effective mentoring. Pre-service teachers are expected to become aware of their roles and responsibilities while being nurtured by their mentors. The pre-service teachers were quintessentially expected to become aware of the roles and responsibilities of their mentors so that they can prepare themselves adequately towards embracing mentor experiences which could be very daunting and frustrating in some cases. This is done in order to reduce shock, anxiety and confusion pre-service teachers may face during the final mentoring programme (Iwu, 2019). It is against this background that the researchers conducted this study to explore the effect of the peer-to-peer mentoring module on the development of professional and pedagogical competencies needed for effective pre-service teacher development prior to their mentorship.

3. Research Question

The following research questions were formulated by the researchers to guide the study.

- i. Does peer to peer mentoring equip teacher trainees with skill expectations needed for the mentoring programme?
- ii. Does peer to peer mentoring enable teacher trainees to develop the requisite professional and pedagogical competencies required for effective teaching?

4. Literature Review

Mentoring is a nurturing process in which a more skilled, trained and more experienced person serving as a role model teaches, espouses, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and or personal development (Jogan, 2019). In the teaching profession, mentoring involves a more experienced professional staff who seeks to share their skills and expertise with less experienced teacher trainee with the view to improving their development (Okumu, Ogwang,

George & Teddy, 2022). During mentoring, trainees get the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kiggundu & Nayimuli, 2009). This suggests that mentoring must serve as an introduction to the realities of the situation in the teaching profession and the challenges in the classroom. Mentors should bring their professional experiences to bear by helping trainees to overcome their challenges. Mentors must offer novel situations where trainees observe mentors at work so as to learn about the teaching skills, strategies and classroom achievements through self-reflection and implementation of variety of approaches. This will result in mentees gaining experience in managing and evaluating class work, maintaining discipline and order in the classroom, finding their own teaching style and personality. Also, effective mentoring will enable mentees to select and use relevant but appropriate teaching learning resources (TLR's), become acquainted with school organization and administration which will enable them to develop their teaching philosophies. Mentoring must offer trainees the opportunity to develop their pedagogical skills which are likely to make the theoretical materials learnt more relevant and meaningful to them (Akyeampong, Lussier, Pryor & Westbrook, (2012). As in coaching, mentoring requires knowledge and understanding of the process as well as the variety of styles, skills, and techniques that are appropriate to the context in which it takes place (Al Hilali, Al Mughairi, Kian & Karim, 2020). Peer mentoring on the other hand, is a close association between two or more students of the same class and ambition pursuing the same vocation, working together with the aim of developing both academic and professional competences (Colvin & Ashman 2010). This ambition is usually achieved when the peers are given the opportunity to try out their developed experiences within the workspace so that they can develop the skills required for their profession practice. Peer to peer mentoring develops by providing reciprocal support and advice to each other (Glaser, Hall & Halperin, 2006). In peer to peer mentoring, there is a close relationship between two or more students seeking to develop their professional competencies by learning and collaborating from each other within a professional setting. However, one of the students' is more experienced than the other(s). Research suggests that peer mentoring enables social connections between mentees and their mentors as well as familiarity with their institution which impacts on academic development (Heirdsfield, Walker, Walsh & Wilss, 2008; Cornelius, Wood & Lai, 2016). The association is usually assigned to an experienced professional with the sole aim of helping the students to develop professional capabilities necessary for working efficiently. Peer mentoring being a close relationship enables pre-service teachers to develop the skills and competences required of themselves through effective engagement (Healey, Flint & Harrington, 2014). Peer to peer mentoring enables pre-service teachers to form relationship for the purpose of both academic and professional good of all. In peer to peer mentoring, the peers share experiences by critiquing themselves positively and reporting areas of difficulty to the assigned experienced professional for the corrections to be made. This is done so that each peer benefits from the association (Goodwyn, Beech, GarveyGold, Gulliford, Auty, & Beech, 2022). However, the art of introducing the real world of teaching to mentees come with a challenge. This challenge creates a mixture of anticipation, anxiety, excitement and apprehension as they commence their teaching practice (Musingafi & Mafumbate, 2014; Lee, Lim & Lai, 2020). Both mentees and mentors (peer to peer) may suffer burnout in cases where the relationship is unfriendly and strained. The situation may impact negatively on the mentoring relationship preventing pre-service teachers from developing their teaching competences. Periodic mentoring workshops addressing leadership styles, time and class management, balancing teaching and mentoring responsibilities as well as group work, content and pedagogical knowledge can help support mentor development (Hudson, Uşak & Savran-Gencer, 2010). Recognizing the expertise of peers, acknowledging and compensating their contribution to professional development of their peers can go a long way toward ensuring the development of their pedagogical and professional competencies (Searby, 2010). Recognizing the important role played by peers in mentoring, some educationist have advocated for mentors as peer to be motivated (Kirkwood, 2023). This has become necessary owing to the daunting task and challenges faced by peer as mentors. Some educationist however, have postulated that peers as mentors must be given the opportunities during educational fora and professional development sessions to share their reach experiences so that both pre-service and in-service teachers can benefit. It is worthy of note that the act of mentorship cannot be removed from the teaching profession because of the important role it plays in reforming teacher professional practices.

4.1 Peer to peer mentoring approach

During the peer to peer mentoring sessions, third year pre-service teachers preparing for final year mentoring programme were each assigned to second year pre-service teachers to be mentored. The second year pre-service teachers were identified as student mentees (s-mentees) whereas the third years were referred to as student mentors (s-mentors). Both s-mentors and s-mentees were signed onto a one week orientation programme organized by the researchers and two other facilitators. The pre-service teachers were introduced to the ethics of the teaching profession, collaborative lesson planning and delivery, teaching learning resource preparation and storage, innovative pedagogical approaches to teaching as well as the responsibilities expected of both s-mentees and s-mentors prior to the peer to peer mentoring programme. They were also introduced to the internship policy

of Holy Child College of education as well as the policy guidelines covering community engagements as pre-service teachers. After the one week orientation programme, the s-mentors were tasked to guide the s-mentees to plan their lessons using Plan-Do-Reflect (PDR), develop appropriate but relevant teaching learning resources (TLR's), employ improvisation techniques during instruction, deliver lesson in parts and also cataloguing their reflections in a daily teaching practicum journal. This was done with the intension of guiding the peers to cultivate the professional practice of identifying s-mentees who might encounter difficulties during instruction so that appropriate methodological strategies can be designed to help them overcome their challenges. This practices is done with the intension to help the pre-service teachers imbibe the concept of the universal design for learning where instructions are differentiated for pre-service teachers who require assistance to develop understanding of concepts taught. The s-mentors were quintessentially expected to guide the s-mentees during the peer to peer mentoring sessions to develop their portfolios and their teaching philosophies to guide their professional development and practices. The s-mentors were also assigned to help the s-mentees with their exercises and assignment under the guidance of experienced college of education tutor. The s-mentees were oriented to corporatate with their third year s-mentors and be fully involved and committed in the peer to peer mentorship programme. The s-mentees were also tasked to help their s-mentors in the lesson planning and delivery, collection and distribution of teaching resources during instruction and finally be involved in critiquing the lesson during the post-delivery conferences. This arrangement was done with the intention to introduce both s-mentees and mentors into the world of work of the teaching profession by gradually scaffolding the mentoring process for them (Zavez, 2021). The purpose of scaffolding the mentorship process was to gradually usher both s-mentor and mentees into the art and science of teaching so as to prevent them from being overwhelmed with the challenges eminent from the mentorship programme. To address the problem of s-mentor and s-mentee burn out during the mentoring process, each peer mentoring group were assigned to a college tutor who had the responsibility of addressing key challenges reported by the s-mentees and their mentors. The professional college of education tutors also guided the mentor-mentee relations in their professional practice by collecting data for the study.

4.2 Sit-in's during lesson delivery

During lesson delivery sessions, the s-mentee's sat in to observe how the s-mentors' deliver the lesson which they have already planned together. The s-mentee observes the mentors' skills of introducing the lesson by linking the relevant previous learning experience of learners as prerequisites for the new lessons. This is where the act of questioning and discussions become very relevant to the lesson delivery. The s-mentees also learn the act of listening to the pupils and filling in where they missed out during the lesson introduction. In some cases, an s-mentor may ask s-mentee to start the lesson by way of introducing the topic or delivering the content. This helps the s-mentee to develop certain specific skills relating to aspects of the lesson delivery. Particularly, the s-mentee observes and notes innovations or flaws that the s-mentor may exhibit. During the content delivery session of the lesson, The s-mentees are involved in distribution of teaching learning resources to the learners, monitoring learners who may be having learning difficulties by providing alternative routes or guidance or getting the mentor to repeat some pieces of information which might have eluded the learners during instructions. In cases where expression work is administered by the s-mentor, the s-mentee is involved in correcting the mistakes made by learners while ensuring that learners follow the content at the pace of the lesson delivery. The s-mentees also identify learners who may require special assistance during the lesson and prompts the s-mentor to put in place strategies to assist the learners after the delivery session. Together, both the s-mentor and s-mentee may develop an individualised education plan to help learners who may require special assistance. After, the instruction, the s-mentor engages the s-mentee in a post-delivery conference to discuss what went well and challenges encountered. This reflection phase of the lesson is characterised by the s-mentee asking questions on observations made and soliciting reasons for certain decisions taken by the s-mentor during the lesson delivery. All this is done with the view to helping the s-mentee to develop the act and science of teaching on the job instead of being lectured on teaching. It is at this face that both the s-mentor and s-mentee engages in face to face critical review of the lesson taught to help improve their professional practices in subsequent lessons presentation.

4.3 Supervision of lesson sessions

During lesson delivery by the s-mentor and mentees in phases, or in turns at the sit-in session, the college tutor also sits in during instruction to direct the development of the lesson. The college tutor corrects mistakes made by pre-service teachers by offering subjective alternatives in a cordial, friendly and professional but non provocative manner using a win-win approach (Kotini & Tzelepi, 2015) after the lesson delivery. The intent of the college tutor sitting in the lesson delivery session is not to find faults or mistakes made by the pre-service teachers (Gürkan, 2018). The college tutors identify challenges made by the pre-service teachers during lesson delivery and together weigh alternatives that can be used to improve lesson delivery. This is done both in-session

and after the delivery session in the post-delivery conference (Waring, 2017). During the post-delivery conference, two main questions that guides college tutors professional practices are what went well during the lesson delivery?, what new innovations will you integrate in your lesson when you are given the opportunity to re-teach the topic. These questions allow the s-mentor, s-mentee and the tutor to do an introspection of the lesson delivery process as well as to appreciate some of the professional flaws committed during the lesson delivery and together explore avenues to correct them. The college tutor also offer suggestive alternatives with the intension of guiding the pre-service teachers develop effective and efficient professional practices that aim at improving the professional competences. The supervisory role played by the college tutors is one of an expert providing support in a cordial atmosphere with corrective practice to enable the pre-service teacher's state clearly their challenges relating to their professional practices and experiences (Mukeredzi & Manwa, 2019). This practice helps the pre-service teachers to develop the needed content delivery strategies as well as the appropriate pedagogical variables needed for managing lessons effectively. Where the infractions made during the lesson presentations are not in accordance with the standard practices of the teaching profession, the college tutor would negotiate with the pre-service teachers to re-teach the whole lesson using the suggestions offered by the college tutor. The practice enables the pre-service teachers to develop the practical approaches to teaching on the job as supposed to being told what to do or how to handle such situations.

4.4 In-class coaching

During the peer to peer mentoring programme organised by the researcher, the college of education tutors assigned to the s-mentees also engaged in coaching of the mentees' regarding their professional practices. In class coaching involved in teacher professional training encompasses the sharing of professional experiences related to teaching of subject content, pedagogical knowledge and professional attitudes and values as well as the ethos of the teaching profession (Stoetzel & Taylor-Marshall, 2022). The college tutors were involved in guiding both the s-mentors and mentees' on how to write comprehensive but detailed lesson plans which are in tandem with the weekly schemes of work, selecting appropriate teaching materials in line with the lesson topics (indicators) and introducing the lesson by taking cognizance of the learners previous knowledge. The college tutors provided support to the both s-mentees and mentors to enable them develop the skills involved by guiding them professional to overcome some of the challenges involved in undertaking the activities especially for the first time in their professional practice as would be teachers. The college tutors also provided coaching on how to make daily lessons interesting and worthwhile regarding the content to be taught as well as the performance standards expected to be developed. The college tutors again guided both the s-mentors and mentees' in every step of the way to enable them develop the right professional skills and attitudes in conformity with the standards of teaching (Call, 2018). Coaching of both s-mentors and mentees took the form of verbal discussions which centered on sharing of problems encountered during the lesson preparation and delivery. The tutors engaged the s-mentees and mentors again in pre-delivery conferences where their anticipated challenges involved in lesson delivery were discussed and resolved. The post-delivery conferences focused basically on the challenges encountered during the actual lesson delivery. The tutors negotiated with both s-mentees and mentors by asking them to spot what went wrong during the lesson delivery, and then giving the chance, what they would do differently. The tutors then offer suggestive feedback to enable the s-mentees and mentors overcome those difficulties. The coaching section was intended to guide both the s-mentors and mentees' to boldly come out with their problems so that together with their tutor's they can find workable professional solutions.

5. Methods use in the study

The explorative case study design with multiple data source was used for the study. Case studies are intensive but systematic investigation of a single individual, group, community, institution, organisation or some other units in which the researcher examines in-depth data relating to several variables (Gustafsson, 2017; Goodrick, 2020). The study of cases can be used to describe, explore or explain details that may emanate from the subjects under study (Yin, 2012). According to Yin, (2014), the use of case study helps reveal intricate insight and particulate details on subjects which are difficult to see when other methods are used. The explorative case study was necessary for this study because the second year pre-service teachers who were the main focus of the study were of interest to the researcher. The second year pre-service teachers were to develop key pedagogical and professional competences relevant for teaching prior to their mentoring programme. The introduction of the second year pre-service teachers in the peer to peer mentoring programme was to afford them the opportunity to be exposed to their roles and responsibilities as well as inculcating good teaching practices in them. The association of the second year pre-service teachers with the third years' enable the researcher to collect data on the second year pre-service teachers which was used to substantiate the gains made by the s-mentees prior to their final year mentorship programme. The explorative case study was used with the intention to reveal typicalness and uniqueness of the use of peer to peer mentoring at developing pre-service teachers' professional skills. To reveal insights on the subjects, Stake, (2002) posits that there is the need for researchers to establish

close relationships with the subjects with the intent to observed hidden details difficult to be identified using other methods. The use of multiple data sources such as observation schedule, questionnaire and End of Mentorship Discussion Forum (EMDF) by the researcher enhanced closer relationship between the researcher and the pre-service teachers. This enable detailed information to be collected using the multiple instruments with the aimed of ensuring triangulation, rigor and credibility of the information obtained. The different instruments were used to collect data from the same study so that the findings could be described as authentic and trustworthy. This enabled the researcher to generalize the findings for the population from which the study was conducted.

The stratified purposive sampling was employed to collect data on 210 second year pre-service teachers who had been assigned to 10 different mentoring groups (strata). Each mentoring group forming a stratum consisted of between ten to twelve pre-service teachers. The mentoring groups were assigned to a professional college of education tutor for continuous coaching and monitoring. The activities of the tutors in each stratum included vetting of lesson plans, addressing immersing pedagogical issues which required expert attention, supervising teaching and learning sections and also guiding and directing both s-mentors and mentees relationship from going sour. Before the peer to peer mentoring session which lasted for one semester begun, both the s-mentors and mentees were signed on to a one week orientation programme. The s-mentees who had never been introduce to the pedagogical strategies involved in teaching were briefed on the intent of the peer to peer mentoring sessions. The skill set expected to be cultivated and developed as well as the behavior expectations needed to make the mentorship programme a success. The one week orientation was organised to help develop a better understanding of the peer to peer mentoring process and also to enable the pre-service teachers become aware of their responsibilities as future prospective teachers. The third year pre-service teachers identified as s-mentors were also introduced to their roles and expectations, as well as the professional skills set expected to be developed. After the orientation, both s-mentors and mentees expressed their excitement for signing on to the week long programme.

5.1 Validity and reliability of the instruments used

To enable the researchers collect data that can be used to substantiate the information obtained from the study, the regular teaching practice form 'A' used in assessing student-teachers during practicum at Holy Child College was modified by the researchers to include all areas of expected development by the pre-service teachers. The modified instrument was given to an education expert at University of Cape Coast for item auditing purposes. After the item auditing, statistical analysis of the items revealed a Crombach Alpha value of 0.08. This implied that the items were related to the constructs being measured and could be used for the study. Ten (10) semi-structured items were developed out of a compilation of the experiences developed by the peers. The items were pilot tested on ten s-mentees who were part of a different cohort study group. After the pilot testing, the items were revised to ensure both face validity and content validity by revising some of the items and introducing new items. The semi-structured items were used during the End of Mentoring Discussion forum to collect data for the study.

5.2 Ethical considerations

To ensure anonymity and confidentiality of the subjects engaged with for the study. The questionnaire had a section for pre-service teachers' confidentiality consent. Pre-service teachers' had to provide informed consent before filling the questionnaire. The pre-service teachers' were assured that the discussions held during the end of mentorship forum was intended for only academic purposes.

5.3 Analysis of findings from the study

Table 1. Adequate teacher preparation prior to lesson delivery

S/N	Items	SD	D	A	SA	M	SD
1	Formulate realistic, timely and achievable objectives.	7(3.4)	18(8.8)	122(59.5)	58(28.3)	3.126	.70259
2	Use activities to sequence and direct pupils learning.	8(3.9)	14(6.8)	123(60.0)	60(29.3)	3.1463	.70575
3	select and prepare relevant and appropriate TLRs.	10(4.9)	12(5.9)	118(57.6)	65(31.7)	3.1610	.73993
4	Provide subject specific techniques that facilitates understanding.	8(3.9)	8(3.90)	108(52.7)	81(39.5)	3.2780	.71795

Source; field survey, 2022, TLR's = teacher learner resources

From table 1 above, it can be deduced that peer to peer mentoring has been useful to the teacher trainees. Peer to peer mentoring has equipped the teacher trainees to become aware that effective teacher preparation prior to lesson delivery is a panacea for successful lesson delivery (Boye, 2020). This is because out of 205 s-mentees

sampled, 180 (87.8%) highly agreed that peer to peer mentoring has enabled them to develop realistic, timely and achievable lesson objectives which was very difficult to do before the mentoring programme. Also majority of the mentees 183 (89.3%) were of the opinion that peer to peer mentoring have equipped them with the skill of using activities in sequencing pupils learning. A sizable number of the mentees sampled, 183 (89.3%) again contend that peer to peer mentoring has enhance their skill of selecting and preparing relevant and appropriate teaching learning resources which aided lesson delivery. Also a greater number of the mentees sampled 189 (92.2%) indicated that peer to peer mentoring has equipped them with subject specific techniques that facilitated the teaching of the specialty subjects especially in the Junior high schools.

These assertions above were consolidated by the following comments made by five mentees (1-5) during the End of Mentorship Discussion Forum (EMDF) relating to teacher preparation prior to lesson delivery.

EMDF 1, "I have benefited a lot, when I started teaching I was shivering but after teaching with my mentor I have develop confidence in teaching".

EMDF 2. "The peer to peer mentorship programme has helped me to develop the skill in lesson plan preparation and teacher learner resources preparation".

EMDF 3."I noted some of the mistakes committed by my mentor during the sit in sessions. I have learnt not to make those mistakes during my lessons presentation".

EMDF 4 "The peer to peer mentoring programme has enabled me to develop the skills needed in effective planning and preparation towards lesson delivery. I was always very skeptical when it comes to teaching".

EMDF 5. "The peer to peer mentoring has helped me to develop a cordial relationship with my mentor. Now I am free to go to her for assistance not only on teaching practicum but also on my assignment and projects". I can say that my academic work has improved.

The analysis above reveals that peer to peer mentoring has impacted positively on pre-service teachers' professional skills development. Peer to peer mentoring has developed in the pre-service teachers the need to adequately prepare themselves prior to their lesson delivery. This is because peer to peer mentoring relationship between the s-mentors and s-mentees has enabled them to develop realistic, timely and achievable objectives, developed the ability to use activities in sequencing instruction in a chronological order as well as developing the ability to select and prepare relevant but appropriate TLR's. This suggests that peer to peer mentoring has equipped both the s-mentors and mentees with the skills and competences required for managing a class. According to Alsaleh, Alabdulhadi & Alrwaished, (2017), one of the importance of peer mentoring in colleges of education is to guide the development of confidence and skills by the developing teacher. The development of confidence enable teachers to have control over their teaching (Biesta, Priestley & Robinson, 2015). Teachers as change agents should have the ability to develop and model lessons in a fashionable manner to sustain learners' interest. Effective teachers use teaching and learning resources in stimulating learning so that learners can develop their own understanding of concepts taught. When learners develop their own understanding using their own experiences from the environment backed with stimulating teaching learning resources, it leads to permanency of information learnt by preventing learner memorization (Lang, 2021). This presupposes that teacher pre-service teachers must cultivate the art and science of effective teaching by developing the totality of the skills needed to effectively augment their teaching prowess. Peer to peer mentoring has become a conduit for pre-service teachers in developing the skills essential for managing their class and lessons effectively.

Table 2: Responses on the skill of lesson delivery

S/N	Items	SD	D	A	SA	M	SD
5	stimulating pupil's interest throughout the lesson.	10(4.9)	11(5.4)	89(43.4)	95(46.3)	3.3122	.78597
6	deliver lesson using appropriate pacing and audible voice.	5 (2.4)	26(12.7)	85 (41.5)	89(43.4)	3.2585	.77110
7	asks varied and divergent questions to direct lesson.	1(5)	24(11.7)	117(57.1)	63(30.7)	3.1805	.77110
8	engages all pupils in a lesson, monitor progress and provide feedback.	4(2.0)	24(11.7)	114(55.6)	63(30.7)	3.1512	.64292
9	use varied assessment techniques to check understanding.	3(1.5)	8(3.9)	116(56.60)	78(38.0)	3.3122	.64292
10	creates good and purposeful learning environment with equal opportunities.	4(2.0)	9(4.4)	100(48.8)	90(43.9)	3.7024	.61842

Source; field survey, 2022

One of the skills expected of professional teachers is the development of the right methodical and pedagogical strategies employed in getting the content knowledge across to learners. To effectively deliver lessons to get the best out of learners, teachers must ensure effective organizing and management of the classroom during instruction (Stronge, 2018). Table 2, above portrays that the mentorship programmed

organised by the researcher has been very effective in improving the instruction delivery skills and capabilities of the s-mentors and mentees. Majority of the s-mentees sampled, 184 (89.7%) indicated that peer to peer mentoring has been very beneficial because it has helped them develop the skills of continuously stimulating pupils' interest during lesson delivery. A sizable proportion of the s-mentees 174 (84.9%) opined that being involved in peer to peer mentoring programme has equipped them with the skill of lesson delivery using appropriate pacing and audible voice in getting the content knowledge across to learners. The s-mentees again rated very high their ability to ask varied and divergent questions to direct their lessons so as to engage all learners in the instructional delivery. A high proportion of the s-mentees sampled, 194 (94.6%) were of the opinion that the peer to peer mentoring programme has enriched them with the ability to use varied assessment techniques that can be employed in assessing pupils performance after lesson delivery. A sizable proportion of the s-mentors, 177 (86.3%) intimated that the peer to peer mentoring has equipped them with the skill of assessing learners in order to provide learners with prompt feedback. Prompt feedback is of high importance to learners because it enables them to develop positive reinforcement motivational cues which are essential towards independent learning (Ciampa, 2014). From the analysis above, it can be concluded that s-mentors have developed the relevant skills needed in managing classroom instructions effectively. The s-mentors provided the relevant learning environment which stimulated effective learning. The following comments were made by another five pre-service teachers (6-10) in support of the findings made during the (EMDF) on the skill of lesson delivery.

EMDF 6. "The peer to peer mentoring and sit-ins has improved my teaching experience. As a mentee, the sit-in has equipped me with the skills involved in teaching. It has improved my approach to pedagogy".

EMDF 7. The reflective sessions has enabled me develop variety of critical feedback skills which I can use to assess the entire process of my lesson delivery.

EMDF 8. "Learning from my mentor has equipped me with efficient strategies used for managing classrooms. Even though my time is not yet due for internship, I am very confident that I can go through the programme without any challenge when the time comes".

EMDF 9. "The planning and preparation of teaching learning resources has enabled me develop the attitude of providing good teaching environment where every learner feels part of the class".

EMDF 10. The Plan-Do-Reflect session that guided the peer to peer mentoring sessions enabled me to plan and anticipate difficulties that may be encountered during the lesson delivery and how I can use feedback to resolve it.

From the analysis above, it could be deduced that peer to peer mentoring has been very effective at helping pre-service teachers in developing the skills needed for effective instructional delivery. Both the student mentors and mentees assert that the peer to peer mentoring section has enabled them to develop the skill of planning lessons together. They intimated that the mentorship programme has enabled the development of the skills involved in monitoring the progress of learners during instruction (Reich, Buttimer, Fang, Hillaire, Hirsch, Larke & Slama (2020), creating good and purposeful learning environment which affords learners equal opportunities to develop their potentials Reeve, (2012), as well as sustaining pupil's interest during the lesson delivery Cavanagh, (2011). The pre-service teachers again intimated engaging in reflective practice after lesson delivery with the intent of improving effective lesson delivery. They again said that effective peer to peer mentoring has also equipped them with the skill of using good questions, audible voice and good pacing in sequencing the delivery of their lessons. Once there is effective instruction, assessment becomes easy and interesting to conduct (Garrard, 2022). Effective peer to peer mentoring programme organised by the researchers has been very fruitful in equipping both the s-mentees and mentors with varieties of assessment techniques involved in assessing learning. The findings portrayed by table 2 above, indicates that, peer to peer mentoring is needed in augmenting pre-service teachers at developing the required professional skills needed for learning. It can be argued that the preparation of effective competent teachers is a function of the training received by the teacher (Instefjord & Munthe, 2017). Good quality teachers receive good quality training while at college (Darling-Hammond, & Sykes, 2003). Effective teachers teach with the aim of inspiring pupils to develop their potentials (Symeonidis & Schwarz, 2016). The quality of every good teacher education regime is as good as the processes employed in training the teachers who qualify to teach (Alda, Boholano & Dayagbil, 2020). Colleges of education must strive to put in places systems and processes which would enable effective teacher development and professionalism training.

Table 3: Classroom organization and management

S/N	Items	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>M</i>	<i>SD</i>
11	Ensure effective placement of learners during instruction	6(2.9)	13(6.3)	103(50.2)	83(40.5)	3.2829	.71260
12	Places teaching and learning resources in class after lesson for reinforcement	6(2.9)	10(4.9)	115(56.1)	74(36.1)	3.2537	.68173
13	Use different classroom settings for space and collaboration	5(2.4)	27(13.2)	117(57.1)	56(27.3)	3.0927	.70446
14	Provides remedial lessons after class for pupils to catch up	3(1.5)	21(10.2)	108(52.7)	72(35.1)	3.3610	2.12281

Source; field survey, 2022

For effective teaching and learning, teachers must organise their classrooms during instructions to get the best out of the learners. A well-lit and demarcated classroom with enough space and good ambience facilities good academic work. From table 3 above, it can be observed that out of 210 mentees sample, 186 (90.75%) indicated that they ensured placement of learners for effective classroom management during instruction. A sizable proportion of the s-mentors sampled 189(92.2%) reiterated that placing teaching learning resources in-class after instruction provided reinforcements to learners by consolidating the content knowledge thought. As learners review the teaching learning resources displayed, they are able to connect the materials learnt to their own conceptual understanding by drawing relationships and making deductive reasoning. Majority of the s-mentees sampled 173(84.4%) contend that peer to peer mentoring programme has enabled the development of skills involved in using different classroom settings for space so that learners can collaborate strongly during instruction. A sizable number of the s-mentees 180(87.8%) were of the opinion that peer to peer mentoring has provided them with the skills involved in providing remedial lessons to learners to enable them make for the difficulty encountered. The findings above were consolidated by 4 mentees, (11-14) during the EMDF on classroom organisation and management.

EMDF 11 “I can now set up my classroom using the three dimensional “3D” approach which provides enough space for learners to easily access all corners of the classroom for effective teaching and learning”.

EMDF 12 “After teaching, I paste the TLR’s on the walls of the classroom for learners to observe during their free time”.

EMDF 13 “I can now develop individualized remedial plan to assist learners who may have curriculum deficiencies”.

EMDF 14 “I am able to pair learners based on their characteristics for effective collaborative work during instruction so as to derive the very best from them”.

Classroom arrangement and organisation is very important in creating space needed by learners to work on assigned task during the instruction. When the classroom is clouded with table and chairs and teaching learning resources are not well arranged, it impedes learners’ movement and certainly affect the environment needed by learners during instruction. Learners need open spaces to play and interact with materials in developing meaningful learning (Malinowski, Maxim & Dubreil, 2021). leaving teaching learning materials properly displayed in the classroom after instruction enable learners to consolidate the materials learnt by making references and drawing relations (Charteris, Thomas & Masters, 2018). This is usually difficult to do during in-class discussions where learners have very limited time to make connections with the materials. The pairing of learners during activities in lesson delivery enable them to develop collaborative skills which can be used in solving problems assigned (Oganisjana, 2015). This therefore suggests that the training and development of competent professional teachers must be given the needed impetus if teachers are to make impact in the teaching profession (Hinson, Habib & Arthur, 2022). Peer to peer mentoring is one of the strategies that colleges of education in Ghana can adopt to develop the professional competences of the pre-service teachers.

Table 4: Teacher professional commitment

S/N	Items	SD	D	A	SA	M	SD
15	Use rules and routines to correct pupils.	7(3.4)	17(8.3)	130(63.4)	51(24.9)	3.0976	.67899
16	Focuses on pupils and models behavior.	6(2.9)	16(7.8)	120(58.5)	63(30.7)	3.1707	.68964
17	Develop interest in pupils who do not attain performance standard.	4(2.0)	13(6.3)	104(50.7)	84(41.0)	3.3073	.67751
18	Provides adequate work for talented and gifted pupils while maintaining pace of class.	8(3.9)	11(5.40)	120(58.5)	66(32.2)	3.1902	.70565
19	Monitors learners on break.	6(2.9)	20(9.8)	115(56.1)	64(31.2)	3.1561	.71058
20	Mark pupil's exercises and provide promptly feedback.	6(2.9)	28(13.7)	110(53.7)	61(29.8)	3.1024	.73714

Source; field data. 2020

One the most important tenets of the teaching profession is the development of highly qualified professionals whose professional practices are highly rooted in high teacher commitment. Highly committed teachers are highly motivated (Alam, 2021). Highly motivated teachers are diligent and passionate about their profession (Robertson-Kraft & Duckworth, 2014). A closer look at table 4 indicates that peer to peer mentoring has been very impactful in developing a high sense of teacher commitment among the pre-service teachers. Majority of the s-mentees sample 180 (88.3%) indicated that peer mentoring has helped s-mentees to develop the ability in using rules and routines in correcting. A further 183,(89.3%) indicated that they are able to model learner's behavior. A sizable proportion of the s-mentors 188, (91.7%) indicated that they are able to develop interest in learners who might be having academic challenges while ensuring that gifted and talented pupils are actively engaged in class without becoming bored. This is achieved by giving challenging task to the gifted and talented pupils. A greater proportion of the mentees sampled 186, (90.7%). were of the opinion that providing adequate exercises for the gifted while ensuring that average learners also become interested in classroom activities will certainly develop the potentials of all the learners. From the observations made in table 4 above, it can be seen that peer to peer mentoring has been very useful at boasting the commitment level of the pre-service teachers towards their world of work. Peer to peer mentoring has been very useful in equipping the pre-service teachers with the skill of conducting relevant class exercises and providing prompt feedback to motivate learners. It is important that college tutors as coaches guide the pre-service teachers in cultivating the habit of developing current innovative practices so that they can share. The revelations above were consolidated by the pre-service teachers during the EMDF conducted on professional teacher commitment towards teaching.

ERDF 11 "I can now model pupil's behavior using rules and routines".

ERDF 12 "In as much as I want to achieve my objective, I always look out for pupils who may be having challenges with the lesson and offer the little help I can"

ERDF 13 "During teaching, I want to make sure all my pupils benefit from the class".

ERDF 14 "I have come to realize that pupils develop special interest in your lesson when their exercises are marked promptly and provided with immediate feedback.

Good and dedicated teachers are as good as the learners they teach. Teachers serve as role models both I the classroom and the communities where they teach. The attitude of the teacher towards the work is invariably imprinted on the learners because the teachers model behavior all aspects of the learner's life. Efficient pre-service teacher commitment towards duty would results in professional teachers becoming highly committed in the work they do, from the analysis above, the researcher can easily conclude that the peer to peer mentoring organised have been very impactful at developing teachers with the right professional attitudes towards, knowledge and dispositions needed to effectively manage and model learners behavior.

5.4 Analysis of findings

Research question one; does peer to peer mentoring equip teacher trainees with skill expectations needed for the mentoring programme?

The one week orientation training programme adopted by the researcher in training the peers have enabled them to become aware of the skills and competencies to be developed prior to the final year mentorship programme. It is important to note, that the final year mentorship programme is aimed at helping pre-service teachers to better develop their skills in teaching and not to learning the art of teaching (Darling-Hammond, 2017). The one week orientation programme had introduced the peers to the ethics of the teaching profession intended for guiding the behavior of the pre-service teachers in the partner schools and within the partner school communities. The ethics were intended to codify the collective behavior of the pre-service teachers while on the mentoring programme (Hooley, Hutchinson & Neary, 2016). The introduction to the ethics of the teaching profession has equipped the peers with the expected behavior patterns needed to be developed between themselves and their mentors which will impact positively on the mentoring process. The orientation programme also considered

collaborative lesson planning which was premised on plan-do-reflect (Watanabe, 2018). This strategy involved and exposed the pre-service teachers to all the skills and competences involved in lesson planning and delivery in phases. The pre-service teachers taking turns during lesson delivery to handle the various stages of the lesson had emboldened them to be very confident and competent towards dealing with the skills set expected for delivery of instruction (Biesta, Priestley & Robinson, 2015). The collaborative lesson planning and delivery have also equipped the pre-service teachers with the skill of critically examining the whole process of teaching a lesson by reflecting on what went well and the challenges encountered during the instruction. This practice has introduced the pre-service teachers to the professional practice of continuous improvement during the act of teaching. One of the key areas of the teaching profession which has been a source of worry to both in-service and pre-service teachers is the development of the skill of teaching learning resource preparation and storage (Kagoda, & Sentongo, 2015). The facilitators took two out of the five days orientation to engage the pre-service teachers on how to collect and prepare teaching learning resources from locally available materials for teaching and how to safely store the resources for future use in order to save cost. The pre-service teachers were encouraged as would be professional teachers to cultivate the habit of continuously collecting locally available materials in preparing teaching resources to avoid the stress they go through when they teach without teaching learning resources. The pre-service teachers were also introduced to some of the innovative pedagogies employed in teaching which are basically learner centered. The innovative pedagogies included; flipped teaching, concept mapping, augmented learning, pelmanism, back to back, discussions and debates, teachbacks and others. The introduction to these modern innovative pedagogies changed the perception of the innovative pedagogies regarding their teaching from a more didactic approach to a more subtle teaching approach (Kebritchi, Lipschuetz & Santiago, 2017). From the experiences of the pre-service teachers and the comments made by most of them during the end of mentorship discussion forum, it was obvious that the one week orientation programme organised had been very useful at developing the skill sets needed prior to the mentoring programme. It can be deduced that, the orientation programme equipped the pre-service teachers with the skills and professional expectations needed to successfully go through the mentorship programme without major challenges.

Research question two; does peer to peer mentoring enable teacher trainees to develop the requisite professional and pedagogical competencies required for effective teaching?

The analysis of table 1, 2 and 3 (in the previous pages) reveals that the peer to peer mentoring has impacted positively on pre-service teacher's professional development. This is because peer to peer mentoring relationship between the s-mentors and mentees enabled them to formulate realistic, timely and achievable lesson objectives, develop the ability to use activities in sequence instruction in a chronological order as well as developing the ability to select and prepare relevant but appropriate teaching and learning resources. It was also observed that the peer to peer mentoring programme has been very successful at equipped the pre-service teachers with the skills and competences required for managing their classrooms (Hudson, 2013). There is no doubt that, when teachers prepare themselves effectively towards lesson delivery, they are able to competently teach to impact greatly on the learners. Competent teachers are highly committed and positively motivated intrinsically to deliver (Alam, 2021). Pre-service teachers as would be professional teachers need an exposition to both subject content and the pedagogical strategies required for delivery of the content. Exposure of pre-service teachers to the dictates of a very efficient mentoring programme will help equip them with the desirable professional skills needed for teaching with finesse (Hammond & Moore, 2018). The sharing of experiences by both s-mentors and mentees in the preparation of lesson plans and subsequent delivery of the lesson in parts has enabled the pre-service teachers to appreciate the importance of collaborative collegiality between teachers who may be performing the same functions (Oganisjana, 2015). Complementing each other's weakness and building strong relationships on their strengths is the basis for the development not only for the modern day teacher but also the 21st century digital man who requires collaborative efforts to solve human problems.

6. Conclusions and Recommendation

From the observations above, it can be deduced that peer to peer mentoring has been of tremendous help to both student mentees and student mentors. Peer mentoring has contributed immensely towards the development of efficient pre-service teachers. Peer to peer mentoring has equipped pre-service teachers with the skills involved in classroom organisation and management, increased their professional commitment, and harkened the development of skills in lesson planning, preparation delivery and assessment. Peer to peer mentoring has also increased the relationship between pre-service teachers and their college tutors thereby increasing their confidence. There is no doubt that a close collaboration between the pre-service teachers and their college tutors have a positive impact on both pedagogical and academic development. The close relationship between pre-service teachers has resulted in high collaborations among the peers and this has impacted positively on their academic performance. Peer to peer mentoring has undoubtedly prepared and equipped the pre-service teachers effectively with the necessary skills required to fully integrate into the final year mentorship programme with

minimal difficulties.

The pre-service teachers have fully become aware of their roles and expectations necessary for a successful final year mentorship programme. The pre-service teachers have also become aware of the roles of their mentors in the partner schools where they would be engaged during the final year mentorship programme. When pre-service teachers are aware of their roles and that of their mentors, it develops collegiality between them resulting in reduced fatigue on their relationship (Bettini, Jones, Brownell, Conroy & Leite, 2018). It can therefore be said that the peer to peer mentoring programme has equipped the pre-service teachers with the expectations required for effective mentoring.

The researchers concluded that the peer to peer mentoring module introduced by the researchers at Holy Child College of Education, has helped the development of professional competencies and pedagogical skills required for effective teacher preparation (Toom, 2017). It has adequately equipped and prepared the teacher trainees with the requisite professional and pedagogical dispositions required for effective mentoring. The peer to peer mentoring programme has also equipped the teacher trainees of their role expectation going into the final year internship programme to be adequately prepared to become highly qualified teachers with high content and pedagogical dispositions. The teacher trainees have developed the needed content knowledge, pedagogical knowledge, pedagogical content knowledge as well as professional attitudes and values as enshrined in the Ghana national teaching standards. There is every certainty that peer to peer mentoring programme instituted by the researchers has enabled teacher trainees to develop the requisite professional and pedagogical competencies required for effective teaching.

The researchers highly recommend that colleges of education in Ghana channel efforts at engaging teacher trainees in peer mentoring to sharpen their professional skills and prepare them adequately for the mentoring programme. The colleges should adopt the one-weekly orientation programme adopted by the researchers in preparing teacher trainees psychologically and emotionally to become exposed with what to expect during the mentoring programme and how to prepare themselves adequately prior to the commencement of the programme. Teachers in colleges of education must take keen interest in the preparation of the teacher trainees during micro-teaching by integrating this practical hands-on innovation which has the propensity to equip teacher trainees with relevant skills and attitudes.

The practice will help enable the development of effective teacher preparation programme which will result in competent teacher production. The hands-on practicum offered by the programme enable teacher trainees to develop effective teaching philosophies and practices that guide their professional practices going into the one year internship programme while beginning their professional practice. Pre-service teachers must use the avenues offered by college tutors to explore skills that can be used in preparing teaching learning resources which has the ability to develop understanding during lesson delivery.

Further research can be conducted to determine the correlation between effective teacher preparation (internship programme) and teacher performance on the job in a tracer study to inform the teacher preparation programmes to be put in place.

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